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Four Corners

Jack C. Richards · David Bohlke



Teacher's Edition

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Scope and sequence

LEVEL 4	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
Unit 1 Pages 3–12			
The news A *Stories in the news* B *I totally agree.* C *Survival stories* D *Creating news*	**Students can . . .** ☑ tell news stories ☑ agree and disagree with opinions ☑ ask questions and talk about a news story ☑ discuss a news story	Verb tenses – statements Verb tenses – questions	News sections Actions in the news
Unit 2 Pages 13–22			
Communicating A *Language learning* B *One possibility is . . .* C *Have her text me.* D *Modern communication*	**Students can . . .** ☑ give and discuss language-learning tips ☑ express interests ☑ offer options ☑ talk about ways of communicating ☑ discuss their communication preferences	Present perfect continuous Verb + object + verb	Language-learning tips Communicate . . . or not?
Unit 3 Pages 23–32			
Food A *Street food* B *Sounds good to me.* C *Mix and bake* D *Chocolate!*	**Students can . . .** ☑ describe ways food is prepared ☑ give and accept recommendations ☑ describe steps in a recipe ☑ plan and describe a food tour	Present passive Time clauses	Food preparation Tastes and textures
Unit 4 Pages 33–42			
Behavior A *The right thing to do* B *I didn't realize that.* C *Doing things differently* D *Acts of kindness*	**Students can . . .** ☑ discuss how they would react to a situation ☑ express and acknowledge expectations ☑ talk about past hypothetical situations ☑ discuss ways to be kind	Second conditional Past modals for hypothetical situations	Polite and impolite behavior Word partners
Unit 5 Pages 43–52			
Travel and tourism A *Cities* B *I'll let someone know.* C *Travel experiences* D *My town, the best town*	**Students can . . .** ☑ make comparisons about cities ☑ report and respond to a problem ☑ report commands and advice ☑ discuss ideas for a festival in their town	Comparatives and superlatives Reporting commands and advice	Compound adjectives Travel talk
Unit 6 Pages 53–62			
The way we are A *Who I am* B *Sorry, but can I ask something?* C *Wishing for change* D *Alternative therapies*	**Students can . . .** ☑ talk about character traits ☑ interrupt politely ☑ agree to an interruption ☑ talk about present wishes ☑ discuss ways to relax	Defining relative clauses *Wish*	Character traits Tips to manage stress

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Functional Language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Agreeing with an opinion Disagreeing politely	**Listening:** Today's news News reports based on viewer-submitted photos **Pronunciation:** Reduced vowel sounds	**Reading:** "Citizen Journalism" A magazine article **Writing:** Become a citizen journalist	• Information exchange about news stories • *Keep talking:* Interview about news-reading habits • Opinions on reading the news • Information exchange about headline news • *Keep talking:* Board game to practice questions • A news blog
Interactions: Expressing interest Offering options	**Listening:** Options for English classes Favorite methods of communication **Pronunciation:** Unreleased final consonant sounds	**Reading:** "Too Much Information" A magazine article **Writing:** A conversation in writing	• Discussion of improving English to communicate successfully • *Keep talking:* "Find someone who" activity about recent experiences • Role play about language class options • Personal anecdotes about communicating • *Keep talking:* Role play of body language • Class survey about most popular ways of communicating
Interactions: Giving a recommendation Accepting a recommendation	**Listening:** Healthy eating habits The San Francisco Gourmet Chocolate Tour **Pronunciation:** Linked consonant and vowel sounds	**Reading:** "Chocolate – From Forest to Factory" A company brochure **Writing:** A recipe	• List of popular street foods • *Keep talking:* Description of festival foods • Role play about finding time to cook • Description of an original snack • *Keep talking:* Interview about fun food facts • A plan for a food tour
Interactions: Expressing an expectation Acknowledging an expectation	**Listening:** Cross-cultural differences Radio talk show about acts of kindness **Pronunciation:** Reduction of *have*	**Reading:** "Make Someone Happy" A magazine article **Writing:** An act of kindness	• Interviews about reactions to different situations • *Keep talking:* Information exchange about reaction to dilemmas • Information exchange about customs in different countries • Information exchange about past hypothetical situations • *Keep talking:* Discussion of right and wrong decisions • Discussion about kind acts
Interactions: Reporting a problem Responding to a problem	**Listening:** Hotel problems City festivals **Pronunciation:** Linking of same consonant sounds	**Reading:** "Welcome to Medellín, Colombia – The City of Everlasting Spring" A website **Writing:** Creating a home page	• Comparison of different cities • *Keep talking:* Travel adventures game • Role play about a hotel situation • Advice for foreign visitors • *Keep talking:* Interview about solutions to travel problems • A plan for a town festival
Interactions: Interrupting politely Agreeing to an interruption	**Listening:** Type A and Type B personalities Guided imagery **Pronunciation:** Stress in thought groups	**Reading:** "Therapies That Work!" An article **Writing:** About relaxation	• Discussion about job and personality matches • *Keep talking:* Discussion of birth order and personality • Discussion about personality • Information exchange about making wishes • *Keep talking:* Board game about wishes • Brainstorm creative ways to relax

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LEVEL 4	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 63–72			
New ways of thinking A *Inventions* B *Got any suggestions?* C *Accidental inventions* D *Making life easier*	**Students can . . .** describe important inventions elicit ideas suggest solutions discuss how things have been improved describe something they invented	*So* and *such* The passive	Positive and negative descriptions Verb and noun formation
Unit 8 Pages 73–82			
Lessons in life A *Why did I do that?* B *I'm sure you'll do fine.* C *What if . . . ?* D *A day to remember*	**Students can . . .** describe events in the past express worry reassure someone talk about how things might have been describe a memorable day	Past perfect Third conditional	Prefixes: *mis-*, *dis-*, and *re-* Expressions with *make* and *get*
Unit 9 Pages 83–92			
Can you explain it? A *Everyday explanations* B *I'm pretty sure that . . .* C *History's mysteries* D *Explanations from long ago*	**Students can . . .** speculate about everyday situations express probability and improbability ask and speculate about historical events tell a story from their culture	Past modals for speculating Embedded questions	Suffixes: *-ful* and *-less* Mysterious events
Unit 10 Pages 93–102			
Perspectives A *A traffic accident* B *As I was saying, . . .* C *There's always an explanation.* D *Thoughts, values, and experiences*	**Students can . . .** report what people say change and return to the topic report what people ask discuss thoughts and values	Reported statements Reported *yes / no* questions	Three-word phrasal verbs Verbs + prepositions
Unit 11 Pages 103–112			
The real world A *Getting it done* B *Let me see . . .* C *Future goals* D *My career*	**Students can . . .** talk about getting things done take time to think in an interview close an interview ask and talk about future goals discuss future careers	Causative *get* and *have* Future continuous vs. future with *will*	Word partners Setting goals
Unit 12 Pages 113–122			
Finding solutions A *Environmental concerns* B *That's a good point.* C *My community* D *Getting involved*	**Students can . . .** discuss environmental trends support and not support an opinion discuss ways to improve their community discuss ways to raise awareness	Present continuous passive Infinitive passive Linking words	Preventing pollution Community improvement

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Functional Language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Eliciting an idea Suggesting a solution	**Listening:** Unusual solutions to unusual problems i-Cybie, a robot dog **Pronunciation:** Emphatic stress	**Reading:** "Technology Helps Japan's Elderly" An article **Writing:** An invention	• Discussion of inventions • *Keep talking:* Promoting creative products • Vote on inventive solutions • Discussion of improvements to early innovations • *Keep talking:* Discussion of product improvements • Description of an original invention
Interactions: Expressing worry Reassuring someone	**Listening:** Worrisome situations Memorable days **Pronunciation:** Reduction of *had*	**Reading:** "The Story of My Life" A book excerpt **Writing:** About a memorable day	• Information exchange about past experiences • *Keep talking:* Picture story • Role play about difficult situations • Description of personal experiences that might have been different • *Keep talking:* Discussion of possible outcomes in different situations • Description of a memorable day
Interactions: Expressing probability Expressing improbability	**Listening:** Mind-reading "The Magpies and the Bell," a Korean folktale **Pronunciation:** Intonation in embedded questions	**Reading:** "How the Kangaroo Got Its Pouch" A myth **Writing:** An origin myth	• Discussion of possible explanations for unusual everyday events • *Keep talking:* Speculations about pictured events • Information exchange about probability • Discussion of possible explanations for historical mysteries • *Keep talking:* Descriptions and speculations about unsolved mysteries • Story-telling from different cultures
Interactions: Changing the topic Returning to a topic	**Listening:** Three conversations about sports Interview for the Proust Questionnaire **Pronunciation:** Linked vowel sounds with /w/ and /y/	**Reading:** "The Proust Questionnaire" An interview **Writing:** Questionnaire results	• "Whisper the sentence" game to report what people say • *Keep talking:* "Find the differences" activity about eyewitness reports • Discussion about sports • "Find someone who" activity about famous people • *Keep talking:* Survey about general topics • Questionnaire about thoughts and values
Interactions: Taking time to think Closing an interview	**Listening:** Plans to get things done A job interview **Pronunciation:** Reduction of *will*	**Reading:** "Jobs of the future" An article **Writing:** A letter of interest	• Discussion about ways to prepare for an interview • *Keep talking:* Match the places and the activities • Role play about a job interview • Discussion of future goals • *Keep talking:* Survey about life in the future • Information exchange about career interests
Interactions: Supporting an opinion Not supporting an opinion	**Listening:** Bottled water and the environment How people help solve community issues **Pronunciation:** Rise-falling and low falling tones	**Reading:** "The Elephant Men" A magazine article **Writing:** A letter to a community leader	• Discussion of environmental trends • *Keep talking:* Board game about the environment • Comparison of opinions about issues • Discussion about ways to improve the quality of life of people in the community • *Keep talking:* A plan for a community improvement project • Information exchange about raising awareness

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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*

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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Teaching Notes

- Direct students' attention to the pictures to set the scene. Elicit or explain the meaning of unfamiliar words. Go over the instructions and play the audio. Have students listen and complete the activity. Go over the answers with the class.
- Model the personalized speaking activity. Have students work in pairs or small groups and discuss the questions. Call on individual students for feedback.

Conversation

Just as in the *Language in context* section, target vocabulary is recycled, and new grammar is previewed here in a conversation between two or three speakers. The students listen and answer a question about the conversation.

In the second part, the students listen to the rest of the conversation and answer a comprehension question.

Teaching Notes

- Direct students' attention to the picture to set the scene. Elicit or explain the meaning of unfamiliar words. Play the audio and have the students answer the question as they listen and read silently.
- Go over the instructions. Have students listen to the rest of the conversation and answer the question. Go over the answers with the class.

Grammar

The aim is to present and practice the grammar that appeared in the previous section: i.e., *Language in context* (Lesson A) or *Conversation* (Lesson C). The grammar box is brief and clear, without written rules, so that the teacher can either *elicit* or *explain* them. Some of the examples in the grammar box are usually taken directly from the *Language in context* or *Conversation*, which enables teachers to link the two activities. In the controlled practice stage, students carry out a number of activities, ranging from multiple choice to fill in the blanks to matching. The oral practice that follows enables students to personalize the grammar.

Teaching Notes

- Direct students' attention to the grammar box. Elicit or explain the differences between the sections of the box. To develop grammatical awareness, encourage students to refer to the previous section and circle or underline examples of the new grammar in the text(s). Play the grammar box audio and have students practice pronunciation.
- Go over the instructions and point out the model answer. If helpful, do the second example orally as a class. Then have the students complete the written exercise. Have students compare their answers with a partner. Call on students to read their answers aloud or write them on the board. Check answers as a class.
- Go over the instructions and model the activity with a student. Have students practice the activity in pairs or small groups. Check answers.

Interactions

The ability to use essential functional language is an important skill developed in *Four Corners*. The aim of Lesson B is to focus specifically on functional language (in the *Interactions* section) presented in the context of a conversation.

Teaching Notes

- Direct students' attention to the pictures to set the scene.
- Play the audio. Have students answer the question as they listen and read silently. Then have students practice the conversation in pairs.
- Have students read the expressions in the boxes. Explain similarities or differences in meaning.
- Tell students there are two other expressions in the conversation, one for each box. Have students read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have students listen and check their answers. Then elicit the expressions from the students. Clarify the meaning of the expressions.

Pronunciation

The aim is to present general pronunciation issues related to vocabulary or grammar. Activities include awareness raising and practice in aspects such as word stress, reduction, intonation, and individual sounds.

Teaching Notes

- Use the audio program to introduce the pronunciation point. To develop awareness, encourage students, while listening, to pay particular attention to the pronunciation point before they practice it. Play the audio again and have students repeat.
- Go over the instructions and the words. Play the audio. Have students listen and do the activity. Have students check their answers with a partner.

Listening

Listening is addressed at several places throughout a unit, but the skill is usually specifically developed in Lessons B and D. In Lesson B, students listen in order to practice and confirm comprehension of the functional language presented in *Interactions*. The *Listening* in Lesson D provides valuable practice in "top-down" (listening for the gist of the information) and "bottom-up" (listening for detailed information) listening.

Teaching Notes

- Optional: Use the pictures or the title to set the scene. Go over the instructions and pre-teach unknown vocabulary that is essential for the activity. Play the audio. Have students listen and do the first activity. Have students check answers with a partner.
- Go over the instructions. Play the audio again and have students listen and do the second activity. Go over the answers with the class.

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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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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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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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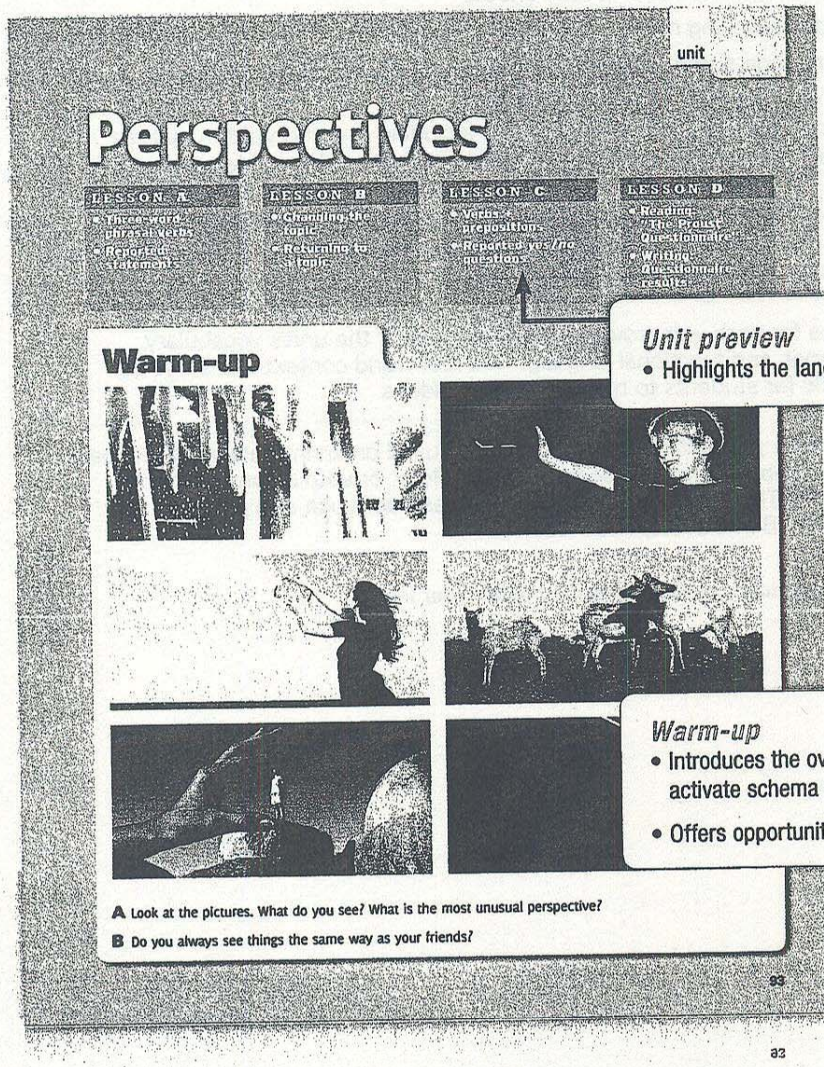
Walkthrough
of the Student's Book

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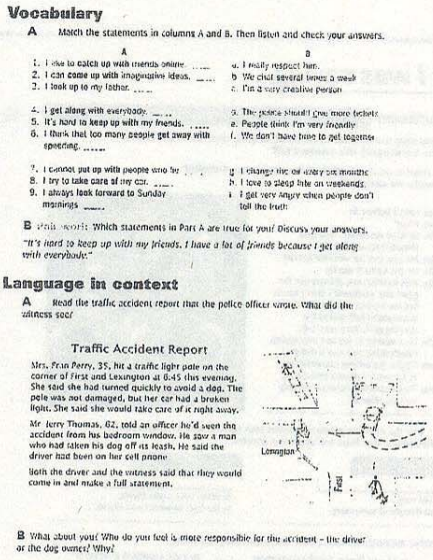
Lesson A presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific "can do" statement and which allows students to immediately apply what they have just learned to talk about themselves.

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

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



Vocabulary

A Match the statements in columns A and B. Then listen and check your answers.

A	B
1. I like to catch up with friends online. ____	a. I really respect him.
2. I can come up with imaginative ideas. ____	b. We chat several times a week.
3. I look up to my father. ____	c. I'm a very creative person.
4. I get along with everybody. ____	d. The police should give more tickets.
5. It's hard to keep up with my friends. ____	e. People think I'm very friendly.
6. I think that too many people get away with speeding. ____	f. We don't have time to get together.
7. I cannot put up with people who lie. ____	g. I change the oil every six months.
8. I try to take care of my car. ____	h. I love to sleep late on weekends.
9. I always look forward to Sunday mornings. ____	i. I get very angry when people don't tell the truth.

B Pair work: Which statements in Part A are true for you? Discuss your answers.

"It's hard to keep up with my friends. I have a lot of friends because I get along with everybody."

Language in context

A Read the traffic accident report that the police officer wrote. What did the witness see?

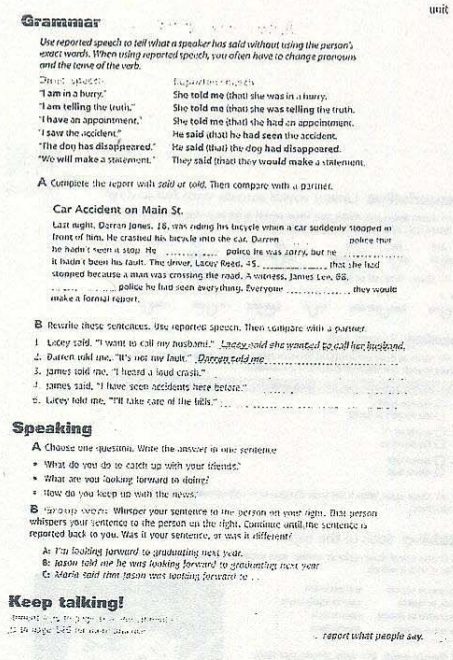
Traffic Accident Report

Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 8:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away.

Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone.

Both the driver and the witness said that they would come in and make a full statement.

B What about you? Who do you feel is more responsible for the accident – the driver or the dog owner? Why?



unit

Grammar

Use reported speech to tell what a speaker has said without using the person's exact words. When using reported speech, you often have to change pronouns and the tense of the verb.

Direct speech	Reported speech
"I am in a hurry."	She told me (that) she was in a hurry.
"I am telling the truth."	She told me (that) she was telling the truth.
"I have an appointment."	She told me (that) she had an appointment.
"I saw the accident."	He said (that) he had seen the accident.
"The dog has disappeared."	He said (that) the dog had disappeared.
"We will make a statement."	They said (that) they would make a statement.

A Complete the report with *said* or *told*. Then compare with a partner.

Car Accident on Main St.

Last night, Darren James, 18, was riding his bicycle when a car suddenly stopped in front of him. He crashed his bicycle into the car. Darren _____ police that he hadn't seen a stop. He _____ police he was sorry, but he _____ it wasn't been his fault. The driver, Lacey Reed, 45, _____ that she had stopped because a man was crossing the road. A witness, James Lee, 68, _____ police he had seen everything. Everyone _____ they would make a formal report.

B Rewrite these sentences. Use reported speech. Then compare with a partner.

1. Lacey said, "I want to call my husband." *Lacey said she wanted to call her husband.*
2. Darren told me, "It's not my fault." *Darren told me* _____
3. James told me, "I heard a loud crash." _____
4. James said, "I have seen accidents here before." _____
5. Lacey told me, "I'll take care of the bills." _____

Speaking

A Choose one question. Write the answer in one sentence.

- What do you do to catch up with your friends?
- What are you looking forward to doing?
- How do you keep up with the news?

B Group work: Whisper your sentence to the person on your right. That person whispers your sentence to the person on the right. Continue until the sentence is reported back to you. Was it your sentence, or was it different?

A: *I'm looking forward to graduating next year.*
B: *Jason told me he was looking forward to graduating next year.*
C: *Maria said that Jason was looking forward to* _____

Keep talking!

_____ report what people say.

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

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

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

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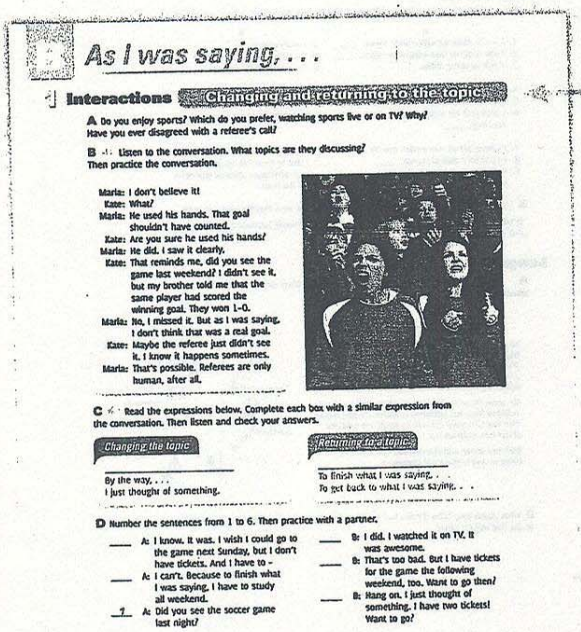
Lesson B presents the unit's functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific "can do" statement.



As I was saying, . . .

Interactions Changing and returning to the topic

A Do you enjoy sports? Which do you prefer, watching sports live or on TV? Why? Have you ever disagreed with a referee's call?

B Listen to the conversation. What topics are they discussing? Then practice the conversation.

Maria: I don't believe it!
Kate: What?
Maria: He used his hands. That goal shouldn't have counted.
Kate: Are you sure he used his hands?
Maria: He did. I saw it clearly.
Kate: That reminds me, did you see the game last weekend? I didn't see it, but my brother told me that the same player had scored the winning goal. They won 1–0.
Maria: No, I missed it. But as I was saying, I don't think that was a real goal.
Kate: Maybe the referee just didn't see it. I know it happens sometimes.
Maria: That's possible. Referees are only human, after all.

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

Changing the topic	Returning to a topic
By the way, . . . I just thought of something.	To finish what I was saying, . . To get back to what I was saying. . .

D Number the sentences from 1 to 6. Then practice with a partner.

___ A: I know. It was. I wish I could go to the game next Sunday, but I don't have tickets. And I have to –
___ A: I can't. Because to finish what I was saying, I have to study all weekend.
1 A: Did you see the soccer game last night?
___ B: I did. I watched it on TV. It was awesome.
___ B: That's too bad. But I have tickets for the game the following weekend, too. Want to go then?
___ B: Hang on. I just thought of something. I have two tickets! Want to go?

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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

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

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 6

Pronunciation Linked vowel sounds with /w/ and /y/

A Listen and repeat. Notice how vowel sounds at the beginning and end of words are linked with a /w/ sound or a /y/ sound.

/w/ know if — /w/ do it — /w/ go over — /y/ say anything — /y/ see it — /y/ I am

B Listen. Write /w/ or /y/ over the linked sounds. Then practice with a partner.

pay any — how exactly — be in — too old — no one — who is

Listening Sports talk

A Listen to three conversations between Alex and Celia. What do they begin to discuss in each conversation? Check (✓) the answers.

What do they begin to discuss?	What is the topic changed to?
1. ☐ extreme sports ☐ the dangers of sports	
2. ☐ sports on TV ☐ the Olympics	
3. ☐ sports fads ☐ sports fans	

B Listen again. What is the topic changed to in each conversation? Write the topics in the chart.

Speaking Stick to the topic

A Choose one of these topics or another topic related to sports. Prepare to talk about it for at least a minute.

extreme sports — a great team
ads in sports — sports equipment
benefits of sports — sports fads
a great athlete — sports fans

B Group work Take turns. Discuss your topic. The other students keep trying to change the topic. Return to your topic each time.

A: *I think snowboarding is an amazing extreme sport.*
B: *I agree. You know, that reminds me, did you see the ice skating at the Olympics this year?*
A: *Um, no. I couldn't watch the games. But as I was saying, snowboarding is really . . .*



I can change and return to the topic.

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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.

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

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

Vocabulary

A Match the verbs and the prepositions. Add the verbs to the chart. Then listen and check your answers.

believe depend forget participate rely
decide dream hear plan worry

about on in

B Pair work. Complete these questions with the correct prepositions. Ask and answer the questions. Do you see things the same way?

1. Do you believe _____ UFOs?
2. Who do you rely _____ the most?
3. What do you plan _____ doing in the future?
4. What's the most important news event you have heard _____ recently?
5. What did you dream _____ last night?
6. Do you participate _____ any community organizations?

Conversation

A Listen to the conversation. Who do you think Chad is?

Gina: I'm worried. Chad's been acting strangely.
Marissa: What do you mean?
Gina: Well, I asked him if he wanted to see a movie on Friday. He told me he couldn't, but he wouldn't say why.
Marissa: That's odd.
Gina: Then last night he asked me if I was free for dinner on Saturday and if I'd ever been to Michel's.
Marissa: I've heard about Michel's. It's one of the nicest places in town.
Gina: I know. We never go to places like that. We usually just get a pizza and sodas as takeout.
Marissa: Well, I wouldn't worry about it. Just enjoy your dinner.



B Listen to a phone conversation between Marissa and Chad. What did Chad do on Friday night? What's he planning on doing on Saturday night?

98

unit

Grammar

Use reported yes/no questions to tell what a speaker has asked without using the person's exact words. When using reported yes/no questions, you often have to change pronouns and the tense of the verb.

Direct questions	Reported questions
"Are you free for dinner?"	He asked me if I was free for dinner.
"Are you having a good day?"	He asked me if I was having a good day.
"Do you want to see a movie?"	He asked me if I wanted to see a movie.
"Did you speak to your mother?"	He asked me if I had spoken to my mother.
"Have you been to Michel's?"	He asked me if I had been to Michel's.
"Will you marry me?"	He asked me if I would marry him.

Rewrite the questions. Use reported questions. Then compare with a partner.

1. Marissa asked Chad, "Have you spoken to Gina yet?"
   Marissa asked Chad if he had spoken to Gina yet.
2. Marissa asked Chad, "Are you planning on asking Gina to marry you?"
3. Marissa asked Chad, "Are you worried about Gina's answer?"
4. Chad asked Marissa, "Will Gina say yes?"
5. Gina asked Marissa, "Do you believe in love at first sight?"
6. Marissa asked Gina, "Did you dream about the perfect wedding as a child?"
7. Marissa asked Gina, "Have you already decided on a wedding date?"

Speaking

A Class activity. Imagine you are famous people. Walk around the class. Find out who your classmates are. Ask and answer yes/no questions.

A: Hello. I'm Prince William.
B: Can I ask you a question? Do you participate in any charities?

B Group work. Report the most interesting questions and answers.

Francesca asked me if I participated in any charities. I told her I participated in a lot of charities – especially ones that work with world hunger.



Keep talking!

report what people ask.

99

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

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

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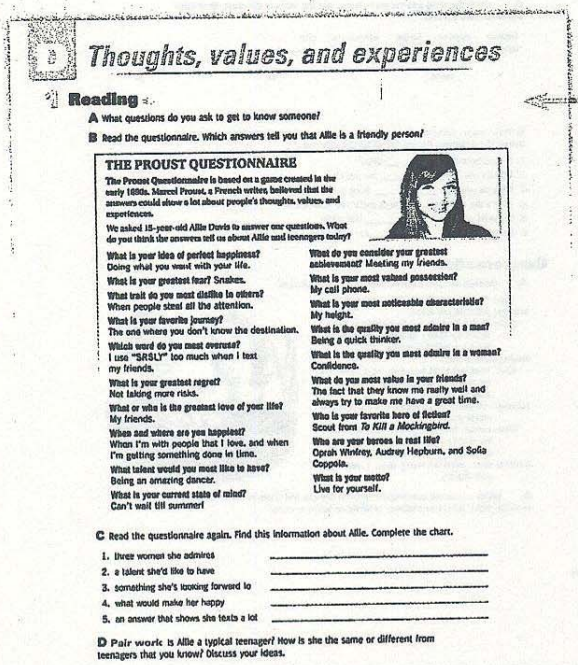
Lesson D develops students' reading and writing skills. The unit-ending speaking activity promotes personalization and fluency.



D Thoughts, values, and experiences

1 Reading

A What questions do you ask to get to know someone?

B Read the questionnaire. Which answers tell you that Allie is a friendly person?

THE PROUST QUESTIONNAIRE

The Proust Questionnaire is based on a game created in the early 1890s. Marcel Proust, a French writer, believed that the answers could show a lot about people's thoughts, values, and experiences.

We asked 15-year-old Allie Davis to answer our questions. What do you think the answers tell us about Allie and teenagers today?

What is your idea of perfect happiness? Doing what you want with your life.
What is your greatest fear? Snakes.
What trait do you most dislike in others? When people steal all the attention.
What is your favorite journey? The one where you don't know the destination.
Which word do you most overuse? I use "SRSLY" too much when I text my friends.
What is your greatest regret? Not taking more risks.
What or who is the greatest love of your life? My friends.
When and where are you happiest? When I'm with people that I love, and when I'm getting something done in time.
What talent would you most like to have? Being an amazing dancer.
What is your current state of mind? Can't wait till summer!
What do you consider your greatest achievement? Meeting my friends.
What is your most valued possession? My cell phone.
What is your most noticeable characteristic? My height.
What is the quality you most admire in a man? Being a quick thinker.
What is the quality you most admire in a woman? Confidence.
What do you most value in your friends? The fact that they know me really well and always try to make me have a great time.
Who is your favorite hero of fiction? Scout from *To Kill a Mockingbird*.
Who are your heroes in real life? Oprah Winfrey, Audrey Hepburn, and Sofia Coppola.
What is your motto? Live for yourself.

C Read the questionnaire again. Find this information about Allie. Complete the chart.

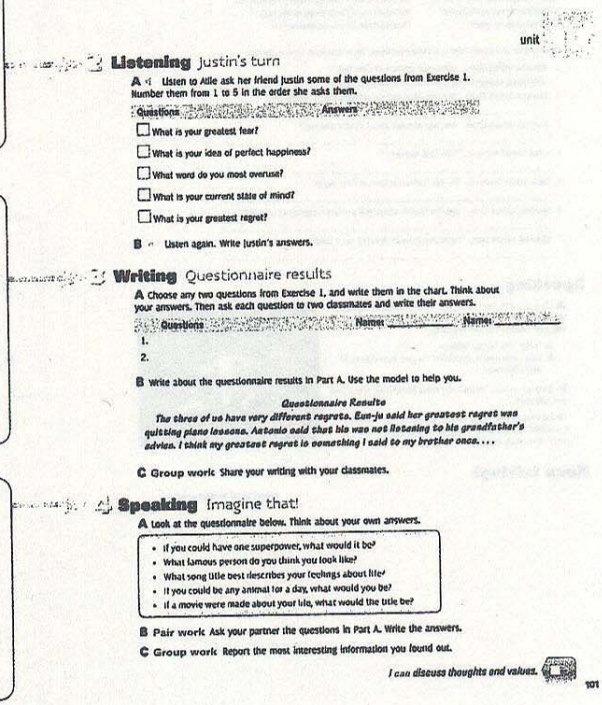
1. three women she admires _____
2. a talent she'd like to have _____
3. something she's looking forward to _____
4. what would make her happy _____
5. an answer that shows she texts a lot _____

D Pair work Is Allie a typical teenager? How is she the same or different from teenagers that you know? Discuss your ideas.

100

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

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



unit 1

3 Listening Justin's turn

A Listen to Allie ask her friend Justin some of the questions from Exercise 1. Number them from 1 to 5 in the order she asks them.

Questions — Answers

- ☐ What is your greatest fear?
- ☐ What is your idea of perfect happiness?
- ☐ What word do you most overuse?
- ☐ What is your current state of mind?
- ☐ What is your greatest regret?

B Listen again. Write Justin's answers.

4 Writing Questionnaire results

A Choose any two questions from Exercise 1, and write them in the chart. Think about your answers. Then ask each question to two classmates and write their answers.

Questions	Name _____	Name _____
1.		
2.		

B Write about the questionnaire results in Part A. Use the model to help you.

Questionnaire Results

The three of us have very different regrets. Eun-ju said her greatest regret was quitting piano lessons. Antonio said that his was not listening to his grandfather's advice. I think my greatest regret is something I said to my brother once. . . .

C Group work Share your writing with your classmates.

5 Speaking Imagine that!

A Look at the questionnaire below. Think about your own answers.

- If you could have one superpower, what would it be?
- What famous person do you think you look like?
- What song title best describes your feelings about life?
- If you could be any animal for a day, what would you be?
- If a movie were made about your life, what would the title be?

B Pair work Ask your partner the questions in Part A. Write the answers.

C Group work Report the most interesting information you found out.

I can discuss thoughts and values.

101

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

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

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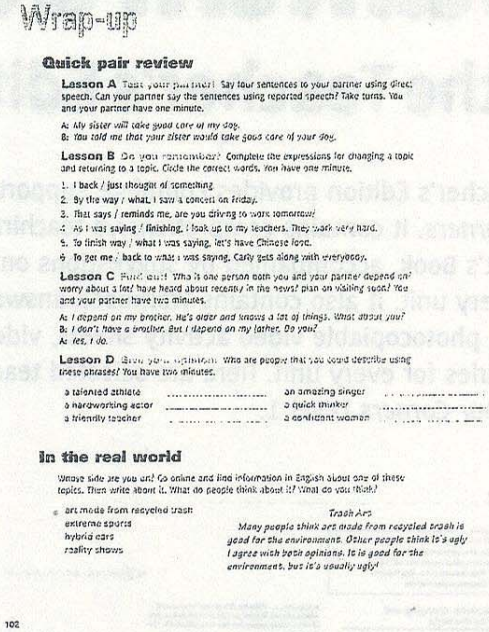
Wrap-up Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

Quick pair review

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

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

Quick pair review

Lesson A Test your partner! Say four sentences to your partner using direct speech. Can your partner say the sentences using reported speech? Take turns. You and your partner have one minute.

A: *My sister will take good care of my dog.*
B: *You told me that your sister would take good care of your dog.*

Lesson B Do you remember? Complete the expressions for changing a topic and returning to a topic. Circle the correct words. You have one minute.

1. I back / just thought of something
2. By the way / what, I saw a concert on Friday.
3. That says / reminds me, are you driving to work tomorrow?
4. As I was saying / finishing, I look up to my teachers. They work very hard.
5. To finish way / what I was saying, let's have Chinese food.
6. To get me / back to what I was saying, Carly gets along with everybody.

Lesson C Find out! What's one person both you and your partner depend on? worry about a lot? have heard about recently in the news? plan on visiting soon? You and your partner have two minutes.

A: *I depend on my brother. He's older and knows a lot of things. What about you?*
B: *I don't have a brother. But I depend on my father. Do you?*
A: *Yes, I do.*

Lesson D Give your opinion. Who are people that you could describe using these phrases? You have two minutes.

a talented athlete	an amazing singer
a hardworking actor	a quick thinker
a friendly teacher	a confident woman

In the real world

Whose side are you on? Go online and find information in English about one of these topics. Then write about it. What do people think about it? What do you think?

- art made from recycled trash
- extreme sports
- hybrid cars
- reality shows

Trash Art
Many people think art made from recycled trash is good for the environment. Other people think it's ugly. I agree with both opinions. It is good for the environment, but it's usually ugly!

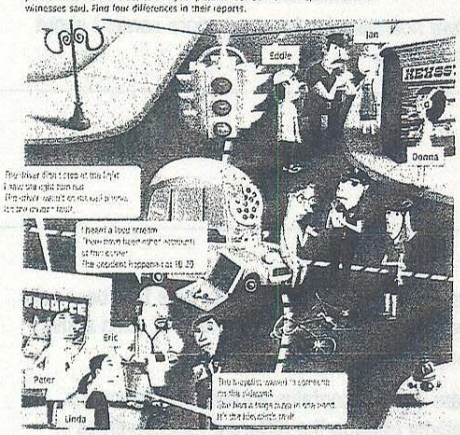
102

unit

Find the differences.

Student A

A Tell your partner! You and your partner have a picture of the same accident. Tell your partner what the witnesses said in your picture. Your partner will report what other witnesses said. Find four differences in their reports.



A: *Peter told the police officer that the driver hadn't stopped at the light.*
B: *Jan also said he hadn't stopped at the light. She said that she'd seen the light turn yellow.*
A: *But Peter told the police officer he'd seen the light turn red. So that's different.*

B Role-play: Who do you think are the most reliable witnesses? the least reliable? Who thinks fault was it – the driver's, the bicyclist's, or both? Why?

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

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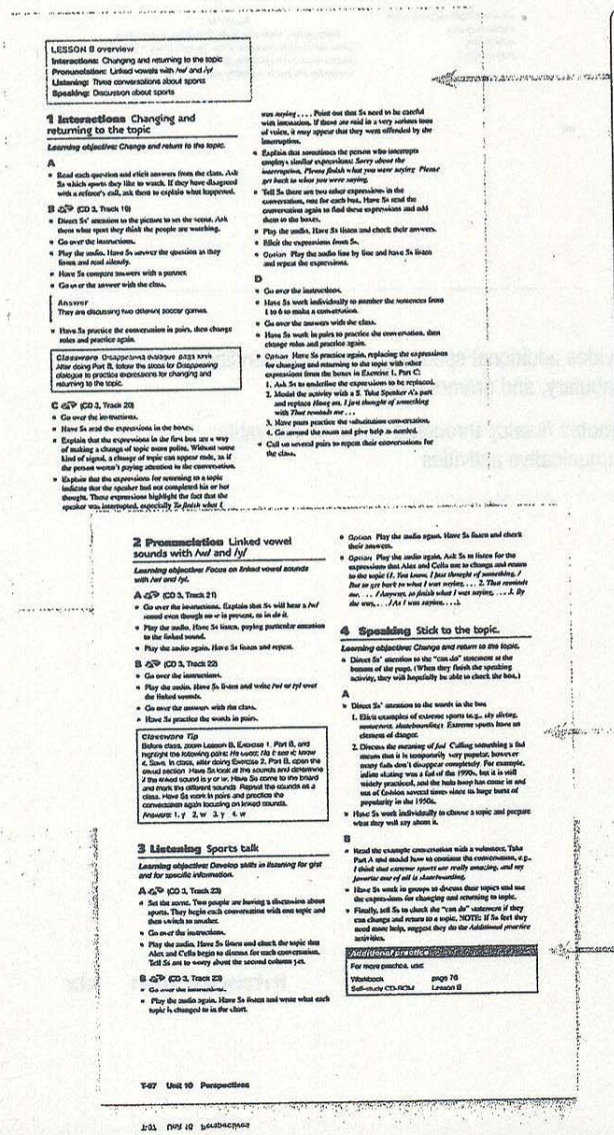
Walkthrough

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.



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

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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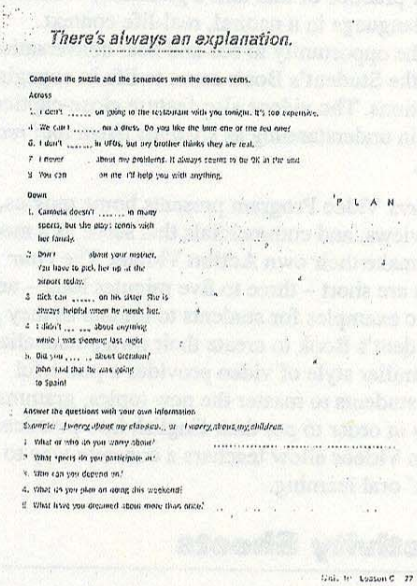
Walkthrough

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.

The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice



There's always an explanation.

Complete the puzzle and the sentences with the correct verbs.

Across

1. I don't ..... on going to the restaurant with you tonight. It's too expensive.
4. We can't ..... no a diets. Do you like the lone one or the red one?
6. I don't ..... in UFOs, but my brother thinks they are real.
7. I never ..... about my problems. It always seems to be OK in the end.
8. You can ..... on me. I'll help you with anything.

Down

1. Camelia doesn't ..... in many sports, but she plays tennis with her family.
2. Don't ..... about your mother. You have to pick her up at the airport today.
3. Rick can ..... on his sister. She is always helpful when he needs her.
4. I didn't ... ... about anything while I was sleeping last night.
5. Did you ..... about Gretchen? John said that he was going to Spain!

P L A N

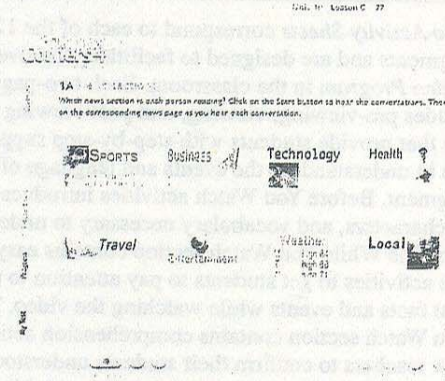
Answer the questions with your own information.

Example: I worry about my classes. or I worry about my children.

1. What or who do you worry about?
2. What sports do you participate in?
3. Who can you depend on?
4. What do you plan on doing this weekend?
5. What have you dreamed about more than once?

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 1: Lesson C 27

Contents

1A

Which news section is each person reading? Click on the Start button to hear the conversations. Then click on the corresponding news page as you hear each conversation.

Sports | Business | Technology | Health

Travel | Entertainment | Weather | Local

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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

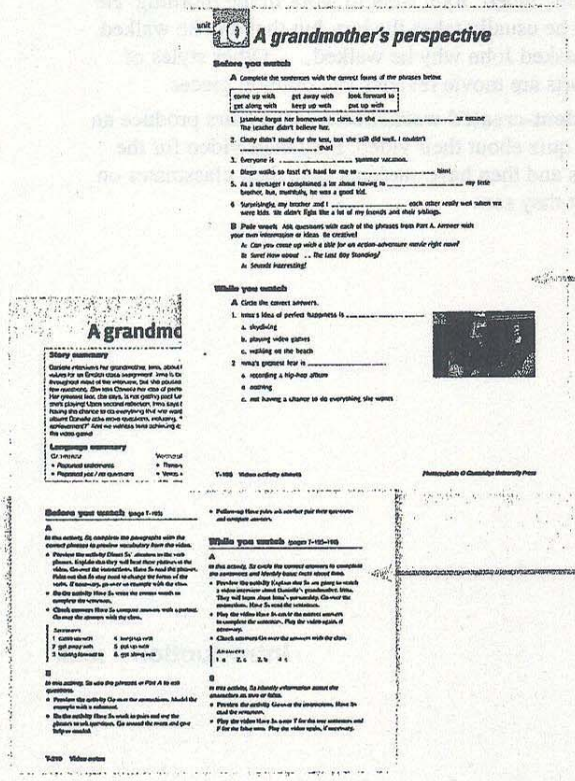
of the DVD, Video Activity Sheets, and Video Teaching Notes

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.*

1. Books closed. Zoom in on the picture or area with pictures so that no text is showing.
2. Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
3. 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.
4. Continue the game, alternating between the teams, until all items are labeled.
5. 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.*

1. After Ss do *Brainstorm!* (in the *Wrap-up*) or gather data (in *Speaking*), divide the class into two (or more) teams.
2. Give the teams some time to collate their individual answers into a team list.
3. When the time is over, have the teams face the board and alternate calling out answers (not given by other teams).
4. Write each team's answer in their column on the Blank Page (or type them into the corresponding Text Box).
5. The teams get one point for each correct answer.
6. 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.*

1. Have Ss work in pairs.
2. 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.
3. 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.
4. 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).

This was followed in 2001 by the publication of the *Common European Framework of Reference*, which describes 6 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 various 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 4 completes the CEFR competences for B1 which students started in Level 3. 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 descriptions 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, 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 allow teachers and students to assess progress against the lesson's objectives, mirror the CEFR "can do" statements for this ability. The table on pages xxxvi-xxxix 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 4 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.			SB3B		
Intervene in a discussion on a familiar topic using a suitable phrase to get the floor.					
Express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.					
Make his / her opinions clear as regards finding solutions to problems or practical questions (where to go, what to do, how to organize an event . . .).		SB2A		SB4A SB4B SB4D	SB5D
Compare and contrast alternatives discussing what to do, where to go, which to choose.		SB2B	SB3B SB3D		SB5C
Explain why something is a problem.					SB5B
Give or seek personal views and opinions in an informal discussion with friends.	SB1B SB1D	SB2A SB2D	SB3A SB3D SB3Wu		
Express thoughts on more abstract cultural topics (such as films, books, etc.).					
Give brief comments on the views of others.					
Express agreement and disagreement politely.	SB1B		SB3D		
Perform a wide range of language functions in a neutral register and is aware of politeness conventions.	SB1B		SB3B	SB4B	SB5B
Find out and pass on straightforward factual information.		SB2D	SB3A		
Exchange, check, and confirm accumulated factual information.					SB5A

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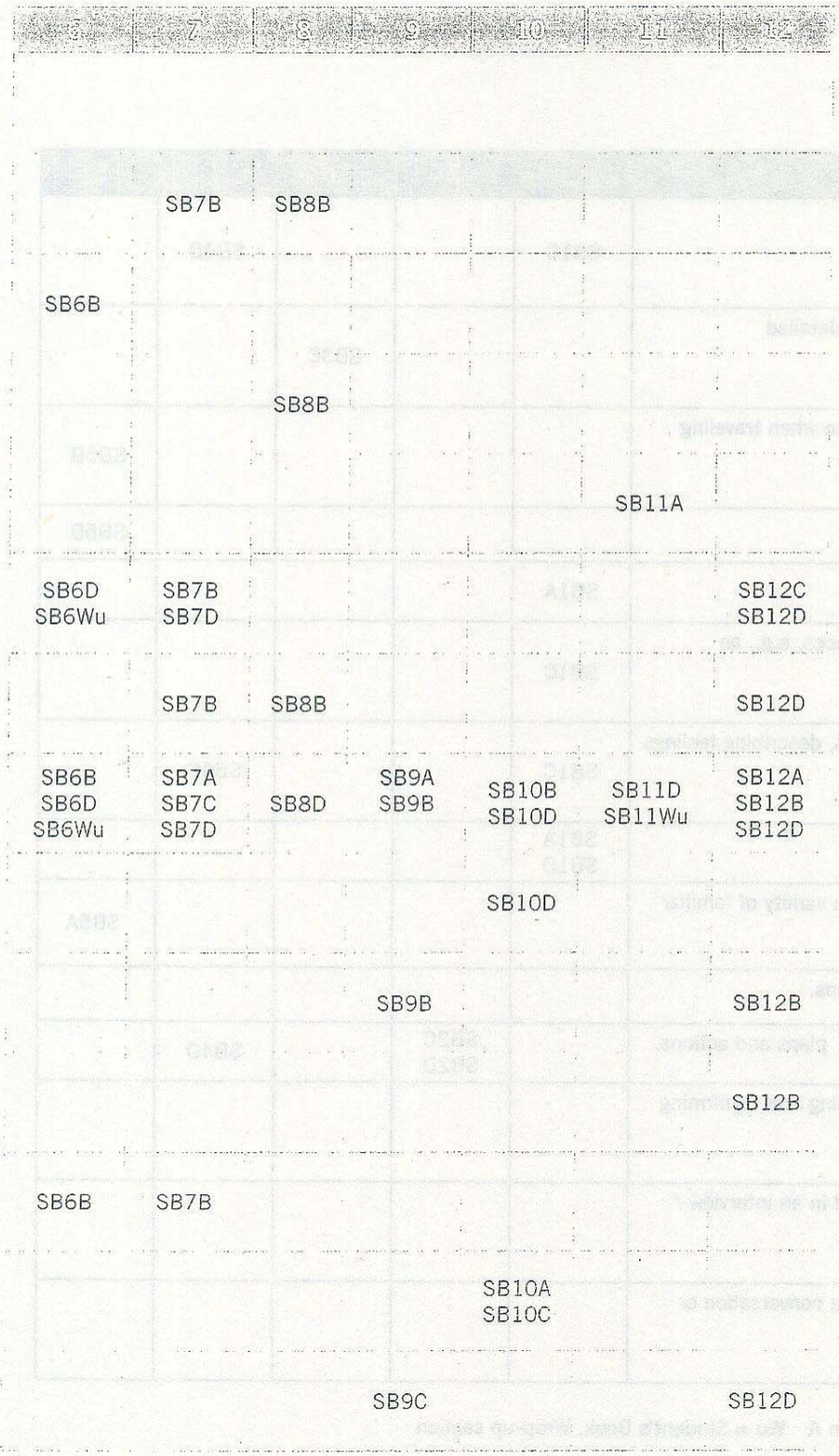

continued

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Speaking *(continued)*

A language user at B1 can:	1	2	3	4	5
Obtain more detailed information.	SB1C			SB4D	
Describe how to do something giving detailed instructions.			SB3C		
Deal with most situations likely to arise when traveling (shops, banks, hotels, transport . . .).					SB5B
Make a complaint.					SB5B
Narrate a story.	SB1A				
Relate details of unexpected occurrences, e.g., an accident.	SB1C				
Give detailed accounts of experiences, describing feelings and reactions.	SB1C			SB4C	
Describe events real or imagined.	SB1A SB1D				
Give straightforward descriptions on a variety of familiar subjects.					SB5A
Describe dreams, hopes, and ambitions.					
Explain and give reasons for his / her plans and actions.		SB2C SB2D		SB4D	
Carry out a prepared interview, checking and confirming information.					
Provide concrete information required in an interview / consultation.					
Exploit basic strategies to help keep a conversation or discussion going.					

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
		SB8A SB8D	SB9C	SB10C SB10D		
			SB9D SB9Wu			
		SB8A SB8C SB8D				
		SB8C SB8D				
SB6A SB6B	SB7A SB7D SB7Wu					
SB6C					SB11C	
					SB11A	SB12A
				SB10D	SB11B	
					SB11B	
SB6B				SB10B	SB11B	

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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	SB2B SB2C SB2D	SB3B	SB4B SB4C	SB5B SB5C
Follow much of what is said around him / her on general topics.					
Understand the main points in recorded materials on familiar topics (e.g., radio news bulletins).	SB1D				
Understand the information content of the majority of recorded or broadcast audio material on topics of personal interest.			SB3D	SB4D	
Understand a short narrative.					
Follow straightforward short talks on familiar topics.					SB5D
Follow detailed directions.					
Understand simple technical information, such as (operating) instructions.			SB3C		

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

Reading

A language user at B1 can:	1	2	3	4	5
Identify the main conclusions in clearly signaled argumentative texts.	SB1D			SB4D	
Recognize the line of argument in the treatment of the issue presented.		SB2D			
Scan longer texts in order to locate desired information.	SB1Wu WB1D	WB2D	WB3D	SB4Wu WB4D	SB5D WB5D
Gather information from different texts in order to fulfill a task.					SB5Wu
Understand standard letters (e.g., from businesses or authorities).					
Understand the plot of a clearly structured story; recognize the most important episodes.					
Guess the meaning of unknown words from their context.	SB1D	SB2D		SB4D	
Understand straightforward instructions.			SB3C SB3Wu WB3D		

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

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6	7	8	9	10	11	12
SB6C	SB7B SB7C	SB8B SB8C		SB10B SB10C	SB11A SB11B SB11C	SB12C
	SB7D		SB9B	SB10D		
SB6D	SB7D		SB9C			SB12B
		SB8D	SB9D			
SB6B						SB12D
SB6D						

6	7	8	9	10	11	12
	SB7D					
						SB12D
SB6D SB6Wu WB6D	SB7Wu WB7D	WB8D	WB9D	SB10D WB10D	SB11D WB11D	SB12D WB12D
			SB9Wu		SB11Wu	SB12Wu
					SB11D	
		SB8D	SB9D			
	SB7D		SB9D			

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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.					
Write straightforward detailed descriptions on familiar subjects.					SB5D
Write a description of a real or imagined event.	SB1D SB1Wu				
Narrate a story.					
Write accounts of experiences describing feelings and reactions.				SB4D	
Write personal letters giving news and expressing thoughts about abstract and cultural topics.					
Convey information and ideas on abstract, as well as concrete, topics.				SB4Wu	
Collate short pieces of information from several sources and summarize them.					SB5Wu
Write notes and messages conveying simple information of immediate relevance.		SB2D			
Write simple, clear instructions.			SB3D SB3Wu		
Write very brief reports that pass on factual information.					
Write short, simple essays on topics of interest.					
Paraphrase short written passages in a simple fashion.	SB1Wu				

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

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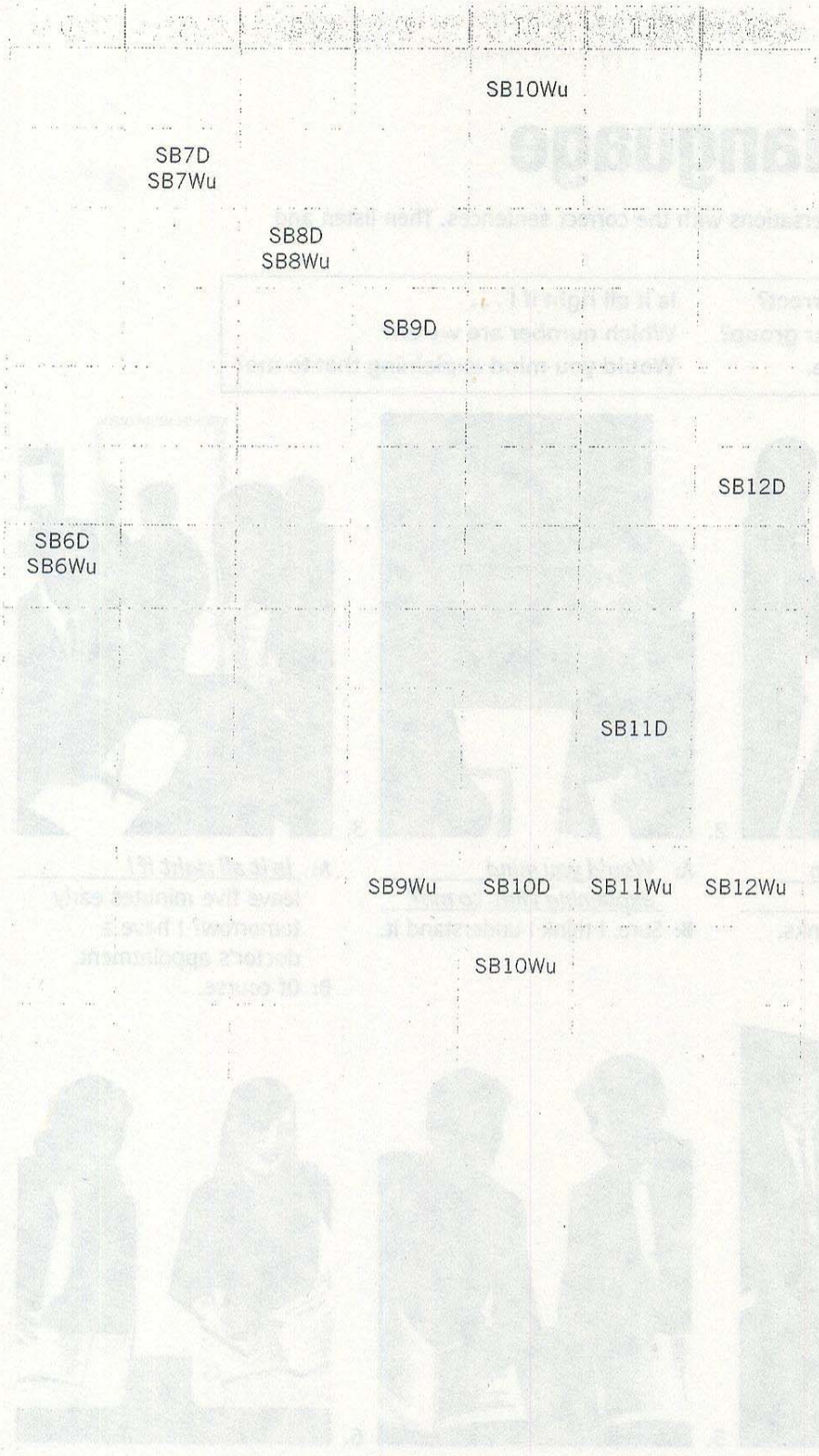

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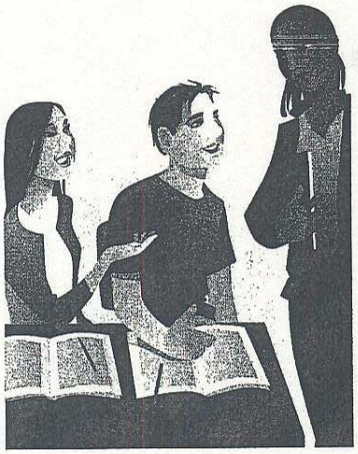
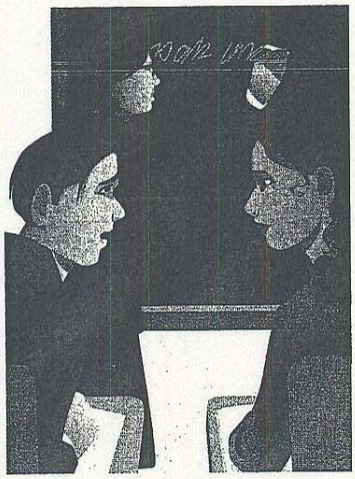
Classroom language

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

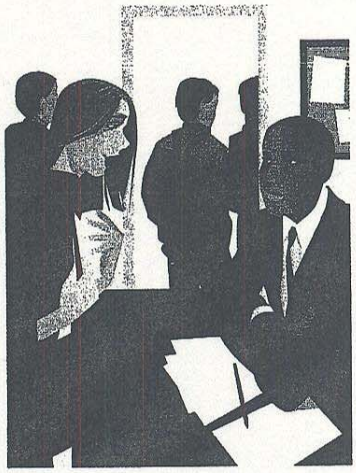
Do you think this is correct?	Is it all right if I . . .
✓Do you want to join our group?	Which number are we on?
I'm sorry for being late.	Would you mind explaining that to me?

1. 

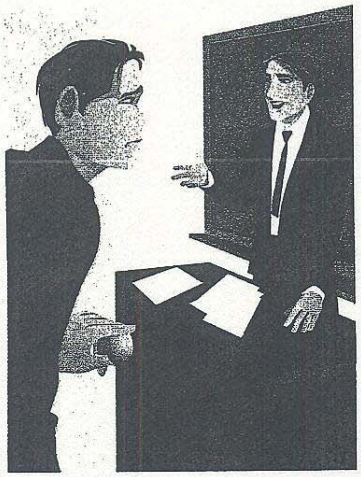
A: *Do you want to join our group?*
B: That'd be great. Thanks.

2. 

A: *Would you mind explaining that to me?*
B: Sure. I think I understand it.

3. 

A: *Is it all right if I* leave five minutes early tomorrow? I have a doctor's appointment.
B: Of course.

4. 

A: *I'm sorry for being late.* My last class ended late.
B: That's OK. Take your seat.

5. 

A: *Which number are we on?*
B: We just finished question two, so we're on number three now.

6. 

A: *Do you think this is correct?*
B: I don't think so. I think you need to use the past tense here.

B Pair work Practice the conversations.

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Classroom language

Learning objective: *Use questions for communication in the classroom.*

A (CD 1, Track 2)

- Direct Ss' attention to the expressions in the box and the pictures. Explain that the pictures show different classroom activities. The expressions in the box are language Ss might need for communicating with their classmates and teacher.
- Go over the instructions and the example.
- Have Ss work individually to write the expressions under the pictures.
- 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 questions and answers to practice pronunciation.

B

- Have Ss work in pairs to practice the conversations.
- Call on pairs to say the conversations for the class. Give feedback on pronunciation.

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The news

At a glance: Unit overview	Speaking outcomes
LESSON A Stories in the news Ss learn vocabulary for news sections. They use simple present, present continuous, simple past, past continuous, present perfect, and future with *will*.	Ss can . . . tell news stories.
LESSON B I totally agree. Ss express agreement and disagreement.	Ss can . . . agree and disagree with opinions.
LESSON C Survival stories Ss learn vocabulary for actions in the news. They use *Wh-* and *yes / no* questions.	Ss can . . . ask questions and talk about a news story.
LESSON D Creating news Ss read an article about citizen journalism, and write a short news blog.	Ss can . . . discuss a news story.

Warm-up

Learning objective: *Preview the topic and talk about the news.*

Classware Tip
In class, books closed. Zoom in on the first picture. Say: *This is one way to get the news.* Have Ss work in pairs to brainstorm other ways to get news. After brainstorming, show the remaining pictures. Do Part A. Have Ss discuss if their ideas were similar to the ideas in the pictures.

A

- To introduce the topic of the news, ask Ss how often they read or watch the news.
- Direct Ss' attention to the pictures. Have Ss work in pairs or groups to look at the pictures and answer the question.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

Answers
a newspaper, online, TV, phone, radio, electronic
headline

B

- Go over the instructions.
- Model the activity with a S.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from several pairs.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk and write about the news in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Survey
Take a class survey with the question *How do you get your news?* and tally the responses on the board. Compare the ranking with the popularity of news sources in the United States (see the *Cultural note* below).

Cultural note
Most Americans get their news from more than one source. The ranking of news sources by popularity (from most to least) is: local TV, national network news, online news, radio news, local newspaper, national newspaper.

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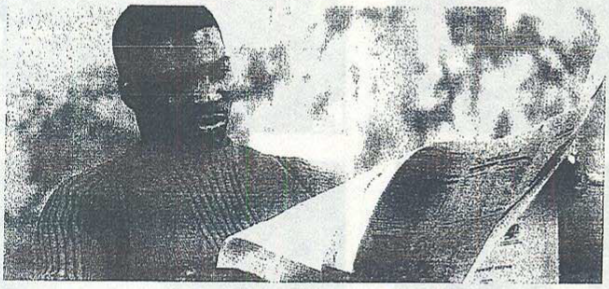
The news

Warm-up













A Look at the pictures. How are the people getting their news? *See page 1-5 for the answers.*

B How do people you know get the news? How do *you* get the news?

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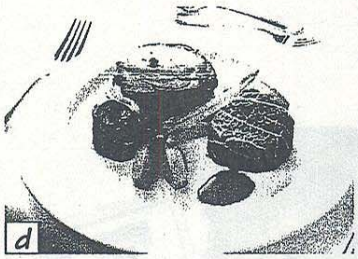
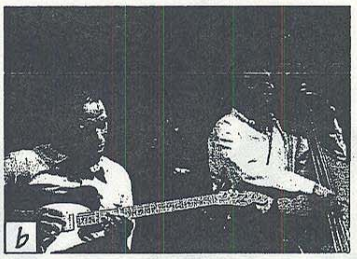
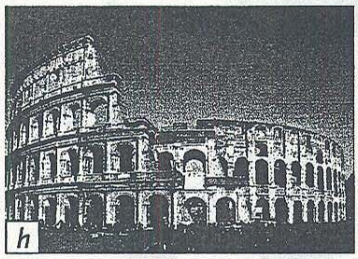
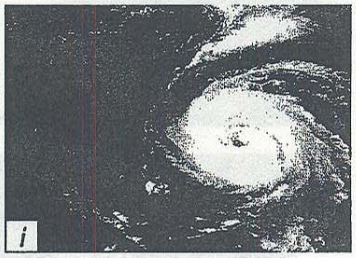
A Stories in the news

1 Vocabulary News sections

A Listen to the names of news sections. In which news sections can you find the pictures? Compare your answers with a partner.

a. Business	c. Health	e. Local	g. Technology / Science	i. Weather
b. Entertainment	✓d. Lifestyle	f. Sports	h. Travel	j. World

1.  *d*
2.  *b*
3.  *a*
4.  *h*
5.  *c*
6.  *i*

"I think you can find the first picture in the Lifestyle section."

B Pair work In which news section can you find these news stories? Discuss your ideas. *See page T-4 for the answers.*

the best new applications for phones	a meeting among world leaders
last night's soccer scores	a new coffeehouse in your town

2 Language in context In the news

A Read the headlines and the beginning of each story. Match the headlines to the news sections in Exercise 1A where you can find these stories.

PHOTOS SHOW ANCIENT MARTIAN LAKE *g* ☐
New photos suggest that Mars had a large lake billions of years ago.

Town Recovering from Storm *i* ☐
The town of Jasper is slowly recovering from last week's storm.

OPEN FOR BUSINESS *h or a* ☐
Hawaii hopes to attract more business travelers.

Jason Parker Debuts New CD at Lucid's *b* ☐
Jason was playing his new songs to an excited audience until 2:00 a.m.

B What about you? Are you interested in these stories? Rank them from 1 to 4 in the order you would read them.

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Vocabulary: News sections
Grammar: Verb tenses – statements
Speaking: Information exchange about news stories

1 Vocabulary News sections

Learning objective: *Use vocabulary for news sections.*

A (CD 1, Track 3)

Direct Ss' attention to the words and the pictures. Explain that the pictures show different news sections.

Go over the instructions. Direct Ss attention to the example sentence below the pictures.

Play the audio. Have Ss listen and read silently.

Have Ss work individually or in pairs to match the words and pictures.

Have Ss check answers with a partner using the example sentence as a model.

Go over the answers with the class.

Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

After doing Part A, follow the steps for *Show the word!*, Option 2, to review vocabulary for news sections.

B

Go over the instructions.

Have Ss work in pairs to match the news stories to the news sections.

Go over the answers with the class.

Last night's soccer scores: Sports
A meeting among world leaders: World
The best new applications for phones: Technology / Science
A new coffeehouse in your town: Local / Lifestyle

2 Language in context In the news

Learning objective: *See use of verb tenses in context.*

A (CD 1, Track 4)

Elicit the meaning of *headline (the title of a news story).* Ask Ss where they see headlines. Explain that *headline* is used only for news stories, not for other kinds of titles.

Direct Ss' attention to the text to set the scene. Explain that the bold text in each item is a headline, and the sentence below is the beginning of the news story.

Go over the instructions.

Play the audio. Have Ss label the stories with the letters of the news sections from Exercise 1A as they listen and read silently.

Have Ss check their answers with a partner.

Go over the answers with the class.

B

Go over the instructions.

Have students work individually to rank the stories.

Read each headline and ask for a show of hands to see how many Ss chose it as number 1 and how many chose it as number 4.

Discuss recent events in the news. Ask Ss which stories (if any) they have been following, and find out how much they know about them. Make a class list on poster paper of any stories that are likely to be ongoing while Ss are working on this unit (*bad weather in ____; problems with ____ and ____'s celebrity wedding*, etc.). Post the list somewhere in the room so that you can refer to it as Ss work through the unit.

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3 Grammar Verb tenses – statements

Learning objective: *Practice verb tenses.*

(CD 1, Track 5)

- Direct Ss attention to the grammar box.
- Elicit the rules for using each of the verb tenses.
  1. Focus on use. Elicit the time frame for each example sentence. Ask: *When is this happening? Why is the verb in the (simple present / present continuous, etc.) tense?*
  2. Focus on form. For each tense, ask: *Is there an auxiliary verb? What forms can it take? What is the form of the main verb?*
- Point out that *had* is an irregular past tense form. Elicit the regular past tense form (*-ed*). Then elicit other irregular forms that students know. Do the same with the past participles.
- *Option* Elicit additional examples of each tense. Ask: *What are some things that often happen in the news? What are some things that are happening now? What is something that happened last month?*, etc. Correct pronunciation, form, and usage errors.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Point out common pronunciation errors: dropping the *-s* on third-person simple present verbs, placing too much stress on auxiliaries and incorrectly adding or dropping a syllable for the *-ed* ending of past participles.
- Go over the instructions for the grammar activity.
- Read the example sentence aloud. Ask Ss why the verb is present perfect (*because when the doors closed isn't specified*).
- Have Ss work individually to complete the news stories with the correct form of the verbs in parentheses.
- *Option* Ask Ss who finish early to write sample sentences about real news stories using different tenses. Call on them to share one of their sentences with the class after the activity is corrected.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* If necessary, review spelling rules for *-ing* and *-ed* forms.

Classware Tip
Before class, cover the names of the tenses on the left side of the grammar box with a text box. On top of that, add a text box with the tenses in random order. In class, books closed. To review verb tenses, after doing Exercise 3, have Ss work in pairs to match the name of the tense to the corresponding sentence. Have volunteers come up and make the matches. Minimize the text boxes to reveal the actual tenses.

4 Speaking News stories

Learning objective: *Tell news 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

- Go over the instructions.
- Have Ss brainstorm a list of stories. Write their ideas on the board.
- Have Ss work in pairs. Tell them to choose one story they will use to complete the chart.

B

- Model the activity. Tell students this story (or choose a true story that students will be unlikely to have used in their charts): *Last year there was a protest in my neighborhood because they closed the library. Some people gathered with signs outside city hall. They demanded that the city reopen the library. Other libraries were closing around the state, too. Since then, they've cut the library hours. Now you can only go to our library three days a week. People really miss the library, though, so I think they'll open it again.* After you tell your story, elicit the events from the class by asking the questions in the chart.
- Have Ss work in small groups to tell their news stories. Tell Ss to follow your example and tell the story as a story (i.e., not just read the questions and sentences from the chart). Remind them to add a sentence about what they think will happen in the future.
- As groups are working, go around the room and take notes on tense errors you hear as well as correct use of tenses. Write the errors you heard on the board. Encourage Ss to correct them. Then point out tenses that you heard used correctly.
- Finally, tell Ss to check the "can do" statement if they can tell news stories. 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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Grammar — verb tenses – statements

Simple present: Hawaii **hopes** to attract more business travelers.
Present continuous: Jasper **is recovering** from last week's storm.
Simple past: Mars **had** a large lake billions of years ago.
Past continuous: Jason **was playing** songs all night.
Present perfect: Café Bella **has opened** in Pelham.
Future with will: The Winter Olympics **will begin** next Monday.

Complete the news stories with the correct forms of the verbs. Then compare with a partner.

1. The *Austin Sun Times* ___has closed___ (close) its doors – for now. The newspaper ___printed___ (print) its last newspaper last Sunday, but it ___will open___ (open) again next month as an Internet-only paper. Staff members ___are learning___ (learn) about digital publishing now, so they ___will be___ (be) ready next month. Sadly, the *Austin Gazette* ___is___ (be) now the city's only "paper" newspaper.
2. Pink ___is___ (be) a playful color, and it ___makes___ (make) people smile. But last night William Maddox ___was not emiling___ (not / smile) when he ___stopped___ (stop) a fight in his store. "Two people ___were arguing___ (argue) for about five minutes over the last pink T-shirt in my store. I ___asked___ (ask) them to leave and then ___ciosed___ (close) the store for the day," said Maddox.
3. Fifteen-year-old Kate Moore ___is___ (be) the country's newest texting champion. Last Tuesday, she ___competed___ (compete) against 20 other contestants and ___won___ (win) $50,000 for her fast and accurate texting. But even Kate ___got___ (get) one question wrong. No one ___knew___ (know) the meaning of the abbreviation "PAW." It ___meane___ (mean), "I can't talk now. My parents ___are watching___ (watch)."

Speaking

A **Pair work** Think of a story from the news, or make one up. Complete the chart.

What happened?
What else was happening at the time?
What has happened since?
What's happening now?

B **Group work** Share your stories. What will happen in the future?

Keep talking!

Go to page 123 for more practice.

I can tell news stories.

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B I totally agree.

1 Interactions Agreeing and disagreeing

A Do you agree with this statement? Why or why not?

"The best place to get news is online."

B Listen to the conversation. Why can't Carl check the news headlines? Then practice the conversation. *See page T-6 for the answer.*

Carl: Hey, Jim. Catching up on the news?
Jim: Oh, hi, Carl. Yeah, I like to know what's going on in the world.
Carl: I feel exactly the same way. Do you read the paper every day?
Jim: Every day. It's the best way to get the news.
Carl: Really? I don't know about that. I get all my news online. I check the news several times a day, so I always know what's happening.
Jim: Online news is OK, but I prefer reading an actual newspaper. So, what are the latest headlines online – right now?
Carl: Let's see. . . . Oh, no! I can't get online. I guess there's no wireless signal here. Say, would you mind sharing your paper?
Jim: No problem!



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

Agreeing with an opinion

I feel exactly the same way.
I couldn't agree with you more.
I totally agree.

Disagreeing politely

I don't know about that.
I'm not sure about that.
I'm not sure that's really true.

D Pair work Check (✓) the statements you agree with. Then give your opinions and agree or disagree with your partner.

- ☐ It's important to read the news every day.
- ☐ The Internet is a better way to get news than newspapers.
- ☐ Newsmagazines are more interesting than newspapers.
- ☐ There's not enough positive news these days.

A: *I think it's important to read the news every day.*
B: *I totally agree. It's important to know what's going on.*

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Interactions: Agreeing with an opinion; disagreeing politely
Pronunciation: Reduced vowel sounds
Listening: Today's news
Speaking: Opinions on reading the news

1 Interactions Agreeing and disagreeing

Learning objective: *Agree and disagree with opinions.*

A

Direct Ss' attention to the picture to set the scene. Ask: *Where are the young men? What are they doing? Why does the man with the cell phone look frustrated? How does his friend feel?*

- Elicit Ss' opinions about online news.

B (CD 1, Track 6)

- Go over the instructions.
- 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.

He can't get online; there's no wireless signal.

- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 1, Track 7)

- Have Ss read the expressions in the boxes. Point out that the expressions for agreement are more emphatic than simply saying, "I agree," or "That's true." The expressions for disagreement are softening, and are more polite than "I disagree." Point out that polite statements of disagreement begin with "I." It is never polite to say, "You're wrong."
- 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.
- Play the audio line by line and have Ss repeat the expressions.

> **Classwork** Restoring text page 100
> After doing Part C, follow the steps for *Restoring text* to review language for agreeing and disagreeing.

D

- Go over the instructions.
- Have Ss work individually to check the statements they agree with.
- Model the second part of the activity. Call on two volunteers to read the dialogue. Point out that Student B uses *I totally agree*. Tell students to replace this sentence with the expressions for agreeing and disagreeing.
- Have Ss work in pairs to say the statements they checked and agree or disagree with their partners.
- Call on several pairs to repeat their conversations for the class.

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2 Pronunciation Reduced vowel sounds

Learning objective: *Focus on reduced vowel sounds.*

A (CD 1, Track 8)

- Go over the instructions. Direct Ss' attention to the word list.
- Write /ə/ on the board. Say the sound and have Ss repeat. Explain that it is called a *schwa* sound, and that it is the most common vowel sound in English.
- Play the audio. Have Ss listen, paying particular attention to the reduced vowel sound.
- Play the audio again. Have Ss listen and repeat.
- Ask Ss to identify the stressed syllable in each word. Point out that the schwa sound is in an unstressed syllable.
- *Tip* Reducing vowel sounds helps Ss use word stress correctly and makes their speech sound more natural. When teaching new vocabulary, have Ss underline stressed syllables, and point out the schwa sound in unstressed syllables.

B (CD 1, Track 9)

- Go over the instructions.
- Play the audio. Have Ss listen and underline the reduced vowel sounds.
- Go over the answers with the class.
- Have Ss work in pairs to practice the words.

3 Listening Agree or disagree

Learning objective: *Develop skills in listening for agreement and disagreement and listening for gist.*

A (CD 1, Track 10)

- Set the scene. Direct Ss' attention to the pictures. Ask what they think each news story is about.
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures from 1 to 4.
- *Option* Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 10)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle *agree* or *disagree*.
- Have Ss compare answers with a partner.
- Go over the answers with the class. Elicit the language that Carrie and Ted use to agree and disagree.

4 Speaking What do you think?

Learning objective: *Agree and disagree with opinions.*

- 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.
- Do the first item with the class. Ask for a show of hands to see how many Ss agree or disagree with the first statement. Call on a volunteer to supply a supporting sentence.
- Have Ss work individually to complete the chart.

> ***Classware Tip***
> After doing Part A, create a blank page. Elicit supporting opinions for those agreeing and disagreeing with each statement. Write the opinions on the blank page. Leave this up on the board while Ss do Part B as a guide to refer back to if needed.

B

- Go over the instructions.
- Model the activity. Read the example conversation with a S. Point out the introductory phrase, *In my opinion.* Suggest other possible introductory phrases (*I think . . . / It seems to me . . .*). Remind Ss to use the expressions from Exercise 1, Part C, to agree or disagree.
- Have Ss walk around the class and share their opinions with different classmates. Tell Ss to discuss only one statement with each partner. Continue until everyone has spoken to at least four partners.
- Finally, tell Ss to check the "can do" statement if they can agree and disagree with opinions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> Continue the activity by writing statements expressing opinions on slips of paper. Use such topics as a local sports team, the cafeteria food, the best restaurant in town, the best local news show. Avoid controversial subjects that might cause tension in the classroom.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 4 |
> | Self-study CD-ROM | Lesson B |

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Pronunciation

A Listen and repeat. Notice the reduced vowel sound /ə/ in unstressed syllables.

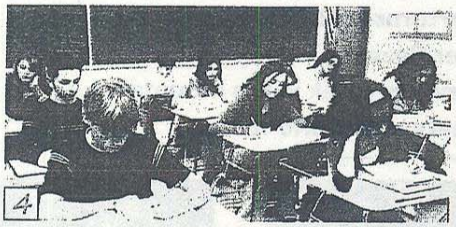
əgree totəlly evən happəning

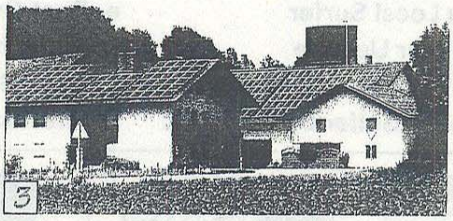
B Listen. Underline the reduced vowel sounds. Then practice with a partner.

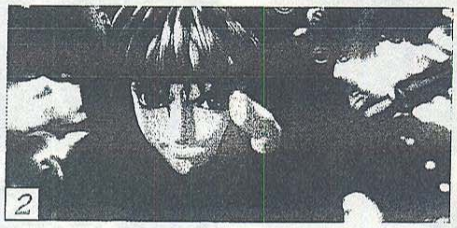
signal about magazine travel section television

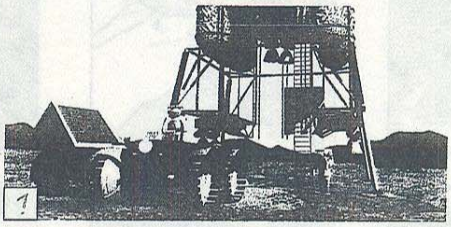
Listening

A Listen to Ted and Carrie discuss today's news. What news are they talking about? Number the pictures from 1 to 4.









B Listen again. Does Carrie agree or disagree with Ted? Circle the answers.

1. agree / (disagree) 2. (agree) / disagree 3. agree / (disagree) 4. (agree) / disagree

Speaking

A Check (✓) the statements you agree with, and mark an ✗ next to the statements you disagree with. Then write a supporting sentence for your opinion.

Statement	Supporting sentence
☐ News bloggers don't provide real news.	
☐ International news stories don't affect me.	
☐ It's important to follow local news.	
☐ Getting news 24 hours a day is helpful.	
☐ Newspapers hurt the environment.	

B **Class activity** Walk around the class. Share your opinions with your classmates. Agree or disagree politely.

A: *In my opinion, news bloggers don't provide real news. They write opinions, not facts.*
B: *I'm not sure that's true. A lot of bloggers are really newspaper writers.*

agree and disagree with opinions.

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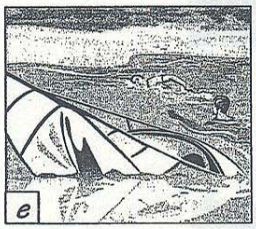
C Survival stories

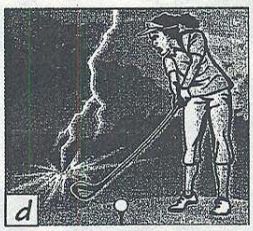
1 Vocabulary Actions in the news

A Match the news headlines and the pictures. Then listen and check your answers.

a. Shark **Attacks** Local Surfer
b. Bear **Chases** Hiker Up Tree
c. Pilot **Crashes** Plane – No One Hurt
d. Lightning **Misses** Golfer by One Foot
e. Boat **Overturns** – All Swim to Safety
f. Firefighter **Rescues** Family Cat
g. Hiker **Survives** Week in the Mountains
h. Fire **Threatens** Historic Town


1. e


2. g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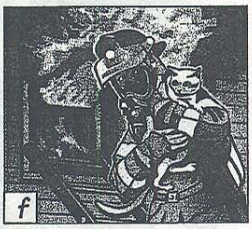
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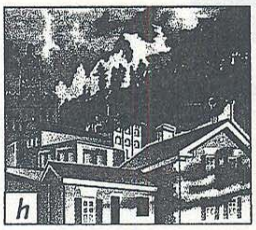
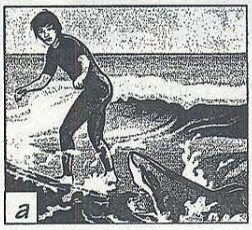
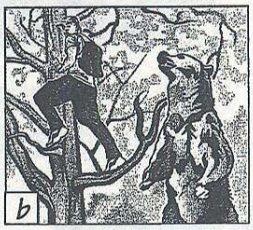

5. h


6. c


7. a


8. b

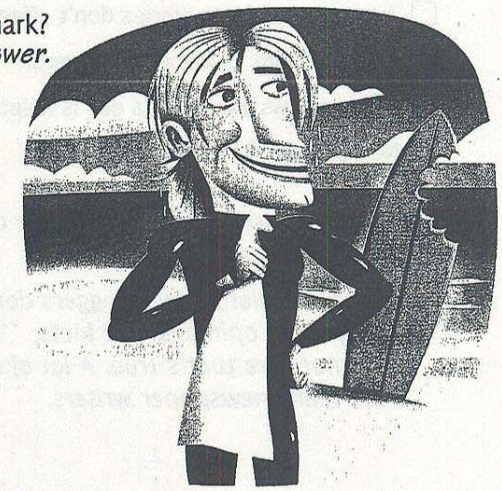
B Pair work Use each verb in Part A in a new headline.

"Swimmer Survives Three Days in Ocean"

2 Conversation Shark attack!

A Listen to the conversation. How did Wade stop the shark?
See page T-8 for the answer.

Reporter: Wade, what happened?
Wade: A shark attacked me! Can you believe it?
Reporter: How are you feeling? Are you OK?
Wade: Oh, I feel great! I survived a shark attack. That's pretty cool.
Reporter: What were you doing when it happened?
Wade: I was riding a killer wave.
Reporter: Did you actually see the shark?
Wade: Not at first. But then I fell off my board. The shark tried to bite me, so I hit it with my surfboard.
Reporter: Have you seen your surfboard?
Wade: Yeah. It has a big shark bite in it.
Reporter: Amazing! So, what will you do next?



B Listen to the rest of the interview. What will Wade do next? When?
See page T-8 for the answer.

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Vocabulary: Actions in the news
Grammar: Verb tenses – questions
Speaking: Information exchange about headline news

1 Vocabulary Actions in the news

Learning objective: *Use actions in the news vocabulary.*

A (CD 1, Track 11)

- Direct Ss' attention to the headlines and the pictures. Explain that the pictures show news headlines.
- Go over the instructions.
- Have Ss work individually or in pairs to match the headlines and the pictures.
- 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.

After doing Part A, follow the steps for *Choose ABC* to practice vocabulary for actions in the news. Instead of hiding full headlines, hide only the verbs in bold.

B

- Go over the instructions and the example headline. Elicit the characteristics of headlines (*no articles, present tense, attention-grabbing*).
- Have Ss work in pairs to write new headlines with the verbs from Part A.
- Call on volunteers to write one of their headlines on the board. Discuss the headlines with the class. Ask which story Ss would be most interested in reading.

Seat Ss in groups and give each group a selection of news stories or a page of headlines from the Internet. Tell the group to find three headlines using action verbs like those in the vocabulary box. Discuss the meanings of the headlines with the class.

2 Conversation Shark attack!

Learning objective: *Practice a conversation about a shark attack, see questions in context.*

A (CD 1, Track 12)

- Direct Ss' attention to the picture to set the scene. Ask: *Who is the man? (A surfer.) What do you think happened to his surfboard?*
- Play the audio. Have Ss answer the question as they listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Elicit the answer to the question.

He hit it with his surfboard.

- Have Ss work in pairs to practice the conversation.
- Call on two pairs to act out the conversation for the class.

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

B (CD 1, Track 13)

- Go over the instructions. Explain that Ss are going to hear the rest of the interview.
- Play the audio. Have Ss listen for the answers to the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

He'll get back in the water after he buys a new surfboard.

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3 Grammar Verb tenses – questions

Learning objective: *Practice* Wh- *and* yes / no *questions.*

(CD 1, Track 14)

Wh- questions

- Direct Ss' attention to the *Wh-* questions on the left side of the grammar box. Read the questions aloud and have Ss repeat.
- Focus on form:
  1. Elicit the verb forms for the *Wh-* questions in each tense. Ask: *What is the auxiliary in the question? What form is the main verb? What happens to the auxiliary if the subject is third-person singular? Does the main verb form change?*
  2. Write the name of each tense on the board and elicit rules for question formation. Write the rules on the board:
     Simple present: Wh- *word* + do / does + *subject* + *base form*
     Present / past continuous: Wh- *word* + *present / past form of* be + *subject* + -ing *form*
     Simple past: Wh- *word* + *did* + *subject* + *base form*
     Present perfect: Wh- *word* + has / have + *subject* + *past participle*
     Future with will: Wh- *word* + will + *subject* + *base form*

Yes / no questions

- Direct Ss' attention to the *yes / no* questions on the right side of the grammar box. Read the questions aloud and have Ss repeat.
- Focus on form. Use the rules you wrote on the board for *Wh-* questions to elicit the formula for *yes / no* questions. Point out that the auxiliary verb and the main verb are the same but the question starts with the auxiliary.

A

- Go over the instructions.
- Have Ss work individually to complete the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class. Elicit the context clues that helped Ss choose the correct tense, e.g., *every day.*

B

- Go over the instructions and the example.
- Have Ss work individually or in pairs to write questions about the underlined information.
- Go over the answers with the class.
- *Option* Ask volunteers to write the questions on the board.
- Have Ss work in pairs to ask and answer the questions.

4 Speaking Tell me about it.

Learning objective: *Ask questions and talk about a news story.*

- 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, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles for A and B. Have Ss read the example questions.
- Have Ss work in pairs to ask and answer the questions. Encourage Ss to use their imaginations and to ask follow-up questions.
- Have Ss change roles and repeat the role play.
- Go around the room and take notes on errors you hear in question formation or use. Write the errors you heard on the board. Encourage Ss to correct them.
- Point out the questions you heard used correctly.
- *Option* Tell students who finish early to repeat the activity with another headline. Have them ask questions without writing them in advance.
- Finally, tell Ss to check the "can do" statement if they can ask questions and talk about a news story. 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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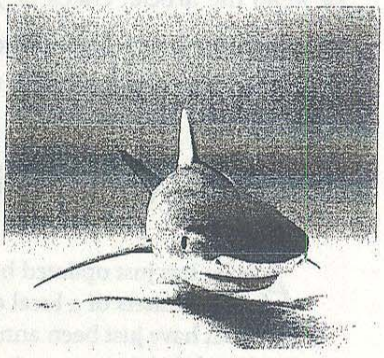
IELTS STEP

Grammar Verb tenses – questions

	Wh- questions	*Yes / no* questions
Simple present:	When **do** you **plan** on surfing?	**Do** you **plan** on surfing today?
Present continuous:	How **are** you **feeling**?	**Are** you **feeling** OK?
Simple past:	What **did** you **see**?	**Did** you **see** the shark?
Past continuous:	What **were** you **doing**?	**Were** you **surfing**?
Present perfect:	How long **have** you **surfed**?	**Have** you **surfed** for a long time?
Future with will:	What **will** you **do** next?	**Will** you **go** back in the water soon?

A Look at the *yes/no* questions the reporter asked Wade. Complete the questions with the correct forms of the verbs. Then compare with a partner.



1. *Do* you *go* (go) surfing every day?
2. *Did* anyone *see* (see) the shark before it attacked you?
3. *Were* other people *surfing* (surf) around you?
4. *Will* you *buy* (buy) a new surfboard soon?
5. *Have* you *spoken* (speak) with your family yet?
6. *Do* you *have* (have) any advice for other surfers?

B Read the answers. Write *Wh-* questions about the underlined words. Then practice with a partner.

1. *Where did she crash the plane?* She crashed the plane in a forest.
2. *How long has he been in the desert?* He's been in the desert for a week.
3. *How did the firefighter feel?* The firefighter felt very proud.
4. *When will the fire threaten the town center?* The fire will threaten the town center tonight.
5. *What were they doing when the boat overturned?* They were fishing when the boat overturned.
6. *What is he thinking about writing?* He's thinking about writing a survival book.

Speaking

Pair work Role-play a reporter and a survivor of one of the news stories in Exercise 1. Then change roles.

Student A: Choose a headline from Exercise 1, and read it to your partner. Answer your partner's questions.

Student B: Ask your partner five questions about what happened.

A: *Who were you sailing with?*
B: *I was sailing with some friends.*

Questions
1. *Who were you sailing with?*
2. *How exactly did the boat overturn?*
3. *How often do you go sailing?*
4. *Have you ever . . . ?*
5.

Keep talking!

Go to page 124 for more practice.

Then ask questions and talk about a news story.

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D Creating news

1 Reading

A Look at the logos of the news websites in the article. Which websites have you looked at? What other news websites do you know?

B Read the article. Check (✓) the main idea of the article.

☐ Traditional news organizations are upset with citizen journalists.

☑ Technology allows anyone to be a reporter, anytime and anywhere.

Citizen **Journalism**

Arpita has just updated her news blog. The winners of a local election in Mumbai have just been announced, and she has listed their names on her blog. On the website of a local newspaper, Liat has recently posted a "digital story," a series of photos and descriptions of a whale rescue. And hundreds of people in the Dominican Republic are tweeting on their cell phones to describe a hurricane that is threatening the country.

What do these stories have in common? Technology is giving people the chance to be news reporters. More than ever before, technology is allowing everyone to share opinions, ideas, stories, photos, and videos from anywhere in the world. If there is **breaking news**, you can be sure that someone is reporting it.

Wikinews, iNewsit, CNN's iReport, and MSNBC's FirstPerson are just a few of the websites where "citizen journalists" can write their news reports. More and more people are blogging texts, photos, and videos. They're sharing their personal thoughts and news reports with the world on these websites. And the increased **prevalence** of cell phones and cameras has made it even easier for people to share news.



Many media organizations such as CNN now have entire sections of these news stories on their websites. News editors used to decide what was news. Now *you* decide.

There has been some **criticism** of citizen journalism, however. For example, there are often mistakes in these stories, including incorrect facts, spelling, and grammar. These stories may not be as **neutral** as regular news organizations' stories usually are. Moreover, when people **instantly** upload stories and images, they cannot know how other people will use them later. But it seems that news by the people and for the people is here to stay.

C Find the words in **bold** in the article. Circle the correct meaning.

1. **breaking news**	(a. news happening now)	b. news about problems
2. **prevalence**	a. lower cost of	(b. frequent use)
3. **criticism**	a. high costs	(b. opinions on what's wrong)
4. **neutral**	a. written well	(b. fair)
5. **instantly**	(a. immediately)	b. done without thinking

D What's your opinion about citizen journalism? Do you think it's a good thing? Do you agree with the criticisms in the article? Do you have other ideas?

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Reading: "Citizen Journalism" (an article)
Listening: News reports based on viewer-submitted photos
Writing: Become a citizen journalist
Speaking: A news blog

1 Reading Citizen Journalism

Learning objective: *Read and discuss an article about citizen journalism; develop skills in reading for the main idea, and deducing meaning from context.*

(CD 1, Track 15)

A

- Direct Ss' attention to the logos. Elicit answers to the questions.

B

- Set the scene. Ask: *How have social media (e.g., blogs and networking sites) and the Internet changed the way we get news? What do you think a citizen journalist is?*
- Pre-teach any unfamiliar vocabulary.

updated gave the latest information about something
blog a reduction of the phrase "web log" (a shared online journal); to write in a shared online journal
tweeting sending a message via Twitter

- Go over the instructions.
- Have Ss read the article and check the main idea.
- Elicit the answer.
- If your Ss enjoy reading aloud, have them work in groups of four and take turns reading the paragraphs. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

The expression "by the people and for the people" (in the last sentence of the article) comes from Abraham Lincoln's Gettysburg Address, one of the most famous speeches in U.S. history. In the speech, he referred to a "government of the people, by the people, for the people."

Before class, cover the definition choices listed in Part C. After doing Part B, have Ss close their books and work in pairs to guess the meaning of the words in bold from context. Then reveal the definition choices in Part C. Have volunteers come to the board to circle the correct answers.

C

- Go over the instructions.
- Have Ss work individually to circle the correct definitions.
- Have Ss work in pairs to compare answers.
- Go over the answers with the class. Discuss any context clues that helped Ss understand the meaning of the words.
- Answer any additional vocabulary questions.

D

- Have Ss read the questions. Give Ss several minutes to think about or note their answers.
- Have Ss work in small groups to discuss their answers to the questions.
- Call on Ss to tell the class ideas that their groups discussed.

Create a T-chart on the board labeled Advantages / Disadvantages. Elicit and write the Ss' ideas about citizen journalism. Encourage them to use ideas from the article and their own ideas.

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2 Listening Photos of the day

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

> ***Classware Tip***
> Before doing Part A, zoom photos. Set the scene. Explain that the pictures were taken by viewers who sent them in to a news program. Have Ss work in pairs to discuss what they think the news item might be. Elicit possible ideas from volunteers and write the main ideas of each next to the photos.

A (CD 1, Track 16)

- Set the scene. Explain that the pictures were taken by viewers and then sent to a news program.
- Go over the instructions.
- Play the audio. Have Ss listen and number the photos.
- *Option* Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 16)

- Have Ss read the questions.
- Play the audio again. Have Ss listen and write the answers to the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Play the audio again. Have Ss listen and check their answers.

3 Writing and speaking Become a citizen journalist

Learning objective: *Write a short news blog; discuss a news story.*

- 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. Elicit possible completions for the first headlines from the class.
- Have Ss work individually to complete the headlines. Encourage Ss to use their imaginations.
- *Tip* If some Ss are having trouble coming up with ideas, elicit ideas from the class to help them.

B

- Have Ss read the example blog. Point out the use of the present continuous and present perfect tenses.
- Explain that Ss are going to write a similar blog about one of the headlines in Part A.
- Tell Ss that every good news story answers the questions *who*, *what*, *where*, *when*, and *how*. Ask Ss to think about *Wh-* questions as they write.
- Have Ss write the text, in class or for homework.

C

- Have Ss work in groups to share and discuss their blogs. Have Ss ask questions to find out more information.
- Finally, tell Ss to check the "can do" statement if they can discuss a news story. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> If your Ss like to have fun with language, have them write a second news blog telling a silly story.
> 1. Have Ss work in pairs to complete the headlines with funny words, e.g., *Monster Threatens High School, Local Teen Rescues Unicorn in Forest, or Students Ask Dean for Free Chocolate.*
> 2. Have the pairs share their best headlines with the class.
> 3. Ask each pair to choose a headline (one they wrote or one they heard) and write the story for it.
> 4. Put pairs together in groups of four to share their stories.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 8 |
> | Self-study CD-ROM | Lesson D |

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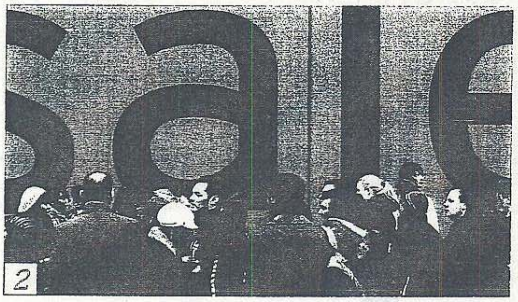
2 Listening

A Listen to a TV newscaster discuss photos that four viewers have sent in. Number the photos from 1 to 4.









B Listen again. Answer the questions.

1. When did Rafael take the photograph? *Rafael took the photo after a storm.*
2. How much of a discount was the store offering? *The store was offering a 70% discount.*
3. How long does it usually take Yumiko to get home? *It usually takes Yumiko about three hours to get home.*
4. What did Arlo do when he saw the animal? *Arlo started chasing it.*

C Which news stories in Part A interest you? Why? Where can you find out more about them?

3 Writing and speaking

A Complete one of these headlines.

HUGE STORM TO ARRIVE _____

_____ **Threatens High School**

LOCAL TEEN RESCUES _____ IN FOREST

Lightning Misses _____

Technology Changes _____

Students Ask _____ for _____

B Write a short news blog. Use your headline from Part A and the model to help you.

Huge Storm to Arrive Friday

A huge storm is coming on Friday. Everyone is preparing for it. Most people have already bought food and water. . . .

C Group work Share your news blogs. Ask questions to find out more information about each story.

I can discuss a news story.

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Communicating

At a glance: Unit overview	Speaking outcomes
LESSON A Language learning Ss learn tips for successful language learning. They use present perfect continuous.	Ss can . . . give and discuss language-learning tips.
LESSON B One possibility is . . . Ss express interests and offer options.	Ss can . . . express interests and offer options.
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LESSON D Modern communication Ss read an article about too much information, and have a conversation in writing.	Ss can . . . discuss their communication preferences.

Warm-up

Learning objective: *Preview the topic and talk about communication.*

A

- To introduce the topic, direct Ss' attention to the pictures. Explain that this unit is about communication and that all of the people in the pictures are communicating in different ways. Point out that many of them are probably asking questions.
- Go over the instructions.
- Have Ss work in pairs or groups to look at the pictures and answer the question.
- Elicit the answers from the class.

Possible answers

Thank you. Where is the museum? Can I have the check? How often does the bus come? Do you have a room? How much is this?

- *Option* Do the activity as a class.

Classware Tip

Before class, create a text box. Put the answers from the "Possible answers" box into the text box in random order. Save. After doing Part A, as a way to check Ss' answers, have Ss work in pairs to determine which answers match which pictures. Have volunteers come up to match the answers with the pictures.

B

- Go over the instructions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class. Write Ss' ideas for useful phrases on the board.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk and write about communicating in this unit. Point out the Unit 2 lesson overviews. Go over what Ss will learn in each lesson.

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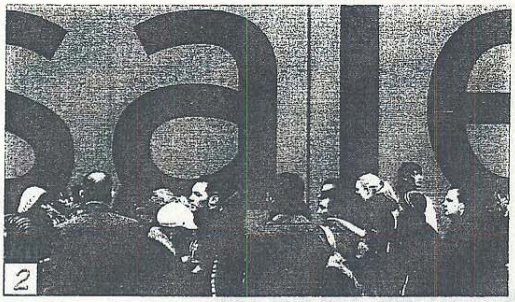







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C Which news stories in Part A interest you? Why? Where can you find out more about them?

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HUGE STORM TO ARRIVE _____

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B Write a short news blog. Use your headline from Part A and the model to help you.

Huge Storm to Arrive Friday

A huge storm is coming on Friday. Everyone is preparing for it. Most people have already bought food and water. . . .

C **Group work** Share your news blogs. Ask questions to find out more information about each story.

I can discuss a news story.

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Wrap-up

1 Quick pair review

Lesson A Find out! What are two sections of the news both you and your partner like to read? You and your partner have one minute.

A: *I read the World section of the newspaper. Do you?*
B: *No, I don't. I read the Travel section. Do you?*
A: *Yes, I do.*

Lesson B Do you remember? Write A for expressions that show agreeing with an opinion and D for expressions that show disagreeing with an opinion. You have one minute.

A 1. I feel exactly the same way.
A 2. I couldn't agree with you more.
D 3. I'm not sure about that.
D 4. I don't know about that.
A 5. I totally agree.
D 6. I'm not sure that's really true.

Lesson C Brainstorm! Write the question "Where do you shop?" in as many different tenses as you can. You have two minutes.

Lesson D Guess! Describe something newsworthy for each item, but don't say where it happened. Can your partner guess the place? Take turns. You and your partner have three minutes.

something you did yesterday
something you do every day
something you will do tomorrow

A: *Yesterday I ate at a great café. I had tacos and rice and beans.*
B: *Were you at Café Mexicana?*
A: *Yes, I was.*

2 In the real world

What is a breaking news story in your area? Go online or read a newspaper, and find an article in English about it. Then write about it.

- What section did you find the article in?
- What happened?

Oil Spill Threatens Animals

The national news reported an oil spill in the Gulf of Mexico. The oil will harm fish and birds.

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1 Quick pair review

Learning objective: *Review sections of the news, expressions for agreeing and disagreeing with an opinion, and verb tenses.*

Lesson A Find out!

- Go over the instructions.
- Read the dialogue with a S.
- Have Ss work in pairs to find two sections of the newspaper they both read. Set a time limit of one minute.
- Elicit the sections each pair came up with.

Lesson B Do you remember?

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

Lesson C Brainstorm!

- Go over the instructions.
- To model the activity, elicit the question in two different tenses.
- Have Ss work in pairs to write the question in as many tenses as they can. Set a time limit of two minutes.
- After the pair work, have Ss take turns writing questions on the board until they run out of ideas. Elicit the auxiliary, the main verb, and the name of the tense for each question.

> After brainstorming, follow the steps for *Guided brainstorming* to review different tenses.

Lesson D Guess!

- Go over the instructions and the example.
- Model the activity. Describe something you did yesterday, something you do every day, and something you will do tomorrow. Elicit guesses.
- Give Ss a moment to think about what they will say.
- Have Ss work in pairs to take turns describing activities and guessing places. Set a time limit of three minutes.
- Ask volunteers to describe their activities to the class. Elicit guesses.

2 In the real world

Learning objective: *Read and write about a breaking news story.*

- Go over the instructions and the example.
- Have Ss find an article in a newspaper or online as an out-of-class assignment. Tell them to write about it at home.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- Have Ss work in pairs to do the assignment in class. Give each pair a print-out of an article from the Internet. Alternatively, if you have access to the Internet in class, assign a different section of the news to each pair and have them find an article to write about.

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Communicating

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Warm-up

Learning objective: *Preview the topic and talk about communication.*

A

- To introduce the topic, direct Ss' attention to the pictures. Explain that this unit is about communication and that all of the people in the pictures are communicating in different ways. Point out that many of them are probably asking questions.
- Go over the instructions.
- Have Ss work in pairs or groups to look at the pictures and answer the question.
- Elicit the answers from the class.

Possible answers
Thank you. Where is the museum? Can I have the check? How often does the bus come? Do you have a room? How much is this?

- *Option* Do the activity as a class.

Classware Tip
Before class, create a text box. Put the answers from the "Possible answers" box into the text box in random order. Save. After doing Part A, as a way to check Ss' answers, have Ss work in pairs to determine which answers match which pictures. Have volunteers come up to match the answers with the pictures.

B

- Go over the instructions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class. Write Ss' ideas for useful phrases on the board.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk and write about communicating in this unit. Point out the Unit 2 lesson overviews. Go over what Ss will learn in each lesson.

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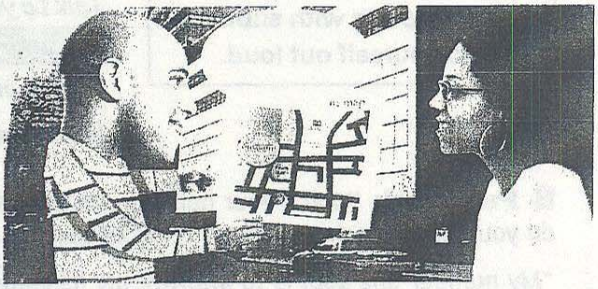
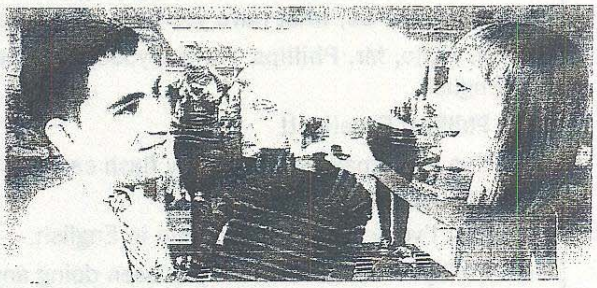
Communicating

Warm-up



A Look at the pictures. What do you think the people are saying? *See page T-13 for possible answers.*

B Imagine you are going to travel to an English-speaking country. What do you think are the most useful English phrases or questions to know? Why?

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A Language learning

1 Vocabulary Language-learning tips

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

Tips for Successful Language Learning
Watch online video clips.
Keep a vocabulary notebook.
✓Make flash cards.
Talk with native speakers.
Watch movies with subtitles.
Talk to yourself out loud.

To remember vocabulary
Make flash cards.
Keep a vocabulary notebook.
To increase speaking fluency
Talk with native speakers.
Talk to yourself out loud.
To improve listening comprehension
Watch online video clips.
Watch movies with subtitles.

B Pair work What's your number one language-learning goal? Which tips in Part A do you use to reach your goal? Tell your partner.

"My number one goal is to improve my listening comprehension. I often watch online video clips in English."

2 Language in context Improving communication skills

A Read this online chat between a teacher and some of his students. What are they discussing? *See page T-14 for the answer.*

Mr. Phillips: I hope you've been enjoying your vacation. And I hope you haven't forgotten your English! So, what have you been doing recently to improve your English?

Luisa: Hello, Mr. Phillips. Hi, everybody! I've been reading magazines and comic books in English.

Mr. Phillips: Excellent!

Jin: I've been making vocabulary flash cards. They really work! And I've been keeping a vocabulary notebook.

Marcus: I've been chatting online in English.

Mr. Phillips: Fantastic! Have you been doing anything to improve your speaking?

Pedro: I have. Omar and I have been starting conversations with native speakers. We were nervous about it at first, but we've been making new friends that way.

Luisa: I've been having the best conversations of all. I've been talking to myself out loud in front of a mirror.

Marcus: Very funny! ☺

Mr. Phillips: But very helpful, too. Good job, everyone! I'll see you in class on Monday.

B What about you? Which tips would you like to try? Which would you probably not want to try? Why?

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Vocabulary: Language-learning tips
Grammar: Present perfect continuous
Speaking: Discussion of improving English to communicate successfully

1 Vocabulary Language-learning tips

Learning objective: *Give language-learning tips.*

A (CD 1, Track 17)

- Direct Ss' attention to the sentences in the box and the chart. Elicit the meaning of *tips* (*suggestions or advice*).
- Have Ss work individually or in pairs to complete the chart with the correct tips from the box.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.

  Do the activity as a class.
- Play the audio again. Have Ss listen and repeat the tips to practice pronunciation.

B

- Go over the instructions.
- Have Ss work in pairs to discuss their language learning goals and talk about which tips from Part A they use.
- Call on volunteers to share their answers with the class.

After doing Part B, follow the steps for *Right or wrong?* to practice vocabulary for language-learning tips. Have Ss draw lines from the box on the left to the correct position in the chart on the right.

2 Language in context Improving communication skills

Learning objective: *See use of present perfect continuous in context.*

A (CD 1, Track 18)

- Ask students if they ever chat online with a teacher.
- Direct Ss' attention to the text to set the scene. Explain that they are going to read and listen to an online chat between a teacher (Mr. Phillips) and his students.
- 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.

the things the students have been doing to improve their English

B

- Go over the instructions.
- Have students work in pairs to ask and answer the questions.

  Do the activity as a class.
- Call on individuals to share their favorite tips with the class.

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3 Grammar Present perfect continuous

Learning objective: *Practice verb tenses.*

(CD 1, Track 19)

- Direct Ss' attention to the grammar box. Read the explanation of the present perfect continuous and the questions and answers aloud.
- Focus on use:
  1. Explain that *recently* and *lately* refer to things that happened not long ago. The questions are continuous because the person asking assumes that the actions happened repeatedly over time. They are present perfect because the time period of *recently* and *lately* includes the present.
  2. Explain that *How long* is used to ask about the length of time an action has been going on.
- Focus on form. Ask students to identify the main verb in the first question. Ask: *What is the form of the main verb? (Verb + -ing.)* Tell students that this tense has two auxiliaries, *have* and *be*. Ask if the form of *be* can change (*no*). Ask if the form of *have* can change (*yes, to* has). Point out the contractions in *I've been reading.* and *He's been writing*. Elicit the full forms of the contractions.
- Direct students to the list of verbs not usually used in the continuous form. These verbs are not truly actions. Many of them represent mental and emotional states.
- Refer Ss to the online chat in Exercise 2. Have Ss circle the examples of present perfect continuous.
- Check comprehension. Ask: *What have the students been doing lately to practice their English?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Emphasize the stress pattern of the sentences. Tell Ss to stress the main verb and not the auxiliary *been*.

A

- Go over the instructions.
- Ask Ss to look at the first sentence. Elicit the context clue for the present perfect continuous (*recently*).
- Have Ss work individually to complete the conversations.
- Go over the answers with the class.
- Have Ss practice the conversations with a partner.

B

- Go over the instructions.
- Have Ss ask and answer the questions in Part A in pairs.

> ***Classware Tip***
> Before class, use the black pen on the thickest setting to cover all but the first letter of each word in the two columns on the right side of the grammar box. In class, books closed. After doing Part B, have Ss work in pairs to recreate the list. Erase words as they are guessed.

4 Speaking Communicating successfully

Learning objective: *Give and discuss language-learning tips.*

- 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. Direct Ss' attention to the pictures. Remind students that three possible language goals were listed in the chart in Exercise 1, Part A.
- Have Ss work in groups to discuss what the people have been doing to improve their English and what language goals they're trying to reach.
- Go over the answers with the class.

B

- As a class, brainstorm ways to learn English. If students are having trouble coming up with ideas, ask: *How can you use a computer to help you learn English? (Online quizzes, games, and reading for vocabulary; podcasts and websites with listening activities for listening comprehension; videochat and self-recording for speaking.) How can your friends and acquaintances help you? (Have English-only outings for speaking and listening practice, look for a native speaker to do language-exchange conversation practice with.)*
- Have Ss work in pairs and ask and answer the questions in Part A.
- Elicit some learning tips from Ss.
- Finally, tell Ss to check the "can do" statement if they can give and discuss language-learning tips. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> Write the class list of tips on poster paper and leave it posted in the room. Ask Ss to try at least one of the tips during the course of this unit. At the beginning of each class, ask individuals to share which tip they have followed and whether they felt it was useful.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 9-11 |
> | Self-study CD-ROM | Lesson A |

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Grammar

Use the present perfect continuous to emphasize the duration of an action that is in progress. How long, recently, *and* lately *are often used with the present perfect continuous.*

What **have** you **been doing** recently?
I**'ve been reading** magazines.
How long **has** he **been writing** in his notebook?
He**'s been writing** in it for about a month.
Have they **been talking** to native speakers lately?
Yes, they **have**. No, they **haven't**.

Remember: some verbs are not usually used in the continuous form.

believe	like
belong	love
forget	need
hate	own
hope	remember
know	want

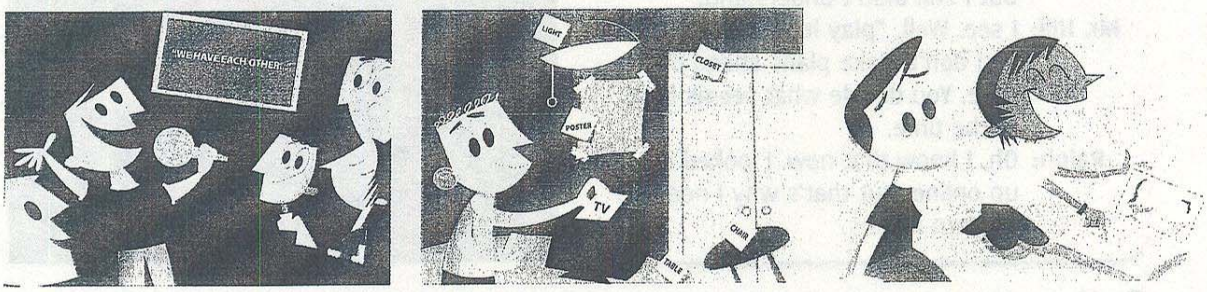
A Complete the conversations with the present perfect continuous forms of the verbs. Then practice with a partner.

1. A: *Have* you *been doing* (do) anything recently to improve your vocabulary?
   B: Yes, I *have*. I *'ve been keeping* (keep) a vocabulary notebook.
2. A: How long *have* you *been studying* (study) English?
   B: I *'ve been studying* (study) English since last year.
3. A: What *have* you *been doing* (do) in class lately?
   B: We *'ve been making* (make) vocabulary flash cards.

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

Speaking

A Group work What have these people been doing lately to improve their English? What language goals do you think they have been trying to reach?



B Class activity What else can you do to improve your speaking? learn more vocabulary? improve listening comprehension? Discuss your ideas and make a class list of tips.

Keep talking!

Go to page 125 for more practice.

... give and discuss language-learning tips.

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3 One possibility is . . .

1 Interactions — Interests and options

A How good is your English? Rate these areas 1 (good), 2 (fair), or 3 (not very good).

☐ reading	☐ writing	☐ speaking	☐ listening
☐ vocabulary	☐ grammar	☐ pronunciation	☐ idioms

B Listen to the conversation. What idiom did Ralph learn? *See page T-16 for the answer.* Then practice the conversation.

Ralph: Excuse me. Do you have a minute?
Mr. Hill: Of course, Ralph. What's up?
Ralph: Well, I'm trying to find a way to learn English idioms. Can you help me?
Mr. Hill: Well, how about taking one of our conversation courses? I know Ms. Davis teaches a lot of idioms.
Ralph: OK.
Mr. Hill: But why are you so interested in idioms?
Ralph: Oh, a friend and I were making plans, and he said, "Let's play it by ear." I asked him to repeat it, but I still didn't understand.
Mr. Hill: I see. Well, "play it by ear" means you don't make plans ahead of time. You decide what seems best at the time.
Ralph: Oh, I know that now. I looked it up online. But that's why I need to learn idioms.



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

Expressing interest

I'm trying to find . . .
I'm interested in . . .
I'm looking for . . .

Offering options

How about . . . ?
One possibility is . . .
You might want to consider . . .

D Pair work Express interest in improving your skills in one of the areas in Part A. Your partner offers course options. Take turns.

Podcasting in English	Advanced Grammar	Academic Test Prep
Vocabulary for Science	Intermediate Listening	Pronunciation Workshop

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Interactions: Expressing interest; offering options
Pronunciation: Unreleased final consonant sounds
Listening: Options for English classes
Speaking: Role play about language class options

1 Interactions Interests and options

Learning objective: *Express interest and offer options.*

A

- Go over the instructions. Have students work individually to rate their own English ability from 1 to 3 in each area.

B (CD 1, Track 20)

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are these people? Who are they? What do you think the student is asking?*
- Go over the instructions.
- 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. If students don't understand *ahead of time*, explain that it means *in advance* or *before*.

"play it by ear"

- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 1, Track 21)

- Have Ss read the expressions in the boxes. Point out that, unlike the other two expressions, *I'm interested in* is often followed by a gerund: *I'm interested in learning English idioms.* The expressions for offering options are very polite and neutral – they don't give the impression that the speaker is pushing the option on the listener.
- 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.

  Play the audio line by line and have Ss repeat the expressions.

- To help Ss adopt expressions like these as a natural part of their speaking behavior, encourage their use in class. Whenever you conduct partner interview activities, write functional phrases such as these on the board and remind Ss to use them.

> After doing Part C, follow the steps for *Language switch*, Option 2, to practice speaking about interests and options. Hide *I'm trying to find*, and *how about*.

D

- Go over the instructions. Remind students to use the language areas from Part A and the expressions from Part C.
- Model the activity with a volunteer. Play the role of someone expressing interest and ask your partner to offer an option using one of the listed course options.
- Have Ss work in pairs to practice the conversation, then change roles and practice again.
- Call on several pairs to repeat their conversations for the class.
- Ask Ss if there are other course options they are interested in and why.

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2 Pronunciation Unreleased final consonant sounds

Learning objective: *Focus on unreleased final consonant sounds.*

A (CD 1, Track 22)

- Go over the instructions. Explain that the final consonant sounds are called *unreleased* because we don't release the breath of air that we do when we say the sounds in isolation.
- Play the audio. Have Ss listen, paying particular attention to the unreleased final sound.
- Play the audio again. Have Ss listen and repeat.

B (CD 1, Track 23)

- Go over the instructions.
- Play the audio. Have Ss listen and cross out the final sounds that are not fully pronounced.
- Go over the answers with the class.
- Have Ss practice the sentences in pairs.

> ***Classware*** Highlight and say it! page xxviii
> After doing Part B, zoom in on Lesson B, Exercise 1, Part B, and follow the steps for *Highlight and say it!* to practice pronunciation. Highlight *help*, *but*, *asked*, *don't*, *decide*, *need*.

3 Listening Fun classes

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

A (CD 1, Track 24)

- Set the scene. A man is asking about options for English classes. He discusses several different classes. Ss will need to listen for the title of each class and something interesting about it.
- Go over the instructions.
- Play the audio. Have Ss listen and write the names of the classes. Tell Ss not to fill in the second column yet.
- *Option* Play the audio again if needed.

B (CD 1, Track 24)

- Go over the instructions.
- Play the audio again. Have Ss listen and write one interesting thing about each class in the chart. Then have them circle the class the man chooses.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Have Ss compare answers with a partner.
- Ask students which class they would choose.
- *Tip* Encourage students to support their opinions with reasons. When you ask a question like *Which class would you choose?* ask them to think about the reason for their choice. Give them a couple of minutes to think and write the answer before you call on them.

4 Speaking Consider all the options!

Learning objective: *Express interests and offer options.*

- 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 and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles for A and B.
- Read the example conversation with a volunteer. Take the role of Student A and model how to continue the conversation, e.g., *Really? I don't know about that. Reading memos seems boring. I'm looking for conversation.*
- Have Ss work in pairs to role-play the situation. Call on several pairs to perform their role plays for the class.
- Finally, tell Ss to check the "can do" statement if they can express interests and offer options. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

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

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Pronunciation

A Listen and repeat. Notice how the final sounds /b/, /g/, /d/, /p/, /k/, and /t/ are not fully pronounced before other consonant sounds.

Film Club Group Discussions Advanced Grammar Travel Blog Writing

Intermediate Conversation Academic Listening Test Prep Course

B Listen. Cross out the final sounds that are not fully pronounced. Then practice with a partner.

Create flash cards. Set realistic goals. Join group discussions.

Read books in English. Memorize verb tenses. Write a blog for practice.

Listening

A Listen to a man ask about options for English classes. Write the class names.

	Class name	One interesting thing
1.	*English and Food*	*Students cook and eat in class. / Sometimes the teacher takes the class out to restaurants.*
2.	*English and Music*	*Sometimes you watch music videos with subtitles. / At the end of the class everyone sings a song in English.*
3.	*Dramatic English*	*You read plays. / You choose one play and perform part of it for the school.*
4.	*Movies Today*	*You write movie reviews. / You can post your reviews online. / You get to visit a local film festival.*

B Listen again. Write one interesting thing about each class. Then circle the class the man chooses.

Speaking

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

Student A: You are a new student at a language school. Student B has been taking classes at the school for a year. Ask about class options and choose one.

Student B: You have been taking classes at your language school for a year. Student A is a new student. Help Student A find the right class from the classes below.

Academic Listening	Vocabulary for Science	Reading for Business	Advanced Speaking
Tue. & Thur., 4:00–6:00 p.m.	Mon. & Fri., 7:00–8:30 a.m.	Wed., 2:00–5:00 p.m.	Tue. & Thur., 6:00–8:00 p.m.
Practice note-taking and intensive listening.	Learn science vocabulary and academic skills.	Practice reading notes, memos, and reports.	Improve your speaking skills.

A: *I'm interested in a way to improve my reading.*
B: *One class possibility is Reading for Business. They practice reading memos.*
A: *Really? I don't know about that. . . .*

express interests.

offer options.

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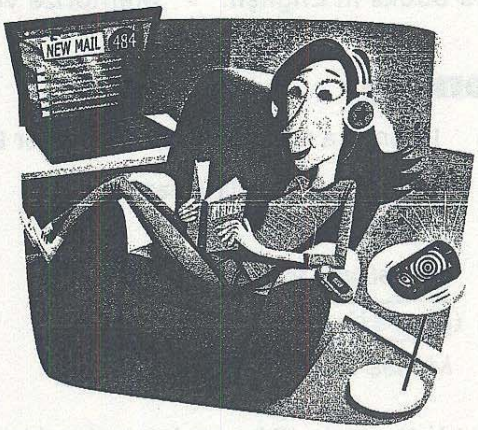
C Have her text me.

1 Vocabulary Communicate . . . or not?

A Label the phrases C (ways to communicate) or A (ways to avoid communicating). Then listen and check your answers.

1. answer the phone C
2. call (someone) back C
3. don't check voice mail A
4. ignore a text A
5. leave (someone) a voice message C
6. let the call go to voice mail A
7. respond to an email C
8. screen your calls A
9. turn off the phone A
10. update your status online C



B Pair work How do you usually communicate? What things do you sometimes do to avoid communicating?

"I update my status online every day. That way my friends know what I'm doing."

2 Conversation Where's Beth?

A Listen to the conversation. How has Pete been trying to contact Beth? *See page T-18 for the answer.*

Akemi: Hello?
Pete: Hi, Akemi. It's Pete.
Akemi: Oh, hi, Pete. How are things?
Pete: Good, thanks. Listen, have you seen Beth? I've left her a lot of voice messages, but she hasn't returned my calls.
Akemi: That's strange. Maybe she's busy and just isn't checking her voice mail.
Pete: She's probably screening her calls. It's too bad, because I really need to ask her to help me with something.
Akemi: Have you tried emailing her?
Pete: Several times, but so far she's ignored my emails – and my texts. That's not like her.
Akemi: You know, I usually see her at the gym on Sundays.
Pete: Oh, really? Could you ask her to call me back or to text me?
Akemi: Sure, I can do that.





B Listen to a conversation between Pete and Beth. Why hasn't Beth been answering her phone? What's Pete planning? *See page T-18 for the answer.*

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Vocabulary: Communicate . . . or not?
Grammar: Verb + object + verb
Speaking: Personal anecdotes about communicating

1 Vocabulary Communicate . . . or not?

Learning objective: *Use communication vocabulary.*

A (CD 1, Track 25)

- Direct Ss' attention to the picture to set the scene. Ask: *What ways to communicate do you see in the picture? Why do you think the woman is ignoring them?*
- Go over the instructions.
- Have Ss work individually to label the phrases C or A.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

- Go over the instructions and the example. Point out that Ss should first say what they do (*update status online every day*) and then explain why (*that way my friends know what I'm doing.*). Have Ss work in pairs to discuss the questions.
- Call on individuals to share their ideas with the class.

Seat Ss in groups. Tell Ss to think about the kind of information they usually put in a status update, as opposed to an email or a phone call. Elicit the characteristics of this kind of communication (*short, public, of interest to a wide group of friends*). Give each group a sheet of poster paper and ask them to brainstorm a list of typical status updates. Have the groups share their list with the class.

2 Conversation Where's Beth?

Learning objective: *Practice a conversation about trying to communicate; see verb + object + verb in context.*

Before doing Part A, follow the steps for *Find the match* to practice vocabulary for ways to communicate and avoid communicating. Hide *left, returned, checking, screening, ignored, call.*

A (CD 1, Track 26)

- Direct Ss' attention to the pictures to set the scene. Ask: *What are they doing? How does the man feel?*
- 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.

voice messages, email, texts

- Have Ss work in pairs to practice the conversation.
- Call on a pair to act it out for the class.

B (CD 1, Track 27)

- Go over the instructions. Explain that Ss are going to hear Peter talking to Beth (not Akemi) in this conversation.
- Play the audio. Have Ss listen for the answers to the questions.
- Go over the answers with the class.

She went camping and didn't take her phone.
Peter is planning a surprise party for Akemi.

Ask students what Beth enjoyed about her camping trip. If necessary, replay the audio.

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3 Grammar Verb + object + verb

Learning objective: *Practice verb + object + verb.*

(CD 1, Track 28)

- Books closed. Write: *Would you let me help?* and *Please make them be quiet.* on the board.
- Elicit the meaning of *let* (*permit*) and *make* (*force*).
- Explain that when we use *let* and *make* with these meanings, they are followed by an object and another verb
- Have students identify the form of the second verb (base form).
- Write: *I invited you to come.* and *I'll ask her to help me.* on the board. Ask students to identify the main verb, the object, and the form of the second verb (*to* + verb).
- Books open. Direct Ss' attention to the grammar box. Go over the rest of the examples.
- Point out that the requests in the grammar box are softened with *Please, Would you,* and *Could you.* Using *make them, have her,* and *help me,* in the imperative would be too direct and not polite in many situations.
- Note that the verb *have* will be done in conjunction with *get* in Unit 11.
- Elicit additional sentences with *Would you let me* ____*?* and *Please make them* ____.
- Elicit additional sentences with *I invited you* ____. and *I'll ask her* ____.
- Have Ss look back at the conversation in Exercise 2, Part A. Have them underline examples of *ask* + object + verb.
- Check comprehension. Ask: *What does Pete want Akemi to do?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Classware Tip

Before class, underline the verbs in bold in the left column of the grammar box in blue and the verbs in the right column in red. Save. In class before doing Part A, put Ss into two teams facing the board. Open the session. Have a S from the first team come to the board and underline the correct answer in the first sentence in Part A using red or blue – according to the color coding in the grammar box. Continue the activity alternating between teams.

A

- Go over the instructions.
- Have Ss work individually to circle the correct verb forms.
- 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 ask and answer the questions.
- Call on pairs to say the questions and their answers for the class.

4 Speaking Chat about it.

Learning objective: *Talk about ways of communicating.*

- 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. Emphasize that Ss should give additional information.
- Have Ss work in groups to discuss the questions.
- Go around the room and take notes on errors you hear with the target verbs. Write the errors on the board and encourage Ss to correct them. Point out the verb + object + verb structures you heard used correctly.
- *Option* Tell students who finish early to write answers to two or three of the questions.
- Finally, tell Ss to check the "can do" statement if they can talk about communicating. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Extension

Have Ss work in pairs or small groups to write a conversation for one of the situations in Exercise 4. For example, someone asking a company to stop calling or asking to borrow a phone. Have two Ss from each group read the conversation to the class.

Additional practice

For more practice, use:

Workbook	pages 13-15
Self-study CD-ROM	Lesson C

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3 Grammar

Some verbs are commonly followed by an object and the base form of another verb.	*Some verbs are commonly followed by an object and an infinitive (to + verb).*
Would you **let** me **help**?	**I invited** you **to come**.
Please **make** them **be** quiet.	I'll **ask** her **to help** me.
Could you **have** her **text** me?	Would you **tell** her **to call** me?
Please **help** me **call** people.	Could you **remind** them **to come** early?

A Circle the correct forms of the verbs. Then compare with a partner.

1. You're talking to a friend on the phone and you get another call. What do you do?
   a. I tell the caller **call** / (**to call**) me back later.
   b. I have my friend (**call**) / **to call** me back.
2. Your grandmother can't input numbers into her cell phone. What do you do?
   a. I have someone (**input**) / **to input** the numbers for her.
   b. I say, "Let me (**help**) / **to help** you."
3. Your phone rings in the middle of the night. What do you do?
   a. I let the call (**go**) / **to go** to voice mail.
   b. I answer but ask the person **call** / (**to call**) back in the morning.
4. An uninvited stranger shows up at your party. What do you do?
   a. I invite the person **come** / (**to come**) in.
   b. I make the person (**leave**) / **to leave**.
5. A friend is always phoning you in class. What do you do?
   a. I remind my friend **call** / (**to call**) later.
   b. I ask my friend **stop** / (**to stop**) calling.
6. Your sister has been secretly using your phone to send texts. What do you do?
   a. I make her (**pay**) / **to pay** for using my phone.
   b. I let her (**continue**) / **to continue** to use my phone.

B **Pair work** Ask and answer the questions in Part A. Make the answers true for you.

4 Speaking

Group work Answer the questions. Give more information.

- Do you ever get texts, emails, or calls from companies trying to sell things? What do you do to make them stop calling?
- Has your computer or phone ever stopped working? Did you have someone fix it for you? Who?
- Would you let a stranger borrow your phone? Do you ever ask to borrow someone's phone? When?
- Have you ever sent an email to the wrong person? Who did you send it to? Did this person respond to your email? What did he or she say?

"I sometimes get calls from companies. I ask them to stop calling."

5 Keep talking!

Go to pages 126–127 for more practice.

talk about ways of communicating.

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D Modern communication

1 Reading

A Read the first paragraph of the article. What is "communication overload"? *See page T-20 for the answer.*

TOO MUCH INFORMATION

Computers and cell phones let people communicate with each other by voice or text anytime, anywhere. The result: too much information! So let me offer these tips. They could help you manage communication overload.

TIP 1 – *Stick to a schedule.* Do you have a calendar? Use it to schedule study times, meetings, and appointments. But also, use it to schedule times to respond to email, read status updates, and check voice mail. How about also using it to schedule quiet time? That is, **set aside** time for no email, no texts, no phone calls, nothing! Then **stick to it**!

TIP 2 – *Text or phone call?* Texts are great for short messages, but not for long messages with emotional **content**. Phone calls are fine when you want a more personal touch, but not when you need to save information about a conversation. In those cases, an email or a letter may be better.

TIP 3 – *Let it ring.* You don't have to answer every phone call. If you don't want to talk, screen your calls and let the caller leave a message. Or turn off your phone. The same is true for text messages. It's usually OK to make people wait for your answer.

TIP 4 – *Keep your in-box empty.* After you've answered an email, delete it or file it. If you need to save an email, create folders – for school, for work, for friends. Find a way to organize your messages that works for you, and follow it.

TIP 5 – *Pick one primary network.* Many people have a **profile** on a social network site, like Facebook. Some people have profiles on many different sites. Choose one site as your **primary** place to communicate with people. Keep your profiles on the other sites, but check those sites less frequently.

TIP 6 – *Choose your friends carefully.* If you belong to a social network site, are all your "friends" on the site real friends and family, or are some just **casual acquaintances** or even strangers? Limit the number of "friends" you welcome into your social network, and you will limit communication overload from people you don't care about.

Source: Adapted from www.ariadne.ac.uk/issue56/houghton-jan/

B Read the article. Find the words in **bold**. What do they mean? Write the words next to the correct definition.

1. main ___*primary*___
2. continue to do it ___*stick to it*___
3. people you don't know well ___*casual acquaintances*___
4. save for later ___*set aside*___
5. information about yourself ___*profile*___
6. subject matter ___*content*___

C Check (✓) the statements the author would probably agree with.

- ☐ It's always better to call.
- ☑ Create several email folders.
- ☑ It's OK to be on more than one social network site.
- ☐ You should always communicate with people.

D Do you think you suffer from communication overload? Why or why not?

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Reading: "Too Much Information" (an article)
Listening: Favorite methods of communication
Writing: A conversation in writing
Speaking: Class survey about most popular ways of communicating

1 Reading Too Much Information

Learning objective: *Read and discuss an article about too much information; develop skills in reading for specific information and deducing meaning from context.*

(CD 1, Track 29)

A

Before class, hide all but the title and the first paragraph. Ss do Part A from the board. Have Ss work in pairs to brainstorm possible tips. Elicit answers from volunteers and add them into a blank page. After doing Part B, refer back to the list to check if any of the brainstorming tips were the same.

- Set the scene. Ask: *How many hours a day do you spend on the phone? The computer?*
- Pre-teach any unfamiliar vocabulary.

content information or ideas

- Go over the instructions. Have Ss read the first paragraph and look for the answer to the question.
- Elicit the answer.

too much communication

If your Ss enjoy reading aloud, have them work in groups of three or four and take turns reading the paragraphs. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

B

- Go over the instructions. Have Ss read the article silently.
- Have Ss work individually to write the words next to the correct definitions.

Have Ss work in pairs to compare answers.

- Go over the answers with the class. Discuss any context clues that helped Ss understand the meaning of the words.
- Elicit any additional vocabulary questions.

C

- Have Ss read the statements and check the answers they think the author would agree with.

Have Ss work in pairs to complete the activity and discuss their reasons.

- Call on Ss for the answers. Ask them to provide evidence from the text (e.g., *The author wouldn't agree with number one because the article says that sometimes texting is better and sometimes calling is better.*).

D

- Go over the instructions. Have Ss discuss the question in pairs or small groups.

Have Ss match message to medium.
1. List the following communication situations on the board:
Share vacation pictures
Ask a teacher for missed homework
Make a doctor's appointment
Announce a graduation
Ask a friend for a favor
Send a sympathy note
Get in touch with a friend you haven't seen for a while
2. Have Ss work in pairs to talk about which method of communication *(text, voice mail, phone call, email, social networking site, in person, other)* would be best for each situation on the list.
3. Call on individuals to share their answers with the class.

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2 Listening Communication preferences

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

A (CD 1, Track 30)

> ***Classware Tip***
> Have Ss read the reasons for using a method of communicating in the second column. Elicit what the method of communicating might be, based on the reasons the speakers give. Do Part A and have Ss check their predictions.

- Set the scene. Explain that Ss will be hearing four people discuss their communication preferences.
- Go over the instructions.
- Play the audio. Have Ss listen and write the method each person prefers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Play the audio again if needed.

B (CD 1, Track 30)

- Go over the instructions.
- Play the audio again. Have Ss check the reasons.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Have partners discuss whether they agree or disagree with each person.

3 Writing A conversation in writing

Learning objective: *Conduct a conversation in writing.*

A

- Go over the instructions. Direct Ss' attention to the model, pointing out that it's a conversation among three people.
- Have Ss work individually to write an answer to the question.

B

- Go over the instructions. Tell Ss that even if they agree with their classmates, they should add an idea in their answer to keep the conversation going. Provide an example: *I agree with you. When you talk to people in person, it's easier to see how they are feeling.*
- Put Ss in groups and have them pass the papers and write their responses.

C

- After all of the papers have gone around the group, have the group members reread them.
- Ask each group: *Did you agree on a best method of communication? What did you agree about? What did you disagree about?*

4 Speaking How I communicate

- 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 read the example. Emphasize that students should provide more information, not answer the question with a short phrase or word.
- Have Ss work in groups to discuss the questions.
- Call on individuals to share one interesting thing from their discussion.

B

- Elicit the ways of communicating that Ss have discussed and write them on the board as column heads: *Text, Email, Telephone, In person, Social network,* etc.
- Take a hand count to find out how many Ss use each method as their primary means of communication.
- Elicit the reasons for the most popular and the least popular methods of communication.
- Finally, tell Ss to check the "can do" statement if they can discuss their communication preferences. 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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Wrap-up

1 Quick pair review

Lesson A Test your partner! Say three sentences in the present continuous. Can your partner say them correctly in the present perfect continuous? Take turns. You and your partner have two minutes.

A: *I'm reading a good book.*
B: *I've been reading a good book lately.*

Lesson B Do you remember? Complete the sentences with the correct phrases to express interest and offer options. Write the letter of the correct phrase. You have two minutes.

1. A: I'm interested __c__
   B: You might want to consider __f__
2. A: I'm looking __e__
   B: One possibility is __a__
3. A: I'm trying to find a way __b__
   B: How __d__

a. getting an English-speaking tutor.
b. to understand English recipes.
c. in learning English for travel.
d. about taking a cooking class in English?
e. for a way to improve my pronunciation.
f. getting an English travel magazine.

Lesson C Brainstorm! Make a list of ways to communicate and ways to avoid communicating. You have two minutes.

Lesson D Find out! Who are two people both you and your partner send text messages to – or would like to send messages to? You and your partner have one minute.

A: *I send text messages to my mom. Do you?*
B: *No, I don't. She doesn't have a cell phone. I send text messages to my sister. Do you?*
A: *Yes, I do.*

2 In the real world

How did your grandparents use to communicate with their friends and family? Talk to one of your grandparents or an older friend. How did they communicate before there were computers and cell phones? Write about it.

How My Grandparents Used to Communicate
My grandmother talked to her friends on a phone in her house. She also wrote them letters.

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1 Quick pair review

Learning objective: *Review present perfect continuous, phrases for expressing interest and offering options, and communication preferences.*

Lesson A Test your partner!

- Go over the instructions. Read the example with a S.
- Have Ss work in pairs to say sentences in the present continuous and present perfect continuous. Set a time limit of two minutes.
- Monitor and correct as needed.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to match the sentences with the phrases. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work in pairs. Tell them to write *Ways to communicate* and *Ways to avoid communicating* on a piece of paper as column heads and then to brainstorm their lists. Set a time limit of two minutes.
- Call on pairs to share their ideas.
- Create a class list on the board.

After brainstorming, follow the steps for *List that* to review vocabulary for ways to communicate and ways to avoid communicating.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity with a volunteer. Use your own information to find two people you and the S both send messages to or would like to send messages to.
- Have Ss work in pairs to find two people they both send messages to. Remind them to speak in complete questions and answers. Set a time limit of one minute.

2 In the real world

Learning objective: *Write about how people used to communicate.*

- Go over the instructions and the example.
- Have Ss talk to a grandparent or an older friend about how they used to communicate. Tell Ss to write about it at home.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

After the assignment in Part 2, conduct a class discussion about the methods of communication that existed before computers and cell phones. Ask Ss to consider whether there were any advantages to these methods.

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Food

At a glance: Unit overview	Speaking outcomes
LESSON A Street food Ss learn vocabulary for food preparation. They use present passive.	Ss can . . . describe ways food is prepared.
LESSON B Sounds good to me. Ss give and accept recommendations.	Ss can . . . give and accept recommendations.
LESSON C Mix and bake Ss learn vocabulary for tastes and textures. They use time clauses.	Ss can . . . describe steps in a recipe.
LESSON D Chocolate! Ss read an article about chocolate and write a recipe.	Ss can . . . plan and describe a food tour.

Warm-up

Learning objective: *Preview the topic and talk about food.*

> ***Classware Tip***
> Instead of doing Part A, divide the Ss into two teams. Have a S from the first team label any food word in the pictures. Then have a S from the other team label another food word. Give one point for each correctly labeled food item. Continue the game, alternating between teams until they label as many food items as they can. The team with the highest score wins.

A

- To introduce the topic of food, ask Ss what their favorite foods are and if they like to cook.
- Direct Ss' attention to the pictures. Have Ss work in pairs or groups to look at the pictures and answer the question.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

Answers
melon, sushi, cake, gingerbread, and candy

B

- Have Ss work in pairs or groups to discuss the question.
- Elicit answers from the class.
- *Option* Do the activity as a class.

Answers
flower, dragon, alligator, house

> ***Extra activity*** Extension
> To generate more food vocabulary, have Ss brainstorm a list of foods they love and foods they don't like. Ask them to work in pairs to see what food likes and dislikes they have in common.

- Tell Ss that they will learn how to talk and write about food in this unit. Point out the Unit 3 lesson overviews. Go over what Ss will learn in each lesson.

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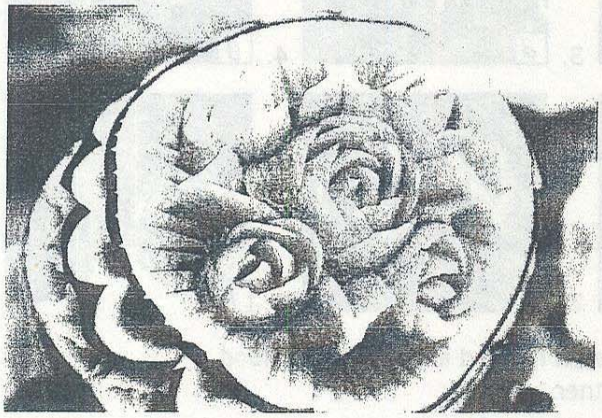
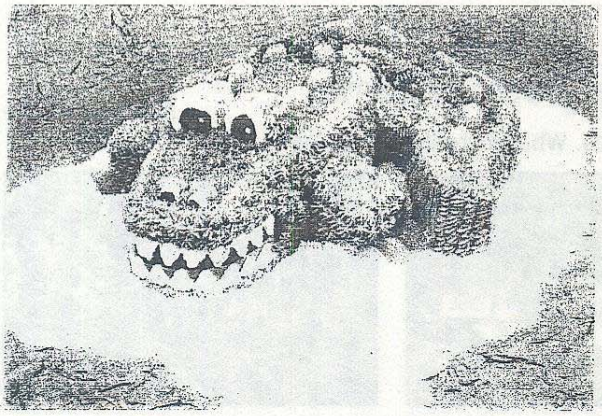
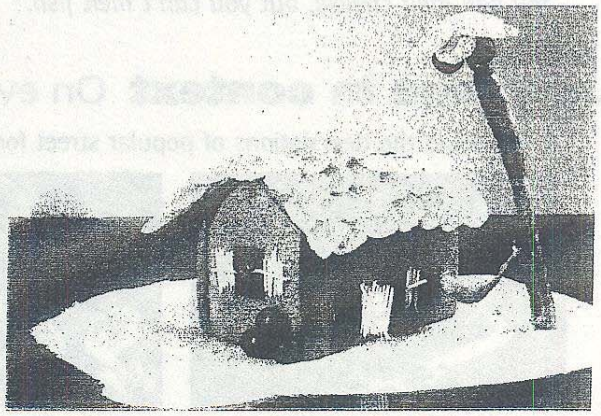
Food

Warm-up









A Describe the pictures. What foods do you see? *See page 1 for the answers.*

B What have the foods been made into? *See page 1-23 for the answers.*

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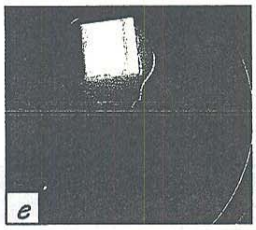
A Street food

1 Vocabulary Food preparation

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

a. bake	c. fry	e. melt	g. roast
b. boil	d. grill	f. microwave	h. steam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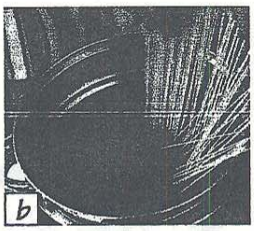
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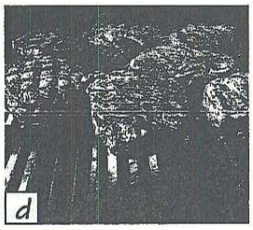
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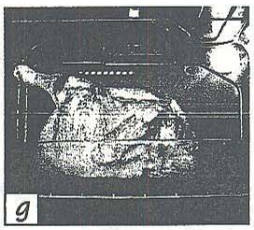
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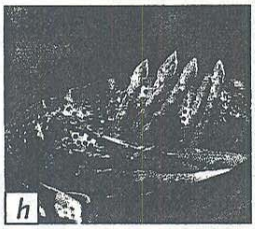
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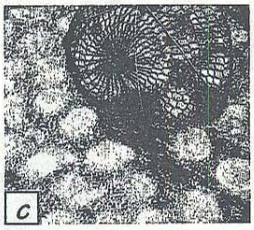
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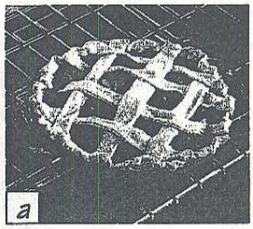
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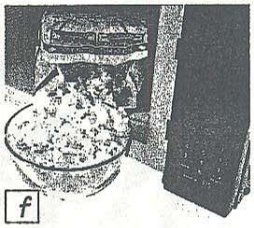
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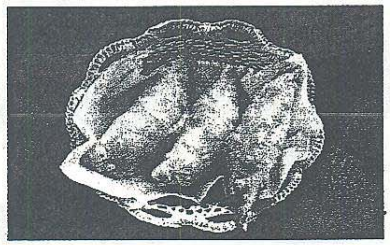
B Pair work What food can you prepare with each method in Part A? What food can't you prepare with each method? Tell your partner.

"You can melt cheese, but you can't melt fish."

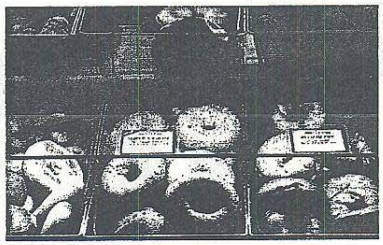
2 Language in context On every street corner

See page T-24 for the answers.

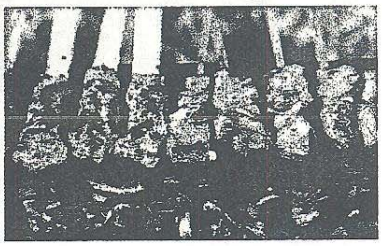
A Read the descriptions of popular street foods. What ingredients are mentioned?



Empanadas are a typical street snack in the Dominican Republic. They're dough that is filled with meat, vegetables, cheese, or a combination of all three. Then they're fried.



Bagels are a kind of bread that is sold by street vendors all over New York City. Bagels are boiled and then baked. They're often eaten with butter or cream cheese.



Satay is very popular in Indonesia. There are many types of satay, but usually meat is put on wooden sticks and then grilled. Satay is often served with peanut sauce.

B What about you? Do you have similar foods where you live? Which would you like to try right now?

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Vocabulary: Food preparation
Grammar: Present passive
Speaking: List of popular street foods

1 Vocabulary Food preparation

Learning objective: *Use food preparation vocabulary.*

A (CD 1, Track 31)

- Direct Ss' attention to the words in the box and the pictures. Explain that the pictures show different ways of preparing food. Ask students which of the ways shown they use the most.
- Have Ss work individually to match the words and pictures.
- Play the audio. Have Ss listen and check their answers. Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Have Ss work in pairs to answer the questions.
- Call on individuals to share their ideas with the class.

Have Ss work in pairs to discuss how they like to prepare chicken, potatoes, vegetables or other foods that can be prepared in a number of ways. Have individuals share the most unusual preparations with the class.

2 Language in context On every street corner

Learning objective: *See use of present passive in context.*

A (CD 1, Track 32)

- Direct Ss' attention to the pictures to set the scene. Ask if they have ever tasted any of the pictured foods and if they like them.
- Go over the instructions.
- Explain that *dough* is a thick mixture of flour and liquid used for baking and that a *vendor* is someone who sells something.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class. Answer any further vocabulary questions.

dough, meat, vegetables, cheese, butter, cream cheese, meat, and peanut sauce

B

- Go over the instructions. Have Ss work in pairs to discuss the questions.
- Elicit answers from students.
- Discuss the questions as a class. If Ss are from different countries, encourage them to bring pictures from the Internet to show their classmates the food they're talking about.

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3 Grammar Present passive

Learning objective: *Practice present passive.*

(CD 1, Track 33)

- Books closed. Write: *You serve satay with peanut sauce.* and *Satay is served with peanut sauce.* on the board.
- Focus on use:
  1. Ask Ss to identify the verb in the active sentence. Underline it. Ask: *What is the subject of the verb? (You.)* Point out that the subject is not the intended focus of the sentence. *You* could be changed to *Everyone, People,* or *Indonesians* without losing the main idea of the sentence.
  2. Point to the passive sentence and say: *In this sentence, the focus is on the satay, not on who cooks it, so the passive voice is used. In the passive voice, the emphasis is on the* receiver *of the action, not on who does the action.*
- Focus on form: Ask Ss to identify the structure of the passive verb (be + *past participle*).
- Books open. Direct Ss' attention to the grammar box. Read the information about active and passive voice and go over the rest of the examples in the box. In each case, ask Ss to identify the receiver of the action and the doer of the action.
- Refer Ss to the descriptions of food in Exercise 2. Have Ss circle the examples of present passive.
- Check comprehension. Ask: *How is an empanada prepared? How are bagels eaten? How is satay served?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Point out common pronunciation errors: Stress on *be* auxiliary instead of on main verb; incorrectly adding or dropping a syllable for the *-ed* ending of past participles.

Classware Tip

Before doing Part A, hide the subjects and the objects, leaving only the verbs in the active and passive forms in the grammar box. Have Ss work in pairs to complete the sentences with other words to make new sentences in both the active and passive forms. (e.g., *You* serve *satay with peanut sauce.* and *Satay* is served *with peanut sauce.* might become *You* serve *cake with ice cream.* and *Ice cream* is served *with cake.*) Elicit answers from Ss.

A

- Go over the instructions for the grammar activity.
- Have Ss work individually to complete the sentences with the present passive voice of the verb in parentheses.
- *Option* Ask Ss who finish early to write two or three present passive sentences about a food they like. Call on them to share one of their sentences with the class after the activity is corrected.
- Have Ss compare answers with a partner.

B

- Go over the instructions.
- Elicit all the foods in Exercises 2 and 3 and write them on the board.
- Have Ss work in pairs to talk about the similarities among the foods listed.

4 Speaking Popular street foods

Learning objective: *Describe ways food is prepared.*

- 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.
- Have Ss work in groups to discuss each of the questions about three different street foods.
- *Tip* When doing group discussions, structure the task to help make sure quiet Ss participate. For example, tell the Ss to take turns answering one or two questions each.
- As groups are working, go around the room and take notes on errors you hear with the present passive as well as correct use of present passive. Write the errors you heard on the board. Encourage Ss to correct them. Then point out present passive verbs that you heard used correctly.
- Finally, tell Ss to check the "can do" statement if they can describe ways food is prepared. 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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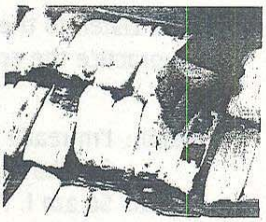
Grammar - [illegible]

The active voice places the focus of a sentence on the doer of an action. The passive voice places the focus on the receiver of the action. Use the passive voice when the doer is not known or is not important.

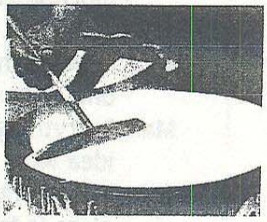
Active	Passive
You **serve** satay with peanut sauce.	Satay **is served** with peanut sauce.
The cook **fries** the empanadas.	The empanadas **are fried**.
The vendor **boils** and then **bakes** the bagels.	Bagels **are boiled** and then **baked**.

A Complete the sentences with the present passive voice. Then compare with a partner.

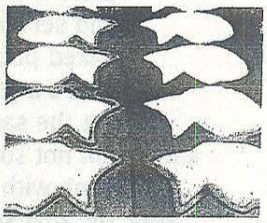
1. Tamales are a traditional Mexican food. They *are sold* (sell) on street corners all over the country. They *are made* (make) by filling dough with meat or vegetables. Then the dough *is wrapped* (wrap) in corn husks and it *is steamed* (steam).



2. Crepes *are eaten* (eat) as a street snack all over France. Flour, eggs, and milk *are mixed* (mix) together to make a batter. The batter *is poured* (pour) onto a hot, flat pan, and then it *is cooked* (cook). Crepes *are filled* (fill) with a variety of ingredients, such as cheese, chocolate, or vegetables.



3. In Japan, *taiyaki* is a popular snack that *is shaped* (shape) like a fish. The sides of a mold *are covered* (cover) with batter. Then a filling such as sweet red bean paste *is added* (add) to the mold. The mold *is closed* (close), and the taiyaki cakes *are cooked* (cook) until they are golden brown.



B Pair work What similarities can you find among the street foods in Exercises 2 and 3? Tell your partner.

"Both empanadas and crepes are filled."

Speaking

Group work List three popular street foods. Then discuss these questions for each one.

- How is it made?
- Where is it sold?
- When is it usually eaten?
- What is it served with?
- How much does it cost?
- What do you like about it?

"Lamb shish kebabs are popular in Turkey. Pieces of lamb are put on a stick and grilled."

Keep talking!

Go to page 128 for more practice.

I can describe ways food is prepared.

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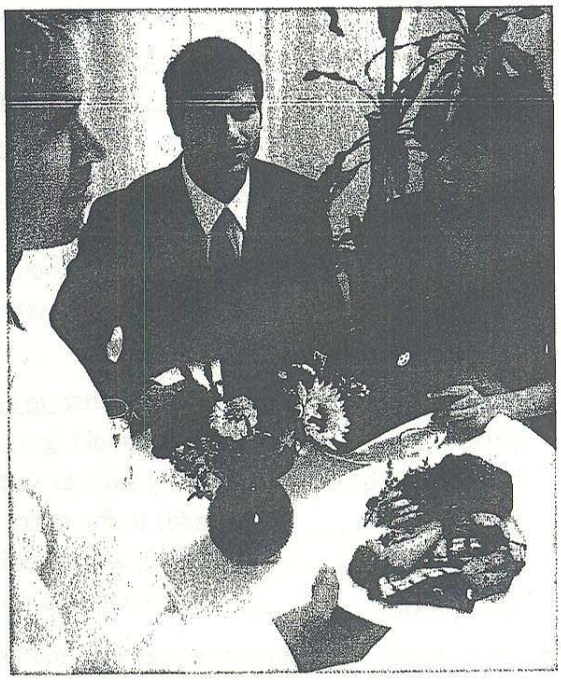
B Sounds good to me.

1 Interactions Recommendations

A Do your friends or family ever give you recommendations for good places to eat? Do you ever recommend places to them? What qualities do you look for in a restaurant?

B Listen to the conversation. What is each person probably going to order? Then practice the conversation. *See page T-26 for the answers.*

Ralph: I'm really glad we could meet for dinner.
Mai: So am I. I've been studying so much lately. All I've been eating is junk food.
Ralph: I know what you mean. Well, this is one of my favorite restaurants.
Mai: Everything looks so good. I have no idea what to get.
Ralph: Why don't you try the fish? This place is famous for it. It's grilled and served with fried rice or a baked potato, and a salad.
Mai: That's a good idea. Are you going to get the same?
Ralph: I'm not sure. I might try the roasted lamb with grilled vegetables.
Mai: Oh, that sounds delicious. Will you let me try some?



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

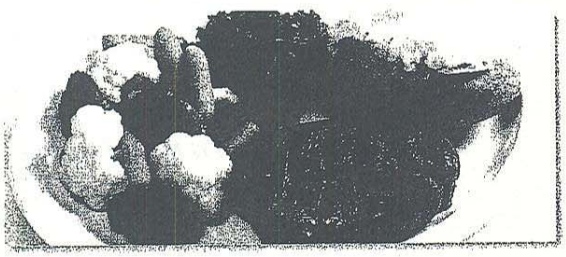
Giving a recommendation

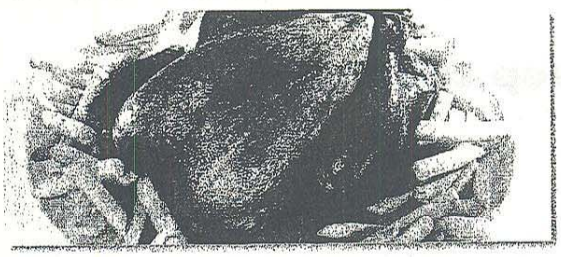
Why don't you . . . ?
If I were you, I'd . . .
My recommendation would be to . . .

Accepting a recommendation

That's a good idea.
Sounds good to me.
OK, I think I'll do that.

D Pair work Have a conversation like the one in Part B. Use these foods.





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Interactions: Giving and accepting recommendations
Pronunciation: Linked consonant and vowel sounds
Listening: Healthy eating habits
Speaking: Role play about finding time to cook

1 Interactions Recommendations

Learning objective: *Give and accept recommendations.*

A

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? Does this look like a good restaurant? What food is the waiter carrying?*
- Read the questions. Discuss them as a class.
- Write up a class list of recommended local restaurants with a brief description of each. Leave it posted and ask any Ss who visit one of the restaurants to give a short review of it in class.
- As a class, create a restaurant checklist for evaluating restaurants. Have Ss write the qualities they look for as a series of *yes / no* questions with check boxes, e.g., *Is the food fresh? Are the servers friendly?* Tell Ss to use the checklist to review the next restaurant they visit.

B (CD 1, Track 34)

- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Mai will probably get the fish; Ralph might get the lamb

Have Ss practice the conversation 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 giving recommendations are polite because they are indirect. Recommendations with *you should* are more direct, and in some situations might sound as if the speaker is giving orders to the listener. These expressions make it clear that it's okay for the listener to reject the suggestion.
- 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 students.
- Play the audio line by line and have Ss repeat the expressions. Focus on the pronunciation of *I'd* and *I'll*.

Classroom Planning tool, page xx.

After doing Part C, follow the steps for *Restoring text* to review language for recommendations.

D

- Elicit the names of the foods in the pictures. Go over the instructions.
- Model the activity with a volunteer. Remind Ss to use the expressions from Part C.
- Have Ss work in pairs to talk about the food in the pictures.
- Call on several pairs to repeat their conversations for the class.

For more practice, conduct a "Friends at a restaurant" role play based on the conversation in Exercise 1B.

1. Have Ss work in groups of three to write a menu of three or four food items with brief descriptions. Tell each group member to copy the menu.
2. Have the groups perform a role-play for the class in which they recommend the foods on the menu to each other and decide what to order.

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2 Pronunciation Linked consonant and vowel sounds

Learning objective: *Focus on linked consonant and vowel sounds.*

A (CD 1, Track 36)

- Direct Ss' attention to the phrases. Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the linked consonant and vowel sounds.
- Play the audio again. Have Ss listen and repeat.

B (CD 1, Track 37)

- Go over the instructions.
- Play the audio. Have Ss listen and pay attention to the linked sounds.
- *Option* Play the audio again. Have Ss listen and repeat.
- Have Ss practice the conversation in pairs.

3 Listening Eating habits

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

> ***Classware Tip***
> Before class, cover the food group names: Grains, Fruits, Vegetables, Dairy, Protein, Fats and oils. Save. In class, books closed. Before doing Part A, open saved section. Have Ss work in pairs to determine the names of the categories. Reveal to check. For lesser challenge, put food group names in random order in a text box. Have Ss work in pairs to match the names with the list of foods in the column on the left.

A (CD 1, Track 38)

- Set the scene. A man is talking to a nutritionist about his eating habits. Ask Ss what a nutritionist does (*helps people plan a healthy diet*). Ask them to predict the recommendations they will hear about the food groups in the chart.
- Go over the instructions.
- Play the audio. Have Ss listen and write the number of servings in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 38)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle *more* or *less*.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class. Elicit the language that the nutritionist used to make recommendations. If necessary, play the audio again.

4 Speaking Good recommendation!

Learning objective: *Give and accept 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 situation.
- *Option* Elicit other possible recommendations from the class.
- Have Ss work individually to check their recommendations and add more.

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 for A and B.
- Read the example conversation with a volunteer. Take the role of Student B and model how to continue the conversation, e.g., *Well, why don't you make extra food over the weekend and keep it in the refrigerator?*
- Have Ss work in pairs to role-play the situation, then change roles and role-play again.
- Call on several pairs to perform their role plays for the class.
- *Tip* If your students tend to speak too quietly when they perform role plays or dialogues for the class, have them stand on opposite sides of the room to say their lines.
- Finally, tell Ss to check the "can do" statement if they can give and accept recommendations. 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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unit IELTS SEP

Pronunciation

A Listen and repeat. Notice how consonant sounds are often linked to the vowel sounds that follow them.

if I were you a good idea for a long time rice or potatoes

B Listen to the conversation. Then practice with a partner. Pay attention to the linked sounds.

A: If I were you, I'd order the steak and shrimp.

B: That's a good idea. Where's our waiter?

Listening

A Listen to Tom talk to a nutritionist about his eating habits. Write the number of servings of each food Tom eats.

Food group	Number of servings	Recommendation
Grains (rice, bread, pasta, cereal, etc.)	4	(more) / less
Fruits (apples, berries, bananas, etc.)	6	more / (less)
Vegetables (lettuce, corn, carrots, etc.)	2	(more) / less
Dairy (milk, yogurt, cheese, etc.)	1	(more) / less
Protein (meat, fish, eggs, nuts, etc.)	4	more / (less)
Fats and oils (butter, olive oil, etc.)	5	more / (less)

B Listen again. Does the nutritionist recommend that Tom eat more or less of each food group? Circle your answers.

Speaking

A Read the situation. Check (✓) your recommendations and add other ideas.

My friend has no time to cook. My recommendation would be to . . .

- ☐ buy frozen dinners
- ☐ order takeout
- ☐ move back home with parents
- ☐ find a roommate who can cook
- ☐ visit friends at dinnertime
- ☐ other: _____
- ☐ other: _____
- ☐ other: _____

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

Student A: You have no time to cook. Listen to Student B's recommendations. Accept one recommendation.

Student B: Student A has no time to cook. Give some recommendations.

A: *I have no time to cook. I don't know what to do.*
B: *If I were you, I'd buy frozen dinners.*
A: *But I don't have a microwave.*
B: *Well, why don't you . . . ?*

give and accept recommendations.

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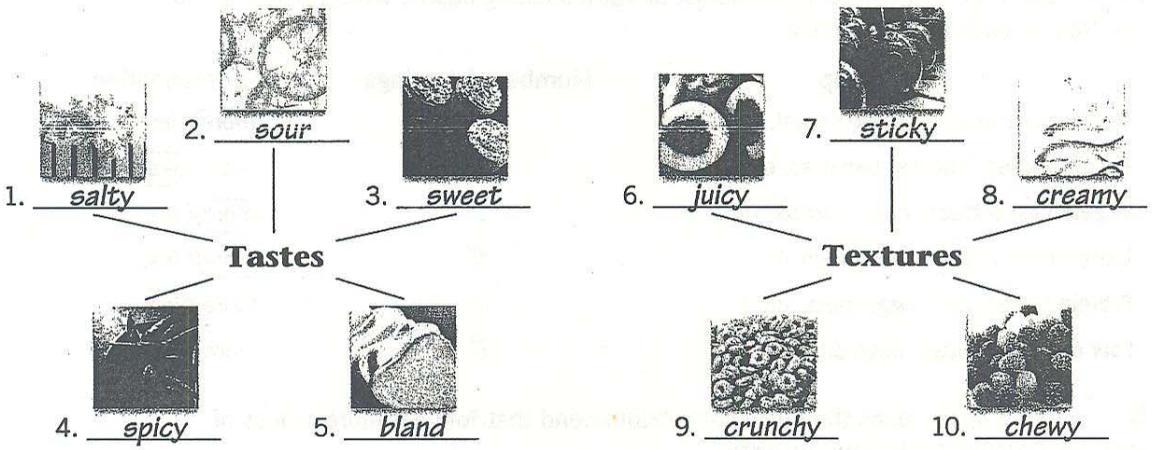
6 Mix and bake

1 Vocabulary Tastes and textures

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

Tastes				
bland	salty	sour	spicy	sweet

Textures				
chewy	creamy	crunchy	juicy	sticky

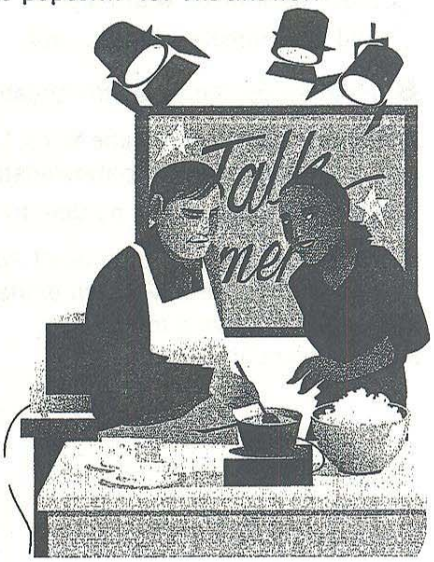


B Pair work What are some foods that are both salty and crunchy? sweet and juicy? spicy and sticky? sour and chewy? bland and creamy? Tell your partner.

"Peanuts are both salty and crunchy."

2 Conversation A guest chef

A Listen to the conversation. What ingredients are in cheese popcorn? *See page T-28 for the answer.*



Host: Our guest today is chef Todd Brown. Welcome.
Todd: Thank you. Today we're going to make a salty, spicy, and super crunchy snack – cheese popcorn.
Host: Sounds good. What do we do first?
Todd: Well, we need to make a cheese sauce. But before we do that, we need to make the popcorn. I have some here that I've already microwaved.
Host: OK, so after you make the popcorn, you start the cheese sauce. And how do you do that?
Todd: Heat some cheese and butter in a pan until they melt. Once the cheese and butter are melted, add some salt and red pepper.
Host: Do you need to let the sauce cool?
Todd: No. As soon as it's done, pour it over the popcorn. Then bake it for about 20 minutes.

B Listen to the rest of the conversation. What ingredients are in trail mix? How is it described?
See page T-28 for the answers.

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Vocabulary: Tastes and textures
Grammar: Time clauses
Speaking: Description of an original snack

1 Vocabulary Tastes and textures

Learning objective: *Use tastes and textures vocabulary.*

A (CD 1, Track 39)

- Direct Ss' attention to the words in the boxes and the pictures. Elicit the names of the foods.
- Go over the instructions.
- Have Ss work individually or in pairs to match the tastes and textures and the pictures.
- 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 describe foods.
- Call on individuals to share their ideas with the class.

For additional practice with food descriptions, have Ss write a food ad.

1. Put Ss in pairs or small groups. Tell them to choose a popular snack food and write a short (2–3 sentence) ad for it. For example: *Razzie potato chips are crispy and delicious! They are baked, and they aren't too salty. You can enjoy them without guilt!*

2. Alternatively, distribute grocery store ads or pictures of foods from the Internet and have the pairs write an ad to go with one of the pictures.

2 Conversation A guest chef

Learning objective: *Practice a conversation about food, see time clauses in context.*

A (CD 1, Track 40)

- Direct Ss' attention to the picture to set the scene. Ask: *Who are they? What is he making?*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

popcorn, butter, cheese, salt, red pepper

- Have Ss work in pairs to practice the conversation.
- Call on two pairs to act it out for the class.

Classroom Disappearing dialogue page xxvii

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

B (CD 1, Track 41)

- Go over the instructions. Ss may want to know what *trail mix* is. Explain that a *trail* is a walking or hiking path. *Trail mix* is a popular food to take on walks because it's high in protein and easy to eat with your hands. Tell Ss that they will hear a description of and the ingredients for trail mix on the audio.
- Play the audio. Have Ss listen for the answers to the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Ingredients: nuts, chocolate, and dried fruit
Description: sweet, salty, chewy, and crunchy

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3 Grammar Time clauses

Learning objective: *Practice time clauses.*

(CD 1, Track 42)

- Direct Ss attention to the grammar box. Read aloud the explanation of time clauses and the example sentences.
- Focus on use:
  1. Elicit the order of the actions in each sentence. Ask: *What happens first, start the cheese sauce or make some popcorn? (Make some popcorn.)*
  2. Elicit the meaning of *until (continuing to happen before the time of an event and then stopping).*
  3. Elicit the difference between *as soon as* and *after* (after *is not specific about time,* as soon *as means immediately*).
  4. Point out that *once* is essentially the same as *as soon as*, and that *when* can also be used. It has the same meaning.
- Focus on form:
  1. Point out that the main clause can be imperative (*heat some cheese; add some salt; pour it over the popcorn*), but the time clause requires a stated subject. Elicit the subject of each time clause (*you or* it).
  2. Point out the comma after the time clause. Ss may wonder about reversing the order of the time clause and main clause. Although this is usually possible, when giving steps in a process, the time clause is often used first to place emphasis on the order of events.
- Refer Ss to the conversation in Exercise 2. Have Ss underline the examples of time clauses.
- Check comprehension. Ask: *Does he make the popcorn first or the cheese sauce first? How long do you heat the cheese sauce? When do you pour the sauce over the popcorn?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Focus their attention on the pause between the clauses.

A

- Focus Ss' attention on the recipe. Ask if anyone has ever tried ceviche.
- Have Ss read the recipe. Ask if they would like to try it.
- Go over the instructions for the activity.
- Have Ss work individually to circle the correct time word.
- *Option* Ask Ss who finish early to write two or three sentences with time clauses explaining how to start making something very simple, like soup, a sandwich or a salad. Call on them to share one of their sentences with the class after the activity is corrected.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Put Ss in pairs and tell them to decide who will be Student A and who will be Student B.
- Tell Student B to close the book and tell Student A the recipe for ceviche. Student A should check the recipe. Then have them switch roles.

4 Speaking A new snack

Learning objective: *Describe steps in a recipe.*

- 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. Direct Ss' attention to the picture and the example sentence. Tell them they don't have to use all of the items in the picture for their snack, and they can use other items if they want.
- Have Ss work in pairs to name, describe, and tell how to make an original snack.

B

- Have pairs take turns telling the class how to make their snack.
- Have the class vote on the best snack.
- Finally, tell Ss to check the "can do" statement if they can describe steps in a recipe. 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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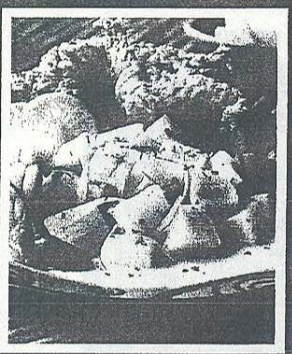
Grammar Time clauses

Use time clauses to show the order of events.

Before you start the cheese sauce, you make some popcorn.
After you make the popcorn, you start the cheese sauce.
Heat some cheese and butter in a pan **until they melt**.
Once they're melted, add some salt and red pepper.
As soon as it's done, pour it over the popcorn.

A Read the recipe. Circle the correct words in the sentences below the recipe. Then compare with a partner.



Peruvian ceviche

Ingredients
1 kilogram of fresh fish
8 cloves of garlic
1 chili pepper
juice from 10 limes
salt
1 red onion

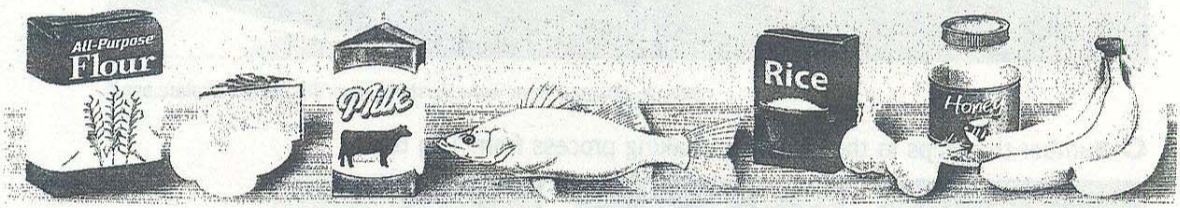
Directions
Cut the fish into small pieces. Put them in a bowl.
Chop the garlic and chili pepper. Add them to the fish.
Pour the lime juice in the bowl. This "cooks" the fish.
Add salt. Then mix everything together.
Slice the onion. Place it on top of the mixture.
Let everything sit in the refrigerator for two hours.
Mix and serve immediately with crunchy corn chips.

1. (Before) / As soon as you put the fish in a bowl, cut it into small pieces.
2. (Once) / Until the fish is in the bowl, chop the garlic and pepper.
3. Before / (After) you chop the garlic and pepper, add it to the fish.
4. Add salt (after) / before you pour the juice over the mixture.
5. Don't mix the onion with the fish (until) / once you remove it from the refrigerator.
6. (As soon as) / Until you mix the onion with the fish, serve it and enjoy!

B Pair work Close your books. Tell your partner the recipe for ceviche.

Speaking

A Pair work Use the food in the picture, or other food you know, and create an original snack. Give your snack a name, and describe how to make it.



"Here's how to make Spicy Egg Surprise. Boil two eggs until they are done. Once . . ."

B Class activity Tell the class how to make your snack. Then vote on the best snack.

Keep talking!

Go to page 126 for more practice.

I can describe steps in a recipe.

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D Chocolate!

1 Reading

A Do you like chocolate? What ingredients can you name in a chocolate bar?

B Read the article. Where do you think it comes from? Check (✓) the answer.

☐ a news blog ☐ a textbook ☑ a company brochure ☐ a newspaper

Chocolate – From Forest to Factory

Born in the rain forests
From Brazil to Indonesia to Ghana, you can find a very special tree – the cacao tree. Inside each fruit of this tree are 20 to 40 cocoa beans. These beans give chocolate its special taste.

Drying the beans
First the beans are removed from the fruit. After the beans are removed, they are dried. During this time, the familiar cocoa flavor develops. Then the beans are sent to the chocolate factory.

Liquid chocolate
At the factory, the beans are roasted. A machine then separates the shell from the bean. The insides of the beans are then ready for a process that makes them liquid (called chocolate liquor). As soon as the beans become liquid, they are ready for the rest of the ingredients.

Mixing it up
The primary ingredients in chocolate are chocolate liquor, cocoa butter, sugar, and milk. Milk is mixed with sugar, and this mixture is dried until it becomes thick. The chocolate liquor is combined with the milk and sugar mixture. This new mixture is then dried.

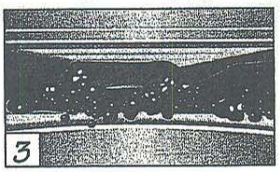
Perfecting the product
Once the new mixture has dried, cocoa butter is added. This gives the chocolate its special taste and creamy texture. A paste is created and poured into huge containers until it is cooled.

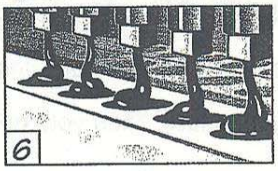
Wrapping it up
Chocolate bars are made by pouring the paste into molds. Finally, the paste is cooled until it becomes a candy bar. Now it's ready to wrap. And then unwrap . . . and eat!

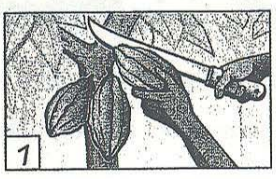
Join our free tour to find out more!

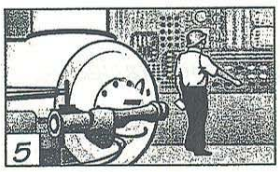
Source: Adapted from www.hersheys.com/discover/chocolate.asp#

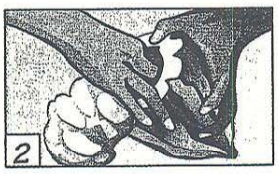
C Number the steps in the chocolate-making process from 1 to 6.

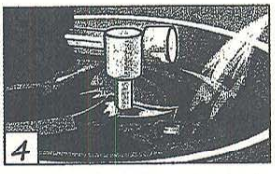












D Pair work Describe your favorite chocolate. What color is it? How does it taste? Does it have other ingredients in it?

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Reading: "Chocolate – From Forest to Factory" (a brochure)
Writing: A recipe
Listening: The San Francisco Gourmet Chocolate Tour
Speaking: A plan for a food tour

1 Reading Chocolate – From Forest to Factory

Learning objective: *Read and discuss a brochure about chocolate; develop skills in reading for specific information.*

(CD 1, Track 43)

Before class, cover all the headings in the brochure. Add a text box with all of the headings listed in random order. In class, books closed. After doing Part A, have Ss read the brochure and match the headings with the paragraphs they belong to. Have volunteers come up to match headings to the correct paragraphs. Reveal answers.

A

- Go over the instructions. Elicit answers to the questions. Write the ingredients Ss give on the board. Leave the list on the board for Ss to check later after they have read the article.

B

- Set the scene. Ask: *Where does chocolate come from?* Elicit ideas from the Ss.
- Pre-teach any unfamiliar vocabulary.

paste a thick, soft, moist substance
molds hollow containers that are used to give a shape to something

- Throughout the semester, write each new vocabulary word that comes up on an index card. Once or twice a week, choose five or six of the words to review with the class.
- Go over the instructions. Have Ss read the brochure and check the answer.
- Elicit the answer.
- If your Ss enjoy reading aloud, have them work in groups of three and take turns reading the sections of the brochure. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

Chocolate originated in Mesoamerica. The Aztecs and Maya drank unsweetened, spiced chocolate. After it was brought to Europe by early explorers, Europeans began preparing it with milk and sugar.
The average American eats more than eleven pounds of chocolate a year.

C

- Go over the instructions.
- Have Ss work individually to number the pictures from 1–6.
- Have Ss work in pairs to compare answers.
- Go over the answers with the class.
- Have Ss close their books and work in pairs to tell each other the steps in the chocolate-making process.

D

- Go over the instructions.
- Have Ss work in pairs to discuss their answers to the questions.
- Call on individuals to share information about their favorite chocolate with the class.

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2 Writing A recipe

Learning objective: *Write a recipe.*

A

- Go over the instructions.
- Have Ss work individually to make a list of their favorite dishes. Ask them to decide which dish is the most difficult to make and which is the easiest.
- Call on individuals to share their most difficult and easiest to prepare dishes with the class.

B

- Draw Ss' attention to the example recipe for chocolate-covered strawberries. Ask Ss if they have ever tried chocolate-covered strawberries and if they like them.
- Have Ss read the example recipe. Point out that the ingredients are listed first and that the directions are written in simple sentences using the imperative.
- Have Ss work individually to write a recipe for one of their favorite foods. Ask them to use the example recipe as a model.

C

- Have Ss work in pairs to read each other's recipes.
- Ask them to point out to their partner which parts of the recipe they think are clear and which parts could be clearer.

> ***Classware Tip***
> Before class, hide *dry*, *boil*, *off*, *melted*, *bowl*, *refrigerator*, *minutes*. Save. In class, before doing Part A, have Ss work in pairs to fill in the blanks to review vocabulary. Elicit possible answers from volunteers. Erase the hidden words to reveal answers.

3 Listening A tour for chocolate lovers

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

A (CD 1, Track 44)

- Set the scene. Draw Ss' attention to the picture. Ask Ss if they know what truffles are and if they have tried them.
- Go over the instructions.
- Play the audio. Have Ss listen and check the things the tour includes.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 45)

- Go over the instructions.
- Have Ss read the chart headings.
- Play the audio. Have Ss complete the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Play the audio again if needed.

4 Speaking A food tour

Learning objective: *Plan and describe a food tour.*

- 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. Ask Ss if they would enjoy going on a food tour.
- Have Ss work in pairs to plan the food tour. Remind them to answer all of the questions in their plan, and to include other information to make it interesting.

B

- Have each pair share their tour plan with the class.
- Elicit ideas from the class about which tours are the most interesting and why.
- *Option* Split up the pairs. Put Ss in groups of four, with each group member from a different pair. Have Ss share their tour plans. Then hold a whole-class discussion about which tours are the most interesting and why.
- Finally, tell Ss to check the "can do" statement if they can plan and describe a food tour. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> Have Ss create a brochure or a poster for their tour. Direct them to write the information and include illustrations or maps. Post the brochures or posters around the room and conduct a gallery walkaround. Have Ss walk around and look at each other's work.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 24 |
> | Self-study CD-ROM | Lesson D |

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2 Writing

A Make a list of your favorite dishes. Which dish is the most difficult to make? Which is the easiest?

B Write a simple recipe for one of your favorite dishes. Include the ingredients and the directions.

C **Pair work** Share your recipe with a partner. Are the steps clear?

Chocolate-covered strawberries



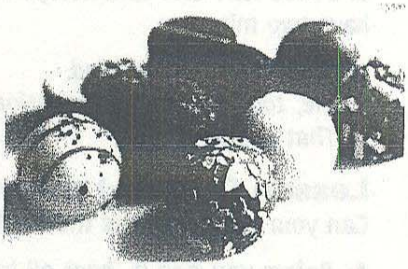
20 strawberries
4–5 chocolate bars
chopped nuts

Wash and dry the strawberries.
Boil some water, and then turn off the heat.
Place the chocolate in a bowl over the water.
Stir until it's melted. Remove the bowl from the heat.
Dip each strawberry in the chocolate. Then dip into the nuts.
Put in the refrigerator for 30 minutes.

3 Listening

A Listen to Yumiko get information about the San Francisco Gourmet Chocolate Tour. Check (✓) the things that the tour includes.

- ☐ a chocolate factory that makes chocolate bars
- ☐ the winner of *SF Weekly*'s "Best Chocolate" Award
- ☐ chocolate that's made using fresh ingredients from local farms
- ☑ a newsstand that sells 225 different kinds of chocolate
- ☐ a sculpture that's made of both white and dark chocolate
- ☑ hot chocolate that's prepared by one of the best chocolate makers in the city
- ☑ a Swiss chocolate maker who is famous for chocolate truffles
- ☐ a Mexican chef who makes a sauce from chocolate and chilies



chocolate truffles

B Listen to the rest of the conversation. Complete the information.

Cost	Meeting place	Times	Group size
$48	*Justin Herman Plaza*	*On Wednesdays, the tour starts at 10:30. On Fridays and Saturdays, the tour is at 2:00.*	*about 12*

4 Speaking

A **Pair work** Plan a food tour of a restaurant, a farmers' market, or another place where you live. Answer these questions, and add your own ideas.

- What food will your tour include?
- What places will you visit?
- What will your tour do there?
- Who will lead the tour?
- What will be the cost, meeting place, time, and group size?

A: *Everyone likes ice cream. My recommendation would be to create an ice-cream tour.*
B: *That's a good idea. Or we could do something more unusual. How about a chili-pepper tour?*

B **Class activity** Share your tour plan. Which tours are the most interesting? Why?

I can plan and describe a food tour.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of food-preparation verbs. How many do you know? You have one minute.

Lesson B Find out! What are two things both you and your partner would eat at a food fair? Give and accept recommendations to find out. You and your partner have two minutes.

A: *I want something fried.*
B: *Me, too. My recommendation would be to try a fried candy bar.*
A: *That's a good idea.*

Lesson C Guess! Give simple directions for a cooking recipe. Use time clauses. Can your partner guess the food? You and your partner have two minutes.

A: *Before you pop it, heat oil in the pan.*
B: *Is it popcorn?*
A: *Yes.*

Lesson D Give your opinion! What do you think of these foods? Check (✓) *Easy to make* or *Hard to make*. Write a description of the taste and texture. Then discuss. You and your partner have three minutes.

	Easy to make	Hard to make	Taste	Texture
pizza				
lemon cake				
rice				
onion rings				

A: *I think pizza is easy to make!*
B: *I think it's hard to make, but it tastes good. It's spicy and chewy.*

2 In the real world

What's your favorite food? Go online or look in a magazine, and find a recipe for it in English. Then write about it.

- What is it?
- What are the ingredients?
- How do you make it?

Chicken and rice
Ingredients: chicken, rice, peanuts, oil, vegetables
Heat the oil. Fry the chicken and vegetables in the oil. Cook the rice. Put the peanuts on top and serve.

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1 Quick pair review

Learning objective: *Review food preparation verbs, giving and accepting recommendations, time clauses, and taste and texture vocabulary.*

Lesson A Brainstorm!

- Go over the instructions
- Have Ss work in pairs to list as many food-preparation verbs as they can. Set a time limit of one minute.
- Once you call time, tell Ss to count the number of words they have. Call on the pair that has the most words to read them aloud. Write them on the board and elicit any additional words from the class.

After brainstorming, follow the steps for *Guided brainstorming* to review food-preparation verbs.

Lesson B Find out!

- Go over the instructions. Read the dialogue with a S. Elicit additional expressions for giving and accepting recommendations.
- Have Ss work in pairs to find two things both of them would eat at a food fair. Set a time limit of two minutes.
- Elicit the foods each pair came up with.

Lesson C Guess!

- Go over the instructions and the example. Model the activity. Say: *After you put the bag in the cup, you pour boiling water over it.* Elicit guesses (*tea*).
- Give Ss a moment to think about what they will say.
- Have Ss work in pairs to take turns giving simple recipes and guessing the foods. Set a time limit of two minutes.
- Ask volunteers to say their recipes for the class. Elicit guesses.

Lesson D Give your opinion!

- Go over the instructions and the items in the chart.
- Have Ss work individually to complete the chart. Tell them to discuss the chart in pairs as soon as they've finished. Assign a time limit of three minutes.
- Call on individuals to share their ideas with the class.

2 In the real world

Learning objective: *Read and write a recipe.*

- Go over the instructions and the example.
- Have Ss find a recipe in a magazine or online as an out-of-class assignment. Tell them to write about it at home.
- When Ss return to class, have them work in pairs or small groups to share the recipes.
- Have Ss bring in a picture of the item and ask them to talk about the recipe from memory.

Create a class recipe board.

1. Have Ss find a picture from the Internet to illustrate their recipe. Post Ss' recipes and pictures on a board.
2. Encourage Ss to try one of the recipes from their classmates and report back.

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Behavior

At a glance: Unit overview	Speaking outcomes
LESSON A The right thing to do Ss learn vocabulary for polite and impolite behavior. They use second conditional.	Ss can . . . discuss how they would react to a situation.
LESSON B I didn't realize that. Ss express and acknowledge expectations.	Ss can . . . express and acknowledge expectations.
LESSON C Doing things differently Ss learn word partners and use past modals for hypothetical situations.	Ss can . . . talk about past hypothetical situations.
LESSON D Acts of kindness Ss read an article about making someone happy, and have a conversation about doing nice things.	Ss can . . . discuss ways to be kind.

Warm-up

Learning objective: *Preview the topic and talk about behavior.*

Classware Make connections page xxix
Instead of doing Part A, divide the class into two teams. Have a S from the first team go to the board. Make a sentence about a person or people in the picture and what they are doing (e.g., *He's talking on the phone.*). Have the S circle the person in the picture who's doing the action. Then say a different action and have a S from the other team circle it. Give one point for each picture that was identified correctly. Continue the game, alternating between teams until they've circled all of the actions in the picture. The team with the highest score wins.

A

- Direct Ss' attention to the picture. Ask Ss if they go to the movies very often and how they would feel about being at the movie in the picture.
- Have Ss work in pairs to look at the picture and answer the question. Ask them to talk about what each person is doing.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

Answers
couple eating chips loudly, teens talking, couple arriving late and walking in front of people sitting down, woman shushing a crying baby, teen talking on a cell phone, man sleeping, snoring, and leaning too close to a woman, woman using an electronic device

B

- Go over the questions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk and write about different kinds of behavior in this unit. Point out the Unit 4 lesson overviews. Go over what Ss will learn in each lesson.

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Behavior

Warm-up



A Look at the picture. Which people are not behaving well? See page T-88 for the answers.

B Is there behavior at the movies that makes you angry? Would that behavior be OK in a different place?

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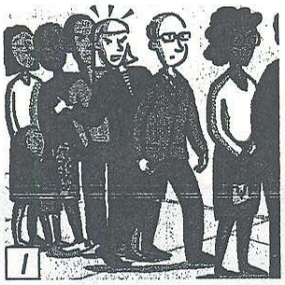
A The right thing to do

1 Vocabulary Polite and impolite behavior

A Label the phrases P (polite behavior) or I (impolite behavior). Then listen and check your answers.



1. cut in line



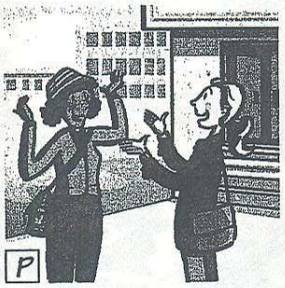
2. admit a mistake



3. drop litter



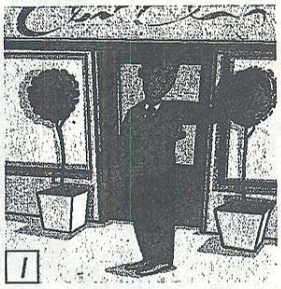
4. talk loudly in public



5. give someone a compliment



6. offer someone your seat



7. keep someone waiting



8. give someone a gift

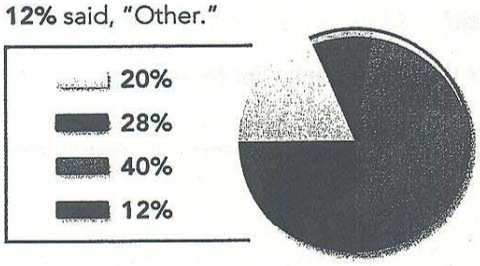
B Pair work Have you done any of the things in Part A? What happened?

2 Language in context Typical behavior

A Read the survey. Which answer did more than half of the people agree with? *See page T-34 for the answer.*

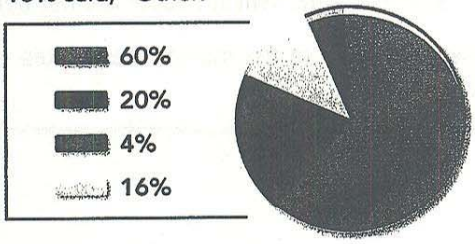
1. What would you do if a stranger dropped litter in front of you?

20% said, "I would talk to the person."
28% said, "I would pick it up."
40% said, "I wouldn't do anything."
12% said, "Other."



2. If a stranger were talking loudly behind you in a theater, what would you do?

60% said, "I would ask the person to be quiet."
20% said, "I would change seats."
4% said, "I wouldn't do anything."
16% said, "Other."



B What about you? Do the responses surprise you? What do you think some of the "other" responses were for each question?

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Vocabulary: Polite and impolite behavior
Grammar: Second conditional
Speaking: Interviews about reactions to different situations

1 Vocabulary Polite and impolite behavior

Learning objective: *Use vocabulary for polite and impolite behavior.*

A (CD 1, Track 46)

- Direct Ss' attention to the pictures. Tell them that some of the behaviors shown are polite and some are impolite.
- Go over the instructions. Have Ss work individually to label the pictures.
- 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 listen and repeat the phrases to practice pronunciation.

> **Time-saver** *Choose ABC page xxvii*
> After doing Part A, follow the steps for *Choose ABC* to practice vocabulary for polite and impolite behavior. Rather than calling out three different phrases, hide the verbs in each phrase. Give three possible answers for each phrase, substituting in the variations on the actual verb for two of the choices. (e.g., A. cut in line; B. step in line; C. walk in line)

B

- Go over the instructions.
- Have Ss work in pairs to discuss any of the things from Part A that they have done.
- Call on volunteers to share their answers with the class.

2 Language in context Typical behavior

Learning objective: *See use of second conditional in context.*

A (CD 1, Track 47)

- Direct Ss' attention to the pie charts to set the scene. Explain that Ss are going to read the results of a survey about behavior.
- 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.

I would ask the person to be quiet.

B

- Go over the instructions.
- Have students work in pairs to ask and answer the questions.
- Do the activity as a class.

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3 Grammar Second conditional

Learning objective: *Practice second conditional.*

(CD 1, Track 48)

- Books closed. Write on the board: *How would you feel if someone gave you a gift for no reason?* and *If someone gave me a gift for no reason, I'd feel happy.*
- Focus on use:
  1. Ask: *In this question, do I know someone is going to give you a gift? (No.) Look at the answer. Does this mean that someone gave you a gift? (No.) Does it mean you are happy now? (No.) Are we talking about are a real or imagined situation? (Imagined.) Are we talking about the past, the present, or the future? (The present or future.)*
  2. Explain that the second conditional describes "unreal" conditions.
- Focus on form:
  1. Underline the words *if* and *gave* in the statement. Explain that even though the past tense form is used in the condition clause, it is not referring to the past. The past tense is used to indicate the "unreal" condition.
  2. Underline *I'd feel*. Elicit what the contraction stands for (*I would*). Point out that this is the main clause: It can stand on its own. Show students that the order of the clauses can be reversed without changing the meaning of the sentence.
- Books open. Direct Ss' attention to the grammar box. Read the information and go over the examples in the box.
- Point out *were* in the first question. Remind Ss that *was* is not used in formal second conditional, although Ss may hear it in informal speech.
- Refer Ss to the survey in Exercise 2. Have Ss underline the examples of second conditional.
- Check comprehension. Have students identify the condition in each question. Ask why the questions are written in second conditional (*because they are possible situations, but they haven't actually happened yet*).
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Emphasize the pronunciation of *would*. Remind Ss that the *l* is completely silent and that for the *w*, they need to put their lips together as if they were about to whistle. Point out that *would* isn't contracted in the question, but it's normally contracted in the answer.

A

- Go over the instructions for the grammar activity.
- Read the example question and elicit the answer.
- Have Ss work individually to complete the conversations.
- *Option* Ask Ss who finish early to write an additional question and answer using the second conditional. Call on them to share one of their sentences with the class after the activity is corrected.
- Go over the answers with the class.
- Have Ss practice the conversations with a partner.

B

- Have Ss work in pairs to ask and answer the questions in Part A with their own information.
- Ask Ss to share any unusual answers they heard.

4 Speaking What would you do?

Learning objective: *Discuss reactions to 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

- Draw Ss' attention to the picture. Ask what is happening in it.
- Go over the instructions. Tell Ss to complete the question with their own idea regarding a social situation.

B

- Go over the instructions and the conversation.
- Have Ss walk around the class asking their question and taking notes on the answers. Continue until everyone has spoken to at least five partners.

C

- Have Ss work in groups to discuss what they heard and determine the most polite answers.
- Call on a reporter from each group to share the most polite answers with the class.
- Finally, tell Ss to check the "can do" statement if they can discuss how they would react to a situation. 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

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. Use* were *for the past tense of* be *in the condition.*

If a stranger **were talking** loudly behind you in a movie theater, what **would** you **do**?
I'd change seats. I **wouldn't ask** the person to be quiet.

If a stranger **dropped** litter in front of you, **would** you **pick** it up?
Yes, I **would**. **I'd** probably **throw** it away.

How **would** you **feel** if someone **gave** you a gift for no reason?
If someone **gave** me a gift for no reason, **I'd feel** happy.

A Complete the conversations with the second conditional. Then practice with a partner.

1. A: If someone *were playing* (play) loud music on the subway, what *would* you *do* (do)?
   B: I *'d ask* (ask) the person to turn it down.
2. A: What *would* you *do* (do) if a friend *gave* (give) you a compliment?
   B: I *'d thank* (thank) him.
3. A: If someone *cut* (cut) in line in front of you, what *would* you *say* (say)?
   B: I *wouldn't say* (not / say) anything. I *'d wait* (wait) for my turn.
4. A: What *would* you *do* (do) if an elderly man *were standing* (stand) on your bus?
   B: I *'d offer* (offer) him my seat.

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

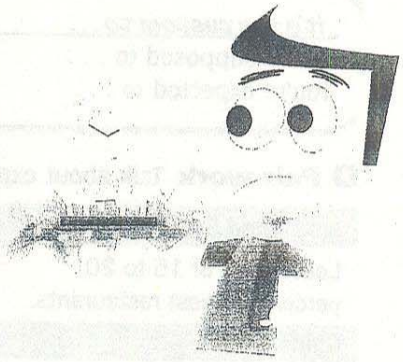
4 Speaking

A Complete this question:

"What would you do if _____ ?"

B Class activity Talk to different classmates and ask your question. Take notes on their answers.

A: *What would you do if a friend gave you an unusual gift?*
B: *I'd probably laugh.*
C: *I wouldn't do that. I'd smile and say thank you.*



C Group work Share what you found out. What were the most polite answers?

5 Keep talking!

Go to page 130 for more practice

discuss how I would react to a situation.

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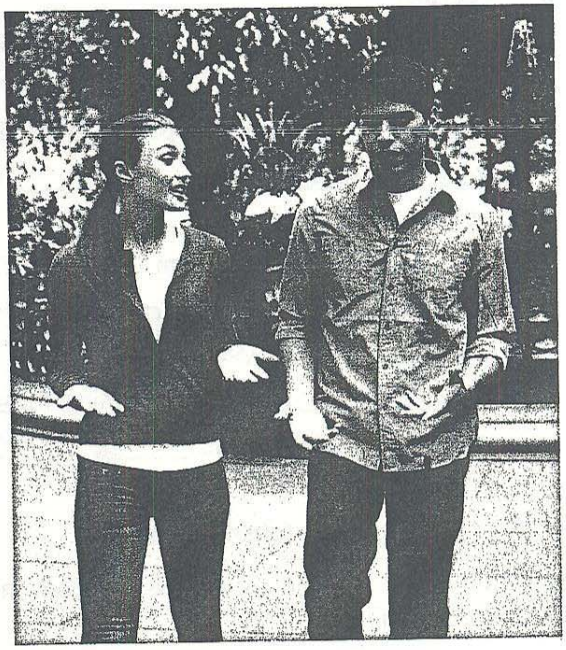
3 I didn't realize that.

1 Interactions Expectations

A Have you ever made a mistake because you didn't know a custom?

B Listen to the conversation. What mistake did Ruben make? Then practice the conversation. *See page T-36 for the answer.*

Diana: So, Ruben, how do you like it here?
Ruben: Oh, I love it. The people, the food – but can I ask you something?
Diana: Sure, anything.
Ruben: Well, last night I was invited to a classmate's house for dinner. It was the first time. And I think I made a mistake.
Diana: What happened?
Ruben: Dinner was at 7:30. As usual in my country, I arrived a little after 8:00. My friend seemed kind of surprised.
Diana: Here it's the custom to arrive on time or no more than 10 minutes late.
Ruben: Really? I didn't realize that.
Diana: Well, you'll know for next time.



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

Expressing an expectation

It's the custom to . . .
You're supposed to . . .
You're expected to . . .

Acknowledging an expectation

Really? I didn't realize that.
Oh, I didn't know that.
Oh, really? I wasn't aware of that.

D Pair work Talk about expectations. Use this information and take turns.

the United States	Japan	Argentina
Leave a tip of 15 to 20 percent in most restaurants.	Take off your shoes before you enter someone's home.	Begin to eat only after the host or hostess invites you to.
China	**Morocco**	**Russia**
Greet the oldest person in a group first.	Bargain for lower prices on souvenirs in markets.	Bring a small gift if you are invited to someone's home.

A: *In the United States, it's the custom to leave a tip of 15 to 20 percent in most restaurants.*
B: *Oh, really? I wasn't aware of that.*

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Interactions: Expressing and acknowledging expectations
Listening: Cross-cultural differences
Speaking: Information exchange about customs in different countries

1 Interactions Expectations

Learning objective: *Express and acknowledge expectations.*

A

- Direct Ss' attention to the picture to set the scene. Ask: *Do you think these people are from the same country?*
- Go over the instructions. Tell the Ss about any experiences you have had with making a mistake because you didn't know about a custom. Elicit their experiences.

B (CD 1, Track 49)

- 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.

He arrived more than half an hour late.

To practice natural phrasing in a conversation, conduct a choral repetition of the conversation, pausing to have Ss repeat during the natural breaks, e.g., *So, Ruben / how do you like it here? Oh, I love it. / The people, / the food – / but can I ask you something?* Then have half the class be Diana and the other half be Ruben while you *conduct* the conversation with hand movements.

Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 1, Track 50)

- Have Ss read the expressions in the boxes. Explain that the expressions for expressing expectations are formal, especially *You're expected to.* Point out the use of the passive voice. Tell Ss that *Oh really? I wasn't aware of that,* is more formal than the other ways of acknowledging an expectation.
- 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.
- Play the audio line by line and have Ss repeat the expressions.

Classroom Language switch, page x.1
After doing Part C, follow the steps for *Language switch,* Option 2, to practice expressions for expectations. Hide *Here it's the custom to* and *Really? I didn't realize that.*

D

- Go over the instructions and the conversation. Remind students to use the expressions from Part C.
- Have Ss work in pairs to practice the conversation then change roles and practice again.
- Call on several pairs to repeat their conversations for the class.
- Follow up with a discussion of the country you are in or of the Ss' native countries. Ask if any of the expectations listed are the same or how they differ.

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2 Listening Cross-cultural differences

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

> ***Classware Tip***
> Before doing Part A, zoom in on images one at a time. Pairs discuss what they think the country and custom being shown in this picture might be. Do this for all pictures to preview the listening.

A (CD 1, Track 51)

- Set the scene. Ask Ss to look at the pictures and guess where the people are.
- Go over the instructions.
- Play the audio. Have Ss listen and write the names of the countries.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 1, Track 51)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the sentences about the customs in each country.
- Have Ss compare answers with a partner. Ask them to talk about whether the customs are the same in their native countries.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

3 Speaking Good things to know

Learning objective: *Express and acknowledge expectations.*

- 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.
- Draw Ss' attention to the topics in the box.
- Give Ss several minutes to choose three topics and think about and / or take notes on their ideas.

B

- Go over the instructions.
- Read the example conversation with a volunteer.
- Have Ss work in pairs to share their ideas. Remind them to use the expressions from Exercise 1, Part C, in their conversation.
- Finally, tell Ss to check the "can do" statement if they can express and acknowledge expectations. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> For more practice with discussing expectations, have Ss work in small groups to come up with a list of tips for visitors. Tell them to use the topics in Exercise 1, Part D, for inspiration.
> 1. If you have Ss from (or familiar with) different countries, have them write expectations for different countries.
> 2. If Ss are from the same country, assign different general topics and have the groups write a list of expectations related to that topic. (e.g., *for the topic giving gifts, they could write about giving gifts to teachers, in a business setting, at weddings, to a dinner host and at a child's birthday party.)* General topics could also include eating, shopping, and visiting.
> 3. Have the groups share their tips with the class.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 28 |
> | Self-study CD-ROM | Lesson B |

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Listening

A Listen to four people talk about customs in their country. Write the country name.





1. *Mexico*
You're expected to *wear more formal clothes for a business meeting.*

2. *Australia*
You're supposed to *wave to say thank you when a driver lets you cross the street.*





3. *Korea*
It's the custom to *use both hands when you give someone a business card.*

4. *Iran*
You're not supposed to *accept more food the first or even the second time it's offered.*

B Listen again. What is the custom in each country? Write the sentences.

Speaking

A Think about a country you know. Choose three topics below. What are the expectations for polite behavior there? How would you tell a visitor to behave?

receiving gifts	eating in a restaurant	pointing and gesturing
cutting in line	giving gifts	talking loudly in public
doing business	greeting people	visiting someone's home
dropping litter	money and shopping	walking or driving

B **Pair work** Share your ideas.

A: *In China, you're not supposed to open gifts immediately.*
B: *Really? I didn't know that.*

I can *express and acknowledge expectations.*

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6 Doing things differently

1 Vocabulary Word partners

A Circle the verbs or verb phrases in column A that partner with the nouns in column B. Then listen and check your answers.

A	B
1. offer / do / accept	an apology
2. tell / ask for / offer	an explanation
3. agree with / disagree with / turn down	an opinion
4. make / give / turn down	a request
5. deny / give / accept	a compliment
6. admit / ask for / return	a favor
7. reach / say / suggest	a compromise
8. say / accept / turn down	an invitation
9. make / offer / do	an excuse

B Pair work Ask and answer the question "When was the last time you . . . ?" with four different word partners from Part A.

A: *When was the last time you asked for a favor?*
B: *Last night. I asked my brother to help me with my homework.*

2 Conversation I feel terrible.

A Listen to the conversation. Steve asked Paul for a favor. What was it? *See page T-38 for the answer.*



Paul: I made a terrible mistake.
Lydia: Why? What happened?
Paul: Well, you know Steve, the new guy in our class?
Lydia: Yeah, I think so.
Paul: Well, yesterday he asked me for a favor. He wanted to borrow my laptop. I said I didn't think it was a good idea, and now he's upset with me.
Lydia: Really?
Paul: Yeah. Should I have lent it to him? What would you have done?
Lydia: I'm not really sure.
Paul: Well, would *you* have let him use *your* laptop?
Lydia: I don't know. I guess it would have depended. What did he need it for?

B Listen to the phone conversation. Why does Steve call Paul? What does Paul offer Steve?
See page T-38 for the answers.

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Vocabulary: Word partners
Grammar: Past modals for hypothetical situations
Pronunciation: Reduction of *have*
Speaking: Information exchange about past hypothetical situations

1 Vocabulary Word partners

Learning objective: *Use word partners.*

A (CD 1, Track 52)

1. Go over the instructions and the example for number 1.
2. Have Ss work individually to circle the verbs in column A that partner with the noun in column B.
3. Play the audio. Have Ss listen and check their answers.
4. Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

5. Go over the instructions and the example conversation.
6. Have Ss work in pairs to ask and answer questions using the word partners.
7. Call on pairs to ask and answer questions for the class.

Classroom Tip

After doing Part B, divide Ss into two teams. Call a number (e.g., *Number 7.*). Have a S from the first team come to the board and circle both verbs that go with the noun on the right in number 7 (*reach, suggest*). Each team gets half a point for each correct match. For wrong answers, highlight the two correct answers. Alternate teams. Continue until Ss underline all the word partners.

2 Conversation I feel terrible.

Learning objective: *Practice a conversation about a past hypothetical situation; see past modals in context.*

A (CD 1, Track 53)

1. Direct Ss' attention to the picture to set the scene. Ask: *What are they doing? How does the man feel?*
2. Play the audio. Have Ss answer the question as they listen and read silently.
3. Go over the answer with the class.

He wanted to borrow Paul's laptop.

4. If helpful, play the audio line by line and have Ss repeat.
5. Have Ss work in pairs to practice the conversation.
6. Call on a pair to act it out for the class.

B (CD 1, Track 54)

1. Go over the instructions. Explain that Ss are going to hear a later conversation between Steve and Paul.
2. Play the audio. Have Ss listen for the answers to the questions.
3. Go over the answers with the class.

Steve calls Paul to apologize. Paul offers to let Steve use his laptop.

4. Ask students how Steve offered his apology and how Paul responded to it (*I hope you can accept my apology. Please, don't worry about it.*). If necessary, replay the audio.

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3 Grammar Past modals for hypothetical situations

Learning objective: *Practice past modals for hypothetical situations.*

(CD 1, Track 55)

- Direct Ss attention to the grammar box. Read aloud the explanation of past modals.
- Focus on use. Read the first two sentences aloud. Explain: *Hypothetical situations are things that didn't happen. We use* should have *to show regret about things we didn't do. We use* shouldn't have *to show regret about things we did do. In the first sentence, I didn't lend him my laptop. I regret that I didn't lend him my laptop. In the second sentence, I said no. I regret that I said no.*
- Read the third sentence. Ask: *Did he offer you an explanation? (No.) Was it possible for him to offer you an explanation? (Yes.)* Explain that we use *could have* to talk about things that were possible but didn't happen.
- Read the last sentence. This sentence describes what a person imagines he or she would have done – not what the person actually did or did not do. The modal *would* is used in these situations.
- Focus on form:
  1. Write the modals on the board: *should, could, would*. Point out that past modals are always followed by *have* + past participle. (There is no *has* form for third person.)
  2. Conduct a brief transformation exercise to check that Ss understand the form. Call out phrases with a present modal: *I should go*; *He should take*; *They would want*; *She could eat*; etc. Ask Ss to give the past modal equivalent.
  3. Direct Ss' attention to the questions and answers in the grammar box. Elicit the structure of the questions: modal + subject + *have* + past participle.
- Refer Ss to the conversation in Exercise 2. Have Ss circle the examples of past modals.
- Check comprehension. Ask: *Did Paul lend Steve the laptop? How does he feel about it now? What would Lydia have done?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar activity.
- Have Ss work individually to complete the conversations with past modals.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversations.

4 Pronunciation Reduction of *have*

Learning objective: *Focus on reduction of* have.

A (CD 1, Track 56)

- Direct Ss' attention to the example sentences. Point out the lightened *ha* showing how *have* is reduced.
- Play the audio. Have Ss listen, paying particular attention to the reduced sound.
- Play the audio again. Have Ss listen and repeat.
- Point out that the reduced sound of *have* is very similar to the sound of the word *of*. (It's a rather common native-speaker error to write *of* instead of *have* with past modals.)

B

- Have Ss work in pairs to practice the conversations in Exercise 3 again. Tell them to focus on using the reduced form of *have*.

5 Speaking What would you have done?

Learning objective: *Talk about past hypothetical 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.
- Give Ss several minutes to choose a situation and prepare to talk about it. Tell them it's OK to take notes, but they should not plan on reading their notes aloud.

B

- Have Ss work in groups to discuss their chosen situations. Read the example conversation. Point out that they should discuss each situation, not just take turns giving their opinions. Remind them to use past modals.
- Go around the room and take notes on errors you hear with past modals. Write the errors on the board and encourage Ss to correct them. Point out the past modals you heard used correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about past hypothetical situations. 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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Grammar Past modals for hypothetical situations

Use past modals to talk about hypothetical situations in the past. Use should have *to talk about the right thing to do,* could have *to talk about possibilities, and* would have *to imagine your behavior.*

I **should have lent** him my laptop.
I **shouldn't have said** no.
He **could have offered** you an explanation.
It **would have depended**.

Should I **have lent** it to him?
Yes, you **should have**.
No, you **shouldn't have**.
What **would** you **have done**?

Complete the conversations with past modals. Then practice with a partner.

1. **A:** My sister loves her new haircut. I told her I hated it. Now she's mad at me.
   B: That wasn't nice! I *wouldn't have said* (wouldn't / say) that. You *could have given* (could / give) her a compliment instead.
2. **A:** *Should* I *have invited* (should / invite) the whole class to my party? I didn't, and now some people are angry.
   B: Yes, you *should have* . But your apartment is really too small.
3. **A:** My cousin asked me for a favor. He wanted to borrow my new car. What *would* you *have done* (would / do)?
   B: I *would have said* (would / say) no.
4. **A:** A few days ago, I broke the microwave at my office by accident.
   B: You *should have offered* (should / offer) to buy a new microwave.

Pronunciation Reduced *have*

A Listen and repeat. Notice how *have* is reduced in past modals.

You could've given her a compliment. You shouldn't've said that.
I would've asked her for an explanation. I wouldn't've done that.

B Practice the conversations in Exercise 3. Use the reduced form of *have*.

Speaking

A Have you done any of these things? What happened? Choose one and prepare to talk about it.

- You returned a favor.
- You made an excuse.
- You disagreed with an opinion.
- You suggested a compromise.

B **Group work** Share your experiences. Would you have done things differently? Discuss your opinions.

A: *Last week, my friend lent me his car. When his car broke down this week, I returned the favor and gave him my car.*
B: *I would have done the same thing.*

Keep talking!

Go to page 132 for more practice.

I can talk about past hypothetical situations.

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D Acts of kindness

1 Reading

A Read this quote. What do you think it means?

"No act of kindness, however small, is ever wasted." – Aesop

Make Someone Happy

A man gives a stranger his umbrella during a rainstorm. A teenager picks up litter on her way to school. A woman lets a shopper with fewer groceries cut in line at the supermarket. A man puts money into parking meters on the street so no one gets a ticket.

What do these acts have in common? They are all **random** acts of kindness, **selfless** acts that a person does to make people happy, with nothing expected in return. The acts may be **spontaneous** or planned in advance. The person who receives a random act of kindness may know the person who performed the act, but often the acts are done **anonymously**.

Random acts of kindness are often encouraged by schools and communities. In fact, in some countries, February 17 is Random Acts of Kindness Day, an unofficial holiday. For many people, it's important on this day to "pay it forward." This means if someone does something kind for you, you don't pay "back" that person by returning a kind act to him or her. Instead, you pay it "forward" to someone new. This can be a wonderful way to make both you and someone else very happy.

EXAMPLES OF RANDOM ACTS OF KINDNESS

- Give a stranger a compliment.
- Give someone a gift for no reason.
- Stop and help someone fix a flat tire.
- Let someone cut in line at the bank.
- Offer your seat, and not just to an elderly person.
- Give another driver your parking spot.
- Leave a copy of a good book on a train or a bus.
- Help someone with his or her grocery shopping.
- Offer an apology even if it isn't required.

B Read the article. Find the words in **bold**. Circle the correct meaning.

1. **random** — (a. with no pattern) — b. with a regular pattern
2. **selfless** — a. putting your own needs first — (b. putting others' needs first)
3. **spontaneous** — (a. with no planning) — b. large and important
4. **anonymously** — a. knowing the person's name — (b. without knowing the name)

C According to the article, which of these would be random acts of kindness? Check (✓) the correct answers.

- ☑ You buy a friend dinner for no reason.
- ☐ You let yourself sleep late on the weekend.
- ☐ You get a job to save money for college.
- ☐ You return a book that you borrowed.
- ☑ You help a neighbor paint his house.
- ☑ You offer your seat to someone.

D Group work Choose an act of kindness from the reading and discuss it. What would you do if someone did it for you? How would you feel? Would you "pay it forward"? How?

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Reading: "Make Someone Happy" (an article)
Listening: Radio talk show about acts of kindness
Writing: An act of kindness
Speaking: Discussion about kind acts

1 Reading Make Someone Happy

Learning objective: *Read and discuss an article about acts of kindness; develop skills in reading for specific information and deducing meaning from context.*

(CD 1, Track 57)

Teaching Tip
Before class, cover all the text from the heading *Examples of Random Acts of Kindness* to the bottom of the page. In class, books closed. After Ss discuss the meaning of the quote in Part A, have them read the text showing on the board and work in small groups to make a list of examples of random acts of kindness. Add a blank page. Elicit answers from Ss and add them to the blank page. Explain that there are many possible examples. Reveal the examples in the text and have Ss compare them with their own examples.

A

- Ask Ss if they know who Aesop was. (*An ancient Greek man who was famous for telling fables. Fables are stories that teach lessons.*)
- Read the quote and elicit answers to the question. Ask Ss if they agree with the quote.

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary
unofficial not official; not said or done by someone in the government or some other type of authority

- Go over the instructions. Have Ss read the article silently.
- Have Ss work individually to circle the correct definitions.
- Have Ss work in pairs to compare answers.
- Go over the answers with the class. Discuss any context clues that helped Ss understand the meaning of the words.
- Elicit any additional vocabulary questions.
- When teaching new vocabulary, focus Ss' attention on the number of pronounced syllables and the word stress. Always have Ss underline the stressed syllable in multi-syllable words when they copy them into their notebooks.

C

- Go over the instructions. Have Ss work individually to check the correct answers.
- Elicit the answers.
- When you check comprehension of a reading, adjust your questions to the level of your students. Ask your lower-level students information questions: *What is a random act of kindness?* Ask your higher-level students to explain their ideas about the reading: *Why do you think schools and communities are encouraging random acts of kindness?*
- If your Ss enjoy reading aloud, have them work in groups of three or four and take turns reading the paragraphs. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

D

- Ask: *Have you ever done something kind for a stranger? Or had a stranger do something kind for you?*
- Go over the instructions.
- Have Ss work in groups to discuss the questions.
- Call on individuals to share their ideas with the class.

Extra Idea
To continue the discussion, have Ss work in small groups to brainstorm a list of random acts of kindness at school and at work. Have the groups share their ideas with the class, and discuss them as a class using the questions in Exercise 1, Part D.

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2 Listening For no reason

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

A (CD 1, Track 58)

- Set the scene. Ask Ss if they ever listen to radio talk shows and what happens on them.
- Go over the instructions.
- Play the audio. Have Ss listen and check whether the act of kindness was performed or received.
- Go over the answers with the class.

B (CD 1, Track 58)

- Go over the instructions.
- Play the audio again. Have Ss write the act of kindness.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Play the audio again. Ss listen and check their answers.

3 Writing An act of kindness

Learning objective: *Write a paragraph about an act of kindness.*

> ***Classware Tip***
> Before class, underline different parts of the writing model in different colors. Red: *This happened to me last year.*; Blue: *I was having a really bad day*; Green: *so I went to an ice cream shop*; Blue (again): *I ordered some ice cream. . . away.*; Black: *I couldn't believe it.*; Highlighter: *She did it just to be nice*. Put the following question words in a text box in random order: *when*, *what*, *where*, *how* (*did you feel*), *why*. In class, Ss pairs decide which question words match with which parts of the sentence and decide which question words get which colors. Suggested answers: *when* = red; *what* = blue; *where* = green; *how did you feel* = black; *why* = highlighter. Have volunteers go to the board and underline different question words in different colors.

A

- Go over the instructions. Give Ss a minute to choose a topic and think about what they'll say about it.
- Have Ss work in groups to discuss the topics.

B

- Go over the instructions. Direct Ss to read the model. Elicit the act of kindness from the model.
- Have Ss work individually to write their paragraphs.

C

- Go over the instructions. Elicit questions Ss might ask to get more information using the model paragraph, e.g., *How much did the ice cream cost? Did you say anything to the woman? Have you "paid it forward"?*
- Have Ss post their paragraphs around the room and then walk around reading them. Tell them to choose one paragraph to ask for more information about.
- When Ss have finished reading, tell them to return to their seats. Call on individuals to ask their questions and have the writers respond.

4 Speaking Doing nice things

- 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.)
- Draw Ss' attention to the picture. Say: *Look at these people. All of them could use a random act of kindness.*
- Go over the instructions. Have Ss work in groups to discuss the question.
- Call on individuals to share ideas from their discussion.
- Finally, tell Ss to check the "can do" statement if they can discuss ways to be kind. 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 Listen to four callers to a radio show talk about acts of kindness. Was each act performed or received by them? Check (✓) the correct answer.

	Performed	Received	Act of kindness
1. Jared	☐	☑	*Someone let him cut in line.*
2. Keisha	☑	☐	*She helped a woman fix her flat tire.*
3. Antonio	☐	☑	*A friend gave him a gift for no reason.*
4. Mei-li	☑	☑	*A woman helped her fix her flat tire and / or she gave another driver a parking spot.*

B Listen again. What was each act of kindness? Write it in the chart.

3 Writing

A Group work Choose one of these topics. Discuss what happened.

something nice someone did for you
something nice you did for someone
something nice you'd like to do for someone

B Write a paragraph about your topic. Use the reading and the model paragraph to help you.

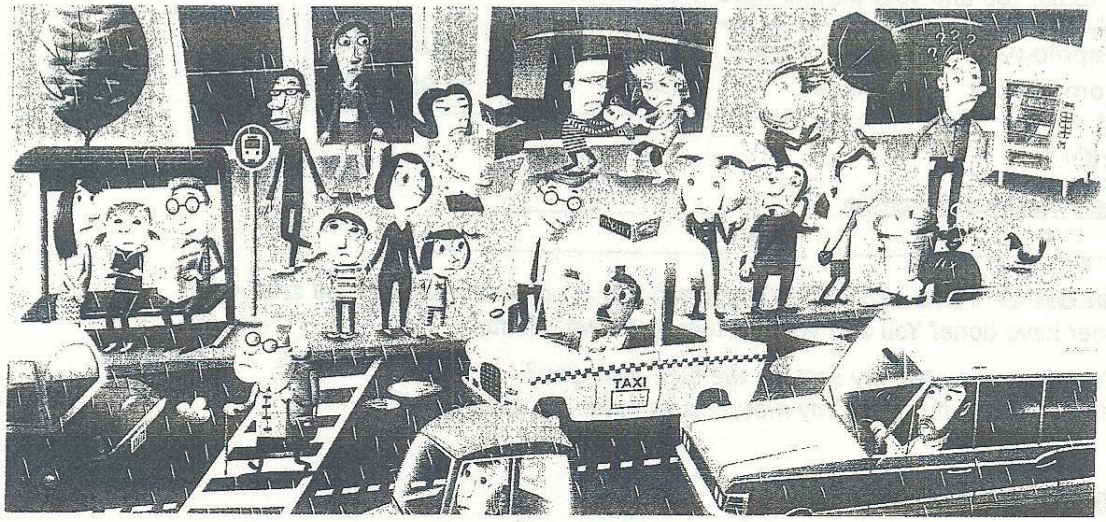
C Class activity Post your paragraphs around the room. Read your classmates' paragraphs. Then get more information about a paragraph that interests you.

An Act of Kindness

This happened to me last year. I was having a really bad day, so I went to an ice cream shop. I ordered some ice cream, and when I went to pay for it, I couldn't find my wallet. Just then, the person in front of me paid for it! Then she smiled and walked away. I couldn't believe it. She did it just to be nice.

4 Speaking

Group work Look at the picture. What would be some nice things to do? Discuss your ideas.



I can discuss ways to be kind.

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Wrap-up

1 Quick pair review

Lesson A Guess! Think about your partner. How would your partner complete each sentence? Can you guess? Take turns. You and your partner have two minutes.

I _____ if I made a mistake.

If someone cut in line in front of me, I _____ .

I _____ if I didn't finish my homework.

A: *You would say you're sorry if you made a mistake.*
B: *No, I wouldn't. I wouldn't tell anyone if I made a mistake.*

Lesson B Do you remember? Complete the sentences with the correct words to express and acknowledge expectations. You have two minutes.

1. A: It's the ___*custom*___ to arrive on time.
   B: Oh, really? I wasn't ___*aware*___ of that.
2. A: You're ___*supposed*___ to wait in line here.
   B: Oh, I didn't ___*know*___ that.
3. A: You're ___*expected*___ to bring a small gift.
   B: I ___*didn't*___ realize that.

Lesson C Test your partner! Say a verb or a verb phrase that partners with one of the nouns below. Can your partner choose the correct word to make a phrase? Take turns. You and your partner have two minutes.

an apology	a compromise	an explanation	an invitation
a compliment	an excuse	a favor	an opinion

"Ask for."

1. *ask for an explanation*
2. _____
3. _____
4. _____

Lesson D Find out! What is one random act of kindness both you and your partner have done? You and your partner have two minutes.

A: *I've given someone my seat on the bus. Have you?*
B: *No, I haven't. I've given my mother a compliment. Have you?*

2 In the real world

What's polite and impolite in different countries? Go online and find three examples of polite and impolite behavior for an English-speaking country. Then write about it.

- What is the country?
- What is the behavior?

Behavior in Australia

In Australia, it's polite to come to meetings on time. It's impolite to miss a doctor's appointment and not call first.

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1 Quick pair review

Learning objective: *Review second conditional, phrases for expressing and acknowledging expectations, and word partners.*

Lesson A Guess!

1. Go over the instructions. Read the example conversation with a S.
2. Have Ss work in pairs to take turns making guesses and confirming or disagreeing with what their partners say. Set a time limit of two minutes.
3. Call on volunteers to share something they learned about their partners.

Lesson B Do you remember?

1. Go over the instructions.
2. Have Ss work in pairs to complete the sentences. Set a time limit of two minutes.
3. Go over the answers with the class.

Classware Tip

After Ss do *Do you remember?*, zoom the sentences on the board. Have volunteers complete the sentences on the board with the blue Pen tool. Have other volunteers come up to correct any wrong answers using the green Pen tool. Go over the answers with the class.

Lesson C Test your partner!

1. Go over the instructions. Read the example with a S.
2. Have Ss work in pairs to take turns saying verbs and writing phrases.
3. Monitor and correct as needed.

Lesson D Find out!

1. Go over the instructions and the example. Model the activity with a volunteer.
2. Have Ss work in pairs to find a random act of kindness they both have done. Remind them to speak in complete questions and answers. Set a time limit of two minutes.
3. Tell Ss who finish early to continue talking to find another random act of kindness they both have done.

Extra Practice

For more practice with past modals, have Ss work in pairs to brainstorm a list of their own or other people's regrets, such as:

I should have studied harder when I was young.

Paula should have set her alarm this morning.

The mayor shouldn't have stolen that money.

Call on volunteers to share one or two of their ideas with the class.

2 In the real world

Learning objective: *Write about polite and impolite behavior in different countries.*

1. Go over the instructions and the example.
2. Brainstorm search terms to help the Ss find the information, e.g., *Polite behavior England; Acceptable behavior U.S.; Etiquette New Zealand.*
3. Have Ss find the information as an out-of-class assignment. Tell them to write about it at home.
4. When Ss return to class, have them work in pairs or small groups to read what they wrote.

Extra Practice

1. To continue the review, ask Ss to bring in pictures from the Internet or magazines (or provide the pictures yourself). The pictures should show people in different situations, e.g., *at a fancy restaurant, at a party, in a nice car, on a mountain, on a boat,* etc.

2. Post the pictures around the room with a sheet of paper under each one. Have Ss circulate in pairs or small groups and write conditional sentences under the pictures (*If I were there, I would order lobster.*; *If I saw that view, I would take a picture.*; *If I had that car, I would go for a long drive.*, etc.). Challenge Ss to write past modal sentences as well (*She should have worn a warmer dress.*).

3. When there are four or five sentences on every paper, ask the Ss to stop where they are. Have a volunteer near each paper read the sentences to the class. Correct any errors with the conditional.

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Travel and tourism

At a glance: Unit overview	Speaking outcomes
LESSON A Cities Ss learn compound adjectives. They use comparatives and superlatives.	Ss can . . . make comparisons about cities.
LESSON B I'll let someone know. Ss report and respond to problems.	Ss can . . . report and respond to a problem.
LESSON C Travel experiences Ss learn travel vocabulary and use reported commands and advice.	Ss can . . . report commands and advice.
LESSON D My town, the best town Ss read an article about Medellín, Colombia, and write about creating a home page.	Ss can . . . discuss ideas for a festival in their town.

Warm-up

Learning objective: *Preview the topic and talk about cities around the world.*

> ***Classware Tip***
> Before class, cover the names of the places. Put the names in random order in a text box. Save. In class, books closed. Have Ss work in pairs and guess which pictures are of which places. Reveal.

A

- Direct Ss' attention to the pictures to set the scene. Ask Ss if they have seen any of these places and which ones they would like to see.
- Go over the instructions and the superlative adjectives in the box. Have Ss work in pairs to look at the pictures and match the descriptions and the pictures.
- Elicit the answers from the class.

> **Answers**
> 1. a 2. f 3. c 4. e 5. d 6. b

- *Option* Do the activity as a class.

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 and write about travel and tourism in this unit. Point out the Unit 5 lesson overviews. Go over what Ss will learn in each lesson.

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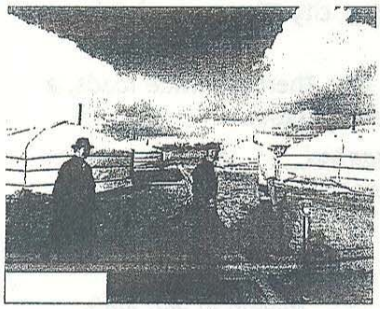
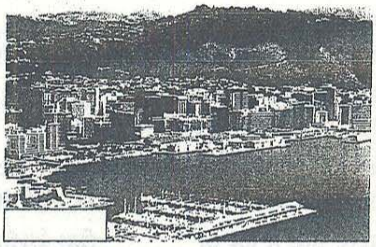
Travel and tourism

Warm-up

1. 
Ulan Bator, Mongolia

2. 
Wellington, New Zealand

3. 
Damascus, Syria

4. 
La Paz, Bolivia

5. 
Reykjavik, Iceland

6. 
Cairo, Egypt

A Look at the capital cities. Match them to their descriptions. See page T-43 for possible answers.

a. the coldest	c. the oldest	e. the highest
b. the driest	d. the most northern	f. the most southern

B What's your capital city like? What three adjectives do you think best describe it?

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A Cities

1 Vocabulary Compound adjectives

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

culturally diverse
densely populated
fun-loving
high-tech
highly educated
open-minded
slow-paced
well-planned
world-famous

1. Everyone knows New York City. It's a *world-famous* city with many interesting places to visit.
2. Bangalore is a very *high-tech* place. It's the center of India's computer industry.
3. For a capital city, Vientiane in Laos is a *slow-paced* place. It's a great place to not be in a hurry.
4. Lagos is a very *densely populated* city. There are about 20,000 people per square kilometer.
5. Brasília is a *well-planned* city. There are wide roads, a lot of green space, and great public transportation.
6. Singapore's people are *highly educated*. Many continue their studies after they finish high school.
7. The people in San Francisco are very *open-minded*. They are open to new ideas, opinions, and experiences.
8. There are a lot of *fun-loving* people in San Juan, Puerto Rico. They love to go out and have a good time.
9. London is an extremely *culturally diverse* city. You can find people from all over the world there.

B Pair work Which words in Part A describe people? Which describe places? Which describe people and places? Tell your partner. *See page T-44 for the answers.*

2 Language in context My city

See page T-44 for the answers.

A Listen to three people describe their cities. Where does each person live?

I used to live in Buenos Aires, but I live in Mendoza now. It's not as crowded as Buenos Aires, so it's slower-paced here. But I think the people are pretty fun-loving and open-minded. And there's a great music scene!
– Angela, Argentina

I live in St. Petersburg, but I was born in Moscow. I like both cities, but I prefer St. Petersburg. In the winter, it isn't as cold as Moscow. It's a well-planned city, and I think it's even a little cheaper than Moscow.
– Boris, Russia

I like Osaka for its shopping, but I love it for its food. I think the food is better than in Tokyo. In fact, I think it has the best food in Japan! We have a saying here: "Eat till you drop in Osaka!" I never want to move!
– Nozomi, Japan

B Which city do you think would be good for tourists? students? businesspeople? Why?

"Osaka would be good for tourists because the food is good and tourists love to eat!"

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Vocabulary: Compound adjectives
Grammar: Comparatives and superlatives
Speaking: Comparison of different cities

1 Vocabulary Compound adjectives

Learning objective: *Use compound adjectives.*

A (CD 1, Track 59)

- Direct Ss' attention to the word box. Tell them that the words are two-word adjectives.
- Go over the instructions.
- Have Ss work individually to complete the sentences.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Ask Ss to identify the hyphenation pattern in the compound adjectives (*All are hyphenated unless the first word ends in* -ly.).

Alternate: Right or wrong?

Instead of doing Part A, follow the steps for *Right or wrong?* to practice vocabulary for compound adjectives.

B

- Go over the instructions.
- Have Ss work in pairs to answer the questions.
- Call on individuals to share their answers with the class. Write them in a chart on the board, with *People, Places* and *People and Places* as column heads.

People: highly-educated, open-minded, fun-loving
Places: culturally diverse, densely populated, slow-paced, high-tech, well-planned
People and places: world-famous

Call on Ss to use the words to describe a place they know.

Having Ss write a paragraph or story with vocabulary words helps them remember the meanings. After the vocabulary lesson, ask Ss to write a paragraph for homework using four of the words. (Let them choose words or alternatively, assign words so that you get equal coverage.) Have Ss share their work in groups. Walk around and provide feedback on the use of the words.

2 Language in context My city

Learning objective: *See use of the comparative and superlative in context.*

A (CD 1, Track 60)

- Direct Ss' attention to the text to set the scene. Explain that they are going to hear three people describing their cities.
- 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.

Angela: Mendoza; Boris: St. Petersburg; Nozomi: Osaka

B

- Go over the instructions and the example sentence.
- Have students work in pairs to discuss the questions.
- Elicit answers from individuals. Ask them to explain their choices. Ask Ss which cities in their country are best for tourists, students, and business people.

Do the activity as a class.

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3 Grammar Comparatives and superlatives

Learning objective: *Practice comparatives and superlatives.*

(CD 1, Track 61)

Comparisons

- Direct Ss' attention to the *Comparisons* column on the left side of the grammar box. Read the sentences aloud.
- Focus on use. Ask Ss how many cities are being compared in the sentences. Point out that we only use comparative forms when we are talking about two things.
- Focus on form. Have Ss identify the simple form of each adjective. Write it on the board and elicit the rule for forming the comparative. Write the rules on the board for reference during the lesson:
  1. One syllable: adjective + *-er* + *than* (*cheaper than*)
  2. Two or more syllables: *more / less* + adjective + *than* (*more fun-loving than / less expensive than*)
  3. One or more syllables: *(not) as* + adjective + *as* (*not as cold as*)
- Point out that *better* and *worse* are irregular comparatives. Ss may also know *further* and *farther*. Some 2-syllable adjectives can be used with either *-er* or *more*, e.g., *clever; gentle; friendly; quiet.*

Superlatives

- Direct Ss' attention to the *Superlatives* column on the right side of the grammar box. Read the sentences aloud.
- Focus on use. Point out that we only use superlatives when we are talking about three or more things.
- Focus on form. Elicit the rules for superlatives and add them to the information on the board:
  1. One syllable: adjective + *-est* (*cheapest*)
  2. Two or more syllables: *the most / the least* + adjective (*the most fun-loving / the least expensive*)
- Point out that adjectives that are irregular in comparative form are also irregular in superlative form.
- Refer Ss to the city descriptions in Exercise 2. Have Ss underline the examples of comparatives and superlatives.
- Check comprehension. Ask: *Where should you live if you like a quieter city? Why? Where should you live if you don't like the cold? Why? Which place has the best food?*
- 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.
- *Option* Ask Ss who finish early to write an additional comparative sentence about two cities they know. Call on them to share one of their sentences with the class after the activity is corrected.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work in pairs to restate the sentences using *not as . . . as.*
- Call on individuals for the answers.

C

- Go over the instructions.
- Have Ss work individually to complete the questions.
- Go over the completed questions with the class.
- Have Ss work in pairs to ask and answer the questions with their own information.
- Call on Ss to share their answers with the class.

4 Speaking Comparing three cities

Learning objective: *Make comparisons about cities.*

> ***Classware Tip***
> Before class, add a blank page and place a chart into it with all the words from the box. In class, divide Ss into four groups and have each group brainstorm adjectives that can be used to describe the words in the box. One group does education and entertainment, another group does food and people, etc. Have Ss come to the board and add adjectives to the chart. For larger classes, elicit the adjectives and add them to the chart.

- 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.)
- Read the words in the word box. Have Ss refer to Exercise 1, Part A, for vocabulary they might use in their conversation.
- Have Ss work in groups to compare three cities.
- Call on individuals to share some of the ideas from their groups.
- Finally, tell Ss to check the "can do" statement if they can make comparisons about cities. 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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Grammar

Comparisons	Superlatives
St. Petersburg is **cheaper than** Moscow.	. . . is **the cheapest** city in Russia.
Buenos Aires is **more crowded than** Mendoza.	. . . is **the most crowded** city.
St. Petersburg is **less expensive than** Moscow.	. . . is **the least expensive** city.
The food in Osaka is **better than** in Tokyo.	. . . is **the best** food in the world.
Traffic here is **worse than** in St. Petersburg.	. . . is **the worst** traffic I've ever seen.

(not) as . . . as

St. Petersburg **isn't as cold as** Moscow. Osaka is **as high-tech as** Tokyo.

A Complete the sentences with the comparative form of the adjectives.

1. Today's high temperature is 29°C in Bangkok and 26°C in Chiang Mai. Bangkok is *hotter than* (hot) Chiang Mai.
2. The average cost of a house in Denver, Colorado, is $345,000. The average cost of a house in Salt Lake City, Utah, is $310,000. Houses in Salt Lake City are *less expensive than* (expensive) houses in Denver.
3. There are 7,200 people per square kilometer in São Paulo, and 5,200 people per square kilometer in Rio de Janeiro. São Paulo is *more densely populated than* (densely populated) Rio.
4. Mumbai usually gets 87 centimeters of rain and very little sunshine in July. In January, there is almost no rain, and the weather is mild and sunny. The weather in July is *worse than* (bad) in January.

B **Pair work** Say each sentence in Part A in a different way. Use *not as . . . as.*

"Chiang Mai isn't as hot as Bangkok."

C Complete the questions with the superlative form of the adjectives. Work with a partner. Ask and answer with your own information.

1. What's *the most high-tech* (high-tech) city in your country?
2. What's *the worst* (bad) restaurant in your town?
3. What's *the most culturally diverse* (culturally diverse) city in your country?
4. What's *the least populated* (less populated) part of your country?

Speaking

Group work Compare three cities you know. Talk about:

education	food	shopping	transportation
entertainment	people	traffic	weather

A: *Why don't we compare Curitiba, São Paulo, and Santos?*
B: *OK. São Paulo is bigger than Curitiba.*
C: *Curitiba is the most well-planned of the three.*



Keep talking!

Go to page 132 for more practice.

I can make comparisons about cities.

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B I'll let someone know.

1 Interactions Problems

A What do you think are the most common hotel complaints? If you had a problem with a hotel room, what would you do?

B Listen to the conversation. What's the problem? *See page T-46 for the answer.* Then practice the conversation.

Clerk: Front desk. Please hold.
. . . . . .
Clerk: Thank you for waiting. How can I help you?
Lina: Um, hi. I just checked in a few minutes ago. There's a problem with my Internet connection. I can't get a wireless signal.
Clerk: I'm very sorry. I'll let someone know right away.
Lina: Thank you. I'd appreciate it.
Clerk: Is there anything else I can help you with?
Lina: Um, yeah. Can you recommend a restaurant near the hotel?
Clerk: Yes, there are several, but our hotel restaurant is one of the best in the city.



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

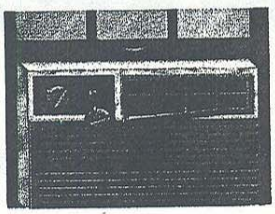
Reporting a problem

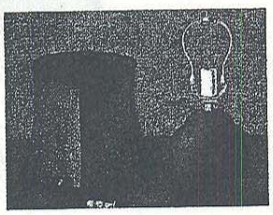
There's a problem with . . .
I'm having a problem with . . .
There seems to be a problem with . . .

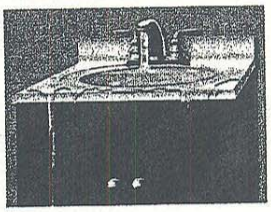
Responding to a problem

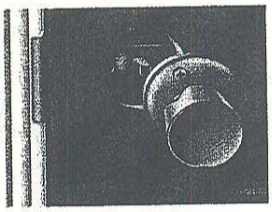
I'll let someone know right away.
I'll get someone to take care of it.
I'll have someone get on it right away.

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


The air-conditioning isn't working.


The table lamp doesn't have a bulb.


The bathroom sink is clogged.


The door has a broken knob.

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Interactions: Reporting a problem; responding to a problem
Pronunciation: Linking of same consonant sounds
Listening: Hotel problems
Speaking: Role play about a hotel situation

1 Interactions Problems

Learning objective: *Report problems and respond to problems.*

A

- Direct Ss' attention to the top picture to set the scene. Ask: *Where is this woman? What is her job? (Front desk clerk.)*
- Ask Ss if they've ever had to make a complaint at a hotel. Read the questions and elicit answers.

B (CD 1, Track 62)

- 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.

There is a problem with the Internet connection. / There is no wireless signal.

- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 1, Track 63)

- Have Ss read the expressions in the boxes. Explain that the continuous form *having* is used to indicate that the problem is current and (hopefully) temporary. (When *have* means *possess*, it cannot be used in the continuous.) Ask students to guess the meaning of *get on it* (*to deal with or start working on*).
- 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.

Play the audio line by line and have Ss repeat the expressions.

Classware: Disappearing dialogue page xxvi
After doing Part C, follow the steps for *Disappearing dialogue* to practice expressions for problems.

D

- Focus Ss' attention on the pictures. Go over the instructions. Remind Ss to use the expressions from Part C.
- Have Ss work in pairs to practice the conversation, then change roles and practice again.
- Call on several pairs to repeat their conversations for the class.

Extra activity

To have Ss practice with multiple partners, conduct Exercise 1, Part D, as an inner-outer circle activity.

1. Seat Ss in two concentric circles facing each other. Make sure each S is face-to-face with a partner, but far enough from the person that they can get up and move comfortably. If you don't have room in your classroom for a circle, you can also do this activity with rows of Ss facing each other.
2. Tell the inner circle they are working at the front desk and the outer circle they are the customers. Call out the first problem: *The air conditioner isn't working.* Have Ss practice with the person across from them.
3. As soon as you hear conversations winding down, tell the outer circle to stand and move to the next chair so they are facing a new partner. Call out the next problem and have Ss practice with their new partner.
4. After Ss have talked about all four problems (and moved four times), have the circles switch roles. Then repeat the activity.

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2 Pronunciation Linking of same consonant sounds

Learning objective: *Focus on linking of same consonant sounds.*

(CD 2, Track 2)

- Direct Ss' attention to the example sentences. Point out the line linking the same consonant sounds.
- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the linked sound.
- Play the audio again. Have Ss listen and repeat.

3 Listening How can I help you?

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

A (CD 2, Track 3)

- Set the scene. Tell Ss they will hear three people call the front desk of a hotel and report a problem.
- Go over the instructions.
- Play the audio. Have Ss listen and check the problems.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 3)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the answers in the chart.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C (CD 2, Track 4)

- Go over the instructions.
- Play the audio. Have Ss listen and circle *yes* or *no*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking Problems, problems, problems

Learning objective: *Report and respond to problems.*

Classware Tip
Before class, add a blank page. In class, before the role play, have pairs create possible problems to help prepare for the role play. Elicit ideas from Ss and add their ideas to the blank page or have Ss come to the board. Have Ss do the role play using the ideas on the board.

- 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.)
- Draw Ss' attention to the picture. Elicit some of the problems with the hotel room.
- 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 for A and B.
- Model the role play with a volunteer or ask two volunteers to model it for the class. Remind them to use the expressions from Exercise 1, Part C.
- Have Ss work in pairs to role-play the situation. Call on several pairs to perform their role plays for the class.
- Finally, tell Ss to check the "can do" statement if they can report and respond to a problem. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Writing Extension

For practice writing about problems, tell Ss to imagine that their stay at the hotel in Part 4 is over, and they want to write an email to the hotel's headquarters to complain.

1. Provide them with an introductory sentence:
I recently stayed at your hotel in [city], and there were several problems with my room.
2. Have Ss work individually to compose an email.
3. Have Ss read their email to a partner.

Additional practice

For more practice, use:

Workbook	page 36
Self-study CD-ROM	Lesson B

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2 Pronunciation

Listen and repeat. Notice the linking of the same consonant sounds at the end and beginning of words. The sound is pronounced only once.

There's no wireless signal. The bathroom mirror is dirty.

The radio has a broken knob. The table lamp doesn't have a bulb.

3 Listening

A Listen to three people call the front desk at a hotel. Check (✓) the problem.

	Problem	Response	Solved?
1.	☑ She hears a strange noise. ☐ She can't close her windows.	*I'll let someone know right away.*	(yes) no
2.	☑ The TV won't turn on. ☐ There's no battery in the remote.	*I'll get someone to take care of it.*	yes (no)
3.	☑ There isn't any electricity. ☐ The desk lamp needs a new bulb.	*I'll have someone get on it right away.*	(yes) no

B Listen again. How does the man at the front desk respond to the problems? What does he say he will do? Write the sentences in the chart.

C Listen. A hotel worker comes to solve each problem. Does he? Circle *yes* or *no*.

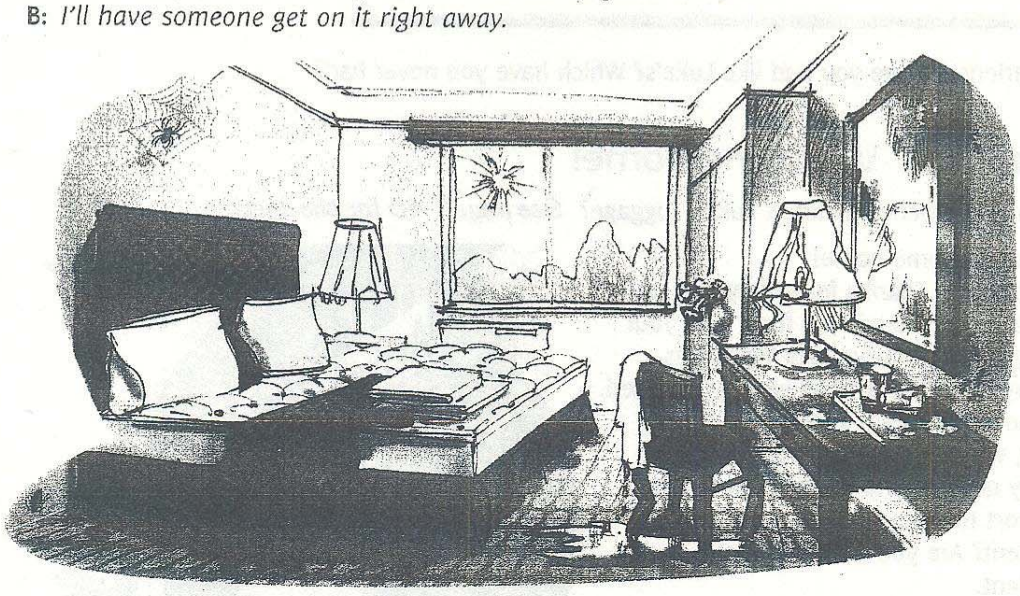
4 Speaking

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

Student A: Call the front desk three times to report three problems in your hotel room.

Student B: You work at the front desk. Answer the phone and respond to each problem.

A: *There's a problem with my room. There are bugs on the wall.*
B: *I'll have someone get on it right away.*



report and respond to a problem.

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6 Travel experiences

1 Vocabulary Travel talk

A Read Luke's travel blog. Complete the chart with the **bold** words in the blog. Then listen and check your answers.

LUKE'S TRAVEL BLOG

Sunday, August 25th

My trip's been full of surprises so far. First, my flight here was **delayed**. I took the next one, and I was **upgraded** to first class! Then I discovered that my visa was **expired**, but I was **issued** one at the airport on arrival. Good thing! But they lost my luggage.

When I went to my two-star hotel, I found out it was **overbooked**. But I had a reservation, and it was **guaranteed**. So they put me in a four-star hotel for the same price.

I read that the museums here are always **packed** and the restaurants are **overrated** and **overpriced**. But I went to a museum early this morning, and there were only a few people there. I even got a **discounted** ticket! After that, I went to a famous restaurant for lunch. It was priced right, and it was the best meal I've ever had.

Good experiences

1. *upgraded*
2. *issued*
3. *guaranteed*
4. *discounted*

Bad experiences

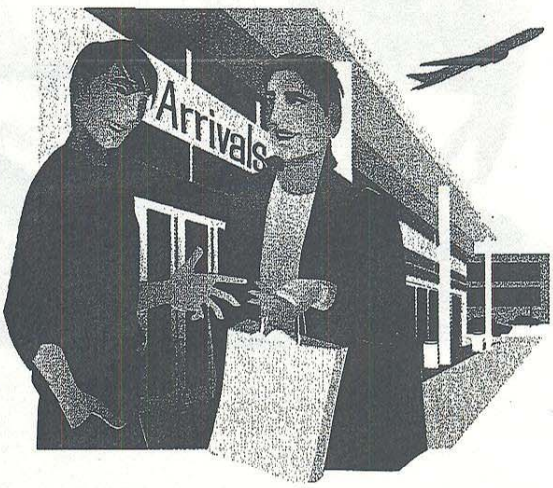
5. *delayed*
6. *expired*
7. *overbooked*
8. *packed*
9. *overrated*
10. *overpriced*

B What experiences have you had like Luke's? Which have you never had?

2 Conversation Welcome home!

A Listen and practice. Where's Luke's luggage? *See page T-48 for the answer.*

Jae-Sun: Luke! Welcome home!
Luke: Hi, Jae-Sun. Thanks for picking me up.
Jae-Sun: That's what friends are for. I read your blog. I can't believe your flight was delayed *and* your hotel was overbooked.
Luke: I know, but things turned out OK.
Jae-Sun: Hey, where's your luggage?
Luke: They never found it! The man at the airport told me to be patient.
Jae-Sun: Patient? Are you serious? You've *been* patient.
Luke: Well, he advised me to call in a few days to check on it. Anyway, look! I got you a souvenir.
Jae-Sun: Really? Thank you!



B Listen to a phone conversation between Luke and the man at the airport. Where is Luke's luggage now? When can he expect his luggage?
See page T-48 for the answers.

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Vocabulary: Travel talk
Grammar: Reporting commands and advice
Speaking: Advice for foreign visitors

1 Vocabulary Travel talk

Learning objective: *Use vocabulary to describe travel experiences.*

Before class, create a text box with definitions for the words in bold in Part A. (e.g., *late, given a better seat, not valid anymore, given, had more people than rooms, definitely mine, full of people, considered better than they actually are, more expensive than they should be, cheaper.*) List the definitions in random order and number them. Save session. In class, before doing Part A, open the text box with the definitions. Have Ss come to the board and write the number of the definition next to the corresponding word in bold. Check the answers with the class.

A (CD 2, Track 5)

- Go over the instructions. Elicit the meaning of *blog* and ask Ss if they read any blogs.
- Have Ss work individually to complete the chart with the bold words in the blog.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the bold words to practice pronunciation. Focus on the pronunciation of the *-ed* endings.

For more practice with the vocabulary:
1. Make a set of index cards for the class with one vocabulary word on each card.
2. Pass out the cards and tell Ss to think of (but not write) a definition or example for the word on their card. Walk around and help as necessary.
3. Have Ss stand and tell another S the definition or example without saying the word. The partner should try to guess the word. Make a card for yourself and participate in the game.
4. After the partners have guessed each other's words, they exchange cards and move on to a new partner.
5. Continue until Ss have spoken to at least five partners.

B

- Have Ss work in pairs to ask and answer the questions.
- Call on individuals to share their experiences with the class.

2 Conversation Welcome home!

Learning objective: *Practice a conversation about a travel problem, see reported commands and advice in context.*

A (CD 2, Track 6)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are the men? Why do you think the man holding the shopping bag doesn't have any luggage?*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class

Luke's luggage is lost

- Before Ss practice a conversation, have them practice the pronunciation of words they may find difficult, e.g., *flight, delayed, overbooked, advised, souvenir.*
- Have Ss work in pairs to practice the conversation.
- Call on a pair to act it out for the class.

B (CD 2, Track 7)

- Go over the instructions.
- Play the audio. Have Ss listen for the answers to the questions.
- Go over the answers with the class.

Luke's luggage is in Mongolia. He can expect it in three or four days

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3 Grammar Reporting commands and advice

Learning objective: *Practice reporting commands and advice.*

(CD 2, Track 8)

- Books closed. Focus on use:
  1. Write on the board: *He said, "Be patient."* and *He told me to be patient.*
  2. Elicit the meaning of the quotation marks in the first sentence (*The words are exactly what he said.*).
  3. Explain that the other sentence is reporting what he said, and may not be an exact quote. Words that we use to report, like *tell*, are called *reporting verbs*.
- Focus on form:
  1. Point to the object pronoun after *told*. Ask: *What other object pronouns could be used here? (You, us, him, her, them.)* Point out that *said* cannot be used with the object pronoun in this position.
  2. Ask Ss to identify the infinitive verb (*to be*).
  3. Write *He told me not to be impatient.* on the board and elicit a rule for the placement of *not* (*It comes before the verb.*).
- Books open. Direct Ss attention to the grammar box. Read the information about reporting verbs and go over the rest of the sentences.
- Refer Ss to the conversation in Exercise 2. Have Ss circle the examples of reported commands and advice.
- Check comprehension. Ask: *What did the man at the airport say to Luke?*
- *Option* Play the Exercise 2, Part B, audio again.
  1. Have Ss listen for two more sentences with reporting verbs. (*But I told the airline to send it to you as quickly as possible.*; *I'll tell them to send it to your home address.*) Go over the answers with the class.
  2. If some Ss missed the sentences, write them on the board and play the audio again so Ss can listen for them.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar activity.
- Have Ss work individually to write the sentences with reporting verbs.
- Go over the answers with the class.

Classware Revealing grammar page xxx
After doing Exercise 3, follow the steps for *Revealing grammar* to review placement of *not* with reporting commands and advice. Hide: *me, not to be, us, not to forget, her, not to carry.*

4 Speaking Good advice

Learning objective: *Report commands and advice.*

A

- 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.
- Give Ss a minute to look at the chart and think about what advice they would give for each topic.
- Have Ss walk around the room and talk to different classmates. Tell them to write the names and advice in the chart.
- *Tip* Use the walk-around activity as an opportunity to get Ss to talk to new people. Give them rules that will force them to mingle, e.g., *You can't talk to anyone who sits at your table.*; *You have to talk to someone you haven't spoken to yet today.*; or, if you have a mixed class, *You have to talk to people who speak a different language.*

B

- Have Ss work in groups to report and discuss the advice in their charts.
- Go around the room and take notes on errors you hear with reported advice. Write the errors on the board and encourage Ss to correct them. Point out the reported advice you heard used correctly.
- Finally, tell Ss to check the "can do" statement if they can report commands and advice. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Extension
For more sentence writing practice, ask Ss to write one of the pieces of advice from their chart on the board using a reporting verb. Go over the sentences with the class, correcting the grammar and discussing whether Ss agree or disagree with the advice.

Additional practice
For more practice, use:

Workbook	pages 37-39
Self-study CD-ROM	Lesson C

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Grammar

These reporting verbs are followed by an object + infinitive. Notice the placement of not.

The man said:

"Be patient."	He **told me to be** patient.
"Don't be impatient."	He **told me not to be** impatient.
"Remember to take your room key."	He **reminded us to take** our room key.
"Don't forget your room key."	He **reminded us not to forget** our room key.
"Call in a few days."	He **advised me to call** in a few days.
"Don't carry a lot of cash."	He **warned her not to carry** a lot of cash.

Look at your friend Maria's travel advice. Rewrite her advice. Use reporting verbs. Then compare with a partner.

1. "Get a good guidebook."	tell	*She told me to get a good guidebook.*
2. "Don't pack too much."	tell	*She told me not to pack too much.*
3. "Buy a youth hostel card."	advise	*She advised me to buy a youth hostel card.*
4. "Get a visa."	remind	*She reminded me to get a visa.*
5. "Don't go out at night alone."	warn	*She warned me to not go out at night alone.*
6. "Keep your passport safe."	tell	*She told me to keep my passport safe.*
7. "Use ATMs to get cash."	advise	*She advised me to use ATMs to get cash.*
8. "Don't forget to write."	remind	*She reminded me not to forget to write.*

Speaking

A Class activity Talk to different classmates. What advice would they give an overseas visitor to their city? Write their names and advice in the chart.

Advice about . . .	Name	Advice
a tourist attraction to avoid	*Diego*	*Don't go to street fairs. They're packed and overrated.*
a "must-see" tourist attraction		
a restaurant to avoid		
the best way to get around		
a good way to save money		

B Group work Imagine you are the overseas visitor. Report the advice you heard. Does everyone agree with the advice?

"Diego advised me not to go to street fairs. They're packed and overrated."

Keep talking!

Go to page 133 for more practice.

I can report commands and advice.

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D My town, the best town

1 Reading

A Do you like to visit new places? What things do you especially like to see and do?

B Read the headings under *Travel essentials* and *Things to see and do*. What topics are covered under *Travel essentials*? What topics are covered under *Things to see and do*?

See page T-50 for the answers.

Welcome to
MEDELLÍN, COLOMBIA
the City of Everlasting Spring

TRAVEL ESSENTIALS

Climate Medellín is located at about 5,000 feet (1,538 meters) above sea level. Its climate is not as hot as other cities located near the equator. The city's average temperature is a pleasant 72°F (22°C). Read more

Getting here Medellín has an international airport, with flights from Miami, New York, Madrid, and many other cities. There are taxis and minibuses from the airport to downtown Medellín. Read more

Getting around The quickest and cheapest way to get around Medellín is with the well-planned metro system. The modern Turibus also goes around the city, showing parks, beautiful neighborhoods, and historical sites. Read more

Where to stay There are many hotels, but hostels are also popular, especially when hotels are overbooked. Many hostels include hot showers, TV, laundry service, free Internet, private lockers, and Spanish lessons. Read more

THINGS TO SEE AND DO

Shopping Medellín is only a few hours from the coffee-growing centers of Colombia. Coffee makes a great souvenir. Medellín is sometimes called the textile capital of the country, but it is not the best place to shop for clothes. Read more

Nightlife The fun-loving people of Medellín love to dance. There are many places around the city to dance. One of the most famous is the Zona Rosa. Most clubs close at 3:00 a.m. Read more

Sightseeing There are world-famous museums in the city, but one "must-see" is the Museo de Antioquia. It has a large collection of art, including paintings and sculptures by Fernando Botero. Read more

Festivals Why not plan a trip around a festival? There's a poetry festival in July, a celebration of lights in December and January, and for two weeks in August, a flower festival – the city's most important cultural event. Read more

C Read the home page. Answer the questions.

1. How can you get from the airport to downtown? *by taxi or minibus*
2. What's the least expensive way to get around the city? *the metro system*
3. What local product would make a great souvenir? *coffee*
4. What's one of the most famous places to go to at night? *the Zona Rosa*
5. What can you find at the Museo de Antioquia? *paintings and sculptures by Fernando Botero*
6. When is the flower festival? *August*

D Imagine you had only one day in Medellín. How would you spend your day?

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Reading: "Welcome to Medellín, Colombia - The City of Everlasting Spring" (a website)
Writing: Creating a home page
Listening: City festivals
Speaking: A plan for a town festival

1 Reading Welcome to Medellín, Colombia - The City of Everlasting Spring

Learning objective: *Read and discuss a website about Medellín, Colombia; develop skills in reading for specific information.*

(CD 2, Track 9)

A

- Elicit answers to the questions. Tell Ss about things that you like to see and do when you travel to a new city.

B

- Set the scene. Ask Ss if they would research a new city on the Internet before they traveled there. Explain that they're going to read the home page of a website about Medellín, Colombia. If you have a map in the classroom, show Ss where Medellín is.
- Go over the instructions. Explain that *essential* means *very important and necessary*. Tell Ss they have one minute to read the headings and look for the answers to the questions.
- Go over the answers with the class.

Travel essentials: climate, getting there, getting around, where to stay
Things to see and do: shopping, nightlife, sightseeing, festivals

C

- Pre-teach any unfamiliar vocabulary.

everlasting lasting forever or for a long time
sites places
textile cloth; fabric
sculptures three-dimensional art, usually carved from stone or wood

- Go over the instructions.
- Have Ss read the article silently and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Elicit any additional vocabulary questions.
- If your Ss enjoy reading aloud, have them work in groups of three or four and take turns reading the paragraphs. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

After doing Part C, zoom section. Have volunteers come to the board and underline the location of the answers in the reading and write the corresponding question number next to the answer in the text.

D

- Have Ss work in pairs to discuss the question.
- Call on individuals to share their ideas with the class.

Have Ss work in small groups to discuss the question in Exercise 1, Part D. Then tell each group to plan a day in Medellín and write up their itinerary. Have a reporter from each group share the itinerary with the class.

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2 Writing Creating a home page

Learning objective: *Write a paragraph about your hometown.*

A

- Go over the instructions.
- Have Ss work in groups to make a list of topics that might appear on the local town's home page. Tell them to refer to Exercise 1 for ideas.

> ***Classware Tip***
> After students brainstorm in Part A, add a blank page on the board. Post Ss' ideas from all groups in this one location. Leave the page showing on the board so everyone can refer to the list while doing Part B.

B

- Go over the instructions. Direct Ss to read the model. Elicit other topic ideas they had and write them on the board.
- Have Ss work in groups to choose the topics for their home page. Tell them that each group member must write about one topic.
- Have Ss work individually to write their paragraphs, but tell them to refer to their group for feedback and assistance.
- Tell Ss to work in their groups to design a home page that includes all of their paragraphs. Ask them to consider how they place the paragraphs and how they will title and illustrate the page.

C

- Go over the instructions.
- Have Ss post their home pages around the room and then walk around to read them. Tell them to choose one home page that best represents their town.
- When Ss have finished reading, have them return to their seats. Call on individuals to explain which home page they felt was most representative and why.

3 Listening City festivals

Learning objective: *Listen for specific information.*

A (CD 2, Track 10)

- Set the scene. Ask Ss if the town they live in or their hometown holds any city festivals and what people do there.
- Go over the instructions.
- Play the audio. Have Ss listen and complete the *Year started* and *Month of the festival* columns of the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 10)

- Go over the instructions.
- Play the audio again. Have Ss listen and write one thing to see or do for each festival.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Play the audio again. Ss listen and check their answers.

C

- Elicit Ss' answers about which festival Ss would most like to attend and why.

4 Speaking A festival to remember

- 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

- Draw Ss' attention to the picture. Ask: *What is she holding?*
- Go over the instructions and the words in the box. Have Ss work in groups to choose a type of festival and the events at the festival.

B

- Call on a representative from each group to share the group's idea with the class.
- Ask Ss which festival they would most like to attend.
- Finally, tell Ss to check the "can do" statement if they can discuss ideas for a festival in their town. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> Have each group make a poster to advertise their festival. Tell them to include the name, date, and list of activities. Ask them to illustrate the poster with artwork or with pictures printed from the Internet.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 40 |
> | Self-study CD-ROM | Lesson D |

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2 Writing

A **Group work** What kind of information might appear on your town's home page? Make a list of topics. Use the topics in Exercise 1 to help you.

B **Group work** Create and design a home page for your town. Have each student write a paragraph about a topic from your list in Part A. Use Exercise 1 and the model to help you.

Shopping

Our town is a shopper's paradise! There is something for everyone, and the prices are great. You can buy textiles, jewelry, and the painted wooden creatures that so many tourists love. . . .

C **Class activity** Post your home pages around the room. Which home page best represents your town?

3 Listening

A Listen to four people talk about city festivals. Complete the second and third columns of the chart.

	Name of the festival	Year started	Month of the festival	One thing to see or do
1.	Milan Melon Festival	*1958*	*September*	*There are races, a large parade, and eating contests.*
2.	Pusan International Film Festival	*1996*	*August, September, or October*	*You can watch different types of films or take part in discussions of the films.*
3.	Historic Center Festival of Mexico City	*1985*	*April*	*There is music, dance, theater, and storytelling. There are art exhibits, museum tours, and games.*
4.	Edinburgh Festival Fringe	*1947*	*August*	*You can see all kinds of plays, classic or new ones. There are also dance performances, children's shows, and music.*

B Listen again. Complete the chart. Write one thing to see or do at each festival.

C Which festival would you most like to attend? Why?

4 Speaking

A **Group work** Plan a festival for your town. Use these ideas or ideas of your own for fun events at the festival.

a contest	a parade
a fashion show	a sporting event

A: Our town is well known for corn.
B: So why don't we have a Corn Festival?
C: We could have a corn-eating contest.

B **Class activity** Share your ideas.



I can discuss ideas for a festival in my town.

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Wrap-up

1 Quick pair review

Lesson A Do you remember? Match the words. You have one minute.

1. fun- *d*	a. tech
2. open- *b*	b. minded
3. densely *f*	c. paced
4. high- *a*	d. loving
5. highly *e*	e. educated
6. well- *i*	f. populated
7. culturally *g*	g. diverse
8. slow- *c*	h. famous
9. world- *h*	i. planned

Lesson B Brainstorm! Make a list of ways to report a problem and respond to a problem. How many do you know? You have two minutes.

Lesson C Test your partner! Give your friend travel advice using commands. Can your partner say the sentence using reported commands or advice? Take turns. You and your partner have one minute.

A: *Make a reservation.*
B: *You told me to make a reservation.*

Lesson D Find out! How would you and your partner answer these questions? You and your partner have two minutes.

- What's the most expensive restaurant in your town?
- What's the best festival in your country?
- What's the most high-tech building in your town?

A: *I think the most expensive restaurant is Sushi King.*
B: *Me, too!*

2 In the real world

What country would you like to visit? What two cities in that country would you like to see? Find information online or in a travel magazine about these cities. Then write about them.

- Which city is more densely populated?
- Which city is slower-paced?
- Which city is cheaper?
- Which city has better weather?

Two Cities in Peru

I'd like to visit Lima and Arequipa in Peru. Lima is more densely populated than Arequipa.

Answers to Warm-up, Part A (page 43)
1. a 2. f 3. c 4. e 5. d 6. b

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1 Quick pair review

Learning objective: *Review two-part adjectives, phrases for responding to and reporting problems, and reporting commands and advice.*

Lesson A Do you remember?

1. Go over the instructions.
2. Have Ss work in pairs to match the words. Set a time limit of one minute.
3. Go over the answers with the class.

Lesson B Brainstorm!

1. Go over the instructions.
2. Have Ss work in pairs. Tell them to write *Ways to report a problem* and *Ways to respond to a problem* on a piece of paper as column heads and then to brainstorm their lists. Set a time limit of two minutes.
3. Call on pairs to share their ideas.
4. Create a class list on the board.

Lesson C Test your partner!

1. Go over the instructions. Read the example with a S.
2. Have Ss work in pairs to take turns giving and reporting travel advice. Set a time limit of one minute.
3. Monitor and correct as needed.

Lesson D Find out!

1. Go over the instructions and the example conversation.
2. Have Ss work in pairs to ask and answer the questions. Set a time limit of two minutes.
3. Tell Ss who finish early to ask more questions about the town or the country.

2 In the real world

Learning objective: *Write a comparison of two cities.*

1. Go over the instructions and the example.
2. Have Ss find the information as an out-of-class assignment. Tell them to write about it at home.
3. When Ss return to class, have them work in pairs or small groups to read what they wrote.

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The way we are

At a glance: Unit overview	Speaking outcomes
LESSON A Who I am Ss learn adjectives to describe traits. They use defining relative clauses.	Ss can . . . talk about character traits.
LESSON B Sorry, but can I ask something? Ss interrupt politely and agree to interruptions.	Ss can . . . interrupt politely and agree to interruptions.
LESSON C Wishing for change Ss learn tips to manage change. They use *wish*.	Ss can . . . talk about present wishes.
LESSON D Alternative therapies Ss read an article about alternative therapies and write about relaxation.	Ss can . . . discuss ways to relax.

Warm-up

Learning objective: *Preview the topic and talk about personality.*

Classware Tip
In class, books closed. Zoom the page so that only the pizza and the words on the pizza are showing. Have Ss work in pairs and discuss what they think the unit might be about. Elicit ideas from Ss. Do Part A. Reveal the *Pizza and you* box. Do Part B. Then ask Ss if they've changed their mind about the topic of the unit. Elicit a possible unit title and then reveal the unit title on the page.

A

- To introduce the topic of character traits, ask Ss to think of three words they would use to describe their personalities. Call on individuals to share one of their words with the class.
- Direct Ss' attention to the picture. Have Ss look at the picture and check their favorite part of the pizza.
- Ask several Ss to share what they checked.

B

- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class. Ask Ss why they do or don't think personality tests are valid.
- *Option* Do the activity as a class.

- Tell Ss that they will learn how to talk and write about character and lifestyle in this unit. Point out the Unit 6 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Extension

In this unit, Ss will be using adjectives to describe people's personalities. Prepare them for this by helping them brainstorm the words they already know.

1. As a class, brainstorm a list of famous people (living or historical) and / or characters from movies and write their names on poster paper.
2. Have Ss work in groups to write adjectives to describe the people. Encourage them to use as many different adjectives as they can. Remind them that they are talking about character, not about physical appearance.
3. Elicit the words from each group and write them next to the person they describe. Post this list to refer to later in the unit.

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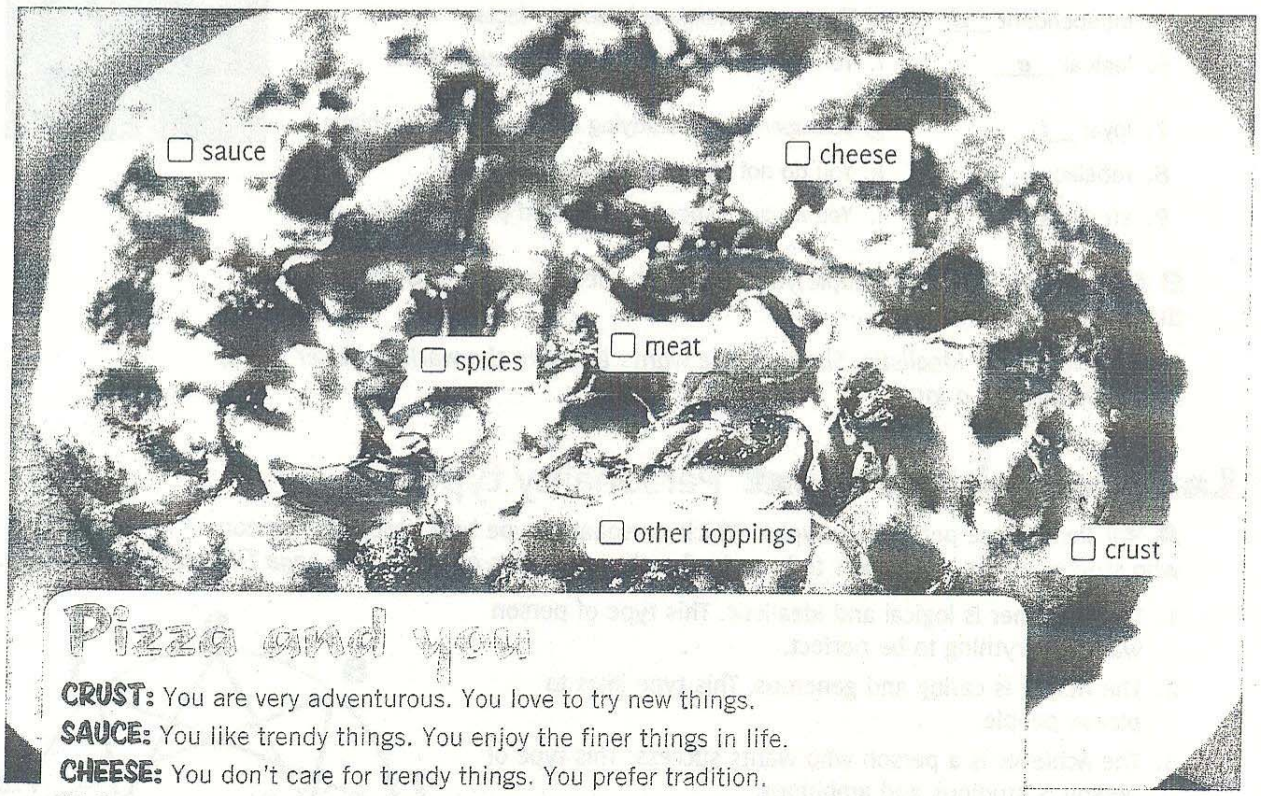
The way we are

Warm-up



Pizza and you

CRUST: You are very adventurous. You love to try new things.
SAUCE: You like trendy things. You enjoy the finer things in life.
CHEESE: You don't care for trendy things. You prefer tradition.
SPICES: You enjoy traditional and modern things equally.
MEAT: You are strong and like to be in control of any situation.
OTHER TOPPINGS: You make changes easily. You like everyone and everything.

Source: Adapted from www.blogthings.com/whatsyourpizzapersonalityquiz

A Look at the picture. What is your favorite part of a pizza? Check (✓) the box.

B Read the *Pizza and you* box. What does your answer in Part A show about your personality? Do you agree? Do you think personality tests like this can tell you about your personality?

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A Who I am

1 Vocabulary Character traits

A Match the adjectives and the descriptions. Then listen and check your answers.



1. competitive *b*
2. energetic *c*
3. idealistic *a*
4. imaginative *f*
5. independent *d*
6. logical *e*
7. loyal *i*
8. rebellious *h*
9. studious *g*

a. You believe you can make good things happen.
b. You want to be better than everyone else.
c. You are active and enthusiastic.
d. You think and act without help from others.
e. You make decisions based on facts.
f. You always think of new and creative ideas.
g. You spend time studying and learning new things.
h. You do not follow other people's rules.
i. You always support people and places you know.

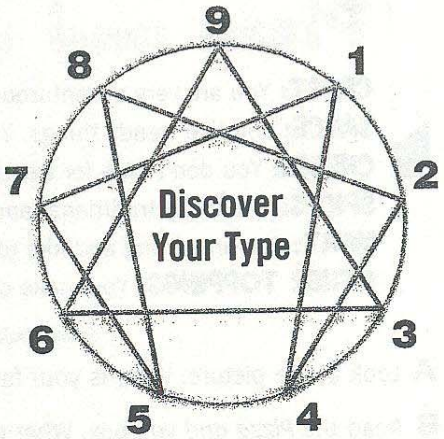
B Pair work Describe people you know with these traits. How do they show these traits?

"My friend is very idealistic. She says she wants to make the world a better place, so she volunteers a lot."

2 Language in context Personality types

A Read these personality types. Which personality type best describes someone who studies all the time? likes to have fun? makes decisions quickly? *See page T-54 for the answers.*

1. The **Reformer** is logical and idealistic. This type of person wants everything to be perfect.
2. The **Helper** is caring and generous. This type likes to please people.
3. The **Achiever** is a person who wants success. This type of person is studious and ambitious.
4. The **Individualist** is sensitive and often quiet. This type likes to be independent.
5. The **Investigator** is curious and creative. This is a person who is always questioning things.
6. The **Loyalist** is hardworking, responsible, and extremely loyal. This is someone that people can trust.
7. The **Enthusiast** is optimistic and spontaneous. This type of person is cheerful and fun-loving.
8. The **Challenger** makes decisions that other people find difficult to make. This type is confident and powerful.
9. The **Peacemaker** dislikes situations which create conflict. This type is easygoing and agreeable.



Source: Adapted from www.enneagraminstitute.com

B What about you? What personality type are you?

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Vocabulary: Character traits
Grammar: Defining relative clauses
Speaking: Discussion about job and personality matches

1 Vocabulary Character traits

Learning objective: *Use vocabulary for character traits.*

A (CD 2, Track 11)

- Direct Ss' attention to the chart. Explain that each of the adjectives describes a personality or character trait.
- Go over the instructions. Have Ss work individually to match the adjectives and definitions.
- Have Ss check their 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: Show the word! page xxx

After doing Part B, follow the steps for *Show the word!* to practice vocabulary for character traits. Instead of saying a hidden word, read a definition from the column on the right. Have the S at the board highlight the corresponding vocabulary word from the column on the left.

B

- Go over the instructions.
- Have Ss work in pairs to describe people they know.
- Call on individuals to share their ideas with the class.

Extension

Ask Ss to use the adjectives to describe famous people or characters from movies. If you created a list during the *Warm-up* activity, have Ss add these adjectives in appropriate places on the list.

2 Language in context Personality types

Learning objective: *See use of defining relative clauses in context.*

A (CD 2, Track 12)

- Direct Ss' attention to the chart to set the scene. Explain that each number on the circle refers to one of the personality types described on the left. They are placed around a circle because every personality is equal – one is not better than another. Everyone has traits from more than one personality, but one type is dominant in each individual.
- Go over the instructions.
- Play the audio. Have Ss read and listen for the answers to the questions.
- Go over the answers with the class. Elicit any vocabulary questions.

The Achiever describes someone who studies all the time.
The Enthusiast describes someone who likes to have fun.
The Challenger describes someone who makes decisions quickly.

Culture! xxx

Point out that different cultures may place somewhat higher value on different traits. For example, in the United States, competitiveness and independence are more highly valued than they may be in some countries. Ask Ss which traits they think are most highly valued in their cultures.

B

- Have Ss discuss the question in pairs.
- Elicit answers from individuals.
- Take a class poll to discover how many students there are of each personality type.

Classware: Swipe and guess page xxx

Before class, use the black pen to cover the vocabulary words in bold. After doing Part B in class, follow the first two steps for *Swipe and guess*. Call out one of the (covered) words. The S at the board reads the definitions and then swipes to erase the hidden word he or she thinks is a match. Continue with steps 4–6 of *Swipe and guess*.

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3 Grammar Defining relative clauses

Learning objective: *Practice defining relative clauses.*

(CD 2, Track 13)

- Books closed. Write the first two sentences from the grammar box on the board, but omit the word *that*. *The Achiever is a person who wants success. The Peacemaker dislikes situations which create conflict.*
- Focus on use. Underline the relative clause in each sentence and ask Ss what it describes. Elicit the purpose of the clause (*to give more information about the noun*).
- Focus on form:
  1. Point out that the relative pronoun is right next to the noun it describes.
  2. Ask Ss which relative pronoun is used for people and which is used for things.
  3. Write *that* above *who* and *which*, and tell Ss that *that* can be used for both people and things.
  4. Have Ss identify the verb in the relative clause. Point out that the relative pronoun is the subject of the verb and cannot be removed from the sentence.
- Write the second set of sentences from the grammar box on the board with the relative pronouns in parentheses. Have Ss identify the verb in the relative clause for these sentences and find its subject.
- Show Ss that if the relative clause were a sentence, the pronoun would represent an object. Write: *People can trust them.* Explain that when the relative pronoun is the object, it can be removed from the sentence. Erase the relative pronoun and have the Ss read the sentences without it
- Books open. Have Ss silently read the information in the grammar box.
- Refer Ss to the description of personality types in Exercise 2. Have Ss underline the defining relative clauses.
- Check comprehension. Ask: *What kind of person is a Reformer? An Achiever? What does a Challenger do? What does a Peacemaker dislike?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions for the grammar activity.
- Have Ss work individually to complete the sentences with *who* or *which*. Remind Ss that all of the sentences can use *that*.

B

- Go over the instructions. Remind Ss that *that* can be omitted if it is the object of the relative clause.
- Have Ss work individually to cross out the relative pronouns if they are optional.
- *Option* Have Ss look back at Exercise 3A, and identify which relative pronouns can be removed (*1, 4, 6*).

C

- Have Ss work in pairs to compare their answers to Part A and Part B.
- Go over the answers with the class.
- Ask Ss to work in pairs to use their own information to complete each sentence in several different ways.
- Call on Ss to share information about their partners: *Sonia likes people who she can rely on.*
- *Option* Have Ss write one of their sentences on the board.

4 Speaking Personality and jobs

Learning objective: *Talk about character 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.
- Have Ss work in pairs to match personality types to jobs. Tell them to be prepared to explain their choices.
- Call on Ss to share and explain their choices.

B

- Go over the instructions and the example. Point out the relative clause in the example.
- Have Ss work in groups to discuss the questions.
- As groups are working, go around the room and take notes on errors you hear with relative clauses, as well as correct use of relative clauses. Write the errors you heard on the board. Encourage Ss to correct them. Then point out relative clauses that you heard used correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about character traits. 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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Grammar – Defining relative clauses

Defining relative clauses supply essential information about a noun. They answer the questions "what kind" or "which one(s)." Use the pronouns who *or* that *for people. Use* which *or* that *for things.*

The Achiever is a person **who / that wants success.**
The Peacemaker dislikes situations **which / that create conflict.**

The relative pronouns are optional when they are the object of the relative clause.

The Loyalist is someone **(who / that) people can trust.**
The Challenger makes decisions **(which / that) other people find difficult to make.**

A Complete the sentences with *who* or *which.*

1. My sister has a rebellious side ___*which*___ my parents never see.
2. I like friends ___*who*___ are easygoing and loyal.
3. I hardly ever do things ___*which*___ are spontaneous.
4. I have idealistic views ___*which*___ some people can't understand.
5. I was a studious child ___*who*___ was also very energetic.
6. My brother is a person ___*who*___ other people find competitive.

B Cross out *who, which,* or *that* when it's optional.

1. I'm the kind of person ~~that~~ other people think is very logical about things.
2. I can make decisions ~~that~~ others find difficult to make.
3. Do you think you have any personality traits ~~which~~ people dislike?
4. What would be a good job for someone who is independent and responsible?

C Pair work Compare your answers in Parts A and B. Then complete these sentences with your own information.

I like people who . . .
I like to do things which . . .
I'm someone that other people . . .

Speaking

A Pair work Look at the personality types in Exercise 2. Which personality type(s) would be good for these jobs?

a businessperson	a musician	a police officer	a politician	a teacher

B Group work What kind of job do you think would be good for you? What are your character traits that would help you succeed?

"I'm a person who likes to be independent. I'd be good at a job that lets me work at home."

Keep talking!

Go to page 136 for more practice.

talk about character traits.

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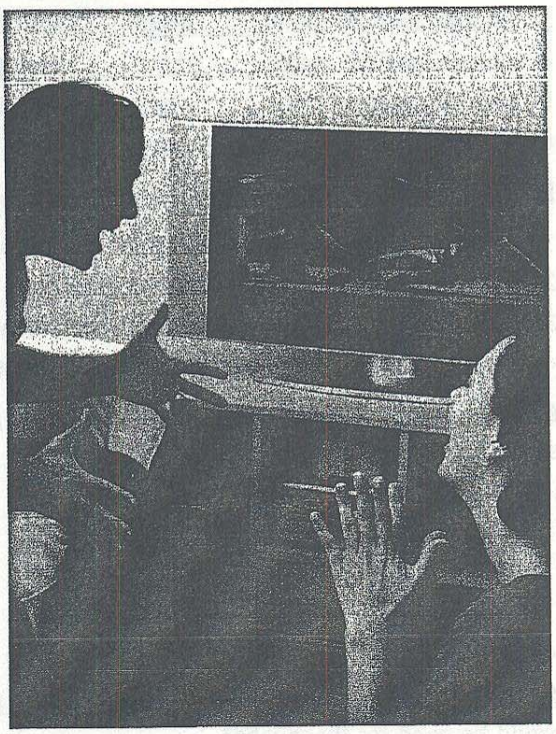
B Sorry, but can I ask something?

1 Interactions Interruptions

A Do you ever interrupt friends who are talking? What do you say to interrupt them? When is it OK to interrupt someone, and when is it impolite?

B Listen to the conversation. Why does Carol interrupt Kevin? Then practice the conversation. *See page T-56 for the answer.*

Kevin: Did you see that? I can't believe he's safe!
Carol: What a great play! He's one of the most competitive players I've ever seen. Why do you think some people are so competitive?
Kevin: Well, maybe he's the middle child.
Carol: What do you mean?
Kevin: People who have an older and younger brother or sister are often very competitive. I just read something about that. And people who –
Carol: Sorry, but can I ask something?
Kevin: Sure. Go ahead.
Carol: Where did you read that? That's crazy.
Kevin: In a psychology magazine. I can show you. Anyway, as I was saying . . . the youngest person in the family is often the most outgoing and confident.
Carol: That's me! Maybe it's not so crazy.



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

Interrupting politely	Agreeing to an interruption
Sorry, but can I ask something?	*Sure. Go ahead.*
I'm sorry, but could I ask one thing?	Yeah, of course.
Before you go on, could I ask something?	OK. Sure.

D Pair work Number the sentences from 1 to 6. Then practice with a partner.

5 **A:** What about friends?
1 **A:** Do you think a husband and wife should have similar personalities?
3 **A:** Well, before you go on, could I ask something else?
6 **B:** I think it's different with friends. But husbands and wives have to have some interests in common.
2 **B:** Similar personalities? No, it's better to be different. But I also think . . .
4 **B:** OK. Sure.

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Interactions: Interrupting politely; agreeing to an interruption
Pronunciation: Stress in thought groups
Listening: Type A and Type B personalities
Speaking: Discussion about personality

1 Interactions Interruptions

Learning objective: *Interrupt politely and agree to an interruption.*

A

- Direct Ss' attention to the picture to set the scene. Ask: *What are they doing? Why do you think they're excited?*
- Read the questions. Discuss them as a class. Write the Ss' ideas for how to interrupt someone on the board. Review them after Exercise 1, Part C.

B (CD 2, Track 14)

- 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.

Carol interrupts Kevin to ask where he read that about middle children.

- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 2, Track 15)

- Have Ss read the expressions in the boxes. Explain that the first two expressions for interrupting politely are very useful for interrupting not just conversations, but also actions, for example, when students want to get the attention of a busy receptionist. Be sure they understand that *go on* in the final expression means *continue speaking* (and doesn't mean *go*).
- 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.
- Play the audio line by line and have Ss repeat the expressions. Focus on the rising intonation at the end of the questions.

Classroom Language switch page xxix
After doing Part C, follow the steps for *Language switch*, Option 2, to practice expressions for interruptions. Hide: *Sorry, but can I ask something?* and *Sure. Go ahead.*

D

- Go over the instructions.
- Have Ss work in pairs to number the sentences from 1 to 6.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.
- Ask Ss to continue the conversation using their own ideas.
- After Ss have learned a functional language expression that could be useful in the classroom, e.g., *Sorry, but can I ask something?* write the expression on a large card for easy review later. Post a different card every day and encourage Ss to try and use that expression at some time during the class period.

Extra activity

To provide more practice with interrupting and accepting interruptions, have Ss prepare a simple personal story to tell their classmates.

1. Tell Ss to choose something easy for them to talk about, e.g., *what they did the day before or the previous weekend*. Give them a minute to think about it.
2. Have Ss work in groups to take turns telling their stories and practicing interrupting each other with requests for more information.
3. Walk around and observe any difficulties that Ss have with interrupting or accepting interruptions. Go over the issues with the class.

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2 Pronunciation Stress in thought groups

Learning objective: *Focus on stress in thought groups.*

A (CD 2, Track 16)

- Direct Ss' attention to the sentence and the slashes separating the thought groups.
- Play the audio. Have Ss listen, paying particular attention to the thought groups.
- Play the audio again. Have Ss listen and repeat.

B (CD 2, Track 17)

- Go over the instructions.
- Play the audio. Have Ss listen and mark the stressed word in each thought group.
- *Option* Play the audio again. Have Ss listen and repeat.
- Have Ss practice the sentences in pairs.
- Elicit the parts of speech of the stressed words (*They are usually, though not always, nouns, verbs, and adjectives.*).

3 Listening Type A and Type B personalities

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

A (CD 2, Track 18)

- Set the scene. A woman is giving a class presentation. Her classmates interrupt her to ask questions.
- Go over the instructions.
- Play the audio. Have Ss listen for the number of interruptions.
- *Option* Play the audio again if needed.
- Go over the answer with the class.

Answer
Her classmates interrupt her two times.

B (CD 2, Track 18)

- Go over the instructions.
- Play the audio again. Have Ss listen and check the adjectives in the chart.
- 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 questions with the class.
- Have Ss work in pairs to discuss the questions.
- Call on Ss to share their ideas with the class.
- *Option* Discuss the questions as a class.

4 Speaking Opinions on personality

Learning objective: *Interrupt politely and agree to interruptions.*

- 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. Read the topics in the chart aloud. Emphasize that Ss only need to take notes on one topic.
- Have Ss work individually to write notes in the chart.

B

- Put Ss in groups and go over the instructions.
- Have Ss work in groups to discuss the topics. Each group member should take turns starting a discussion. The others should interrupt politely.
- *Tip* When Ss are having group conversations, monitor from a distance. It's important to pay attention and provide feedback on Ss' conversation skills, but if you stand too close to the groups, they will be focused on you rather than on speaking to each other.
- Finally, tell Ss to check the "can do" statement if they can interrupt politely and agree to interruptions. 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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Pronunciation

A Listen and repeat. Notice how long sentences are divided into shorter thought groups. The most important word in each thought group receives stronger stress.

Why do you **think** / **some** people / are so **competitive**?

B Listen. Mark the stressed word in each thought group. Then practice with a partner.

1. Before you go on / could I ask something?
2. And the youngest person / in the family / is often / very outgoing / and confident.

Listening

A Listen to Emily give a presentation on Type A and Type B personalities. How many times do her classmates interrupt? *See page T-57 for the answer.*

B Listen again. How does Emily describe each personality type? Check (✓) the words.

Type A		Type B	
☐ independent	☑ impatient	☑ easygoing	☑ imaginative
☑ hardworking	☐ energetic	☑ patient	☑ relaxed
☑ ambitious	☑ competitive	☐ logical	☐ idealistic

C Do you know someone who has a Type A personality? Do you know someone who has a Type B personality? How are they different? How are they the same?

Speaking

A Choose a topic and take notes to prepare for a discussion.

Topic	Notes
1. Three qualities of a great friend	
2. Three good character traits	
3. Three reasons people are competitive	

B **Group work** Begin a discussion on your topic. Interrupt one another politely to add to the discussion.

A: *A great friend is someone who is loyal and always ready to help.*
B: *Before you go on, could I ask something?*

interrupt politely.
agree to an interruption.

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6 Wishing for change

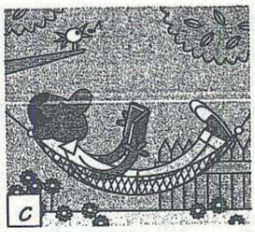
1 Vocabulary Tips to manage stress

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

a. balance work and play	c. find time to relax	e. live within a budget
b. be more organized	d. lead a healthier lifestyle	f. manage time better



1. e

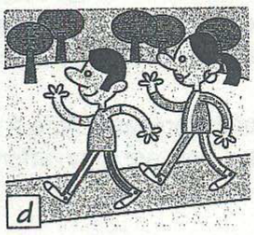

2. c


3. b



4. f


5. a


6. d

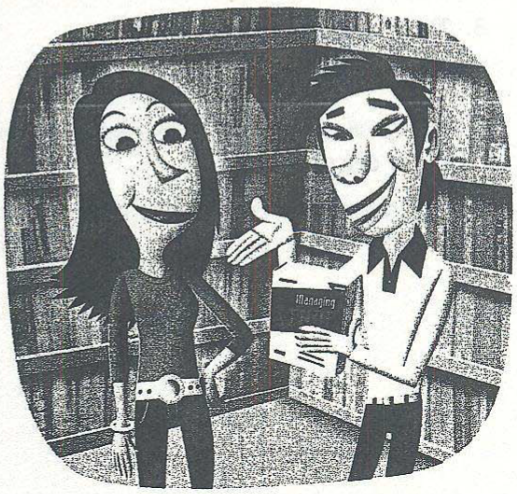
B Pair work Which tips in Part A would help you? Why?

"I want to balance work and play. I work all the time. I don't have time to relax."

2 Conversation Stressed out

A Listen to the conversation. Why is Rosa stressed out? *See page T-58 for the answer.*

Rosa: How was your weekend?
Chul: Great. I saw a movie, finished a great novel, and went out with friends.
Rosa: Where do you find time to relax like that? I wish I had more free time.
Chul: What's keeping you so busy?
Rosa: Work and school, mostly. I wish there were more hours in the day.
Chul: Listen, I have this book. It's about ways to manage stress. It has great tips on managing your time better.
Rosa: Like what?
Chul: Well, for example, it recommends making a plan of what you want to achieve each day.
Rosa: I wish I could read it now, but it's not part of my plan! I don't have the time.



B Listen to the rest of the conversation. What causes Chul stress? What is he doing about it? *See page T-58 for the answer.*

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Vocabulary: Tips to manage stress
Grammar: *Wish*
Speaking: Information exchange about making wishes

1 Vocabulary Tips to manage stress

Learning objective: *Use tips to manage stress.*

A (CD 2, Track 19)

1. Ask Ss if they have a lot of stress and what they think causes their stress.
2. Direct Ss' attention to the phrases in the box and the pictures. Explain that the pictures show different ways of managing stress.
3. Go over the instructions.
4. Have Ss work individually or in pairs to match the pictures and the phrases.
5. Have Ss check answers with a partner.
6. Play the audio. Have Ss listen and check their answers.
7. Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

B

1. Go over the instructions and the example.
2. Have Ss work in pairs to discuss which stress-management tips would help them and why.
3. Call on individuals to share their ideas with the class.

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary on tips to manage stress.

For further practice talking about stress and tips to relieve it, have Ss write problems on strips of paper.

1. Put them in groups. Collect the strips from each group member and pass them to a different group.
2. Have the groups decide on a piece of advice for each problem.
3. Call on a reporter from each group to share one problem they received and the advice they gave.

2 Conversation Stressed out

Learning objective: *Practice a conversation about managing stress, see present wishes in context.*

A (CD 2, Track 20)

1. Direct Ss' attention to the picture to set the scene. Ask: *Where are they? Why do you think the woman is smiling?*
2. Go over the instructions.
3. Play the audio. Have Ss answer the question as they listen and read silently.
4. Go over the answer with the class.

Rosa is stressed out because she doesn't have enough free time / is too busy with work and school.

5. Have Ss work in pairs to practice the conversation.
6. Call on two pairs to act it out for the class.

B (CD 2, Track 21)

1. Go over the instructions.
2. Play the audio. Have Ss listen for the answers to the questions.
3. Go over the answer with the class.

Chul is stressed because he is having a hard time living within his budget.

4. Write this question on the board and have Ss listen again for the answer: *What are Chul and Rosa going to do this weekend?*
5. Elicit Ss' opinions about Chul and Rosa's stress management. Ask: *Do you think making a plan for what you want to achieve each day is a good idea? Do you do that? What else can Chul do to stay within his budget?*

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3 Grammar *Wish*

Learning objective: *Practice present tense wishes.*

(CD 2, Track 22)

- Direct Ss' attention to the grammar box. Read aloud the explanation of present tense wishes and the example sentences.
- Focus on use. Ask: *Does a wish express something that is true right now or something that is not true right now? (Something that is not true right now.)* Explain: *When I wish for something, I feel like it's probably not possible. For example,* I wish I had time to go to the party *means "I don't have time."*
- Focus on form:
  1. Have Ss identify the verb in each true sentence and its corresponding wish sentence. Discuss the differences in the verbs. Present tense verbs become past tense, affirmative verbs become negative, and negative verbs become affirmative.
  2. Call out the beginnings of the wish sentences and elicit new endings: *I wish I didn't have to ____.; I wish I had ____.; I wish I could ____.; I wish I weren't ____.; I wish I were ____.*
- Refer Ss to the conversation in Exercise 2. Have Ss underline the examples of wishes.
- Check comprehension. Ask: *Does Rosa have much free time? Why is she so busy? Can she read the book now?*
- 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 grammar to express wishes. For more of a challenge, have Ss try it with their books closed.

A

- Go over the instructions.
- Have Ss work individually to complete the sentences with the past form of the verbs.
- *Option* For Exercise 3, Parts A and B, ask Ss who finish early to write a present tense wish sentence on the board.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to write a wish for each sentence.
- Go over the answers with the class.
- *Tip* When answers are complete sentences, call on Ss to write them on the board. Seeing a complete answer helps Ss check their work accurately, and having them write the sentences helps you spot and discuss common errors.

C

- Go over the instructions.
- Have Ss work in pairs to compare answers and discuss which sentences are true for them.
- Go over the answers with the class. Then call on Ss to share which wishes were true for them.

4 Speaking Make a wish.

Learning objective: *Talk about present wishes.*

- 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. Elicit examples of possessions and skills or abilities.
- Have Ss work individually to write three wishes.

B

- Have Ss work in groups to share their wishes.
- Call on a reporter from each group to tell the class some of the wishes they talked about.
- *Option* Ask the group members to find one wish they all have in common (that is not related to learning English). Have them write that wish on the board.
- Finally, tell Ss to check the "can do" statement if they can talk about present wishes. 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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Grammar

Use wish + *a past tense verb to talk about present wishes. For wishes with the verb* be, *use* were *with both singular and plural nouns and pronouns.*

I **have to** study.	→	I wish I **didn't have to** study.
I **don't have** enough free time.	→	I wish I **had** more free time.
I **can't** read it now.	→	I wish I **could** read it now.
I **am** so busy.	→	I wish I **weren't** so busy.
I **am not** very organized.	→	I wish I **were** more organized.

A Complete the sentences with the past form of the verbs.

1. I wish I *didn't worry* (not / worry) so much.
2. I wish I *could find* (can find) more time to relax.
3. I wish I *did* (do) better in school.
4. I wish my schedule *were not* (not / be) so full.
5. I wish I *didn't have* (not / have) to do chores every day.
6. I wish my brother *could visit* (can visit) me this week.

B Write sentences with *wish* and the phrases in the box.

balance work and play	be more organized	lead a healthier lifestyle
be more easygoing	be more studious	manage time better

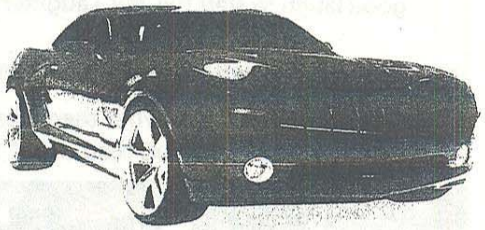
1. I'm always late for everything. *I wish I could manage time better.*
2. I get stressed over little things. *I wish I were more easygoing.*
3. I don't get enough exercise. *I wish I could lead a healthier lifestyle.*
4. I'm not an organized person. *I wish I were more organized.*
5. I have trouble concentrating on my studies. *I wish I were more studious.*
6. I can't find time to relax. *I wish I balanced work and play.*

C Pair work Compare your sentences in Parts A and B. Which sentences are true for you?

Speaking

A Do you wish you could change any of these things? Write down three wishes.

my friends and family	my possessions
my personality	my school or job
my clothes	my skills and abilities



B Group work Share your wishes.

A: *I wish I had a car.*
B: *Me, too! I wish I could get a sports car.*
C: *I wish I had a driver's license!*

Keep talking!

Go to pages 138–139 for more practice.

talk about present wishes.

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D Alternative therapies

1 Reading

A Are alternative therapies popular where you live? Have you ever tried one?

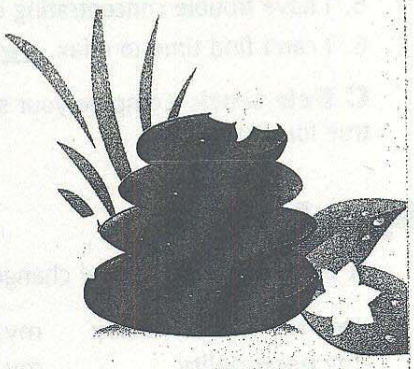
B Read the article. Which of these therapies are used in hospitals? *See page T-60 for the answer.*

THERAPIES THAT WORK!

Aromatherapy helps calm stress with pleasant smells. Some smells relax people. Others make people more energetic. Popular scents include fruit, grasses, and flowers. In Japan, engineers have created aroma systems in public buildings. They send different scents into the air to create a better environment. For example, customers who are waiting in long lines at some banks might smell fresh flowers to help them relax.

Pet therapy uses animals to help calm and comfort people, especially young patients in hospitals and older people in nursing homes. The animals are brought to the hospitals and homes so that patients can see and touch them. This has an amazingly relaxing effect. Pet therapists usually use dogs and cats, but sometimes rabbits, birds, horses, and even llamas are used.

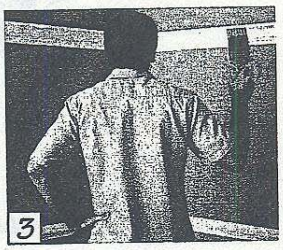
Color therapy uses colors to change your mood and emotions. Color therapists believe that the colors around you can affect you in different ways. For example, the color blue can relieve pain, and the colors red and orange can make you energetic. Some therapists even believe different parts of the body are influenced by different colors. They believe that having the right colors around you can help you get better when you are sick.



Humor therapy helps you find ways to laugh or smile. Laughter reduces stress and fear and anger. Many hospitals encourage their nurses to laugh with their patients, or put funny pictures on the walls. In India there are "laughing clubs" where people come together in the morning to tell funny stories, just to have a good laugh to start the day. Laughter is often the best medicine.

C Read the article again. What therapies are pictured? Number the pictures from 1 to 4 in the order you read about them.









D What do you think of the therapies? Would you like to try any of them? Do you think they work? Do you think they could be harmful in any way?

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Reading: "Therapies That Work!" (an article)
Listening: Guided imagery
Writing: About relaxation
Speaking: Brainstorm creative ways to relax

1 Reading Therapies That Work!

Learning objective: *Read and discuss an article about alternative therapies; develop skills in reading for main ideas and specific information.*

(CD 2, Track 23)

A

Elicit answers to the questions. Write the names of any alternative therapies Ss know about on the board.

Variation Tip

Before class, use the black pen on thickest setting to cover the names of each type of therapy. List the therapy types in random order in a text box. Save. In class, books closed for Part A. Instead of doing Part B, have Ss read the text and determine which therapy corresponds with which section of the text. Have volunteers come to the board and make the matches. Then erase annotations to show actual headings.

B

Pre-teach any unfamiliar vocabulary.

Vocabulary

aroma scent, smell
affect influence
relieve ease, make better

Go over the instructions. Have Ss read the article and answer the question.

Elicit the answers.

pet therapy and humor therapy

If your Ss enjoy reading aloud, have them work in groups of four and take turns reading the sections of the article. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

Variation Tip

To help Ss absorb the information from the reading, and as a change of pace, jigsaw the reading before Ss read the whole thing.

1. Put Ss in groups and tell them to decide who will be Student 1, 2, 3, and 4.
2. Have all the 1s raise their hands. Tell them they are going to read the first paragraph on Aromatherapy. Assign the rest of the paragraphs in the same way. Tell Ss to study their paragraph so that they are prepared to talk about the information, but not to read the other paragraphs.
3. Have Ss study their paragraphs. Then tell them to close the books and share the information they read. Encourage them to ask each other questions.
4. After they have shared the information, have them open their books and read the entire article.

C

Go over the instructions.

Have Ss work individually to read the article again and number the pictures from 1 to 4.

Have Ss compare answers with a partner.

Go over the answers with the class. Answer any additional vocabulary questions.

D

Go over the questions.

Have Ss work in pairs to discuss their answers to the questions.

Call on individuals to share their opinions with the class.

Discuss the questions as a class.

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3 Listening Guided imagery

Learning objective: *Develop skills in listening for the main idea and specific information.*

A (CD 2, Track 24)

- Set the scene. Ask Ss' to look at the choices and guess what *guided imagery* means.
- Play the audio. Have Ss listen and check the answer.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

B (CD 2, Track 24)

- Go over the instructions.
- Ask Ss to read the sentences before they listen.
- Play the audio again. Have Ss check the true sentences.
- Go over the answers with the class.
- *Option* Play the audio again if needed.

C (CD 2, Track 25)

- Tell Ss to relax, listen, and follow the directions.
- Elicit how Ss feel after the guided imagery experience.

2 Writing About relaxation

Learning objective: *Write a paragraph about relaxation.*

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

A

- Go over the instructions and the model paragraph.
- Read the questions. To help Ss get started, tell them some of your own answers and elicit some answers from volunteers.
- Have Ss work individually to write their paragraphs.

B

- Have Ss work in pairs to read each other's paragraphs.
- Ask them to talk about any similarities in the things they do to relax.
- Elicit any similarities the partners came up with.

4 Speaking Relaxing creatively

- 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

- Draw Ss' attention to the picture. Ask Ss if they feel relaxed when they watch fish in an aquarium.
- Go over the instructions.
- Have Ss work in groups to discuss the different methods of relaxing.
- Elicit which methods are the most popular in each group.

B

- Have Ss continue working with their groups to brainstorm more ways of relaxing.
- Elicit the groups' ideas. Then discuss as a class which ideas would and wouldn't work for the Ss.
- Finally, tell Ss to check the "can do" statement if they can discuss ways to relax. 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 Listening

A - Listen to a therapist discuss guided imagery. What is guided imagery? Check (✓) the answer.

☐ a way to see new things ☑ a way to reduce stress ☐ a way to practice aromatherapy

B - Listen again. Check (✓) the true sentences.

1. ☑ Guided imagery uses your imagination.
2. ☐ One of the best things to use it for is to reduce pain.
3. ☐ You can only use the technique with a therapist.
4. ☑ It's important to be in a comfortable place.
5. ☑ Some people think it can help you learn.

C - Listen to an exercise in guided imagery, just for fun. Follow the directions. How do you feel after listening?

3 Writing

A What do you do to relax? Write about it. Use the questions and the model paragraph to help you.

- What techniques have you tried to help you relax?
- What worked?
- What didn't work?
- What do you wish you could try to help you relax?

Relaxing

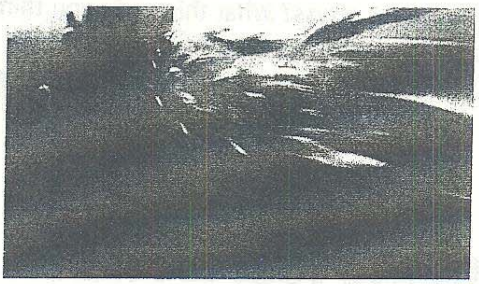
My job is very stressful, so when I have some free time, I try to do things to help me relax. I've tried yoga and baking. Yoga really helps me relax my body and my mind, and I do it twice a week. Baking didn't work for me because I made a big mess in the kitchen, so I got more stressed because of that. I wish I could . . .

B Pair work Share your writing. Do you do similar things to relax?

4 Speaking

A Group work Look at the ways that some people relax. Which do you think would work for you? Which wouldn't? Why not?

watching fish	painting
baking	shopping
cleaning the house	singing in the shower
dancing	watching a horror movie
keeping a journal	watching the stars
keeping a pet	writing poetry
listening to rock music	yelling alone in a forest



A: *I think watching fish would help me relax.*
B: *Me, too. But writing poetry wouldn't. That would be stressful for me.*

B Class activity Brainstorm other creative ways to relax. Share them with the class.

. . . discuss ways to relax.

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Wrap-up

1 Quick pair review

Lesson A Find out! Which two family members do both you and your partner have with these character traits? You and your partner have two minutes.

- A family member who is competitive
- A family member that's very loyal
- A family member who is idealistic and imaginative

A: *I have a brother who is competitive. Do you?*
B: *No, but my aunt is competitive.*
A: *So is my aunt!*

Lesson B Do you remember? Check (✓) the expressions that show interrupting politely. You have one minute.

1. ☑ Sorry, but can I ask something?
2. ☐ Oh, really? I'm not sure about that.
3. ☐ Sure. Go ahead.
4. ☑ I'm sorry, but could I ask one thing?
5. ☑ Before you go on, could I ask something?
6. ☐ I'll let someone know right away.

Lesson C Guess! Tell your friend about a problem. Can your partner guess what you wish? Take turns. You and your partner have two minutes.

A: *I have a lot of homework. I have three meetings this week. I have to call my mother.*
B: *You wish you weren't so busy.*

Lesson D Give your opinion! What things do you and your partner think cause stress? What things do you think reduce stress? Write them in the chart and compare. You have two minutes.

Things that cause stress	Things that reduce stress

2 In the real world

Which therapy are you interested in? Who does it help? Go online and find information about one of these therapies. Then write about it.

- adventure therapy
- art therapy
- light therapy
- writing therapy

Light Therapy

Light therapy uses light to make you feel better. It is for people who live in places that don't get a lot of sunlight. They use bright lamps in their homes.

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1 Quick pair review

Learning objective: *Review character trait vocabulary, interrupting politely and accepting interruptions, wishes, and ways to reduce stress.*

Lesson A Find out!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to find two family members with similar character traits. Set a time limit of two minutes.
- Elicit the results from several pairs.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to check the expressions that show interrupting politely. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Guess!

- Go over the instructions and the example conversation.
- Give Ss a minute to think of a couple of problems they might talk about.
- Have Ss work in pairs to take turns telling about problems and guessing wishes. Set a time limit of two minutes.

Lesson D Give your opinion!

- Go over the instructions and the chart headings.
- Have Ss work individually to complete the chart. Tell them to discuss the chart in pairs as soon as they've finished. Set a time limit of two minutes.
- Call on individuals to share their ideas with the class.
- Create a class chart on the board.

Classwork List that page xxii

After brainstorming, follow the steps for *List that* to review things that cause and reduce stress.

2 In the real world

Learning objective: *Read and write about a kind of therapy.*

- Go over the instructions and the light therapy example.
- Have Ss look online for information about one of the kinds of therapies. Tell them to write about it at home.
- When Ss return to class, have them work in pairs or small groups to share their information.

Extra activity Relative clauses

Have Ss use relative clauses to write definitions and review vocabulary.

1. Put Ss in groups and assign each group one of the previously studied units.
2. Have Ss work together to write definitions for seven or eight words they find in the assigned unit. Encourage them to use relative clauses in their definitions.
3. Tell Ss to write their definitions as an exercise for other Ss to complete, by putting in a blank for the vocabulary word, e.g.,: ____ *is the section of the newspaper that tells about rain and temperatures.*
4. Have the groups pass the exercise to another group to complete.

Option If Ss have access to the Internet in class, have them use their definitions to create a crossword puzzle on an online crossword-maker site. Copy the puzzles for the class.

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New ways of thinking

At a glance: Unit overview	Speaking outcomes
LESSON A Inventions Ss learn vocabulary for positive and negative descriptions. They use *so* and *such*.	Ss can . . . describe important inventions.
LESSON B Got any suggestions? Ss elicit ideas and suggest solutions.	Ss can . . . elicit ideas and suggest solutions.
LESSON C Accidental inventions Ss learn verb and noun formation. They use passive voice.	Ss can . . . discuss how things have been improved.
LESSON D Making life easier Ss read an article about technology helping Japan's elderly, and write a paragraph about an invention.	Ss can . . . describe something they invented.

Warm-up

Learning objective: *Preview the topic and talk about new ways of thinking.*

A

- To introduce the topic, ask Ss to name some important or clever inventions they can think of. Ask what problems the inventions solved.
- Direct Ss' attention to the pictures. Have Ss work in pairs or groups to look at the pictures and answer the question.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

Possible answers
a bridge connecting two towers (the Petronas Towers in Kuala Lumpur, Malaysia); bicycle-powered blender; house on stilts; escalators

B

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

- Tell Ss that they will learn how to talk and write about new ways of thinking in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Brainstorm

To get Ss thinking about useful inventions, conduct a class brainstorm. Tell them that everyone is very aware of how the printing press, the light bulb, the car, and the computer changed the world. Ask them to focus on some of the smaller things that make their lives easier, e.g., at school (highlighters, calculators), in the kitchen (instant coffee, refrigerator magnets, blenders), etc. Have them work in groups to come up with three of their favorites and explain to the class what problems the inventions solved.

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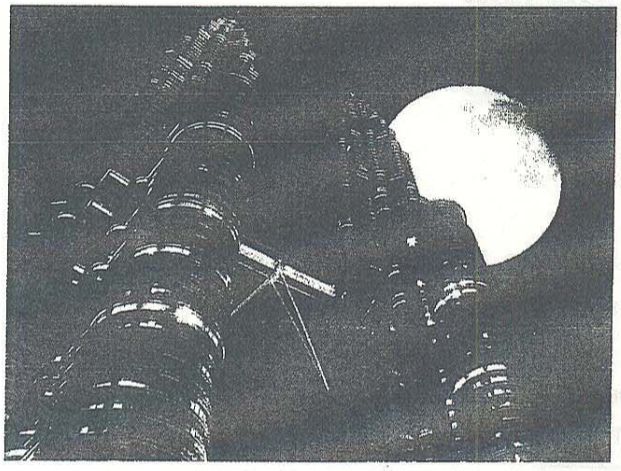
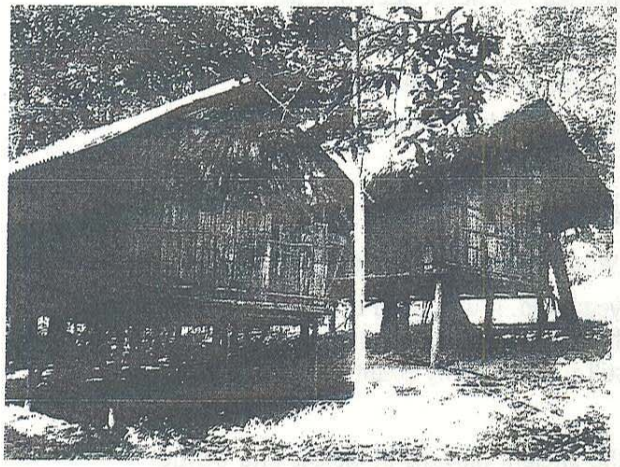
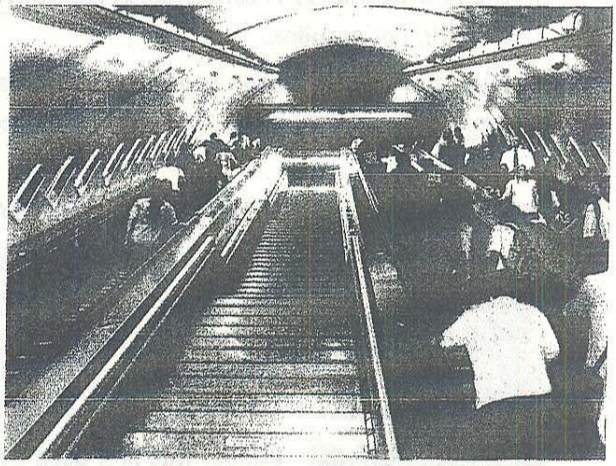
New ways of thinking

Warm-up









A Look at the pictures. What do you see? *See page T-65 for the answer.*

B What problem did each of these creations try to solve? Do you think they were successful?

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A Inventions

1 Vocabulary Positive and negative descriptions

A Make the words negative. Write them in the chart. Then listen and check your answers.

convenient	creative	eventful	significant
conventional	effective	imaginative	successful

un-	in-
unconventional	*inconvenient*
uncreative	*ineffective*
uneventful	*insignificant*
unimaginative	
unsuccessful	

B Pair work What do you think? Discuss the sentences. Circle the correct word.

1. The first computers were huge. They filled an entire room. They were very **convenient** / **inconvenient** for everyday use.
2. Coco Chanel's fashion designs are world famous. They were so **imaginative** / **unimaginative**. Many people have copied them.
3. The new hybrid car is **conventional** / **unconventional**. I've never seen one like it. It uses air, not gasoline.
4. One day in 1847, Joseph Fry discovered a way to make chocolate bars. What an **eventful** / **uneventful** day that was! What would we do without them?

2 Language in context Early inventions

See page T-64 for the answers.

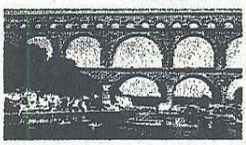
A Read the descriptions of early inventions. What was each invention used for?



The abacus is over 5,000 years old. It was used to count numbers. It was such an effective tool in China and the Middle East that it spread to other parts of the world and is still used in many countries today.



Rubber was first used by the ancient Mayans in Mexico and Central America about 3,500 years ago. They took rubber from trees, boiled it, and made rubber balls, which they used in ancient ball games.



More than 2,000 years ago, the ancient Romans built aqueducts to bring water into their cities from miles away. Some of these aqueducts were so well made that they still carry water today.

B What are some modern examples of these inventions? Do you know any other early inventions?

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Vocabulary: Positive and negative descriptions
Grammar: *So* and *such*
Pronunciation: Emphatic stress
Speaking: Discussion of inventions

1 Vocabulary Positive and negative descriptions

Learning objective: *Use positive and negative descriptions.*

> **Classware Tip**
> After Ss complete the chart in Part A, but before listening to check their answers, take a poll of the class. Whatever the majority thinks is the right answer becomes the class answer. Write the class answers into the chart on the board. Then have Ss listen and check their answers.

A (CD 2, Track 26)

- Direct Ss' attention to the words in the box. Say the words and have Ss repeat.
- Elicit definitions or examples to demonstrate the meanings.
- Have Ss work individually or in pairs to write the negative form in the correct column in the chart.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation of the negative form.

B

- Go over the instructions.
- Have Ss work in pairs to discuss the sentences and circle the correct word.
- Go over the answers with the class.

2 Language in context Early inventions

Learning objective: *See use of* so *and* such *in context.*

A (CD 2, Track 27)

- Direct Ss' attention to the pictures to set the scene. Ask if Ss can name any of the items in the pictures. Explain that they'll be reading about these important early inventions.
- 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.

Abacus: used to count numbers
Rubber: used to make balls to play with
Aqueducts: used to transport water in ancient Rome

B

- Go over the instructions.
- Elicit modern examples for each invention from the class.
- You may want to point out that although most of the rubber used today is a synthetic form made from petroleum, millions of tons of natural rubber is still produced every year. Most natural rubber is produced in Asia, with Thailand being the world's largest producer.

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3 Grammar *So* and *such*

Learning objective: *Practice* so *and* such.

(CD 2, Track 28)

- Direct Ss' attention to the left side of the grammar box. Read the sentences. Elicit the adjectives (*creative, well made*).
- Read the sentences on the right. Elicit the adjective + noun (*creative idea, well-made aqueduct*).
- Focus on form. Point out that when an article (*a, an*) is necessary, it comes after *such*. It is also possible to use *such* with nouns that don't require an article (*That is such hot water!* or *Those are such difficult problems!*).
- Write on the board: *The little store was ____ convenient. It was ____ a convenient little store.* Elicit the correct completions.
- Focus on use. Point out that the sentence with *so* and the sentence with *such* have the same meaning.
- Add a *that* clause to your sentences on the board, e.g., *that I went there every day*. Point out that this clause shows a result.
- Read the rest of the information in the grammar box.
- Refer to the text in Exercise 2. Have Ss circle *so* and *such* and underline the *that* clauses.
- Check comprehension. Ask: *How do we know the abacus was effective? How does the text describe the ancient Mayans? What shows that the aqueduct was well made?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Point out the emphatic stress on *so* and *such*.

A

- Go over the instructions.
- Read the first sentence aloud. Elicit the completion (*such*) and ask Ss how they know (*because there is an adjective + noun*).
- Have Ss work individually to complete the sentences.
- *Option* Ask Ss who finish early to write an additional sentence with *so* and *such*. Call on them to share one of their sentences with the class after the activity is corrected.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware Tip***
> Before class, open the grammar box and underline *so* + adjective in red. Underline examples in the grammar box (*so creative, so well made*) in red. Underline *such* + *a / an* + adjective + singular noun in green. Highlight the corresponding examples in the grammar box in green. After doing Part A, have Ss come to the board to write and annotate the answers with red or green to correspond to the grammar in the answer.

B

- Go over the instructions.
- Have Ss work individually to complete the sentences.
- Have Ss compare their answers with a partner.
- Go over the answers with the class.

4 Pronunciation Emphatic stress

A (CD 2, Track 29)

- Direct Ss' attention to the sentences. Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the stress on *so* and *such*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss work in pairs to read the sentences in Exercise 3, Part A. Monitor and help with pronunciation.

5 Speaking Top inventions

Learning objective: *Describe important inventions.*

- 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.)
- Explain the activity. Encourage Ss to think of less obvious inventions than the telephone, the car, and the computer.
- Have Ss work in groups to discuss their ideas.
- Call on a reporter from each group to share their group's thoughts about one invention. Ask each reporter to talk about an invention that hasn't been mentioned yet.
- Finally, tell Ss to check the "can do" statement if they can describe important inventions. 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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Grammar

Use so *and* such *with an adjective to make the adjective stronger.*

so + *adjective*	such + a / an + *adjective* + *singular noun*
It was **so creative**.	It was **such a creative** idea.
It was **so well made**.	It was **such a well-made** aqueduct.

Use a that *clause with* so *or* such *to show a result.*

The abacus was **so** effective **that** it spread to other places.
The abacus was **such** an effective tool **that** it spread to other places.

A Complete the sentences with *so* or *such*. Then compare with a partner.

1. The wheel was ___*such*___ a significant invention.
2. Her ideas were ___*so*___ unimaginative.
3. His inventions have been ___*so*___ successful.
4. His thinking is ___*so*___ unconventional.
5. She was ___*such*___ a creative woman.
6. Wireless Internet access is ___*so*___ convenient.

B Complete the sentences. Use *so . . . that* or *such . . . that*. Then compare with a partner.

1. Downloading music is ___*so popular that*___ (popular) CD sales have decreased.
2. I think the Perfect Cake Cutter was ___*such an ineffective invention that*___ (an ineffective invention) no one wanted to buy it.
3. Cell phones are ___*so inexpensive that*___ (inexpensive) almost everyone has one.
4. MP3 players were ___*such a big success that*___ (a big success) they changed the way we listen to music.

Pronunciation

A Listen and repeat. Notice the extra stress on *so* and *such* for emphasis.

That is **so** conventional. That is **such** a conventional thing to say.

B **Pair work** Practice the sentences in Exercise 3A. Pay attention to your pronunciation of *so* and *such*.

Speaking

Group work Discuss three important inventions in each category. Why are they so important?

communication technology transportation



Keep talking!

Go to page 137 for more practice.

describe important inventions.

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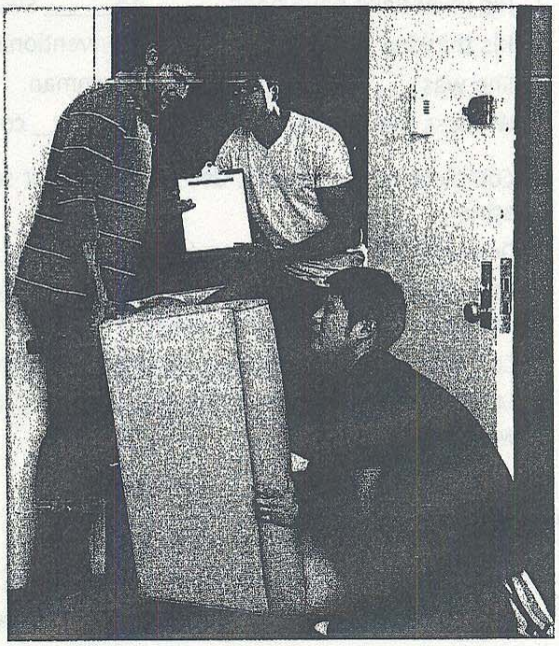
B Got any suggestions?

1 Interactions Solutions

A Look at the picture in Part B. What problem do the people have? How can they solve it?

B Listen to the conversation. How do they plan to solve the problem? Then practice the conversation. *See page T-66 for the answer.*

Ralph: Here we go . . . almost there.
Carl: This sofa is going to look great in my living room. Thanks again for helping me.
Jim: No problem.
Ralph: Wait a minute. It doesn't fit.
Carl: What? Are you kidding?
Jim: Did you measure it before you bought it?
Carl: Of course. There should be enough room. I even made a sketch, see?
Ralph: Well, I'm sure there's something we can do.
Jim: Do you have any ideas?
Ralph: Well, one idea could be to turn the sofa the other way.
Carl: It's worth a try. If that doesn't work, I'm not sure what else to do.



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

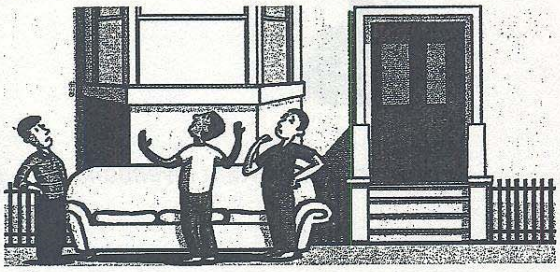
Eliciting an idea

Do you have any ideas?
Got any ideas?
Got any suggestions?

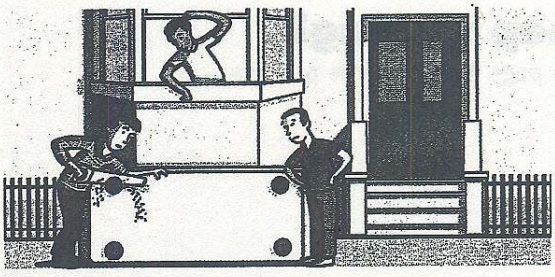
Suggesting a solution

One idea could be to . . .
Something we could try is to . . .
One solution might be to . . .

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



go through the window



remove the legs

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Interactions: Eliciting an idea; suggesting a solution
Listening: Unusual solutions to unusual problems
Speaking: Vote on inventive solutions

1 Interactions Solutions

Learning objective: *Elicit ideas and suggest solutions.*

A

- Direct Ss' attention to the picture to set the scene. Ask: *What are they doing?* Elicit Ss' ideas about what the problem is and how they can solve it.

B (CD 2, Track 30)

- 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.

They are going to turn the sofa the other way.

- Ask Ss what a *sketch* is (*an unfinished or rough drawing*). Point out the expression *Are you kidding?* Carl uses this expression to express disbelief and frustration.
- If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 2, Track 31)

- Have Ss read the expressions in the boxes. Explain that *Got . . . ?* is a shortened form of *Have you got . . . ?*, which means *Do you have . . . ?* Point out the use of modals *could* and *might* in the suggestions. These are very polite suggestions that can be used when students don't want to be insistent or direct.
- 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.
- Play the audio line by line and have Ss repeat the expressions.

After doing Part C, follow the steps for *Restoring text* to review language for solutions.

D

- Direct Ss' attention to the pictures. Ask them which solution they like better.
- Go over the instructions. Model the activity with a volunteer. Take the role of Jim and use the expression *Got any suggestions?*
- Have Ss work in pairs to practice conversations using the solutions in the pictures.
- Call on several pairs to repeat their conversations for the class.

After Ss have practiced the conversations once, tell them to use their acting skills to perform the conversation more convincingly.

1. Write these questions on the board:
   What?
   Are you kidding?
   Did you measure it before you bought it?
   Do you have any ideas?

Explain that, as *yes / no* questions, each of these ends with a rising intonation. Have Ss repeat the questions, paying particular attention to the intonation.

2. Tell Ss that next they will focus on pausing for emphasis. Play the audio again or read the dialogue line by line and ask Ss to mark with a slash wherever they hear a pause. (These will mainly occur at the periods and commas.) Explain that the pauses help emphasize ideas and make the conversation clearer.

3. Have Ss practice the conversations again with their partners with particular emphasis on pronunciation and performance. Then call on several pairs to perform the conversations for the class.

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2 Listening Sticky situations

Learning objective: *Develop skills in listening for gist and for details.*

A

- Set the scene. Draw Ss' attention to the pictures and ask them what they see.

Possible answers
A truck is stuck under a bridge.
A sailboat is stuck on some rocks.
A pet bird flew out the window.
The man's hand is stuck in a jar.

- Pre-teach any unfamiliar vocabulary.

Vocabulary
reef a line of rocks near the surface of the sea
tide the regular rise and fall of sea level; high tide is when the water is at the highest level of the day.

B (CD 2, Track 32)

- 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.

C (CD 2, Track 32)

- Go over the instructions. Have Ss read the solutions.
- Play the audio again. Have Ss listen and check the solution.
- Go over the answers with the class.
- *Option* Replay the audio and ask Ss to identify any expressions they hear for asking for suggestions (*What are we going to do? Got any ideas? Got any suggestions? Do you have any ideas? So what do we do?*).

3 Speaking Inventive solutions

Learning objective: *Elicit ideas and suggest solutions.*

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

A

- Go over the instructions and the example conversation. Point out the use of language to elicit ideas and suggest solutions. Ask Ss for other examples of these expressions (refer them to Exercise 1 if necessary). Write the expressions on the board as a reminder during the group discussion.
- Have Ss work in groups to read each situation and discuss possible solutions to the problems.

Classware Tip
Instead of doing Part B, create a blank page. Add or have Ss add, solutions to the situations in Part A. Have the Ss vote on the best solution for each situation.

B

- Call on a reporter from each group to share the group's solution for the first problem. Have the class vote by a show of hands for the best solution to each problem.
- Finally, tell Ss to check the "can do" statement if they can elicit ideas and suggest solutions. NOTE: If Ss feel they need more help, suggest they do the *Additional Practice* activities.

Extra activity Writing
For a writing alternative to Part B, have Ss write their solutions to each problem instead of telling the class.
1. Assign each group a number, and have them write each of their solutions on a separate piece of paper labeled with the group number.
2. Designate four areas of the classroom, e.g., each wall, as the place for Problem 1, Problem 2, etc. Have the groups post their solutions in the correct area.
3. Direct Ss to walk around the room and read all of the solutions. Tell them to make a note of the group number for their favorite solution for each problem.
4. When Ss return to their seats, conduct the poll to find out which group had the best solution to each problem.

Additional practice
For more practice, use:

Workbook	page 52
Self-study CD-ROM	Lesson B

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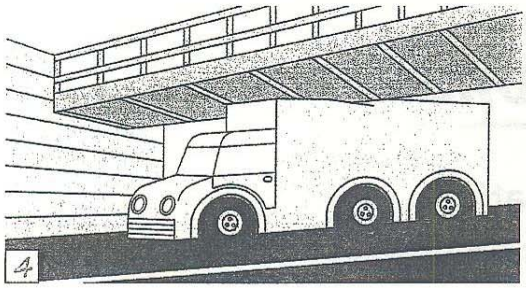
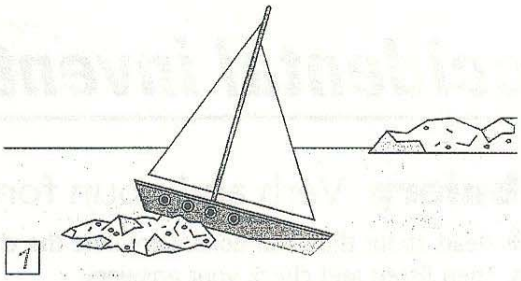
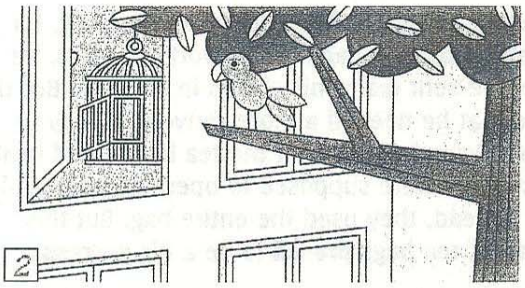
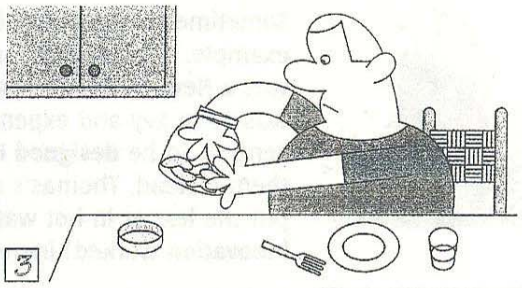
2 Listening

A Look at the pictures. What problems do you see? *See page T-67 for the answers.*









B Listen to people discuss how to solve the problems in Part A. Number the pictures in Part A from 1 to 4.

C Listen again. Check the solution they decide to try.

1. ☐ Stand on the reef and lift the boat.
   ☑ Wait and let the tide lift the boat.
2. ☑ Take the parrot's cage outside.
   ☐ Give the parrot treats.
3. ☑ Pour oil around the opening.
   ☐ Put the jar under hot running water.
4. ☐ Add weight to push the truck down.
   ☑ Remove all the air from the tires.

3 Speaking

A **Group work** What could you do in these situations? Discuss your answers.

1. You forgot your wallet and don't have money to pay for the dinner you have just eaten at a restaurant.
2. Your pet cat is sitting at the end of a high tree branch. It's so scared that it won't come down.
3. You realize you made plans with your best friend and your mother for the same night.
4. You discover you locked your keys inside your apartment.

A: *Do you have any ideas about situation 1?*
B: *Well, one idea could be to call a friend for help.*
C: *Or one solution might be to wash the dishes to pay for your meal.*

B **Class activity** Share your solutions. Vote on the best solution for each situation.

Learn to elicit ideas.
Learn to suggest solutions.

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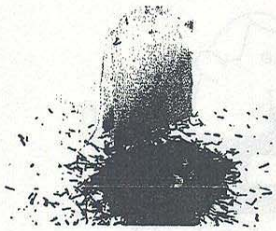
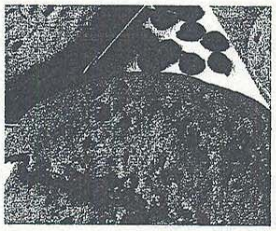
C Accidental inventions

1 Vocabulary Verb and noun formation

A Read about the inventions. Complete the chart with the missing form of the words. Then listen and check your answers.



Sometimes a successful **invention** happens by accident: the tea bag, for example. Thomas Sullivan **introduced** tea bags to the world in 1908. He was a New York tea importer. He sent tea to his clients in tin cans. But tin was so heavy and expensive that he needed a more convenient way to send it. So he **designed** inexpensive bags to hold the tea leaves and sent them instead. Thomas's customers were supposed to open the bags and put the leaves in hot water. Instead, they used the entire bag. But this **innovation** worked! Immediately, tea bags **proved** to be a big **success**.



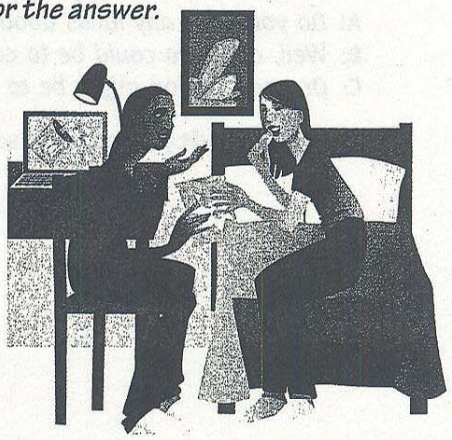
Ruth Wakefield **created** another accidental invention in her Massachusetts hotel in 1930. One day, Ruth didn't have enough chocolate for her usual chocolate cookie recipe. So she cut a chocolate bar into small pieces and made more cookies with less chocolate. The chocolate chips didn't melt completely, but her guests loved them! Ruth **developed** the original chocolate chip cookie. And her recipe has never needed much **improvement**. It's still the world's most popular chocolate chip cookie recipe today.

Verb	Noun	Verb	Noun	Verb	Noun
invented	*invention*	innovated	*innovation*	*created*	creation
introduced	introduction	*proved*	proof	*developed*	development
designed	design	succeeded	*success*	improved	*improvement*

B Pair work Choose four of the words from the chart. Make sentences with these words about something you have done. Tell your partner.

2 Conversation A delicious discovery

A Listen to the conversation. Why did the chef get angry? *See page T-68 for the answer.*



Dana: Do you know how the potato chip was invented?
Emma: I have no idea.
Dana: Apparently, in 1853, a customer in a restaurant sent his French fries back to the kitchen several times because they weren't thin enough. The chef was so angry that he sliced them even thinner, fried them again, and sent them back to the customer.
Emma: And the customer liked them?
Dana: Yeah, he asked for more! The chef's creation was such a success that they were requested by other customers, too. At that time they were only salted, but since then, lots of different flavors have been developed.
Emma: Fascinating. So, can I have my chips back?

B Listen to the rest of the conversation. What three countries do they mention? What flavors of potato chips are mentioned for each country?
See page T-68 for the answer.

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Vocabulary: Verb and noun formation
Grammar: The passive
Speaking: Discussion of improvements to early innovations

1 Vocabulary Verb and noun formation

Learning objective: *Use verb and noun formations.*

A (CD 2, Track 33)

- Direct Ss' attention to the pictures. Ask Ss if they like tea and chocolate chip cookies. Ask if they've ever thought about how tea bags and chocolate chip cookies were invented.
- Go over the instructions. Have Ss read silently.
- Have Ss work individually or in pairs to complete the chart with the bold words from the reading.
- Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Say and have Ss repeat the verbs and nouns in the chart to practice pronunciation.

B

- Go over the instructions. Model the activity. Write *invented* on the board. Say: *I invented a new way to peel apples.* Ask Ss to come up with an example sentence for one of the other words.
- Have Ss work in pairs to write sentences with four of the words in the chart. Point out that they can write their four sentences using unrelated words (e.g., *design, proof, improved,* and *creation*).
- Have Ss work in pairs to tell their partners the sentences.
- Point out that four of the nouns in the chart end with *-tion* and two of the nouns end with *-ment*. Elicit other nouns Ss know with those endings (e.g., *education, production, entertainment, government*).
- Learning word families helps students put new vocabulary to use. Make a habit of showing them other parts of speech when they learn a new word.

2 Conversation A delicious discovery

Learning objective: *Practice a conversation about the invention of potato chips, see passive voice in context.*

Classware: Find the match page xxvii
Before doing Part A, follow the steps for *Find the match* to practice vocabulary for verb and noun formation. Hide: *invented, creation, success, developed.*

A (CD 2, Track 34)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? What do you think they are talking about?*
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

The chef was angry because a customer sent his French fries back to the kitchen several times.

- Have Ss work in pairs to practice the conversation.
- Call on two pairs to act it out for the class.

B (CD 2, Track 35)

- Go over the instructions. Explain that Ss are going to hear the rest of the conversation.
- Play the audio. Have Ss listen for the answers to the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

England: garlic
Argentina: steak and onion
France: roasted chicken

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3 Grammar The passive

Learning objective: *Practice passive voice.*

(CD 2, Track 36)

- Books closed. Write the first sentence from each column on the board. Underline the verbs and circle the subjects.
- Focus on form:
  1. Point out that both the active and passive verbs are in the present tense. Elicit the structure of the present passive: *am / is / are* + past participle. Label the sentence on the board for Ss to refer to during the exercises.
  2. Write the second sentence from each column on the board. Ask Ss to identify the tense. Elicit the form of the past passive: *was / were* + past participle. Label the sentence on the board.
  3. Write the third sentence from each column on the board. Ask Ss to identify the tense. Elicit the form of the present perfect passive: *have* + *been* + past participle. Label the sentence on the board.
- Focus on use. Point out that the active and passive sentences have essentially the same meaning, but that passive voice is used in the second sentence because the focus is not on the people who are using the recipe but on the fact that the recipe is being used, not on the chef who invented it, but on the fact that it was invented, etc.
- Refer to the text in Exercise 2. Have Ss circle the examples of the passive in the text.
- Check comprehension. Ask: *How were the chips invented? How do we know the chips were a success? What were the potato chips like?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Emphasize the correct pronunciation of the *-ed* endings.

A

- Go over the instructions and the first example. Ask Ss to identify the tense of the sentence. Ask them to identify what information was omitted from the passive sentence (*Thomas Sullivan*). Point out that rewriting the sentence in the passive places the focus on the introduction of tea bags rather than on who introduced them.
- Have Ss work individually to rewrite the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Call on Ss to write their sentences on the board.

B

- Draw Ss' attention to the picture. Ask if they ever use Post-it Notes, and if they think the notes are useful and why.
- Go over the instructions.
- Have Ss work individually to complete the sentences with the passive. Tell them to consider the tense of each sentence and to refer to the structures on the board if necessary.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware*** Revealing grammar page xxx
> After doing Part B, follow the steps for *Revealing grammar* to review the passive. Hide all words in bold in the passive section of the grammar section. For lesser challenge, add a text box with the verbs *to use*, *to invent*, *to develop*. Let Ss know these are the missing verbs and Ss have to put them into the correct form.

4 Speaking Early innovations

Learning objective: *Discuss how things have been improved.*

- 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.)
- Draw Ss' attention to the pictures and ask them to name the items. Go over the directions.
- Have Ss work in groups to discuss changes that have been made to the items.
- Finally, tell Ss to check the "can do" statement if they can discuss how things have been improved. 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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Grammar

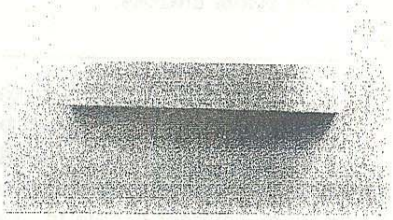
	Active	Passive
Simple present:	People still **use** her recipe today.	Her recipe **is** still **used** today.
Simple past:	A chef **invented** it in 1853.	It **was invented** in 1853.
Present perfect:	Companies **have developed** many flavors since 1853.	Many flavors **have been developed** since 1853.

A Rewrite these sentences. Use the passive. Then compare with a partner.

1. Thomas Sullivan introduced tea bags to the world in 1908.
   Tea bags were introduced to the world in 1908.
2. Sullivan designed small bags to hold the tea.
   Small bags were designed to hold the tea.
3. A man produced the first flavored potato chip in the 1950s.
   The first flavored potato chip was produced in the 1950s.
4. Potato chip makers have developed many unique flavors.
   Many unique flavors have been developed.

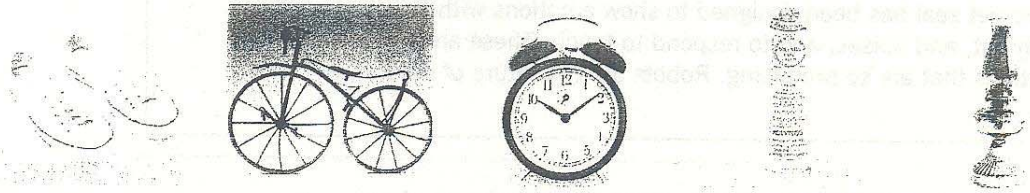
B Complete the sentences. Use the passive with the simple present, simple past, or present perfect. Then compare with a partner.

The 3M company *has been known* (know) for its innovation for a long time. But there have been mistakes along the way. Today employees *are encouraged* (encourage) to learn from past mistakes. That's how Arthur Fry learned about a special glue. It *was created* (create) in the 3M lab in 1968. The glue wasn't strong enough, so it *was forgotten* (forget). But Fry found it in 1974 and used it to develop Post-it Notes. The original Post-it Notes *have been improved* (improve) since then, and now they *are sold* (sell) all over the world.



Speaking

Group work Look at these products. What improvements have been made to the products recently? Have all of the improvements been good ones?



"Tennis shoes have been made lighter. Their design has been improved a lot."

Keep talking!

Go to page 138 for more practice.

I can *discuss how things have been improved.*

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D Making life easier

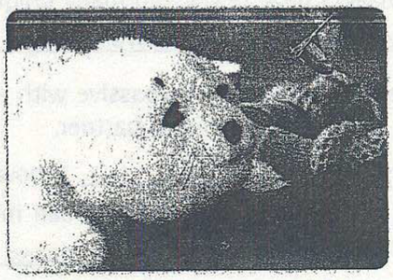
1 Reading

A Look at the picture. What do you think this article is about?

B Read the article. Check (✓) the best title.

- ☐ Top Innovations in Japan
- ☑ Technology Helps Japan's Elderly
- ☐ The Future of Technology
- ☐ Growing Old In Japan

ONCE UPON A TIME, there was a land where robotic bears helped lift the elderly out of bed and into wheelchairs. In this land, robotic seals comforted lonely people and were an **essential** part of elder care. Is this science fiction? Not in Japan. These robots already exist, and you may actually experience them as you get older. These examples of **state-of-the-art** technology are helping to solve a big problem for the Japanese – the problem of taking care of their **senior citizens**.



It is estimated that 40% of the population in Japan will be over 65 by 2055. At the same time, there will be an estimated 16% decrease in the size of the workforce by 2030. This **shortage** of labor presents a serious challenge: Who will look after all the people in their **golden years**? There are simply not enough younger people to care for this older population. And with the breakdown of traditional family responsibilities, a growing number of elderly are living away from their families and the family care they have been given in the past.

Robots to the rescue! Robotic beds that are controlled by voice can change from a bed to a wheelchair on command. The robotic bear nurse can lift patients who weigh up to 135 pounds (61 kilos). And for comfort and friendship, a soft robotic pet seal has been designed to show emotions with facial expressions, movement, and noises, and to respond to touch. These are just a few of the inventions that are so promising. Robots are the future of elder care.

C Find the words in **bold** in the article. Circle the correct meanings.

1. **essential**	(a. necessary)	b. unnatural
2. **state-of-the-art**	(a. the most advanced)	b. imaginary
3. **senior citizens**	(a. elderly people)	b. people who need help
4. **shortage**	a. too much of	(b. not enough of)
5. **golden years**	a. time before retirement	(b. time after retirement)

D Class activity What is your opinion of using robots and technology to help the elderly? What are some other ways that robots and technology are helping people? Discuss your ideas.

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Reading: "Technology Helps Japan's Elderly" (an article)
Listening: i-Cybie, a robot dog
Writing: An invention
Speaking: Description of an original invention

1 Reading Technology Helps Japan's Elderly

Learning objective: *Read and discuss an article about technology helping Japan's elderly; develop skills in reading for the main idea and deducing meaning from context.*

(CD 2, Track 37)

In class, books closed. Instead of doing Part A, zoom in so only the picture is visible. Ask: *What do you think is happening in the picture?* and *What do you think the reading will be about based on the picture?* Add a blank page. Elicit ideas from Ss and add them to the blank page. Have Ss read the article and check if their predictions were correct.

A

- Direct Ss' attention to the picture. Elicit their predictions for what the article will be about.

B

- Set the scene. Ask: *Who takes care of people when they get older? Do you think technology could help?*
- Pre-teach any unfamiliar vocabulary. Don't pre-teach the words in bold, as Ss will be guessing the meaning of those words from context.

decrease the amount that something is made smaller or less
breakdown a failure of a system
workforce the working people in a country

- Go over the instructions. Have Ss read the article and check the best title.
- Go over the answer with the class.
- If your Ss enjoy reading aloud, have them work in groups of four and take turns reading the paragraphs. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

The expression "Once upon a time, there was a land . . ." means "long ago and far away," and is a traditional opener for English fairytales. Beginning this story about futuristic innovations with this phrase gives the reader the feeling that what is being described is somewhat fantastical.

C

- Go over the instructions.
- Have Ss work individually to circle the definitions.
- Have Ss work in pairs to compare answers.
- Go over the answers with the class. Discuss any context clues that helped Ss understand the meaning of the words.
- Elicit any additional vocabulary questions.

D

- Have Ss read the questions. Give them time to think about or note their answers.
- As a class discuss the questions.
- Continue the discussion by talking about the situation of the elderly in this country and / or in your Ss' native countries. Ask: *Does this / your country have an older generation much larger than the younger generation? If not, do you think it will in the future? What difficulties does this create for a society / a family? What is being done about it?*

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2 Listening A robot pet?

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

A (CD 2, Track 38)

- Direct Ss' attention to the picture to set the scene. Ask: *What is this a picture of? Would you like one of these?*
- Go over the instructions.
- Play the audio. Have Ss listen and check the things the robotic dog can do.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Write additional questions on the board and have Ss listen again for the answers: *What does the i-Cybie do if you ignore it? How do you know when it's time to change the battery?*

B (CD 2, Track 39)

- Go over the directions.
- Play the audio. Have Ss complete the chart with things Jason likes and doesn't like about the i-Cybie.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Play the audio again if needed. Ss listen and check their answers.

3 Writing and speaking An invention

Learning objective: *Describe an original invention.*

- 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

- Have Ss work in groups to brainstorm a list of inventions that would make their lives easier.
- To help the groups get started, begin with a class brainstorm of problems, tasks, and chores that make different aspects of their lives difficult (e.g., *driving in traffic, washing dishes, doing laundry, finding time to stay in touch with friends, balancing the homework load, having spare change for the subway, misplacing their keys*, etc.)

B

- Direct Ss' attention to the drawing. Ask them if they think this is a useful invention.
- Go over the directions. Have Ss read the example paragraph. Ask Ss about its name, use, and description. *Does the invention have a name? (Neck Cardholder.) Do we know whom it's for? (Yes, businessmen.) What does it do? (It conveniently stores necessary items.)*
- Explain that Ss are going to come up with an invention, draw a picture of it, and write a paragraph about it, as in the model.
- Have Ss draw and write about their inventions, in class or for homework.

C

- Go over the directions and the example statement.
- Have Ss walk around the class describing and promoting their inventions.
- *Tip* For activities in which you want all of the Ss to see each other's work, set up a gallery walk. Have Ss display their paragraphs, pictures, etc. around the room. Then have the class line up at the walls and walk around the room looking at the work. For example, Ss could display their pictures and paragraphs after Part C to ensure that they didn't miss any of the inventions.

D

- Tell Ss to read over the award categories and think about which invention they would choose for each.
- Elicit nominations for each category and write them on the board.
- Conduct a hand vote to choose the winner in each category.
- Finally, tell Ss to check the "can do" statement if they can describe something they invented. 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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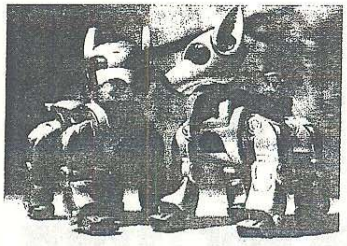
Listening

A Listen to a commercial for i-Cybie, a robot dog. Check (✓) the things the i-Cybie can do.

☐ eat	☑ scratch its ear	☑ show emotion
☐ sing	☑ dance	☑ sleep
☑ play	☐ taste	☑ respond to commands
☑ sit	☐ smell	☑ do a yoga position



B Listen to Jason tell his friend Tina about his new i-Cybie. Write two things he likes and two things he doesn't like about his new pet.

What he likes	What he doesn't like
1. *It's really fun to play with.*	1. *It's expensive.*
2. *It has its own personality.*	2. *The battery isn't very good / doesn't last long.*

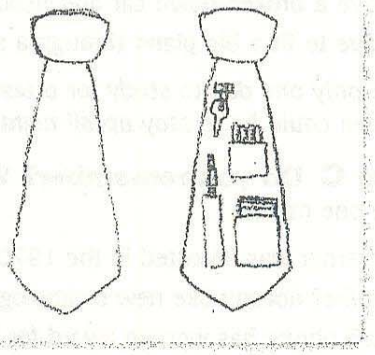
Writing and speaking

A **Group work** Brainstorm inventions that would make your life easier. Make a list.

B Choose one of the inventions. Draw a picture of it. Then write a paragraph about it. Give it a name, explain who it's for, and discuss what it does.

Necktie Cardholder

The Necktie Cardholder is for businessmen who need to carry business cards with them all the time. On the back of this necktie, there's a secret pocket that holds up to 10 cards. There are also places to hold pens, keys, paper clips, and other things someone might need around the office. From the front, it looks like a regular tie, but . . .



C **Class activity** Walk around the class. Show the picture of your invention to five people. Describe it and try to convince your classmates that they need your invention.

"You have to get a Necktie Cardholder. You have a card when you need one, but you also . . ."

D As a class, vote on and give these awards for the best inventions.

the best overall invention	the most innovative invention
the greatest improvement to people's lives	the most useful invention

I can describe something I invented.

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Wrap-up

1 Quick pair review

Lesson A Test your partner! Say a positive descriptive adjective. Can your partner write the negative adjective correctly? Take turns. You and your partner have one minute.

"Conventional."

1. *unconventional*
2. _____
3. _____
4. _____
5. _____
6. _____

Lesson B Give your opinion! What are solutions to these problems? Elicit ideas and suggest solutions. Take turns. You and your partner have two minutes.

- You have only one day to study for a test.
- You can't find your keys.
- You have a broken-down car and need to get to work.
- You have to fit a big piano through a small door.

A: *I have only one day to study for a test. Got any suggestions?*
B: *One idea could be to stay up all night and study.*

Lesson C Do you remember? Write A for active and P for passive. You have one minute.

1. The Internet was invented in the 1970s. P
2. My mother doesn't like new technology. A
3. This cell phone has won an award for best design. A
4. That movie has been seen all over the world. P

Lesson D Guess! Describe an invention, but don't say its name. Can your partner guess what it is? You and your partner have two minutes.

A: *This invention is so useful. It helps you see.*
B: *Glasses?*
A: *No. It goes in a lamp.*

2 In the real world

What's a great invention? Find information online about one of these inventions, or choose your own idea. Then write about it.

computer mouse	pencil sharpener	Silly Putty	TV remote control

- What is it?
- Who invented it?
- When was it invented?
- What do you think about the invention?

Silly Putty
Silly Putty is a toy for children. It was invented by James Wright in the 1940s.

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1 Quick pair review

Learning objective: *Review positive adjectives, expressions for eliciting ideas and suggesting solutions, and passive voice.*

Lesson A Test your partner!

1. Go over the instructions and the example.
2. Have Ss work in pairs to take turns saying positive and negative adjectives.
3. Set a time limit of one minute.

Lesson B Give your opinion!

Instead of doing *Give your opinion!*, have pairs brainstorm as many solutions as possible in two minutes. Then follow the steps for *Guided brainstorming* to practice functional expressions for solutions.

1. Go over the instructions and the example dialogue.
2. Have Ss work in pairs to elicit ideas and suggest solutions.
3. Set a time limit of two minutes.
4. Call on individuals to share their ideas with the class.

Lesson C Do you remember?

1. Go over the instructions.
2. Have Ss work in pairs to label the sentences A for active or P for passive. Set a time limit of one minute.
3. Go over the answers with the class.
4. Have Ss change the passive sentences to active ones (e.g., *Someone invented the Internet in the 1970s. People all over the world have seen that movie.*). Discuss why the passive was a better choice for these sentences (*Who did the action is not important.*).

Lesson D Guess!

1. Go over the instructions and the example. Model the activity. Describe an invention and elicit guesses. (e.g., *This invention allowed people to travel long distances quickly. It was invented before the car. It travels across land on rails.*)
2. Give Ss a moment to think of two or three inventions they might talk about.
3. Have Ss work in pairs to take turns describing and guessing inventions. Set a time limit of two minutes.
4. Ask volunteers to describe an invention to the class. Elicit guesses.

2 In the real world

Learning objective: *Read and write about an invention.*

1. Go over the instructions and the example.
2. Have Ss research the invention online as an out-of-class assignment. Tell them to write about it at home.
3. When Ss return to class, have them work in pairs or small groups to read what they wrote.
4. Set up the in-class sharing by dividing Ss according to the invention they researched. Designate five areas of the classroom as *mouse, pencil sharpener, Silly Putty, remote*, and *other*. Tell Ss to stand in the correct area. Then pull people from different areas to form groups.

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Lessons in life

At a glance: Unit overview	Speaking outcomes
LESSON A Why did I do that? Ss learn prefixes *mis-*, *dis-* and *re-*. They use past perfect.	Ss can . . . describe events in the past.
LESSON B I'm sure you'll do fine. Ss express worry and reassure someone.	Ss can . . . express worry and reassure someone.
LESSON C *What if . . . ?* Ss learn expressions with *make* and *get*. They use third conditional.	Ss can . . . talk about how things might have been.
LESSON D A day to remember Ss read an excerpt from a book by Helen Keller, and write a paragraph about a memorable day.	Ss can . . . describe a memorable day.

Warm-up

Learning objective: *Preview the topic and talk about lessons in life.*

> ***Classware Tip***
> Before class, cover the unit title and the lesson previews. In class, books closed. Do Parts A and B. Then have Ss work in pairs to guess the title of the unit. After everyone has guessed, reveal the title.

A

- To introduce the topic, tell Ss that they will be discussing unexpected situations and how people react to them. Tell Ss about an unexpected situation that you have experienced.
- Direct Ss' attention to the pictures. Have Ss work in pairs or groups to look at the pictures and answer the questions.
- Elicit the answers from the class.

> **Possible answers**
> Students may describe the people as embarrassed, fearful, nervous, happy, excited, shocked, angry, annoyed, worried, upset, sympathetic, frustrated, horrified, etc.

- *Option* Do the activity as a class.

B

- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- *Tip* When you ask a question that requires some thought, give students a minute to think about it silently before you put them in pairs or groups or call on them individually.
- Tell Ss that they will learn how to talk and write about events and how people feel about them in this unit. Point out the Unit 8 lesson overviews. Go over what Ss will learn in each lesson.

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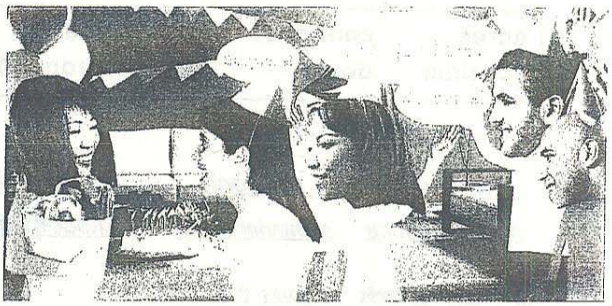
Lessons in life

Warm-up





See page 178 for possible answers.

A Describe the pictures. What's happening? How do you think each person feels?

B What would you do if these things happened to you?

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4 Why did I do that?

1 Vocabulary Prefixes: *mis-*, *dis-*, and *re-*

A Read the sentences. Match the prefixes *mis-*, *dis-*, and *re-* and their meanings.

1. I **mis**spelled your name. Can you correct it? *b*
2. Please **dis**regard my email. It wasn't important. *c*
3. Let's **re**consider. There might be a better way. *a*

a. do something again
b. do something wrong
c. don't do something

B Add the correct prefixes to the words, and write them in the chart. Then listen and check your answers.

agree	continue	judge	make	regard	think
consider	do	like	pronounce	spell	understand

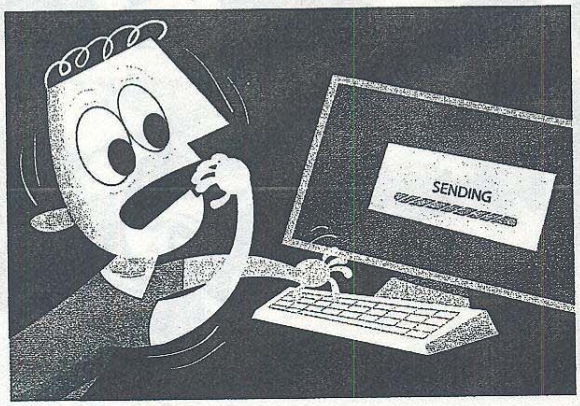
mis-		dis-		re-	
misjudge	*misspell*	*disagree*	*dislike*	*reconsider*	*remake*
mispronounce	*misunderstand*	*discontinue*	*disregard*	*redo*	*rethink*

C Pair work Answer the questions.

- What word do you often misspell? What word do you often mispronounce?
- Do you ever disagree with your friends? Do you disregard their advice? Why?

2 Language in context Awkward situations

A Listen to two people describe awkward situations. What was awkward about each situation? *See page T-74 for the answer.*



When I was emailing my classmate about a surprise party for my friend Leo, I hit "send" and it went to Leo. I'd sent the email to Leo before I realized my mistake. I called him and asked him to disregard the email. Luckily, he hadn't read it yet.

– John



The other day, my boss mispronounced my name in the elevator. He had done it once before, and I hadn't corrected him. But this time, I reconsidered. Unfortunately, by the time I started to say something, my boss had already left the elevator.

– Angelica

B What do you think? Did John and Angelica do the right thing? Has anything similar ever happened to you?

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Vocabulary: Prefixes *mis-, dis-* and *re-*
Grammar: Past perfect
Pronunciation: Reduction of *had*
Speaking: Information exchange about past experiences

1 Vocabulary Prefixes: *mis-, dis-,* and *re-*

Learning objective: *Use prefixes* mis-, dis-, *and* re-.

A

- Go over the instructions.
- Have Ss work individually to match the prefixes and the definitions.
- Go over the answers. Have Ss identify the base form of each verb (*spell, regard, consider*). Talk about what each sentence means.

B (CD 2, Track 40)

- Go over the instructions.
- Have Ss work individually or in pairs to choose the correct prefix for each word and write it in the chart.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.

C

- Read the questions. Have Ss work in pairs to discuss the questions.
- Call on Ss to share their answers with the class.

To give Ss a sense of how common these prefixes are, have them look each one up in their English dictionaries. Tell them to scan the list of entries and identify any words they already know. Compile a class list of familiar words with these prefixes on the board.

2 Language in context Awkward situations

Learning objective: *See use of past perfect in context.*

Before doing Part A, follow the steps for *Which word?* to practice vocabulary using the prefixes *mis-*, *dis-*, and *re-*. Use text boxes to cover *disregard*, *mispronounced*, and *reconsidered*. Into the first text box, add: *disregard*, *discontinue*. In the second text box, put *mispronounced*, *disagreed*. In the third text box, put *remade*, *reconsidered*.

A (CD 2, Track 41)

- Direct Ss' attention to the pictures to set the scene. Ask Ss what happened to the people in the pictures. Ask how they would feel in these situations.
- Go over the instructions.
- Play the audio. Have Ss listen and read silently for the answer to the question.
- Go over the answers with the class.

Situation 1 is awkward because John revealed something that was supposed to be a secret.
Situation 2 is awkward because it's embarrassing to correct your boss.

B

- Read the questions. Discuss them as a class. Share any similar experiences you have had yourself.
- Have Ss work in groups to discuss the questions. Call on a reporter from each group to share something from the group's discussion with the class.

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3 Grammar Past perfect

Learning objective: *Practice past perfect.*

(CD 2, Track 42)

- Direct Ss' attention to the grammar box.
- Read the explanation of the past perfect and the first example sentence. Ask Ss to identify which verb happened first (*sent*). Write verbs on a simple time line on the board to show Ss that in this sentence, the story is told in order (the first verb happened before the second verb).
- Focus on use:
  1. Tell Ss that in spoken American English, the past perfect is often dropped when the words *after* and *before* are used because the sequence of events is clear (e.g., *I sent the email to Leo before I realized my mistake.*).
  2. Write the next example on the board. Elicit the sequence of events and put the verbs on the time line (*not read* before *asked*). Point out that in this sequence, the story is out of order, with the second event told first. In these situations, the past perfect is essential for conveying the sequence of events.
  3. Read the last example in the grammar box and elicit the sequence of events.
- Focus on form: Explain that the past perfect is formed with *had* + past participle. Point out that *'d* in the first sentence is a contraction of *had*.
- Refer to the text in Exercise 2. Have Ss underline the examples of the past perfect.
- Check comprehension. Ask: *What happened after John sent the email? (He realized his mistake.) Was this the first time Angelica's boss forgot her name? (No, he had forgotten it before.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Point out the reduced pronunciation of *had*.
- Go over the instructions for the grammar activity.
- Read the first sentence aloud. Have Ss identify which action happened first (*plan*). Elicit the sentence completion.
- Have Ss work individually to complete the sentences.
- Have Ss compare answers with a partner.

4 Pronunciation Reduction of *had*

A (CD 2, Track 43)

- Direct Ss' attention to the sentences. Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduced pronunciation of *had*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions. Tell Ss to use the reduced pronunciation even if the past perfect wasn't written with a contraction.
- Have Ss work in pairs to read the sentences in Exercise 3. Monitor and help with pronunciation.

5 Speaking I had forgotten to . . .

Learning objective: *Describe events 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.)

A

- Read the situations in the box. Explain *misjudge (to form an incorrect opinion about someone)*. Elicit the meaning of *redid incorrectly*.
- Read the instructions. Tell Ss they'll want to describe the situation, the events *before* and *after*, and how they felt about it.
- Give Ss time to think about and plan what they will say.
- *Option* Before Ss meet with their groups, prepare them for asking their partners for more information by brainstorming questions about the situations in Exercise 2. For example, they could ask John, *Did Leo ask why he should disregard the email? Do you believe he didn't read it? Did he seem surprised at the party?*

B

- Have Ss work in groups to describe their situations. Encourage group members to ask questions.
- *Option* Have the groups write a one- or two-sentence summary of each person's situation (e.g., *Manuel was embarrassed at a job interview. He had forgotten to turn off his cell phone.*).
- *Tip* When Ss have prepared to say something more than two or three sentences long, allowing them to tell their stories a second time can help build fluency and make their preparation time worthwhile. You can follow this procedure to create new groups: After they have shared their stories in a group of four, give each group member a number from 1 to 4. Tell them to form new groups of all 1s, 2s, 3s, etc.
- Finally, tell Ss to check the "can do" statement if they can describe events 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 57-59
Self-study CD-ROM	Lesson A

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3 Grammar Past perfect

Use the past perfect to describe an action that took place before another action in the past.

I'**d sent** the email to Leo before I realized my mistake.

The words yet *and* already *are often used with the past perfect.*

I asked him to disregard the message. Luckily, he **hadn't read** it yet.

By the time I started to say something, my boss **had** already **left**.

Contraction I'**d** = I **had**

Complete the sentences. Use the simple past and past perfect in each sentence. Then compare with a partner.

1. I *had planned* (plan) on working all weekend, but then I *reconsidered* (reconsider) and went to the beach instead.
2. I was so late this morning. By the time I *got* (get) to work, I *had missed* (miss) the whole meeting.
3. Alice *woke up* (wake up) at 9:30 because she *had forgotten* (forget) to set her alarm clock for 8:00.
4. Before Richard and Alex *met* (meet), they *had been* (be) e-pals for a year.
5. I *called* (call) my friend to cancel our plans. Luckily, he *hadn't left* (not / leave) yet.

4 Pronunciation

A Listen and repeat. Notice how *had* is pronounced /d/ in the past perfect.

I'd sent the email to Leo. My boss had already left the elevator.

B Pair work Practice the sentences in Exercise 3. Pay attention to your pronunciation of the past perfect.

5 Speaking

A Choose a situation and prepare to talk about it. Think about the events that happened *before* and *after*.

you disagreed with someone	you misjudged someone	you redid something incorrectly
you forgot something	you misunderstood someone	you were very late

B Group work Tell your classmates what happened. Answer any questions.

A: *I was embarrassed at a job interview once. I'd forgotten to turn off my cell phone.*
B: *Really? Did the job interviewer say anything?*

6 Keep talking!

Go to page 139 for more practice

I can *describe events in the past.*

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3 I'm sure you'll do fine.

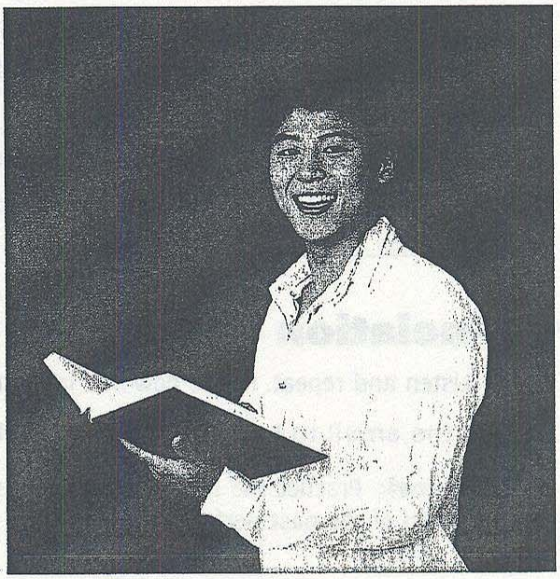
1 Interactions — Worries and reassurance

A In which of these situations do you feel the most confident? the least confident?

public speaking in English	speaking in front of a large group
public speaking in your own language	speaking in front of a small group

B Listen to the conversation. What is Feng worried about? Then practice the conversation. *See page T-76 for the answer.*

Mei: Hi, Feng. How are you?
Feng: Oh, hi, Mei. I'm fine, I guess. But I have to give a presentation in my English class, and I'm kind of worried about it.
Mei: Really? Why?
Feng: Well, I always forget what I'm planning to say. I'm not confident speaking in front of people.
Mei: Can you use notes?
Feng: Yeah, I can, so that will help.
Mei: I'm sure you'll do fine. You're great in front of people.
Feng: Do you really think so?
Mei: I do. Just try to relax.
Feng: Well, thanks. We'll see how it goes.



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

Expressing worry

I'm kind of worried about it.
I'm a little anxious about it.
I'm pretty nervous about it.

Reassuring someone

I'm sure you'll do fine.
I'm sure you'll be OK.
Don't worry. Everything will work out.

D Pair work Number the sentences from 1 to 6. Then practice with a partner.

3 **A:** When is it?
1 **A:** Hi, Bill. How are you?
5 **A:** This weekend? Well, I'm sure you'll do OK.
6 **B:** Really? I'm not so sure. But thanks anyway.
4 **B:** It's this weekend.
2 **B:** Fine, I guess. But I'm pretty nervous about my driver's test.

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Interactions: Expressing worry; reassuring someone
Listening: Worrisome situations
Speaking: Role play about difficult situations

1 Interactions Worries and reassurance

Learning objective: *Express worry and reassure someone.*

A

- Tell students that most of us feel confident some of the time and not very confident at other times. Share a situation in which you feel confident and one in which you don't.
- Read the situations and ask for a show of hands to find out which ones the students feel most and least confident in.

B (CD 2, Track 44)

- Direct Ss' attention to the picture. Ask: *What is he doing? How do you think he feels?*
- 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.

Feng is worried about having to give a presentation in his English class.

- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 2, Track 45)

- Have Ss read the expressions in the boxes. Explain that *pretty nervous* means *quite nervous*.
- 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.
- Play the audio line by line and have Ss listen and repeat the expressions.

Alternative Language switch, page xxx

After doing Part C, follow the steps for *Language switch*, Option 2, to practice expressions for worries and reassurance. Hide: *I'm kind of worried about it*; *I'm sure you'll do fine.*

Extra Practice English

For more practice with the expressions in Exercise 1, Part C:

1. Write the ways to express worry on the board as sentence openers: *I'm kind of worried about ____.*; *I'm a little anxious about ____.*; *I'm pretty nervous about ____.*
2. Have the class brainstorm endings. Point out that the endings need to be nouns (or gerunds), e.g., *I'm pretty nervous about my job interview.*; *I'm a little anxious about meeting my new boss.*
3. Divide the class into worriers and reassurers. Have them walk around for a minute, expressing worries and reassuring according to their role. Tell them to use either the ideas they brainstormed in Step 2 or their own ideas. Then have them switch roles and walk around for another minute.

D

- Go over the instructions. Explain that the sentences will form a conversation when they are put in order.
- Have Ss work individually to put the sentences in order.
- Have Ss work in pairs to practice the conversation.
- Call on one pair to repeat the conversation for the class.

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2 Listening Feeling anxious

Learning objective: *Develop skills in listening for gist and for details.*

> ***Classware Tip***
> Before doing Part A, to preview the listening exercise, zoom in on the pictures. Have Ss work in pairs and discuss what they think is happening in each situation. Elicit possible scenarios from Ss.

A (CD 2, Track 46)

- Set the scene. Direct Ss' attention to the pictures, and ask them to describe what they see.
- Go over the instructions.
- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> dented made a hollow in a hard surface by hitting it

- Play the audio. Have Ss listen and number the pictures from 1 to 4.
- Go over the answers with the class. Ask what happened and is going to happen in each situation.

B (CD 2, Track 46)

- Go over the instructions.
- Play the audio again. Have Ss listen and write the sentences that the people use to reassure their friends.
- *Option* Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Please don't worry.

Learning objective: *Express worry and reassure someone.*

- 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

- 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 for A and B.
- Model the role play with a volunteer or ask two volunteers to model it for the class. Remind them to use the expressions from Exercise 1, Part C.
- Have Ss work in pairs to role-play the situation.

B

- Tell Ss to change roles. The S who was expressing worry will now be the one reassuring.
- Go over the descriptions of roles for A and B.
- Have Ss role-play the situation.
- *Tip* For a different way of putting students in pairs, pass out playing cards or index cards of four different colors. Give students who sit near each other the same suit or color. For the first role-play practice, say: *Hearts work with Diamonds and Clubs work with Spades* (or *Green works with Blue and Yellow works with White*). After those pairs have practiced in both roles, change pairings (Hearts–Clubs and Spades–Diamonds) and have them practice again with the new partners.

C

- Direct Ss' attention to the three situations. Tell them that a home-stay abroad means living temporarily with a family in a foreign country.
- Go over the instructions. Tell Ss to make their conversation more interesting by making it specific, e.g., *by explaining what country they are going to or how they are traveling.*
- Tell Ss that another pair will be reading the role play, so the partner with the clearest handwriting should write it neatly.
- Have Ss work in pairs to write a role play for one of the situations.
- Ask each pair to pass their role play to another pair to perform.
- *Option* For more practice, have the Ss pass the role plays on a second time.
- Call on several pairs to perform their role play (the one they received, not the one they wrote) for the class.
- Finally, tell Ss to check the "can do" statement if they can express worry and reassure someone. 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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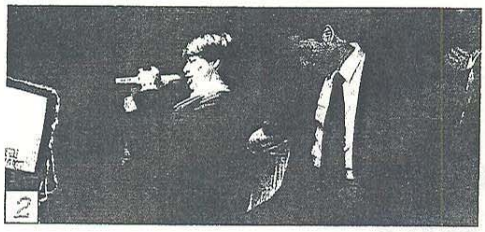
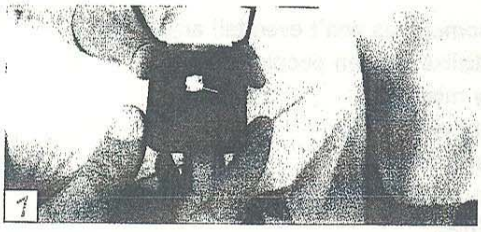
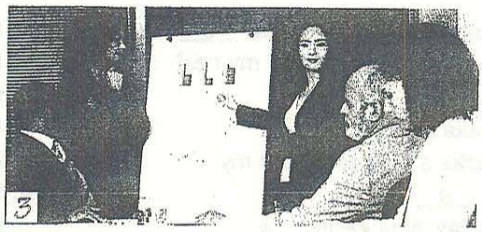
Listening

A Listen to four friends talk about situations that worry them. Number the pictures from 1 to 4.









B Listen again. What do their friends say to reassure them? Write the sentences.

1. *I'm sure you'll do fine.*
2. *I'm sure you'll be OK.*
3. *I'm sure you'll do fine.*
4. *Don't worry. Everything will work out.*

Speaking

A Pair work Role-play the situation.

Student A: You have been invited to a party. You are a little anxious about it. You're afraid you won't know anyone. Tell Student B how you feel.

Student B: Student A is a little anxious about going to a party. Find out why. Reassure your friend.

A: *I'm pretty nervous about going to this party.*
B: *Why are you so nervous?*
A: *I won't know anyone there.*
B: *But you can meet new people there. Don't worry. . . .*

B Change roles and role-play the situation.

Student A: You are changing schools. You are worried about it. You're afraid you might not make new friends easily. Tell Student B how you feel.

Student B: Student A is changing schools and is worried about it. Find out why. Reassure your friend.

C Pair work Write a role play about reassuring someone in a difficult situation. Give it to another pair to role-play. Use one of these situations, or use your own ideas.

doing a home-stay abroad | getting a new roommate | traveling alone

express worry.
reassure someone.

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C What if . . . ?

1 Vocabulary Expressions with *make* and *get*

A Match the statements. Then listen and check your answers.

1. I hate to **make a fool of myself.** __b__
2. I always **make an effort** to do my best in school. __c__
3. I often **make mistakes.** __d__
4. I never **make a big deal** about my birthday. __a__
5. I **make up my mind** easily. __e__
6. I never **get into trouble.** __g__
7. If someone isn't nice to me, I try to **get over it** quickly. __f__
8. I always try to **get out of** doing the dishes. __i__
9. My friends sometimes **get on my nerves.** __h__
10. I like to **get rid of** things I don't need. __j__

a. I sometimes don't even tell anyone.
b. I dislike it when people laugh at my mistakes.
c. I try very hard.
d. I am careless.
e. It's not difficult for me to decide things.
f. I just disregard it.
g. I always try to follow the rules.
h. I get annoyed when they play loud music.
i. It's my least favorite chore.
j. I don't like to keep unnecessary things.

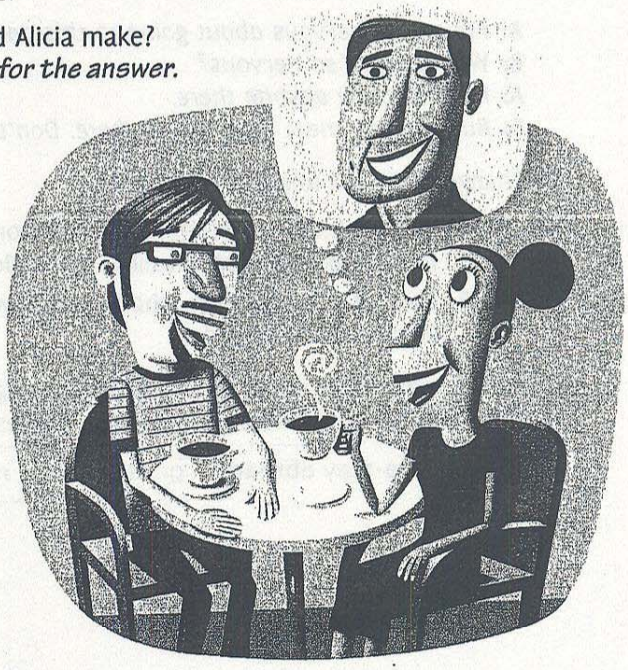
B Pair work Which statements in Part A are true for you? Discuss your answers.

"I like to get rid of old newspapers and magazines, but my roommate likes to save them."

2 Conversation A new boyfriend

A Listen to the conversation. What mistake did Alicia make? *See page T-78 for the answer.*

Dan: So, how was Aki's party?
Alicia: Well, the party was fun. But I'd forgotten it was her birthday, so I was a little embarrassed.
Dan: Why?
Alicia: I didn't bring a gift. If I'd remembered, I'd have brought her something really nice.
Dan: Well, I'm sure she didn't mind.
Alicia: Then, I think I made a fool of myself at the party. We all had to sing, and you know how bad my voice is.
Dan: Oh, come on.
Alicia: I tried to get out of it, but I couldn't. And that's when I met Santiago. Just think. If I hadn't sung at the party, I wouldn't have met Santiago.
Dan: Santiago? Who's Santiago?
Alicia: He's my new boyfriend.



B Listen to the rest of the conversation. What's Santiago like? What gets on Alicia's nerves? *See page T-78 for the answers.*

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Vocabulary: Expressions with *make* and *get*
Grammar: Third conditional
Speaking: Description of personal experiences that might have been different

1 Vocabulary Expressions with *make* and *get*

Learning objective: *Use expressions with* make *and* get.

A (CD 2, Track 47)

- Go over the instructions.
- Have Ss work individually to match the statements.
- 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.
- Check comprehension of the expressions by asking questions. *Have you ever seen people make fools of themselves in real life or on TV? What happened? Who has made a mistake recently? What was the mistake? Have you ever known anyone who always tried to get out of doing work? Who? What have you gotten rid of recently? Do you know someone who always makes a big deal out of things? Did you get into trouble often when you were little?*

B

- Go over the instructions and the example statement. Emphasize that Ss should discuss their answers, not just say which statements are true for them.
- Have Ss work in pairs to talk about the statements in Part A.
- Call on individuals to share an interesting thing they learned about their partner.

2 Conversation A new boyfriend

Learning objective: *Practice a conversation about a mistake that turned out well, see third conditional in context.*

A (CD 2, Track 48)

- Direct Ss' attention to the picture to set the scene. Ask: *What do you think the man and woman are talking about?*
- 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.

She didn't bring a birthday gift to the party.

- Have Ss practice the conversation in pairs.
- Call on two pairs to act it out for the class.

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

B (CD 2, Track 49)

- Go over the instructions. Explain that Ss are going to hear the rest of the conversation.
- Play the audio. Have Ss listen for the answers to the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Santiago is friendly, talkative, and funny.
He always talks about himself, doesn't ask her questions, and enjoys the sound of his own voice.

Write additional questions on the board and have Ss listen again for the answers. *What is Santiago's job? (Actor.) What did he use to work on? (A soap opera.)*

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3 Grammar Third conditional

Learning objective: *Use third conditional.*

(CD 2, Track 50)

- Books closed. Write the first sentence from the grammar box on the board. Underline the verbs.
- Focus on use. Explain that third conditional is used to describe a hypothetical situation in the past. *If I'd remembered* means *I didn't remember. I would have brought her something* means *I didn't bring her anything.*
- Focus on form. Ask Ss to identify the verb forms. Write the structure on the board:
  1. Condition *(If)* clause: *if* + subject + *had* + past participle
  2. Main clause: subject + *would* + *have* + past participle
- Although this lesson focuses on third conditionals that begin with the *if* clause, you may want to point out that the position of the *if* clause and the main clause can be switched. Ss need to be aware that the choice of verb form is based on which clause the verb is in, not on which one comes first.
- Direct Ss' attention to the grammar box and go over the rest of the examples.
- Refer to the conversation in Exercise 2. Have Ss circle the examples of the third conditional in the conversation. Point out that in the sentence *If I'd remembered, I'd have brought her something really nice.*, *I'd* is the contraction for both *I had* and *I would*.
- Check comprehension. Ask: *Did Alicia bring a gift? Did she sing at the party? How did she meet Santiago?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Emphasize the correct pronunciation of *I'd* and of the reduced *have* in *wouldn't have*.

A

- Go over the instructions. Have Ss work individually to circle the true statements.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Draw Ss' attention to the picture. Ask what mistake the man made (*He misunderstood the invitation.*). Ask how the man could have avoided his mistake (*If he had called someone or read the invitation more carefully, he wouldn't have made the mistake.*).
- Go over the instructions.
- Have Ss work individually to complete the sentences with the third conditional. Tell Ss to refer to the structure of the third conditional on the board if necessary.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking If only I hadn't . . .

Learning objective: *Discuss how things have been improved.*

- 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.
- Ask Ss to read the list and think about their own lives.
- Have Ss work individually to check the things they've done.

B

- Have Ss work in pairs to share their stories and talk about what they would have done differently.
- *Option* Have every S write a sentence about his or her partner with the third conditional. *If Rita hadn't made an effort to save money, she wouldn't have been able to go to college.*
- Finally, tell Ss to check the "can do" statement if they can talk about how things might have been. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Cultural note

Because the past cannot be changed, people often feel that talking about hypothetical situations in the past is a waste of time. When native English speakers want to say that there is no point in speculating about the past, they sometimes use the (very informal) expression "Woulda, coulda, shoulda," meaning "would have, could have, should have." (The reduced pronunciation of *have* in normal speech sounds like [uh].)

Additional practice

For more practice, use:

Workbook	pages 61-63
Self-study CD-ROM	Lesson C

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3 Grammar – Third conditional

Third conditional sentences describe hypothetical situations in the past.
Use the past perfect in the if *clause and* would have + *past participle in the main clause.*

If I**'d remembered**, I **would have brought** her something.
If I **hadn't forgotten**, I **would have brought** her a gift.
If she **had missed** the party, she **wouldn't have met** Santiago.
If she **hadn't gone** to the party, she **wouldn't have met** him.

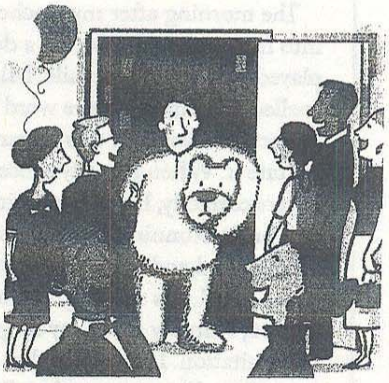
Remember: I**'d** = I **would** *or* I **had**

A Read the conditional sentences. Circle the true statements about them.

1. If Henry had made an effort, he would have passed all of his exams.
   a. Henry made an effort. (b. Henry didn't make an effort.)
2. If Mike had followed the instructions, he wouldn't have made a mistake.
   (a. Mike made a mistake.) b. Mike didn't make a mistake.
3. If Luz hadn't become a doctor, she would have become an artist.
   (a. Luz became a doctor.) b. Luz didn't become a doctor.
4. If Andrea hadn't sold her old books online, she wouldn't have gotten rid of them.
   (a. Andrea got rid of her books.) b. Andrea didn't get rid of her books.

B Complete the sentences with the third conditional.
Then compare with a partner.

1. If I *had known* (know) about the party, I *wouldn't have made* (not / make) such a fool of myself.
2. If you *had come* (come) home before midnight, you *wouldn't have gotten* (not / get) into trouble.
3. If I *hadn't got* (not / get) rid of my old cell phone, I *would have let* (let) you have it.
4. I *would have made* (make) up my mind easily if I *hadn't had* (not / have) so many choices.



4 Speaking

A Check (✓) the things you've done.

- ☐ made a mistake
- ☐ made an effort to do something
- ☐ made a fool of yourself
- ☐ gotten rid of something important
- ☐ gotten out of something
- ☐ gotten into trouble

B Pair work Tell your partner the things you checked in Part A. What would have been different if you hadn't done these things? Share your stories.

5 Keep talking!

Go to page 140 for more practice.

I can talk about how things might have been.

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D A day to remember

1 Reading

A Helen Keller was two years old when she became ill and lost both her sight and hearing. Read the excerpt from her book, *The Story of My Life*. What made March 3, 1887, a day to remember? *See page T-80 for the answer.*

The Story of My Life



The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

The morning after my teacher came, she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was filled with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for "doll." I did not know that I was spelling a word or even that words existed; I simply made my fingers go in monkey-like imitation. In the days that followed, I learned to spell in this uncomprehending way many words, among them, "pin," "hat," "cup," and a few verbs like "sit," "stand," and "walk," but my teacher had been with me several weeks before I understood that everything has a name.

One day while I was playing with my new doll, Miss Sullivan gave me my old doll, too. She then spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day, we had a struggle over two words. "M-u-g" is "mug" and "w-a-t-e-r" is "water," but I persisted in mixing up the two. I became impatient, and seizing the new doll, I dashed it on the floor, breaking it into pieces. I was not sorry after my fit of temper. In the dark, still world, I had no strong sentiment for anything.

My teacher brought me my hat, and I knew we were going out into the warm sunshine. We walked down the path to the well-house. Someone was drawing water, and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word "water," first slowly, then rapidly. I stood still; my whole attention was fixed upon the movements of her finger. Suddenly I seemed to remember something I had forgotten – a thrill of returning thought – and the mystery of language was revealed to me. I knew then that the "w-a-t-e-r" meant that wonderful cool something that was flowing over my hand. That living word awakened my soul and set it free.

Source: Adapted from *The Story of My Life* by Helen Keller

B Read the excerpt again. Number the events from 1 to 6.

2 Miss Sullivan began to teach Helen to spell.
5 When Helen felt water on one hand, Miss Sullivan spelled "water" in the other.
6 Helen understood that everything has a name, and her life changed.
1 Helen didn't know that there were words for things.
3 Helen learned how to spell "doll" with her fingers.
4 Helen didn't understand the meaning of the words she spelled.

C What do you think Helen's life was like before this day? after this day?

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Reading: "The Story of My Life" (an excerpt)
Listening: Memorable days
Writing: About a memorable day
Speaking: Description of a memorable day

1 Reading The Story of My Life

Learning objective: *Read and discuss an excerpt about Helen Keller; develop skills in reading for the main idea and for details.*

(CD 2, Track 51)

A

- Set the scene. Direct Ss' attention to the picture. Ask them if they know who the people are.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

wonder a feeling of happy surprise and admiration
immeasurable too large to measure
uncomprehending without understanding
struggle a disagreement or fight
seizing grabbing
dashed threw against a hard surface
temper an angry state of mind
well a deep hole for collecting water; the well-house is the shelter for the well
spout the part of a container used for pouring
gushed flowed quickly
thrill excitement
flowing moving steadily, as with water

Extra activity Extension

If many of the vocabulary words are unfamiliar to students, spend some extra time going over the definitions. To check comprehension, provide sentence starters and have Ss complete them with their own ideas. *I was full of wonder when I saw ____, It made me immeasurably happy when ____. I was uncomprehending when I saw ____*, etc.

- Go over the instructions. Have Ss listen and read for the answer to the question.
- Go over the answers with the class.

The day was special because Helen learned that things have names. It was the breakthrough that allowed her to communicate with others.

- Elicit any additional vocabulary questions.

B

- Go over the instructions.
- Have Ss work individually to number the events from 1 to 6.
- Go over the answers with the class.

Classroom Tip

After doing Part B, zoom section. Have volunteers come to the board and use the Pen tool to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

C

- Discuss the questions as a class.
- Have Ss work in groups to discuss the questions. Call on individuals to report some of the group's ideas to the class.

Extra Activity

The scene of Helen Keller at the water pump with her teacher is depicted in the classic 1962 movie *The Miracle Worker*. Look for it (or tell Ss to look for it) online by searching for "*The Miracle Worker* clip."

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2 Listening Looking back

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

A (CD 2, Track 52)

- Set the scene. Ask Ss what days they would consider important ones in their lives.
- Go over the instructions.
- Play the audio. Have Ss listen and check which day the people are talking about.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 52)

- Go over the instructions.
- Play the audio again. Have Ss listen and check what made the day memorable.
- Have Ss compare answers with a partner.
- Go over the answers with the class. Ask Ss if any of these experiences remind them of their own experiences.
- *Option* Play the audio again. Ss listen and check their answers.

3 Writing and speaking About a memorable day

Learning objective: *Describe a memorable day.*

- 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 ideas in the box. Tell them about one of your own memorable days.
- Ask Ss to choose one of the ideas in the box or one of their own ideas. To help Ss who are having trouble thinking of something, ask volunteers to share their ideas with the class.

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

B

- Go over the directions. Have Ss read the example paragraph. Have them find the answers to the questions in the sample paragraph. Point out that the answers to the questions are integrated into the paragraph (it isn't just a list of answers).
- Have Ss write about their memorable day, in class or for homework.

C

- Go over the directions.
- To prepare Ss for asking questions about their classmate's experiences, have them brainstorm questions they might ask about the sample paragraph, e.g., *Why did you always want to go to City University? What did you do when you opened the letter? What did your friends say when you called them? How did you and your family celebrate?*
- Have Ss work in groups to share their writing and ask and answer questions.
- Finally, tell Ss to check the "can do" statement if they can describe a memorable day. 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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Listening

A Listen to four people talk about important days in their lives. Check (✓) which day they're talking about.

	Day	What made it a memorable day?
1.	☐ first day of middle school ☑ first day of high school	☐ Her friend was a teacher at the school. ☑ Her friend was going to the same school.
2.	☐ wedding day ☑ birth of a child	☑ Their parents were there. ☐ The announcement appeared in the newspaper.
3.	☐ first day at work ☑ last day at work	☑ His co-workers gave him a party. ☐ He'd traveled on his own in Europe.
4.	☐ first airplane trip ☑ first trip overseas	☐ She could speak Korean with her host family. ☑ Her hosts were so kind and friendly.

B Listen again. Check (✓) what made the day memorable.

Writing and speaking

A Think about a memorable day. Use these ideas or your own ideas.

the day you got accepted to college	your first airplane ride
the day you spoke English to a native speaker	your first day at a new job
the first time you rode a bicycle	your first day of school
a special celebration	

B Write a paragraph about your memorable day. Use the questions and the model paragraph to help you.

- When was it?
- What made the day memorable?
- Did you look forward to this day?
- What did you do that day?
- How did you feel then?

A Memorable Day

One of the best days of my life was when I got accepted to City University. I had always wanted to go there. I'd been pretty worried until I got my official acceptance letter. I remember I called some of my friends to tell them. Then that night, I went out with my family to celebrate. I was so happy that day.

C Group work Share your writing. Ask and answer questions about that day. As a group, decide which day was the most interesting, unusual, or exciting day.

You describe a memorable day.

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Wrap-up

1 Quick pair review

Lesson A Do you remember? Cross out the words that don't belong. You have one minute.

1. *mis-*	spell	understand	~~think~~	pronounce	judge
2. *re-*	do	think	consider	make	~~agree~~
3. *dis-*	agree	~~make~~	continue	regard	like

Lesson B Brainstorm! Make a list of ways to express worry and ways to reassure someone. How many do you remember? You have two minutes.

Lesson C Give your opinion! Imagine these things happened to you. Ask your partner what he or she would have done. Take turns. You and your partner have two minutes.

- You forgot to take your passport to the airport.
- You didn't remember a friend's birthday.
- You didn't go to class on the day of a test.

A: *What would you have done if you had forgotten your passport?*
B: *If I had forgotten my passport, I would have called my friend and asked her to bring it to me. What about you?*

Lesson D Guess! Think about important first days in a person's life. Guess how old your partner was for each of these firsts. You and your partner have two minutes.

first time he or she traveled alone	first time he or she spoke English
first time he or she rode a bicycle	(your own idea)

A: *Were you 18 the first time you traveled alone?*
B: *No, I was younger.*
A: *Were you 13?*
B: *Yes, I was.*

2 In the real world

What was the first day of school like for someone in your family or for a close friend? Interview the person. Then write about it.

First Day of School

My father was nervous on his first day of school. His father, my grandfather, took him to school. My father met Charlie on the first day of school. Charlie became his best friend.

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1 Quick pair review

Learning objective: *Review prefixes* mis-, re- *and* dis-, *ways of expressing worry and reassuring people, and third conditional.*

Lesson A Do you remember?

- Go over the instructions.
- Have Ss work in pairs to cross out the words that don't belong. Set a time limit of one minute.
- Go over the answers with the class.
- To extend the activity, have Ss brainstorm more words they know for each prefix. Call on pairs to share their words and make a class list on the board.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs. Tell them to write *Ways to express worry* and *Ways to reassure someone* on a piece of paper as column heads and then to brainstorm their lists. Set a time limit of two minutes.
- Call on pairs to share their ideas.
- Create a class list on the board.

Lesson C Give your opinion!

- Go over the instructions and the example dialogue.
- Have Ss work in pairs to take turns talking about what they would have done in each situation.
- Set a time limit of two minutes.
- Call on individuals to share their ideas with the class.
- Call on individuals to write a sentence about their partner on the board using the third conditional. *If Tony had forgotten to take his passport to the airport, he would have called his friend and asked her to bring it to him.*

Lesson D Guess!

- Go over the instructions and the example dialogue. Model the activity by having a volunteer ask you questions about one of the ideas in the box.
- Have Ss work in pairs to take turns asking and answering about first experiences. Set a time limit of two minutes.

2 In the real world

Learning objective: *Read and write about a first day of school.*

- Go over the instructions and the example.
- Point out the title of the example. Point out the author's use of "his father, my grandfather," to clarify relationships.
- Allow Ss to choose a different "first" experience to interview and write about.
- Ask Ss to conduct the interviews outside of the class and write their paragraphs at home.
- Have Ss share their paragraphs in groups when they come back to class.

For additional practice writing about hypothetical pasts, have Ss work in groups to write alternate endings to movies.

1. Choose a movie that most of your students have seen and ask them to speculate about how it might have ended differently. e.g., *What would have happened if the young man in* Titanic *had survived? (They would have lived happily ever after. She would have realized she didn't want to marry a poor worker. Her mother would never have accepted him,* etc.).
2. Have Ss work in groups to think of two or three movies and how they would have ended differently if certain events hadn't happened.
3. Have a reporter from each group share the group's ideas with the class.

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Can you explain it?

At a glance: Unit overview	Speaking outcomes
LESSON A Everyday explanations Ss learn suffixes *-ful* and *-less*. They use past modals for speculating.	Ss can . . . speculate about everyday situations.
LESSON B I'm pretty sure that . . . Ss express probability and improbability.	Ss can . . . express probability and improbability.
LESSON C History's mysteries Ss learn vocabulary for mysterious events. They use embedded questions.	Ss can . . . ask and speculate about historical events.
LESSON D Explanations from long ago Ss read a myth about how the kangaroo got its pouch, and write a story from their culture.	Ss can . . . tell a story from their culture.

Warm-up

Learning objective: *Preview the topic and explain occurrences.*

> ***Classware Tip***
> In class, books closed. Zoom in on the pictures and do Parts A and B as a class activity. Ss share ideas and possible explanations. Refer students back to the title to tie the pictures into the theme of unit.

A

- Direct Ss' attention to the pictures. Have Ss work in pairs or groups to describe the pictures.
- Elicit the ideas from the class.
- *Option* Do the activity as a class.

> **Possible answers**
> A woman in a wedding dress is riding a motorcycle. A car is stopped on a road beside a herd of bison. There are goats in a tree. Two older women and two young girls are wearing queen and princess sashes.

B

- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to speculate (provide possible explanations for things in the past, present, and future) in this unit. Point out the Unit 9 lesson overviews. Go over what Ss will learn in each lesson.

> ***Extra activity*** Extension
> Encourage Ss to think of novel answers to the questions in Part B. Use four pieces of poster paper or divide the board into four sections and designate each section for a particular picture. After the group discussion in Part B, have the groups take turns writing the explanation for each picture. Tell them their answer must be different from the previous groups' answer.

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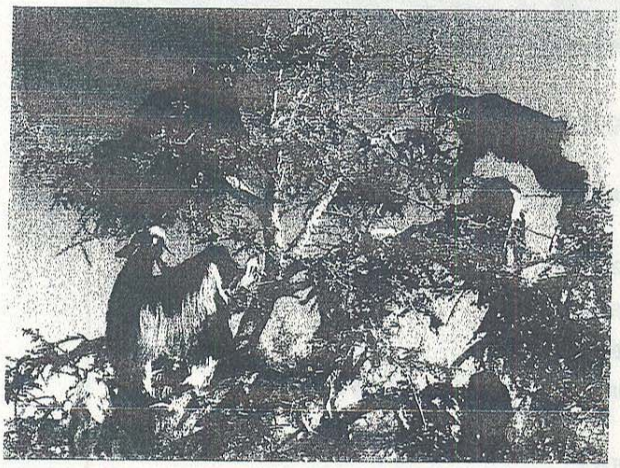
Can you explain it?

Warm-up









A Describe the pictures. What do you see? See page T-69 for this answer.

B Can you explain the pictures? Think of several possible explanations.

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A Everyday explanations

1 Vocabulary Suffixes: *-ful* and *-less*

A Circle the correct words to complete the sentences. Then listen and check your answers.

1. I can't get this old computer to work at all. It's **useful** / **useless** for me to even try.
2. The storm was so **powerful** / **powerless** that it destroyed a hundred homes.
3. I read about a man who raised a lion as his pet. He was totally **fearful** / **fearless**.
4. The police made people leave the building because the bad odor was **harmful** / **harmless** to their health.
5. Jane was fined $300 for **careful** / **careless** driving.
6. I couldn't understand his explanations at all. They were so **meaningful** / **meaningless**.
7. Sara gave me a lovely graduation present. That was very **thoughtful** / **thoughtless** of her.
8. I'm **hopeful** / **hopeless** that I'll get a good grade on my exam. I have been studying a lot.

B Pair work Make sentences about your experiences. Use the words you did *not* circle in Part A. Tell your partner.

2 Language in context Explainable behavior

See page T-84 for the answer.

A Read the online chat between co-workers. Why are they talking about Kenny?

Maria: Ethan, did you see Kenny yesterday?

Ethan: How could I miss him? He was wearing a suit. He looked so impressive in his suit and tie! ☺

Maria: Yeah, I know. But it was really hot yesterday, so he couldn't have been comfortable in a suit.

Ethan: Did you ask him why he was so dressed up?

Maria: Yeah, but it was useless. He wouldn't say a word.

Ethan: He might have had a presentation to give.

Maria: Yeah, that's possible. Or maybe it wasn't meaningful at all. He could have simply felt like dressing up in a suit.

James: Hi, you guys. Did you hear about Kenny?

Ethan: Actually, we were just chatting about him.

James: Well, he called me earlier today. He said he had interviewed for a new job yesterday. And they offered it to him!

Maria: That explains it! He must have gone to his interview after work. He wasn't very careful about it, was he?

B What are some other reasons that people dress up for work?

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Vocabulary: Suffixes *-ful* and *-less*
Grammar: Past modals for speculating
Speaking: Discussion of possible explanations for unusual everyday events

1 Vocabulary Suffixes *-ful* and *-less*

Learning objective: *Use suffixes* -ful *and* -less.

A (CD 3, Track 2)

- Go over the instructions.
- Have Ss work individually to circle the correct words.
- Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Say and have Ss repeat the words with their suffixes to practice pronunciation.

B

- Go over the instructions.
- Have Ss work individually to think of or write sentences using the words from Exercise 1, Part A, that they didn't circle.
- Have Ss work in pairs to share their sentences.
- Go over the answers with the class.

Call on Ss to write one of their sentences on the board until you have an example for each word. Go over the sentences, focusing on the use of the word.

2 Language in context Explainable behavior

Learning objective: *See use of past modals for speculating in context.*

Before doing Part A, follow the steps for *Find the match* to practice vocabulary for suffixes with *-ful* and *-less*. Hide: *useless, meaningful, careful.* For a greater challenge, don't put the hidden words into a text box. Have Ss choose from all of the words in Part A, above. Possible answers for the first hidden word are: *useless, hopeless.* The answer for the second is *meaningful.* The answer for the third hidden word is *careful.*

A (CD 3, Track 3)

- Ask Ss if they ever chat online with people from work. Tell them they're going to read and listen to an online chat among workmates.
- Go over the instructions.
- Play the audio. Have Ss listen and read silently for the answer to the question.
- Go over the answer with the class.

They're talking about Kenny because he wore a suit to work, and they don't know why.

Ask Ss what Maria means by *He wasn't very careful about it, was he?* (*The implication is that Kenny's employers didn't know he was looking for a new job.*).

B

Read the question and elicit answers from the class.

Have Ss discuss the question in pairs.

1. To extend this practice and prepare for additional practice with speculation, write several situations on poster paper or on a side area of the board using Ss' names: *Kim wore a large hat to class. Rolando came to class in shorts and a T-shirt. Julia wore a party dress to class.*
2. Invite Ss to speculate about the situations. Write their ideas as simple sentences: *She got a bad haircut. She was worried about the sun. The hat was a birthday present.*, etc.
3. Save the Ss' ideas for use later in the lesson.

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3 Grammar Past modals for speculating

Learning objective: *Practice past modals for speculating.*

(CD 3, Track 4)

- Direct Ss' attention to the grammar box. Read the example sentences in the section *Speculating with more certainty*.
- Focus on form. Point out that the form here is like the form Ss saw for third conditional: modal + *have* + past participle.
- Read the example sentences in the section *Speculating with less certainty*.
- Focus on use. Point out that *couldn't have* shows a high degree of certainty, whereas *could have* shows less certainty.
- Refer to the text in Exercise 2. Have Ss circle the past modals used for speculating.
- Check comprehension. Ask: *Did Kenny have a presentation to give? Does Maria feel very certain or not very certain that Kenny went to his interview after work?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation. Point out the reduced form of *have* in the modal + present perfect.

A

- Go over the instructions.
- Read the first dialogue aloud. Ask if Speaker B is more or less certain about the answer. Elicit the completion.
- Have Ss work individually to complete the sentences.
- *Option* Ask Ss who finish early to write alternate Speaker B parts for two or three of the dialogues. Call on them to share one with the class after the activity is corrected.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity Extension

If you did the *Extra activity* in Exercise 2, Part B, have Ss look back at their speculations about their classmates. Ask them to convert the simple sentences into speculations with past modals (*Kim might have gotten a bad haircut. She could have been worried about the sun. The hat might have been a birthday present.*).

B

- Go over the instructions.
- Have Ss work individually to write different explanations.
- Have Ss practice with a partner using their own explanations.
- *Option* Call on Ss to write one of their explanations on the board. Correct them together as a class.
- *Tip* From time to time, when Ss write sentences, collect their work and look for the same mistake in different Ss' papers. Write all of the examples with the same mistake on the board to help focus Ss' attention on the problem.

5 Speaking Possible explanations

Learning objective: *Speculate about everyday 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.)
- Direct Ss' attention to the picture. Ask: *Where are they? Why is he upset?*
- Explain the activity. Encourage Ss to think of at least two explanations for each situation.
- Have Ss work in groups to discuss their ideas. Walk around and take notes on their use of past modals for speculation.
- You may find that students are making past speculations that should really be present, for example, saying *She might have had a talent for languages* for number 2. If this is the case, write the same sentence on the board with a past and a present meaning (*She might have a talent for languages.*). Tell Ss that if they want to describe the real situation in the present tense (*She has talent.*), they should use present speculation, and if they want to describe it in the past (*She had a good teacher.*), they should use past speculation (*She must have had a good teacher.*).
- Call on a reporter from each group to share some of their group's ideas with the class.
- *Option* Follow up the activity by having each group write a sentence for one of the situations on the board. Correct the sentences as a class.
- Finally, tell Ss to check the "can do" statement if they can speculate about everyday situations. 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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Grammar

Speculating with more certainty

He **must have gone** to his interview.

It was really hot yesterday, so he **couldn't have been** comfortable in a suit.

Speculating with less certainty

He **might have had** a presentation.

He **could have felt** like dressing up.

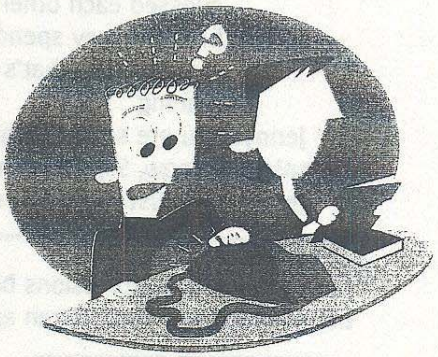
A Complete the conversations with past modals. Then practice with a partner.

1. **A:** Why hasn't Kate been answering her phone?
   B: Who knows? She could *have turned* (turn) off the ringer.
2. **A:** Why did Randy quit his job yesterday?
   B: I'm not sure. He might *have gotten* (get) a better one.
3. **A:** Have you seen Nancy?
   B: No, she hasn't come to work yet. She could *have overslept* (oversleep) again.
4. **A:** Is Emma here? She's late for her appointment. That never happens.
   B: Something important must *have delayed* (delay) her.
5. **A:** What's wrong? Did Jack forget your birthday?
   B: He could *n't have forgotten* (not / forget) it. He always remembers.

B Read the questions in Part A. Write different explanations. Then practice with a partner.

1. _____
2. _____
3. _____
4. _____
5. _____

Speaking



Group work Discuss possible explanations for these situations.

1. Your classmate seemed very forgetful today.
2. Your friend is fluent in Russian after only three months of study.
3. Your friend used to be very careless, but suddenly you can depend on her for anything.
4. Your cousin used to be afraid of animals, but now he is fearless.

"My classmate might have had very little sleep. That could have made him forgetful."

Keep talking!

Students A and B go to page 141 and Students C and D go to page 142 for more practice.

I can speculate about everyday situations.

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B I'm pretty sure that . . .

1 Interactions — Probability and improbability

A Pair work Try this experiment. Do it ten times and then change roles.

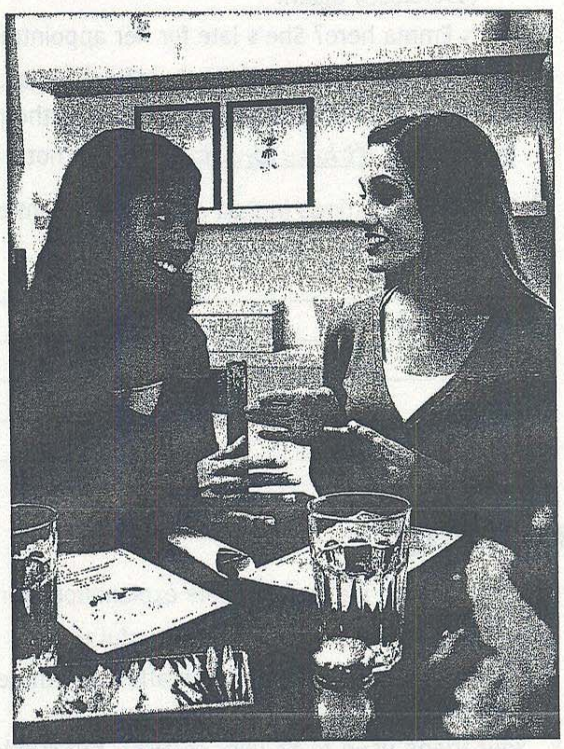
Student A: Think of a number between 1 and 10.

Student B: Try to read your partner's mind by guessing if the number is *even* (2, 4, 6, . . .) or *odd* (1, 3, 5, . . .).

Did you guess correctly? Who else in the class guessed correctly? How many times?

B Listen to the conversation. How does Daniela explain mind-reading between twins? Then practice the conversation. *See page T-86 for the answer.*

Daniela: I saw a TV show yesterday about twins who read each other's minds. Do you think that's possible?
Jenny: Well, twins spend a lot of time together. It's likely that they can read each other's thoughts.
Daniela: Really?
Jenny: Why not? When they're young, some twins develop a secret language only they understand. That shows that twins can be special.
Daniela: But I doubt that anyone can really read minds. They could have guessed each other's thoughts because they spend a lot of time together. But that's not mind-reading.
Jenny: You are so skeptical.
Daniela: I know. So, should we order now?
Jenny: You just read my mind!



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

Expressing probability

It's likely that . . .
I'm pretty sure that . . .
It's very probable that . . .

Expressing improbability

I doubt that . . .
It's doubtful that . . .
It's highly unlikely that . . .

D Group work Check (✓) the sentences you think are probable. Then talk to your group about what is probable and what is improbable.

- ☐ Twins have a special relationship.
- ☐ Only some people can read minds.
- ☐ Twins are more alike than different.
- ☐ All twins can read each other's minds.

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Interactions: Expressing probability and improbability
Listening: Mind-reading
Speaking: Information exchange about probability

1 Interactions Probability and improbability

Learning objective: *Express probability and improbability.*

A

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? What are they doing? Do you think they've ordered their food yet?*
- Go over the directions.
- Have Ss work in pairs to try to read each other's minds. Remind them to try it ten times before they switch roles. Ask Ss to keep a tally of how many times they guess correctly.
- Elicit the results from the class. Ask Ss how many times they guessed correctly.

B (CD 3, Track 5)

- 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.

Daniela says they spend a lot of time together, so it's likely they can guess each other's thoughts, but not actually read their thoughts.

- Ask students if they know any twins. Ask them whether they agree with Jenny or Daniela.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 3, Track 6)

- Have Ss read the expressions in the boxes. Explain that *I'm pretty sure that . . .* is more common and less formal-sounding than *It's likely that . . .* which is less formal than *It's very probable that . . . . I doubt that . . .* is less formal than the other expressions for improbability.
- 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 write them in the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- Play the audio line by line and have Ss repeat the expressions.

> **Classwork** Restoring text [illegible]
> After doing Part C, follow the steps for *Restoring text* to review language for probability and improbability.

D

- Go over the instructions.
- Have Ss work individually to check the sentences they think are probable.
- Have Ss work in groups to discuss the probability and improbability of the sentences. Remind them to use the expressions in Exercise 1, Part C.
- Call on several Ss to share their ideas with the class.

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2 Listening Likely . . . or unlikely?

Learning objective: *Develop skills in listening for gist and for details.*

A

- Direct Ss' attention to the items in the box.
- Have Ss work in pairs to discuss whether the items in the box help them know what someone is thinking.
- Call on Ss to share their opinions with the class.

B (CD 3, Track 7)

- Go over the instructions.
- Play the audio. Have Ss listen and circle the terms in Part A.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware Tip***
> Before doing Part C, zoom the section. Have Ss work in pairs and discuss what they think needs to be changed to make each sentence in Part C true. After all pairs have discussed / decided, have Ss listen to the rest of the conversation and do Part C. Have Ss come up to the board to correct the statements.

C (CD 3, Track 8)

- Go over the instructions. Direct Ss to read the sentences before they listen.
- Play the audio. Have Ss listen and correct the statements.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.
- Ask Ss what makes Karl think that Jenna doesn't believe men and women are equally good at mind reading (*her tone of voice*).

3 Speaking Anything's possible

Learning objective: *Express probability and improbability.*

- 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 read the statements and look at the pictures.
- Have Ss work individually to label the statements P or I.
- Take a hand vote about each statement to see if Ss found it probable or improbable.

B

- Go over the instructions and the example conversation. Point out the use of *I doubt, it's unlikely*, and *I bet* in the example.
- Have Ss work in groups to share their opinions about the probability or improbability of each statement.
- *Tip* When Ss work in groups, assign roles to make them more accountable. For example, assign one student to be the note taker, one to be the reporter (who reports to the class at the end of the activity), and one to be in charge of making sure that every group member speaks.
- Finally, tell Ss to check the "can do" statement if they can express probability and improbability. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> For more practice with expressing probability and improbability and with *reading minds*, show Ss a scene from a TV show or movie with the sound off. Choose a scene in which characters are showing emotion, but there isn't a lot of action to make it obvious what's happening, for example a conversation or an argument scene. Tell Ss to talk to a partner about what's probably happening or will happen (*It's probable that he's her boyfriend. He must have done something to make her angry. It's likely that they're going to break up.*). Have Ss share their speculations with the class.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 68 |
> | Self-study CD-ROM | Lesson B |

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Listening

A **Pair work** Which of these things can help you know what others are thinking?

body language	emotions	hairstyles	memory
dreams	facial expressions	laughing	tone of voice

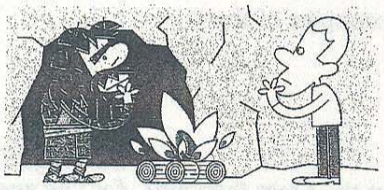
B Listen to Karl tell his friend Jenna about an article on mind-reading. How do people read minds? Look at Part A again, and circle the ways that are mentioned in the article.

C Listen to the rest of the conversation. Correct the statements.

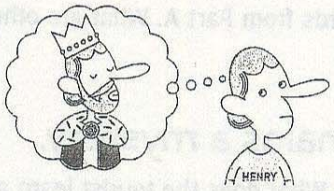
1. Strangers can read each other's minds ~~30%~~ 20% of the time.
2. Married couples can read each other's minds ~~45%~~ 35% of the time.
3. No one can read minds more than ~~6%~~ 60% of the time.
4. There's ~~a big~~ no difference in how well men and women can read minds.
5. It's ~~likely~~ unlikely that Jenna believes what Karl says about men and women.

Speaking

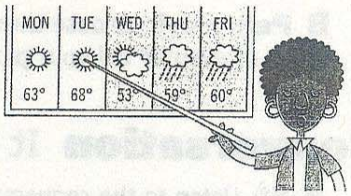
A Read the statements. Do you think they are probable? Write P (probable) or I (improbable) next to each statement.



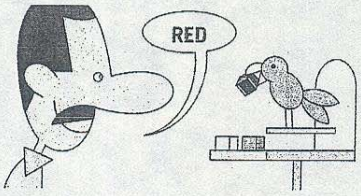
____ People will travel through time someday.



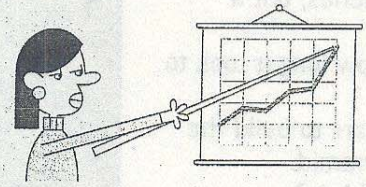
____ Some people can remember their past lives.



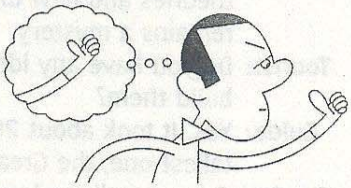
____ Some people can predict the weather.



____ Some people can communicate with animals.



____ Some people can predict trends in the stock market.



____ Some people can heal themselves with their mind.

B **Group work** Share your ideas.

A: *I doubt that people will travel through time someday.*
B: *I agree. It's highly unlikely.*
C: *I'm not so sure. I bet it will happen someday because . . .*

I can express probability and improbability.

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6 History's mysteries

1 Vocabulary Mysterious events

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

a. abduction
b. disappearance
c. discovery
d. escape
e. explosion
f. theft

1. __d__ In 1962, three men broke out of San Francisco's Alcatraz prison. They were never seen again.
2. __e__ In 1908, a huge object from space exploded over Siberia. It destroyed 80 million trees.
3. __b__ In 1937, Amelia Earhart disappeared during a flight over the Pacific Ocean. She was never seen again.
4. __a__ In 1961, Betty and Barney Hill claimed they were taken aboard a UFO by unfriendly aliens.
5. __c__ In 1985, divers found large rocks near Japan that some believe are a lost underwater city.
6. __f__ In 1990, robbers in Boston stole paintings worth $300 million. They have never been recovered.

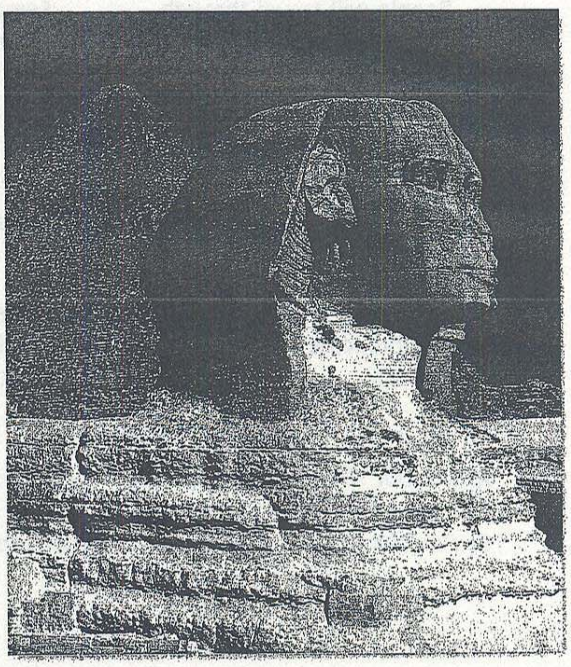
B Pair work Choose three words from Part A. What are other examples of these types of events? Tell your partner.

2 Conversation It remains a mystery.

See page T-88 for the answer.

A Listen to the conversation. What does the tourist learn about the Great Pyramid?

Guide: No one really knows how the Egyptian pyramids were built. There are many theories and new discoveries, but it remains a mystery.
Tourist: Do you have any idea how long it took to build them?
Guide: Yes. It took about 20 years to build the tallest one, the Great Pyramid.
Tourist: Can you tell me how tall it is?
Guide: It's more than 450 feet, or about 139 meters. It was the tallest structure in the world for thousands of years.
Tourist: Really?
Guide: Yes. It was the world's tallest structure until the Eiffel Tower was built.
Tourist: That's amazing! Do you know how many pyramids were built in Egypt?
Guide: No one knows. But at least 80 pyramids have survived, and many more are still under the sand.



B Listen to the rest of the conversation. Why was the Sphinx built? What happened to its nose?

See page T-88 for the answers.

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Vocabulary: Mysterious events
Grammar: Embedded questions
Pronunciation: Intonation in embedded questions
Speaking: Discussion of possible explanations for historical mysteries

1 Vocabulary Mysterious events

Learning objective: *Use vocabulary for mysterious events.*

> Classmate: Right or wrong? page xxx
> Instead of doing Part A, follow the steps for *Right or wrong?* to practice vocabulary for mysterious events. Instead of matching to a definition, Ss match to an example.

A (CD 3, Track 9)

- Tell Ss they will be reading about some real-life mysterious events.
- Go over the instructions. Have Ss work individually or in pairs to match the words and the stories.
- Play the audio. Have Ss listen and check their answers.
- Say and have Ss repeat the words in the box to practice pronunciation.

B

- Go over the instructions. Ask Ss to look at the words in the box for a moment and think of any other examples they can for each word. Point out that *abduction* refers to any kidnapping, not just to alien abduction.
- Have Ss work in pairs to talk about the examples they thought of for three of the words.
- Go over the Ss' ideas as a class. Call out each word and elicit the examples Ss know of.
- After Ss work with a partner to list ideas, call on the weakest students first so that they can share before someone else comes up with the same ideas.
- Have Ss choose one of the mysteries and research more about it at home. Ask them to share what they learned with the class the next day.

2 Conversation It remains a mystery.

Learning objective: *Practice a conversation about a historical mystery; see embedded questions in context.*

A (CD 3, Track 10)

- Direct Ss' attention to the picture to set the scene. Ask: *What is the picture of? What do you know about the Egyptian pyramids?*
- 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.

It took 20 years to build it. It's more than 450 feet tall. It was the tallest structure in the world until the Eiffel Tower was built.

- Have Ss work in pairs to practice the conversation.
- Call on two pairs to act it out for the class.

B (CD 3, Track 11)

- Ask Ss to identify the Sphinx in the picture. Ask what they know about it.
- Go over the instructions. Explain that Ss are going to hear the rest of the conversation.
- Play the audio. Have Ss listen for the answers to the questions.
- Go over the answers with the class.

The Sphinx was probably built to protect the pyramids. No one knows what happened to the nose.

- Write this additional question on the board and have Ss listen again for the answer: *How was the Sphinx painted? (The face and body were red; the headdress was yellow with blue stripes.)*

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3 Grammar Embedded questions

Learning objective: *Practice embedded questions.*

(CD 3, Track 12)

Wh- questions

- Focus on form. Write the second pair of questions (one from each column) from the chart on the board. Point out that the *do* auxiliary required for regular questions and question word order are not used for embedded questions. Embedded questions use regular subject-verb word order. Write these rules on the board:
  1. *Use subject-verb word order for embedded questions.*
  2. *Do not use* do / did / does *auxiliaries.*
- Write the third pair of questions on the board. Have Ss identify the subject and verb in the embedded question (*Great Pyramid*; *is*). Point out that this question follows the rule for using subject-verb word order.
- Write the first pair of questions on the board. Explain that in this case, the subject of the direct question is *How many pyramids*. Because the question is already in subject-verb word order, it doesn't change in the embedded questions.

Yes / no questions

- Write the first pair of *yes / no* questions [one from each column] on the board.
- Focus on form. Circle *if* and write this rule on the board: *Embedded* yes / no *questions begin with if.*
- Ask Ss to identify the subject and verb (*Sphinx*; *was painted*). Point out that the embedded question follows the rule for using subject-verb word order.
- Repeat the procedure for the last pair of questions in the grammar box.
- Write a *yes / no* question with *did* on the board: *Did the Egyptians build a lot of pyramids?* Take Ss through the process of referring to the rules to convert the question into an embedded question. Explain: *We must use* if *because it's a* yes / no *question. We can't use the* did *auxiliary. We must use subject-verb word order.* Finally, write the embedded question on the board: *Do you know if the Egyptians built a lot of pyramids?*
- Focus on use. Explain that embedded questions are more polite than direct questions. By embedding questions in phrases like *Do you know* and *Can you tell me*, the tourist is allowing for the possibility that the tour guide may not have the answer.
- Refer to the text in Exercise 2. Have Ss circle the embedded questions.
- Note that the Ss may identify *No one really knows how the Egyptian pyramids were built* as an embedded question. Embedded questions are a type of noun clause, and are very common after mental verbs such as *know, remember*, and *wonder,* as well as reporting verbs such as *explain* and *describe*.
- Check comprehension. Ask: *Does the guide know how long it took to build the Great Pyramid? Does he know how tall it is? Does he know how many pyramids were built?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar activity.
- Have Ss work individually to rewrite the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Pronunciation Intonation in embedded questions

A (CD 3, Track 13)

- Play the audio. Have Ss listen, paying particular attention to the falling intonation.
- Play the audio again. Have Ss listen and repeat.

B

- Have Ss work in pairs to practice the questions in Exercise 3. Walk around and provide feedback on intonation.

5 Speaking Endless possibilities

Learning objective: *Discuss possible explanations for historic mysteries.*

- 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.)
- Draw Ss' attention to the picture. Tell them it's Amelia Earhart, who was mentioned in Exercise 1.
- Go over the instructions and example conversation.
- Have Ss work in pairs to discuss explanations for the mysteries in Exercise 1.
- Call on Ss to share their ideas with the class.
- Finally, tell Ss to check the "can do" statement if they can ask and speculate about historical events. 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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Grammar – Embedded questions

An embedded question is a question included in another question.

Wh- questions	Embedded *Wh-* questions
How many pyramids were built?	Do you know **how many pyramids were built?**
How long did it take to build?	Do you have any idea **how long it took to build?**
How tall is the Great Pyramid?	Can you tell me **how tall the Great Pyramid is?**
***Yes / no* questions**	**Embedded *yes / no* questions**
Was the Sphinx painted?	Do you know **if the Sphinx was painted?**
Are there any chambers?	Can you tell me **if there are any chambers?**
Did its nose fall off?	Do you know **if its nose fell off?**

Rewrite the questions. Use embedded questions. Then compare with a partner.

1. Have there been many thefts from the pyramids?
   A: Do you know *if there have been many thefts from the pyramids* ? B: Yes, many.
2. How long was the Great Pyramid the world's tallest structure?
   A: Do you know *how long the Great Pyramid was the world's tallest structure* ? B: For 3,800 years.
3. How many chambers are there in the Great Pyramid?
   A: Can you tell me *how many chambers there are in the Great Pyramid* ? B: There are three.
4. Can tourists climb the Sphinx?
   A: Do you have any idea *if tourists can climb the Sphinx* ? B: No, it's not allowed.
5. Did aliens build the pyramids?
   A: Do you know *if aliens built the pyramids* ? B: It's highly unlikely.

Pronunciation

A Listen and repeat. Notice the falling intonation in embedded questions.

Can you tell me how tall it is? Do you know if the Sphinx was painted?

B Pair work Practice the embedded questions in Exercise 3. Pay attention to your intonation.

Speaking

Pair work Discuss possible explanations for the mysteries in Exercise 1.

A: *Do you have any idea what happened to Amelia Earhart?*
B: *No one does. But she might have crashed on an island.*



Keep talking!

Go to page 143 for more practice.

I can ask and speculate about historical events.

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D Explanations from long ago

1 Reading

A Long ago, people created stories, called myths, to explain the world around them. Read the story. What does it try to explain? *See page T-90 for the answer.*

Long ago in Australia, an old **wombat** walked toward a **kangaroo** and her baby. As the wombat came closer, the kangaroo heard him say, "Useless and worthless, worthless and useless. I'm blind. Nobody wants me around." The kangaroo was very kind and said, "I'll be your friend. I'll show you where the best grass grows." She let the wombat hold her tail, and she took him to a green area of grass. The wombat was very happy.

Suddenly the kangaroo remembered her baby! She had told him to stay close, but he had walked off. She ran back to look for him and found him asleep under a tree. She didn't want to wake him.

The kangaroo decided to go back and check on the old wombat. Suddenly, something moved nearby – a man was silently following the wombat! His **boomerang** was raised above his head. The kangaroo wanted to run and escape, but she had to protect the wombat! So she began to jump up and down. The man turned toward her. "Run! Someone wants to kill you!" she screamed. The wombat ran, but now the man wanted the kangaroo!

The kangaroo ran until she came to a **cave**. She stayed inside, afraid to go out. She saw the man walk past the cave. She waited until it was safe, and then she ran back to her baby, who was now awake. Together they went to look for the wombat, but he had disappeared.

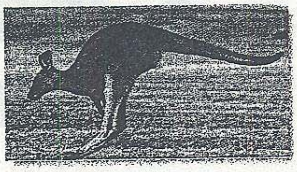
The kangaroo didn't know that the wombat wasn't really a wombat. He was the very wise being Byamee, who had come to discover the creature with the kindest heart. Now Byamee knew the kindest creature was the kangaroo. He wanted to give her the gift that would help her most of all. So he went to where the trees grow tall and used the soft wood from the outside of the tree to make an **apron**. He gave it to the kangaroo mother, and told her to tie it around herself.

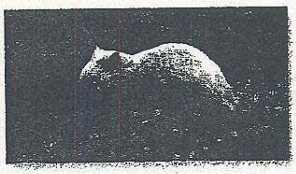
As soon as the kangaroo tied the apron around herself, it turned into a **pouch**. Now she had a place to carry her baby. Byamee then decided to make pouches for all the kangaroo mothers, and since then, their babies have never gotten lost.

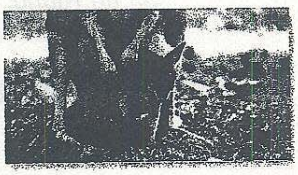
Source: Adapted from *Pacific Island Legends: Tales from Micronesia, Melanesia, Polynesia, and Australia*

B Read the story again. Find the words in **bold** in the story. Match the words and the pictures.

1. wombat *b*
2. kangaroo *a*
3. boomerang *e*
4. cave *f*
5. apron *d*
6. pouch *c*

a. 

b. 

c. 

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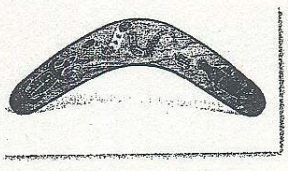
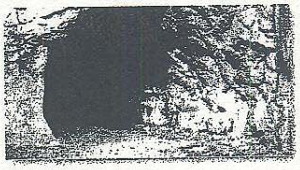
e. 

f. 

C Pair work What is the best title for this story? Discuss your ideas.

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Reading: "How the Kangaroo Got Its Pouch" (a myth)
Listening: "The Magpies and the Bell," a Korean folktale
Writing: An origin myth
Speaking: Story-telling from different cultures

1 Reading How the Kangaroo Got Its Pouch

Learning objective: *Read and discuss a myth about how the kangaroo got its pouch; develop skills in reading for the main idea and deducing meaning from context.*

(CD 3, Track 14)

A

- Tell Ss they are going to read a *myth*. A myth is an old story that tries to explain something about the world. Elicit Ss' predictions about what this myth will explain.
- Pre-teach any unfamiliar vocabulary. Don't pre-teach the words in bold, as Ss will be guessing the meaning of those words from context.

worthless having no value
creature animal

- Go over the instructions. Have Ss read the article and look for the answer to the question.
- Elicit the answer.

how the kangaroo got its pouch

B

Direct Ss' attention to the pictures. Tell them the pictures represent the bold words in the myth.

- Have Ss read the story again and match the words and pictures.
- Go over the answers with the class.
- Say and have Ss repeat the words to practice pronunciation.
- Elicit any additional vocabulary questions.
- If your Ss enjoy reading aloud, have them work in small groups and take turns reading the paragraphs. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

Extra Learning Support

At the end of this lesson, Ss will be telling a story from their culture. Prepare them for storytelling by having them practice the technique of voicing different characters.

1. Have Ss work in pairs to look through the story and identify the examples of quoted speech. Tell them to talk about how the character is feeling and how each piece of dialogue might be said, e.g., *when the wombat says "Useless and worthless . . ." he is feeling sad. It might be said in a slow, sad voice.*
2. Tell the partners to practice saying the dialogue in the story with emotion.
3. Call on volunteers to take turns reading the paragraphs in the story aloud and voicing the different characters.

C

- Go over the instructions.
- Have Ss work in pairs to think of a title for the story. Elicit the ideas and have the class choose the best one.

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2 Listening "The Magpies and the Bell"

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

A (CD 3, Track 15)

> ***Classware Tip***
> In preparation for Part A, zoom in on the pictures and follow the instructions in the first step below. Label the pictures with the words using the Pen tool as you elicit them from Ss.

- Direct Ss' attention to the pictures. Ask them to identify the things they see, e.g., *nest, arrow, snake, dragon, temple, bell*. Explain that the birds are called *magpies*.
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures from 1 to 6.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 15)

- Play the audio again. Have Ss work individually or in pairs to answer the questions.
- Have Ss compare answers with a partner.
- *Option* Play the audio again if needed.
- Go over the answers with the class.

C

- Discuss the question as a class.

> **Answers**
> The story teaches that good deeds are rewarded or that it pays to be kind.

3 Writing and speaking A story

Learning objective: *Tell a story from your culture.*

- 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 story. Ask if anyone knows the ending to the story "The Sleep Tree."
- Have Ss think of a story from their culture that explains something.

B

- Tell Ss to write the story or to retell the story in Exercise 2.
- Tell them to include a name for their story, as in the model.
- Have Ss write the story, in class or for homework.

> ***Extra activity*** Extension
> Before Ss share their stories in groups, go over some additional storytelling tips with them. In addition to giving different characters different voices and saying dialogue with emotion, they should vary their speed of delivery and look their audience in the eye. Encourage them to practice these strategies as they tell their stories to the group.

C

- Go over the directions.
- Have Ss work in groups to share their stories and discuss similarities. Tell them to consider whether there are similarities with the story "The Magpies and the Bell" or the story of how the kangaroo got its pouch.
- Call on Ss to share any similarities they found among the traditional stories.
- Finally, tell Ss to check the "can do" statement if they can tell a story from their culture. 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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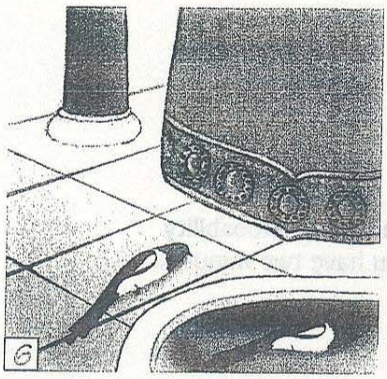
2 Listening

A Listen to a story from Korea. Number the pictures from 1 to 6.













B Listen again. Answer the questions.

1. Where was the man going? *The man was going to a big city that was far away.*
2. Who was the woman that the man met at the house? *The woman was the wife of the snake he had killed.*
3. What did the snake tell the man to do? *The snake told the man to ring a bell in an old building in the mountains three times*
4. Who saved the man? How? Why? *The magpies saved the man by ringing the bells because he had saved their babies.*

C What lesson about life do you think the story tells?

3 Writing and speaking

A Think of a story from your culture that explains something. What does it explain? How does the story explain it?

B Write the story, or retell the story in Exercise 2. Use the model paragraph to help you.

C Group work Share your stories. Are there any similarities among your stories? Are there any similarities to other stories you know?

The Sleep Tree, a Brazilian Myth

One day, a man in the rain forest saw a huge, old tree he'd never seen before. Its roots went deep into the ground, and its branches spread all across the sky. The man was amazed. He saw a large group of animals sleeping under the old tree. . . .

I can tell a story from my culture.

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Wrap-up

1 Quick pair review

Lesson A Do you remember? How certain are the sentences? Write M (more certain) or L (less certain). You have one minute.

L 1. Tom might have been sick yesterday.
M 2. The glass must have fallen off the table and broken.
M 3. Wendy couldn't have had lunch with Michael yesterday.
L 4. Lola could have been at the party.
L 5. The storm might have started in Florida.

Lesson B Give your opinion! What do you think? Use phrases of probability and improbability. Discuss your answers and give your reasons. You have two minutes.

1. Will cars run on water one day?
2. Will people be able to control the weather?
3. Will we find life on other planets?

A: *Do you think cars will run on water one day?*
B: *It's highly unlikely. There isn't enough energy in water. What do you think?*

Lesson C Test your partner! Say four questions. Can your partner write them as embedded questions? Take turns. You have three minutes.

"Where is Sheila?"

1. *Do you know where Sheila is?*
2. _____
3. _____
4. _____

Lesson D Brainstorm! Make up myths about one of the items with a partner. Be creative! You have three minutes.

why fish live in the ocean	why snakes don't have legs	why the sky is blue

A: *A long time ago the sky was white, but a boy found blueberries, and he threw them in the sky. It turned the sky blue.*
B: *The sky was black, but when it rained for the first time, it turned blue.*

2 In the real world

Why are these animals unusual? Go online and find information in English about one of them. Then write about them. What do they look like? Where do they live? What do they eat?

- tree kangaroos
- albino snakes
- magpies
- wombats

Tree Kangaroos

Tree kangaroos are unusual because they live in trees. They have shorter legs than most kangaroos. They live in Australia and Papua New Guinea.

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1 Quick pair review

Learning objective: *Review past modals and expressions for probability and improbability, embedded questions, and storytelling.*

Lesson A Do you remember?

1. Go over the instructions.
2. Have Ss work in pairs to label the sentences M or L. Set a time limit of one minute.
3. Go over the answers with the class.

Lesson B Give your opinion!

1. Go over the instructions and the example dialogue.
2. Have Ss work in pairs to discuss the probability and improbability of each statement. Set a time limit of two minutes.
3. Call on individuals to share their ideas with the class.

Lesson C Test your partner!

1. Go over the instructions. Read the example with a S.
2. Have Ss work in pairs to take turns saying direct questions and writing embedded questions.
3. Set a time limit of three minutes.

Lesson D Brainstorm!

1. Go over the instructions and the items in the box.
2. Have Ss work in pairs. Tell them to take turns making up myths for each item. Set a time limit of three minutes.
3. Call on pairs to share their best ideas.
4. Have the class vote for their favorite myth for each item.

Extra activity: Extension

To extend this lesson, have Ss expand on the myths they wrote in Exercise 1, Part D. Provide this example with the blueberry myth for why the sky is blue:

A long time ago, the sky was white. One day a young boy wandered away from his mother while she was picking berries in the forest. The boy couldn't find his mother, and he was very sad. He sat crying next to a blueberry bush. A robin felt sorry for him and told him to throw a blueberry into the sky. When he threw the blueberry, a large blue spot appeared in the sky over his head, and his mother was able to find him. He was so happy that he threw the rest of the blueberries into the sky, and the whole sky turned blue.

Have Ss work in pairs to expand their myths. Then have the pairs meet with another pair and share what they wrote.

2 In the real world

Learning objective: *Read and write about an unusual animal.*

1. Go over the instructions and the example.
2. Have Ss research an animal online as an out-of-class assignment. Tell them to write about it at home.
3. When Ss return to class, have them work in pairs or small groups to read what they wrote.
4. Set up the in-class sharing by dividing Ss according to the animal they researched. Designate five areas of the classroom as *albino snake, magpie, tree kangaroo, wombat,* and *other*. Tell Ss to stand in the correct area. Then pull people from different areas to form groups.

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Perspectives

At a glance: Unit overview	Speaking outcomes
LESSON A A traffic accident Ss learn three-word phrasal verbs. They use reported statements.	Ss can . . . report what people say.
LESSON B As I was saying, . . . Ss change the topic and return to a topic.	Ss can . . . change and return to the topic.
LESSON C There's always an explanation. Ss learn verbs + prepositions. They use reported *yes / no* questions.	Ss can . . . report what people ask.
LESSON D Thoughts, values, and experiences Ss read a questionnaire, and write about questionnaire results.	Ss can . . . discuss thoughts and values.

Warm-up

Learning objective: *Preview the topic and talk about different perspectives.*

A

- To introduce the topic, direct Ss' attention to the pictures. Explain that this unit is about perspectives, or different ways of looking at things. Each of the photos is taken from an unusual perspective. Someone looking at the situations from a different angle would see a completely different picture.
- Go over the instructions.
- Have Ss work in pairs or groups to look at the pictures and answer the questions.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

B

- Go over the instructions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk and write about different perspectives in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

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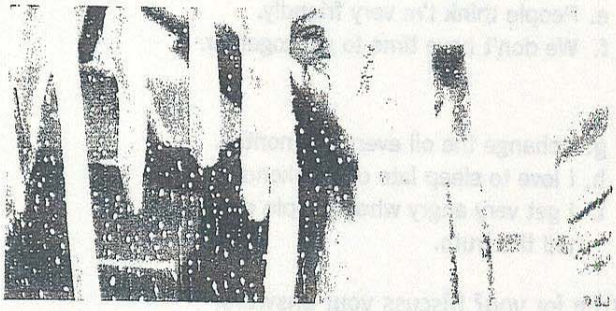
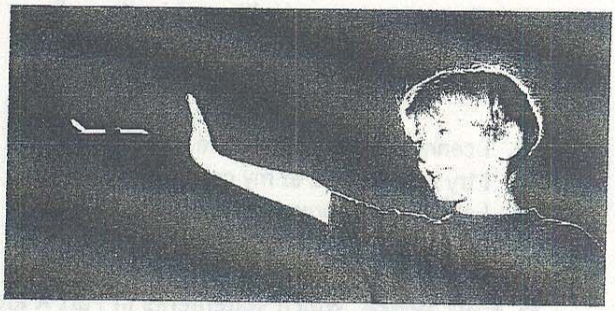
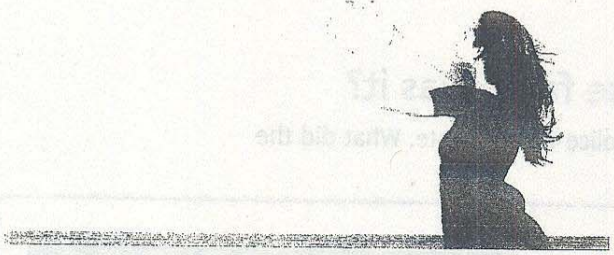
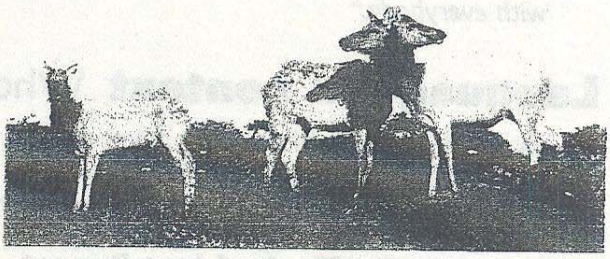
Perspectives

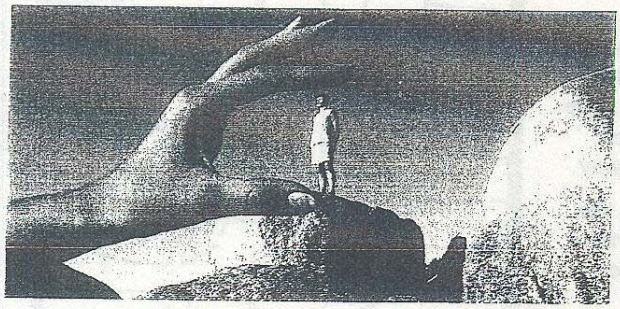
Warm-up

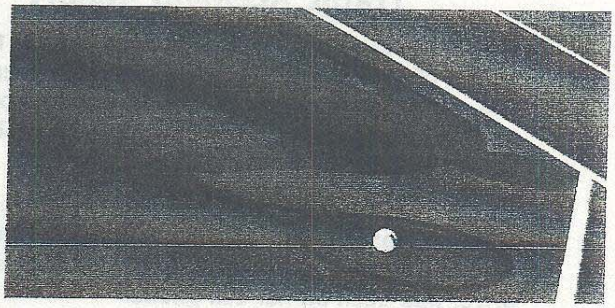












A Look at the pictures. What do you see? What is the most unusual perspective?

B Do you always see things the same way as your friends?

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A traffic accident

1 Vocabulary Three-word phrasal verbs

A Match the statements in columns A and B. Then listen and check your answers.

A	B
1. I like to **catch up with** friends online. *b*	a. I really respect him.
2. I can **come up with** imaginative ideas. *c*	b. We chat several times a week.
3. I **look up to** my father. *a*	c. I'm a very creative person.
4. I **get along with** everybody. *e*	d. The police should give more tickets.
5. It's hard to **keep up with** my friends. *f*	e. People think I'm very friendly.
6. I think that too many people **get away with** speeding. *d*	f. We don't have time to get together.
7. I cannot **put up with** people who lie. *i*	g. I change the oil every six months.
8. I try to **take care of** my car. *g*	h. I love to sleep late on weekends.
9. I always **look forward to** Sunday mornings. *h*	i. I get very angry when people don't tell the truth.

B Pair work Which statements in Part A are true for you? Discuss your answers.

"It's hard to keep up with my friends. I have a lot of friends because I get along with everybody."

2 Language in context Whose fault was it?

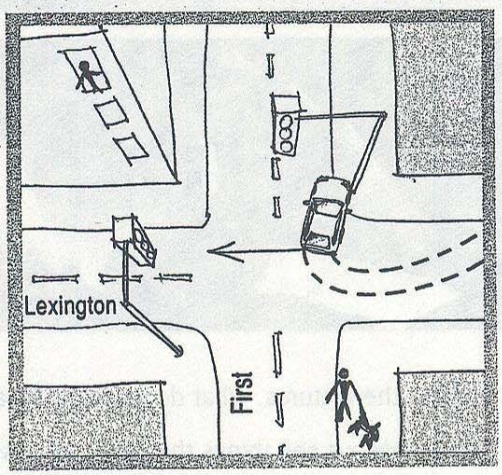
A Read the traffic accident report that the police officer wrote. What did the witness see? *See page T-94 for the answer.*

Traffic Accident Report

Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 6:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away.

Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone.

Both the driver and the witness said that they would come in and make a full statement.



B What about you? Who do you feel is more responsible for the accident – the driver or the dog owner? Why?

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Vocabulary: Three-word phrasal verbs
Grammar: Reported statements
Speaking: "Whisper the sentence" game to report what people say

1 Vocabulary Three-word phrasal verbs

Learning objective: *Use three-word phrasal verbs.*

A (CD 3, Track 16)

- Go over the instructions.
- Direct Ss' attention to the sentences in the box. Explain that the statements in column B are follow-ups for the statements in column A.
- Have Ss work individually or in pairs to match the statements in columns A and B.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.

Do the activity as a class.

- Play the audio again. Have Ss listen and repeat the phrasal verbs to practice pronunciation.

After choral pronunciation practice, call on individuals to repeat the language. If an individual's pronunciation needs correction, say the words and elicit choral repetition again before having the individual repeat it alone. This gives the S additional practice without being put on the spot.

B

- Go over the instructions.
- Have Ss work in pairs to discuss which statements in Part A are true for them.
- Call on volunteers to share their answers with the class.

Classroom Choose ABC page xxvii
After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for three-word phrasal verbs.

2 Language in context Whose fault was it?

Learning objective: *See use of reported statements in context.*

A (CD 3, Track 17)

- Direct Ss' attention to the picture to set the scene. Explain that this is a hand-drawn diagram showing an accident. It is part of a police report. Elicit situations in which a police report might be filed.
- 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.

He saw a man take a dog off its leash and a driver talking on her cell phone.

B

- Go over the instructions.
- Have Ss work in pairs to ask and answer the questions.

Do the activity as a class.

- Call on individuals to share their opinions with the class.

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3 Grammar Reported statements

Learning objective: *Practice reported statements.*

(CD 3, Track 18)

- Books closed. Write the first and second examples of direct speech and reported speech on the board. Underline the verbs.
- Focus on use. Explain that any speech put inside quotation marks has to be word-for-word what the speaker said. This is *direct speech*. *Reported speech* is when we restate what someone else said without using the exact words. It does not use quotation marks.
- Focus on form. Ask Ss to identify the verb forms in the direct and reported speech. Elicit the rule and write it on the board: *When the reporting verb is in the past, the main verb changes from simple present to simple past.*
- Books open. Direct Ss' attention to the grammar box and go over the rest of the examples. Point out that in each example, the reported verbs are shifted back. Elicit and write the transformations shown in all the example sentences on the board:
  1. present → past (*am* → *was*)
  2. present continuous → past continuous (*am telling* → *was telling*)
  3. present → past (*have* → *had*)
  4. simple past → past perfect (*saw* → *had seen*)
  3. present perfect → past perfect (*has disappeared* → *had disappeared*)
  4. future *will* → conditional *would* (*will make* → *would make*)
- Write this sentence on the board: *The woman said, "I can help you."* Ask: *How would you change this sentence to reported speech? (She said she could help me.)* Point out the change in pronoun.
- Direct Ss' attention to the two reporting verbs, *tell* and *say*. Elicit which verb is followed by an object (*tell*) and which isn't (*say*).
- Refer Ss to the accident report in Exercise 2. Have Ss underline the examples of reported speech.
- Check comprehension. Ask: *What did the woman say? What did the witness say? What did they both say?*
- Point out that of the six examples in the text, only one of them includes the optional *that*. It is more common to omit *that* than to include it.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions for the grammar activity.
- Remind Ss that *tell* is followed by an object and *said* is not.
- Have Ss work individually to complete the paragraph.
- *Option* Ask Ss who finish early to write two additional sentences, one with *tell* and one with *said*. Call on them to share one of their sentences with the class after the activity is corrected.
- *Option* Have Ss check their answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to rewrite the sentences with reported speech.
- Have Ss compare their work with a partner.
- Call on individuals to write the sentences on the board.

4 Speaking What did he say?

Learning objective: *Report what people say.*

- 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. Elicit the meaning of *catch up* and *keep up*.
- Have Ss work individually to choose a question and write a one-sentence answer.

B

- Go over the instructions.
- Demonstrate how quietly Ss should whisper in order to not be heard by the other group members. Point out the use of reported speech in the example.
- Have Ss work in groups of four or more. After the first S's statement has gone around the group, have the next S begin the process again.
- Finally, tell Ss to check the "can do" statement if they can report what people say. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Extension

Play the "Whisper the sentence" game again in one or two large circles (10–15 Ss). Have the group(s) stand up. Whisper your own answer to one of the questions from Exercise 4, Part A, and have them whisper the sentence around the circle. Compare the final result with what you originally said. To make the game more challenging, tell Ss they can only ask for one repetition from the person whispering to them.

Additional practice

For more practice, use:

Workbook	pages 73-75
Self-study CD-ROM	Lesson A

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Grammar — Reported statements

Use reported speech to tell what a speaker has said without using the person's exact words. When using reported speech, you often have to change pronouns and the tense of the verb.

Direct speech	Reported speech
"I **am** in a hurry."	She **told me** (that) she **was** in a hurry.
"I **am telling** the truth."	She **told me** (that) she **was telling** the truth.
"I **have** an appointment."	She **told me** (that) she **had** an appointment.
"I **saw** the accident."	He **said** (that) he **had seen** the accident.
"The dog **has disappeared**."	He **said** (that) the dog **had disappeared**.
"We **will make** a statement."	They **said** (that) they **would make** a statement.

A Complete the report with *said* or *told*. Then compare with a partner.

Car Accident on Main St.

Last night, Darren Jones, 18, was riding his bicycle when a car suddenly stopped in front of him. He crashed his bicycle into the car. Darren ___told___ police that he hadn't seen it stop. He ___told___ police he was sorry, but he ___said___ it hadn't been his fault. The driver, Lacey Reed, 45, ___said___ that she had stopped because a man was crossing the road. A witness, James Lee, 68, ___told___ police he had seen everything. Everyone ___said___ they would make a formal report.

B Rewrite these sentences. Use reported speech. Then compare with a partner.

1. Lacey said, "I want to call my husband." *Lacey said she wanted to call her husband.*
2. Darren told me, "It's not my fault." *Darren told me it wasn't his fault.*
3. James told me, "I heard a loud crash." *James told me he had heard a loud crash.*
4. James said, "I have seen accidents here before." *James said he had seen accidents here before.*
5. Lacey told me, "I'll take care of the bills." *Lacey told me she would take care of the bills.*

Speaking

A Choose one question. Write the answer in one sentence.

- What do you do to catch up with your friends?
- What are you looking forward to doing?
- How do you keep up with the news?

B **Group work** Whisper your sentence to the person on your right. That person whispers your sentence to the person on the right. Continue until the sentence is reported back to you. Was it your sentence, or was it different?

A: *I'm looking forward to graduating next year.*
B: *Jason told me he was looking forward to graduating next year.*
C: *Maria said that Jason was looking forward to . . .*

Keep talking!

Student A go to page 144 and Student B go to page 145 for more practice.

report what people say.

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B As I was saying, . . .

1 Interactions Changing and returning to the topic

A Do you enjoy sports? Which do you prefer, watching sports live or on TV? Why? Have you ever disagreed with a referee's call?

B Listen to the conversation. What topics are they discussing? Then practice the conversation. *See page T-96 for the answer.*

Maria: I don't believe it!
Kate: What?
Maria: He used his hands. That goal shouldn't have counted.
Kate: Are you sure he used his hands?
Maria: He did. I saw it clearly.
Kate: That reminds me, did you see the game last weekend? I didn't see it, but my brother told me that the same player had scored the winning goal. They won 1–0.
Maria: No, I missed it. But as I was saying, I don't think that was a real goal.
Kate: Maybe the referee just didn't see it. I know it happens sometimes.
Maria: That's possible. Referees are only human, after all.



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

Changing the topic

That reminds me . . .
By the way, . . .
I just thought of something.

Returning to a topic

But as I was saying, . . .
To finish what I was saying, . . .
To get back to what I was saying, . . .

D Number the sentences from 1 to 6. Then practice with a partner.

3 **A:** I know. It was. I wish I could go to the game next Sunday, but I don't have tickets. And I have to –
5 **A:** I can't. Because to finish what I was saying, I have to study all weekend.
1 **A:** Did you see the soccer game last night?
2 **B:** I did. I watched it on TV. It was awesome.
6 **B:** That's too bad. But I have tickets for the game the following weekend, too. Want to go then?
4 **B:** Hang on. I just thought of something. I have two tickets! Want to go?

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Interactions: Changing and returning to the topic
Pronunciation: Linked vowels with /w/ and /y/
Listening: Three conversations about sports
Speaking: Discussion about sports

1 Interactions Changing and returning to the topic

Learning objective: *Change and return to the topic.*

A

- Read each question and elicit answers from the class. Ask Ss which sports they like to watch. If they have disagreed with a referee's call, ask them to explain what happened.

B (CD 3, Track 19)

- Direct Ss' attention to the picture to set the scene. Ask them what sport they think the people are watching.
- Go over the instructions.
- 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.

They are discussing two different soccer games.

- 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 expressions for changing and returning to the topic.

C (CD 3, Track 20)

- Go over the instructions.
- Have Ss read the expressions in the boxes.
- Explain that the expressions in the first box are a way of making a change of topic more polite. Without some kind of signal, a change of topic can appear rude, as if the person weren't paying attention to the conversation.
- Explain that the expressions for returning to a topic indicate that the speaker had not completed his or her thought. These expressions highlight the fact that the speaker was interrupted, especially *To finish what I was saying* . . . . Point out that Ss need to be careful with intonation. If these are said in a very serious tone of voice, it may appear that they were offended by the interruption.
- Explain that sometimes the person who interrupts employs similar expressions: *Sorry about the interruption. Please finish what you were saying. Please get back to what you were saying.*
- 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.
- Play the audio line by line and have Ss listen and repeat the expressions.

D

- Go over the instructions.
- Have Ss work individually to number the sentences from 1 to 6 to make a conversation.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversation, then change roles and practice again.
- Have Ss practice again, replacing the expressions for changing and returning to the topic with other expressions from the boxes in Exercise 1, Part C:
  1. Ask Ss to underline the expressions to be replaced.
  2. Model the activity with a S. Take Speaker A's part and replace *Hang on. I just thought of something* with *That reminds me . . .*
  3. Have pairs practice the substitution conversation.
  4. Go around the room and give help as needed.
- Call on several pairs to repeat their conversations for the class.

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2 Pronunciation Linked vowel sounds with /w/ and /y/

Learning objective: *Focus on linked vowel sounds with /w/ and /y/.*

A (CD 3, Track 21)

- Go over the instructions. Explain that Ss will hear a /w/ sound even though no *w* is present, as in *do it.*
- Play the audio. Have Ss listen, paying particular attention to the linked sound.
- Play the audio again. Have Ss listen and repeat.

B (CD 3, Track 22)

- Go over the instructions.
- Play the audio. Have Ss listen and write /w/ or /y/ over the linked sounds.
- Go over the answers with the class.
- Have Ss practice the words in pairs.

> ***Classware Tip***
> Before class, zoom Lesson B, Exercise 1, Part B, and highlight the following pairs: *He used*; *No I*; *see it*; *know it*. Save. In class, after doing Exercise 2, Part B, open the saved section. Have Ss look at the sounds and determine if the linked sound is *y* or *w*. Have Ss come to the board and mark the different sounds. Repeat the sounds as a class. Have Ss work in pairs and practice the conversation again focusing on linked sounds.
> Answers: 1. y 2. w 3. y 4. w

3 Listening Sports talk

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

A (CD 3, Track 23)

- Set the scene. Two people are having a discussion about sports. They begin each conversation with one topic and then switch to another.
- Go over the instructions.
- Play the audio. Have Ss listen and check the topic that Alex and Celia begin to discuss for each conversation. Tell Ss not to worry about the second column yet.

B (CD 3, Track 23)

- Go over the instructions.
- Play the audio again. Have Ss listen and write what each topic is changed to in the chart.
- *Option* Play the audio again. Have Ss listen and check their answers.
- *Option* Play the audio again. Ask Ss to listen for the expressions that Alex and Celia use to change and return to the topic (*1. You know, I just thought of something. / But to get back to what I was saying, . . . 2. That reminds me, . . . / Anyway, to finish what I was saying, . . . 3. By the way, . . . / As I was saying, . . .*).

4 Speaking Stick to the topic.

Learning objective: *Change and return to the topic.*

- 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 words in the box.
  1. Elicit examples of extreme sports (e.g., *sky diving, motocross, skateboarding*). Extreme sports have an element of danger.
  2. Discuss the meaning of *fad*. Calling something a fad means that it is temporarily very popular, however many fads don't disappear completely. For example, inline skating was a fad of the 1990s, but it is still widely practiced, and the hula hoop has come in and out of fashion several times since its huge burst of popularity in the 1950s.
- Have Ss work individually to choose a topic and prepare what they will say about it.

B

- Read the example conversation with a volunteer.
- Have Ss work in groups to discuss their topics and use the expressions for changing and returning to topic.
- Finally, tell Ss to check the "can do" statement if they can change and return to a topic. 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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Pronunciation

A Listen and repeat. Notice how vowel sounds at the beginning and end of words are linked with a /w/ sound or a /y/ sound.

/w/	/w/	/w/	/y/	/y/	/y/
know if	do it	go over	say anything	see it	I am

B Listen. Write /w/ or /y/ over the linked sounds. Then practice with a partner.

/y/	/w/	/y/	/w/	/w/	/w/
pay any	how exactly	be in	too old	no one	who is

Listening

A Listen to three conversations between Alex and Celia. What do they begin to discuss in each conversation? Check (✓) the answers.

What do they begin to discuss?	What is the topic changed to?
1. ☑ extreme sports ☐ the dangers of sports	*Weather forecast*
2. ☐ sports on TV ☑ the Olympics	*Celia is late for work*
3. ☐ sports fads ☑ sports fans	*Live soccer games*

B Listen again. What is the topic changed to in each conversation? Write the topics in the chart.

Speaking

A Choose one of these topics or another topic related to sports. Prepare to talk about it for at least a minute.

extreme sports	a great team
ads in sports	sports equipment
benefits of sports	sports fads
a great athlete	sports fans



B Group work Take turns. Discuss your topic. The other students keep trying to change the topic. Return to your topic each time.

A: *I think snowboarding is an amazing extreme sport.*
B: *I agree. You know, that reminds me, did you see the ice skating at the Olympics this year?*
A: *Um, no. I couldn't watch the games. But as I was saying, snowboarding is really . . .*

change and return to the topic.

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6 There's always an explanation.

1 Vocabulary Verbs + prepositions

A Match the verbs and the prepositions. Add the verbs to the chart. Then listen and check your answers.

believe	depend	forget	participate	rely
decide	dream	hear	plan	worry

about		on		in
dream	*hear*	*decide*	*plan*	*believe*
forget	*worry*	*depend*	*rely*	*participate*

B Pair work Complete these questions with the correct prepositions. Ask and answer the questions. Do you see things the same way?

1. Do you believe ___*in*___ UFOs?
2. Who do you rely ___*on*___ the most?
3. What do you plan ___*on*___ doing in the future?
4. What's the most important news event you have heard ___*about*___ recently?
5. What did you dream ___*about*___ last night?
6. Do you participate ___*in*___ any community organizations?

2 Conversation Strange behavior

A Listen to the conversation. Who do you think Chad is? *See page T-98 for the answer.*

Gina: I'm worried. Chad's been acting strangely.
Marissa: What do you mean?
Gina: Well, I asked him if he wanted to see a movie on Friday. He told me he couldn't, but he wouldn't say why.
Marissa: That's odd.
Gina: Then last night he asked me if I was free for dinner on Saturday and if I'd ever been to Michel's.
Marissa: I've heard about Michel's. It's one of the nicest places in town.
Gina: I know. We never go to places like that. We usually just get a pizza and sodas as takeout.
Marissa: Well, I wouldn't worry about it. Just enjoy your dinner.



B Listen to a phone conversation between Marissa and Chad. What did Chad do on Friday night? What's he planning on doing on Saturday night?
See page T-98 for the answers.

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Vocabulary: Verbs + prepositions
Grammar: Reported *yes / no* questions
Speaking: "Find someone who" activity about famous people

1 Vocabulary Verbs + prepositions

Learning objective: *Use verbs + prepositions.*

A (CD 3, Track 24)

1. Direct Ss' attention to the verbs in the box and the chart. Point out the chart headings.
2. Go over the instructions.
3. Have Ss work individually to write the verbs in the correct column in the chart.
4. Play the audio. Have Ss listen and check their answers.
5. Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

1. Have Ss work individually to complete the questions.
2. Go over the answers.
3. Have Ss work in pairs to ask and answer the questions.
4. Call on individuals to share their ideas. Ask if they see things in the same way as their partner. Have them describe any differences.

For more practice with verbs + prepositions, have Ss work in pairs to write three more questions using verbs from the box in Exercise 1, Part A. Walk around and assist as necessary. Tell both partners to write the questions. Then have every S find a new partner to ask and answer their questions with.

2 Conversation Strange behavior

Learning objective: *Practice a conversation about strange behavior; see reported* yes / no *questions in context.*

A (CD 3, Track 25)

1. Direct Ss' attention to the picture to set the scene. Ask: *Where are they? What do you think their relationship is?*

   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.

Gina's boyfriend

2. Have Ss work in pairs to practice the conversation.

   Call on a pair to act it out for the class.

Challenge Tip

After doing Part A, add a blank page. Have Ss work in pairs and discuss why Chad might be acting strangely. Encourage Ss to use the vocabulary from Exercise 1. Elicit answers from Ss and add to the blank page (e.g., *He could be worried about his job.*).

After several ideas are listed, do Part B. Ask: *Did you guess correctly?*

B (CD 3, Track 26)

1. Go over the instructions. Explain that Ss are going to hear Marissa talking to Chad in this conversation.
2. Play the audio. Have Ss listen for the answers to the questions.
3. Go over the answers with the class.

Friday night, he was picking up an engagement ring. He's planning on asking Gina to marry him Saturday night.

4. Play the audio again. Have Ss listen for what Marissa says when she hears Chad's explanation (*There are always two sides to every story.*). Discuss the meaning of that expression and how it applies to the unit theme of perspectives (*It means that there is always more than one perspective for any situation.*).

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3 Grammar Reported *yes / no* questions

Learning objective: *Practice reported* yes / no *questions.*

(CD 3, Track 27)

- Direct Ss' attention to the grammar box. Read aloud the explanation of reported *yes / no* questions.
- Focus on use. Point out that, as with reported statements, reported questions are used when you want to tell what someone asked without using their exact words.
- Focus on form:
  1. Have Ss identify the reporting verb in the reported questions (*asked*). Tell Ss they cannot use *say* or *tell* to report questions.
  2. Explain that the object pronoun after *ask* is optional. Say several of the sentences without the object pronoun (*He asked if I was free for dinner.*).
  3. Point out that reported *yes / no* questions use *if*, not *that*, and that *if* must always be included.
  4. Elicit the verb changes from direct to reported speech for each of the examples. Point out that the verb changes are the same as the ones they saw for reported statements.
  5. Direct Ss to look at the word order of the direct questions and the reported questions. Point out that reported questions use statement word order and verb form, e.g., if the verb is *be*, the reported question uses subject + verb word order. If the verb is simple present or simple past, the *do* auxiliary isn't used and the verb is conjugated.
- Refer Ss to the conversation in Exercise 2. Have Ss circle the examples of reported *yes / no* questions.
- Check comprehension. Ask: *What did Gina ask Chad? What did Chad ask Gina?*
- *Option* Ask: *What is Chad going to ask Gina on Saturday night? (He's going to ask her if she will marry him.)* Point out that reporting a *yes / no* question in the future does not require tense shifts, but it does require pronoun shifts and statement word order.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> ***Classware*** Revealing grammar page xxx
> After the grammar presentation, follow the steps for *Revealing grammar* to review direct and reported questions. Hide the words in bold in the reported questions. Alternatively, hide the words in bold in the direct questions.

- Go over the instructions for the grammar exercise.
- Have Ss work individually to rewrite the questions as reported questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Call on Ss to write their answers on the board.

4 Speaking Ask me anything!

Learning objective: *Report what people ask.*

- 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 Ss if they know who the person in the picture is and what they know about him. Tell them to take a moment to think of a famous person they know something about.
- Go over the instructions and the example conversation. Emphasize that Ss should ask *yes / no* questions, not *Wh-* questions.
- Have Ss walk around the class asking and answering questions. Continue the activity until every S has spoken to at least three different partners.

B

- Go over the instructions. Point out that the example includes both a reported *yes / no* question and a reported statement.
- Call on a reporter from each group to share something interesting from the group discussion.
- Finally, tell Ss to check the "can do" statement if they can report what people ask. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> After Ss have reported the questions and answers in their groups for Exercise 4, Part B, have them choose two or three examples to write out. Tell them that each example should include a reported question and a reported statement. Give the groups a sheet of poster paper and a marker or have them write on the board. Correct the use of reported speech as a class.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 77-79 |
> | Self-study CD-ROM | Lesson C |

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Grammar Reported yes/no questions

Use reported yes / no *questions to tell what a speaker has asked without using the person's exact words. When using reported* yes / no *questions, you often have to change pronouns and the tense of the verb.*

Direct questions	Reported questions
"**Are** you free for dinner?"	He asked me if I **was** free for dinner.
"**Are** you **having** a good day?"	He asked me if I **was having** a good day.
"**Do** you **want** to see a movie?"	He asked me if I **wanted** to see a movie.
"**Did** you **speak** to your mother?"	He asked me if I **had spoken** to my mother.
"**Have** you **been** to Michel's?"	He asked me if I **had been** to Michel's.
"**Will** you **marry** me?"	He asked me if I **would marry** him.

Rewrite the questions. Use reported questions. Then compare with a partner.

1. Marissa asked Chad, "Have you spoken to Gina yet?"
   Marissa asked Chad if he had spoken to Gina yet.
2. Marissa asked Chad, "Are you planning on asking Gina to marry you?"
   Marissa asked Chad if he was planning on asking Gina to marry him.
3. Marissa asked Chad, "Are you worried about Gina's answer?"
   Marissa asked Chad if he was worried about Gina's answer.
4. Chad asked Marissa, "Will Gina say yes?"
   Chad asked Marissa if Gina would say yes.
5. Gina asked Marissa, "Do you believe in love at first sight?"
   Gina asked Marissa if she believed in love at first sight.
6. Marissa asked Gina, "Did you dream about the perfect wedding as a child?"
   Marissa asked Gina if she had dreamed about the perfect wedding as a child.
7. Marissa asked Gina, "Have you already decided on a wedding date?"
   Marissa asked Gina if she had already decided on a wedding date.

Speaking

A Class activity Imagine you are someone famous. Walk around the class. Find out who your classmates are. Ask and answer *yes/no* questions.

A: *Hello. I'm Prince William.*
B: *Can I ask you a question? Do you participate in any charities?*



B Group work Report the most interesting questions and answers.

"Francesca asked me if I participated in any charities. I told her I participated in a lot of charities – especially ones that work with world hunger."

Keep talking!

Go to page 145 for more practice.

report what people ask.

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D Thoughts, values, and experiences

1 Reading

A What questions do you ask to get to know someone?

B Read the questionnaire. Which answers tell you that Allie is a friendly person? *See page T-100 for the answer.*

THE PROUST QUESTIONNAIRE



The Proust Questionnaire is based on a game created in the early 1890s. Marcel Proust, a French writer, believed that the answers could show a lot about people's thoughts, values, and experiences.

We asked 15-year-old Allie Davis to answer our questions. What do you think the answers tell us about Allie and teenagers today?

What is your idea of perfect happiness?
Doing what you want with your life.

What is your greatest fear? Snakes.

What trait do you most dislike in others?
When people steal all the attention.

What is your favorite journey?
The one where you don't know the destination.

Which word do you most overuse?
I use "SRSLY" too much when I text my friends.

What is your greatest regret?
Not taking more risks.

What or who is the greatest love of your life?
My friends.

When and where are you happiest?
When I'm with people that I love, and when I'm getting something done in time.

What talent would you most like to have?
Being an amazing dancer.

What is your current state of mind?
Can't wait till summer!

What do you consider your greatest achievement? Meeting my friends.

What is your most valued possession?
My cell phone.

What is your most noticeable characteristic?
My height.

What is the quality you most admire in a man?
Being a quick thinker.

What is the quality you most admire in a woman?
Confidence.

What do you most value in your friends?
The fact that they know me really well and always try to make me have a great time.

Who is your favorite hero of fiction?
Scout from *To Kill a Mockingbird*.

Who are your heroes in real life?
Oprah Winfrey, Audrey Hepburn, and Sofia Coppola.

What is your motto?
Live for yourself.

C Read the questionnaire again. Find this information about Allie. Complete the chart.

1. three women she admires — *Oprah Winfrey, Audrey Hepburn, and Sofia Coppola*
2. a talent she'd like to have — *Being an amazing dancer*
3. something she's looking forward to — *The summer*
4. what would make her happy — *Doing what she wants with her life*
5. an answer that shows she texts a lot — *She uses the word "SRSLY" a lot.*

D Pair work Is Allie a typical teenager? How is she the same or different from teenagers that you know? Discuss your ideas.

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Reading: "The Proust Questionnaire" (an interview)
Listening: Interview for the Proust Questionnaire
Writing: Questionnaire results
Speaking: Questionnaire about thoughts and values

1 Reading The Proust Questionnaire

Learning objective: *Read and discuss a questionnaire; develop skills in reading for specific information.*

(CD 3, Track 28)

A

- Elicit answers to the question. If Ss respond with general questions like *What do you do?* and *Where are you from?*, encourage them to go further. Ask: *What if you want to know what kind of person they are? What they're interested in? What they care about?*

B

- Set the scene. Explain that Ss are going to read a questionnaire connected to the writer Marcel Proust, who answered a similar questionnaire at age 13 and at age 20. Tell them that the picture is of Allie Davis, the teenager who answered the questions.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

values beliefs about what is morally right and wrong
trait a quality in someone's character
journey when you travel from one place to another
risks possibilities of something bad happening
regret to feel sorry about a situation
achievement when you succeed in doing something good

- Go over the instructions.
- Have Ss read the questionnaire and look for the answer to the question.
- Elicit the answers.

Her friends are the greatest love of her life. She's happiest with people she loves. Her greatest achievement was meeting her friends.

- If your Ss enjoy reading aloud, have them work in pairs to take turns reading the questions and answers. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

C

- Go over the instructions. Have Ss read the questionnaire again silently.
- Have Ss work individually to write the information about Allie in the chart.
- Have Ss work in pairs to compare answers.
- Go over the answers with the class.
- Elicit any additional vocabulary questions.

Classroom Tip

After doing Part C, zoom the section. Have volunteers come to the board and use the Pen tool to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

D

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss for the answers. Ask: *Do you think this questionnaire tells us a lot about Allie's personality? What does she care about? Do you think her answers will change as she gets older? In what ways?*

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2 Listening Justin's turn

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

A (CD 3, Track 29)

- Set the scene. Explain that Ss will be hearing Allie ask her friend Justin some of the questions from Exercise 1.
- Go over the instructions.
- Play the audio. Have Ss listen and number the questions. Tell them not to worry about the *Answers* column for now.
- Go over the answers with the class.

B (CD 3, Track 29)

- Go over the instructions.
- Play the audio again. Have Ss write Justin's answers in the chart.
- Have Ss compare answers with a partner.
- *Option* Play the audio again. Have Ss check their answers.
- Go over the answers with the class.

Extra activity Extension

Tell Ss that Allie and Justin use a number of expressions to respond to each other in a friendly, encouraging way. Replay the audio and ask Ss to listen for the expressions. (*Nice. Good answer! I know what you mean. That's interesting.*) Write the responses on the board and encourage Ss to use them when they ask and answer questions with their partners.

3 Writing Questionnaire results

Learning objective: *Write about questionnaire results.*

A

- Go over the instructions.
- Have Ss work individually to write two questions and their own answers in the chart.
- Have Ss work in pairs to ask and answer questions. Tell them to write their partner's name in the chart as well as their answers.
- Have Ss switch partners and repeat the process.

B

- Go over the instructions and the model. Point out the introductory sentence and the use of reported speech.
- Have Ss work individually to write their paragraphs.

C

- Put Ss in groups and have them take turns reading their papers aloud to the group. Tell them to point out what they think is interesting in each other's writing and to ask if there's anything they don't understand.
- *Tip* When Ss read each other's writing, have them provide feedback by answering specific questions. Don't ask them to make general corrections. (They may be wrong!)

4 Speaking Imagine that!

- 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 in the box. Elicit examples of superpowers (e.g., *flying, super-strength, invisibility,* etc.)
- Give Ss time to consider their own answers to the questions. Allow, but don't require, them to take notes.

B

- Have Ss work in pairs to ask and answer the questions.
- Tell Ss to write their partner's answers.

C

- Have Ss work in groups to report the most interesting information.
- Go around the room and take notes on errors you hear in reported speech.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can discuss thoughts and values. 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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Listening

A Listen to Allie ask her friend Justin some of the questions from Exercise 1. Number them from 1 to 5 in the order she asks them.

Questions	Answers
[4] What is your greatest fear?	*Being alone*
[2] What is your idea of perfect happiness?	*Riding his bicycle*
[1] What word do you most overuse?	*Whatever*
[3] What is your current state of mind?	*Thoughtful*
[5] What is your greatest regret?	*Not learning to play an instrument*

B Listen again. Write Justin's answers.

Writing

A Choose any two questions from Exercise 1, and write them in the chart. Think about your answers. Then ask each question to two classmates and write their answers.

Questions	Name: _____	Name: _____
1.		
2.		

B Write about the questionnaire results in Part A. Use the model to help you.

Questionnaire Results

The three of us have very different regrets. Eun-ju said her greatest regret was quitting piano lessons. Antonio said that his was not listening to his grandfather's advice. I think my greatest regret is something I said to my brother once. . . .

C **Group work** Share your writing with your classmates.

Speaking

A Look at the questionnaire below. Think about your own answers.

- If you could have one superpower, what would it be?
- What famous person do you think you look like?
- What song title best describes your feelings about life?
- If you could be any animal for a day, what would you be?
- If a movie were made about your life, what would the title be?

B **Pair work** Ask your partner the questions in Part A. Write the answers.

C **Group work** Report the most interesting information you found out.

discuss thoughts and values.

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Wrap-up

1 Quick pair review

Lesson A Test your partner! Say four sentences to your partner using direct speech. Can your partner say the sentences using reported speech? Take turns. You and your partner have one minute.

A: *My sister will take good care of my dog.*
B: *You told me that your sister would take good care of your dog.*

Lesson B Do you remember? Complete the expressions for changing a topic and returning to a topic. Circle the correct words. You have one minute.

1. I back / (just) thought of something.
2. By the (way) / what, I saw a concert on Friday.
3. That says / (reminds) me, are you driving to work tomorrow?
4. As I was (saying) / finishing, I look up to my teachers. They work very hard.
5. To finish way / (what) I was saying, let's have Chinese food.
6. To get me / (back) to what I was saying, Carly gets along with everybody.

Lesson C Find out! Who is one person both you and your partner depend on? worry about a lot? have heard about recently in the news? plan on visiting soon? You and your partner have two minutes.

A: *I depend on my brother. He's older and knows a lot of things. What about you?*
B: *I don't have a brother. But I depend on my father. Do you?*
A: *Yes, I do.*

Lesson D Give your opinion! Who are people that you could describe using these phrases? You have two minutes.

a talented athlete	_____	an amazing singer	_____
a hardworking actor	_____	a quick thinker	_____
a friendly teacher	_____	a confident woman	_____

2 In the real world

Whose side are you on? Go online and find information in English about one of these topics. Then write about it. What do people think about it? What do you think?

art made from recycled trash
extreme sports
hybrid cars
reality shows

Trash Art

Many people think art made from recycled trash is good for the environment. Other people think it's ugly. I agree with both opinions. It is good for the environment, but it's usually ugly!

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1 Quick pair review

Learning objective: *Review reported speech, expressions for changing and returning to a topic, and verbs + prepositions.*

Lesson A Test your partner!

- Go over the instructions. Read the example with a S.
- Have Ss work in pairs to take turns saying sentences in direct and reported speech. Set a time limit of one minute.
- Monitor and correct as needed.

Lesson B Do you remember?

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

Lesson C Find out!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to find two people they both depend on, worry about a lot, have heard about recently in the news, or plan on visiting soon. Remind them to speak in complete sentences. Set a time limit of two minutes.

Lesson D Give your opinion!

- Go over the instructions.
- Have Ss work in pairs. Tell them to work together so that they are both writing the same answers in their chart. Set a time limit of two minutes.
- Call on pairs to share their ideas.

2 In the real world

Learning objective: *Write about other people's and your own opinion on a topic.*

- Go over the instructions and the example.
- Have Ss research the information about their chosen topic online. Tell Ss to write about it at home.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

As an alternative to or an extension of the activity in Part 2, have Ss develop a short oral presentation about their topic.

1. Ask Ss to print out a picture representing the art, kind of car, sport, or TV show they are talking about. They can use this picture as a prop during their presentation.
2. Ask Ss to begin their presentation by connecting their picture to what they will talk about, e.g., *This is a picture of a piece of art made with bottle caps. Some people say. . . .*
3. Have Ss give their presentations in groups. Then form new groups and have Ss give their presentations again.

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The real world

At a glance: Unit overview	Speaking outcomes
LESSON A Getting it done Ss learn word partners. They use causative *get* and *have*.	Ss can . . . talk about getting things done.
LESSON B Let me see . . . Ss take time to think in an interview and close an interview.	Ss can . . . take time to think in and close an interview.
LESSON C Future goals Ss learn setting goals vocabulary. Ss learn future continuous vs. future with *will*.	Ss can . . . ask and talk about future goals.
LESSON D My career Ss read an article about jobs of the future and write a letter of interest.	Ss can . . . discuss future careers.

Warm-up

Learning objective: *Preview the topic and talk about interesting jobs.*

> ***Classware Tip***
> Before class, hide the jobs listed in Part A. Save. In class, books closed. Zoom section. Have Ss work in pairs and complete Part A without access to the names of jobs to see how many they know. Then reveal the jobs and have Ss do the matching again if necessary or do the activity as a class.

A

- To introduce the topic, direct Ss' attention to the pictures. Explain that this unit is about jobs and that these pictures show some unusual jobs.
- Go over the instructions.
- Have Ss work in pairs or groups to match the jobs to the pictures.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

B

- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class. Write the Ss' ideas about what they would like about each job on the board.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk and write about jobs in this unit. Point out the Unit 11 lesson overviews. Go over what Ss will learn in each lesson.

> ***Extra activity*** Discussion
> Continue the discussion about interesting or unusual jobs.
> 1. Have Ss work in groups to brainstorm a list of five to ten interesting or unusual jobs.
> 2. Tell them to go through their list and talk about what they would and wouldn't like about each job. Ask them to find out which job each group member would like the most from the ones on the list.
> 3. Call on a reporter from each group to tell about which jobs they liked and explain why.

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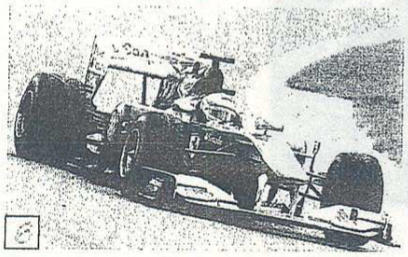
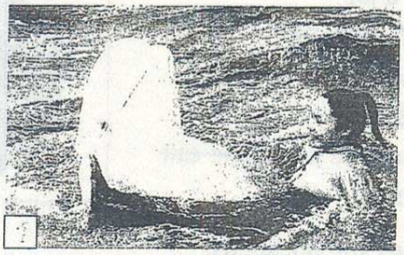
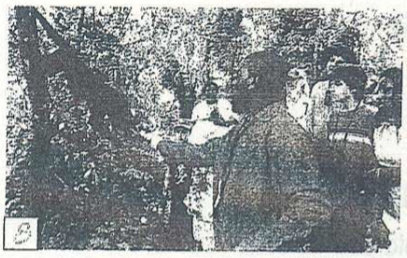
The real world

Warm-up








A Match the jobs and the pictures.

1. animal trainer
2. archaeologist
3. DJ
4. fashion designer
5. hairstylist
6. race-car driver
7. singer / songwriter
8. tour guide
9. video-game designer

B What three jobs do you think would be the most interesting? What would you like about them? Why?

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A Getting it done

1 Vocabulary Word partners

A Cross out the words that do *not* go together. Then listen and check your answers.

1. accept	a job offer / ~~a job ad~~
2. apply for	~~a letter~~ / a job
3. format	~~an interview~~ / a résumé
4. prepare for	~~a business card~~ / an interview
5. print	an email / ~~a job~~
6. proofread	a résumé / ~~a job offer~~
7. provide	~~a company~~ / references
8. research	a job / ~~a résumé~~
9. send	a thank-you note / ~~a phone call~~
10. translate	~~a job~~ / a letter



B Pair work Ask and answer the questions.

1. If you were looking for a job, what things in Part A would you do?
2. Have you ever applied for a job? What was it?
3. What would you include on your résumé?

2 Language in context Tips from a recruiter

A Read the tips from a recruiter to job hunters. Which tip should you do after the interview? *See page T-104 for the answer.*

Find references Get people that you trust to provide references for you.	**Invest in your résumé** Get your résumé formatted, proofread, and printed on good quality paper.	**Prepare for the interview** Have a friend prepare possible interview questions. Practice answering them.
Know the way Research directions to the interview site and have someone drive you there.	**Don't be late** Arrive at the interview site at least 15 minutes before the interview.	**Look your best** Have your best clothes dry-cleaned and pressed. Dress for success!
Remember to smile Show a pleasant face the minute you walk into the interview. Keep smiling.	**Do the research** Research the job and the company. Ask questions about information that is not found on the company's website.	**Say thanks** Send a short thank-you note or email to the person or people who interviewed you.

B What about you? Are all the tips appropriate in your culture? What other tips can you add?

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Vocabulary: Word partners
Grammar: Causative *get* and *have*
Speaking: Discussion about ways to prepare for an interview.

1 Vocabulary Word partners

Learning objective: *Use word partners.*

A (CD 3, Track 30)

1. Direct Ss' attention to the columns of words. Explain that each word on the left goes with only one of the words to its right.
2. Go over the instructions.
3. Have Ss work individually or in pairs to cross out the word in column B that doesn't go with the word in column A.
4. Play the audio. Have Ss listen and check their answers.
5. Go over the answers with the class.
6. Do the activity as a class.
7. Play the audio again. Have Ss listen and repeat the word partners to practice pronunciation.

B

1. Go over the instructions.
2. Have Ss work in pairs to ask and answer the questions.
3. Call on volunteers to share their answers with the class.

Alternative Show the word page mod

After doing Part B, follow the steps for *Show the word!* to review word partners. Call out a word from the list on the left. The S at the board highlights the word in the column on the right that collocates with the called word on the left.

2 Language in context Tips from a recruiter

Learning objective: *See use of causative* get *and* have *in context.*

A (CD 3, Track 31)

1. Direct Ss' attention to the activity title. Ask if they know what a *recruiter* is. (*A person whose job is to recruit people.*) A recruiter finds employees to fit job openings and helps companies negotiate with potential employees.
2. Go over the instructions.
3. Play the audio. Have Ss answer the question as they listen and read silently.
4. Go over the answer with the class.

After the interview, you should say thanks.

B

1. Go over the instructions.
2. Have students work in pairs to ask and answer the questions.
3. Do the activity as a class.
4. Call on individuals to share their opinions with the class.

Extension

Have Ss look up job interview tips online. Tell them to make a note of any that aren't included in the article in Exercise 2, Part A. Ask Ss to share their findings with the class.

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3 Grammar Causative *get* and *have*

Learning objective: *Practice causative* get *and* have.

(CD 3, Track 32)

- Direct Ss' attention to the left side of the grammar box. Read aloud the information for *get someone to do something* and *have someone do something*.
- Focus on use. Explain that both of these forms mean to cause someone else to do something, but there is a slight difference in usage. The *get* form often implies an element of difficulty or persuasion (*I finally got him to write my letter.; I can't believe I got him to come to the party.*). The *have* form often implies a command (*I'll have my secretary type that up.*).
- Focus on form:
  1. Ask Ss to identify the difference in the rule for *get* and *have*: *get* is followed by *to* + verb; *have* is followed by the base form without *to*.
  2. Ss often tend to over-generalize the use of the *to + verb* form. Conduct some structured oral practice by writing a series of phrases on the board: *wash my car, cut the grass, fix the car*, etc. Call on Ss to use the phrases with causative *get* and *have*. (*I had the attendant wash my car.; I got my brother to cut the grass; I had the mechanic fix the car.*).
- Direct Ss' attention to the right side of the grammar box. Read aloud the information for *get something done* and *have something done*.
- Focus on use. Explain that the past participle has a passive meaning: The action is carried out by someone else, but who did it is not important. There is no difference in meaning between the *get* form and the *have* form.
- Refer Ss to the tips from a recruiter in Exercise 2. Have Ss circle the examples of causative *get* and *have*.
- Check comprehension. Ask: *What things should you have other people do for you before the interview?*
- 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 correct verb form.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the first example.
- Have Ss work individually to put the words in order.
- Have Ss check their answers with a partner.
- *Option* Ask Ss who finish early to write two additional causative sentences, one with *get* and one with *have*. Call on them to share one of their sentences with the class after the activity is corrected.
- Go over the answers with the class.
- *Option* Have Ss write the rearranged sentences on the board.

4 Listening So much to do!

Learning objective: *Develop skills in listening for gist and for details.*

A (CD 3, Track 33)

- Set the scene. Three busy people are talking about all of the things they have to get done.
- Go over the instructions.
- Play the audio. Have Ss listen and write what the people are going to do themselves in the first column of the chart. Tell Ss not to worry about the second column yet.
- Go over the answers with the class.

B (CD 3, Track 33)

- Go over the instructions.
- Play the audio again. Have Ss listen and write what the people are going to have or get done by others.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.

5 Speaking Do it yourself

Learning objective: *Talk about getting things done.*

- 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. Direct Ss' attention to the "to do" list.
- Have Ss work in groups to discuss which things they would do themselves and which they would have or get done by others.
- Call on a reporter from each group to name one thing they would have done by others. Ask if there's anyone who would have everything on the list done by someone else.
- Finally, tell Ss to check the "can do" statement if they can talk about getting things done. 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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IELTS STEP

Grammar

get + someone + to + *verb*
Get people **to provide** references for you.

have + someone + *verb*
I plan to **have** a friend **practice** with me.

get + something + *past participle*
Where can I **get** my résumé **printed**?

have + something + *past participle*
I need to **have** my clothes **dry-cleaned**.

A Circle the correct words. Then compare with a partner.

1. My company is trying to get Greg **accept** / **to accept** / **accepted** our job offer.
2. I need to have someone **translate** / **to translate** / **translated** my résumé into English.
3. I'd like to get my former boss **provide** / **to provide** / **provided** a reference letter.
4. You should have your suit **dry-clean** / **to dry-clean** / **dry-cleaned** before the interview.
5. Where can I get some business cards **print** / **to print** / **printed**?

B Put the words in order. Then compare with a partner.

1. Paul / his brother / gets / his hair / cut / to — Paul *gets his brother to cut his hair*.
2. I / to / a reference letter / got / write / my boss — I *got my boss to write a reference letter*.
3. Where / have / proofread / I / can / my résumé — Where *can I have my résumé proofread*?
4. Jay / his house / on Saturday / had / cleaned — Jay *had his house cleaned on Saturday*.
5. Liz / to get / proofread / her presentation / needs — Liz *needs to get her presentation proofread*.

Listening

A Listen to three busy people talk about their plans. Write what they are going to do themselves.

	Do themselves	Have or get done
1.	*print some business cards on his computer*	*get his suit dry-cleaned*
2.	*going to apply for a passport*	*have a passport photo taken*
3.	*print copies of the presentation*	*have the presentation proofread*

B Listen again. Write one thing each person is going to have or get done.

Speaking

Group work Imagine you are preparing for an interview. Look at the "to do" list. What would you do yourself? What would you have or get done? Share your ideas.

cut my hair	*iron my shirt*	*proofread my résumé*
dry-clean my suit	*photocopy my résumé*	*take photos*
format my résumé	*print business cards*	*translate my résumé*

A: *I'd format my résumé, but I'd get someone else to proofread it.*
B: *Me, too. I'd have my résumé translated, and then I'd photocopy it myself.*

Keep talking!

Go to page 147 for more practice

I can talk about getting things done.

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B Let me see . . .

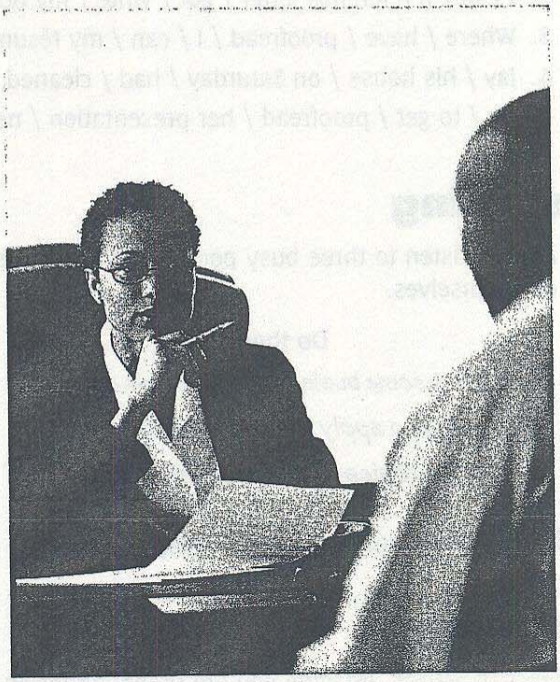
1 Interactions Interviewing

A Imagine you've applied for a job at a company and are preparing for an interview. What topics do you think you would discuss in the interview?

benefits	hours	salary	your education
break times	retirement plan	travel opportunities	your skills and abilities

B Listen to the conversation. How does Mr. Reed describe himself? Practice the conversation. *See page T-106 for the answer.*

Interviewer: I just have a few more questions, Mr. Reed. Why do you want to work here?
Mr. Reed: I'd like to get some experience in this field and put my skills to work.
Interviewer: And what are your best skills?
Mr. Reed: Oh, let's see. . . . I'm responsible, hardworking, and can work independently.
Interviewer: That's good. Can you work weekends?
Mr. Reed: Sure. That's not a problem.
Interviewer: Can you provide references?
Mr. Reed: Of course.
Interviewer: Well, it's been nice meeting you. I want to thank you for coming in for this interview.
Mr. Reed: Thank you very much.



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

Taking time to think

Oh, let's see . . .
Um, let me see. . . .
Hmm, let me think. . . .

Closing an interview

Well, it's been nice meeting you.
Well, it's been great talking to you.
Well, I've really enjoyed talking to you.

D Number the sentences from 1 to 8. Then practice with a partner.

7 A: You're welcome. We'll be in touch.
1 A: So, what skills do you have?
5 A: Good. Well, it's been nice meeting you.
3 A: That's good. What's the earliest you can start?
6 B: Thank you for the interview.
8 B: Good-bye. Thank you again.
4 B: Um, let me see. I could start in a week.
2 B: I'm good with people, and I can use all of the latest office software.

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Interactions: Taking time to think and closing an interview

Listening: Plans to get things done

Speaking: Role play about a job interview

1 Interactions Interviewing

Learning objective: *Take time to think and close an interview.*

A

Go over the instructions and the topics in the box.

Elicit Ss' ideas about what to discuss in an interview.

Ask Ss if there are any of these topics they should definitely *not* discuss in an interview.

B (CD 3, Track 34)

Direct Ss' attention to the picture to set the scene. Ask them to identify the interviewer and the interviewee. Ask if they think the interview is going well and why.

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.

He describes himself as responsible, hardworking, and able to work independently.

Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 3, Track 35)

Go over the instructions.

Have Ss read the expressions in the boxes. Explain that the expressions in the first box signal that you need time to think. If the speaker simply stops speaking without using one of these expressions, the listener may think he or she has nothing more to say.

Tell Ss that the expressions in the second box are useful for finishing any conversation in a formal situation or with a person you don't know well. Once Ss have identified the third expression (*It's been nice meeting you.*), point out that it is only used at the close of a first meeting.

To help Ss adopt expressions like these as a natural part of their speaking, encourage their use in class. Whenever you conduct partner interview activities, write functional phrases such as these on the board and remind Ss to use them.

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.

Play the audio line by line and have Ss listen and repeat the expressions.

After doing Part C, follow the steps for *Restoring text* to review language for interviewing.

D

Go over the instructions.

Have Ss work individually to number the sentences from 1 to 8.

Go over the answers with the class.

Have Ss work in pairs to practice the conversation, then change roles and practice again.

Have Ss practice again, replacing the expressions for taking time to think and closing the interview with other expressions from the boxes in Part C.

1. Have Ss underline the expressions to be replaced.
2. Model the activity with a S. Take Speaker B's part and replace *Um, let me see.* with *Oh, let's see.*
3. Have pairs practice the substitution conversation.
4. Go around the room and give help as needed.

Call on several pairs to repeat their conversations for the class.

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2 Listening Getting the job?

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

A (CD 3, Track 36)

- Set the scene. A man is interviewing for a job. This is the last part of the interview, so Ss need to listen carefully to figure out what job he might be applying for.
- Pre-teach any unfamiliar vocabulary.

> ***Vocabulary***
> majored chose as the most important subject of study
> minor a less important subject of study
> internship on-the-job training; may be paid or unpaid

- Go over the instructions.
- Play the audio. Have Ss listen and check the job that the man is probably applying for.
- *Option* Play the audio again if needed.
- Go over the answer with the class.

> ***Classware Tip***
> Before class, zoom section. Mark some of the answers for Part B correctly, and mark some incorrectly. Save. While Ss are listening to Part B, have section zoomed on the board. After Ss listen, have Ss work in pairs and decide which answers are correct / incorrect. Have Ss come to the board to fix incorrect answers.

B (CD 3, Track 36)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the interviewer's notes.
- *Option* Play the audio again. Have Ss listen and check their answers.
- Go over the answers with the class.
- *Option* Play the audio again. Ask Ss to listen for any positive and negative points about the interview. Tell them to take notes if necessary.

C

- Have Ss work in pairs to discuss whether the man interviewed well or not.
- *Option* Play the audio again if necessary.
- Call on Ss to share and explain their opinions.

3 Speaking Help wanted

Learning objective: *Take time to think and close an interview.*

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

A

- Direct Ss' attention to the job titles in the job ads. Discuss the meaning of *columnist. (A person who writes a regular article in a newspaper or magazine, usually focused on a particular topic, such as food, politics, or entertainment.)*
- Go over the instructions.
- Give Ss time to prepare answers to the questions. Tell them that it's OK to take notes if it helps them think, but they will not be able to refer to the notes during their interview.

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 for A and B.
- *Tip* Use role plays like this one as an opportunity to encourage Ss to practice important non-language aspects of communicating in English. For example, tell them to look their interviewer in the eye, to begin the conversation with a firm handshake, and to speak sufficiently loudly and slowly.
- Have Ss work in pairs to role-play the situation. Remind them to use the expressions for taking time to think and closing the interview.
- Finally, tell Ss to check the "can do" statements if they can take time to think and close and interview.
  NOTE: If Ss feel they need more help, suggest they do the *Addittional practice* activities.

> ***Extra activity*** Interview
> Continue the job interview practice using the jobs that Ss want.
> 1. Have Ss work individually to write a brief description of their dream job. Tell them to include what they know about the qualifications and job duties.
> 2. Have Ss exchange job descriptions with a partner.
> 3. Tell the partners to interview each other for their dream jobs, using the questions in Exercise 3, Part A.

> ***Additional practice***
> For more practice, use:
>
Workbook	page 84
Self-study CD-ROM	Lesson B

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2 Listening

A Listen to the last part of a job interview. Check (✓) the job the man is most likely applying for.

☐ TV host ☐ soccer coach ☑ radio DJ ☐ translator ☐ scientist

B Listen again. How does the man answer the interviewer's questions? Complete the interviewer's notes.

1. What skills do you have? ___listening___ and asking questions
2. What would you like about the job? the ___late___ ___hours___
3. What is your greatest strength? ___people___ skills
4. What is your greatest weakness? doesn't ___know___ some current ___music___
5. What is your career goal? host TV ___talk___ ___show___
6. Can you work weekends? can work ___Sundays___ but not ___Saturdays___

C **Pair work** Did the man interview well? Why or why not?

3 Speaking

A Prepare for a job interview. Choose one of the jobs. Think of answers to the questions below.

JOBS

MAGAZINE COLUMNIST

Trendy magazine seeks outgoing person to write weekly column on what's hot around town. Latest knowledge of music, food, movies, and fashion required. Must be able to write quickly under pressure. Pay per word.

ASSISTANT COACH

Energetic and patient person needed to work as part-time assistant to head coach at local high school. No experience necessary. Strong ability in several sports desired. Applicant must be a team player. Pay negotiable.

ONLINE TUTOR

Work from home! Reliable tutor needed to teach English and / or math to high school students online. Must have own phone and computer and be able to work independently. Flexible hours. Hourly pay. Perfect for college students.

- Can you tell me a little about yourself?
- What skills do you have?
- What is your greatest strength?
- What is your greatest weakness?
- What is your career goal?
- Can you work weekends?
- How would your friends describe you?
- How do you cope with stress?

B **Pair work** Role-play the job interview for a job in Part A. Then change roles.

Student A: Tell your partner which job you have chosen. Answer Student B's questions. Take time to think when you need to.

Student B: Interview Student A. Ask the questions in Part A and questions of your own. Then close the interview.

take time to think in an interview.

close an interview.

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C Future goals

1 Vocabulary Setting goals

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

a. be financially independent	c. have a big wedding	e. prepare for my exams	g. work as a journalist
b. do volunteer work	d. live in the countryside	f. study abroad	h. write travel books


1. f

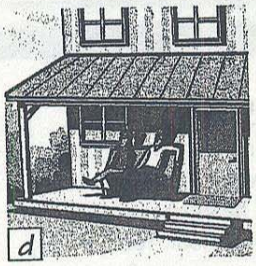


2. e

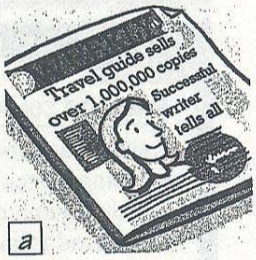

3. b


4. g


5. c


6. d


7. h



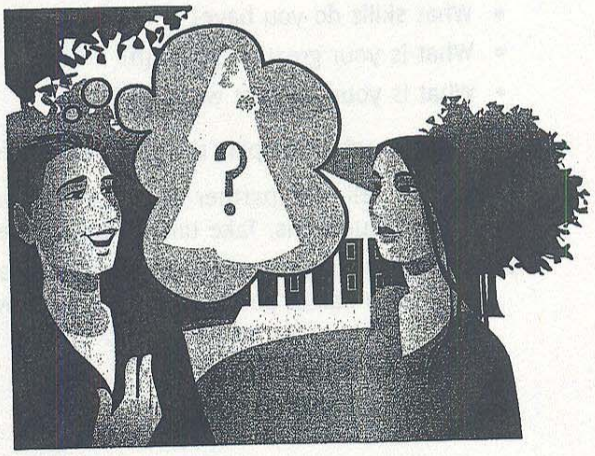
8. a

B Pair work Do you have any of these goals? Which ones? Have you already reached any of these goals? Tell your partner.

2 Conversation Planning ahead

A Listen to the conversation. Who will Zac marry in five years? *See page T-108 for the answer.*

Zac: Guess what! I've decided to study abroad next year. At this time next year, I'll be studying in Paris!
Lucy: Really? That sounds wonderful.
Zac: I've been thinking a lot lately about what I want to achieve in my life. In five years, I'll be working as a journalist. In seven years, I'll be living in the countryside. In twenty years –
Lucy: But what about family? Will you get married?
Zac: Oh, yes. I'll have a big wedding in five years.
Lucy: OK . . . and who will you marry?
Zac: I have no idea. But I'm sure I'll meet someone.



B Listen to the rest of the conversation. What two things is Lucy doing these days? What job does she think she'll have in five years?
See page T-108 for the answers.

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Vocabulary: Setting goals
Grammar: Future continuous vs. future with *will*
Speaking: Discussion of future goals

1 Vocabulary Setting goals

Learning objective: *Use vocabulary for setting goals.*

A (CD 3, Track 37)

Direct Ss' attention to the pictures. Explain that the people in the pictures have all achieved a goal – they're all doing something they want to be doing.

Go over the instructions.

Have Ss work individually to match the words to the pictures.

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 ask and answer the questions.

Call on individuals to share their goals and experiences with the class.

After doing Part B, follow the steps for *Swipe and guess* to practice vocabulary for setting goals.

2 Conversation Planning ahead

Learning objective: *Practice a conversation about planning ahead, see future continuous and future with* will *in context.*

A (CD 3, Track 38)

Direct Ss' attention to the picture to set the scene. Ask: *Where are they? What do think their relationship is? What is the man thinking about?*

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.

He doesn't know who he will marry.

Have Ss work in pairs to practice the conversation.

Call on a pair to act it out for the class.

B (CD 3, Track 39)

Go over the instructions. Explain that Ss are going to hear the rest of the conversation in which Lucy will talk about her plans.

Play the audio. Have Ss listen for the answers to the questions.

Go over the answers with the class.

She's doing volunteer work at the local hospital and preparing for exams. In five years, she thinks she'll be working as a photographer.

Replay the audio. Ask Ss to listen for the expressions that Zac uses to respond to Lucy's answers (*Really? That's great. Wow! No kidding! That's fantastic!*). Explain that these expressions show that the listener is very interested in what the speaker is saying. Encourage Ss to incorporate these and similar expressions into their conversations where appropriate.

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3 Grammar Future continuous vs. future with *will*

Learning objective: *Practice future continuous vs. future with* will.

(CD 3, Track 40)

- Direct Ss' attention to the grammar box. Read aloud the explanation of future continuous and future with *will*.
- Focus on use. Point out that with both future continuous and future with *will*, the sentences are describing a particular point in the future. The difference is that certain verbs such as *achieve* and *be* are not generally used in the future continuous (or any continuous tense).
- Remind Ss that verbs of states rather than actions are not usually used in the continuous. Elicit examples from the class and write them on the board. Possibilities include: *believe, doubt, imagine, know, like, hate, prefer, realize, remember, understand, agree, belong, deserve*, and *own*.
- Focus on form:
  1. Elicit the form of future with *will* and write the structure on the board: *will* + base verb
  2. Elicit the form of future continuous and write that structure on the board: *will* + *be* + *-ing* form
- Refer Ss to the conversation in Exercise 2. Have Ss underline the examples of future continuous and future with *will*.
- Check comprehension. Ask: *What will Zac be doing in five years? What will he be doing in seven years? When will he get married?*
- *Option* Replay the audio for Exercise 2 Part B. Have Ss write what Lucy will be doing in one year and in five years (*In one year, she'll still be in school. In five years, she'll be working as a journalist.*).
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar activity.
- Have Ss work individually to complete the sentences with the future with *will* or with future continuous.
- Have Ss practice the conversations with a partner.
- Call on pairs to read the sentences aloud for the class.
- *Option* Ask Ss who finish early to write an additional two-line conversation using future continuous or future with *will*. Call on them to share their conversation with the class after the activity is corrected.

4 Pronunciation Reduction of *will*

Learning objective: *Focus on reduction of* will.

A (CD 3, Track 41)

- Go over the instructions. Point out that the reduction of *will* Ss will be hearing is for pronunciation only. They should not contract *will* with question words in writing.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *will*.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss work in pairs to practice the questions and answers in Exercise 3, Part A. Go around the room and provide feedback on pronunciation.

5 Speaking My own goals

Learning objective: *Ask and talk about future goals.*

- 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

- Read the questions. Give Ss a minute to think about their answers.

B

- Go over the instructions.
- Elicit more ideas for possible follow-up questions (*What kind of ____ will you ____?; How long will you ____?; Where will you ____?; When will ____?*).
- Have Ss work in groups to share their goals and ask and answer questions.
- Call on a reporter from each group to tell the class something interesting from the group sharing.
- Finally, tell Ss to check the "can do" statement if they can ask and talk about future goals. 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 — future continuous vs. future with *will*

Use the future continuous to describe actions in progress at a specific time in the future.

Where **will** you **be studying** next year?

I'll be studying in Paris. I **won't be working** as a journalist then.

Use the future with will *with verbs that are not usually used in the continuous form.*

What **will** you **achieve** in twenty years? **Will** you **be** financially independent?

Yes, I **will**. But I'**ll have to** work really hard.

Complete the conversations with the future continuous or future with *will*. Then practice with a partner.

1. **A:** What *will* you *be doing* (do) a year from now?
   B: I *'ll be studying* (study) abroad.
2. **A:** What *will happen* (happen) to your friends after graduation?
   B: Sam and Ann *will have* (have) a big wedding. Jacob *will be working* (work) in the city.
3. **A:** Where *will* you *be living* (live) in ten years?
   B: I don't know, but I probably *won't be living* (not / live) here.
4. **A:** What *will* your life *be* (be) like in the future?
   B: I *will not be working* (not / work) for a large company. I *will be writing* (write) travel books.
5. **A:** *Will* you *be going* (go) on vacation in July?
   B: Yes, I *will be going* (go) to Rome. I *will see* (see) the Colosseum and the Trevi Fountain.

4 Pronunciation

A Listen and repeat. Notice how *will* often gets reduced to *'ll* after *Wh-* question words and nouns.

When will your friends finish this class? What will they be doing afterwards?

John will still be studying, and Beth will be looking for a job.

B Pair work Practice the questions and answers in Exercise 3A. Pay attention to the reduction of *will*.

5 Speaking

A What goals do you have? When do you hope to reach those goals?

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

A: *I'll be married in five years. I think I'll be working for a large company.*
B: *What kind of large company will you be working for?*

6 Keep talking!

Go to page 148 for more practice.

I can ask and talk about future goals.

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D My career

1 Reading

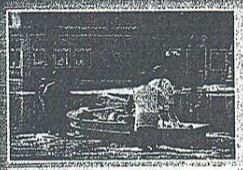
A The jobs of today may not be the jobs of the future. Which of these jobs do you think will exist in the future? Will they be different in any way? Which will disappear? Why?

cashier	doctor	farmer	pilot	reporter	soldier	teacher	travel agent

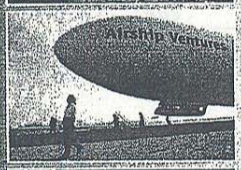
B Read the article. What is it about? Check (✓) the main idea.

☑ jobs that will appear ☐ jobs that will disappear ☐ current jobs that will stay the same

Jobs of the Future



Drowned-city specialist – What will happen if the climate continues to change so quickly? One problem will be an increase in flooding and drowned cities. Someone will have to rescue people and their possessions, and move houses to higher ground. That person will be the drowned-city specialist.



Dirigible pilot – Dirigibles may revolutionize life in much of the world. They're relatively cheap to operate and don't require expensive airplane runways. They can stop in midair to drop off passengers or deliver goods. Skilled dirigible pilots will be in high demand.



Robot mechanic – The robots available now mostly clean carpets or mow lawns. Someday these machines will become cheaper, and middle-class families everywhere will be able to buy robotic personal assistants or companions. Robot mechanics will be needed to take care of the mechanical problems that these companion robots will certainly have.



Space tour guide – More and more people will be taking leisure trips to space, and they will need tour guides. One company has already begun a space program with trips costing about $200,000. In the future, these high prices should become more affordable, and more space guides will be needed.



Teleport specialist – Imagine walking onto a teleport station. Immediately you disappear, and then suddenly you reappear at your destination. There will be no more cars and no more auto mechanics. Instead, the teleport specialist will help you move from place to place. A whole new economy based on the teleporter will appear.

Source: Adapted from "New Jobs" slideshow, Forbes.com, 5/23/2006

C Check (✓) the true sentences. Then correct the false ones.

☑ 1. A drowned-city specialist may be a needed job in the future. _____

☐ 2. Dirigibles are ~~very expensive~~ to operate. *cheap*

☐ 3. There are ~~no~~ home robots available now. *some*

☑ 4. Space travel for tourists has already begun. _____

☑ 5. Teleporting may replace commuting by car. _____

D Pair work Which of the jobs in the article do you think is most likely to happen? What qualifications would someone need for these jobs? Discuss your ideas.

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Reading: "Jobs of the Future" (an article)
Writing: A letter of interest
Speaking: Information exchange about career interests

1 Reading Jobs of the Future

Learning objective: *Read and discuss an article about future jobs; develop skills in reading for the main idea and for specific information.*

(CD 3, Track 42)

A

Use the questions to discuss each of the jobs in the box. *Will there be cashiers in the future? If yes, how do you think the job will change? If not, why do you think the job will disappear?*

B

Set the scene. Have Ss describe what they see in the pictures. Explain that each picture illustrates a job that they will read about in the article.

Pre-teach any unfamiliar vocabulary.

drowned under water
flooded covered with water
personal assistant a secretary who works for only one person
companion someone paid to live with another person

Tap into Ss' prior knowledge of vocabulary by writing the words on the board and having them work in groups to share or guess at the meanings. Elicit their ideas before you provide your own definitions.

Go over the instructions. Have Ss read the article and check the main idea.

Elicit the answer.

If your Ss enjoy reading aloud, have them work in pairs to take turns reading sections in the article. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

A reading in different sections like this can easily be turned into a jigsaw activity:

1. Seat Ss in groups of five and assign one paragraph to each S.
2. Tell the Ss to study their paragraphs until they are ready to relate the information to their group without referring to the text.
3. Have Ss close their books and share the information from their paragraphs.
4. Have them open their books and do the comprehension exercise without looking at the text.
5. Finally, have them read the entire text to check their answers.

C

Go over the instructions.

Have Ss reread the article again silently and check the true sentences and correct the false ones.

Elicit the answers from the class.

Teacher's Tip
After doing Part C, instead of eliciting answers from the class, have Ss come to the board and check the correct sentences and then correct the false ones. Have volunteers come to the board and use the Pen tool to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

D

Go over the instructions.

Have Ss work in pairs to discuss the questions.

Call on Ss to share their ideas with the class.

Have Ss continue their group discussion. Ask them to talk about which of the jobs they think is the most interesting and why.

Elicit additional vocabulary questions.

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2 Writing and speaking A letter of interest

Learning objective: *Write and discuss a letter of interest.*

- 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***
> Before class, use a text box to cover the categories listed to the left of the letter. Create a text box for each category and add a category into each box in random order (e.g., *Thank the person*; *Date*, etc.). Save. In class, books closed. Before doing Part A, have Ss work in pairs and decide which labels go where. Have volunteers come to the board and drag the text boxes so that all the categories are in the right locations. Reveal the actual categories and have Ss check their answers.

A

- Direct Ss' attention to the job titles in the ads. Ask Ss what they think a person with each job does.
- Go over the instructions.
- Have Ss read the job ads and the letter and answer the question.

> **Answer**
> Teresa is interested in the marketing assistant job.

B

- Go over the model.
  1. Point out the guideline *Try to use the name of the person.* to the left of the letter. Tell Ss it is very important to research the name of the person they are writing to. However, if they are unable to find the name, they can use the job title: *Dear Hiring Manager* or *Dear Human Resources Director*. They should avoid generic salutations like *To Whom It May Concern*, and gender-specific salutations like *Dear Sir.*
  2. Point out the layout of the letter, all sections aligned to the left, no indentations, and double spaces between paragraphs. Encourage Ss to follow the same layout in their letters.
  3. Direct Ss' attention to the signature above the typed name. A hard-copy letter should always include this signature.
  4. Tell Ss that if they are writing their cover letter as an email, they can follow the same format, except that their address should appear below their name at the bottom instead of at the top (and obviously an email will not have a signature). If they want to provide a link to their work, they can say: *Samples of my work are available for your review at [URL].*
- Have Ss work individually to write their letters.

C

- Go over the instructions.
- Put Ss in groups. Have Ss pass the letter to the person next to them. After they have read their classmate's letter, they should begin the conversation by talking about the person whose letter they read.
- Finally, tell Ss to check the "can do" statement if they can discuss future careers. 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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Writing and speaking

A Read these job ads for positions at Carolina Industries. Then read the letter below. What job is Teresa interested in? *See page T-111 for the answer.*

Tech Support Officer
Maintain and ensure smooth running of computer systems and internal network. Must be familiar with latest hardware and software. Flexible hours.

Recruiter
Find, interview, and test applicants to locate qualified employees for job openings. Must be organized and able to travel to colleges and job fairs.

Marketing Assistant
Entry-level job ideal for recent graduate. Assist staff in Marketing Department. Duties include filing, research, and working with new customers.

Your address	Portal Bravo #19D 37529 Leon, Mexico
Date	June 7, 2012
Name, title, company, and address of the person you're writing to	Ms. Susan Dodd Personnel Manager Carolina Industries 662 Beacon Road Salt Lake City, Utah 84110
Try to use the name of the person.	Dear Ms. Dodd:
State why you are writing.	I would like to express my interest in the marketing assistant job recently advertised on your website.
Briefly state your education and any experience or skills.	I will be graduating next month with a B.A. in Marketing from Monterrey University. I am fluent in English and Spanish, with a basic knowledge of Japanese. Enclosed is my résumé, which contains detailed information on my education and experience.
Say how you can be contacted.	I would appreciate the opportunity to discuss this position with you. I can be reached by cell phone at 319-555-8116 or by email at teresasanchez@cup.org.
Thank the person.	Thank you very much for your time and consideration.
Use a formal closing.	Sincerely,
Sign your name.	*Teresa Sanchez* Teresa Sanchez

B Choose a job from this lesson or use your own idea. Write a letter of interest.

C **Group work** Share your letters. What kinds of jobs are your classmates interested in? What do you think they will be doing in five years?

A: *Jean is interested in the tech support job.*
B: *Really? I think Jean will be working as a space tour guide in the future, not a tech support officer. She's so friendly and outgoing.*

discuss future careers.

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Wrap-up

1 Quick pair review

Lesson A Find out! What are two things both you and your partner usually have done or get done? You and your partner have two minutes.

A: *I get my photos printed at the drugstore.*
B: *Really? I print my pictures on my computer. I usually have my nice clothes dry-cleaned. What about you?*
A: *Yes, I do, too.*

Lesson B Do you remember? What can you say when you need time to think? Check (✓) the correct answers. You have one minute.

✓ 1. Oh, let's see.
___ 2. Well, it's been great talking to you.
___ 3. I'm not sure that's really true.
___ 4. Oh, really?
✓ 5. Um, let me see.
✓ 6. Hmm, let me think.

Lesson C Guess! Describe something you will be doing in the future, but don't say where it will be. Can your partner guess the place? You have two minutes.

A: *I'll be sitting in the sun in two months, and I'll be swimming in the ocean.*
B: *Will you be on vacation? Will you be going to the beach?*
A: *Yes, I will.*

Lesson D Give your opinion! How important will these jobs be in 50 years? Rank them from 1 (the most important) to 8 (the least important). Compare your answers. You have three minutes.

___ computer programmer	___ lawyer
___ librarian	___ TV host
___ English teacher	___ flight attendant
___ art teacher	___ chef

2 In the real world

How can you prepare for jobs of the future? Go to a university website. See what classes they offer, such as video-game design, robotics, or solar energy. Then write about a job of the future.

Preparing for Jobs of the Future
In the future, most jobs will be high-tech. Everyone will have to study math and science to get a good job. I want to design video games, so I will . . .

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1 Quick pair review

Learning objective: *Review causative* get *and* have, *expressions for taking time to think, future continuous and future with* will.

Lesson A Find out!

- Go over the instructions and the example. Point out the use of causative *get* and *have* in the example.
- Have Ss work in pairs to find two things they usually have or get done. Remind them to speak in complete questions and answers. Set a time limit of two minutes.

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 Guess!

- Go over the instructions and the example.
- Model the activity. Describe something you will be doing in the future. Elicit guesses.
- Give Ss a moment to think about what they will say.
- Have Ss work in pairs to take turns describing things they will be doing and guessing places. Set a time limit of two minutes.
- Ask volunteers to describe their future activities to the class. Elicit guesses.

Lesson D Give your opinion!

- Go over the instructions.
- Tell Ss to work individually to rank the jobs from 1 to 8 before they compare answers with their partners. Set a time limit of three minutes.
- Call on pairs to explain how their answers differed and why.

2 In the real world

Learning objective: *Write about preparing for jobs of the future.*

- Go over the instructions and the example.
- As a class, brainstorm career areas they might want to look at to focus their search, such as space science, medicine, engineering, genetics, etc.
- Have Ss research university websites online. Tell Ss to write about what they learned at home.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

As an additional research activity, ask Ss to find out which jobs have the most promising outlook for the next few years. Tell them to search for "fastest growing occupations" and find a list in English. Tell them to copy two or three job titles that look interesting. Have them share the information with the class.

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Finding solutions

At a glance: Unit overview	Speaking outcomes
LESSON A Environmental concerns Ss learn vocabulary for preventing pollution. They use present continuous passive and infinitive passive.	Ss can . . . discuss environmental trends.
LESSON B That's a good point. Ss use expressions for supporting and not supporting an opinion.	Ss can . . . support and not support an opinion.
LESSON C My community Ss learn vocabulary for community improvement. They use linking words.	Ss can . . . discuss ways to improve their community.
LESSON D Getting involved Ss read an article about the Elephant Men, and write a letter to a community leader.	Ss can . . . discuss ways to raise awareness.

Warm-up

Learning objective: *Preview the topic and talk about finding solutions.*

A

Classware Tip
Before class, hide the unit title and the lesson previews. Save. In class, books closed. Have Ss look to the board to complete Parts A and B. Elicit possible titles for the unit. Write them on the board. Then reveal the actual title. Ask: *Why is this page the warm-up for a unit on solutions? (All of the cartoons show a human-created problem related to the environment and give an interesting perspective on that problem. Some of the cartoons present small solutions that only create new / different / bigger / other problems.)* Discuss.

- To introduce the topic, direct Ss' attention to the pictures. Explain that this unit is about finding solutions to problems in the world around us.
- Go over the instructions.
- Have Ss work in pairs or groups to look at the cartoons and describe the problems.
- Elicit the answers from the class.

Answers
Top left: Urban development affects green areas.
Top right: Even though they have an environmentally friendly car, their big house causes a lot of pollution.
Bottom left: This car is still causing pollution.
Bottom right: The trees were cut down to create the wind farm.

- *Option* Do the activity as a class.

B

- Have Ss work in pairs or groups to answer the question.
- *Option* Do the activity as a class.
- *Tip* At the beginning of the unit, have Ss write their ideas, opinions or what they know about the topic. At the end of the unit, have them look back at what they wrote to see if they still feel the same way.
- Tell Ss that they will learn how to talk and write about solutions to problems in this unit. Point out the Unit 12 lesson overviews. Go over what Ss will learn in each lesson.

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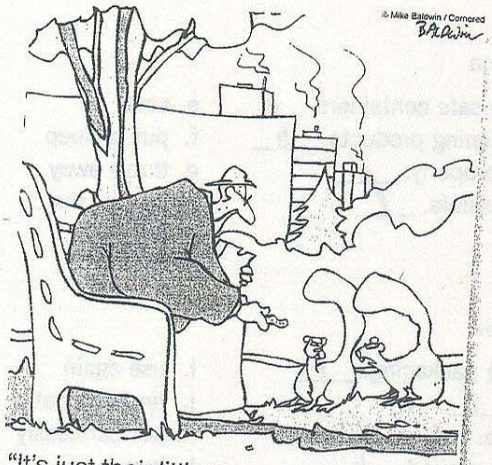
Finding solutions

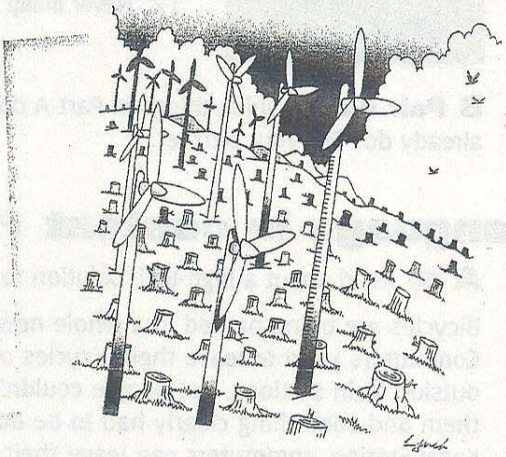
Warm-up



"It's just their little way of saying, 'Sorry we wrecked the planet.'"







A Describe the cartoons. What are the problems in each cartoon? See page T-113 for the answers.

B How do you feel about the problems?

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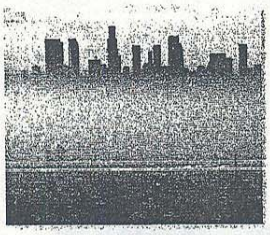
A Environmental concerns

1 Vocabulary Preventing pollution

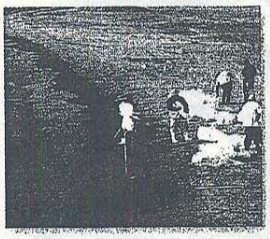
A Match the **bold** words and their meanings. Then listen and check your answers.



Ways of preventing air pollution

1. **Combine** tasks if you drive. __c__
2. **Commute** by bicycle if possible. __b__
3. **Maintain** your car so that it's more efficient. __d__
4. **Avoid** products that come in spray cans. __a__

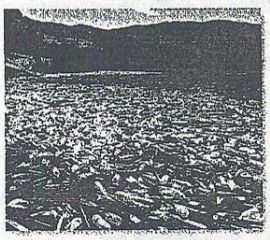
a. don't use
b. go to work
c. do together
d. keep in good condition



Ways of preventing water pollution

5. **Store** paint and chemicals in safe containers. __e__
6. **Limit** your use of harmful cleaning products. __h__
7. **Discard** paint and batteries properly. __g__
8. **Conserve** water whenever possible. __f__

e. save
f. put or keep
g. throw away
h. control the amount



Ways of preventing land pollution

9. **Purchase** products with little packaging. __l__
10. **Recycle** any item you can. __i__
11. **Identify** where trash cans are. __j__
12. Never **dump** motor oil on the ground. __k__

i. use again
j. find or locate
k. put carelessly
l. buy

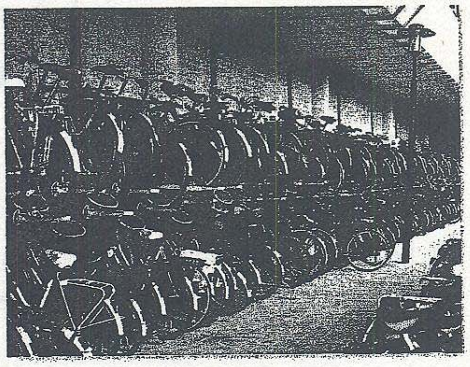
B Pair work Which things in Part A do you think you could do? Which do you already do? Tell your partner.

2 Language in context Promoting "green" travel

See page T-114 for the answer.

A Read about a high-tech solution to traveling "green." What problem did it solve?

Bicycles are being parked in a whole new way in Tokyo. Commuters used to leave their bicycles on the sidewalks outside train stations, but people couldn't move around them and something clearly had to be done. Now, at Kasai Station, commuters can leave their bikes in a 10-level underground parking garage that is controlled by robots. Robots store nearly 10,000 bicycles a day. When commuters want their bicycles, they use cards to identify them. Within seconds, a robot finds and brings it to them. The Tokyo garage is so successful that more "green" garages are being considered.



B How does the underground parking garage help "green" travel? Could Tokyo's solution work for you?

See page T-114 for the answer.

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Vocabulary: Preventing pollution
Grammar: Present continuous passive; infinitive passive
Speaking: Discussion of environmental trends

1 Vocabulary Preventing pollution

Learning objective: *Use vocabulary for preventing pollution.*

A (CD 3, Track 43)

Direct Ss' attention to the pictures and the sentences in the box. Explain that each picture and box represents a different kind of pollution.

Go over the instructions.

Have Ss work individually or in pairs to match the bold words and their definitions.

Play the audio. Have Ss listen and check their answers.

Go over the answers with the class.

Do the activity as a class.

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 things in Part A they could do or already do.

Call on volunteers to share their answers with the class.

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for preventing pollution. (Hide the definitions in the column on the right.)

2 Language in context Promoting "green" travel

Learning objective: *See use of present continuous passive and infinitive passive in context.*

A (CD 3, Track 44)

Direct Ss' attention to the picture to set the scene. Elicit what the picture shows.

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.

It solved the problem of commuters' bicycles getting in the way.

B

Go over the instructions.

Have Ss work in pairs to ask and answer the questions.

Do the activity as a class.

Go over the answer to the first question.

It encourages commuting by bicicle instead of car.

Call on individuals to share their opinions with the class.

Discuss the use of bicycles in your community. Ask:
Do a lot of people use bicycles here?
Do they cause any problems?
How can we encourage more people to use bicycles?
(Possible answers: *more bike paths, room for bikes on public transit, lots of bike racks*)
Tell your students about the bike rental systems being used in several European cities: *Rental bikes are available in bike racks placed in many well-traveled locations. People who subscribe to the system wave their membership card over a scanner to remove a bike, ride it as long as they like that day, and return it to any rack, where it is automatically recognized.* Ask Ss if they think a system like that would work in their city.

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3 Grammar Present continuous passive; infinitive passive

Learning objective: *Practice present continuous passive and infinitive passive.*

(CD 3, Track 45)

- Books closed. Write the first present continuous and the present continuous passive sentences from the grammar box on the board.
- Focus on use. Explain that, as with all passives, we use the passive voice when we want to focus on the receiver of the action rather than the doer of the action. Have Ss identify the receiver of the action in the two sentences (*bicycles*). Point out that the doer of the action (*commuters*) is not mentioned in the passive sentence.
- Focus on form. Have Ss identify the verb forms in the active and passive sentence. Elicit the rule for forming the present continuous passive and write it on the board: *be* + *being* + past participle
- Write the active and passive sentences with *had to* from the grammar box on the board. Tell Ss that the same use of the passive applies here: *the focus is on the receiver of the action.*
- Focus on form:
  1. Underline the verbs in each sentence. Elicit the rule for the forming infinitive passive and write it on the board: *had to* + *be* + past participle
  2. Explain that this structure can be used in other tenses (*Something has to be done / will have to be done.*).
  3. Write the passive sentence again, substituting *needed* for *had*. Explain that the structure and meaning are the same.
- Books open. Direct Ss' attention to the grammar box and have them study the information and examples.
- Refer Ss to the paragraph in Exercise 2. Have Ss underline the examples of present continuous and infinitive passive.
- Check comprehension. Ask: *How are bicycles being parked? Are they thinking about building more of these garages?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Explain that some of the sentences are continuous and some have an infinitive.
- Have Ss work individually to rewrite the sentences.
- Have Ss compare their answers with a partner.
- *Option* Ask Ss who finish early to write two additional sentences, one with a present continuous passive and one with a passive infinitive. Call on them to share one of their sentences with the class after the activity is corrected.
- Go over the answers with the class.
- *Option* Have Ss write the answers on the board.

B

- Direct Ss' attention to the picture. Ask them if they like the shorts. Tell them there's something special about these shorts.
- Go over the instructions.
- Have Ss work individually to complete the paragraph with present continuous or present infinitive passive.
- Have Ss compare their work with a partner.
- Go over the answers with the class.

4 Speaking Environmental trends

Learning objective: *Discuss environmental trends.*

- 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 check the trends that are happening in their area.

B

- Go over the instructions.
- Have Ss work in groups to discuss their answers to the questions.
- *Tip* To encourage all students to speak during group discussion, give each group a talking stick (or a ball, a piece of plastic fruit, or some other unique item). Tell them to pass the stick to whoever is speaking. Everyone must hold the stick at least three times.
- *Option* After the group discussion, create a class chart labeled *What is happening and why?* and *What needs to happen?* Elicit ideas and write them in the chart.
- Finally, tell Ss to check the "can do" statement if they can discuss environmental trends. 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

Use the present continuous passive to describe an action in progress when you want to focus on the receiver of the action instead of on the doer of the action.

Active	*Passive*
Commuters **are parking** bicycles in a new way.	Bicycles **are being parked** in a new way.

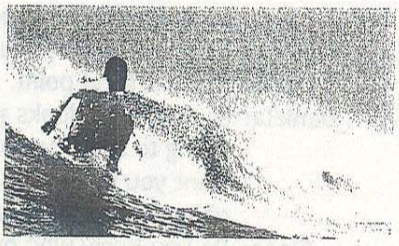
Use the infinitive passive after verbs like have *and* need *when you want to focus on the receiver of the action instead of on the doer of the action.*

Active	*Passive*
Somebody **had to do** something.	Something **had to be done**.
People **needed to put** the bikes somewhere.	The bikes **needed to be put** somewhere.

A Rewrite these sentences in the passive. Then compare with a partner.

1. People are reusing more items every day. *More items are being reused every day.*
2. People need to maintain cars for safety. *Cars need to be maintained for safety.*
3. Guests are conserving water in hotels. *Water is being conserved in hotels.*
4. You have to discard old batteries properly. *Old batteries have to be discarded properly.*
5. Homeowners need to store chemicals safely. *Chemicals need to be stored safely.*

B Complete the sentences with the present continuous passive or the infinite passive. Then compare with a partner.



The Billabong clothing company has found an unusual way to make clothes. Plastic soda bottles and discarded clothing *are being combined* (combine) to make "eco-friendly" shorts. The company says that with this new material, environmental pollution *is being limited* (limit). For example, ten recycled bottles have *to be used* (use) to make one pair of Billabong shorts; that means ten fewer bottles in landfills. Currently, the shorts *are being sold* (sell) for about $50.

4 Speaking

A Which trends are happening in your town, city, or country? Check (✓) your answers.

- ☐ More products are being reused.
- ☐ More water is being conserved.
- ☐ The air is becoming less polluted.
- ☐ More hybrid cars are being purchased.
- ☐ Money is being spent on "green" technology.
- ☐ More solar energy is being produced.

B Group work Compare your answers. What do you think is causing each trend? Choose one trend that is not happening. What do you think needs to be done about it?

5 Keep talking!

Go to page 149 for more practice.

discuss environmental trends.

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B That's a good point.

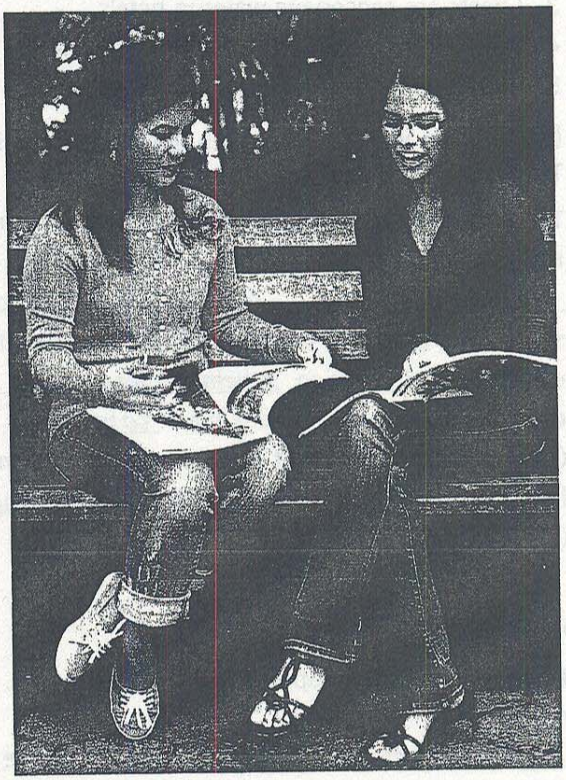
1 Interactions Opinions

A Do you do any of these activities when you travel? How could these activities affect the environment?

bicycling	camping	hiking	kayaking	snorkeling	viewing wildlife

B Listen to the conversation. Where does Daniela want to stay on vacation? Then practice the conversation. *See page T-116 for the answer.*

Elena: Where are you going on vacation?
Daniela: Maybe to this eco-friendly resort.
Elena: What do you mean, "eco-friendly"?
Daniela: Well, it combines eco-tourism and helping the local community. It's important to be responsible when you travel, don't you think?
Elena: That's a good point.
Daniela: So, this place looks good. They're trying to conserve water. And they want you to purchase handmade objects from the local businesses.
Elena: Do you know who owns it?
Daniela: I have no idea. Why do you ask?
Elena: Well, some eco-resorts are owned by big companies, so the money they make doesn't help the local community very much.
Daniela: I don't see it that way. Eco-resorts give jobs to local people and help raise environmental awareness, no matter who owns them.



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

Supporting an opinion

That's a good point.
I see what you mean.
You make a very good point.

Not supporting an opinion

I don't see it that way.
I see it a little differently.
Actually, I have a different opinion.

D Pair work Share your opinions about eco-tourism. Use the ideas below or your own idea. Support or don't support one another's opinions.

builds environmental awareness	helps locals more than it hurts them
can actually damage the environment	is only a trendy marketing word

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Interactions: Supporting and not supporting an opinion
Listening: Bottled water and the environment
Speaking: Comparison of opinions about issues

1 Interactions Opinions

Learning objective: *Use expressions for supporting and not supporting an opinion.*

A

- Direct Ss' attention to the word box. Clarify any words they don't understand.
- Go over the instructions.
- Elicit answers from the class.

B (CD 3, Track 46)

- Direct Ss' attention to the picture to set the scene. Ask: *What are the women looking at? Do they look interested in what they are looking at?*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.

an eco-tourism resort

- Go over the answer with the class.
- For pronunciation practice before Ss read a conversation with a partner, copy phrases and set expressions, and have Ss repeat them several times, focusing on rhythm and intonation. For this conversation, practice: *What do you mean? Don't you think? That's a good point. I have no idea. Why do you ask? I don't see it that way.*
- Have Ss practice the conversation in pairs, then change roles and practice again.

After doing Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

C (CD 3, Track 47)

- Go over the instructions.
- Have Ss read the expressions in the boxes. Explain that the expressions in the first box are a way of agreeing with someone's opinion. They are slightly more formal than just saying *I agree.* or *That's true.* The expressions in the second box are used for polite disagreement. By emphasizing that their own view is just another opinion (as opposed to saying *You're wrong.* or *That's not correct.*), listeners can disagree or offer another view without causing offense.
- 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.
- Play the audio line by line and have Ss repeat the expressions.

D

- Go over the instructions.
- Have Ss work in pairs to share their opinions. Remind them to use the expressions from Exercise 1, Part C.
- Conduct this activity as a walk-around. Have Ss walk around the classroom, making statements and supporting or not supporting each other's opinions. Continue until everyone has spoken to at least three partners.

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2 Listening A case for tap water?

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

A (CD 3, Track 48)

- Direct Ss' attention to the pictures to set the scene. Tell Ss that two people are having a discussion about bottled water.
- 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.

> ***Classware Tip***
> Before class, zoom Part B and answer some of the questions correctly and some incorrectly. Save. While Ss are listening again in Part B, have the section zoomed on the board. After listening, have Ss work in pairs and decide which answers are correct / incorrect. Have Ss come to the board to fix the incorrect answers.

B (CD 3, Track 48)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the sentences with the correct numbers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* Play the audio again. Have Ss listen and check their answers.

C

- Go over the instructions.
- Go over the answer to the first question.

> **Answer**
> Eric does not approve of buying bottled water.

- Call on Ss to share their opinions with the class. Ask what could be done to encourage people to buy less bottled water.

3 Speaking Seeing both sides

Learning objective: *Support and not support an opinion.*

- 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 the picture shows (*a healthy meal and an unhealthy meal*).
- Go over the instructions.
- Have Ss work individually to check the opinions they agree with.
- Go over the sample dialogue. Point out the use of expressions from Exercise 1, Part C. Tell Ss to use similar expressions in their conversations.
- Have Ss work in groups to discuss their opinions.
- Call on Ss to share their opinions with the class.
- Finally, tell Ss to check the "can do" statement if they can support and not support an opinion. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 92 |
> | Self-study CD-ROM | Lesson B |

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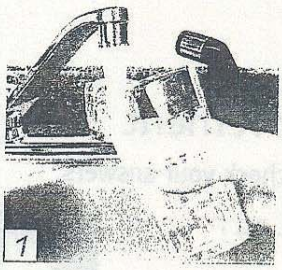
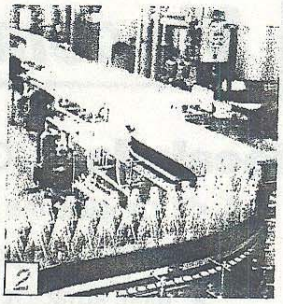
Listening

A Listen to the conversation between Eric and Mandy about bottled water. Number the pictures from 1 to 4.









B Listen again. Complete the sentences with the correct numbers.

1. People in the U.S. spend more than _15_ billion dollars a year on bottled water.
2. More than _25_ % of bottled water is just tap water.
3. People are drinking _10_ % more bottled water every year.
4. Manufacturing bottles uses _three_ times the amount of water in the bottle.
5. The energy used to make plastic bottles can drive _three_ million cars a year.
6. People in the U.S. buy _28_ billion bottles of water a year.
7. Only _20_ % of the bottles are being recycled.
8. It only costs _.002_ cents a gallon to get tap water in your home.

C Does Eric approve of buying bottled water? How do you feel about buying bottled water? *See page T-117 for the answer.*

Speaking

Group work Check (✓) the opinions you agree with. Then compare and discuss your opinions.

- ☐ Schools should be required to serve only healthy food.
- ☐ Kids at school should be free to eat whatever food they want.
- ☐ Rich countries have to pay more to fight climate change.
- ☐ Every country has to pay more to fight climate change.
- ☐ The worst kind of pollution is air pollution.
- ☐ The worst kind of pollution is water pollution.
- ☐ The worst kind of pollution is land pollution.



A: *I think the worst kind of pollution is air pollution. If the air is dirty, people can't breathe.*
B: *I see it a little differently. Water pollution is worse because . . .*

support and not support an opinion.

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C My community

1 Vocabulary Community improvement

A Complete the sentences. Then listen and check your answers.

1. A **beautification project** makes a community __a__ .
   a. more attractive b. less expensive
2. At a **community garden**, people __b__ .
   a. can go camping b. grow vegetables or flowers
3. At an **employment center**, people can get __a__ .
   a. job information b. marriage advice
4. At a **health clinic**, people can get medical __b__ .
   a. problems b. help
5. With a **neighborhood watch**, neighbors try to limit __a__ .
   a. crime b. pollution
6. A **public library** is used by __b__ .
   a. members only b. everyone
7. A **recreation center** is a place to __b__ .
   a. help build homes b. play sports or games
8. A **recycling center** is a place to __a__ .
   a. take used materials b. get housing advice



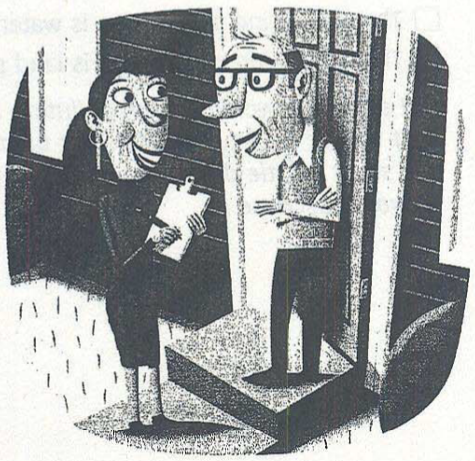
B Pair work Which services in Part A do you have in your community? What other services do you have in your community? Who do these services help?

A: *I know we have a public library, a health clinic, and a recreation center.*
B: *But I don't think there's a community garden.*

2 Conversation A better place to live

A Listen to the conversation. Who will a recreation center help? *See page T-118 for the answer.*

Interviewer: Hi. I'm with the community improvement board.
Mr. Brown: Great. You guys are doing a fantastic job.
Interviewer: Thank you. As you know, we no longer have a community garden because of a lack of interest. Would you want to build a recreation center instead?
Mr. Brown: That's a good idea. We should build one so teens have a place to go.
Interviewer: OK. Now, although we have a neighborhood watch, there's still crime. So we're planning on putting video cameras on streetlights –
Mr. Brown: Great. There goes our privacy.
Interviewer: So you wouldn't support these cameras?



B Listen to the rest of the conversation. Which community improvement would Mr. Brown support? Which one wouldn't he support?

See page T-118 for the answers.

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Vocabulary: Community improvement
Grammar: Linking words
Pronunciation: Rise-falling and low-falling tones
Speaking: Discussion about ways to improve the quality of life of people in the community

1 Vocabulary Community improvement

Learning objective: *Use vocabulary for community improvement.*

Before class, hide the two choices for each sentence. Save. In class, books closed. Zoom section. Instead of doing Part A, elicit the meaning of the words in bold from Ss to see how much they already know. Then reveal the two choices and have Ss choose the correct answer.

A (CD 3, Track 49)

- Ask Ss what things in the local community need improvement.
- Go over the instructions.
- Have Ss work individually to complete the sentences.
- 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 ask and answer the questions.
- Call on individuals to share their ideas with the class.

2 Conversation A better place to live

Learning objective: *Practice a conversation about community improvement, see linking words in context.*

A (CD 3, Track 50)

- Direct Ss' attention to the picture to set the scene. Ask: *What is the woman doing? What do you think they're talking about?*
- 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.

A recreation center will help teens.

- Have Ss work in pairs to practice the conversation.
- Call on a pair to act it out for the class.

B (CD 3, Track 51)

- Go over the instructions.
- Play the audio. Have Ss listen for the answers to the questions.
- Go over the answers with the class.

He wouldn't support video cameras on streetlights. He would support more garbage cans in the park.

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3 Grammar Linking words

Learning objective: *Practice linking words.*

(CD 3, Track 52)

- Direct Ss' attention to the grammar box. Read the examples aloud.
- Focus on use. Discuss each example after you read it:
  1. *Because* shows a reason and answers the question *why* – in this case, *Why do we no longer have a community garden?*
  2. *So* shows a result. Elicit completions to simple sentence-starters to check that Ss understand this idea. (*I was hungry, so ____.; I was tired, so ____.*).
  3. *Although* shows a contrast, or an unexpected result. Contrast this with *so* by using the same sentence starters (*Although I was hungry, ____. Although I was tired, ____.*).
  4. *If* sets up a condition, a result that will only happen when other things happen.
  5. *So that* shows the purpose, or intended result.
- Focus on form:
  1. Direct Ss' attention to the noun phrase after *because of.* Unlike the rest of the linking words, *because of* isn't followed by a clause.
  2. *So* is a coordinating conjunction. It always connects two clauses and is always preceded by a comma.
  3. *Although* and *if* are subordinating conjunctions – they make the clause they are attached to dependent. The order of the clauses can be reversed without affecting the meaning of the sentence (*If we build a recreation center, teens will have a place to go.*). When the dependent clause comes first, there is a comma between the clauses.
  4. *So that* is also a subordinating conjunction, but it is always attached to the second clause. Omission of *that* is very common in spoken English.
- Refer Ss to the conversation in Exercise 2. Have Ss circle the examples of linking words.
- Check comprehension. *Why is there no community garden? Why should they build a recreation center? How have they tried to prevent crime?* Ask Ss to look at the sentence *So we're planning . . .* Ask: *Is this so (result) or so that (purpose)? (Result.)*
- Option Point out that with the final *so* (*So you wouldn't support these cameras?*), the listener is guessing at the result.
- Play the grammar box audio. Have Ss repeat to practice pronunciation.

Classware Revealing grammar page xxx
After the grammar presentation, follow the steps for *Revealing grammar* to review linking words. Hide all the linking words in the grammar box.

A

- Go over the instructions.
- 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 in pairs to complete the sentences.
- Call on Ss for their ideas.

4 Pronunciation Rise-falling and low-falling tones

Learning objective: *Focus on rise-falling and low-falling tones.*

(CD 3, Track 53)

- Go over the instructions.
- Play the audio. Have Ss listen and repeat.
- Say several exclamatory words (*fantastic, wonderful, terrific*) with a rise-falling or a low-falling tone and have Ss guess whether you mean what you're saying.

5 Speaking Quality of life

Learning objective: *Discuss ways to improve the community.*

- 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 them to describe what they see.
- Go over the instructions. Discuss the expression "quality of life" *(a description of how good a person's life is overall.)*
- Elicit things that can affect quality of life (e.g., *access to services*; *environment*; *social opportunities*, etc.).
- Have Ss work in groups to discuss how to improve quality of life for various groups in the community.
- Call on a reporter from each group to share the group's best ideas with the class.
- Finally, tell Ss to check the "can do" statement if they can discuss ways to improve their community. 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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Grammar

Reason: We no longer have a community garden **because of** a lack of interest.
Result: There's still crime, **so** we're planning to install video cameras.
Contrast: **Although** we have a neighborhood watch, there's still crime.
Condition: Teens will have a place to go **if** we build a recreation center.
Purpose: We should build a recreation center **so (that)** teens have a place to go.

A Circle the correct words. Then compare with a partner.

1. The city stopped all beautification projects (because of) / **so that** a lack of money.
2. Why don't you visit the employment center (if) / **so that** you need a job?
3. Let's go to the public library **because of** / (so that) we can borrow some books.
4. I'm not feeling well, **although** / (so) I'm going to go to the health clinic.
5. (Although) / **So** we have a community garden, few people know about it.
6. Crime in our community is down (because of) / **so that** the neighborhood watch.

B **Pair work** Complete these sentences with your own ideas.

Although our town is safe, . . .	If you want a place to relax, . . .
I have a bag of empty cans, so . . .	We need to make changes because of . . .

Pronunciation

Listen and repeat. Notice the rise-falling and low falling tones in the responses. A rise-falling tone means you really mean what you're saying. A low falling tone can mean that you don't mean what you're saying.

A: I'm with the community board. B: Great. You guys are doing a fantastic job.

A: We're putting in video cameras. B: Great. There goes our privacy.

Speaking

Group work How can you improve the quality of life for these people in your community? Share your ideas.

children	families	teenagers
the elderly	new arrivals	unemployed people

"Although there's playground equipment in the park, it's old. So I think we should raise money for new equipment."



Keep talking!

Go to page 150 for more practice.

I can discuss ways to improve my community.

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D Getting involved

1 Reading

A What are some of the challenges young people face today?

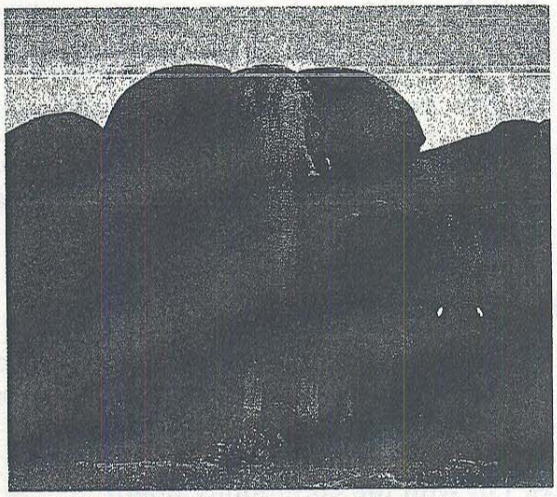
B Read the article. According to Reginald Caster and Robert Harris, what risk do boys from their old neighborhood face today? *See page T-120 for the answer.*

THE ELEPHANT MEN

The Elephant Men program is the creation of Reginald Caster and Robert Harris, two friends who grew up together in a poor neighborhood in Memphis, Tennessee. They grew up, moved away, and became successful. They remained friends and shared a goal. The goal was to help boys ages 9 to 13 in their old neighborhood. They wanted to act as role models, or good examples, for young boys and to stop them from getting into trouble as they got older.

They called their program The Elephant Men after reading how elephant families in Africa surround and protect their young when they are in danger. Reginald and Robert's program supports the young men in inner cities who are at risk of losing their lives to drugs and crime. Their slogan is, "Protecting our youth with the strength and conviction of the elephant."

They look for different ways for the young men to build respect for themselves and others. One way is to use sports, especially basketball, to bring the boys together. Another successful project is a four-week summer work program that includes more than 100 young boys. The boys pick up



litter across the city in exchange for a $200 gift certificate to purchase clothes for school. To be part of the program, the boys have to get a reference letter from an adult at their school who is willing to write something positive about them. This gives the boys a reason to do well in school.

"We know our program works," says Reginald. "We have some kids in college now, and the best day of the year for us is the weekend before school starts, when we see our boys in the malls buying their clothes and books for school."

Source: www.grass-roots.org/usa/elephant.shtml

C Read the article again. Answer the questions.

1. Who does The Elephant Men program help? *It helps young boys in Reginald and Robert's old neighborhood.*
2. Why did they choose the name The Elephant Men? *They chose the name because elephant families surround and protect their young when they're in danger.*
3. What qualities do they hope to build in the young men? *They look for different ways for the young men to build respect for themselves and others.*
4. What do the boys need to do to be part of the summer work program? *They need to get a reference letter from an adult in their school.*
5. What do the boys receive at the end of the summer work program? *They receive a $200 gift certificate to purchase clothes for school.*

D Pair work How might this program change the adults and kids who participate in it? Discuss your ideas.

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Reading: "The Elephant Men" (an article)
Writing: A letter to a community leader
Listening: How people help solve community issues
Speaking: Information exchange about raising awareness

1 Reading The Elephant Men

Learning objective: *Read and discuss an article about a project to help youth; develop skills in reading for main ideas and specific information.*

(CD 3, Track 54)

A

- Elicit answers to the question. Write Ss' ideas on the board.

B

- Set the scene. Explain that Ss are going to read an article about a group that helps young men. Ask if Ss have any guesses about why the article is called "The Elephant Men."
- Pre-teach any unfamiliar vocabulary.

surround gather all around something
inner cities poor neighborhoods in central areas of cities
slogan an easy-to-remember phrase
litter trash left on the ground

- Go over the instructions. Have Ss read the article and look for the answer to the question.
- Elicit the answer.

They are at risk of losing their lives to drugs and crime.

If your Ss enjoy reading aloud, have them work in pairs to take turns reading the questions and answers. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

C

- Go over the instructions. Have Ss read the article again silently.
- Have Ss work individually to write the answers to the questions.
- Have Ss work in pairs to compare answers.
- Go over the answers with the class.
- Elicit any additional vocabulary questions.

After doing Part C, zoom section. Have volunteers come to the board and use the Pen tool to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

D

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

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2 Writing A letter to a community leader

Learning objective: *Write a letter to a community leader.*

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

A

- Go over the instructions.
- Read the model letter aloud. Point out that the questions are answered in the letter, but the letter isn't just a list of answers.
- Elicit examples of community leaders (e.g., *city council*, *school authorities*, *parks department manager*, *police chief*, etc.).
- Have Ss work individually to choose an issue and write their letters.

B

- Go over the instructions.
- Have Ss work in pairs to read and discuss each other's letters.

3 Listening Helping out

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

A (CD 3, Track 55)

- Set the scene. Explain that Ss will be hearing three people talk about how they help out in their communities.
- Go over the instructions.
- Play the audio. Have Ss listen and check the issue each person is involved in. Tell them not to worry about the last column for now.
- Go over the answers with the class.

B (CD 3, Track 55)

- Go over the instructions.
- Play the audio again. Have Ss write one example for how each person is helping in the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Have Ss ask and answer the questions in pairs.
- Call on Ss to share their ideas with the class.
- *Option* Discuss the questions as a class.

4 Speaking Raising awareness

Learning objective: *Discuss ways to raise awareness.*

- 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 them what is happening.
- Go over the instructions.
- To help Ss get started, conduct a class brainstorming session on worthwhile charities, causes, and organizations. Write the ideas on the board.
- Have Ss work in pairs to choose one of the things from the board or another idea.
- Tell Ss to read the list of possibilities and work with their partners to plan how to raise awareness about their chosen cause.

B

- Call on Ss to share their ideas with the class. Encourage classmates to ask questions for more information (e.g., *How will you pay for the . . . ?; Who will . . . ?; Where will you . . . ?*).
- Finally, tell Ss to check the "can do" statement if they can discuss ways to raise awareness. 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 Write a letter to a community leader about an issue that you feel needs to be addressed. Use these questions and the model to help you.

- Who are you?
- What is the issue?
- What is currently being done?
- What needs to be done?

Dear Councilman Perez,

I am a third-year student at Union University. I am writing to express my concern about how difficult it is for people in wheelchairs to enter many buildings on campus. Although some public buildings have wheelchair ramps, most do not. The city needs to require that all buildings have ramps. . . .

B **Pair work** Exchange letters with a partner. Do you agree?

3 Listening

A Listen to three people talk about issues. Check (✓) the issue they're involved in.

	Issue	What they're doing to help
Fernando *Fortaleza, Brazil*	☐ translating ☑ job training	*teaches a computer class / helps with résumés*
Aicha *Casablanca, Morocco*	☑ beautification projects ☐ parking issues	*makes the parks more beautiful / works with city and school kids to help plant flowers / tries to create more parks*
Ingrid *Düsseldorf, Germany*	☑ helping new arrivals ☐ recreation centers	*helps with housing / go with people to look at the home, and answer questions / helps out at social events*

B Listen again. What are they doing to help? Write one example in the chart.

C Which issue in Part A are you concerned about? What other ways can people help?

4 Speaking

A Work with a partner. Agree on a charity, a cause, or an organization you would like people to be aware of. Then plan a way to raise awareness of the problem or its solution. Consider these ideas and ideas of your own.

organize a community event
create a social networking group
give presentations at schools
have a contest to raise money
pass out information on the street
put up informational posters around town
run public-service announcements on the radio
set up an information table on the sidewalk



B **Class activity** Share your ideas with the class. Ask and answer questions for more information.

I discuss ways to raise awareness.

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Wrap-up

1 Quick pair review

Lesson A Do you remember? Match the active and passive sentences. You have one minute.

1. You need to limit your use of running water. *e*
2. Our building is limiting our use of running water. *b*
3. The office store is discarding printer ink. *d*
4. You need to discard your printer ink at an office store. *a*
5. You have to purchase "green" items online. *c*

a. Your printer ink needs to be discarded at an office store.
b. Our use of running water is being limited.
c. "Green" items have to be purchased online.
d. Printer ink is being discarded by the office store.
e. Your use of running water needs to be limited.

Lesson B Give your opinion! What do you think about these eco-friendly activities? Use expressions to support or not support your partner's opinion. You and your partner have two minutes.

Avoid using plastic bags.	Don't purchase a new cell phone every year.
Buy energy-saving lightbulbs.	Take your own bags to a store.
Don't dump paint.	Walk to work.

A: *Don't dump paint.*
B: *That's a good point. Recycle it. For example, give it to a friend to use.*

Lesson C Brainstorm! Make a list of community improvement ideas. How many can you remember? You have two minutes.

Lesson D Find out! Who are two people that both you and your partner think are role models? You and your partner have two minutes.

2 In the real world

What is a problem in your community? Go online and find information about one of these problems, or choose your own idea. Find out about possible solutions. Then write about it.

parking
pollution
traffic
trash

Trash

People dump trash everywhere. There aren't enough trash cans for people to throw things away in. Trash cans need to be put on every corner in every city.

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1 Quick pair review

Learning objective: *Review present continuous passive and infinitive passive, and expressions for supporting and not supporting opinions.*

Lesson A Do you remember?

1. Go over the instructions.
2. Have Ss work in pairs to match the active and passive sentences. Set a time limit of one minute.
3. Go over the answers with the class.

Lesson B Give your opinion!

1. Go over the instructions.
2. Elicit expressions Ss can use to support or not support opinions. If necessary, refer them to page 116.
3. Have Ss work in pairs to discuss the ideas in the box. Set a time limit of two minutes.
4. Call on Ss to share their ideas with the class.

Extend the discussion by having Ss give their opinions about these eco-friendly tips:

- Turn off computers at night.
- Don't rinse your dishes before you put them in the dishwasher.
- Hang clothes on a clothesline instead of using a dryer.
- Wrap gifts in old maps and newspaper comics instead of using wrapping paper.
- Buy second-hand items.
- Go to a car wash instead of washing your own car. (Professionals use less water.)
- Use matches instead of lighters.
- Don't use a straw with soft drinks.
- Pay bills online.

Lesson C Brainstorm!

1. Go over the instructions.
2. Have Ss work in pairs to brainstorm a list of community improvement ideas. Set a time limit of two minutes.
3. Create a class list on the board.

After brainstorming, follow the steps for *List that* to review community improvement ideas.

Lesson D Find out!

1. Go over the instructions and the example.
2. Have Ss work in pairs to find two people they both think are role models. Remind them to speak in complete sentences. Set a time limit of two minutes.

2 In the real world

Learning objective: *Write about community problems and solutions.*

1. Go over the instructions and the example.
2. Have Ss research the information about their chosen topic online. Tell Ss to write about it at home.
3. When Ss return to class, have them work in pairs or small groups to read what they wrote.

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Keep talking!

Unit 1, Lesson A

Learning objective: *Conduct an interview about news-reading habits.*

Refer Ss to page 123.

A

- Go over the instructions. Before Ss begin their interviews, practice pronunciation of the words *interesting, interested, business, health, entertainment, weather, lifestyle,* and *newspapers.*
- Have Ss interview a partner and check his or her answers.

B

- Go over the instructions and the scoring chart.
- Have S add up their partner's points.
- Ask for a show of hands to find out how many Ss fell into each category.

C

- Go over the instructions. Elicit some examples of words that describe personality and write them on the board (e.g., *active, intellectual, curious, sociable*).
- Have Ss work in groups to discuss the answers to the questions.
- Call on volunteers to share their answers with the class.

News survey

A Pair work Interview your partner. Check (✓) his or her answers.

ARE YOU A NEWS LOVER?

Do you always like to be up-to-date on the latest news? Are you a news lover? Complete this survey and find out.

1. Do you share interesting news stories with friends or family?
   ☐ yes ☐ no
2. Did you read or listen to a news story yesterday?
   ☐ yes ☐ no
3. Have you read or listened to a news story today?
   ☐ yes ☐ no
4. What area of news are you interested in? You can check (✓) as many as you want.
   ☐ world news ☐ national news ☐ local news
5. What types of news are you interested in? You can check (✓) as many as you want.
   ☐ business ☐ entertainment ☐ travel
   ☐ technology ☐ sports ☐ lifestyle
   ☐ health ☐ weather ☐ other: _____
6. Where do you get your news? You can check (✓) as many as you want.
   ☐ newspapers ☐ radio ☐ the Internet
   ☐ magazines ☐ TV ☐ other: _____
7. How much time do you spend learning about the news every day?
   ☐ 0–5 minutes ☐ 6–15 minutes ☐ 16 minutes or more

B Pair work Score your partner's answers. Add up his or her points to find the results.

Questions 1–3	Questions 4–6	Question 7
no = 0 points yes = 2 points	each ✓ = 2 points	0–5 minutes = 0 points 6–15 minutes = 4 points 16+ minutes = 8 points

More than 20 points	11–19 points	0–10 points
You're definitely a news lover. You always want to know what's happening in the news.	You're a well-informed person. You balance your interest in the news with other interests.	You don't follow the news every day. You may not know what's going on in the world.

C Group work Share the results. Do the results in Part B describe you well? What do you think the results say about your personality and interests?

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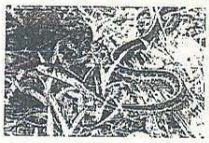
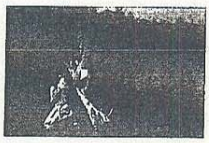
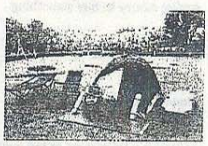
What's the question?

A Read the sentences. Write a *Wh-* or *yes / no* question.

1. _____
   He likes to be outdoors when the weather is nice.
2. _____
   I'm planning my next outdoor adventure.
3. _____
   We made a small fire when it got dark.
4. _____
   They were walking down the street when they heard a loud car crash.
5. _____
   He's seen snakes on a hiking trail.
6. _____
   I'll go camping next weekend.

B Pair work Compare your questions. How many of your questions are the same? What other questions can you make?

C Pair work Write three sentences using words from the box and your own ideas. Then read the sentences to your partner. How many *Wh-* or *yes / no* questions can your partner make?

attack	camping	crash	miss	rescue
bear	car	experiences	mountain	survive
boat	chase	fire	news	

1. Sentence: _____
2. Sentence: _____
3. Sentence: _____

Unit 1, Lesson C

Learning objective: *Ask questions.*

Refer Ss to page 124.

A

- Go over the instructions.
- Model the activity with the class. Elicit possible questions for the first sentence. (*e.g., What does he like to do when the weather is nice? Does he like to be indoors when the weather is nice?*)
- Have Ss write a *Wh-* or a *yes / no* question for each sentence.

B

- Have Ss compare their questions in pairs and check how many questions are the same.
- When they have compared their questions, tell Ss to think of other questions that they could ask for each sentence.

C

- Go over the instructions.
- Have Ss work individually to make three sentences with the words from the text and their own ideas.
- Have Ss work in pairs and read their sentences to their partner. Ss ask as many *Wh-* or *yes / no* questions about their partner's sentences as they can.

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Unit 2, Lesson A

Learning objective: *Ask and answer questions about recent experiences.*

Refer Ss to page 125.

A

- Go over the instructions.
- Have Ss work individually to add two more topics to the chart.

B

- Go over the instructions and the example conversation.
- Have Ss stand and find a partner. Tell them to talk to as many different classmates as they need to in order to complete the chart.
- *Tip* Even higher-level Ss often have difficulty spelling their names aloud clearly. This skill is often needed on the telephone. Encourage Ss to spell their names aloud to their partners during this kind of activity. If you have Ss who have a lot of trouble pronouncing certain letters, teach them to use clarifying words: *Z as in zebra; C as in cat.*

C

- Call on individuals to share the most interesting information from their charts.
- *Option* Have Ss write sentences about their classmates on the board using the extra information from their charts (*Jose has been listening to American country music lately.*).

Finding out more

A Add two more topics to the chart.

Find someone who's been . . . lately.	Name	Extra information
listening to songs in English		
saving money to buy something		
skipping breakfast		
planning a vacation		
spending a lot of time at the mall		
studying for an important exam		
getting up early		
chatting online in English		
playing sports on the weekend		
watching online videos		

B Class activity Find classmates who have been doing the things in Part A. Write their names and ask questions for more information. Write the extra information.

A: *José, have you been listening to songs in English lately?*
B: *Yes, I have.*
A: *Really? What kinds of music have you been listening to?*

C Class activity Share the most interesting information.



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Communication with body language

A Match each common North American gesture with its meaning.

Be quiet.	Come here.	Hello.	Stop.	What time is it?
Call me.	Go ahead.	Speak louder.	Wait a moment.	



1. _____ 4. _____ 7. _____
2. _____ 5. _____ 8. _____
3. _____ 6. _____ 9. _____

Unit 2, Lesson C

Learning objective: *Role play body language.*

Refer Ss to pages 126–127.

A

- Go over the instructions.
- Have Ss read the gestures in the box and look at the picture.
- Have Ss match the gestures with their meanings by writing them below the picture. Monitor and help Ss as necessary.
- Go over the answers with the class

1. Call me.
2. Wait a moment.
3. Come here.
4. What time is it?
5. Go ahead.
6. Hello.
7. Stop.
8. Speak louder.
9. Be quiet.

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Unit 2, Lesson C *continued*

B

- Go over the instructions. Explain that Ss are acting out the words in the chart, but guessing with the words from Part B.
- Model the activity with a S. Act out a gesture that isn't included in the exercise, for example a *shooing* gesture (for *go away*). Have your S partner guess what you're doing. Elicit the complete sentence: *You're telling me to go away.*
- Have Ss work in groups to make gestures and guess the meanings.

C

- Go over the instructions.
- Elicit any examples of other gestures Ss know.
- Have Ss work in groups to act out any other gestures they know. Have classmates guess the meanings.
- *Option* To conclude the activity, ask volunteers to act out gestures for the class. Have the class say the meaning of the gestures with their books closed.



B Group work Act out a gesture from Part A. Your classmates guess what you're doing. Use these words when guessing.

ask	have	help	invite	let	make	remind	tell

A: *You're asking someone to stop.*
B: *Actually, I think you're making someone stop.*

C Group work What other gestures do you know? Act them out. Your classmates guess what you're doing.

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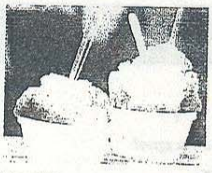
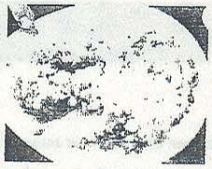
Festival food

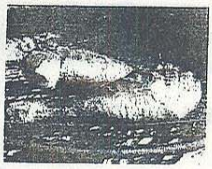
A Pair work. Look at these popular festival foods. Which do you want to try? Which would you not want to try? Why? Tell your partner.



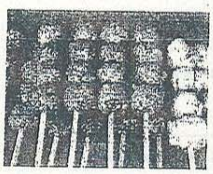
Shaved ice
Ice is first shaved, and then a choice of different fruit syrups is added.



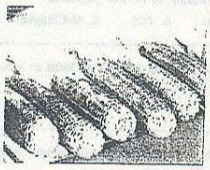
Elephant ear
Dough is pressed flat, fried in a pan, and then covered with sugar and cinnamon.



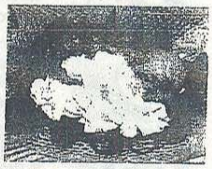
Turkey leg
A turkey leg is covered with sugar, salt, and spices and then roasted slowly.



Meatballs on a stick
Meatballs are baked, put on a stick, and then covered with tomato sauce.



Corn on the cob
An ear of corn is roasted and buttered. Salt, pepper, or hot sauce is then added.



Fried candy bar
A whole chocolate candy bar is covered in batter and then fried. Whipped cream is sometimes added on top.

B Small group. Close your books. Take turns. Describe one of the festival foods. Your partner guesses the food.

C Group work. Discuss these questions.

- Which foods in Part A are healthy? Which aren't? In what way?
- Which foods and drinks are popular at festivals in your country?
- How are they made? Who usually eats them?
- Are these foods different from street foods? If so, how?
- How does food vary in your country from region to region?
- Think about your hometown. Is it known for a particular food?

Unit 3, Lesson A

Learning objective: *Describe festival foods.*

Refer Ss to page 128.

A

Go over the instructions. Before Ss begin their pair work, ask them to read the food descriptions and identify any unknown vocabulary. Go over the vocabulary with the class: *batter (a mixture of flour, milk, and often eggs)*; *shaved (made with thin pieces cut from the surface)*.

Have Ss talk to a partner about which foods they would and would not want to try. Tell them to give reasons.

Ask for a show of hands to find out which of the foods are the most and least popular.

B

Go over the instructions.

Have Ss close their books and describe the foods from memory. Tell them to continue until their partner guesses what food it is.

C

Have Ss work in small groups to discuss the questions. Then ask different groups to share their answers with the class.

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Unit 3, Lesson C

Learning objective: *Ask questions.*

Refer Ss to page 129.

A

- Go over the instructions.
- Have Ss work in pairs to ask the questions and circle each other's answers. Tell them not to look at the answer box until they've finished.

B

- Have Ss work with their partners to check each other's guesses.
- Take a hand count to find out how many Ss got each question correct. Find out if anyone got 100 percent correct.
- Elicit any other food tricks that Ss know about (e.g., *Smash garlic to peel it easily.*; *Don't store apples near carrots because the gas from the apples will make the carrots bitter.*; *Keep tomatoes at room temperature for better flavor.*; *Use white vinegar to rinse out soap.*, etc.).

Fun food facts

A Pair work Interview your partner. Circle his or her answers. Do you agree?

Secrets of the chefs

How many food tricks do you know? Try this quiz to find out.



1. Sometimes salt gets sticky in a salt shaker. What can you put in the salt shaker to fix the problem?
   a. a coin b. rice c. tea leaves



2. What can you put on fruit as soon as you cut it so that it doesn't become brown?
   a. milk b. sugar c. lemon juice



3. After you have used your microwave, what can you boil in it to clean it?
   a. water and vinegar b. milk and butter c. coffee and sugar



4. Where can you put a green banana to make it become yellow?
   a. in the fridge b. in the sun c. in a paper bag



5. When you put an egg into salty water, it floats. What does this mean?
   a. It's fresh. b. It's not fresh. c. It's from a duck.



6. After you boil an egg, where can you put it so that you can peel it easily?
   a. in cold water b. in salty water c. in the microwave



7. What can you put in a cookie jar to make cookies stay soft and chewy?
   a. noodles b. sticky candy c. a piece of bread



8. Cutting onions makes people cry. What can you do to prevent this?
   a. Chew gum. b. Add salt to them. c. Hold your breath.

B Pair work Check your guesses. How many food tricks did you know?

1. b 2. c 3. a 4. c 5. b 6. a 7. c 8. a

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Dilemmas

A Read the questions. Circle your answers, or add your own ideas.

(a) What would you do if you found a lost pet in the street?
a. Tell someone.
b. Follow it.
c. Feed it.
d. Take it home.
e. other: _____



(b) What would you do if you didn't have enough money to pay for dinner?
a. Call someone.
b. Go to an ATM.
c. Let my friend pay.
d. Leave without paying.
e. other: _____



(c) What would you do if you accidentally hit a parked car?
a. Call the police.
b. Wait for the owner.
c. Leave a note.
d. Drive away.
e. other: _____

(d) What would you do if you saw someone take something from a store?
a. Talk to the person.
b. Tell the manager.
c. Call the police.
d. Look the other way.
e. other: _____

(e) What would you do if you found a cell phone on the subway?
a. Wait for someone to call.
b. Call the last number dialed.
c. Give it to a ticket agent.
d. Keep it.
e. other: _____

(f) What would you do if you accidentally broke a cup at your friend's house?
a. Try to fix it.
b. Offer to pay for it.
c. Apologize.
d. Hide it.
e. other: _____



B Discuss your answers. Do you agree?

A: *What would you do if you found a lost pet in the street?*
B: *I'd probably tell someone. What would you do?*
C: *I'd look for a name tag. If it didn't have one, I'd call the police.*

Unit 4, Lesson A

Learning objective: *Ask and answer questions about "unreal" or imaginary situations.*

Refer Ss to page 130.

A

Go over the instructions.

Have Ss work individually to circle their answers or write their own ideas.

B

Go over the instructions and the example conversation. Point out that the purpose of the conversation is to discuss the idea, not to just read the answers. Encourage Ss to add ideas that occur to them during the discussion.

Model the activity with a volunteer using question number 1.

Have Ss work in groups to discuss each question.

Call on individuals to share the most interesting ideas they heard in their groups.

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Unit 4, Lesson C

Learning objective: *Discuss right and wrong decisions.*

Refer Ss to page 131.

A

- Focus Ss' attention on the pictures. Point out that each situation involves behavior that caused a problem for someone.
- Go over the instructions.
- Tell Ss to read and discuss one situation at a time rather than reading all four before they begin talking.
- Point out the use of past modals in the example conversation.
- Have Ss work in pairs to read each situation and discuss the questions.

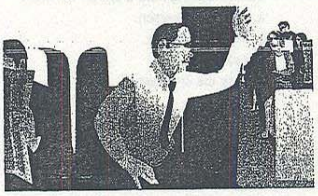
B

- Go over the instructions.
- Have Ss work in groups to discuss the questions.
- Call on individuals to share the most interesting thing they heard in their group discussion.

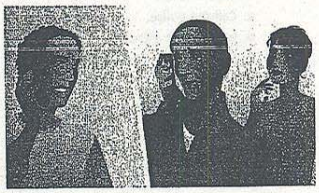
Right and wrong

A Pair work Read the situations. Answer the questions. Discuss your answers.

- Did the people do the right thing?
- If not, what should or shouldn't they have done?
- What could they have done differently?
- Would you have done anything differently? Why?



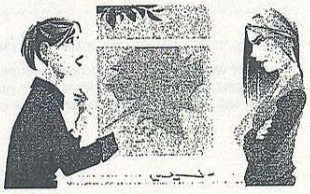
Jill and her husband Frank were flying to Thailand on vacation. The flight attendant offered one empty seat in business class to them. Because he's tall, Frank took the seat. Jill also wanted it, but Frank didn't ask her opinion. Now she's angry.



Steven invited Chuck and his wife Maria to his wedding. They accepted the invitation. Later Steven changed the wedding date, but Maria had a business trip then. So Chuck called Steven, offered an apology, and said they had to turn down his invitation. Steven was disappointed.



Tim borrowed his brother Mike's jacket without asking. Tim's girlfriend Allison accidentally spilled grape juice on the jacket. Mike saw the jacket the next day and asked for an explanation. Tim told the truth. Mike made Tim buy him a new jacket.



Lisa came home late and couldn't find her key. Her roommate Sue was sleeping. So Lisa broke a window to get inside. A neighbor heard the noise and called the police. Lisa offered a good explanation, and the police let her go. But Sue was very angry.

A: *I don't think that Frank did the right thing.*
B: *I agree. He shouldn't have moved up to business class. He could have . . .*

B Group work Did any of your partner's answers surprise you? Do you and your partner agree on the people's behavior? Share your opinions.

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Travel adventures game

Work in a group of three. Play the game.

Rules of the game

Student A: Choose a pair of pictures and compare them.
Student B: Make another comparison about the same pictures.
Student C: Make a different comparison about the same pictures.

A: *New York is more exciting than Miami.*
B: *Maybe, but Miami is more relaxing.*
C: *Miami is sunnier, too.*

Continue making comparisons. If someone can't make a comparison, he or she is "out." The last person to make a comparison about the pair of pictures "wins."

The winner chooses a new pair of pictures, and the game begins with another comparison.

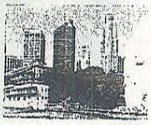
Cities


New York

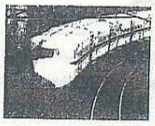

Miami

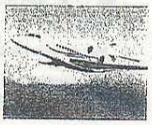
Countries


Canada


Singapore

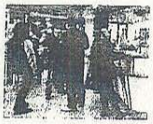
Transportation


train


plane

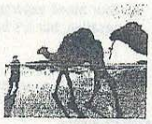
Places to stay


campground


youth hostel

Natural wonders


the Amazon rain forest


the Sahara desert

Landmarks


the Eiffel Tower


the Parthenon

Unit 5, Lesson A

Learning objective: *Compare cities.*

Refer Ss to page 132.

- Go over the rules of the game.
- Before Ss play, say and have them repeat the place names *Sahara* and *Parthenon*.
- Have Ss play the game in groups of three.

  Ask early finishers to write some of their comparisons on the board.
- When the game is over, call on Ss to share some of the comparisons from their group.

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Unit 5, Lesson C

Learning objective: *Give and report travel advice.*

Refer Ss to page 133.

A

- Focus Ss' attention on the pictures. Ask them to describe what they see. Ask if they have ever experienced one of these problems.
- Go over the instructions and the descriptions of the problems.
- Tell Ss to work individually to write their advice on the *My advice* line under each problem.

B

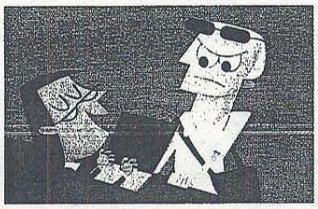
- Go over the instructions.
- Have Ss work in pairs to exchange advice. Tell them to write their partner's advice.

C

- Go over the instructions and the example conversation.
- Have Ss work in groups to discuss the advice they gave and received. Tell them to consider the advantages and disadvantages of each piece of advice.
- Call on Ss to share the best piece of advice they heard in their groups.

What to do?

A Imagine a friend has these travel problems. Write your advice.





1. Your friend reserved a city tour online, but the tour guide can't find his reservation.

   My advice: *Buy a new ticket.*
   My partner's advice: _____

2. Your friend's checking in for his overseas flight, but he finds out his passport is expired.

   My advice: _____
   My partner's advice: _____

3. Your friend's been traveling all day, and he now finds out his hotel is overbooked.

   My advice: _____
   My partner's advice: _____

4. Your friend's train is going to be delayed an hour. He doesn't know why, and he's already late for an appointment.

   My advice: _____
   My partner's advice: _____

5. Your friend's been waiting at the baggage claim for his luggage, but his luggage is missing.

   My advice: _____
   My partner's advice: _____

6. Your friend expected nice weather for his beach vacation, but it's been raining for two days.

   My advice: _____
   My partner's advice: _____

B Pair work Interview your partner. Write your partner's advice.

C Group work Report your advice and your partner's advice. What are the advantages and disadvantages of each person's advice?

A: *I told my friend to buy a new ticket. Mario told him not to get upset.*
B: *I reminded him to show his reservation number. Christina advised him to talk to the owner.*

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The wishing game

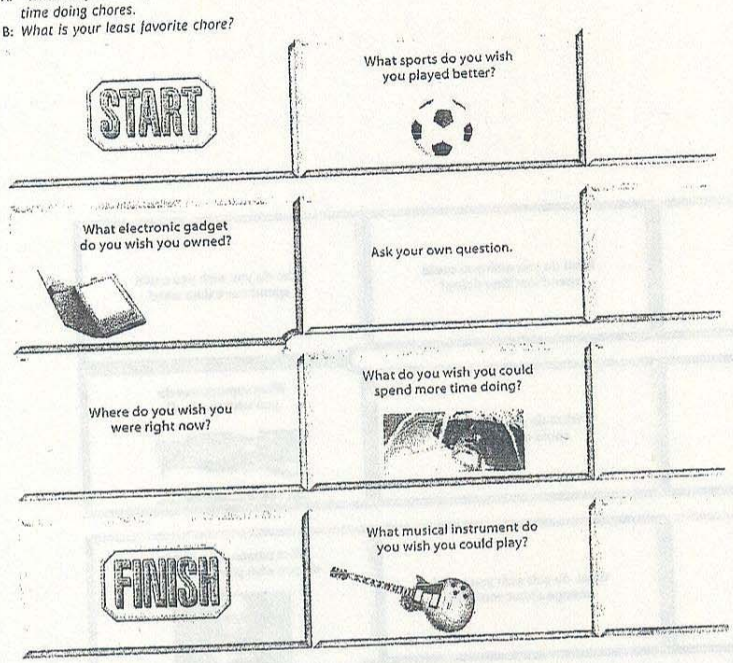
Play the game. Put a small object on *Start*. Toss a coin.

Heads — Move 1 space.

Tails — Move 2 spaces.

Read aloud the question and answer it. Then answer a follow-up question from each person in your group. If you land on *Ask your own question*, make up a question to ask someone else in your group.

A: *"What do you wish you could spend less time doing?" I wish I could spend less time doing chores.*
B: *What is your least favorite chore?*



Unit 6, Lesson C

Refer Ss to pages 134–135.

Go over the instructions.

Have Ss choose an object, such as a paper clip or an eraser, to use as a marker. Alternatively, pass out small bits of paper for Ss to write their initials on.

Seat Ss in small groups. Have them place their markers in the *Start* box.

Model the activity.

1. Toss a coin. Move one or two spaces, according to the toss.
2. Ask your partner the question. When they answer, ask a follow-up question as in the example.

If a partner lands on *Ask your own question*, they make up a question for the other person to answer.

Partners will continue asking and answering questions until they both have reached the end.

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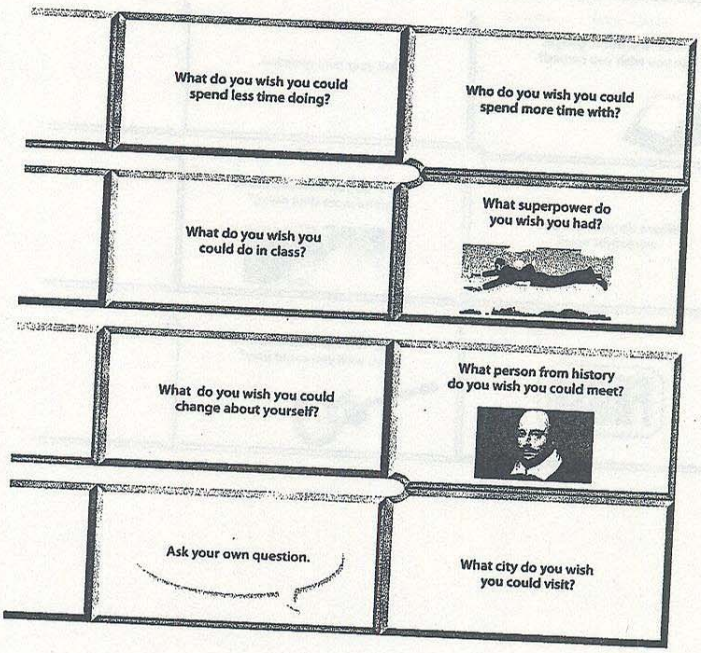

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Birth order and personality

A Class activity Find and write the names of two classmates who are:

The first born (the oldest) in their family:

_____ _____

The middle child:

_____ _____

The last born (the youngest):

_____ _____

An only child (no brothers or sisters):

_____ _____



B Read about your birth order. What does it show about your personality?

Birth order	Personality	Careers	Fun fact
First-born children	First-born children are often ambitious, confident, logical, studious, and very organized.	First-born children are often people who become lawyers, doctors, and scientists.	Of the first 23 astronauts, 21 were first-born children.
Middle-born children	Rebellious, competitive, independent, loyal, and imaginative are traits that often describe middle-born children.	Diplomats, artists, and designers are jobs that middle-born children are good at.	Middle-born children often make opposite decisions from first-borns.
Last-born children	Last-born children like to take risks. They are often hardworking, idealistic, outgoing, and very confident.	Firefighters, inventors, and actors are jobs that often attract last-born children.	Last-born children are often "the life of the party."
Only children	Only children are good problem-solvers. They're mature, responsible, energetic, and often very ambitious.	Similar to first-borns, only children are often lawyers, doctors, and scientists.	Elvis Presley, Indira Gandhi, and Frank Sinatra were all only children.

C Pair work Talk to a classmate from Part A with the same birth order as you. What kind of person are you? Do you agree with your personality description? Do you think the other descriptions are accurate for people you know?

A: *I don't agree with the description. I'm the first born in my family, but I'm a person who likes to take risks.*
B: *Really? I agree with the description. I'm the kind of person who is very organized.*

Unit 6, Lesson A

Learning objective: *Discuss birth order and personality.*

Refer Ss to page 136.

A

Draw Ss' attention to the photo. Explain that being the oldest, youngest, or middle child may have some influence on your personality.

Go over the instructions. Have Ss walk around and find two classmates for each birth order and write their names.

B

Go over the instructions.

Have Ss read the chart. Answer any vocabulary questions.

C

Go over the instructions and the example conversation.

Have Ss discuss the questions with a partner who has the same birth order.

Call on Ss to share their ideas with the class.

Instead of having Ss find partners, after the reading ask Ss of each birth order to go to a different corner of the room. Ask them to discuss the questions with other Ss standing in their corner.

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Unit 7, Lesson A

Learning objective: *Describe creative products.*

Refer Ss to page 137.

A

- Draw Ss' attention to the pictures. Ask them how they might describe the items.
- Go over the instructions and the sentence beginnings in the box.
- Have Ss work individually to choose one of the products and make a list of reasons to buy it.

B

- Go over the instructions and the example.
- *Option* To avoid having Ss partnered with someone who chose the same product, divide them up by product first. You can do this by having everyone who chose a particular product stand in a particular area of the room and then pairing them up. Or you can pass out slips of paper of a different color for each product and tell Ss to partner with someone who has a different color.
- Have Ss work in pairs to take turns describing their products.
- Ask if any Ss found their partner to be particularly convincing. If yes, elicit what they said.

C

- Go over the instructions.
- Have Ss continue to work with their partner from Part B to discuss why they would or wouldn't buy the product.
- *Option* After pairs have finished, ask for a show of hands to see who would buy each product. Ask Ss to explain why or why not.

unit 7 Lesson A

You've got to have this!

A Read the ads below. Choose one. Make a list of reasons to buy the product. Use these ideas and your own ideas.

It's so creative that . . .	It's such a convenient product that . . .
It's so unconventional that . . .	It's such an effective item that . . .
It's so useful that . . .	It's such an imaginative product that . . .



Flying alarm clock
Can't get up in the morning? When this alarm clock goes off, it flies around the room. You have to get out of bed to turn it off.



Keyboard waffle maker
Say good-bye to boring old waffles. This waffle maker makes the tasty breakfast treat in the shape of computer keyboards.



Bakery flash drives
Flash drives are such a great way to carry data. But why not make yours a little more interesting with these bakery items?



Gel ant house
Ants can be a little boring to watch – but not when they live in this world of green gel. When the ants move, the gel changes colors.



Mini motorcycle
Motorcycles have one wheel in front of the other, but this one has two side by side. Just turn it on, lean forward, and go!



Umbrella light
No more walking home in the dark. This umbrella has a light inside. Just turn it on and you have a light – and a safe walk home.

B Pair work Take turns. Describe your product from Part A. Try to convince your partner to buy the product.

"The umbrella light is such a convenient product that all of your friends will want one. You can keep it in your bag. It's so useful that you will never leave home without it."

C Pair work Would you buy your partner's product? Would you buy any of the products? Why or why not? Share your ideas.

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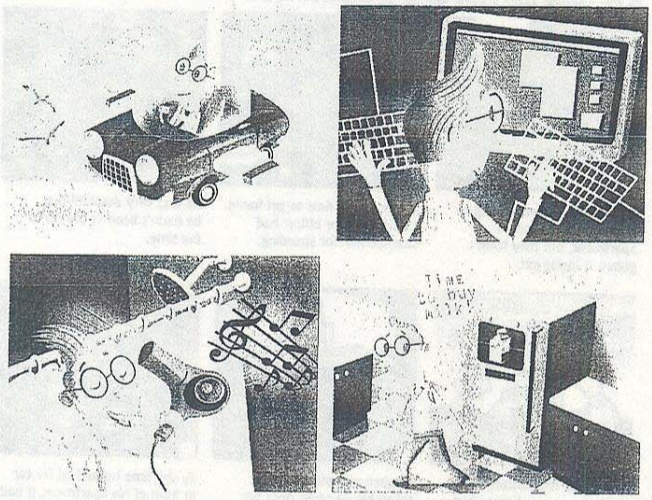
Product improvements

A Pair work Choose a product. What is it used for? What features does it have? Brainstorm all the things the product does.

car	coffeemaker	hair dryer	refrigerator
cell phone	computer	headphones	TV

A: *A cell phone is used to call people.*
B: *They're used to check the time, text people, and . . .*

B Pair work Re-design your product. What words describe your product? What improvements have you made to your product? How is it used now?



C Group work Present your product to another pair.

A: *We have developed a creative and useful product.*
B: *It is a flying car. It is terrific in traffic, and it will be very successful someday.*

Unit 7, Lesson C

Learning objective: *Discuss product improvements.*

Refer Ss to page 138.

A

- Go over the instructions, the words in the box, and the example conversation.
- Have Ss work in pairs to choose one of the products and brainstorm a list of features and functions.

B

- Go over the instructions and the example conversation.
- Have Ss continue working with their partners to re-design the product they chose. Tell them to consider the questions and to take notes on their ideas. Have them think of positive adjectives to describe their new product.

C

- Tell the partners that they will be presenting their product and ask them to decide in advance who will say what.
- Have each pair sit with another pair and take turns describing their innovations.
- To provide more practice after the pairs have shared their innovation, have each pair sit with a new pair and present their product again.

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Unit 8, Lesson A

Learning objective: *Tell a story.*

Refer Ss to page 139.

A

- Direct Ss' attention to the pictures. Ask them to identify some of the events they see.
- Go over the instructions. Point out that the first picture has been numbered for them.
- Have Ss work in pairs to number the rest of the pictures from 2 to 9.

Possible answers
7, 3, 9, 2, 5, 4, 6, 1, 8

B

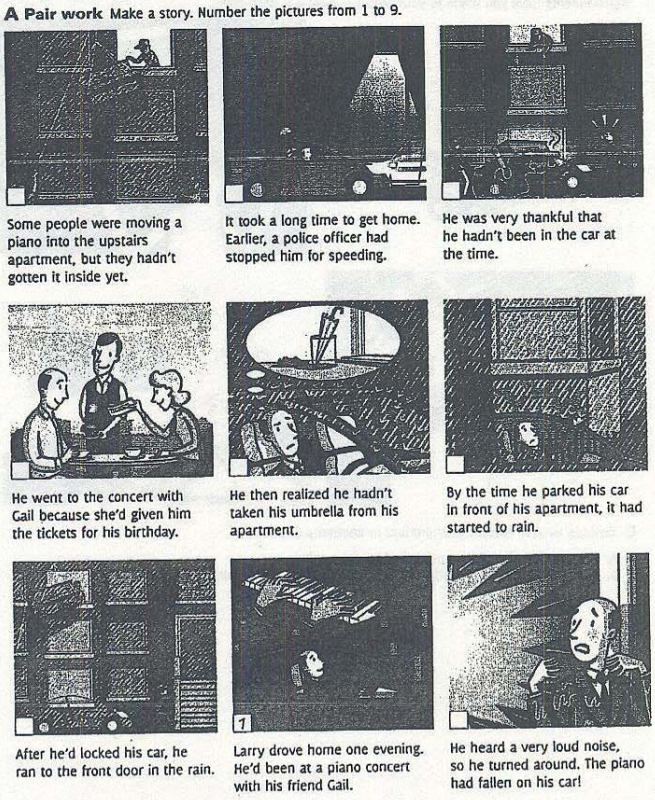
- Have each pair join another pair and tell their stories. Tell them to use past perfect and simple past tenses.
- Tell the Ss to discuss any differences in the order of their stories.

C

- Have group members close their books and try to tell the story from memory. Tell them to take turns talking but to help anyone who can't remember what happened next.

Lucky Larry

A Pair work Make a story. Number the pictures from 1 to 9.



Some people were moving a piano into the upstairs apartment, but they hadn't gotten it inside yet.

It took a long time to get home. Earlier, a police officer had stopped him for speeding.

He was very thankful that he hadn't been in the car at the time.

He went to the concert with Gail because she'd given him the tickets for his birthday.

He then realized he hadn't taken his umbrella from his apartment.

By the time he parked his car in front of his apartment, it had started to rain.

After he'd locked his car, he ran to the front door in the rain.

Larry drove home one evening. He'd been at a piano concert with his friend Gail.

He heard a very loud noise, so he turned around. The piano had fallen on his car!

B Group work Join another pair. Take turns. Tell your stories. Are they the same?

C Group work Close your books. Tell the story in your own words from memory.

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A different path?

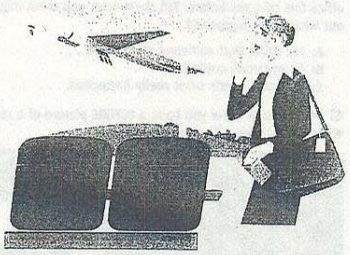
A Read the topics in each box. Check (✓) three that were important moments in your life. Write an example of each and why these moments were important.

"If I hadn't gone to summer camp, I wouldn't have met my best friend."
"I bought a new computer last summer, and now I can work from home."

Important moments in life	Examples and explanations
☐ a job you got ☐ a job you didn't get	
☐ someone you met who changed your life ☐ someone you wish you hadn't met	
☐ something you said to a friend ☐ something you didn't say to a friend	
☐ a place you visited ☐ a place you didn't visit	
☐ something you bought ☐ something you didn't buy	
☐ an exam you passed ☐ an exam you didn't pass	
☐ something you learned to do ☐ something you didn't learn to do	
☐ other: (your own idea)	

B Take turns. Talk about the important moments in your chart. Ask each other questions for more details. Then find out: How would things have been different without these moments?

A: *One time, I missed my plane to Los Angeles.*
B: *Why were you going to Los Angeles?*
A: *I had an interview for a job.*
C: *Why did you miss your plane?*
A: *I made a mistake and turned off my alarm. If I hadn't turned off the alarm, I wouldn't have missed my plane. I would have had the interview. And I would have gotten the job, I'm sure.*
B: *Too bad.*



Unit 8, Lesson C

Learning objective: *Discuss possible outcomes of different situations.*

Refer Ss to page 140.

A

Go over the instructions and the examples.

Have Ss work individually to read the topics in the left column and check three important moments in their lives.

Have Ss write an example or explanation for each of the topics they chose.

B

Direct Ss' attention to the picture. Ask: *What happened to the woman?* Ask how missing a plane could be a life-changing event.

Go over the instructions. Have Ss practice asking for more details by eliciting questions they might ask about the example story. (*What was the job? Did you call the company? What did they say? How would your life be different if you had gotten the job?*)

Have Ss work in groups to talk about the important moments in their charts and ask each other questions.

Call on individuals to share something interesting they learned about someone in their group.

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Unit 9, Lesson A

Learning objective: *Speculate about events.*

Put Ss in pairs. Tell the pairs on one side of the room that one S in each pair is A and one is B. Refer them to page 141. Tell the pairs on the other side that one S in each pair is C and one is D. Refer them to page 142.

A

- Go over the instructions. Explain that A and B Ss have the "after" picture and C and D Ss have the "before" picture. Have Ss look at the pictures and think of explanations for what might have happened.

B

- Go over the group work instructions and the sample conversation. Point out that Ss A and B begin the conversation by telling their speculations.
- Have each A / B pair join a C / D pair. Tell them to exchange ideas, with A / B telling their speculations, and then C / D explaining what really happened. Tell them not to turn the page.

C

- Have the groups separate into their original pairs and return to their side of the room.
- Tell the partners to read the instructions and describe what has happened and what is happening now.

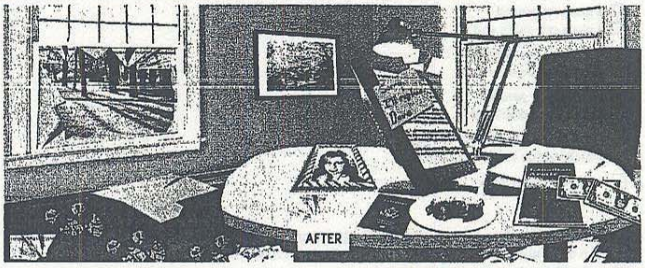
D

- Have the pairs form groups again (the same group or a different one).
- Go over the instructions. Tell Ss that this time partners C and D will begin by giving their speculations.
- Have the pairs exchange ideas in their groups.

A logical explanation?

Students A and B

A Pair work You have a picture of a home office AFTER something happened. What do you think might have happened? Think of as many explanations as you can.



B Group work Join classmates who have a BEFORE picture. Their picture shows the office five minutes before. Tell them what you think might have happened. Then find out what really happened.

A: *We think that someone might have . . .*
B: *Or someone could have . . .*
C: *Actually, here's what really happened. . . .*

C Pair work Now you have a BEFORE picture of a restaurant. Describe the scene. What has happened? What's happening?



D Group work Join classmates who have an AFTER picture. Their picture shows the restaurant five minutes after your picture. Listen to their ideas about what might have happened. Then tell them what really happened.

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A logical explanation?

Students C and D

A Pair work. You have a BEFORE picture of a home office. Describe the scene. What has happened? What's happening?



B Group work. Join classmates who have an AFTER picture. Their picture shows the office five minutes after your picture. Listen to their ideas about what might have happened. Then tell them what really happened.

A: *We think that someone might have . . .*
B: *Or someone could have . . .*
C: *Actually, here's what really happened. . . .*

C Pair work. Now you have a picture of a restaurant AFTER something has happened. What do you think might have happened? Think of as many explanations as you can.



D Group work. Join classmates who have a BEFORE picture. Their picture shows the restaurant five minutes before. Tell them what you think might have happened. Then find out what really happened.

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Unit 9, Lesson C

Learning objective: *Discuss unsolved mysteries.*

Refer Ss to page 143.

A

- Go over the instructions and the example conversation.
- Have Ss work in groups of four. Tell each group member to choose a different mystery to read about.
- Give Ss several minutes to read about their picture. Then ask them to close their books and share the information they read with the group.
- Encourage group members to ask questions. Write question starters on the board to guide them: *Do you know ____?; Can you tell me ____?*

B

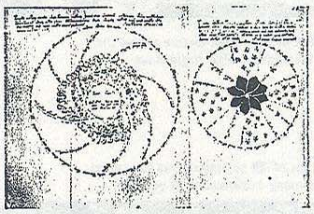
- Call on volunteers to tell the class about any unexplained mysteries they know of. Encourage other Ss to ask questions and speculate about what happened.
- Tell Ss about any unexplained mysteries you know of and encourage them to ask you questions.

unit 9 Lesson C

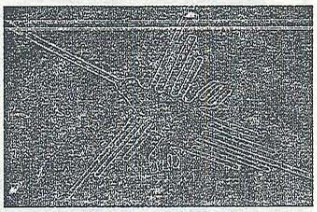
Unsolved mysteries

A Group work Choose a different picture from others in your group. Read about the picture. How can you explain the unsolved mystery? Take turns. Describe the mystery and answer questions.

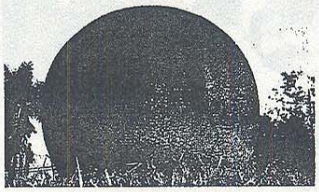
A: *There is a manuscript that no one can read.*
B: *Do you know where it's from?*
A: *Yes, it's from Italy, but the manuscript isn't in Italian.*
C: *Do you have any idea if . . . ?*



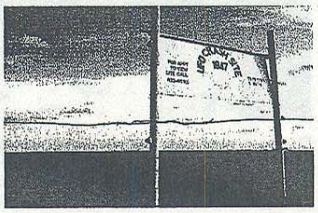
The Voynich manuscript is a book that was written in the 15th or 16th century. The author and alphabet are unknown. The book was discovered in Italy, but the language isn't like any European language. Even modern computers haven't "cracked" the code. Who wrote it, and why?



The Nazca lines are hundreds of "pictures" that were created in the Nazca Desert of Peru. They include birds, fish, spiders, monkeys, llamas, and lizards. How were they made? And why would anyone create such complicated pictures that you can only see from the air?



In the 1930s, workers in the Costa Rican jungle discovered mysterious stone balls that were perfectly round. Some were as small as a tennis ball, but others were larger – very large! They are human-made, but who made them, and how? What were they used for?



In 1947, something crashed near Roswell, New Mexico. At first the U.S. military said it was a "flying disc," but later changed its story and said it was a secret weather balloon. Others believe it was an alien spaceship. They think the government is hiding the truth. What crashed at Roswell?

B Class activity Describe other unexplained mysteries that you know about. Answer your classmates' questions.

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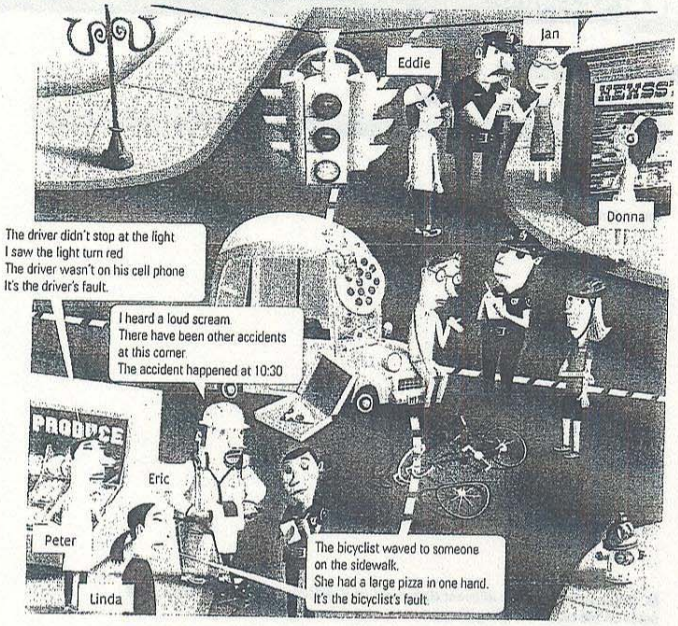
Find the differences.

Student A

A Pair work You and your partner have a picture of the same accident. Tell your partner what the witnesses said in your picture. Your partner will report what other witnesses said. Find four differences in their reports.



A: *Peter told the police officer that the driver hadn't stopped at the light.*
B: *Jan also said he hadn't stopped at the light. She said that she'd seen the light turn yellow.*
A: *But Peter told the police officer he'd seen the light turn red. So that's different.*

B Pair work Who do you think are the most reliable witnesses? the least reliable? Why? Whose fault was it – the driver's, the bicyclist's, or both? Why?

Unit 10, Lesson A

Learning objective: *Discuss differences in two eyewitness reports.*

Put Ss in pairs. Designate one partner to be A and one B. Refer A to page 144. Refer B to page 146.

A

1. Go over the instructions.
2. Model the activity.
   1. Choose a S to be Student B and take the role of Student A yourself. Say: *Peter said that the driver hadn't stopped at the light.*
   2. Ask your partner to report what Jan, Donna, or Eddie said.
   3. Provide feedback on your partner's use of reported speech.
   4. Have Ss work in pairs to report what the people said and find four differences in their stories.

B

1. Go over the instructions.
2. Have Ss work in pairs to discuss their answers to the questions.
3. Call on Ss to share their opinions with the class. Ask them what they think the driver and the bicyclist said.

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Unit 10, Lesson C

Learning objective: *Survey about general topics.*

Refer Ss to page 145.

A

- Go over the instructions.
- Explain that Ss will be using the *yes / no* questions they write to interview their classmates, so the questions should ask for information they would be interested in learning. Tell them to write the questions in the *Questions* column, and not to worry about the *Notes* column for now.
- Have Ss work individually to write their questions.

B

- Go over the instructions. Explain that Ss will be speaking to seven different classmates, one for each question.
- Have Ss walk around and ask questions, writing their classmates' names and notes on their answers in the chart.

C

- Go over the instructions. Point out that the example includes both a reported question and a reported statement.
- Have Ss work in groups to discuss their surveys.
- Call on a reporter from each group to share something interesting from the discussion.

Who said what?

A Write a *yes/no* question for each topic.

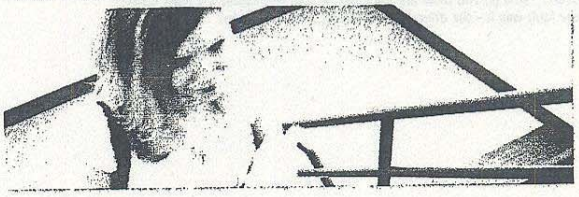
Topics	Questions	Notes: Who said what?
Work or school		
Entertainment		
Relationships		
Sports		
Past experiences		
Future goals		
Other: (your own idea)		

B Class activity Ask different classmates your questions. Write their names. Take notes on the most interesting answers.

A: *Claudia, have you ever gotten in trouble at school?*
B: *I have. I arrived an hour late once, and my teacher was really angry.*

C Group work Report your most interesting questions and answers.

"I asked Claudia if she'd ever gotten in trouble at school. She told me that she had. . . ."



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Find the differences.

Student B

A You and your partner have a picture of the same accident. Tell your partner what the witnesses said in your picture. Your partner will report what other witnesses said. Find four differences in their reports.



A: *Peter told the police officer that the driver hadn't stopped at the light.*
B: *Jan also said he hadn't stopped at the light. She said that she'd seen the light turn yellow.*
A: *But Peter told the police officer he'd seen the light turn red. So that's different.*

B Who do you think are the most reliable witnesses? the least reliable? Why? Whose fault was it – the driver's, the bicyclist's, or both? Why?

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Unit 11, Lesson A

Learning objective: *Talk about places and activities.*

Refer Ss to page 147.

A

- Direct Ss' attention to the picture. Ask them to name the types of stores they see (*hair salon, pharmacy, cleaners, clothing store, office services, jewelry store, optometrist, photography shop*).
- Go over the instructions and the items in the box.
- Have Ss work in pairs to talk about where they can have the services in the box done.

B

- Go over the instructions.
- Have Ss work in pairs to discuss other things they can have done at the places in the picture.

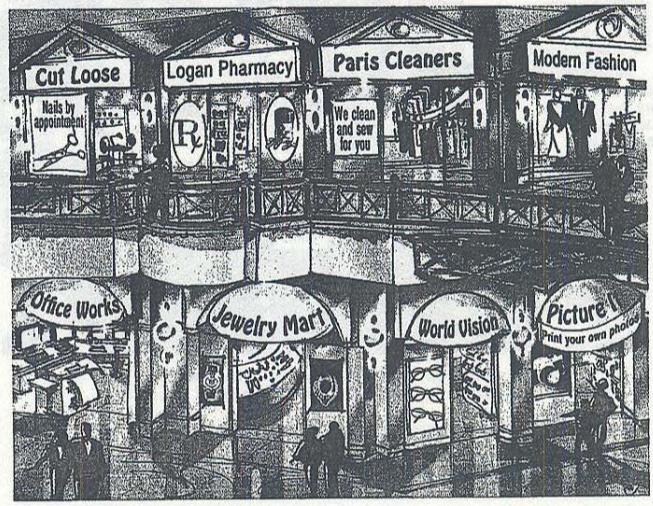
C

- Discuss the questions as a class. If your Ss live in the same community, encourage them to share information about the quality and prices where they get their services done.

Convenient services

A Pair work Look at the picture of the shopping mall. Where can you have or get these things done?

get a doctor's prescription filled	have a résumé photocopied
get a passport photo taken	have a skirt made
get photos printed	have a suit cleaned
get your hair cut	have a watch repaired
get your nails done	have your eyes checked
have a computer virus removed	have your glasses fixed



A: *You can get a passport photo taken at Picture It.*
B: *And maybe at Office Works.*

B Pair work What else can you get or have done at the places in the picture? Tell your partner.

C Class activity Where do you get or have things done near you? Use the ideas in Part A and ideas of your own.

"I get my hair cut at Hair and Now. It's on Main Street, near my house."

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unit

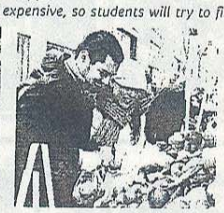
Will that really happen?

A Add three more question topics to the chart about life in the future.

Find someone who believes . . . in the future.	Name
students will be finishing college in just three years	
most people will be eating only organic food	
women will be leading most countries in the world	
ocean levels will rise to dangerous levels	
the world's population will reach 10 billion	
there will be computers in every classroom	
people will be working a 20-hour workweek	
most people will be working until age 70	
most people will be speaking English as a native language	

B Class activity Ask questions and find classmates who believe the possibilities in Part A will be happening in the future. Write their names. Ask questions for more information.

A: *In your opinion, will students be finishing college in just three years in the future?*
B: *Yes, they will.*
A: *Why do you think that will happen?*
B: *College will be even more expensive, so students will try to finish college faster.*


C Group work Share your opinions about the possibilities in the chart. Do you agree with your classmates?

Unit 11, Lesson C

Learning objective: *Discuss a survey about life in the future.*

Refer Ss to page 148.

A

1. Go over the instructions.
2. Have Ss work individually or in pairs to add three questions to the survey. Remind them to use future continuous or future with *will*.

B

1. Go over the instructions.
2. Read the example conversation with a volunteer. Emphasize that Ss should ask additional questions for more information.
3. Explain that Ss will be speaking to twelve different classmates, one for each question.
4. Have Ss walk around and ask questions, writing their classmates' names and notes in the chart.

C

1. Go over the instructions.
2. Have Ss work in groups to discuss their answers to the questions.
3. Call on a reporter from each group to share something interesting from the discussion.

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Unit 12, Lesson A

Learning objective: *Discuss environmental issues.*

Refer Ss to page 149.

- Go over the instructions.
- Have Ss choose an object, such as a paper clip or an eraser, to use as a marker. Alternatively, pass out small bits of paper for Ss to write their initials on.
- Seat Ss in small groups. Have them place their markers in the *Start* box.
- Model the activity.
  1. Toss a coin. Move one or two spaces, according to the toss.
  2. Demonstrate staying on the space when you describe something that hurts the environment and say what needs to be done. Also demonstrate moving forward when you describe a problem and solution. Use the sentences from the model.
- *Option* Have early finishers write sentences about the solutions to the various problems.

The environmental game

Pair work Play the game. Put a small object on *Start*. Toss a coin.

Heads — Move 1 space.

Tails — Move 2 spaces.

Answer the question: "What is being done in the picture?" Use the pictures and the words. If your answer describes something that helps the environment, move forward one square. If your answer describes something that hurts the environment, say what needs to be done and stay on the square.

A: *Heads. Conserve. Water is being conserved. That helps the environment.*
B: *Tails. Waste. Energy is being wasted. That doesn't help the environment. The lights need to be turned off.*



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Beautification project

A Group work. Plan a community improvement project. Decide together on a project, and complete the information.

What you'll make more beautiful:

☐ a park ☐ a road ☐ a playground ☐ a wall
☐ a river ☐ a sidewalk ☐ a building ☐ other: _____

What you'll do:

☐ paint ☐ clean up ☐ rebuild ☐ plant ☐ other: _____

What you'll need:

☐ trash bags ☐ shovels ☐ brooms ☐ paint
☐ flowers / plants ☐ trees ☐ gloves ☐ other: _____

How long it will take: _____

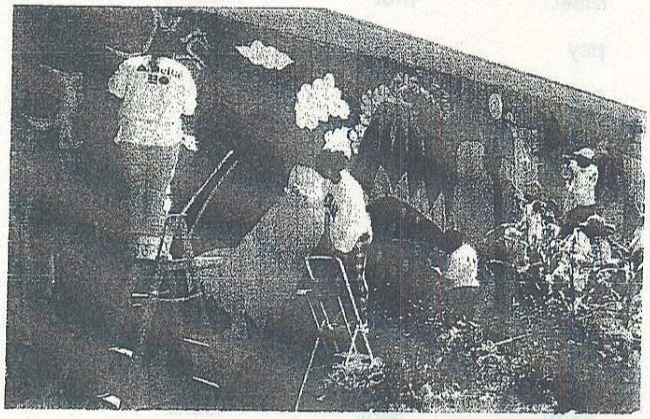
Who will benefit: _____

Who will do which jobs: _____

What else you'll need to decide: _____

A: I think the front of the school needs to be more beautiful.
B: I agree. It looks old, so maybe we could paint it and plant flowers.
C: And if everyone helps, it will be a real school community project.
D: That's a good idea, although we would need to get permission first.

B Class activity. Share your ideas. Decide on one project. How could you work together to complete the project?



Unit 12, Lesson C

Learning objective: *Plan a community improvement project.*

Refer Ss to page 150.

A

- Go over the instructions.
- Read the example conversation with a volunteer.
- Explain that Ss will be using the checklist items to plan their project, but that the purpose of the activity is to discuss and plan, not to complete the checklist. Tell them the class will be choosing one project to develop.
- Have Ss work in groups to plan their projects.

B

- Go over the instructions.
- Have a reporter from each group share the group's project with the class.
- Have the class decide on one project to focus on.
- Elicit ideas for how Ss could work together to make the project happen.

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Irregular verbs

Base form	Simple past	Past participle
be	was, were	been
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
keep	kept	kept

Base form	Simple past	Past participle
know	knew	known
leave	left	left
lend	lent	lent
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
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Additional resources

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Workbook answer key

Unit 1

Lesson A

Exercise 1

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

Exercise 2

1. a, c
2. a, b
3. a, b

Exercise 3

1. was working on his computer
   he is / he's watching the storm
2. was reading a good book
   he is / he's finishing the book
3. was driving to Austin
   she is / she's visiting her friends there
4. was shopping
   she is / she's taking the bus home
5. were walking to the park
   they are / they're sitting at home
6. were riding their bikes
   they are / they're eating at a restaurant

Exercise 4

1. made
2. read
3. hasn't played
4. played
5. will win
6. means
7. was
8. has had
9. haven't heard
10. will watch

Exercise 5

1. is
2. think
3. has
4. didn't have
5. comes
6. will offer
7. gave
8. are
9. doesn't work
10. will fix
11. will be
12. wasn't
13. is

Exercise 6

Answers will vary.

Lesson B

Exercise 1

1. I'm not sure about that.
2. I'm not sure that's really true.
3. I feel exactly the same way.

Exercise 2

Answers will vary.

Lesson C

Exercise 1

1. survives
2. crashes
3. attacks
4. chases
5. overturns
6. threatens
7. misses

Mystery word: rescues

Exercise 2

1. Storm Coming – Threatens Local Beach
2. Dog Chases Boy Up Tree
3. Car Overturns – No One Hurt
4. Man Survives Three Days in Ocean

Exercise 3

1. were, going
2. have, been
3. were, doing
4. did, survive
5. did, eat
6. did, feel
7. Will, go
8. will, do

Exercise 4

1. have you been here before?
2. how did you hear about us?
3. how are you feeling today?
4. When did you get sick?
5. Have you been to another doctor before today?
6. Are you taking any medication?
7. how will you pay today?

Exercise 5

Answers will vary.

Lesson D

Exercise 1

1. Jasmine News
2. Short Message Service

Exercise 2

Wording may vary.

1. on their cell phones / in text messages
2. in 2007
3. check the information with at least three sources
4. send a text with the correct information
5. Sinhala, Tamil, and English

Unit 2

Lesson A

Exercise 1

1. Watch online video clips.
2. Talk to yourself out loud.
3. Keep a vocabulary notebook.
4. Watch movies with subtitles.
5. Talk with native speakers.
6. Make flash cards.

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Exercise 2

1. She watches online video clips.
2. He talks with native speakers.
3. She makes flash cards.
4. She talks to herself out loud.
5. They watch movies with subtitles.
6. He keeps a vocabulary notebook.

Exercise 3

1. I've known Tom for ten years.
2. ✓
3. ✓
4. Lola has owned her bicycle for a long time.
5. Su Ho hasn't belonged to our club very long.
6. ✓
7. They have never believed my story.
8. ✓

Exercise 4

1. Have you been having
2. I've / I have been practicing
3. I've / I have been living
4. I've / I have been talking
5. I've / I have been watching
6. I haven't / I have not been watching
7. Has he been using
8. Has the class been watching
9. I haven't / I have not been using
10. I've / I have been taking

Exercise 5

1. Yes, she has.
2. Yes, they have.
3. No, she hasn't.
4. Yes, he has.
5. No, they haven't.
6. No, he hasn't.

Exercise 6

1. What have you been studying?
2. How long have you been studying English?
3. Where have you been taking classes?
4. How have you been practicing English?
5. What have you been reading lately?

Exercise 7

Answers will vary.

Lesson B

Exercise 1

1. O
2. O
3. E
4. E
5. O
6. E

Exercise 2

A. 1. I'm looking for a conversation group.
2. You might want to consider a local newspaper or the Internet.

B. 1. I'm trying to find a way to improve my vocabulary.
2. One possibility is reading a lot of books and magazines.

C. 1. I'm interested in improving my listening comprehension.
2. How about watching movies with subtitles?

Lesson C

Exercise 1

A. 1. let the call go to voice mail
2. answer the phone

B. 1. ignored my text
2. respond to an email

C. 1. call my mother back
2. left her a voice message

D. 1. screen my calls
2. don't check voice mail
3. turn off my phone
4. update your status online

Exercise 2

Answers will vary.

Exercise 3

1. Would you have Jenny call me tomorrow?
2. Did you ask them to come to the party?
3. Will you help me learn new vocabulary?
4. Mindy let me use her phone today.
5. Dan invited us to go to his soccer game.
6. Are you going to make them take the bus?
7. Don't tell me to be quiet!
8. I'll remind you to email the information next week.

Exercise 4

1. to take out
2. do
3. have
4. to come
5. call
6. go
7. to help
8. to clean

Exercise 5

1. ask
2. let
3. helping
4. invited
5. tell
6. making
7. have

Exercise 6

Answers will vary but should include a verb followed by an object and another base verb or infinitive.

Lesson D

Exercise 1

It's the Philippines.

Exercise 2

1. South Korea
2. Finland
3. the Philippines
4. the United States
5. Japan
6. China

Unit 3

Lesson A

Exercise 1

1. Boil
2. steam
3. Bake

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4. roast
5. Fry
6. microwave
7. Grill
8. Melt

Exercise 2

1. a
2. b
3. c
4. b
5. c
6. c

Exercise 3

1. P
2. P
3. A
4. P
5. A
6. P
7. A
8. A
9. A

Exercise 4

1. The soup is made at the restaurant, and it is served with a salad.
2. Chicken and beef are grilled at your table.
3. The salad is made at your table.
4. The empanadas are fried in the morning, and they are microwaved before serving.
5. The cake is baked for 40 minutes.

Exercise 5

1. is brought
2. is baked
3. are grown
4. is served
5. are served
6. are listed

Exercise 6

Answers will vary.

Lesson B

Exercise 1

Kari This new restaurant is great. There are so many things on the menu.
John I know. What are you going to have?
Kari Everything looks good. I have no idea what to get.
John Why don't you try the cheese ravioli?
Kari No, I had pasta for lunch.
John Then if I were you, I'd get the lamb chops.
Kari OK. I think I'll do that. Why don't you get the lamb chops, too?
John That's a good idea.

Exercise 2

You My recommendation would be to (*end of answer will vary*).
Friend Sounds good to me.

Lesson C

Exercise 1

1. salty
2. sour
3. sticky
4. juicy
5. chewy
6. bland
7. sweet
8. creamy
9. spicy
10. crunchy

Exercise 2

1. Put the water and rice in a pan.
2. Then cook the rice until it boils.
3. After it boils, cover the pan and turn down the heat.
4. Cook it for 15 more minutes or until the water is gone.
5. Once it is cooked, put it in a bowl until the beans are finished.
6. Put some water in a pan, and heat it until it boils.
7. Once it boils, add the beans and a little salt.
8. Then turn down the heat, and boil the beans for about 1 1/2 hours.
9. As soon as they're done, pour them over the rice.

Exercise 3

1. Before
2. After
3. As soon as
4. once
5. until
6. before

Exercise 4

Answers will vary.

Lesson D

Exercise 1

a

Exercise 2

1. F
2. F
3. F
4. T
5. T

Unit 4

Lesson A

Exercise 1

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

Exercise 2

1. cut in line
2. offer (that woman) your seat
3. drop litter
4. talk loudly in public
5. admit a mistake
6. give (a friend) a gift

Exercise 3

1. And what would you do if something bad happened?
2. What would you do if someone got sick?
3. No, I wouldn't.
4. What would you do if you weren't a pilot?
5. I guess I'd like to be an astronaut!

Exercise 4

1. If someone cut in line in front of me, I'd be angry.

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2. If people were talking too loudly in the library, I'd ask them to be quiet.
3. If I kept someone waiting, I'd say, "I'm sorry."
4. I'd be happy if someone gave me a compliment.
5. What would you do if your friend were dropping litter out of your car?
6. If your parents gave you a lot of money, what would you say?

Exercise 5

1. would you do, were talking
2. saw, would you say
3. liked, would you give
4. would you do, needed
5. would you do, asked
6. made, would you admit
7. were, would you cut
8. would you do, wanted

Exercise 6

Answers will vary.

Lesson B

Exercise 1

1. custom
2. didn't know
3. really, aware
4. supposed
5. realize
6. expected

Exercise 2

1. It's the custom to leave a tip.
2. Oh, I didn't know that. / Oh, really? I wasn't aware of that. / Really? I didn't realize that.
3. You're expected to leave 15 to 20 percent of the amount on the bill.
4. Oh, I didn't know that. / Oh, really? I wasn't aware of that. / Really? I didn't realize that.
5. You're supposed to pay the waiter.
6. Oh, I didn't know that. / Oh, really? I wasn't aware of that. / Really? I didn't realize that.

Lesson C

Exercise 1

1. a favor
2. a request
3. a compromise
4. an opinion
5. an excuse

Exercise 2

1. give
2. disagree with
3. return
4. reach
5. turn down
6. ask her for
7. make

Exercise 3

1. I shouldn't have lent my sister all my money.
   I should have remembered to bring my money.
2. It would have been best to apologize.
   I shouldn't have gotten so upset.
3. I should have taken the subway.
   I could have driven to work today.

Exercise 4

1. I shouldn't have borrowed Julie's car.
2. What could I have done differently?
3. I could have taken the bus.
4. I should have driven more slowly.
5. Julie wouldn't have driven so fast.
6. She would have seen the stop sign.
7. Should I have offered to pay Julie to fix the car?
8. What would you have done?

Exercise 5

1. should, have done
2. could have given
3. shouldn't have said
4. could have microwaved
5. could, have done
6. wouldn't have gotten
7. should have talked
8. would have reached

Exercise 6

Answers will vary.

Lesson D

Exercise 1

(They try to inspire kindness) in schools and at work.

Exercise 2

1.
2. ✓
3. ✓
4.
5. ✓
6. ✓

Unit 5

Lesson A

Exercise 1

1. world-famous
2. fun-loving
3. densely populated
4. slow-paced
5. well-planned
6. culturally diverse
7. highly educated
8. high-tech
9. open-minded

Exercise 2

1. Seattle is wetter than Las Vegas.
2. New Orleans is slower-paced than New York.
3. Kyoto is less expensive than Tokyo.
4. Small cities are usually not as dangerous as big cities.
5. The subway system is better than the buses in this city.
6. The international restaurants are worse than the traditional restaurants in this town.
7. Paris is as famous as New York City for its great museums.

Exercise 3

1. the most relaxing
2. the least stressful
3. the busiest
4. the most delicious
5. the worst
6. the best

Exercise 4

1. c
2. a
3. b
4. b
5. a
6. c

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Exercise 5

1. New Delhi is bigger than Kolkata.
2. Mumbai is the smallest city. / The smallest city is Mumbai.
3. New Delhi is the most densely populated (city). / The most densely populated city is New Delhi.
4. Kolkata is warmer in January than New Delhi. / Kolkata is warmer than New Delhi in January.
5. Mumbai is the coolest (city) in August.

Lesson B

Exercise 1

1. Reporting a problem
2. Responding to a problem
3. Reporting a problem
4. Reporting a problem
5. Responding to a problem
6. Responding to a problem

Exercise 2

A. 1. There's a problem with this pasta.
2. I'll let someone know right away. / I'll get someone to take care of it. / I'll have someone get on it right away.

B. 1. I'm having a problem with my menu.
2. I'll let someone know right away. / I'll get someone to take care of it. / I'll have someone get on it right away.

C. 1. There seems to be a problem with our food.
2. I'll let someone know right away. / I'll get someone to take care of it. / I'll have someone get on it right away.

Lesson C

Exercise 1

Across	Down
3. overrated	1. overpriced
5. upgraded	2. guaranteed
7. overbooked	4. discounted
8. packed	6. expired
9. delayed	

Exercise 2

1. Thomas told me to find a ticket that was priced right.
2. Pam advised me to upgrade my ticket at the airport.
3. Seth reminded me to buy a discounted ticket.
4. Isabel reminded me not to let my visa expire.
5. My grandmother advised me not to travel alone.
6. She warned me not to take the subway at night.

Exercise 3

1. Jane advised her to take a sweater.
2. Melvin advised her to see the Sydney Opera House.
3. Ahmet warned her not to forget her passport.
4. Ling told her to go whale watching.
5. Lori reminded her not to forget an umbrella.
6. Freddy told her not to go to the Royal Botanic Gardens.

Exercise 4

1. Mateo advised Pilar to use the big bags for the clothes.
2. Pilar reminded Mateo to bring enough cash.
3. Mateo told Pilar to remember the passports.
4. Pilar reminded Mateo not to forget to pick up their tickets.
5. Mateo told Pilar not to forget to lock the doors.
6. Pilar warned Mateo not to be late to the airport.

Exercise 5

Answers will vary.

Lesson D

Exercise 1

1. Moscow, Russia
2. Moscow, Idaho (the United States)

Exercise 2

1. the United States
2. the United States
3. Russia
4. Russia
5. the United States
6. Russia

Unit 6

Lesson A

Exercise 1

1. loyal
2. energetic
3. idealistic
4. logical
5. studious
6. competitive
7. imaginative
8. independent
9. rebellious

Exercise 2

1. loyal
2. imaginative
3. idealistic
4. competitive
5. logical
6. studious
7. energetic
8. independent
9. rebellious

Exercise 3

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

Exercise 4

1. Lea and Omar have a house which is near the ocean.
2. Lea is someone who loves the ocean.
3. But Omar is the kind of person who doesn't like the water.
4. They have a boat which he never uses.
5. Omar is a person who likes to play golf.
6. Lea and Omar are people who don't always do things together.

Exercise 5

My friend Paul is a person ~~who~~ other students want to work with. He has

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personality traits ~~that~~ people like. For example, he's the kind of student that usually knows the answers to the teacher's questions, and he's someone who always finishes his work. He's also a person who doesn't mind helping his classmates with their work.
Outside of class, Paul is a person who is a good friend. People say he's a friend ~~that~~ they can talk to. Paul is also the kind of person who is interested in a lot of things. He's a great musician. The instrument ~~that~~ he plays best is the guitar, but he plays the piano, too. He's the kind of musician ~~that~~ I want to be!

Exercise 6
The following phrases are checked:

1. that are hard to understand.
   which are useful for his job.
2. that like adventure.
   who do many interesting things.
3. teachers like.
   who sings really well.
4. that I have to have.
   people are buying.
5. people travel to for fun.
   that gets a lot of snow.
6. who are loyal.
   that like to be independent.

Exercise 7
Answers will vary. Students can use the following pronouns:

1. that / which
2. that / who
3. that / which
4. that / who

Lesson B

1. Sorry, can, something
2. Yeah, course
3. Before, go, ask
4. Sure
5. but, one, thing
6. Go, ahead

Lesson C

Exercise 1

1. He needs to manage time better.
2. They need to live within a budget.
3. He needs to lead a healthier lifestyle.
4. They need to be more organized.
5. He needs to balance work and play.
6. She needs to find time to relax.

Exercise 2
Answers will vary.

Exercise 3

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

Exercise 4

1. could travel
2. had
3. were
4. didn't have
5. weren't
6. could see
7. lived
8. could lose
9. were
10. didn't spend

Exercise 5

1. I wish I were imaginative.
2. I wish my sister weren't extremely / so talkative.
3. I wish my travel budget weren't so small.
4. I wish I were studious.
5. I wish my soccer team were competitive.
6. I wish I weren't always / so busy on weekends.

Exercise 6
Answers will vary.

Lesson D

Exercise 1
a music therapist

Exercise 2

1. T
2. T
3. F
4. F
5. NI

Unit 7

Lesson A

Exercise 1

1. convenient, inconvenient
2. conventional, unconventional
3. significant, insignificant
4. imaginative, unimaginative
5. creative, uncreative
6. successful, unsuccessful
7. effective, ineffective
8. eventful, uneventful

Exercise 2

1. inconvenient
2. significant
3. successful
4. ineffective
5. imaginative
6. unconventional
7. effective
8. convenient

Exercise 3

1. My sister is such a great designer.
2. She is so creative.
3. Her ideas are so interesting.
4. She is so imaginative that she decided to open her own store.
5. Her online store was such a good idea.
6. It was so successful that she quit her other job.
7. Now it is such a big company that she has ten people working for her.
8. She is so busy that I hardly ever see her.

Exercise 4

1. such
2. so
3. such
4. such
5. so
6. such
7. so

Exercise 5

1. Wow! That salesman is so enthusiastic about the Easy Broom.
2. But it looks like such an ineffective product!

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3. The inventor's idea is so unimaginative.
4. His design is so conventional.
5. He'll have such a difficult time getting people to buy it.

Exercise 6
Answers will vary.

Exercise 7
1. That new phone is so popular that there aren't any left in the store.
2. Daniel is so creative that he won an award for his idea.
3. Eva is such a successful businessperson that she got two promotions this year.
4. That new car is so cheap that I might be able to buy it.
5. The Internet is such a great invention that people all over the world are using it.

Lesson B
A. 1. Got any suggestions?
2. Something we could try is to put them on top of each other.

B. 1. Got any ideas?
2. One solution might be to keep it in the refrigerator.

C. 1. Do you have any ideas?
2. One idea could be to invite her.

Lesson C
Exercise 1
1. invention
2. invented
3. success
4. created
5. innovation
6. developed
7. succeeded
8. design
9. introduced
10. improvement
11. proved
12. creation

Exercise 2
Answers will vary.

Exercise 3
1. b
2. b
3. c
4. b
5. a
6. a

Exercise 4
1. was invented
2. was called
3. was named
4. has been called
5. are used
6. were used
7. have been made
8. are made
9. have been worn
10. were put

Exercise 5
1. Today, car windshields are made of glass.
2. Windshield wipers were invented in 1905 by Mary Anderson.
3. The design of windshield wipers has been improved since 1905.
4. Windshield wipers have been put on the front of cars for many years.
5. Today, windshield wipers are found on the front and the back of some cars.

Exercise 6
1. The telephone was invented by Alexander Graham Bell.
2. Telephones have been used since 1876.
3. The first cell phone call was made in 1973.
4. Cell phones were used by 1.4 billion people in 2003.
5. Cell phones are used by over 4.6 billion people today.
6. New kinds of cell phones are developed every year.

Lesson D
Exercise 1
3, 2, 1, 4

Exercise 2
1. Carl von Linde invented the refrigerator.
2. You needed two people to use the first vacuum cleaner.
3. James Spangler made a cheaper vacuum cleaner.
4. Before sewing machines were invented, people made their clothes at home.
5. The first microwave was called the Radar Range.

Unit 8
Lesson A
Exercise 1
1. misjudge
2. discontinue
3. misspell
4. rethink
5. disregard
6. remake

Exercise 2
A. 1. dislike
2. reconsider

B. 1. disagree

C. 1. mispronounce

D. 1. misunderstand
2. redo

Exercise 3
1. had left
2. had also forgotten
3. hadn't started yet
4. had already begun
5. hadn't brought
6. hadn't responded yet

Exercise 4
Answers will vary.
1. Kim hadn't taken out the garbage yet.
2. She had already wiped off the kitchen counters.
3. She had already washed the dishes.
4. She had already done the laundry.
5. She hadn't hung up the clothes yet.
6. She had already gone grocery shopping.

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7. She hadn't put away the groceries yet.
8. She hadn't made the pizza yet.

Exercise 5

1. Ms. Jones had mispronounced my name before she asked me how to spell it.
2. By the time Sandra met Jake, she'd / she had known his brother for two years.
3. Jackie had called her dad ten times before she heard his message on her voice mail.
4. By the time we agreed to John's idea, we had already asked him a lot of questions.
5. Before Hai disregarded Tim's advice, he had thought about it carefully.
6. The company had borrowed a lot of money before it closed.

Exercise 6

1. I'd taken English classes before I began this class. / I hadn't taken English classes before I began this class.
2. I'd thought about other cultures before I started studying English. / I hadn't thought about other cultures before I started studying English.
3. I'd often misspelled English words before I took this class. / I hadn't often misspelled English words before I took this class.
4. I'd mispronounced a lot of English words before I practiced them in this class. / I hadn't mispronounced a lot of English words before I practiced them in this class.
5. I'd read my email by the time I did my homework last night. / I hadn't read my email by the time I did my homework last night.

Lesson B

Exercise 1

Chao Hi, Tia. How are you?
Tia I'm OK, I guess. But people are coming to my office tomorrow from China, and I'm pretty nervous about it.
Chao Really? Why?
Tia Well, I don't want to mispronounce their names.
Chao Do you have a list of their names?
Tia Yes, I do. Why?
Chao I know Mandarin. I can help you.
Tia Really? That would be great!
Chao We'll practice tonight, and I'm sure you'll do fine tomorrow.

Exercise 2

A. 1. worried about it
2. sure you'll be OK / sure you'll do fine

B. 1. anxious about it
2. Don't worry
3. Everything will work out.

Lesson C

Exercise 1

get: get into trouble, get on my nerves, get out of, get over it, get rid of things
make: make a big deal, make a fool of myself, make an effort, make mistakes, make up my mind

Exercise 2

1. gets on my nerves
2. gets rid of things
3. make a big deal
4. make mistakes
5. make an effort
6. get out of
7. get over it
8. make up my mind

Exercise 3

1. No, she didn't.
   Yes, she did.
2. No, he didn't.
   No, he doesn't.
3. No, he didn't.
   Yes, she is.
4. Yes, she did.
   Yes, she did.
5. Yes, she was.
   No, she didn't.

Exercise 4

1. hadn't dropped
2. would have driven
3. would have found
4. hadn't been
5. had left
6. would have taken

Exercise 5

1. If I hadn't seen Julia
2. If she hadn't gotten on my nerves
3. If I hadn't made a fool of myself
4. If Julia had invited me to her party
5. If I had talked to Brenda
6. If I had asked her to dinner tonight

Exercise 6

1. If she had studied, she would have passed the test. / She would have passed the test if she had studied.
2. If they had gotten rid of some things, they would have had room for the sofa. / They would have had room for the sofa if they had gotten rid of some things.
3. If she hadn't forgotten her credit card, she would have bought the computer. / She would have bought the computer if she hadn't forgotten her credit card.
4. If it hadn't rained, they would have gone to the baseball game. / They would have gone to the baseball game if it hadn't rained.

Lesson D

Exercise 1

short-term (memory), recent (memory), long-term (memory)

Exercise 2

1. what she had for lunch today
2. 30 seconds
3. long-term memory
4. recent memory
5. take it at the same time every day

Unit 9

Lesson A

Exercise 1

1. useless
2. meaningful
3. powerful

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4. fearless
5. careless
6. harmful
7. powerless
8. harmless
9. useful
10. careful
11. fearful
12. meaningless

Exercise 2
Answers will vary.

Exercise 3
1. have been
2. have had
3. have seen
4. have fallen
5. have come
6. have taken
7. have been
8. have heard

Exercise 4
1. could have been
2. must have had
3. couldn't have drunk
4. could have lost
5. must have left
6. couldn't have gotten
7. must have tried

Exercise 5
1. might have been sick, must have been at home
2. might have gone out with friends, couldn't have stayed at home
3. might have missed the bus, must have had a good reason
4. might have watched the baseball game on TV, must have forgotten about class
5. might have gone to a job interview, must have needed to miss class
6. might have thought there was no class, couldn't have checked the class schedule

Exercise 6
Answers will vary.

Lesson B

Exercise 1
Expressing probability: But it's likely that there is water on Mars. But it's very probable that some kind of life was there. I'm pretty sure that there used to be trees on Mars.
Expressing improbability: I doubt that people ever lived on Mars. It's highly unlikely that there were trees on Mars. Well, it's doubtful that I would ever get the chance.

Exercise 2
1. I doubt that people ever lived on Mars.
2. But it's very probable that some kind of life was there.
3. I'm pretty sure that there used to be trees on Mars.
4. It's highly unlikely that there were trees on Mars.
5. But it's likely that there is water on Mars.
6. Well, it's doubtful that I would ever get the chance.

Lesson C

Exercise 1
1. disappearance
2. discovery
3. explosion
4. theft
5. escape
6. abduction

Exercise 2
4 theft, 2 discovery, 5 escape
6 abduction, 1 disappearance, 3 explosion

Exercise 3
1. what
2. if
3. how long
4. how long
5. if
6. how many

Exercise 4
1. Can you tell me if Zorro was a real person?
2. Do you know if anyone found Amelia Earhart's plane?
3. Do you have any idea if the Egyptians built the first pyramid?
4. Can you tell me if people found an underwater pyramid in Japan?
5. Do you have any idea if anyone escaped from Alcatraz prison?
6. Do you know if the abduction was on the news?

Exercise 5
1. Can you tell me how long the Tsing Ma Bridge is?
2. Do you know how tall the Eiffel Tower is?
3. Can you tell me how many people escaped from Alcatraz prison?
4. Can you tell me how long the Sphinx is?
5. Do you know how tall the Pyramid of the Sun is?
6. Do you know how many taxis (there) are in New York City?

Exercise 6
Answers will vary.

Lesson D

Exercise 1
b

Exercise 2
1. F
2. T
3. T
4. T
5. F
6. NI

Unit 10

Lesson A

Exercise 1
1. Brenda takes care of her sister's cat on the weekends.
2. Larry comes up with great ideas.
3. Ms. Nelson doesn't put up with students who send text messages in class.
4. Paulina catches up with friends on the Internet.

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5. Drivers shouldn't get away with going through a red light.
6. Arturo looks up to his favorite musician.
7. Omar gets along with all of his classmates.
8. Sandra and Mike are looking forward to their trip to Peru.

Exercise 2
Answers will vary.

Exercise 3
1. c
2. b
3. a
4. a
5. b
6. c

Exercise 4
3, 1, 2, 4

Exercise 5
1. Olivia told Doug (that) she had an important meeting.
2. John said (that) he had done well on his test.
3. Paula told Sue (that) she was riding her bicycle to the movie theater.
4. Victor told me (that) he'd / he would tell the police about the accident.
5. Fred told me / said (that) he'd / he had come up with a great idea for my birthday.
6. Sally said (that) a UFO was sitting in front of her house.

Exercise 6
1. The museum director said (that) a robber had taken a painting worth $2 million.
2. Oliver Jones told a police officer (that) he had seen a man leave the museum with a large bag.
3. Cindy Milton said (that) she hadn't seen anything.
4. Jen Kennedy told reporters (that) she was surprised and a little scared.
5. Tom Weston said (that) the robber wouldn't get away with it.
6. Donna Lawrence told reporters (that) the police were already looking for the robber.
7. Then she said (that) he would get caught.

Lesson B
A. 1. That reminds me, I chatted with Ellie online last night.
2. But as I was saying, the Internet is a great way to connect with old friends.

B. 1. By the way, I saw a great movie on Friday.
2. To get back to what I was saying, I'm really upset with Melanie.

C. 1. I just thought of something.
2. To finish what I was saying, I'm going on vacation next week.

Lesson C
Exercise 1
Across	Down
1. plan	1. participate
4. decide	2. forget
6. believe	3. rely
7. worry	4. dream
8. depend	5. hear

Exercise 2
Answers will vary.

Exercise 3
1. T
2. F
3. T
4. F
5. F
6. T

Exercise 4
1. planned
2. had heard
3. would take care of
4. was driving
5. had tried
6. was
7. wanted

Exercise 5
1. she
2. he, her
3. him, his
4. they
5. they, their

Exercise 6
1. if she was worried about Ben
2. if he had talked to him
3. if he would call him
4. if her phone was at home
5. if she and Ben had had a fight
6. if she had Ben's number
7. if he was going to tell Ben about her dream

Lesson D
Exercise 1
Wording may vary.
students from James LIpton's acting classes

Exercise 2
1. NI
2. T
3. F
4. F
5. F
6. NI

Unit 11
Lesson A
Exercise 1
1. proofread and formatted his résumé
2. provide references
3. applied for the job
4. prepare for the interview
5. researched the job
6. printed the email
7. sent a thank-you note
8. accepted the job offer
9. translate a letter

Exercise 2
Answers will vary.

Exercise 3
1. Pete
2. No
3. Yes
4. Ned
5. Ben
6. No

Exercise 4
1. Have your clothes dry-cleaned
2. get your clothes washed

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3. Have someone clean
4. Get a neighbor to take care of
5. Get a friend to help you
6. have your bank pay

Exercise 5

1. has
2. gets
3. have
4. get
5. gets
6. have
7. have
8. get
9. has
10. gets

Exercise 6

1. Michio had his suits dry-cleaned.
2. He needs to get his shirts ironed.
3. He got his hair cut.
4. He needs to have his apartment cleaned.
5. He got his résumé proofread.
6. He needs to have his résumé translated into English.
7. He had his business cards printed.
8. He needs to get his car fixed.

Lesson B

Exercise 1

A. 1. Oh . . . let's see.
2. Well, it's been great talking to you. / Well, it's been nice meeting you. / Well, I've really enjoyed talking to you.

B. 1. Hmm, let me think. / Um, let me see.
2. Well, it's been great talking to you. / Well, it's been nice meeting you. / Well, I've really enjoyed talking to you.

C. 1. Hmm, let me think. / Um, let me see.
2. Well, it's been great talking to you. / Well, it's been nice meeting you. / Well, I've really enjoyed talking to you.

Exercise 2

Answers will vary.

Lesson C

Exercise 1

1. 'm already financially independent
2. 'm working as a journalist
3. write travel books
4. live in the countryside
5. preparing for my exams
6. having a big wedding
7. doing volunteer work
8. studying abroad

Exercise 2

1. c
2. a
3. c
4. b
5. a
6. b

Exercise 3

1. Will you remember my birthday in two months?
2. ✓
3. Susana will be financially independent when she gets a job.
4. Will you achieve your goals in two years?
5. ✓
6. Do you think they'll / they will have a good time in Spain?
7. ✓
8. We'll believe your story when you prove it.

Exercise 4

1. won't be working
2. will / 'll be working
3. will / 'll be living
4. will / 'll be traveling
5. will / 'll be going
6. will / 'll be doing
7. Will, be studying

Exercise 5

1. will / 'll be
2. will / 'll finish
3. will / 'll go
4. won't be
5. will / 'll have
6. will / 'll meet
7. won't be
8. Will, visit

Exercise 6

Answers will vary.

Lesson D

Exercise 1

Possible answers
Technology and new inventions / Improvements in technology and new inventions

Exercise 2

1. NI
2. F
3. F
4. T
5. NI
6. T

Unit 12

Lesson A

Exercise 1

1. recycle
2. combines
3. dump
4. maintains
5. identify

Mystery word: limit

Exercise 2

1. Recycle
2. Avoid
3. purchase
4. Discard
5. store
6. commute
7. Conserve
8. limit

Exercise 3

1. is being wasted
2. are not being recycled
3. are being done
4. are being used
5. is being collected and stored
6. are being taught
7. are being reminded

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Exercise 4

1. Something has to be done about the parking problem.
2. More "green" buildings need to be created.
3. Chemicals have to be stored in safe containers.
4. Batteries have to be discarded properly.
5. More water needs to be conserved.
6. Newspapers need to be recycled.

Exercise 5

1. to be done
2. to be taken care of
3. is being made
4. aren't being allowed
5. to be made
6. is being built
7. is being created

Exercise 6

Answers will vary.

Lesson B

Exercise 1

Ken This store is great. They only sell "green" products.
Bill That's great, but these products are really expensive.
Ken I think that's OK. It's better to pay more for something that doesn't harm the environment.
Bill I see it a little differently. I think everyone should be able to buy products that help the environment.
Ken Well, I don't mind paying more!
Bill Yes, but you have the money to pay more. What about people who don't have the money? They should be able to buy "green" products, too.
Ken Wow. You make a very good point.
Bill Thanks. I like the idea of "green" products. I just think they should be cheaper.

Exercise 2

Answers will vary.

Lesson C

Exercise 1

1. beautification project
2. employment center
3. neighborhood watch
4. recreation center
5. public library
6. health clinic
7. recycling center
8. community garden

Exercise 2

1. Although there's a recycling center here, many people don't recycle.
2. Jen's mom works late, so Jen goes to a recreation center after school.
3. We have cleaner air because of a city rule about maintaining cars.
4. We should start a beautification project so that this area will look better.
5. Our yard will look nice if we get plants at the garden center.

Exercise 3

1. Although
2. because of
3. if
4. so
5. so
6. so that
7. Although
8. because of

Exercise 4

1. You should go to the health clinic if you don't feel well.
2. Although Dennis doesn't like sports, he plays basketball with his brother once in a while.
3. Carla loves sports, so she plays soccer and tennis at the recreation center.
4. My mother enjoys being outside, so she works a lot in the community garden.
5. Mr. and Mrs. Quinton don't go out at night because of the crime in the neighborhood.
6. I'll go to the employment center tomorrow if I don't get this job today.
7. We should ask for volunteers so (that) the beautification project won't be too expensive.
8. Although we have a great public library here, some people rarely read a book.

Exercise 5

Wording may vary for items 4–6.

1. Yes, he is.
2. No, they aren't.
3. No, it isn't.
4. A place to recycle newspapers needs to be added to the center. / Larger containers need to be added to the center.
5. It's small because of a lack of money.
6. Shawn wants people to write to him so they can get the problem fixed.

Lesson D

Exercise 1

Wording may vary.
They (1) save money; (2) help people avoid serious health problems; and (3) bring care to people who don't live near medical services / hospitals, clinics, doctors' offices.

Exercise 2

Wording may vary.

1. help people who are sick, test people for medical problems, and give patients information
2. about $120
3. over 1,400 families
4. because they don't live near them / because they live too far away
5. dental care

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Class audio scripts

Unit 1

Lesson B, Exercise 3 [p. 7]

CD 1, Track 10

1. *Ted* Look at this, Carrie.
Carrie What is it, Ted?
Ted This article in the Science section. It says the government is planning to send people to Mars in the year 2025.
Carrie Wow!
Ted And it will cost . . . 50 billion dollars.
Carrie That's a lot of money. Why so much?
Ted Because the ship has to go there and then return. The government shouldn't spend money on sending people to Mars.
Carrie I don't know about that. That kind of thing is very important.

2. *Carrie* What are you looking at now?
Ted Oh, the Entertainment section. There's going to be a new exhibit at the art museum next month.
Carrie Oh, what kind?
Ted It's an exhibit of Japanese animation.
Carrie Cool!
Ted It's great that people see animation as a true art form.
Carrie I couldn't agree with you more. You know, I haven't been to a museum in a long time.
Ted Do you want to go?
Carrie Sure!

3. *Carrie* What's that about?
Ted Let's see. . . . Oh, it's a site about TV. Look, it even has reviews of TV shows.
Carrie Oh, yeah? What's your favorite show, Ted?
Ted I like that reality show called *Green Living*.
Carrie I know that show. People live in a green house for a month.
Ted It's a fantastic show – realistic, funny, interesting. It's the best show on TV.
Carrie I'm not sure about that. I think it's pretty boring.
Ted You're kidding!

4. *Carrie* Anything else happening?
Ted Listen to this. It's from the Local section. High schools want to have classes all day Saturday.
Carrie Classes on Saturday? All day? That's classes six days a week!
Ted Yeah. They were talking about adding one hour to the school day twice a week, but that wasn't enough. They need more time to teach everything.
Carrie It's an interesting idea.
Ted But they shouldn't have classes on the weekend.
Carrie I totally agree.
Ted You do?
Carrie Yeah. They should add an extra month to the school year instead.

Lesson C, Exercise 2, Part B [p. 8]

CD 1, Track 13

Wade What will I do next?!
Reporter Yeah, what are your plans?
Wade Well, I think I'll get back in the water, of course.
Reporter Oh, OK. And when do you plan to do that?
Wade As soon as I buy a new surfboard!

Lesson D, Exercise 2 [p. 11]

CD 1, Track 16

Newscaster That ends our local news . . . and brings us to our final segment: "Photos of the Day." These are photos that viewers like you have sent to us. Our first photo is from Rafael Luna from Veracruz, Mexico. Rafael took this photo after the storm yesterday. He says no one was hurt, and the cleanup has already started. I'm glad everyone is OK. Thank you, Rafael.

Our second photograph comes from David Parsons, from Calgary, Canada. David works at Wilson's Department Store and took this picture yesterday. The store was offering a 70 percent discount on all clothing items. And as you see, a few more customers came than they imagined. This is why I prefer to shop online.

Our third shot comes to us from Yumiko Kobayashi from Nagoya, Japan. This shows traffic returning from the recent Golden Week holiday there. It took Yumiko eight hours to get home after she visited her grandparents. It usually takes about three hours. Boy, and I thought holiday traffic was bad here!

And our final shot is from Ian Norton in Manchester, England. Ian went camping a month ago with his dog Arlo. But Arlo saw an animal, and he started to chase it. He never came back. Ian looked everywhere for his dog, but after two days he had to go home . . . very sad. Well, yesterday Arlo returned to Ian's house, almost 50 kilometers away. How did Arlo survive in the forest? And how did he get home? We hope you find out, Ian.

You can find these and other photos from our viewers on our Web site, along with video reports, blogs, and other news stories. That's it for me. See you tomorrow.

Unit 2

Lesson B, Exercise 3 [p. 17]

CD 1, Track 24

Woman Good morning. How can I help you today?
Man Well, I've been thinking about taking an English class. I'm interested in something fun, a little unusual, you know?
Woman Well, we have lots of classes. Are you looking for something in the morning, the afternoon . . .
Man In the afternoon, I think.
Woman OK. Well, one possibility is taking our English and Food class.
Man English and Food?

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Woman Yes, you learn about cooking. Students cook and eat in class. Oh, and sometimes the teacher takes the class out to restaurants.
Man Hmm . . . maybe. What else do you have?
Woman How about taking English and Music?
Man Music? Really?
Woman Yes. You listen to songs in English. And then you discuss them. Sometimes you watch music videos with subtitles. At the end of the class, everyone sings a song in English.
Man That's a possibility, I suppose.
Woman Or you might want to consider Dramatic English.
Man Dramatic English? You mean you use drama to learn English?
Woman Exactly. You memorize plays . . .
Man Whole plays?
Woman Well, no, parts of plays. You read plays, such as Shakespeare's *Romeo and Juliet*. Then you choose one play and perform part of it for the school.
Man OK, well, . . .
Woman Or you could take Movies Today.
Man You watch movies and discuss them?
Woman Right. And you also write movie reviews, so you get some writing practice. You can post your reviews online. The teacher has a special Web page just for that. And you get to visit a local film festival.
Man That sounds great. I like that one.
Woman Oh, . . . I'm sorry. That one's in the evening.
Man What about the Dramatic English class?
Woman Yes, that's in the afternoon, on Mondays, Wednesdays, and Fridays, from 2:00 to 3:30.
Man That's good.
Woman OK, well, just fill in this form, and we'll get started . . .

Lesson C, Exercise 2, Part B [p. 18]

CD 1, Track 27

Pete Hello?
Beth Hi, Pete. It's Beth.
Pete Beth! I've been calling you all week. Is everything OK?
Beth I'm fine. I went camping for a few days, and I didn't take my phone.
Pete Oh, I was worried. Did you have a nice time?
Beth Yeah, it was fun. And you know, it was nice not to talk on the phone, or email, or text. But now I have to call everyone back, and respond to a million emails and texts. Anyway, what's up?
Pete Well, I'm planning a surprise party for Akemi, and I want to invite you to come.
Beth Thanks, I'd love to. Would you let me help with something?
Pete Actually, I could use some help. Could you help me call people and remind them to come early?
Beth Of course! So, when is the party?

Lesson D, Exercise 2 [p. 21]

CD 1, Track 30

Alex Lynn. Are you going to answer that? I think that's your phone.
Lynn No, I'll just let it go to voicemail.
Anita Lynn, I never see you talking on your phone.
Lynn Well, I don't really like to talk on the phone. I prefer texting. It's fast, cheap, and easy.
Alex Really? I don't like texting.
Dean So, Alex, do you text a lot?
Alex Not really. I prefer talking on the phone.
Lynn Why? Everybody texts these days.
Alex Maybe so, but I like talking on the phone because I can talk to the person right away.
Lynn So that's why you hardly ever answer my texts.
Alex Very funny. I answer your texts – sometimes. But feel free to call me anytime.
Dean What are you, Anita? Are you a phone person or a text person?
Anita Neither. I love social networking online.
Alex Really? Are you on a lot of networking sites?
Anita I guess so. I have my primary one for friends and family. But I'm also on a job site and a few other social sites.
Dean Interesting. Why do you prefer social networking?
Anita Oh, because I can communicate with a lot of people at the same time.
Lynn What do you mean?
Anita You know, I can update my status or post recent pictures. And everyone can see what I've been doing lately.
Dean I'm not sure I like social networking.
Alex Well, what do you like, Dean? I mean, how do you like to communicate?
Dean I used to like email and texting, but not anymore. Now I prefer talking to people – face-to-face.
Lynn Talking to people? Face-to-face? How . . . old-fashioned!
Dean Oh, come on. I like it because it's more personal. The other stuff is OK, but . . . well . . . look at us. What we're doing right now is so much better.
Alex Yeah, I know what you mean.
Lynn Me, too. And I think from now on – oh, hold on . . . I'm getting a text.

Unit 3

Lesson B, Exercise 3 [p. 27]

CD 1, Track 38

Nutritionist So, Tom. I understand you have some questions about your eating habits.
Tom Well, yes. I'm looking for a way to improve my eating habits. I've been eating the same way for a long time, and I'm not really sure I'm eating the best way.
Nutritionist I see. Well, it's great that you're taking these first steps. Why don't we talk about each food group first and see how many servings you're currently eating. Then I can make some recommendations.
Tom That's a good idea.
Nutritionist Lets start with grains, things like rice, bread, pasta, and cereal. How many servings of grains do you eat a day?
Tom Let's see. . . . Four, probably.

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Nutritionist Four? OK. Well, my recommendation would be to eat more. We suggest six to eleven servings a day.
Tom Really? OK.
Nutritionist And what about fruits?
Tom Um, I eat a lot of fruit, about six servings, I'd say. That's good, right?
Nutritionist Well, fruit is better than candy, but if I were you, I'd try to eat less. You know, two to four servings is enough. Now, what about vegetables?
Tom I guess I have about two servings a day.
Nutritionist Hmm. Try to eat more, from three to five. That's what we recommend.
Tom OK. I'll do that.
Nutritionist And dairy? Things like milk, yogurt, and cheese.
Tom I don't really like dairy. I have . . . just . . . one serving.
Nutritionist Well, why don't you try more? Three to five servings would be better. How many servings of protein do you have every day?
Tom Well, I love meat. Grilled, roasted, fried – you name it. I have at least four servings a day.
Nutritionist Actually, two to three servings is enough. And try to eat healthy proteins, like nuts and tofu. OK. And finally, fats and oils.
Tom Hmm . . . that's difficult to answer. I'd say five servings.
Nutritionist My recommendation would be to eat less – only two to four small servings are necessary. You also might want to consider foods that are cooked with healthier oil, like olive oil.
Tom OK.
Nutritionist And if I were you, I would start a food journal. It can really help. Write down what you should eat and what you really eat. Then we can meet again in a few weeks.
Tom Sounds good to me. Thank you so much.

Lesson C, Exercise 2, Part B [p. 28]

CD 1, Track 41

Host You know, we're almost out of time. Do you have one more quick and easy snack to show us?
Todd Yes, this one is called trail mix. Just put some nuts, pieces of chocolate, and dried fruit in a bowl.
Host Nuts, chocolate, and dried fruit. That's all?
Todd Yes. Then just mix it together. Here, try some.
Host Oh, that's good. It's sweet, salty, chewy, *and* crunchy.

Lesson D, Exercise 3, Part A [p. 31]

CD 1, Track 44

Andrea Hello. San Francisco Gourmet Chocolate Tour.
Yumiko Yes, hi. I'm interested in taking your tour. Can I get some information?
Andrea Sure. Do you know our local newspaper, the *SF Weekly*? Well, we are the winner of the *SF Weekly*'s "Tastiest Walking Tour" Award.
Yumiko That's great. But, first, can you tell me, I mean, what do you do on the tour?
Andrea Well, this is a tour for chocolate lovers. We walk to seven different places in the city. At each one, we try some chocolate.
Yumiko Seven different places? Wow!
Andrea Yeah, so please don't eat before the tour.
Yumiko OK.
Andrea We visit a chocolate maker who uses fresh ingredients from local farms.
Yumiko I see.
Andrea We also go to a newsstand. There are lots of newsstands in the city, of course, but this one sells 225 different kinds of chocolate from over 15 countries.
Yumiko Sounds great.
Andrea We have hot chocolate that is prepared by one of the city's best chocolate makers. And we try some world-famous truffles at a Swiss chocolate maker's shop.
Yumiko Your tour sounds wonderful, and I'm definitely interested. Can I get some more information from you?

Lesson D, Exercise 3, Part B [p. 31]

CD 1, Track 45

Andrea More information? Sure.
Yumiko How much does the tour cost?
Andrea $48. But remember, that includes free chocolate.
Yumiko And where does the tour start?
Andrea We meet at Justin Herman Plaza. Do you know where that is?
Yumiko Justin Herman? Can you spell that?
Andrea Justin. J-U-S-T-I-N. Herman. H-E-R-M-A-N Plaza.
Yumiko OK, I can find it. And when does it start?
Andrea On Wednesdays, we start at 10:30. On Fridays and Saturdays, the tour is at 2 o'clock.
Yumiko And how many people will be on the tour?
Andrea It depends, but usually about 12.
Yumiko OK. I think I'd like to book the tour for this Friday. It's for two people, and . . .

Unit 4

Lesson B, Exercise 2 [p. 37]

CD 1, Track 51

1. *Man 1* How was your meeting with Mr. González?
Man 2 Good. Thanks.
Man 1 I see you changed clothes after your meeting.
Man 2 What do you mean? I wore this to the meeting. Is something wrong?
Man 1 To be honest, I think it's a little too casual. Here in Mexico, you're expected to wear more formal clothes for business meetings, especially in big cities.
Man 2 Really? I didn't realize that. Should I call and apologize?
Man 1 No, I don't think so.

2. *Woman 1* That was nice.
Woman 2 What was?
Woman 1 That driver let us cross the street.
Woman 2 Yeah, drivers here in Australia are pretty polite. But you know, you're supposed to wave to say thank you.

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Woman 1 Wave?
Woman 2 Yeah, just a short wave. I don't know, it's just what people do here.
Woman 1 That's good to know. I wasn't aware of that.
Woman 2 Yeah. It's just a friendly gesture.

3. *Woman 1* I think that went well.
Woman 2 Actually, can I offer you some advice?
Woman 1 Oh, no! What did I do wrong?
Woman 2 No, it's OK. It's just . . . well . . . it's the custom here in Korea to use both hands when you give someone a business card.
Woman 1 Sorry, I didn't know that.
Woman 2 That's OK. Let me show you.
Woman 1 Thanks.

4. *Man 1* Did you enjoy your dinner last night?
Man 2 Oh, yes. The food here in Iran is delicious. My host offered me so many new things. As soon as I finished eating a new dish, my host offered me more, and I immediately said yes. I ate so much! It was so good!
Man 1 Well, actually, you know, you're not supposed to accept more the first or even the second time it's offered. It's the custom to accept it on the third time.
Man 2 Oh, no! I wasn't aware of that.
Man 1 Yeah. It shows respect for the host.
Man 2 What should I do?
Man 1 I wouldn't worry. You'll know better the next time.

Lesson C, Exercise 2, Part B [p. 38]

CD 1, Track 54

Paul Hello?
Steve Paul? It's Steve.
Paul Oh, hi, Steve. Hey, listen, about yesterday. I'm really sorry. I . . .
Steve No, *I'm* sorry. I'm calling to apologize. I shouldn't have asked you for your laptop. I feel kind of embarrassed. I hope you can accept my apology.
Paul Please, don't worry about it. I shouldn't have just said no. I didn't even ask why you needed it. Listen, if you still want to use it, it's OK with me.

Lesson D, Exercise 2 [p. 41]

CD 1, Track 58

Host Welcome back to our show. I'm Rebecca Sanders, and today is Random Acts of Kindness Day, so we're sharing stories. We're talking about things we did to make other people happy. Let's take a call. We have Jared on line one. Jared, you're on the air.
Jared Hi. Great show so far. You know, something happened to me today. I was standing in line at the bank, and someone let me cut in line. The line was moving really slowly, and maybe I looked impatient or something. This person said, "Please go ahead." That made my day.
Host That's great, Jared. Did you do something for someone else?
Jared Not yet. But the day isn't over yet.
Host Well, thanks for your call. Now we have Keisha on the line. Keisha? Are you there?
Keisha Hello?
Host Yes, you're on the air. Did something good happen to you today?
Keisha Well, no, but I did something for someone else. I was driving home, and I saw a woman with a flat tire. I helped her fix it.
Host That's great, Keisha! You helped someone fix a flat tire.
Keisha Yeah. She was really happy about it, too.
Host Thank you for sharing your story, Keisha. Now let's talk to Antonio.
Antonio Hi, Rebecca. Thanks for taking my call. Something cool happened to me today. My friend gave me a gift for no reason. We don't usually give gifts to each other, so I was really surprised. He just bought it and gave it to me today.
Host That's a great example of a random act of kindness. Let's take one last call. We have Mei-li.
Mei-li Hi. First, I want to say that I think I was the woman who Keisha helped. I had a flat tire, and this kind woman stopped to help me. I didn't get her name, but I recognized her voice.
Host That's great!
Mei-li I'd like to say thank you now, if that's OK. Also, I decided to pay it forward, you know what I mean?
Host Pay it forward? Sure. You did something kind for someone else. What did you do?
Mei-li Well, after she helped with my flat tire, I drove to the supermarket. It was difficult to find a parking spot. I finally found one, but there was another driver there who wanted it, too. So I gave him the parking spot.
Host You gave someone your parking spot? That's a great thing to do.
Mei-li He was so surprised. I hope he pays it forward, too!
Host I hope so, too. Thanks so much for your call.

Unit 5

Lesson B, Exercise 3, Parts A and B [p. 47]

CD 2, Track 3

1. *Man 1* Hello, front desk. How can I help you?
Woman 1 Oh, hi. I just checked in a few minutes ago.
Man 1 Yes.
Woman 1 I'm having a little problem here. I hear a strange noise. It's not very loud, but it sounds like someone talking.
Man 1 Are your windows open or closed?
Woman 1 I closed them, but I can still hear it.
Man 1 Hmm, maybe the person next door is watching TV. I'll let someone know right away.
Woman 1 Thank you.

2. *Man 1* Front desk.
Man 2 Hi. I'm wondering if you can help me.
Man 1 I'll try.
Man 2 Is there a problem with the electricity in the hotel or something?
Man 1 No. Is something not working in your room?

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Man 2 Yeah, there seems to be a problem with my TV. It won't turn on. I thought maybe it was the battery in my remote control, but it's not that.
Man 1 OK, please wait a moment. I'll get someone to take care of it.

3. *Man 1* Front desk. How can I help you?
Woman 2 There seems to be a problem with the electricity. Nothing in my room is working.
Man 1 Excuse me?
Woman 2 I think everything is broken.
Man 1 What do you mean?
Woman 2 Well, I turned on the light, the desk lamp, and the TV, and nothing worked.
Man 1 That's strange. The rest of the hotel has electricity. I'll have someone get on it right away. Can you wait in your room for a few minutes?
Woman 2 Of course.

Lesson B, Exercise 3, Part C [p. 47]

CD 2, Track 4

1. *Woman 1* Oh, hello. Thank you for coming so quickly.
Man 3 Where is the noise coming from?
Woman 1 Over here, by the bed.
Man 3 Um, you have your clock radio on. See this knob? That's the volume.
Woman 1 Oh, my! I feel so silly.
Man 3 That's OK. Oh, is that the baseball game?

2. *Man 3* Are you having a problem with your TV?
Man 2 Yeah, I don't know what's wrong with it.
Man 3 You say the battery is OK?
Man 2 Yeah, I tested it with the air conditioner remote.
Man 3 Maybe the remote is broken.
Man 2 I've tried everything. I'd really like to relax and watch some television. Do you think I can just change rooms?
Man 3 I don't know. You'll have to call the front desk and ask.

3. *Woman 2* Hello.
Man 3 You're having a problem with the electricity?
Woman 2 Yes, nothing works. Maybe I should get a new room.
Man 3 No, here's your problem. You need your key card to turn on the power. See, just put it here.
Woman 2 Oh, how embarrassing. Here?

Lesson C, Exercise 2, Part B [p. 48]

CD 2, Track 7

Luke Hello?
Man 3 Can I speak to Mr. Luke Anderson, please?
Luke This is Luke.
Man 3 Hello. I'm calling about your lost bag.
Luke Oh, did you find it?
Man 3 Yes, we found it, but I'm afraid it's in Mongolia.
Luke Mongolia?
Man 3 Yes, Mongolia. It was put on the wrong flight, as you know. But I told the airline to send it to you as quickly as possible. It should arrive at your hotel tomorrow.
Luke But I'm at home now. I'm not at the hotel.
Man 3 Oh, I see. OK, well, I'll tell them to send it your home address. You should have it in three or four days.

Lesson D, Exercise 3 [p. 51]

CD 2, Track 10

1. *Man 1* My hometown is Milan, Ohio. It's well known because it's the birthplace of Thomas Edison, who invented the lightbulb. But it's also known for something else – melons. Yes, we grow a lot of melons in Milan, and for three days every September, we have the Milan Melon Festival. We started the festival in 1958, and, in my opinion, it's one of the best festivals in the United States. There are only 1,500 people who live in Milan, but the festival brings about 100,000 people to our town every year! There are lots of events at the festival, so it's really fun for the whole family. There are races, a large parade, and eating contests. Those are fun to watch. Oh, and if you want to buy melons at the festival, you can.
2. *Woman 1* I'm from Pusan, South Korea, and we have the Pusan International Film Festival. The first festival was in 1996, and it's been growing every year. The festival has new films and new movie directors. It is always in the fall, but it's not always in the same month. Sometimes it's in August, sometimes in September, and sometimes in October. It lasts a little over a week. It's really exciting. There are, of course, a lot of films to watch. You can see documentaries, dramas, animation, comedies – you name it – from all over the world. At the festival, they give awards, and people give speeches. You can even take part in discussions of the films. My favorite awards are the Audience Award and the Asian Filmmaker of the Year Award.
3. *Man 2* The Historic Center Festival of Mexico City is one of my favorite festivals. It's held every year in April and lasts about three weeks. It started in 1985 to help "rescue" the historic downtown area of the city, especially the area around El Zócalo, which is the main square. The festival helps preserve the culture and history of the area. In the 1960s and '70s, there was a big effort to rebuild the area. It's so beautiful now, and the festival has really helped to bring a lot of people to the area. There are many events and things to do. There is music, dance, theater, and storytelling. There are also things like art exhibits, museum tours, and games. It's different every year.
4. *Woman 2* There's a really cool festival in Scotland called the Edinburgh Fringe, but I think the official name is the Edinburgh Festival Fringe. It started in 1947 and takes place every August. It's a huge festival and lasts about three weeks. You can see all kinds of plays – classic ones like Shakespeare, or new ones. It's unusual because actors perform their plays in castles, conference centers, parks, or even in someone's home. A performance one year was held in the back of a taxi! There are also dance performances, children's shows, and music. It's the biggest festival of its kind in the world. One year there were over 30,000 performances.

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Unit 6

Lesson B, Exercise 3 [p. 57]

CD 2, Track 18

Teacher OK, our last presentation is by Emily. Emily, are you ready?

Emily Yes. My presentation today is on personality. I'm going to talk about Type A and Type B personalities. This is a topic that has always interested me. So, first –

Student 1 Sorry, Emily. Can I ask something?

Emily Um, sure. Go ahead.

Student 1 I have a question. Which type are you?

Emily I'll let you guess the answer to that at the end of the presentation. Let's see. Where was I? Oh, yeah, we can put people into two groups based on their personality traits. In the past, people could discover what type they were by an interview. The interview took about five minutes. Some people still use this interview, but it takes a long time. And since the –

Student 2 Before you go on, can I ask one thing?

Emily Of course.

Student 2 Five minutes isn't really a long time, is it?

Emily Well, if you interview many people, it does take a long time. Not for the *interviewee*, but for the *interviewer*. Anyway, as I was saying, since the late 1970s, most people have used a pencil-and-paper test to see what personality type they are. But nowadays there are a lot of online tests you can take.

Student 3 Could I ask one more question? So, what traits do Type A people have?

Emily Well, they are often impatient. And definitely very competitive. They're also hardworking – in fact, many Type A people are described as workaholics. They work all the time. And they're often ambitious. Now, Type B personalities are very different from Type As. They're patient and relaxed, even easygoing. Some say they are more imaginative, too. Now, which is better? I'm not going to say. But, what was I saying? Oh, yeah, do you think I'm a Type A or a Type B? Anyone?

Student 4 Well, you've been very relaxed during the presentation, and extremely patient with our interruptions, so I think . . .

Lesson C, Exercise 2, Part B [p. 58]

CD 2, Track 21

Chul Well, I know how you feel. I have a lot of free time, but I'm stressed out, too.

Rosa Really?

Chul Yeah, I'm having a hard time living within my budget. The more free time I have, the more I spend. But I'm getting better. I'm using the Internet to find good prices for things.

Rosa That's good. You can often find things cheaper online. Not always, but often.

Chul Yeah, and I'm not eating out, so I'm spending less on food. I'm becoming a pretty good cook! Say, why don't you come over for dinner this weekend?

Rosa OK. I don't really have the time, but I'll *make* the time.

Lesson D, Exercise 2, Parts A and B [p. 61]

CD 2, Track 24

Man Welcome to *Healthy Living*. Thank you for taking the time to talk with me.

Woman It's my pleasure.

Man So, I understand you work with guided imagery?

Woman That's right.

Man Can you explain what guided imagery is?

Woman Sure. With guided imagery, you use your imagination to help you relax.

Man So it reduces stress?

Woman Yes.

Man Do you need a therapist to help you?

Woman A therapist can help you, yes, but you can do it alone, too.

Man I see.

Woman In either case, it's important to be in a comfortable place. Let me give you an example. Close your eyes.

Man Excuse me?

Woman Close your eyes.

Man All right.

Woman Now imagine you are holding a lemon. How does it feel? Is it warm or cool? What does it look like? Smell it. Does it have a strong smell? Now, take the lemon and cut it in half. Imagine it. Smell it again. Now, imagine you are tasting it.

Man Wow, it's sour! My mouth is watering. But I thought this was supposed to relax me.

Woman Well, that was just an example. You can imagine many different things. Many people believe that guided imagery can help you get better when you're sick. It also can make you more creative, and even help you learn.

Man Very interesting.

Lesson D, Exercise 2, Part C [p. 61]

CD 2, Track 25

Woman Relax. Make yourself comfortable. Close your eyes. Breathe in and out slowly. Again . . . and again. In and out. In and out. Good.

Now think about your body. Start at your head and go all the way down to your feet. Let any stress in your body go. Relax your neck, drop your shoulders, let your arms feel heavy. Relax your legs and feet. Continue to breathe in and out. In and out. Let any worries go. Relax.

Now imagine you are walking. You are in the countryside, far from the city. It's a perfect day. The sun is shining. The wind is soft and gentle. Everything smells green and fresh. You see no one.

Continue your walk. Now you see a beautiful garden. Walk into it. You see green grass and flowers everywhere. You hear birds singing. Breathe deeply. Feel the light wind on your face. Listen to the birds. Relax.

Walk though the garden. Now you see a green forest. Go inside. The air is cooler. You hear water running. Walk toward it. It's a small river. Feel the water. It's clean and cool. Continue to breathe deeply. With every breath, you

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feel more and more relaxed. Find a nice place, a special place, the perfect place. Sit down and relax. Take your shoes off and put your feet in the water, if you like. You feel good, alone, happy, peaceful, safe.

It's now time to return. Walk back, through the cool forest to the beautiful garden. Don't hurry – take your time. Smell the flowers one last time. You leave this secret place for now. But you know that you can visit this place whenever you wish. When you're ready, take three deep breaths, and open your eyes.

Unit 7

Lesson B, Exercise 2, Parts B and C [p. 67]

CD 2, Track 32

1. *Man 1* It's no use. It isn't going to move. It's stuck.
Woman 1 What are we going to do?
Man 1 I'm sure we can get it off somehow.
Woman 1 Got any ideas?
Man 1 Well, maybe we could stand on the reef and lift the boat.
Woman 1 Lift it off? I don't think we're strong enough.
Man 1 Yeah, I guess you're right. Well, another idea could be to just wait until high tide. Wait for the water to lift it.
Woman 1 High tide! That's a better idea. Let's let the water do the work for us.
Man 1 So, when is high tide?

2. *Man 2* What happened?
Woman 2 I'm so worried about my parrot!
Man 2 How did Harry get in the tree?
Woman 2 I don't know. Poor Harry. We have to get him back home.
Man 2 But we don't want to hurt him or scare him away. So . . . got any suggestions?
Woman 2 I tried to give Harry a treat, but he didn't do anything.
Man 2 You know, one solution might be to take his cage outside. I read that works sometimes with birds.
Woman 2 Harry does like his cage and his toys. Maybe that will work.
Man 2 You go outside and talk to Harry. I'll follow with his cage.
Woman 2 OK, let's try your idea. I hope Harry wants to come home.

3. *Man 3* It's so stuck.
Woman 3 What were you thinking?
Man 3 I know, I know. Just help me, OK?
Woman 3 All right.
Man 3 Do you have any ideas?
Woman 3 Hmm. One solution might be to pour oil around the opening of the jar.
Man 3 Yeah, that's good.
Woman 3 Or something else we could try is to put the jar under hot running water.
Man 3 OK, they both sound like good ideas. Let's try the oil first.

4. *Man 4* This is so embarrassing.
Woman 4 It's totally stuck. It won't go forward . . . or backward.
Man 4 I almost made it.
Woman 4 Almost doesn't count. So what do we do? Got any suggestions?
Man 4 One idea could be to add weight to make the truck heavier.
Woman 4 Heavier? What do you mean?
Man 4 We add some heavy things to the truck. This will push the truck down. Then we can get it out.
Woman 4 Hmm . . . OK, but I think there's an easier way.
Man 4 What's that?
Woman 4 Remove all the air from the tires.
Man 4 Ahh! That's brilliant!

Lesson C, Exercise 2, Part B [p. 68]

CD 2, Track 35

Dana What are you doing?
Emma You made me curious. I'm looking online at some other chip flavors. I remember when I went to England, I tried garlic chips.
Dana Garlic? Oh, those are great. You can buy those here, too.
Emma Oh, this is interesting. Steak and onion chips are sold in Argentina.
Dana That sounds good. Are steak and onion chips healthier?
Emma I doubt it. Oh, look, roasted chicken chips.
Dana Roasted chicken? Really? That sounds interesting. Where can you get those?
Emma In France.

Lesson D, Exercise 2, Part A [p. 71]

CD 2, Track 38

Woman Do you want a pet, but don't want to feed it? Do you want a friendly, active dog that you can play with, but you don't have to walk every night? Then consider the revolutionary i-Cybie, the robot dog. It's not a conventional pet, of course, but the i-Cybie has proven to be a big success. Many i–Cybies have been sold around the world.

Made of 1,400 parts with 16 motors, the innovative i-Cybie has been developed to act like a regular dog, with a real personality. It responds with real dog-like moods. It walks around looking for attention. It likes you to pet it. It loves to play. It enjoys doing tricks and responds to your commands. It can sit. It can scratch its ear. It can even dance. It has been designed to do almost anything but taste and smell!

When it's lonely, sometimes i-Cybie walks around and looks for someone to play with. Don't ignore the dog, or it becomes sad, just like a real dog. If you don't play with it, i-Cybie may shut down and go to sleep. After about 30 minutes of sleeping, the dog goes into a yoga position. This tells you it's time to charge the batteries.

Treat your i-Cybie like you would a regular dog, and you and your new robot pet will enjoy many happy years together. Perfect for young and old alike.

Lesson D, Exercise 2, Part B [p. 71]

CD 2, Track 39

Tina What's that?
Jason Oh, that's my pet dog.
Tina That doesn't sound like a dog.

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Jason Yeah, I know. It's my robot dog.
Tina What? Let me see.
Jason OK. Here, boy, come out and play.
Tina Oh, my! That is so cool! Show me what it can do.
Jason OK. Sit . . . dance . . . shake . . . stand on your head. It's a lot of fun.
Tina I want one. Do you really like yours?
Jason Yes and no. It's really fun to play with. Another good thing is that it has its own personality. It's like a regular dog in that way, you know what I mean? I love that.
Tina Was it expensive?
Jason Well, yeah. That's a little problem. I spent all my birthday money on it. Also the battery isn't very good. It doesn't last long.
Tina It's such an interesting pet. Can I tell it to do something? Jump! Beg! Roll over! Hey, it's not doing anything!
Jason It only knows my voice. Sorry. But you can watch me.

Unit 8

Lesson B, Exercise 2 [p. 77]

CD 2, Track 46

1. *Man 1* Hey, Jeff. How's it going?
Man 2 All right, I guess. I'm just thinking about Susan.
Man 1 Oh, yeah?
Man 2 I'm going to ask her to marry me.
Man 1 What?!
Man 2 Tonight at dinner. I have the ring and everything. Look.
Man 1 Wow! That's fantastic!
Man 2 I'm a little anxious about it. What if I can't say the words?
Man 1 I'm sure you'll do fine. I know she'll say yes.
Man 2 Thanks. I'll let you know how it goes.
Man 1 Good luck!

2. *Woman 1* Are you going out tonight?
Man 3 Yeah. I'm meeting some friends for karaoke.
Woman 1 That sounds fun.
Man 3 I don't know. I'm a little anxious about it.
Woman 1 You're kidding. Why is that?
Man 3 I don't really like to sing in public. I know it's silly, but I get really nervous.
Woman 1 But it's just with friends.
Man 3 I know.
Woman 1 I'm sure you'll be OK.
Man 3 Say, why don't you join us?
Woman 1 I don't think so. Have you ever heard me sing?

3. *Man 4* What are you doing?
Woman 2 Oh, I'm just working on my presentation.
Man 4 You're giving a presentation?
Woman 2 Yeah, at tomorrow's sales meeting. This will be the first time I present to the vice president. I'm kind of worried about it.
Man 4 Worried? Why?
Woman 2 Well, I just don't feel very confident.
Man 4 I'm sure you'll do fine.
Woman 2 Do you think so?
Man 4 Of course. Just try to relax.

4. *Man 5* What's wrong, Melissa? Is everything OK?
Woman 3 Not really. I have to tell my parents something.
Man 5 What's that?
Woman 3 Well, last night my father lent me his car, and I had a . . . small accident.
Man 5 Were you hurt?
Woman 3 No, I'm fine, but the car isn't. I accidentally dented the bumper. I need to tell my dad, and I'm pretty nervous about it.
Man 5 Don't worry. Everything will work out. Just explain what happened.
Woman 3 I guess.
Man 5 He'll probably just be happy that it wasn't serious, and you weren't hurt.

Lesson C, Exercise 2, Part B [p. 78]

CD 2, Track 49

Dan So tell me about this new guy.
Alicia Santiago? Oh, he's amazing. And if he hadn't made an effort to talk to me at the party, I would never have noticed him.
Dan What's he like?
Alicia Friendly, talkative, funny.
Dan What does he do?
Alicia He's an actor. He used to be on a soap opera.
Dan Sounds like an interesting guy.
Alicia He is, but there is one thing that kind of gets on my nerves. He always talks about himself. He doesn't ask me questions very much. He really enjoys hearing his own voice.
Dan Hmm . . . that's not good.

Lesson D, Exercise 2 [p. 81]

CD 2, Track 52

1. *Woman 1* I'll always remember that day. I remember it because I was so nervous, and I didn't want to go. But my friend Kara was going to go to the same school, and that made me feel better. We had been students together the year before in middle school, and now we were starting high school together. We knew the next few years would be exciting, but a little scary, too. We walked to school together, found our classes, and saw some other familiar faces. That was almost 20 years ago. I'm now a teacher at that same school.

2. *Man 1* January 7th. I'll always remember that day. Actually, Pamela never lets me forget it! My wife Susan and I had been married for three years, and we'd wanted to start a family. The day my daughter Pamela was born was very magical. Susan had gone to the hospital the night before, and I met her there. My parents were there, and so were Susan's, so that made it special for us. I still have the announcement that appeared in the newspaper the next day. It's hard work being a dad, and it's a job I take very seriously. I can't imagine my life without my family.

3. *Man 2* I'd always wanted to travel on my own in Europe. Some of my friends had done it. Most had traveled before they started working, but not me. I was

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worried about finding a job. So about a week after I finished school, I was offered a job, and I took it. I worked for a couple of years but didn't like it very much. Then, I remember one day I thought, "Why am I doing this?" So, two weeks later I quit my job and said good-bye to everyone at work. Everyone was so happy for me. They gave me a party. That made it special, and I felt so great that day. I'd made good friends and gotten some experience. But I was ready to start the travel adventure I had saved for.

4. *Woman 2* This was about seven years ago, I think. I was still in high school, and I'd never been abroad before. I applied to a program in the U.S. It wasn't a long program, only two weeks, but I was so excited. I'd never been overseas before, you see. This was my first trip. I remember I was so nervous! What if my English wasn't good enough? What if I didn't like the food? But my older sister told me not to worry. I remember flying – I'd flown before, so that wasn't a problem. When I met my home-stay family, they were so kind and friendly. That was so great. And you know what? The daughter of my home-stay parents was the same age as me, *and* she was studying Korean in school. She was just starting, so she couldn't speak, but I helped her a lot with her homework.

Unit 9

Lesson B, Exercise 2, Part B [p. 87]

CD 3, Track 7

Jenna What are you reading, Karl?
Karl Oh, hi, Jenna. It's an article on reading minds. It's pretty interesting.
Jenna Mind-reading? Like guessing the color that I'm thinking of now?
Karl Kind of, but it talks about how *everyone* can read minds. For example, we often know what another person is *really* feeling or thinking. Think about it. You ask a friend if she likes your new hairstyle. She says yes, but you think that she probably doesn't like it, really. Or you tell a joke, and a friend laughs. But you think, "My friend didn't find the joke funny. She's just being polite." How do you know that?
Jenna I see what you mean. Yeah, I think it's very probable that we all do that.
Karl The article says we use body language, facial expressions, and tone of voice to guess what people are thinking and feeling. We also use our own memory and even emotions.
Jenna That makes sense.

Lesson B, Exercise 2, Part C [p. 87]

CD 3, Track 8

Jenna So can we always tell what another person is thinking?
Karl No, it's highly unlikely. It says . . . Where is it? . . . Here. . . . One researcher says that two strangers can tell what the other is thinking only 20% of the time.
Jenna That's not very high.
Karl But if you know a person well, the number goes up. Married couples can read each other's minds 35% of the time. But it's interesting that people who have just gotten married score higher than people who have been married a long time.
Jenna Higher? No way! That must have surprised the researchers.
Karl I know. And it also says that after you're married for a long time, you can get too confident, and you may not try very hard to really understand your husband or wife.
Jenna Can anyone read minds all the time?
Karl No. No one can do it more than 60% of the time.
Jenna So who is better at doing this – men or women? I bet that women are better.
Karl You might think so, but there is no difference.
Jenna How do they know that?
Karl They did an experiment. They asked one group of men and one group of women to say what someone else was thinking. The number of correct answers was the same for both groups.
Jenna Huh! Really! How interesting.
Karl I don't think you really believe that, do you?
Jenna Why do you say that?
Karl It's just a feeling.

Lesson C, Exercise 2, Part B [p. 88]

CD 3, Track 11

Guide The Sphinx was built around the same time as the pyramids. It was probably built to protect the pyramids.
Tourist It's beautiful.
Guide It's the largest stone statue in the world. It has the face of a man and the body of a lion.
Tourist Do you know if its face was painted? I think I read that once.
Guide Yes, the face and the body were painted red. The headdress, the part that covers the head, was painted yellow with blue stripes.
Tourist Do you have any idea where its nose is?
Guide Nobody knows, actually. It hasn't had its nose for a very long time. The disappearance of its nose is one of many mysteries around this incredible statue.

Lesson D, Exercise 2 [p. 91]

CD 3, Track 15

Man One of my favorite stories is from Korea. It's called "The Magpies and the Bell." It goes like this:

Long ago, there was a young man who lived in a small village. He needed to go to a big city that was far away from his village. So he walked and walked for several days. One day, he heard a bird. "Caw! Caw! Caw!" He ran toward the sound and stopped below a tall tree. He looked up and saw a nest. A magpie's nest. Then, he looked again and saw a big snake. It was moving slowly toward the magpie and her babies. The man shot the snake with his arrow, and killed it. The man walked away, happy that he'd killed the snake and saved the baby magpies.

He continued to walk until it became dark.Then he thought, "Where will I spend the night?" As soon as he thought that, he saw a light. He walked toward it. And do you know what he saw? A big house. He knocked

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on the gate and called, "Hello! Is anybody home?" A beautiful young woman came out. He explained that he was walking to the city, and hoped he could stay there for the night. She said, "Of course! Come inside. You must be tired and hungry. I'll make you something to eat." After he ate, he fell asleep. Later that night, the man woke up. A large snake was around his neck. "Help!" he shouted. "Shouting is useless. No one can hear you!" said the snake. "I've been waiting for you." The young man then realized that the beautiful young woman was really a snake. The snake and the woman were the same.

The snake said, "You shot a snake earlier. That was my husband. We had a good life together. Snakes turn into dragons after a good life. Now we will never become dragons together. You killed him, and so I must kill you." The man said, "I didn't kill your husband because I hated him. I did it because I felt sorry for the magpies. Please don't kill me. Please!" "All right," the snake said, "I won't kill you – if you can do one thing. In the mountains, there is a very old building. In the building there's a bell. If you can ring that bell three times, I will let you live." "That doesn't sound so difficult," said the man. "Wait!" the snake continued. "You must ring the bell three times from right here. If you can do that, then I will let you go." Helpless, the man closed his eyes and waited to die. But suddenly, he heard three bell sounds. "Ding! Ding! Ding." As soon as he heard this, the snake turned into a dragon and disappeared. And at the same time, the house disappeared. The man was confused. He didn't know what had happened. Who had rung the bell?

The next morning, the man went to look for the old building. He walked and walked and finally found it. He then saw a big, beautiful, old bell. Just below the bell there were two magpies. The magpies must have rung the bell for the man who had saved their babies. And then they died.

Unit 10

Lesson B, Exercise 3 [p. 97]

CD 3, Track 23

1. *Alex* So, Celia, what are you doing this weekend? Do you have anything fun planned?
   Celia Actually, I do. I'm going rock climbing.
   Alex Really?
   Celia Yeah. It's a lot of fun. Have you ever tried it?
   Alex No. I don't really do extreme sports.
   Celia I love them, especially rock climbing and snowboarding. This weekend –
   Alex You know, I just thought of something. Have you checked the weather forecast for the weekend?
   Celia No, why?
   Alex I heard it's going to snow. Maybe it's not such a good idea to go rock climbing. You should go snowboarding, instead.
   Celia Yeah, maybe. But to get back to what I was saying, I'm going rock climbing – indoors, not outdoors.
   Alex Oh, that's good.
2. *Celia* So what are *you* doing this weekend?
   Alex Actually, I'm planning on watching the Olympics.
   Celia But they're not on now.
   Alex I know, but I have a DVD of the last Olympic games. My DVD has some of the best parts.
   Celia Didn't you watch them when they were on TV?
   Alex I saw some of them, but I was working, so I missed a lot and –
   Celia That reminds me, I have to go. I'm sorry, but I'm late for work.
   Alex Oh, OK. Do you want a ride?
   Celia Sure, that would be great.
   Alex No problem. Anyway, to finish what I was saying, there was one Olympic athlete who was amazing. I don't remember his name.
   Celia There are a lot of great athletes at the Olympics. Do you remember where he was from?
3. *Celia* So, Alex, it sounds like you really like sports.
   Alex I do. I like to watch them on TV, of course, but I prefer seeing live games. I love being around all the fans.
   Celia I know what you mean. I'm a big sports fan.
   Alex Some fans can act a little too wild, but most fans are great. I think good sports fans can really help their team win. Next week I'm going to go –
   Celia By the way, have you ever been to a live soccer game? Soccer fans can act pretty wild.
   Alex Funny you should say that. As I was saying, I'm going to a soccer game next week.
   Celia Really?
   Alex Yeah, soccer is my favorite sport.
   Celia Not me. I played some in high school, but I didn't really enjoy it.

Lesson C, Exercise 2, Part B [p. 98]

CD 3, Track 26

Marissa Oh, hi, Chad.
Chad Hi, Marissa.
Marissa Listen, I was talking to Gina yesterday. She was a little upset. She told me that you couldn't get together on Friday.
Chad Um, yeah.
Marissa And then you asked if she would go to a fancy restaurant tonight. I think she's confused.
Chad OK, I'll tell you a secret. I couldn't meet her last night because I had to pick up a ring.
Marissa A ring? What kind of ring?
Chad An engagement ring. I'm going to ask her if she will marry me tonight. That's why we're going to Michel's. I'm pretty nervous about it.
Marissa Well, that explains it. There are always two sides to every story.
Chad So, do you think she'll say yes?

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Lesson D, Exercise 2 [p. 101]

CD 3, Track 29

Allie Hi, Justin!
Justin Hey, Allie. What's up?
Allie Oh, I was just thinking about this questionnaire I answered. It was kind of interesting. It's called the Proust Questionnaire.
Justin I've never heard of it.
Allie I hadn't either. Hey, let me ask you some of the questions. Answer any way you like.
Justin OK. Why not?
Allie OK, number one. What word do you most overuse?
Justin What word?
Allie Yeah, you know, a word you use all the time.
Justin Oh, I know. It's "whatever." My mom told me I say "whatever" a lot.
Allie That's true. You do say it a lot.
Justin Whatever. [*laughs*]
Allie OK, another question. What is your idea of perfect happiness?
Justin Perfect happiness? Riding my bicycle.
Allie Nice. OK. What is your current state of mind?
Justin I don't know . . . let me think. I know. Thoughtful. How did you answer that?
Allie I said that I couldn't wait till summer.
Justin Good answer! I know what you mean.
Allie Another question. What is your greatest fear?
Justin Let me think about that. Oh, OK. I'll say being alone.
Allie Hmm, being alone. That's interesting.
Justin Yeah, I hate to be alone. I prefer to be around other people.
Allie OK, one more. What is your greatest regret?
Justin What did *you* say?
Allie I said not taking more risks.
Justin I'll say not learning to play an instrument.
Allie Really?
Justin Yeah, I've never learned one. I wanted to learn the piano as a kid.
Allie Well, it's never too late!

Unit 11

Lesson A, Exercise 4 [p. 105]

CD 3, Track 33

1. *Man* Oh, man, I am so busy these days. I have a job interview tomorrow – my first! I'm kind of nervous about it, to be honest. I've researched the company and the job online, and I have some questions that I want to ask. But I need to do a few things. First, I'm going to print some business cards on my computer. I hope they look OK. And then I'm going to get my suit dry-cleaned.
2. *Woman 1* My life has been crazy lately. I'm getting ready to go abroad. It will be my first trip overseas, so I'm pretty excited, but there's so much to do. My friend and I are planning to backpack in Ecuador for two weeks. I don't need a visa, so that's good, but I need a passport. So I'm going to apply for a passport tomorrow. I'm going to have my passport photo taken first. I hope the photo is good – it will be on my passport for a long time!
3. *Woman 2* I have so much to do. I'm giving a big sales presentation at my company in three days. I've done presentations before, but this time, it will be in front of a lot of important people. I've already prepared the presentation and practiced it in front of a colleague, so that's good. Tomorrow, I'm going to print copies of the presentation. But first, I'm going to have the presentation proofread. I don't want any mistakes. Let's see. . . . Who can I get to do that for me?

Lesson B, Exercise 2 [p. 107]

CD 3, Track 36

Woman You have an interesting résumé. I see you majored in biology –
Man Yes, and I have a minor in Chinese language and literature. I spent my junior year abroad in Shanghai.
Woman Interesting. So, what skills do you have?
Man Well, let's see. . . . I'm good at listening and asking questions. I'd say I'm definitely a people person. I get along with everybody. I'm learning a lot about the business at my TV internship. Excuse me. Sorry about that.
Woman So, a people person . . . OK. Now, we've talked a little about this company and the job. What would you like about the job?
Man The late hours. I'm a night person.
Woman And what is your greatest strength?
Man Hmm . . . my greatest strength is my people skills. I can get along with all kinds of people.
Woman I see. And what's your greatest weakness?
Man Hmm, let me see. That's a difficult question. Well, I am only familiar with older music, so I wouldn't be able to talk about current music. I don't really know, for example, what high school kids are listening to.
Woman What is your career goal?
Man I'd really love to host my own TV talk show.
Woman All right. . . . Can you work weekends?
Man Sundays, yes, but not Saturdays. I have soccer practice then.
Woman Do you have any questions for me?
Man Just one. What is the salary?
Woman Why don't we discuss that later, if we offer you the job?
Man Oh, OK.
Woman Well, I've really enjoyed talking to you. Thank you for coming in.
Man Sure. See you later.

Lesson C, Exercise 2, Part B [p. 108]

CD 3, Track 39

Zac And what about you, Lucy? What are you doing these days?
Lucy Well, actually, I'm doing volunteer work at the local hospital.
Zac Really? That's great.
Lucy I'm also preparing for my exams.
Zac Wow! So what do you think you'll be doing in a year?

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Lucy Well, I'll still be in school. But in five years, I think I'll be working as a photographer.

Zac No kidding!

Lucy It's funny. A year ago, I set a goal for myself. I said that I wanted to take a photography class. I did, and it changed my life.

Zac That's fantastic! Good luck, and let me know how things go.

Unit 12

Lesson B, Exercise 2 [p. 117]

CD 3, Track 48

Mandy Ahh. Eric, want some water? I have an extra bottle here.

Eric Oh, hi, Mandy. No, thanks. I've stopped drinking bottled water. I read this blog and decided I'd just drink regular tap water from now on.

Mandy But doesn't tap water have a lot of bad chemicals in it?

Eric Yes, in some places, it's better to drink bottled water, but around here, it's perfectly safe to drink tap water. Here, let me just find that blog. It lists some interesting information. Here . . . It says Americans spend more than $15 billion a year on bottled water. That's a lot of money! And look, more than 25% of the bottled water is really just tap water. So you're paying for water you could get for free.

Mandy That's a good point.

Eric And people are drinking 10% more bottled water every year. That's not good for the environment. Making the bottles causes pollution. It uses three times the amount of water in the bottle.

Mandy That's crazy.

Eric And listen to this. The energy that's being used to make the plastic bottles is equal to 50 million barrels of oil. That's enough to drive 3 million cars a year.

Mandy Wow! Does it say anything about recycling?

Eric Let me see. Yes . . . here. Americans buy 28 billion bottles of water a year, but only 20% of these are being recycled. You know, in some places you pay extra for the bottles.

Mandy Yeah. But you can return the bottle and get your money back.

Eric True. And in those places, between 65 and 95% of the bottles are returned.

Mandy Well, that's good. You know, I've always thought bottled water was kind of expensive. But tap water costs money, too.

Eric I see what you mean. But it says here that it only costs .002 cents a gallon for the tap water in your home.

Mandy That's so cheap!

Eric Bottled water can actually cost as much as gasoline.

Mandy Well, you're pretty convincing. I guess I've never really thought about it much.

Lesson C, Exercise 2, Part B [p. 118]

CD 3, Track 51

Mr. Brown No, and I'll tell you why. Although videos may reduce crime, I don't want to have cameras watching me all the time. They're fine in banks and stores, but not in neighborhoods like ours.

Interviewer All right. I'll make a note of that. Well, what community improvements would you like to see in the neighborhood?

Mr. Brown Let's see. You know, there's a lot of litter in the park. There are signs that say, "No Littering," but they don't stop people from littering. There should be more garbage cans in the park.

Interviewer I see what you mean. Well, OK, thanks for your help.

Lesson D, Exercise 3 [p. 121]

CD 3, Track 55

Man My name is Fernando da Silva, and I live in Fortaleza, in the northern part of Brazil. Job training is an issue I've become involved in recently. I do volunteer work at an employment center on weekends. The people who come to the center have lost their jobs and are having difficulty finding another one. Some are looking for jobs for the first time. Some people need to update their skills, so I teach a computer class. Another thing I do is help with résumés. If you've had a job for a long time, you may not even have a résumé. So I help people prepare the information that goes into their résumé.

Woman 1 My name is Aicha Zoubair, and I'm from Casablanca. I got involved in beautification projects here in Casablanca a few years ago. Like many big cities, there's not enough green space here – you know, places like parks for people to enjoy. So I do two things, really. One is make the parks more beautiful. My group works with the city and sometimes gets school kids to help plant flowers. Another thing I do is try to create more parks. My group writes letters and tries to raise awareness for the need for more public green areas.

Woman 2 I'm Ingrid Müller, and I'm from Düsseldorf, Germany. We have a lot of new arrivals in Germany from all over the world, and I work with an organization that helps new arrivals. The organization has a center and helps with translation, if needed, and makes sure people are treated fairly in their jobs. What *I* do is help with housing. It can be very difficult to rent a home here in Germany when you first arrive, so I go with people to look at the home, and answer questions. At the center, I'm also involved in some of the entertainment programs. We have a social event once a week, so I always help out with that. It's a way for new arrivals to meet other people.

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unit 1 News

Before you watch

A Pair work Make a list of all of the different ways people can get the news and find out about current events.

Ways People Get the News
1. newspapers
2.
3.
4.
5.
6.
7.

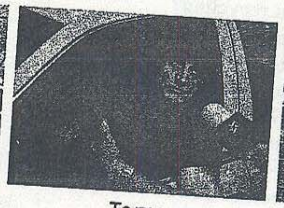
B Class activity Combine your lists into one class list. Raise your hand for each way you get the news. Which ways are the most popular?

While you watch

A How do they get their news? Complete the sentences with the correct words.


Emi


Christine


Tony


Ben

1. Emi gets her news from _____.
2. Christine gets her news from the _____.
3. Tony gets his news from the _____.
4. Ben gets his news from his _____.

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B Check (✓) the correct answers.

	Emi	Christine	Tony	Ben
1. Who likes lifestyle and entertainment news?	☐	☐	☐	☐
2. Who doesn't read business news?	☐	☐	☐	☐
3. Who reads headlines during the interview?	☐	☐	☐	☐
4. Who likes to get traffic news every ten minutes?	☐	☐	☐	☐
5. Who likes to read the world and travel sections of the news?	☐	☐	☐	☐
6. Who doesn't read the paper or watch the news on TV anymore?	☐	☐	☐	☐

C Match the phrases.

1. Emi gets all of her news from _____.
2. Christine is relaxing with the paper because _____.
3. Christine can't check the news online at work because _____.
4. Tony doesn't want to talk to Emi because _____.
5. Ben thinks TV news is boring because _____.
6. Ben thinks people are chasing a local rock star because _____.

a. people on the news talk too much
b. his last song was terrible
c. he's in a hurry
d. it's her day off
e. Cool TV
f. the company only allows employees to use the Internet for business

After you watch

Group work Discuss the questions.

- Do you get your news the same ways as Emi, Christine, Tony, or Ben? If not, how do you get your news?
- Why do you get your news the way that you do? What do you like about it? What don't you like about it?
- What are your favorite and least favorite sections of the news? Why?



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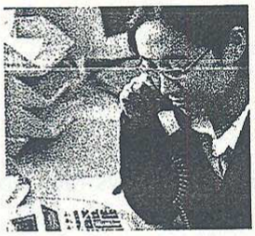
Unit 2

Communication

Before you watch

A Label the pictures with the correct forms of communication. Then compare with a partner.

email	face-to-face	letter	phone	social networking	texting



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

B Pair work Which methods of communication in Part A do *you* use? When do you use them? How often do you use each of them? Tell your partner.

C Group work Read the list of situations below. Which method of communication would you use in each situation, and why? Discuss your ideas.

- to communicate with many people
- when you don't want someone to see you
- to tell a friend that you'll be late for a movie
- to tell the doctor that you'll be late for an appointment
- to discuss a serious problem
- when you want to hear the other person's voice
- at 3:00 a.m.
- to set a time for a date
- to catch up on news with an old friend

While you watch

A Which methods of communication do people mention or use in the video? Check (✓) the correct answers.

- ☐ blogs
- ☐ mail
- ☐ face-to-face
- ☐ greeting cards
- ☐ letters
- ☐ phones
- ☐ social networking
- ☐ texting
- ☐ video

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B Match the people and their preferred methods of communication.

1. texting _____ a. Alicia
2. face-to-face _____ b. April
3. email _____ c. Ben
4. social networking _____ d. Danielle
5. phone _____ e. Nick

C Circle the correct answers.

1. Danielle explains that she can use more words in a(n) _____ than in a(n) _____.

   a. text . . . email b. conversation . . . email c. email . . . text

2. Ben thinks it's easier to explain things on the phone or _____ than in an email.

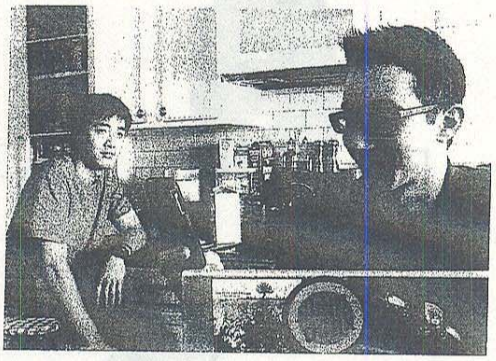
   a. in person b. in a text c. in writing

3. April thinks the phone is _____.

   a. boring and old-fashioned

   b. easy, fast, and personal

   c. convenient but impersonal



4. Ben thinks the phone is more personal than _____ but not as personal as _____.

   a. face-to-face communication . . . texting

   b. email . . . social networking

   c. texting . . . face-to-face communication

5. Ben says Alicia "is really into" social networking. This means Alicia _____.

   a. works for a social networking business

   b. has a page on a social networking site

   c. likes social networking very much

After you watch

A Pair work Make a list of the advantages and disadvantages of these methods of communication: texting, face-to-face conversation, and social networking.

Method of Communication	Advantages	Disadvantages
texting		
face-to-face conversation		
social networking		

B Group work Share your list with another pair. Do you agree or disagree on the advantages and disadvantages of each method of communication?

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unit 3

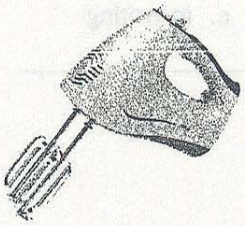
Food

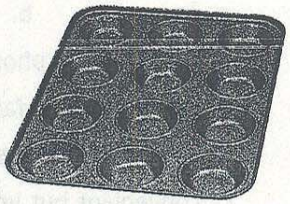
Before you watch

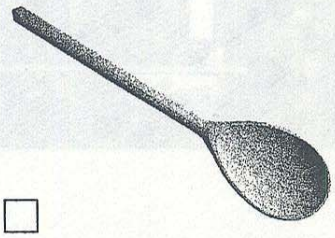
A Match the words and the pictures. Then compare with a partner.

a. flour	c. muffin pan	e. whisk
b. mixer	d. oven	f. wooden spoon

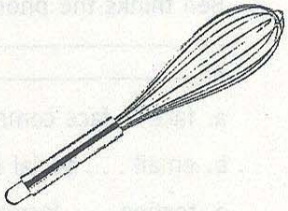
1. ☐ 

2. ☐ 

3. ☐ 

4. ☐ 

5. ☐ 

6. ☐ 

B Complete the sentences with the correct words. Then compare with a partner.

crispy	moist	sweet

1. When you add eggs to dry ingredients, they become _____.
2. When you add sugar to food, it becomes _____.
3. When you bake food in the oven, the outside may become _____, like the outside of fried foods.

While you watch

A Number the steps from 1 to 8.

_____ Mix the ingredients in the second bowl.
_____ Put the flour, baking powder, and salt in a large bowl.
_____ Put the milk, eggs, sugar, vanilla, and butter in another bowl.
_____ Bake for 15 minutes.
_____ Pour everything from the small bowl into the other bowl and whisk it a little bit.
_____ Whisk together the flour, baking powder, and salt.
_____ Taste some chocolate chips before pouring them in.
_____ Once the batter is mixed, pour it into the muffin pan.

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B Circle the correct answers.

1. Irma teaches Danielle how to _____ the muffins.

   a. roast b. microwave c. bake

2. Danielle says her grandmother's muffins are _____, chewy, and moist.

   a. sweet b. crispy c. bland

3. Irma tells Danielle to mix the flour, baking powder, and salt with a _____.

   a. spoon b. fork c. whisk

4. Danielle makes mistakes with _____.

   a. the sugar and flour

   b. an egg and the vanilla

   c. the milk and the salt

5. Danielle says that her muffins are crispy on the outside and _____ on the inside.

   a. chewy b. creamy c. crunchy

6. Irma says Danielle's muffins are _____.

   a. delicious b. chewy c. crunchy



C What recipe information is *not* given in the video? Check (✓) the correct answers.

- ☐ how many eggs to use
- ☐ how much flour you need
- ☐ the amount of salt
- ☐ how many chocolate chips to add
- ☐ the tools to use to mix ingredients
- ☐ the temperature of the oven
- ☐ the amount of vanilla
- ☐ how much butter to add
- ☐ the cooking time in the oven
- ☐ the amount of milk

After you watch

Pair work Discuss the questions.

- In the end, why can Irma "really taste the vanilla"? Why are the muffins "crunchy"?
- Have you ever made or tasted muffins? What were they like? Did you like them?
- Are you considered to be a good cook? Why or why not? Who does most of the cooking in your home?
- Was there a time when someone taught you how to cook something – or you taught someone else how to cook something? What was it? Tell your partner about it.

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unit 4

Acts of kindness

Before you watch

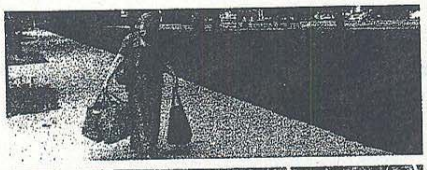
A Pair work Interview your partner. Ask and answer questions for more information. Take notes.

Have you ever . . .	Yes	No	Extra information
given someone your seat?			
helped someone carry heavy bags?			
given a compliment to a stranger?			
helped a tourist who looked lost?			
helped a stranger fix a flat tire?			
helped a neighbor find a lost pet?			
given someone a gift for no reason?			
held a door open for another person?			
let someone go before you in a supermarket line?			
helped a stranger whose car had broken down?			

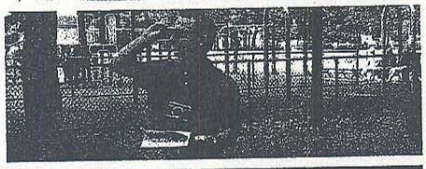
B Pair work Look at the random acts of kindness in Part A again. Has anyone ever done those things for you? Tell your partner.

While you watch

A Look at the pictures from the video. What random act of kindness does Ben do for each person? Check (✓) the correct answers.

1. 

- ☐ Ben offers her a seat on the park bench.
- ☐ Ben gives her another bag to carry all of her things in.
- ☐ Ben carries the bags for her.

2. 

- ☐ Ben helps him read the map.
- ☐ Ben takes the man to the place he's looking for.
- ☐ Ben buys him a new map.

3. 

- ☐ Ben pushes her car to the gas station.
- ☐ Ben gives her directions.
- ☐ Ben gets gas for her car.

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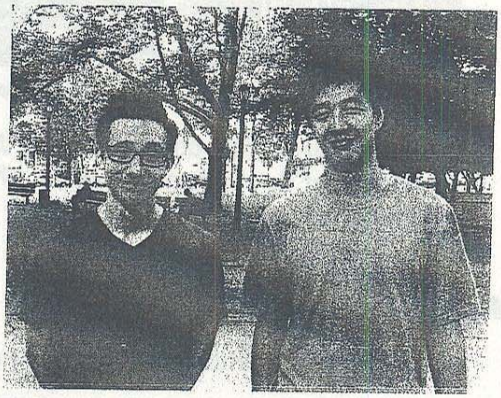
B Circle the correct answers.

1. Ben offers to help the woman because _____.
   a. she can't carry all of the bags b. her bags look heavy c. she's lost
2. The woman lives _____ blocks from where they are in the park.
   a. five b. six c. nine
3. When Ben first sees the tourist, Ben _____.
   a. says hello b. asks if he needs directions c. walks past him
4. The tourist asks Ben to _____.
   a. recommend a restaurant b. help him with his bags c. look at the map
5. The woman in the car needs _____
   a. directions b. a new part for her car c. gas

C Write T (true) or F (false).

1. In this video, Ben and Nick investigate uncommon situations in which people can be kind to each other. _____
2. At some point, Ben seems to regret, a little, his offer to help each person. _____
3. Nick thinks Ben did the right thing when he walked by the lost tourist. _____
4. To show their appreciation, each person Ben helps gives him a gift. _____
5. By the end of the video, Ben wishes he had never helped the three people. _____



After you watch

Group work Discuss the questions.

- In what situations might a person be uncomfortable when a stranger offers to help?
- Have you ever offered to help a stranger and then regretted your offer?
- Have you ever regretted *not* offering help to a stranger?
- Has a stranger ever been especially grateful when you offered to help?

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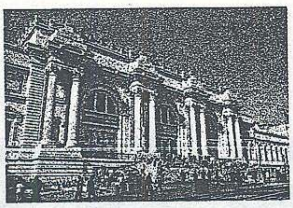
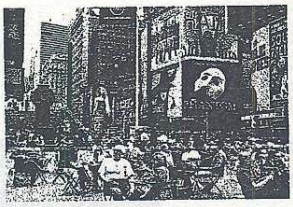
unit 5

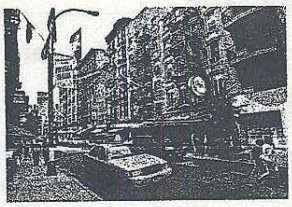
Travel and tourism

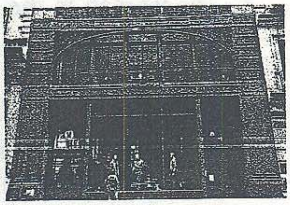
Before you watch

A Pair work Look at the pictures of different places in New York City. What can you do in each place? Would you like to go to each place? Why or why not?


5th Avenue


Broadway

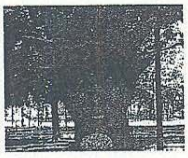

Little Italy


SoHo

B Pair work What do you know or think about New York City? Have you ever been there, or do you know someone who has? How does it compare to other places you know? Tell your partner.

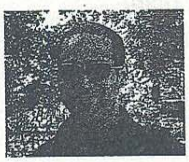
While you watch

A Complete the sentences with the correct names.


Emi


Elena


Lauren


Diego


Paul


Kathy

1. _____ advises tourists to buy Broadway tickets just minutes before the show.
2. _____ describes New York City as fast-paced, culturally diverse, and fun-loving.
3. _____ and _____ ate at an Italian restaurant.
4. _____ tells tourists to go to SoHo.
5. _____ says everything in SoHo is overpriced.
6. _____ reminds everyone that you get what you pay for.
7. _____ and _____ bought the same bag at Canal Street.
8. _____'s co-workers warned him not to go to museums on Sundays or Mondays.

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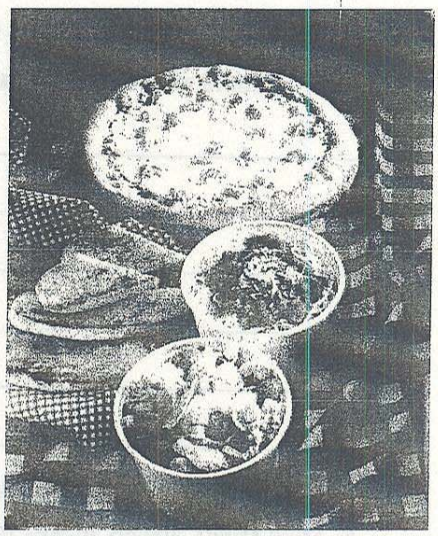
B Circle the correct answers.

1. Lauren says to shop on Canal Street because _____.
   a. it's cheaper and more culturally diverse than SoHo
   b. it has trendy restaurants and glamorous people
   c. the products are high-quality there
2. Diego says to ask for directions because _____.
   a. New York can be confusing
   b. New Yorkers are friendlier than people think
   c. it's easy to get lost in New York City
3. Paul and Kathy's friends told them to go to a restaurant in Little Italy for_____.
   a. really good pizza
   b. the best spaghetti
   c. the best Italian food in New York City
4. Paul's co-workers said museums are really busy _____.
   a. on Sunday
   b. on Monday
   c. every day



C Write T (true) or F (false).

1. Elena and Lauren suggest that tourists go to SoHo. _____
2. Lauren's handbag isn't a real Giorgio Giorgio bag. _____
3. Diego says tourists should see a Broadway show. _____
4. It's not possible to get an inexpensive ticket to a Broadway show. _____
5. Kathy bought an expensive Giorgio Giorgio handbag. _____

After you watch

Pair work Discuss the questions.

- In the video, from whom do you think Kathy got "a great shopping tip"?
- In your opinion, was it a good tip? Why or why not?
- Which do you think are better – real, but very expensive, products or not real, but cheap, products? Why?

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unit 6

The laugh club

Before you watch

A Who or what makes you laugh? Make a list.

People who make me laugh	Things that make me laugh
1.	
2.	
3.	
4.	
5.	
6.	

B Pair work Share your lists. Ask and answer questions for more information.

A: Mike Myers always makes me laugh. I love his movies!

B: Really? I don't think he's very funny. I think he's silly. Which movie of his is your favorite?

A: Well, it's hard to pick only one, but I'd say . . .

C Class activity Ask your classmates if the people or things on your list make them laugh, too. How many people agree or disagree with you? Which people or things are the most popular?

While you watch

A Read the sentences about Emi. Write T (true) or F (false).

1. Emi's busy and often stressed out. _____
2. She's competitive. _____
3. She's good at managing stress. _____
4. She wishes she could relax. _____
5. She wishes she were busier. _____



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B Check (✓) the correct answers. (More than one answer is possible.)

1. What do the people in the video say about laughing?



- ☐ It's a good form of exercise.
- ☐ It can help protect your heart from disease.
- ☐ It's a way to relieve stress.
- ☐ It can help you think more clearly.
- ☐ It can reduce pain.
- ☐ It's helpful even when the laughter isn't real.

2. What do they do in the laugh club?

- ☐ They just laugh.
- ☐ They look at funny pictures.
- ☐ They tell jokes.
- ☐ They watch funny movies.

C Circle the correct answers.

1. Emi is doing a video about _____.
   a. humor b. clubs at the college c. laugh therapy
2. The members of the laugh club _____.
   a. welcome her to the meeting
   b. ask her a lot of questions before letting her join the group
   c. don't want to be in the video



3. At first, Emi _____.
   a. is excited about meeting new people
   b. is uncertain about laughing at nothing
   c. thinks laugh clubs don't help anyone
4. In the end, Emi _____.
   a. promises to come to the next meeting
   b. feels tired from all that laughing
   c. feels great

After you watch

Group work Discuss the questions.

- Do you think Emi will go back to the laugh club? Why or why not?
- Would you ever go to a laugh club? Why or why not?
- What are some things you do when you're stressed out?

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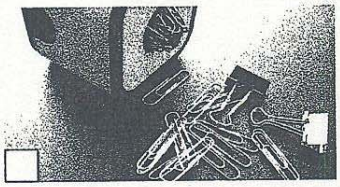
unit 7

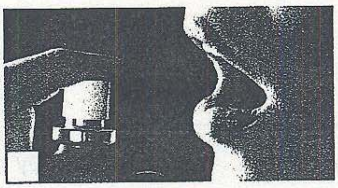
The amazing, transportable office necktie!

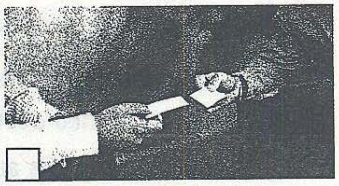
Before you watch

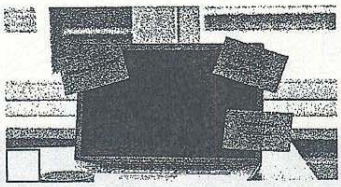
A Match the words and the pictures. Then compare with a partner.

a. breath spray	c. necktie	e. pockets
b. business cards	d. paper clips	f. sticky notes

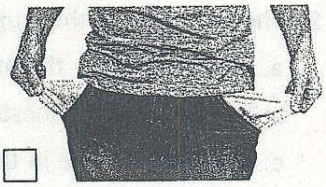
1. ☐ 

2. ☐ 

3. ☐ 

4. ☐ 

5. ☐ 

6. ☐ 

B Complete the sentences with the correct words. Then compare with a partner.

improvement	ineffective	innovation	inventor	secret	transportable

1. If something is _____, it means that it doesn't work well, or it doesn't do what it was intended to do.
2. A(n) _____ is a person who makes new things based on creative ideas.
3. If something is _____, it means that it can move from place to place.
4. A(n) _____ is a new product or idea that has been put into use.
5. If something is a(n) _____ over something else, it means that it is better than what came before it.
6. A(n) _____ is a piece of information that is unknown to most people.

While you watch

A For which items did Peter add pockets to his necktie? Check (✓) the correct answers.

- ☐ breath spray
- ☐ business cards
- ☐ car key
- ☐ a comb
- ☐ a credit card
- ☐ paper clips
- ☐ a pen
- ☐ sticky notes



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B Circle the correct answers.

1. Peter Jones is a _____.
   a. car salesman b. necktie salesman c. full-time inventor
2. Peter used _____ to make the necktie.
   a. a stapler b. a needle and thread c. his wife's sewing machine
3. Peter says, "This is just a prototype." A prototype is a thing that is _____.
   a. not well made b. convenient c. an example; the first one
4. Wendy saw a similar necktie _____
   a. in a store b. online c. on a colleague
5. The "amazing transportable pen holder" is _____.
   a. a pocket on the tie b. his shirt pocket c. his ear

C Check (✓) the correct answers.


Peter


Danielle


Wendy

	Peter	Danielle	Wendy
1. Who thinks the amazing transportable office necktie is such an improvement over the conventional necktie?	☐	☐	☐
2. Who says it's inconvenient that the necktie doesn't have a pocket for a pen?	☐	☐	☐
3. Who thinks a shirt pocket is a good place for business cards?	☐	☐	☐
4. Who thinks the necktie will be a big success?	☐	☐	☐
5. Who says such a necktie has already been invented?	☐	☐	☐
6. Who says the idea is unoriginal?	☐	☐	☐

After you watch

A Consider the things that *you* carry with you – or would like to. Answer the questions.

1. What things do you carry with you most days?

_____

2. Where do you put these things?

_____

3. What things would you *like* to carry with you if it weren't inconvenient?

_____

B **Group work** Compare your answers. Are any of your items the same?

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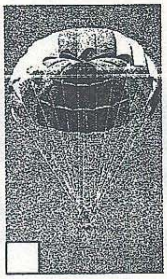
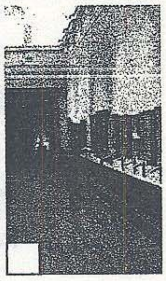
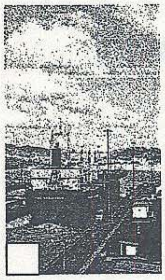
unit 8

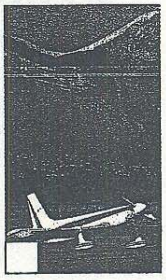
I'll always remember

Before you watch

A Match the words and the pictures. Then compare with a partner.

a. airfield	c. gallery	e. parachute
b. canal	d. manual transmission	f. reflection


1. ☐

2. ☐

3. ☐

4. ☐

5. ☐

6. ☐

B Complete the sentences with the words from Part A.

1. If you look in a mirror, you'll see your _____.
2. The scariest part about jumping out of a plane is not knowing whether or not the _____ will open!
3. The private jet took off from a small _____ outside of the city.
4. It's difficult for artists to get their work shown in a _____.
5. The boat traveled through the _____.
6. My first car had a _____, not an automatic one.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)


Jasmine

Charlie

Reina

	Jasmine	Charlie	Reina
1. Who will always remember learning a new skill?			
2. Who will always remember a special vacation?			
3. Who will always remember trying an extreme sport for the first time?			
4. Who was nervous?			
5. Who talks about a friend?			
6. Who talks about a birthday present?			
7. Who became an artist?			

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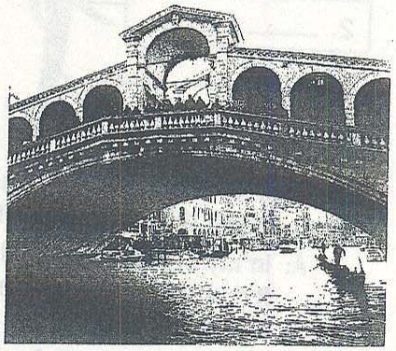
B Circle the correct answers.

1. Jasmine's favorite city in Italy is _____.
   a. Rome b. Florence c. Venice
2. Jasmine was inspired by that city's _____.
   a. ancient buildings b. art galleries c. light and reflections
3. Charlie was _____ when he went skydiving.
   a. 20 b. 21 c. 22
4. Charlie never would have gone skydiving if it hadn't been for _____.
   a. the instructor b. his friend Steve c. the other guys in the training session
5. Reina had never driven a car before her friend William _____.
   a. gave her a lesson b. bought her a car c. gave her his old car
6. Reina was afraid she was going to _____.
   a. get lost b. damage the car c. make a mistake

C Write T (true) or F (false).

1. According to Jasmine, photos can really show the light in Venice. _____
2. If Jasmine hadn't gone to Venice, she wouldn't have become an artist. _____
3. Charlie didn't enjoy Steve's gift. _____
4. Charlie probably won't go skydiving anymore. _____
5. According to Reina, a car with an automatic transmission is easier to drive than a car with manual transmission. _____
6. It took Reina three days to learn to drive. _____



After you watch

A Think about a memorable experience from your life. Use one of the ideas below or your own idea. Take notes to prepare to talk about it.

- a time when you received wonderful (or terrible) news
- something that changed your life
- an "aha!" moment (when you suddenly understood something)

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

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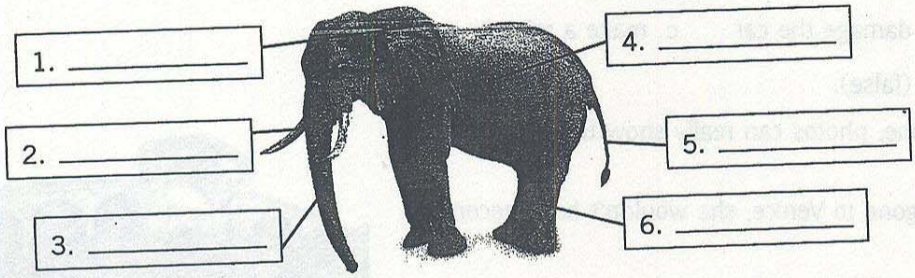
unit 9

The six blind men and the elephant

Before you watch

A Label the picture with the correct words. Then compare with a partner.

ear leg side tail trunk tusks



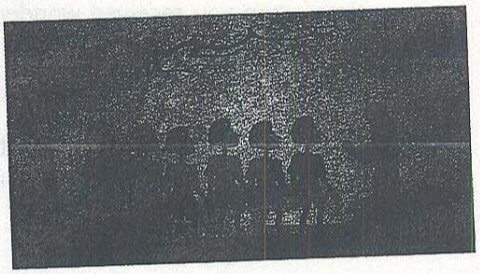
B Pair work What does each of these six parts of the elephant remind you of? What do you think they'd feel like? Share your opinions and ideas.

A: In my opinion, the elephant's ear looks a little bit like an umbrella. It'd probably feel soft and smooth like the top of an umbrella if I touched it, too.

B: Really? An umbrella? I don't think the elephant's ear looks like an umbrella at all! If you ask me, it looks kind of like a . . .

While you watch

A Circle the correct answers.



1. The wise man tells the six blind men to use their sense of _____ to describe the elephant.
   a. smell
   b. hearing
   c. touch
2. Each of the six men was _____ about the elephant.
   a. wrong
   b. partly right
   c. unable to describe anything
3. The main idea of the story is that _____.
   a. it's important to communicate with other people
   b. each of us sees only a small part of what is true
   c. people don't have patience to hear others' opinions

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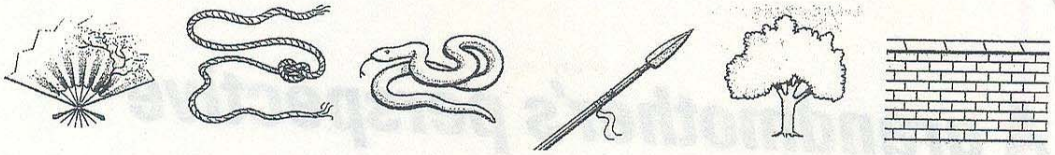
B What do the six blind men say each part of the elephant is like? Complete the sentences with the correct objects.



fan rope snake spear tree wall

1. The elephant's leg is like a _____.
2. The elephant's tail is like a _____.
3. The elephant's trunk is like a _____.
4. The elephant's ear is like a _____.
5. The elephant's side is like a _____.
6. The elephant's tusk is like a _____.

C Write T (true) or F (false).

1. The six men were born blind. _____
2. Some of the blind men agreed with each other. _____
3. The blind men got into a big argument. _____
4. The wise man said it was useful to argue. _____
5. At the end of the video, the blind men touch the whole elephant. _____

After you watch

A Pair work In the story, the fifth blind man says, "Actually, an elephant is like a wall!" The word *actually* means "in fact" or "in reality." We most often use it in one of these ways: 1) to correct a mistake; 2) to express surprise; or 3) to express a change of mind. Discuss what you think it means in each sentence below.

1. An elephant isn't like a fan at all. Actually, an elephant is like a wall!
2. I ordered a green salad, but I think I actually want a fruit salad, instead.
3. She actually survived the shipwreck and returned to her country.
4. It wasn't an abduction. He actually just quietly left the city without telling anyone.
5. The Amazing Gregory can't actually read minds in his stage act. He's just very good at reading body language and facial expressions.
6. I know you'll think I'm crazy, but I actually liked that movie!

B Think of a time when you had an opinion but later changed it when you learned more. What was your original opinion? What changed your mind? Take notes.

_____

_____

C Group work Tell your group about your experience in Part B. Try to use the word *actually* as you discuss your change of opinion. Ask and answer questions for more information.

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Unit 10 A grandmother's perspective

Before you watch

A Complete the sentences with the correct forms of the phrases below.

come up with	get away with	look forward to
get along with	keep up with	put up with

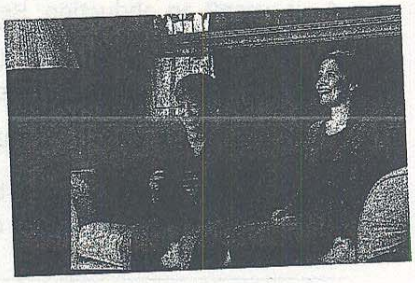
1. Jasmine forgot her homework in class, so she _____ an excuse. The teacher didn't believe her.
2. Cindy didn't study for the test, but she still did well. I couldn't _____ that!
3. Everyone is _____ summer vacation.
4. Diego walks so fast! It's hard for me to _____ him!
5. As a teenager I complained a lot about having to _____ my little brother, but, truthfully, he was a good kid.
6. Surprisingly, my brother and I _____ each other really well when we were kids. We didn't fight like a lot of my friends and their siblings.

B Pair work Ask questions with each of the phrases from Part A. Answer with your own information or ideas. Be creative!

A: *Can you come up with a title for an action-adventure movie right now?*
B: *Sure! How about . . . The Last Boy Standing?*
A: *Sounds interesting!*

While you watch

A Circle the correct answers.



1. Irma's idea of perfect happiness is _____.
   a. skydiving
   b. playing video games
   c. walking on the beach
2. Irma's greatest fear is _____.
   a. recording a hip-hop album
   b. nothing
   c. not having a chance to do everything she wants

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3. Irma's greatest regret is _____.
   a. not getting past Level 17 on the video game
   b. never seeing Bob Marley in concert
   c. marrying a short man
4. Irma's greatest achievement is _____.
   a. finally being able to reach Level 17 on the video game
   b. winning awards in journalism
   c. having a good relationship with Danielle

B Write T (true) or F (false).

1. Irma jumped out of a plane as a journalist during the war. _____
2. Irma wants to record a hip-hop album. _____
3. The quality Irma admires most in a man is height. _____
4. Irma's husband couldn't keep up with her in a game of basketball. _____
5. Danielle thinks Irma is like many other grandmothers. _____

C Answer the questions.

1. What time was the interview supposed to begin?
   _____
2. How long has Irma been playing the video game?
   _____
3. For which class is Danielle making this video?
   _____
4. For how many years did Danielle's grandparents get along?
   _____
5. What level of the video game does Irma reach by the end of the interview?
   _____



After you watch

A Pair work Why does Danielle think Irma is an unusual grandmother? Do you agree with her? Share your ideas.

B Group work Discuss the questions Danielle asks Irma. Answer with your own information and ideas. What is your idea of perfect happiness?

- What is your greatest fear?
- What is your greatest regret?
- What quality do you most admire in a person?
- What is your greatest achievement?



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Unit 11 The time of your life: Finding a job

Before you watch

A Match the words and the definitions. Then compare with a partner.

1. apply _____
2. business card _____
3. interview _____
4. format _____
5. proofread _____
6. work experience _____

a. to read a document carefully and correct any mistakes

b. previous jobs that contribute to a person's knowledge and skills

c. to request something in an official way, usually by filling out a form

d. a meeting in which someone answers questions to try to get a job

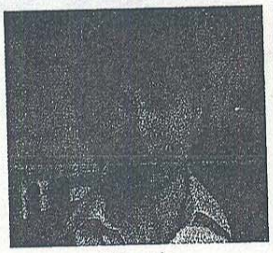
e. to organize a written document a certain way

f. a small, thick piece of paper with someone's name, company, job title, and contact information printed on it

B Pair work Ask and answer questions with each word in Part A.

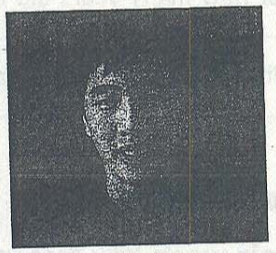
While you watch

A Complete the sentences with the correct names of the characters from the video.


Wendy


Ben


Soon-mi


Nick

1. _____ gets nervous during interviews.
2. _____ isn't sure how résumés are formatted in the United States.
3. _____ has a network to help find a job.
4. _____ doesn't feel prepared for an interview.
5. _____, _____, and _____ have interviews soon.

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B Check (✓) the correct answers. (More than one answer is possible.)

1. What does Ben tell Wendy he's already done?

☐ had his clothes dry-cleaned ☐ graduated from college
☐ gotten his résumé printed ☐ practiced answering interview questions

2. What does Wendy tell Soon-mi to include on her résumé?

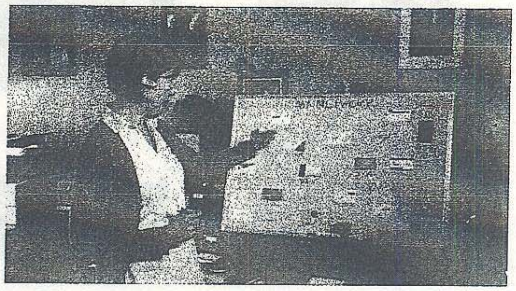
☐ the colleges she has attended ☐ how long she worked at each job
☐ her date of birth ☐ the name of her junior high school
☐ the degrees she has received ☐ the name of her high school
☐ the jobs she has had ☐ a photo of herself

3. What is Wendy's advice to Nick?

☐ dress well ☐ look very serious ☐ relax ☐ smile

C Circle the correct answers.

1. According to Wendy, what's a network?
   a. an online community of co-workers
   b. people who can help in your career
   c. a television station



2. What do people in your network probably *not* do?
   a. have the kind of job you want to get
   b. practice interviewing with you
   c. know about jobs that are available
3. If you have trouble thinking of an answer to an interview question, what should you say?
   a. the first thing that comes into your head
   b. "I'm sorry, but I don't know."
   c. "That's a good question. Let me think."
4. What does Wendy *not* mention as one of the most important things to do when you're preparing a résumé?
   a. Write clearly and simply.
   b. Get your résumé proofread.
   c. Keep your résumé short (no more than one page).

After you watch

A Pair work What do you think about Wendy's advice to Nick? What situations make *you* nervous? What do you do when you're nervous and don't want to be? Tell your partner.

B Group work Discuss the questions.

- Who is in your network, and why? How can you build your network to help with your career goals?
- Have you ever gone on a job interview? What was the experience like? What did you learn from it?
- Will you be going on an interview soon? If so, how will you prepare for it?

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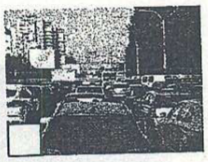
unit 12 Finding solutions

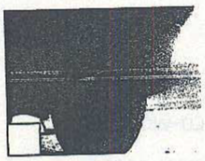
Before you watch

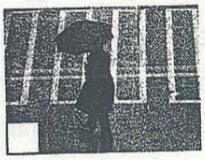
A Match the words and the pictures. Then compare with a partner.

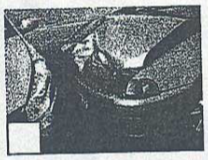
a. bike lane	c. collision	e. parking space	g. pollution
b. car exhaust	d. commuters	f. pedestrian	h. traffic

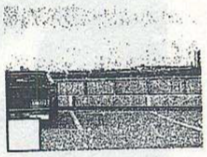

1. ☐

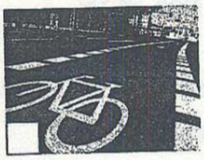

2. ☐

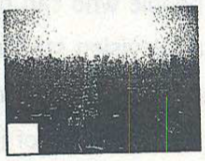

3. ☐


4. ☐


5. ☐


6. ☐


7. ☐

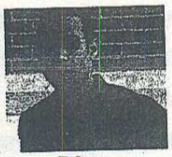

8. ☐

B Pair work What do you think about the special lanes for bicyclists that are found in many cities? What are some advantages and some problems with them? Discuss your ideas.

While you watch

A Who would agree with each statement? Check (✓) the correct answers.



	Commuter	Store owner	Sonia	Diego
1. Bike lanes are bad for business.	☐	☐	☐	☐
2. A lot more people are getting hit by bikes.	☐	☐	☐	☐
3. Bike lanes reduce traffic and therefore pollution.	☐	☐	☐	☐
4. Bike lanes make it possible to avoid traffic and go faster.	☐	☐	☐	☐
5. Bike lanes reduce the number of parking spaces.	☐	☐	☐	☐
6. People don't hear bikes and don't step out of the way.	☐	☐	☐	☐

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B Circle the correct answers.

1. What is Danielle reporting on?
   a. traffic accidents b. bike lanes in Brooklyn c. air pollution
2. How often does the commuter use bike lanes?
   a. once in a while b. every other day c. most days
3. When does the commuter *not* ride his bike to work?
   a. on Mondays b. when it rains c. in the winter
4. What does the store owner sell?
   a. refrigerators b. cars c. bicycles
5. According to Diego, collisions are increasing between whom?
   a. bicyclists and pedestrians b. drivers and pedestrians c. bicyclists and drivers

C Write T (true) or F (false).

1. The store owner thinks that she'll get new customers who ride bikes. _____
2. Sonia Green wants more bike lanes. _____
3. Sonia says one problem with bikes is that they can be expensive. _____
4. Sonia and Diego have the same opinion about bike lanes. _____
5. Danielle was surprised to find out that bike lanes are making some streets more dangerous for pedestrians. _____

After you watch

A Complete the paragraph with the correct words. Then compare with a partner.

collisions	fit	lanes	pedestrians
exhaust	issue	owners	spaces

Danielle discovers that there are two sides to the _____ of bike _____. On the one hand, because of bike lanes, there are fewer cars in city traffic. This means less _____ from cars and therefore less air pollution. Also, bicycling is good exercise and keeps bike riders _____. On the other hand, some store _____ complain that there are fewer parking _____ for their customers. In addition, there are sometimes _____ between bicyclists and _____.



B Group work Discuss the questions.

- Do you ride a bike? If so, where do you ride? Do you do this for pleasure or for transportation?
- In your city, do a lot of people ride bikes? Are there special bike lanes for them?
- Which side of the issue do you agree with – that there are more advantages or more problems with bike lanes?
- What solutions can you think of for the problems that are mentioned in the video?

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News

Story summary

In this episode of *Street Talk*, Emi K. asks people, "How do you get your news?" She interviews a businesswoman who reads the newspaper and a taxi driver who listens to the radio. Finally, we meet Ben, who gets the news from his smart phone, which tells him "everything that's happening in the world right now." He reads headlines such as "Plane Crashes in Jungle," "Boat Overturns," and "Fans Chase Rock Star," but remains oblivious to the real-life scene behind him of the fans chasing the rock star.

Language summary

Grammar
- Verb tenses – questions, statements

Vocabulary
- News sections
- Actions in the news

Interactions
- Disagreeing politely

Before you watch (page T-177)

A

In this activity, Ss make a list of different ways to get the news.

- **Preview the activity** Explain that Ss will watch a video about how people get their news. Direct Ss' attention to the list. Go over the instructions and read the first example. If helpful, elicit a few more examples from the class.
- **Do the activity** Have Ss work in pairs to make their lists.
- **Follow-up** Have pairs share their lists with another pair to try to add to them.

B

In this activity, Ss combine their lists from Part A into one class list and determine the most popular ways to get news.

- **Preview the activity** Go over the instructions.
- **Do the activity** Elicit answers from the class. Keep a list on the board of all the different ways to get news.
- **Follow-up** Have Ss raise their hand for each way they get the news. Keep track of the answers on the board. Tally the votes to determine which ways of getting the news are the most popular for the class.

While you watch (pages T-177–178)

A

In this activity, Ss complete the sentences about each character.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class

Answers
1. TV 2. newspaper 3. radio 4. phone

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.

Answers
1. Emi
2. Christine
3. Ben
4. Tony
5. Christine
6. Ben

- *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 phrases to complete the sentences with details about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss complete the sentences by matching the phrases. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-178)

In this activity, Ss compare how they get the news with the characters in the video and discuss other aspects of the news.

- **Preview the activity** Put Ss in small groups. Go over the instructions. Read the questions. Model a discussion with a volunteer, if helpful.
- **Do the activity** Have Ss ask and answer the questions.
- **Follow-up** Have groups compare answers with another group. Have Ss share a few interesting points from their discussions with the class.

Have Ss work in pairs, rather than groups, and interview their partners. Tell them to take notes. Then have Ss share their information with another partner.

Action video note

Instruct Ss to make their own interview videos about how people get their news. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Communication

Story summary

In Ben's video report, he interviews friends about methods of personal communication. Danielle likes email because she can send or read it when she likes, and she can use a lot more words than when she texts. Nearby, Ben's roommate Nick is eating breakfast and keeps interrupting Ben's report with text messages. Ben calls April, who loves the phone because it's faster and more personal. Before she hangs up, April tells Ben that Nick sent a text message asking him to pass the toast. Finally, Ben interviews Alicia who thinks social networking is best because it's like having a party online. Ben sums up his report saying that everybody has their own way of communicating, but Nick gets the last word – in the form of a text.

Language summary

Grammar
- Present perfect continuous
- Verb + object + verb

Vocabulary
- Language-learning tips
- Communicate . . . or not?

Before you watch (page T-179)

A

In this activity, Ss label the pictures with vocabulary words from the video.

- **Preview the activity** Explain that Ss will watch a video about different forms of communication. Direct Ss' attention to the words and pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the vocabulary words for each.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. phone
2. face-to-face
3. texting
4. email
5. social networking
6. letter

B

In this activity, Ss discuss which methods of communication they use with a partner.

- **Preview the activity** Explain that pairs will discuss the methods of communication in Part A. Go over the instructions and read the questions. Model a conversation with a volunteer, if helpful.
- **Do the activity** Have pairs discuss how often they use the methods of communication in Part A.
- **Follow-up** Have Ss share their partners' responses with the class.

C

In this activity, groups discuss which methods of communication they would use in certain situations.

- **Preview the activity** Join two pairs to form groups of four. Explain that groups will discuss which method of communication they would use in different situations. Go over the instructions and read the situations. Model a conversation with a volunteer, if helpful.
- **Do the activity** Have groups discuss the situations. Go around the room and give help as needed.
- **Follow-up** Have groups report to the class about any situations in which they disagreed with each other.

While you watch (pages T-179–180)

A

In this activity, Ss check which methods of communication are mentioned or used in the video.

- **Preview the activity** Explain that Ss will listen for specific methods of communication that people mention or use in the video and check them. Go over the instructions. Have Ss read the list of communication methods.
- **Play the video** Have Ss check the methods of communication. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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email, face-to-face, phones, social networking, texting, video

B

In this activity, Ss match the people to their preferred methods of communication.

Preview the activity Go over the instructions. Have Ss read the lists.

Play the video Have Ss match who prefers which method of communication by writing the correct letters on the corresponding blanks. Play the video again, if necessary.

Check answers Go over the answers with the class.

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

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 to complete the sentences about the characters.

Preview the activity Go over the instructions. Have Ss read the sentences.

Play the video Have Ss circle the correct phrases to complete the sentences.

Check answers Go over the answers with the class.

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

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, pairs list advantages and disadvantages of different methods of communication.

Preview the activity Go over the instructions and the chart. Model a conversation with a volunteer, and write an example on the board.

Do the activity Have pairs discuss their ideas and write them in the chart.

B

In this activity, groups discuss their charts from Part A.

Preview the activity Join two pairs to form groups of four. Go over the instructions.

Do the activity Have pairs compare and discuss their lists.

Follow-up Have groups report to the class about their agreements and disagreements.

Instruct Ss to make their own video reports about methods of communication. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Food

Story summary

In this cooking video, Danielle's grandmother, Irma, shows her how to make chocolate chip muffins. They follow the recipe, step-by-step, but Danielle, who doesn't cook much, has a bit of trouble. She doesn't know how to use the whisk; she drops eggshells into the batter; and she adds too much vanilla. After the muffins come out of the oven, and they finally try them, Irma says that she can *really* taste the vanilla and that the muffins are kind of . . . crunchy. When Irma isn't looking, Danielle removes a piece of eggshell from her muffin! Oops!

Language summary

Grammar
- Present passive
- Time clauses

Vocabulary
- Food preparation
- Tastes and textures

Before you watch (page T-181)

A

In this activity, Ss match the words and pictures to preview vocabulary in the video.

- **Preview the activity** Explain that Ss will watch a video about cooking. Direct Ss' attention to the words and pictures. Go over the instructions.
- **Do the activity** Have Ss write the letters of the correct words beside the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

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

B

In this activity, Ss complete the sentences with the correct vocabulary words from the video.

- **Preview the activity** Explain that Ss will complete each sentence with the correct adjective. Go over the instructions. Read the words and phrases with the class.
- **Do the activity** Have Ss write the words to complete the sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers
1. moist 2. sweet 3. crispy

While you watch (pages T-181–182)

A

In this activity, Ss will number the steps to make muffins as shown in the video.

- **Preview the activity** Explain that Ss will number the steps in the order in which they are shown in the video. Go over the instructions. Have Ss read the instructions.
- **Play the video** Have Ss number the steps. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
4, 1, 3, 8, 5, 2, 6, 7

- *Option* Pause after each step for Ss to write the number. Then play the video for Ss to check their answers.

B

In this activity, Ss circle the correct answers to complete the sentences about Irma and Danielle's baking.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. c 2. a 3. c 4. b 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 check the recipe information that is not given in the video.

- **Preview the activity** Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss check the information that is not given in the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

how much flour you need; the amount of salt; how many chocolate chips to add; the temperature of the oven

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-182)

In this activity, pairs ask and answer questions to check their comprehension of the video and discuss their personal experiences with cooking.

- **Preview the activity** Go over the instructions and read the questions.
- **Do the activity** Have pairs ask and answer the questions. Go around the room and give help as needed.
- **Follow-up** Have Ss report to the class about their partner's responses.

Have pairs think of three questions of their own about cooking. Then have pairs work with another pair to discuss their own questions.

Action video note

Instruct Ss to make their own step-by-step videos demonstrating a recipe. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Acts of kindness

Story summary

Nick sends Ben to investigate what would happen if you were kind to strangers in everyday situations. In one scenario, Ben helps a woman carry heavy bags of groceries. Then he helps a tourist to his hotel and ends up carrying his heavy bags, too. Finally, Ben helps a woman who's run out of gas by pushing her car to the gas station. Nick asks Ben, "Why would you do acts of kindness?" Ben says that they can help you feel good about yourself. Then we see that Ben's acts of kindness made the recipients feel good, too, as each one gives him a gift to say thank you.

Language summary

Grammar
- Second conditional
- Past modals for hypothetical situations

Vocabulary
- Polite and impolite behavior
- Word partners

Before you watch (page T-183)

A

In this activity, Ss interview their partners about acts of kindness they've done.

- **Preview the activity** Explain that Ss will watch a video about acts of kindness. Direct Ss' attention to the chart. Go over the instructions. Have Ss read the questions in the chart, and answer any of their questions about vocabulary. Model a conversation with a volunteer, and write an example of a note for the "Extra information" column on the board.
- **Do the activity** Have pairs interview each other and fill in the chart.
- **Follow-up** Have Ss report to the class about any interesting responses from their partners.

B

In this activity, pairs discuss if others have done acts of kindness for them.

- **Preview the activity** Go over the instructions. Explain that Ss will ask and answer the questions from Part A again, this time beginning with *Has anyone ever . . . ?* Model an interview with a volunteer, if helpful.
- **Do the activity** Have pairs ask and answer the questions again.
- **Follow-up** Have Ss report to the class about their partner's most interesting or surprising experiences.

While you watch (pages T-183–184)

A

In this activity, Ss identify the acts of kindness that Ben does in the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences. Explain that Ss will check which acts of kindness Ben does.
- **Play the video** Have Ss check the correct sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. Ben carries the bags for her.
2. Ben takes the man to the place he's looking for.
3. Ben pushes her car to the gas station.

B

In this activity, Ss circle the correct answers to complete the sentences about details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible responses.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. b 2. a 3. c 4. b 5. 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 identify information about 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 true sentences or F for the false ones. Play the video again, if necessary.

Check answers Go over the answers with the class. Have Ss correct the false sentences.

1. F 2. T 3. F 4. T 5. F

After you watch (page T-184)

In this activity, Ss discuss helping people.

Preview the activity Put Ss in small groups. Go over the instructions and read the questions. Model an example with a volunteer, if helpful.

Do the activity Have Ss ask and answer the questions.

Follow-up Have groups briefly summarize their discussions for the class. Compare the groups' responses.

Instruct Ss to make their own videos about an act of kindness. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Travel and tourism

Story summary

In this episode of *Street Talk* with Emi K., she asks New Yorkers, "What advice would you give to tourists?" First, she talks with two women: Elena who says to go shopping in SoHo where she got a handbag for $250, and her friend Lauren who prefers Canal Street because it's cheaper and more diverse. It's also where she got a bag that looks exactly the same as Elena's for only $25. Next, we meet an actor who says that if you buy Broadway tickets just before the show, you can get them cheaper. He also says New Yorkers are friendlier than everybody thinks. Finally, Emi interviews a couple from Iowa who are tourists. They heard advice on where to eat the best spaghetti and where to find the best bargains on handbags. But then the tourist's bag from Canal Street breaks, proving that you get what you pay for!

Language summary

Grammar

- Comparatives and superlatives
- Reporting commands and advice

Vocabulary

- Compound adjectives
- Travel talk

Before you watch (page T-185)

A

In this activity, Ss speculate about images and discuss if they would like to visit certain places in New York City.

- **Preview the activity** Direct Ss' attention to the pictures. Explain that Ss will watch a video about advice for tourists visiting New York City. Go over the instructions.
- **Do the activity** Have pairs discuss the places in the pictures.
- **Follow-up** Have Ss report to the class about their partner's opinions.

B

In this activity, pairs discuss what they know about New York City.

- **Preview the activity** Go over the instructions. Remind Ss that that's it's fine to share their impressions of New York City from TV, movies, the news, and so forth, even if they've never been there before. Model a conversation with a volunteer, if helpful.
- **Do the activity** Have pairs ask and answer the questions.
- **Follow-up** Have pairs share their partner's responses with the class.
- *Option* If several of your Ss have been to or are familiar with New York City, put Ss in small groups with a visitor to New York in each group.

While you watch (pages T-185–186)

A

In this activity, Ss write the characters' names in the sentences that refer to their actions in the video.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures and read the sentences.
- **Play the video** Have Ss complete the sentences with the correct names. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.
- *Option* Pause the video when one of the sentences is mentioned and have Ss write the names of the speakers in the corresponding sentences.

Answers

1. Diego
2. Emi
3. Paul, Kathy
4. Elena
5. Lauren
6. Emi
7. Lauren, Kathy
8. Paul

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B

In this activity, Ss circle the correct answers to complete the sentences about details from the video.

1. **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
2. **Play the video** Have Ss circle the correct answers to complete the sentences. Play the video again, if necessary.
3. **Check answers** Go over the answers with the class.

1. a 2. b 3. b 4. a

Have Ss complete the sentences from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify information about the video as true or false.

1. **Preview the activity** Go over the instructions. Have Ss read the sentences.
2. **Play the video** Have Ss write T for true or F for false for each statement. Play the video again, if necessary.
3. **Check answers** Go over the answers with the class. Have Ss correct the false sentences.

1. F 2. T 3. T 4. F 5. F

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-186)

In this activity, pairs discuss a scenario from the video.

1. **Preview the activity** Go over the instructions and read the questions.
2. **Do the activity** Have pairs ask and answer the questions.
3. **Follow-up** Have pairs report to the class about their discussions. Alternatively, have pairs combine with new pairs to share the results of their discussions.

Extra activity

Instruct Ss to make their own videos with advice for tourists. For further instructions, visit www.cambridge.org/fourcorners/teacher

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The laugh club

Story summary

In this video, Emi says that she's a competitive person who has trouble managing stress, so she visits a laugh club to find out if laughter is the best way to manage stress. Alicia, the club leader, tells Emi that laughter can make you feel better, relieve stress, and protect your heart from disease. Then Emi asks how it works, and Alicia explains that they just laugh. Emi doesn't understand, so Alicia tells her to try laughing. Eventually, everyone starts laughing, and Emi leaves the club feeling great.

Language summary

Grammar

- Defining relative clauses
- *Wish*

Vocabulary

- Character traits
- Tips to manage stress

Before you watch (page T-187)

A

In this activity, Ss list who or what makes them laugh.

- **Preview the activity** Explain that Ss will watch a video about Emi's visit to a laugh club. Direct Ss' attention to the chart. Go over the instructions. Write your own examples on the board, if helpful.
- **Do the activity** Have Ss list in the chart the people and things that make them laugh.

B

In this activity, pairs discuss their lists from Part A.

- **Preview the activity** Go over the instructions. Model the conversation with a volunteer.
- **Do the activity** Have pairs share their lists from Part A. Go around the room and give help as needed.

C

In this activity, the class compares their lists from Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss circulate and interview one another to find out who agrees and disagrees with the people and things on their lists from Part A. Alternatively, create a class survey by taking notes on the board.
- **Follow-up** Have Ss report back to class on those people or things from their lists that were most popular.

While you watch (pages T-187–188)

A

In this activity, Ss identify information about Emi as true or false.

- **Preview the activity** Explain that Emi will describe her personality in the video. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences and F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Have Ss correct the false sentences.

Answers
1. T 2. T 3. F 4. T 5. F

B

In this activity, Ss listen for and check specific information from the video.

- **Preview the activity** Explain that Ss will listen for specific things people say about laughing and watch what they do in the video. Go over the instructions. Have Ss read the questions and possible answers.
- **Play the video** Have Ss check the things people say and do. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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1. It can help protect your heart from disease.
   It's a way to relieve stress.
   It can reduce pain.
   It's helpful even when the laughter isn't real.
2. They just laugh.

C

In this activity, Ss circle the correct answers to complete the sentences about details from the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible responses.
- **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.

1. c 2. a 3. b 4. c

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-188)

In this activity, groups discuss the laugh club.

- **Preview the activity** Put Ss in small groups. Go over the instructions and read the questions.
- **Do the activity** Have Ss ask and answer the questions. Go around the room and give help as needed.
- **Follow-up** Have groups briefly summarize their discussions for the class.

If your class enjoyed this video, you can try a class laugh club. Have Ss start laughing. After some time, stop and hold a discussion about how they felt. Ask: *How did you feel at first? How did you feel after?*

If your class enjoys this topic, invite volunteers to demonstrate and lead the class in any techniques they know to manage stress.

Instruct Ss to make their own videos about tips to manage stress. For further instructions, visit www.cambridge.org/fourcorners/teacher

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7 The amazing, transportable office necktie!

Story summary

Danielle's dad, Peter, is not only a car salesman, but he's also an inventor. He demonstrates his new invention: the amazing, transportable office necktie. It's a necktie with secret pockets to hold paper clips, sticky notes, business cards, and breath freshener. He sewed the pockets on it himself. Danielle wonders why the tie doesn't have a penholder. Then Peter's wife Wendy comes in and tells him that a tie like this has already been invented. Peter is disappointed, until he has another amazing idea – the transportable penholder: his ear!

Language summary

Grammar
- *So* and *such*
- descriptions
- The passive

Vocabulary
- Positive and negative
- Verb and noun formation

Interactions
- Suggesting a solution

Before you watch (page T-189)

A

In this activity, Ss match the words and the pictures to preview vocabulary from the video.

- **Preview the activity** Direct Ss' attention to the words and pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the correct word.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

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

B

In this activity, Ss complete the sentences with the correct words from the box to preview vocabulary from the video.

- **Preview the activity** Direct Ss' attention to the new words. Go over the instructions. If helpful, explain the definitions of the words.
- **Do the activity** Have Ss write the correct words in the corresponding sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.
- *Option* Have Ss try to use each of the new words in a new sentence.

Answers
1. ineffective
2. inventor
3. transportable
4. innovation
5. improvement
6. secret

While you watch (pages T-189–190)

A

In this activity, Ss watch for and check items from the list that Peter added to his necktie.

- **Preview the activity** Explain that Ss will watch a video about Danielle's father and his invention – a necktie with pockets. Go over the instructions. Have Ss read the list of items. If helpful, explain any items Ss are unfamiliar with.
- **Play the video** Have Ss check the items Peter made pockets for. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
breath spray, business cards, paper clips, sticky notes

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B

In this activity, Ss circle the correct words to complete the sentences about details from the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences and possible answers.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

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 does each thing.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss check the correct answers.
- **Check answers** Go over the answers with the class.

1. Peter
2. Danielle
3. Danielle
4. Peter
5. Wendy
6. Peter

Have Ss answer the questions from memory. Then play the video for them to check their answers.

Have pairs discuss whether or not they agree with the opinions of the necktie that are expressed in the video. Have volunteers share with the class.

After you watch (page T-190)

A

In this activity, Ss answer questions about things they carry.

- **Preview the activity** Go over the instructions and read the questions. If helpful, give your own answers as examples.
- **Do the activity** Have Ss answer the questions. Go around and give help as necessary.

B

In this activity, groups discuss their answers to Part A.

- **Preview the activity** Put Ss into groups. Go over the instructions.
- **Do the activity** Have groups discuss their answers to Part A.
- **Follow-up** Have groups report to the class about interesting similarities or differences in their responses.

If your class enjoys this topic, have them work in small groups to discuss an invention they'd like to see or one that has already been invented.

Action video note

Instruct Ss to make their own videos about a great invention. For further instructions, visit www.cambridge.org/fourcorners/teacher

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I'll always remember

Story summary

In this video, three people talk about memorable experiences they've had. First, Jasmine remembers her first trip to Italy. On her trip, she'd already been impressed by Rome, and she'd seen fantastic art in Florence, but she was completely amazed by her visit to Venice. If she hadn't gone there, she wouldn't have become an artist. Next, Charlie remembers his first skydive. His friend had given him the dive as a birthday present. If it weren't for Steve, he'd never have done it. Charlie has gone skydiving about fifty times since then. Finally, Reina talks about the day she learned how to drive. She was 20 and had never driven before. Her friend taught her, but he hadn't told her that his car was a stick shift, which made it very difficult. Still, she learned to drive his car in three hours.

Language summary

Grammar
- Past perfect
- Third conditional

Vocabulary
- Prefixes: *mis-*, *dis-*, and *re-*
- Expressing worry

Interactions
- Expressions with *make* and *get*

Before you watch (page T-191)

A

In this activity, Ss match words and pictures to preview vocabulary from the video.

- **Preview the activity** Explain that these are new words Ss will hear in the video as people talk about their memorable experiences. Direct Ss' attention to the pictures. Go over the instructions.
- **Do the activity** Have Ss look at the pictures and write the letters of the words next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

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

- *Option* Have Ss work in pairs to match the words and pictures.

B

In this activity, Ss complete the sentences with the vocabulary from 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 write the correct words to complete the sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. reflection	4. gallery
2. parachute	5. canal
3. airfield	6. manual transmission

- *Option* Have Ss work in pairs to complete the sentences.

While you watch (pages T-191–192)

A

In this activity, Ss identify which characters do each thing.

- **Preview the activity** Explain that Ss will watch a video where people talk about memorable experiences. 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. Reina	5. Charlie, Reina
2. Jasmine	6. Charlie
3. Charlie	7. Jasmine
4. Reina	

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B

In this activity, Ss circle the correct answers to complete the sentences about details from the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers.
- **Check answers** Go over the answers with the class.

1. c 2. c 3. b 4. b 5. a 6. b

Have Ss answer the questions from memory. Then play the video for them to check their answers.

C

In this activity, Ss identify information 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 and F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Have Ss correct the false sentences.

1. F 2. T 3. F 4. F 5. T 6. F

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-192)

A

In this activity, Ss prepare to talk about a memorable experience they've had.

Preview the activity Go over the instructions and read the list of ideas. Remind Ss to ask themselves *Wh-* questions about their experiences: *What was it? When was it? Where did it happen? Who was involved? Why was it memorable? How has it changed you?* Model an example of your own, if helpful, and write your notes on the board.

Do the activity Have Ss take notes on their own memorable experience. Go around the room and give help as needed.

B

In this activity, Ss tell their partners about a memorable experience they've had.

Preview the activity Go over the instructions. Explain that Ss should ask questions for more information. Have a volunteer share his or her experience, and model how to ask follow-up questions.

Do the activity Have pairs take turns talking about their memorable experience. Go around the room and give help as needed.

Follow-up Have Ss report to the class about their partner's experiences.

If your class enjoys this topic, put Ss in small groups and assign them a common topic to compare experiences about, such as learning to drive or going to a concert.

Instruct Ss to make their own videos about a memorable experience they've had. For further instructions, visit www.cambridge.org/fourcorners/teacher

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The six blind men and the elephant

Story summary

For his world history class, Nick tells the story of the six blind men and the elephant. Many years ago, in a village in India, a wise man asked six blind men a question: "Can you tell me what an elephant looks like?" The wise man said that the blind men must use their hands and touch the elephant. Each blind man touched a different part of the elephant and described the elephant to be like different objects: a rope, a snake, a wall, a fan, and a spear. The blind men argued in disagreement, each believing his description to be true. The wise man told them that they were each only partially right: "People fight because they believe that they alone know the truth. But in fact, each of us sees only a small part of what is true."

Language summary

Grammar
- Past modals for speculating
- Embedded questions

Vocabulary
- Suffixes: *-ful* and *-less*
- Mysterious events

Before you watch (page T-193)

A

In this activity, Ss label the picture with the correct words to preview vocabulary from the video.

- **Preview the activity** Explain that Ss will watch a video of a fable about an elephant. Direct Ss' attention to the picture of the elephant. Go over the instructions.
- **Do the activity** Have Ss write the correct words next to the corresponding parts of the elephant.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. ear
2. tusks
3. trunk
4. side
5. tail
6. leg

B

In this activity, Ss share their opinions about the various elephant parts.

- **Preview the activity** Go over the instructions. Tell Ss they are going to compare parts of the elephant to other objects. Model the conversation with a volunteer.
- **Do the activity** Have student pairs discuss their opinions of each of the six parts of the elephant. Go around the room and help Ss with vocabulary as needed. Encourage them to be creative.
- **Follow-up** Have student pairs share their opinions with the class.

While you watch (pages T-193–194)

A

In this activity, Ss circle the correct answers to complete the sentences about the video.

- **Preview the activity** Explain that Ss will identify basic facts about the story. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. c
2. b
3. b

- *Option* Pause the video after each item is mentioned for Ss to choose their answer.

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B

In this activity, Ss complete the sentences with the words used to describe the parts of the elephant in the video.

Preview the activity Go over the instructions. Have Ss look at the pictures and read the captions and incomplete sentences.

Play the video Have Ss write the correct words in the corresponding sentences. Play the video again, if necessary.

Check answers Go over the answers with the class.

1. tree
2. rope
3. snake
4. fan
5. wall
6. spear

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify information about 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 and F for the false ones. Play the video again, if necessary.

Check answers Go over the answers with the class. Have Ss correct the false sentences.

1. T
2. F
3. T
4. F
5. F

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-194)

A

In this activity, Ss discuss the use of the word actually.

Preview the activity Go over the instructions. Read the examples. Model a discussion with a volunteer, if helpful.

Do the activity Have pairs analyze and discuss the usages and meanings of the word *actually* in each example.

Check answers Have pairs compare answers with another pair. Go over the answers with the class.

1. to correct a mistake
2. to express a change of mind
3. to express surprise
4. to correct a mistake
5. to correct a mistake
6. to express surprise

B

In this activity, Ss take notes on a time they changed their minds.

Preview the activity Go over the instructions. Read the questions. Model an example of your own, if helpful. Encourage Ss to be specific and note as many details about their experiences as they can remember.

Do the activity Have Ss take notes about their experiences to prepare to talk about them. Go around the room and give help as needed.

C

In this activity, groups discuss their experiences from Part B.

Preview the activity Put Ss in small groups. Go over the instructions. Model a conversation with a volunteer, if helpful. Remind Ss that they can use *actually* to express a change of mind.

Do the activity Have groups share their experiences from Part B.

Follow-up Have groups briefly summarize their discussions for the class and discuss any interesting similarities or differences between them.

Instruct Ss to make their own videos about a fairy tale. For further instructions, visit www.cambridge.org/fourcorners/teacher

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A grandmother's perspective

Story summary

Danielle interviews her grandmother, Irma, about her personality and values for an English class assignment. Irma is busy playing a video game throughout most of the interview, but she pauses long enough to answer a few questions. She tells Danielle her idea of perfect happiness: skydiving! Her greatest fear, she says, is not getting past Level 17 on the video game she's playing! Upon second reflection, Irma says her greatest fear is not having the chance to do everything that she wants—like record a hip-hop album! Danielle asks more questions, including, "What is your greatest achievement?" And we witness Irma achieving it: getting a high score on the video game!

Language summary

Grammar

- Reported statements
- Reported *yes / no* questions

Vocabulary

- Three-word phrasal verbs
- Verbs + prepositions

Before you watch (page T-195)

A

In this activity, Ss complete the paragraphs with the correct phrases to preview vocabulary from the video.

- **Preview the activity** Direct Ss' attention to the verb phrases. Explain that they will hear these phrases in the video. Go over the instructions. Have Ss read the phrases. Point out that Ss may need to change the forms of the verbs. If necessary, go over an example with the class.
- **Do the activity** Have Ss write the correct words to complete the sentences.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. came up with
2. get away with
3. looking forward to
4. keep up with
5. put up with
6. got along with

B

In this activity, Ss use the phrases in Part A to ask questions.

- **Preview the activity** Go over the instructions. Model the example with a volunteer.
- **Do the activity** Have Ss work in pairs and use the phrases to ask questions. Go around the room and give help as needed.
- **Follow-up** Have pairs ask another pair their questions and compare answers.

While you watch (pages T-195–196)

A

In this activity, Ss circle the correct answers to complete the sentences and identify basic facts about Irma.

- **Preview the activity** Explain that Ss are going to watch a video interview about Danielle's grandmother, Irma. They will learn about Irma's personality. 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. a
2. c
3. b
4. c

B

In this activity, Ss identify information 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 and F for the false ones. Play the video again, if necessary.

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Check answers Go over the answers with the class. Have Ss correct the false sentences.

1. T 2. T 3. T 4. F 5. F

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss answer questions about the video.

Preview the activity Go over the instructions. Have Ss read the questions.

Play the video Have Ss write the answers to the questions. Play the video again, if necessary.

Check answers Go over the answers with the class.

1. 5 o'clock
2. since lunch time
3. English class
4. 45 years
5. 18

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-196)

A

In this activity, pairs discuss their opinions of Irma.

Preview the activity Read the questions. Go over the instructions. Model a conversation with a volunteer, if helpful.

Do the activity Have pairs ask and answer the questions. Go around the room and give help as needed.

Follow-up Have pairs compare answers with another pair. Elicit the answers from the class.

B

In this activity, groups discuss their own answers to Danielle's questions.

Preview the activity Put Ss in small groups. Go over the instructions. Have Ss read the questions.

Do the activity Have Ss think of or take notes on their own answers to the questions. Then have them discuss their opinions. Encourage Ss to ask follow-up questions for clarification and more information.

Follow-up Have groups report to the class about their discussions. Ask: *Did you have similar opinions? Did you agree with each other's ideas? How did your ideas differ?*

Have Ss add two more questions of their own to the list. Then have groups discuss the additional questions, too.

Instruct Ss to make their own video interviews about personality and values. For further instructions, visit www.cambridge.org/fourcorners/teacher

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The time of your life: Finding a job

Story summary

In this episode of *The Time of Your Life*, Wendy helps her audience learn how to network to find a job. Wendy demonstrates what a social network is and shows how it works with her own example. Then she answers college student Ben's question about how to prepare for an interview. For practice, Wendy asks him the question, "Why do you want to work here?" Ben stutters, so Wendy tells him how to gain more time to think before answering. She also says to send a thank-you note after interviewing. Next, Soon-mi calls from South Korea. She wants to know how to format her résumé. Wendy explains how to prepare a résumé for the United States. Last, Nick says he gets nervous at interviews. Wendy tells him to smile and makes him practice.

Language summary

Grammar
- Causative *get* and *have*
- Future continuous vs. future with *will*

Vocabulary
- Word partners
- Setting goals

Interactions
- Taking time to think

Before you watch (page T-197)

A

In this activity, Ss match the words and the sentences to preview vocabulary from the video.

- **Preview the activity** Direct Ss' attention to the words and definitions. Point out that these words are related to finding a job. Go over the instructions. Have Ss read the sentences.
- **Do the activity** Have Ss write the letters of the definitions next to their corresponding words.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

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

B

In this activity, pairs use the words from Part A to ask and answer questions.

- **Preview the activity** Go over the instructions. Model an example with a volunteer, if helpful. For example, *Do you have a business card? No, I don't.*
- **Do the activity** Have pairs use the words from Part A to ask and answer questions.
- **Follow-up** Have Ss report to the class about any new or interesting information they learned about their partners.

While you watch (pages T-197–198)

A

In this activity, Ss complete the sentences with the correct characters' names.

- **Preview the activity** Explain that Ss will watch a video about advice to find a job. Go over the instructions and read the sentences.
- **Play the video** Have Ss complete the sentences with the names of the correct characters. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. Nick
2. Soon-mi
3. Wendy
4. Ben
5. Wendy, Ben, Nick

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B

In this activity, Ss check the answers to questions about the characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the list of questions and possible answers. Point out that there may be more than one correct answer for each question.
- **Play the video** Have Ss check the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

1. had his clothes dry-cleaned; gotten his résumé printed
2. the colleges she has attended; the degrees she has received; the jobs she has had; how long she worked at each job
3. relax; smile

C

In this activity, Ss circle the correct answers to the questions.

- **Preview the activity** Go over the instructions. Have Ss read the questions and possible answers.
- **Play the video** Have Ss circle the correct answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

1. b 2. b 3. c 4. c

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 Wendy's advice and what they do when they get nervous.

- **Preview the activity** Go over the instructions and read the questions. Model a conversation with a volunteer, if helpful.
- **Do the activity** Have pairs ask and answer the questions. Go around the room and give help as needed.
- **Follow-up** Have Ss tell another classmate about their partner's responses.

B

In this activity, groups discuss questions about job interviews.

- **Preview the activity** Put Ss in small groups. If helpful, group Ss according to their career interests. Go over the instructions and read the questions.
- **Do the activity** Have Ss ask and answer the questions. Go around the room and give help as needed.
- **Follow-up** Elicit the answers from the class.

If your class enjoys this topic, put Ss into pairs to practice job interviews. Alternatively, have Ss work in pairs to take turns playing the role of "Wendy" and give job search advice to each other.

Instruct Ss to make their own videos giving job advice. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Finding solutions

Story summary

Danielle gives a report about bike lanes in Brooklyn, New York. She interviews a bike rider, William, who says he can go a lot quicker with the bike lanes. But then Meena, a shop owner, comes out and complains that bike lanes hurt her business; she sells refrigerators, and people on bikes don't take refrigerators home. Next, Sonia, a campaigner for bike lanes, explains that bike riding reduces car pollution; however, Diego is concerned about the number of pedestrians who get hit by people on bicycles. Danielle concludes her report by saying she learned there are two sides to every story.

Language summary

Grammar
- Present continuous passive
- Infinitive passive
- Linking words

Vocabulary
- Preventing pollution
- Community improvement

Interactions
- Supporting an opinion

Before you watch (page T-199)

A

In this activity, Ss match the words and the pictures to preview vocabulary in the video.

- **Preview the activity** Explain that Ss will watch a video about solutions to traffic problems, such as walking and bicycling. Direct Ss' attention to the words and pictures. Go over the instructions.
- **Do the activity** Have Ss write the letter of the correct word next to the corresponding picture.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. d	3. b	5. c	7. a
2. h	4. f	6. e	8. g

B

In this activity, Ss discuss their opinions about bicycle lanes.

- **Preview the activity** Go over the instructions. Read the questions. Model a conversation with a volunteer, if helpful.
- **Do the activity** Have pairs ask and answer the questions. Go around the room and give help as needed.
- **Check answers** Have pairs briefly summarize their discussions for the class.

While you watch (pages T-199–200)

A

In this activity, Ss identify which character would agree with each opinion.

- **Preview the activity** Explain that Ss will watch an interview video, and they should listen for people's opinions. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss check which person would agree with each sentence. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Store owner	4. Commuter
2. Diego	5. Store owner
3. Sonia	6. Diego

B

In this activity, Ss circle the correct answers to the questions about the video.

- **Preview the activity** Go over the instructions.
- **Play the video** Have Ss circle the correct answers to the questions. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

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Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify information about 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 and F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Have Ss correct the false sentences.

1. F 2. T 3. F 4. F 5. T

Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-200)

A

In this activity, Ss fill in the blanks to complete the summary paragraph.

- **Preview the activity** Go over the instructions. Explain that Ss will be completing a summary of the video. Read the words in the box.
- **Do the activity** Have Ss write the correct words in the sentences to complete the paragraph.
- **Follow-up** Elicit the answers from the class.

Danielle discovers that there are two sides to the *issue* of bike *lanes*. On the one hand, because of bike lanes, there are fewer cars in city traffic. This means less *exhaust* from cars and therefore less air pollution. Also, bicycling is good exercise and keeps bike riders fit. On the other hand, some store *owners* complain that there are fewer parking *spaces* for their customers. In addition, there are sometimes *collisions* between bicyclists and *pedestrians*.

B

In this activity, groups discuss questions about bike lanes.

- **Preview the activity** Put Ss in small groups. Go over the instructions. Read the questions.
- **Do the activity** Have groups ask and answer the questions. Go around the room and give help as needed.
- **Follow-up** Have groups share their solutions to the problems mentioned in the video. Make a list of the solutions on the board. Have the class vote on the best solutions and support their opinions.

If it's more interesting for your class, choose a similar topic for discussion, such as bus routes, subway service, parking, and so forth. Revise the questions listed to focus on the chosen topic.

Action Video note

Instruct Ss to make their own videos that show two sides of a story. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Video scripts

Unit 1

News

In this episode of Street Talk, *Emi K. asks people, "How do you get your news?" She interviews a businesswoman who reads the newspaper and a taxi driver who listens to the radio. Finally, we meet Ben who gets the news from his smart phone, which tells him "everything that's happening in the world right now." He reads headlines such as "Plane Crashes in Jungle," "Boat Overturns," and "Fans Chase Rock Star," but remains oblivious to the real-life scene behind him of the fans chasing the rock star.*

Female Announcer *Street Talk!* With Emi K.

Emi Hey, I'm Emi K., and this is *Street Talk*. Today's question is: "How do you get your news?" Take me. I watch the news on TV. Which channel do I watch? Cool TV, of course! Lifestyle news, entertainment news – Cool TV has it all. OK. So now I'll ask some other people where they get their news. Ready? Let's go!

Emi OK, everyone, this is Christine. And I won't even ask you how you get your news. You're reading the newspaper, so obviously . . .

Christine Well, yeah. Today, I'm relaxing with the newspaper, but that's because it's my day off. When I'm working, I don't have time to check the news at all.

Emi Wow. Not even online?

Christine I'm way too busy for that. Also, my company doesn't allow employees to read news online. We can only use the Internet for business.

Emi Oh, I see. Well, when you read the newspaper, what are your favorite sections?

Christine Oh, all of them, really. But I love the world news and the travel section. I've always wanted to quit my job and just see the world.

Emi What about the business section?

Christine Ugh, no. I get enough business at work!

Emi Thanks, Christine. Let's go!

Emi OK, everyone, this is – Tony, right?

Tony Yeah, Tony.

Emi And you're a taxi driver, right?

Tony Well, yeah. Listen, miss, I'm in a hurry.

Emi OK, OK. I just have one quick question. How do you get your news?

Tony I get all my news right here, on the radio. I like this station that gives traffic news every ten minutes.

Emi Thanks, Tony!

Emi All right, I'm here with Ben. He gets all his news from his phone. Isn't that right, Ben? Ben?

Ben What? Oh, right. This phone is all I need. I've stopped reading the paper and watching TV news shows. TV news is boring. I mean, people on TV news shows talk too much!

Emi TV news is boring? Oh, I'm not sure that's really true. TV news shows aren't all boring, are they?

Ben Sorry! I'm not talking about your show.

Emi That's OK.

Ben All I'm saying is, my phone is just better. I mean, I know exactly what's happening, right now, anywhere in the world.

Emi That's cool. What's happening right now?

Ben Let's see. . . . "Plane Crashes in Jungle" . . . "Boat Overturns" . . . "Blind Man Rescues Surfer" . . . "Fans Chase Local Rock Star." They probably chased him because his last song was terrible! Let's see. . . . Oh! There was an earthquake! . . . "Tourists Survive Bus Accident" . . . "Firefighter Rescues Local Cat" . . . oh, there's a really cute photo here. . . . Yep, I always know exactly what's happening!

Emi Well, there you have it. I'll see you guys soon. Thanks for watching!

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Unit 2

Communication

In Ben's video report, he interviews friends about methods of personal communication. Danielle likes email because she can send or read it when she likes, and she can use a lot more words than when she texts. Nearby, Ben's roommate Nick is eating breakfast and keeps interrupting Ben's report with text messages. Ben calls April who loves the phone because it's faster and more personal. Before she hangs up, April tells Ben that Nick sent a text message asking him to pass the toast. Finally, Ben interviews Alicia who thinks social networking is best because it's like having a party online. Ben sums up his report saying that everybody has their own way of communicating, but Nick gets the last word – in the form of a text.

Ben Hey, everybody. I'm Ben, and this is my video report on methods of personal communication. And, my friend Nick is here. I invited him to help me. Hi, Nick! And that is exactly what my report is about. I mean, some people are so busy with electronic communication that they can't communicate with people face to face. Right, Nick? "Please pass the milk." OK. So, today I want to look at three methods of personal communication: the telephone, email, and social networking. First we'll hear from my friend Danielle, who likes email. She writes: "I like email because I can read an email or send an email whenever I like. And I can also use a lot more words than when I'm texting." Those are good points, Danielle. I agree that email is good for many things, but sometimes it's easier to explain something on the phone, or in person, face to face. Well, thanks, Danielle! "Could you get me a spoon?" No! I'm taping my report now. OK, next is my friend April, who's on the phone. Hi, April!

April Hi, Ben.

Ben So, April, I know you're a person who loves the phone.

April I do! I love hearing people's voices, I think it's easier to communicate, and it's faster, too. It feels more personal.

Ben I agree, it is more personal than texts. But it's not as personal as face-to-face communication, right?

April That's true. But sometimes I'm glad people can't see me. Like right now – I've been exercising, and I look pretty messy!

Ben Yeah, that's a good point! Well, thanks for your call, April! Bye.

April Hey, I just got a text from Nick. He wants you to pass the toast. Bye.

Ben Next is my friend Alicia, who is really into social networking. Here's her page. She writes: "Social networking is the best because I can communicate with lots of people at the same time. It's like having a party online!" I like social networking, too, but only for some kinds of communication. I mean, I don't use social networking to talk about something personal, or to ask someone to help me with a problem. I think face-to-face communication is the best. Oh, what a surprise! This is from Nick. "You haven't talked about texting. I can text whenever I want, and I don't have a problem with using a lot of words." That's true. You are very fast. "And when I text, I know the person will get my message right away." OK, Nick makes some good points. But some people text too much. And texting isn't very personal. Texts are best for short messages. And, Nick, why are you texting me when I'm sitting right next to you?! Well, I guess the point of my report is that everybody has their own way of communicating. And what works for me, obviously doesn't work for Danielle, for April, for Alicia, or for Nick. "Please pass the jelly."

Unit 3

Food

In this cooking video, Danielle's grandmother, Irma, shows her how to make chocolate chip muffins. They follow the recipe, step by step, but Danielle, who doesn't cook much, has a bit of trouble. She doesn't know how to use the whisk; she drops eggshells into the batter; and she adds too much vanilla. After the muffins come out of the oven, and they finally try them, Irma says that she can really taste the vanilla and that the muffins are kind of . . . crunchy. When Irma isn't looking, Danielle removes a piece of eggshell from her muffin! Oops!

Danielle Hey, friends and family, it's Danielle. And these are the world's most delicious chocolate chip muffins. They're sweet, chewy, and moist. And they're made by my awesome grandma, Irma Jones!

Irma Hi, everyone!

Danielle Grandma's going to show how these muffins are made. That way we can make them ourselves, any time.

Irma Well, let's get started! I'm a busy lady. I can't sit around all day making muffins for you people.

Danielle So, Grandma, what ingredients are in your muffins?

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Irma Well, uh, let's see. They're made with flour, baking soda, salt, eggs, milk, some sugar, a little vanilla, and, of course, lots of butter.
Danielle And they're made with chocolate chips, right?
Irma Right. We can't forget the chocolate chips. So, first, we take the flour, the baking powder, and the salt, put it in this bowl, and whisk it together really well. No, honey. Whisk it. Use the whisk.
Danielle The what?
Irma This. The whisk.
Danielle Oh, right. Got it. Sorry, Grandma. I don't cook much.
Irma I can see that! OK, next. In this bowl, we put the milk, eggs, sugar, vanilla, and butter.
Danielle How much butter? A little? Half?
Irma All of it!
Danielle OK. What's next?
Irma Uh, two eggs. One cup of milk . . . a cup of sugar . . . and a tablespoon of vanilla. Uh, OK, after you add the vanilla, mix it all together.
Danielle With the whisk! Right?
Irma No, honey, with the mixer. OK, now, once you've finished mixing everything together, pour this into that.
Danielle Now, let me guess. I whisk it again!
Irma Yes, but just a little. And after that, we add the chocolate chips. Oh, wait. Before you pour the chocolate chips in, let's taste some.
Danielle Good idea!
Irma Tasting the chocolate chips is the most important step! I'm just stirring it until it's all mixed together. And once it's mixed, we'll just pour it right into the muffin pan.
Danielle After the muffins have been in the oven for 15 minutes, we'll take them out.

.....

Danielle OK, the muffins are done, and they're cool enough to eat. Let's try them!
Irma Hmm, they're very sweet. And I can *really* taste the vanilla this time.
Danielle They're crispy on the top, chewy on the inside.
Irma They're kind of crunchy. That's interesting. Well, now you all know how to make my muffins!
Danielle Thanks, Grandma!

Unit 4

Acts of kindness

Nick sends Ben to investigate what would happen if you were kind to somebody else in everyday situations. Ben struggles to help a woman carry heavy bags of groceries. Then he helps a tourist to his hotel and ends up carrying his heavy bags, too. Finally, Ben helps a woman who's run out of gas by pushing her car to the gas station. Nick asks Ben, "Why would you do acts of kindness?" Ben answers that they can help you feel good about yourself. Then we see that Ben's acts of kindness made the recipients feel good, too, as each one gives him a gift to say thank you.

Nick Hi guys, I'm Nick!
Ben And I'm Ben!
Nick Welcome to our video segment on acts of kindness.
Ben We wanted to look at everyday situations where somebody could be kind to somebody else.
Nick So, I sent Ben to investigate!
Ben That was very kind of you.

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Nick What would you do if you saw somebody in the street with some really heavy bags of groceries? This is what could happen . . .
Ben Hi!
Irma Hello . . .
Ben Can I help you with your bags?
Irma Why?
Ben Because . . . they look heavy.
Irma Well, yeah, they're not that heavy. Well . . . OK. Are you all right?
Ben Where do you live?
Irma Only five blocks from here!
Ben That's not far.
Irma My apartment is on the 6th floor. And there's no elevator. Come on!

.....

Nick What would you do if you met a tourist who was lost? Especially if he was really lost! Oh! So, you wouldn't help him? OK, this is what you should have done.
Ben Hi. Do you need some help?
Paul Oh, yes, please! I'm looking for the New Yorker Hotel.
Ben Let me show you on the map.
Paul Thank you!
Ben You know, actually, it's not that far from here. I'll take you there.
Paul Really?
Ben Sure, no problem!
Paul Thanks! Could you help me with these?

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Ben Sure.
Paul OK.

Nick What would you do if you saw a woman with a car problem?
Ben Excuse me! Can I help?
Angela Thank you so much! Could you push me to that gas station over there?

Nick Why would you do these acts of kindness? Well, they would make you feel good about yourself. And they would make the people you helped feel good about you!
Irma Hi!
Ben Hi!
Irma How are you?
Ben I'm good, thanks.
Irma This is for you.
Ben Thank you!
Paul Hi! The hotel is great.
Ben Oh, OK! Excellent!
Paul I bought you something – thanks for helping me.
Ben Thanks!
Angela Hi. This is for you!
Ben Thanks!

Unit 5

Travel and tourism

In this episode of Street Talk *with Emi K., she asks New Yorkers, "What advice would you give to tourists?" First, she talks with two women: Elena, who says to go shopping in SoHo where she got a handbag for $250, and her friend Lauren who prefers Canal Street because it's cheaper and more diverse. It's also where she got a bag that looks exactly the same as Elena's for only $25. Next, we meet an actor who says that if you buy Broadway tickets just before the show, you can get them cheaper. He also says New Yorkers are friendlier than everybody thinks. Finally, Emi interviews a couple from Iowa who are tourists. They heard advice on where to eat the best spaghetti and where to find the best bargains on handbags. But then the tourist's bag from Canal Street breaks, proving that you get what you pay for!*

Emi Hi guys, I'm Emi K. And today, like every day, I'm in a world-famous city. I'm in the best, the most fast-paced, the most culturally diverse, and the most fun-loving city ever. That's right. I'm in New York City! Now, New York has everything, and everything happens fast. If you're a tourist from somewhere more slow paced, it can be confusing. So today, we're asking New Yorkers, "What advice would you give to tourists?" Let's ask these girls.

Emi Excuse me! Ladies! Hi! I'm Emi K. with *Street Talk*. Can I ask you a quick question?
Elena Oh, sure! We know your show. I'm Elena. And she's Lauren. Only – why are you wearing that hat? Only tourists wear that hat.
Emi Yeah, I know. It's just because today's question is: "What advice would you give tourists who come here?"
Elena Oh, I get it. And that's an easy question. They should go to SoHo. It's the coolest part of the city. It's more expensive than other areas, but it has the trendiest restaurants, the best stores, the most glamorous people . . .
Lauren Oh, I don't know. Everything in SoHo is so overpriced. I prefer Canal Street. That's in Chinatown.
Emi Canal Street. Why there?
Lauren Well, for one thing, it's cheaper. And it's more culturally diverse.
Elena Yeah, but the shopping is better in SoHo. Look, I got this bag in SoHo. It's made by the designer Giorgio Giorgio. Isn't it great? Only $250!
Lauren And I got the same one on Canal Street, but it was much cheaper! Only $25!
Elena Yeah, but is it a real Giorgio Giorgio handbag?
Lauren No. But it looks as real as yours!

Emi OK, everyone, this is Diego. He's an actor. Now, Diego, what advice would you give tourists?
Diego Well, there's lots to do, but you should make time to see a Broadway show.
Emi OK, but aren't theater tickets expensive?
Diego Well, it's true. The best seats aren't cheap. But if you buy your tickets just minutes before the show, the prices are less expensive. You can get good seats that are cheaper. Sometimes the tickets are as cheap as $15. I mean, that's almost as cheap as going to a movie.
Emi True. Any other advice for tourists?
Diego Yeah. Ask for directions. New Yorkers are friendlier than everybody thinks. Most people will be happy to help you find your way.
Emi All right, thanks, Diego!

Emi This is Paul and Kathy. They actually are tourists.
Paul That's right. We're from Iowa. That's in the middle of the United States.
Emi So, did you get any good advice about New York City?

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Paul Well, when we first came to New York, we were told by our friends to go to this place in Little Italy where they have the best spaghetti. And they were right.

Kathy Paul loved the spaghetti so much that he decided to take it with him.

Emi Anything else?

Paul My co-workers had warned us not to go to the museums on Sunday and Monday. They're very busy on Sunday, and on Monday, most of the big museums are closed.

Emi That's true. Did you get any other good advice?

Kathy Actually, we got some really good advice this morning from two nice women we met. They gave us a great shopping tip. Thanks to the advice of one of the women, I bought this great Giorgio Giorgio bag at Canal Street for only $25! It's the cheapest price I've ever seen for a Giorgio Giorgio bag.

Emi Well, New Yorkers may know where to get the best bargains, but there's one piece of advice you can take wherever you go: "You get what you pay for." I'm Emi K. See you next time on Street Talk.

Unit 6

The laugh club

In this video, Emi says that she's a competitive person who has trouble managing stress, so she visits a laugh club to find out if laughter is the best way to manage stress. Alicia, the club leader, tells Emi that laughter can make you feel better, relieve stress, and protect your heart from disease. Then Emi asks how it works, and Alicia explains that they just laugh. Emi doesn't understand, so Alicia tells her to try laughing. Eventually everyone starts laughing, and Emi leaves the club feeling great.

Emi Hi, it's me, Emi. I don't know about you, but I'm not a person who is very good at managing stress. I mean, I'm a competitive person. I'm usually busy, so I'm often stressed out. I wish I weren't so busy. And I wish I could relax more. Today, I'm going to visit a laugh club. What's that? A laugh club is a group of people who believe laughter is the best way to manage stress. Do you think a laugh club can help me manage stress? Let's find out!

.....

Emi Excuse me?

Alicia Hi, there. Welcome to the laugh club!

Emi Hello, everyone! I'm Emi. I'm doing a video on laugh therapy.

Alicia Yes, we were expecting you.

Emi Well, I can see that you are people who like to have a good laugh. I'm pretty stressed out today. Can I join your meeting?

Marco Sure, come on in! You can sit here.

Ben Yeah, have a seat. Relax! Have a good time!

Emi So, how does this work?

Alicia Well, it's well known that laughing can make you feel better. It can help relieve stress, that's for sure. But it's also a great medicine – it can help protect your heart from disease.

Emi Really?

Alicia Yep. It can also help prevent and heal other diseases and can even reduce pain.

Emi That sounds great. So how does it work?

Alicia Well, every day we all come together here to laugh.

Emi What do you do? Tell funny jokes? Watch funny movies?

Alicia No. We just laugh.

Emi But what do you laugh at?

Alicia Nothing. We just start laughing, and pretty soon we can't stop.

Emi But if you're not laughing at something funny, then how can it reduce stress?

Alicia Your body doesn't know if your laughter is real or not. So making yourself laugh is just as helpful as laughing at something funny.

Emi I still don't understand.

Alicia Well, why don't we try it and see what you think?

Emi OK. How do we begin?

Alicia We just start laughing. Why don't you give it a try?

Emi Oh, OK. Ha ha.

Alicia Try it again.

Emi Ha ha ha.

Alicia Good, one more time.

Emi Ha ha hee hee! What? What?! What are you laughing at?!! Well guys, I have to go, but thank you so much for letting me be a part of the laugh meeting! It was so fun – and really relaxing! I wish I could do this every day!

Alicia You should do this everyday!

Ben Yeah. I mean, we do this everyday! It's the best way to manage stress.

Marco Yeah! Come back again – anytime!

Alicia Bye, Emi! And remember: Don't forget to laugh!!!

.....

Emi Well, that was amazing. I have never laughed so hard in my life. And I feel great right now. And I'm much less stressed. You really ought to try it. Well, bye!

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Unit 7

The amazing, transportable office necktie!

Danielle's dad, Peter, is not only a car salesman, but he's also an inventor. He demonstrates his new invention: the amazing transportable office necktie. It's a necktie with secret pockets to hold paper clips, sticky notes, business cards, and breath freshener. He sewed the pockets on it himself. Danielle wonders why the tie doesn't have a pen holder. Then Peter's wife Wendy comes in and tells him that a tie like this has already been invented. Peter is disappointed, until he has another amazing idea – the transportable pen holder: his ear!

Peter Hello, I'm Peter Jones. You know, Peter Jones of Jones Quality Cars out on Route 31. I sell cars, but I'm also an inventor! And today, I want to show you my creative, imaginative, very convenient new invention. The amazing, transportable office necktie! Ta-dah! This is such a cool invention! It's also so effective because it solves a problem. Here, take a closer look. I've designed my necktie with secret pockets to hold my office supplies. See, each pocket is sewn to the back of the tie. I used my wife's sewing machine. Here's a pocket for my sticky notes. And here's another pocket for paper clips. My business cards go in this pocket. And, oh yeah, this pocket was made for my breath spray. You know, fresh breath is so important for a car salesman! Ahhhh! Yeah, the amazing, transportable office necktie is such an improvement over the conventional necktie. And it's so convenient for me as a car salesman because I'm seldom in the office. I'm usually outside, talking to customers and showing them cars. Before, I had to run back to the office to get more business cards and supplies. My life has been made so much easier by this tie. It's – Danielle! Come here! You've got to see what I invented.

Danielle What is that?

Peter What do you mean? It's the amazing transportable office necktie! Look! It has pockets, honey. Pockets!

Danielle Yeah, I see. But isn't that necktie a little, like, inconvenient? And heavy?

Peter Well, I guess it is a little heavy. But the pockets! See? My business cards, my sticky notes, my paper clips? See how they all go in these pockets? That's so cool. Right? I mean, how else would I carry these things?

Danielle Well, you know, one idea is to use your shirt pocket. And there's no place for a pen. That's so inconvenient. If you're going to carry sticky notes, you'll need to write on them, right?

Peter Yeah, OK, that's an area for improvement. I'll remember that. Well, this is just a prototype – you know, an example. It was made quickly, and . . .

Wendy Hey, what's all the excitement about? Peter, what did you do to your tie? Are those pockets?

Peter Yes, they're pockets. Come on, this is a real innovation. You guys don't wear ties. You don't understand. I think people would buy it. I think it would be so successful that we could make a million dollars!

Wendy Oh, honey. I am so sorry to have to tell you this, but it's already been invented. I saw a necktie with pockets on the Internet a few years ago.

Peter Oh. I see.

Wendy I'm so sorry.

Danielle Yeah, sorry, Dad.

Peter No, you're both right. It's not such an effective invention. And it's too heavy, and it looks funny, and the idea is unoriginal, and there's no place for a pen . . . Of course! A place for a pen. It's perfect!

Danielle Dad?

Peter I've got it! The perfect transportable pen holder. Watch! See? The amazing transportable pen holder! It goes perfectly with the amazing transportable office necktie!

Wendy I'm just glad you're happy, dear.

Peter Wow. The amazing transportable pen holder. The amazing transportable office necktie. That's two inventions. I invented two things in one day!

Unit 8

I'll always remember

In this video, three people talk about memorable experiences they've had. First, Jasmine remembers her first trip to Italy. On her trip, she'd already been impressed by Rome, and she'd seen fantastic art in Florence, but she was completely amazed by her visit to Venice. If she hadn't gone there, she wouldn't have become an artist. Next, Charlie remembers his first skydive. His friend had given him the dive as a birthday present. If it weren't for Steve, he'd never have done it. Charlie has gone skydiving about fifty times since then. Finally, Reina talks about the day she learned how to drive. She was 20 and had never driven before. Her friend taught her, but he hadn't told her that his car was a stick shift, which made it very difficult. Still, she finally learned to drive his car in three hours.

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Jasmine I'll always remember the first time I went to Venice. It was my first trip to Italy, and I'd already been to Rome and Florence. I thought that Rome was really impressive, with the Coliseum and St. Peter's and all the ancient buildings. And I loved Florence, too. I'd seen some fantastic art there in the Uffizi Gallery. But I was completely amazed by Venice, because I hadn't known what to expect. I'd arrived there by train very early in the morning, and when I came out of the railway station I saw canals instead of streets! I took a waterbus down the Grand Canal and went under the Rialto Bridge. I'd seen lots of photos of the Grand Canal, but photos can't really show what the light in Venice is like. I mean, the reflections from the water and the buildings were something I'd never seen before. After I went to Venice, I decided that I wanted to learn to paint. If I hadn't gone there, I wouldn't have become an artist.

Charlie I'll always remember my first skydive. It was two days after my twenty-first birthday. My friend Steve had given me the skydive as a birthday present. Steve had already gone skydiving two weeks before, and he said it was the best thing he had ever done. So, he thought I should do it, too! If it hadn't been for Steve, I don't think I ever would have done it! It was a bright and sunny day, and I went out to an airfield just outside of town. After completing a training session, I got into a small plane with my instructor and a couple of other guys who'd never made a jump before. When the plane reached an altitude of about 5,000 feet, they opened the door. The instructor and I jumped out together. After the parachute opened, we just glided down to the ground. It all seemed really fast! I thought it was the best thing I'd ever done, and I've gone skydiving about fifty more times since then. Thank you, Steve!

Reina I'll always remember the day I learned how to drive. I was 20 years old, but I'd never driven a car before, and I decided it was time to learn. My friend William said he would teach me. So one Saturday, I tried to drive his car. I'd never even started a car before. I was pretty nervous. William's car had a manual transmission, a stick shift. If I had known how hard it would be to drive a stick shift, I would have chosen an easier car – you know, one with an automatic transmission. I wanted to stop driving several times, but William told me to keep driving. I was afraid I was going to damage his car. I think he was afraid of that, too, but he didn't say anything. Well, it took me three hours, but I finally learned how to drive that car!

Unit 9

The six blind men and the elephant

For his world history class, Nick tells the story of the six blind men and the elephant. Many years ago, in a village in India, a wise man asked six blind men a question: "Can you tell me what an elephant looks like?" The wise man said that the blind men must use their hands and touch the elephant. Each blind man touched a different part of the elephant and described the elephant to be like different objects: a rope, a snake, a wall, a fan, and a spear. The blind men argued in disagreement, each believing his description to be true. The wise man told them that they were each only partially right: "People fight because they believe that they alone know the truth. But in fact, each of us sees only a small part of what is true."

Nick The story of the six blind men and the elephant. Many years ago, in a village in India, a wise man asked six blind men a question: "Can you tell me what an elephant looks like?" "We have never seen anything at all because we were born blind," the men replied. "How can we know what an elephant looks like?" "You must use your hands. Touch the elephant and tell me what it is like," said the wise man. So the six blind men approached the elephant, and each man touched a different part of the elephant's body. The first blind man felt the elephant's leg. "An elephant is like a tree," he said, "because it is strong, tall, and powerful." The second blind man thought that the first couldn't have been right, for he was touching the elephant's tail. "No," he said. "An elephant is not like a tree. An elephant is like a rope, because it is long and thin." The third blind man was certain the second must have been wrong as well, for he was touching the elephant's trunk. "No, my friends," he said. "An elephant is not like a tree or like a rope. An elephant is like a giant snake." "I'm afraid I disagree," said the fourth blind man as he touched the elephant's ear. "An elephant is like a fan!" The fifth blind man, touching the elephant's side, said, "Actually, an elephant is like a wall!" And the sixth blind man, touching the elephant's tusk, said, "You are all wrong! An elephant is long and pointed like a spear!" Each of the blind men could not believe what the others had said. They all began to argue loudly. Each man shouted that he was right and that his friends were wrong. The argument became so strong that the men began to fight. Finally, the wise man stopped them. "My friends, it is useless to argue or fight. Each of you has touched an elephant. And each of you has said what you believe an elephant is like. But you are all only partly right. None of you has touched the whole elephant, so you can't see the big picture. Sadly, this misunderstanding happens all over the world," the wise man told them. "People fight because they believe that they alone know the truth. But in fact, each of us sees only a small part of what is true."

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Unit 10

A grandmother's perspective

Danielle interviews her grandmother, Irma, about her personality and values for an English class assignment. Irma is busy playing a video game throughout most of the interview, but she pauses long enough to answer a few questions. She tells Danielle her idea of perfect happiness: skydiving! Her greatest fear, she says, is not getting past Level 17 on the video game she's playing! Upon second reflection, Irma says her greatest fear is not having the chance to do everything that she wants – like record a hip-hop album! Danielle asks more questions, including, "What is your greatest achievement?" And we witness Irma achieving it: getting a high score on the video game!

Danielle Today, I'm interviewing my grandmother, Irma, for my English class assignment. I'm asking her some questions to learn about her personality and values. You'll like her! She's a very inspiring woman. She's had some really interesting experiences, and she has a different perspective on life!

Danielle Grandma? Can I interview you now?
Irma Uh, not now. Catch me later, I'm kind of busy right now.
Danielle But Grandma! You told me if I came at 5 o'clock I could interview you.
Irma Really? Is it five? I've been playing this game since lunchtime? ARRGH! I'm so fed up with this video game. I can never get past Level 17! All right. Ask me your questions, honey.
Danielle OK, first question. What is your idea of perfect happiness?
Irma Jumping out of an airplane.
Danielle WHAT!?
Irma You know. Skydiving?
Danielle But . . .
Irma What did you think I would say?
Danielle Oh, I don't know. Maybe spending time with your family? Or taking a walk on a beach at sunset?
Irma I'm not like most grandmas, honey.
Danielle I know. When I told my friends you like hip-hop and video games, they thought I was joking. But when did you jump out of an airplane?
Irma During the war, honey.
Danielle But you told me you were a journalist during the war!
Irma Oh, I was. But, sometimes journalists jumped out of the airplanes with the soldiers. I did that.
Danielle Wow!
Irma ARRGH! You won't get away with that!
Danielle Uh . . . question number two?
Irma All right, go ahead. I'm looking forward to it.
Danielle What is your greatest fear?
Irma Not getting past Level 17 in this video game.
Danielle Be serious, Grandma, please?
Irma OK, well, somebody told me once that if you really want to live your life, you can't spend time being afraid of things.
Danielle That sounds like good advice.
Irma It *is* good advice. But, OK . . . my greatest fear is not having the chance to do everything that I want.
Danielle Really? Like what?
Irma Like recording a hip-hop album.
Danielle Right! Third question. What is your greatest regret?
Irma That's easy. My greatest regret is never seeing Bob Marley in concert.
Danielle I see. OK, next question. What is the quality you most admire in a man?
Irma Where did you come up with these questions?
Danielle I told you . . . it's for English class.
Irma Height.
Danielle What?!
Irma Height. I like tall men.
Danielle Really?! But you told me Grandpa was short. And you got along with him for 45 years!
Irma Well, he was short. But he could jump. I like a man who can keep up with me in a good game of basketball.
Danielle OK. Right! You're really amazing, Grandma!
Irma Yes, I am. Whoa-whoa-whoa!
Danielle Last question: what is your greatest achievement?
Irma You just saw it! Getting past Level 17 in this video game! That is my greatest achievement.
Danielle Oh, come on. You've jumped out of airplanes. You've won awards in journalism. You've met lots of important people . . . surely you must have an achievement that you're more proud of?
Irma Well, OK. Having a granddaughter like you who puts up with a strange grandma like me – *that's* my greatest achievement.
Danielle You're not so strange. Well, you're not like any other grandma I know. But that's why I love you.
Irma I love you, too, honey. Are we done? I have to get past Level 18!

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Unit 11

The time of your life: Finding a job

In this episode of The time of your life, *Wendy helps her audience learn how to network to find a job. Wendy demonstrates what a social network is and shows us how it works with her own example. Then she answers college student Ben's question about how to prepare for an interview. For practice, Wendy asks him the question, "Why do you want to work here?" Ben stutters, so Wendy tells him how to gain more time to think before answering. She also says to send a thank-you note after interviewing. Next, Soon-mi calls from South Korea. She wants to know how to format her résumé. Wendy explains how to prepare a résumé for the United States. Last, Nick says he gets nervous at interviews. Wendy tells him to smile and makes him practice.*

Wendy Welcome, everyone. I'm Wendy Jones, and this is *The Time of Your Life*. Send me videos with your questions, and I'll help you organize your career, your home, and your life. Today, I will be talking about one way to find a job. It's called *networking*. A network is a group of people who can help you in your career. They might be people who are doing the kind of job you want to get, or people who know about jobs that are available. You should talk to all the people in your network and let them know you'll be looking for a new job soon. OK, this is my network. Everyone up on this board is a person who can help me in my career. For example, this is Carol. Carol used to be my boss. This afternoon, Carol introduced me to her friend, Susan. Here's her business card up on the board. Susan works for an Internet company, and she offered to show my résumé to her boss. Isn't that great? OK, so now I'll answer your questions about jobs. The first question is from Ben, a college student. Hi, Ben.

Ben Hi, Wendy! I'll be graduating from college this year, so I'm looking for my first job in the real world. Actually, I'll be going on an interview next week. I got my résumé printed on really nice paper, and I had my clothes dry-cleaned. But I still don't feel very prepared. What if they ask me a question I can't answer?

Wendy Well, Ben, you should prepare for an interview. For example, get a friend to practice possible interview questions with you. Actually, we could practice right now. I'll ask you a question, OK?

Ben Uh . . . OK.

Wendy Ben, why exactly do you want to work here?

Ben Uh, well . . . I . . . um . . . I mean, uh . . .

Wendy You don't want to answer like that at an interview, Ben. Here's a tip: If you need more time to think about a question, you can say "Hmm. That's a good question. Let me think." That will give you some time to think of an answer.

Ben Yeah, that's a good tip. Thanks, Wendy!

Wendy Oh, and another thing: Always, always send a thank-you note after an interview!

Ben Thanks, Wendy.

Wendy You're welcome. Now, here's a question from Soon-mi, all the way from Seoul, South Korea. Soon-mi?

Soon-mi Hi, Wendy. I'm in South Korea now, but I'll be applying for jobs in the U.S. soon. My question is, how should I format my résumé? In South Korea, people often include their date of birth, a photo of themselves, and the name of their junior high school on their résumé.

Wendy Well, a résumé in the U.S. should only include your education and work experience. You should list all the colleges or universities you've attended and all the degrees you've received. And you should describe all the jobs you've had and how long you were at each job. The most important thing is to write clearly and simply, and always get your résumé proofread.

Soon-mi Thanks very much, Wendy.

Wendy You're welcome, Soon-mi. And now we have a question from Nick.

Nick Hi, Wendy. Um, well, I'll be interviewing for a new job soon. The thing is, I get very nervous at interviews.

Wendy Well, Nick, most people get a little nervous at interviews. But you need to relax, so you don't look nervous. And you need to smile. You look very serious.

Nick Yeah, I know I should smile. But it's so difficult when I'm so nervous.

Wendy Let's practice. Watch me, OK? That was terrible, Nick! OK, let's try again, like this. That was great. You see, you have a beautiful smile!

Nick Thanks, Wendy!

Wendy Bye, Nick. OK. My next question is – oh, excuse me a moment, it's my phone . . . it's from Susan. Oh! This is great! I'll be interviewing with her boss next week. See, having a network really works! Anyway, I'd better start preparing, so that's all for today. See you all next time!

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Unit 12

Finding solutions

Danielle gives a report about bike lanes in Brooklyn, New York. She interviews a bike rider, William, who says he can go a lot quicker with the bike lanes. But then Meena, a shop owner, comes out and complains that bike lanes hurt her business; she sells refrigerators, and people on bikes don't take refrigerators home. Next, Sonia, a campaigner for bikes lanes, explains that bike riding reduces car pollution; however, Diego is concerned about the number of pedestrians who get hit by people on bicycles. Danielle finishes her report by saying that she learned there are two sides to every story.

Danielle Bike lanes are being introduced to many cities. This one is in Brooklyn, New York. I went to Brooklyn to find out what people think about bike lanes there. I'm on Kent Avenue in Brooklyn. There's a bike lane here that is being used by commuters going into the city.

Danielle Do you commute by bicycle everyday?
William Yes, most days. But not if it rains!
Danielle Do you like bike lanes?
William They keep me away from all the traffic! And I can go a lot quicker.
Meena Are you talking about bike lanes?
Danielle Yes, we are!
Meena Bike lanes are bad for my business! All the parking spaces are being removed for bike lanes. My customers can't park near my store. Something has to be done!
William You make a good point. But maybe you'll get some new customers who are riding bikes.
Meena I sell refrigerators! Who is going to take a refrigerator home on a bike?!
William Huh. I see what you mean.

Danielle I'm with Sonia Green, who has been campaigning for more bike lanes. And this is Diego Álvarez, who is not sure bike lanes are safe. So, Sonia, what are the advantages of bike lanes?
Sonia Well, bike lanes are good for several reasons. First, they encourage more commuters to ride bicycles. If more commuters ride bikes, then the amount of traffic – and, therefore, the amount of pollution – is reduced.
Danielle And do you ride a bike yourself?
Sonia Of course! Cycling is great. It keeps me fit, it's not expensive, and it's good for the environment!

Danielle Diego, you have a different view about bike lanes.
Diego I agree with Sonia that bike lanes reduce pollution because more people are encouraged to ride bikes. But bike lanes also create problems.
Danielle Can you give me an example?
Diego Sure. Well, the biggest problem is that the number of collisions between bicycles and pedestrians is increasing.
Danielle Really?
Diego Yeah, a lot more people are being hit by bikes.
Danielle Huh. Why's that?
Diego Well, bikes can go a lot faster in the bike lanes. See? That's what I'm talking about! People don't hear bikes, so they don't step out of the way.
Danielle Wow! That was close. As more bike lanes are being created for commuters, pollution from car exhaust is being reduced. That's the good news. But there are usually two sides to every story. It also seems that bike lanes are making some streets more dangerous for pedestrians. That wasn't something I expected to learn.

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unit

Language summary

Grammar

Review of tenses

Tense	Statements
Simple present	They **want** to attract more customers.
Present continuous	The offices **are opening** next month.
Simple past	They **had** a sale last summer.
Past continuous	Some customers **were fighting** in the store.
Present perfect	The manager **has closed** the store.
Future with *will*	They **will open** again next week.

Tense	*Wh-* questions
Simple present	When **do** you **plan** on surfing?
Present continuous	How **are** you **feeling**?
Simple past	What **did** you **see**?
Past continuous	What **were** you **doing**?
Present perfect	How long **have** you **surfed**?
Future with *will*	What **will** you **do** next?

Tense	*Yes / no* questions
Simple present	**Do** you **plan** on surfing today?
Present continuous	**Are** you **feeling** OK?
Simple past	**Did** you **see** the shark?
Past continuous	**Was** she **surfing**?
Present perfect	**Have** they **surfed** for a long time?
Future with *will*	**Will** you **go** back in the water soon?

- Use the simple present to describe routines and permanent situations. The simple present is also often used in news headlines.
  I check the news several times a day.
  That color makes people happy.
  Shark Attacks Local Surfer
- Use the present continuous to describe actions in progress at the moment of speaking, temporary situations, and future arrangements.
  Are you reading the news?
  The city is recovering from last week's storm.
  I'm going to Hawaii next week.
- Use the simple past to describe finished, past actions.
  Last Tuesday, she competed against twenty other contestants.
- Use the past continuous to describe actions in progress in the past.
  He was reading the news when I called.
- Use the present perfect to describe events and experiences at an unspecified time in the past and actions that started in the past and continue to now.
  The newspaper has closed its doors.
  I have surfed for a long time.
- Use the future with *will* to describe a future action.
  The Olympics will begin next Monday.

Vocabulary

News sections	Actions in the news
Business	attack
Entertainment	chase
Health	crash
Lifestyle	miss
Local	overturn
Sports	rescue
Technology / Science	survive
Travel	threaten
Weather	
World	

Functions

Agreeing with an opinion

I feel exactly the same way.
I couldn't agree with you more.
I totally agree.

Disagreeing politely

I don't know about that.
I'm not sure about that.
I'm not sure that's really true.

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unit

Language summary

Grammar

Present perfect continuous

Affirmative statements

I	**have**	
You	**have**	
He	**has**	
She	**has**	**been eating.**
It	**has**	
We	**have**	
You	**have**	
They	**have**	

Negative statements

I	**have**	
You	**have**	
He	**has**	
She	**has**	**not been eating.**
It	**has**	
We	**have**	
You	**have**	
They	**have**	

- You can use *'ve* instead of *have* and *'s* instead of *has* in affirmative statements.
- You can use *haven't* instead of *have not* and *hasn't* instead of *has not* in negative statements.

***Yes / no* questions**

Have	I	
Have	you	
Has	he	
Has	she	
Has	it	**been eating?**
Have	we	
Have	you	
Have	they	

Short answers Affirmative

Yes,	you	**have.**
Yes,	I	**have.**
Yes,	he	**has.**
Yes,	she	**has.**
Yes,	it	**has.**
Yes,	you	**have.**
Yes,	we	**have.**
Yes,	they	**have.**

Short answers Negative

No,	you	**haven't.**
No,	I	**haven't.**
No,	he	**hasn't.**
No,	she	**hasn't.**
No,	it	**hasn't.**
No,	you	**haven't.**
No,	we	**haven't.**
No,	they	**haven't.**

***Wh-* questions**

What	**have**	I / you / we / they	**been**	**doing?**
What	**has**	he / she / it	**been**	**doing?**

Verbs not usually used in the continuous form

believe	hope	need
belong	know	own
forget	like	remember

- Use the present perfect continuous to emphasize the duration of an action that is in progress.
  I've been watching movies all day.
- *How long*, *lately*, and *recently* are often used with the present perfect continuous.

Verb + object + verb

Verbs followed by an object + base form of the verb

They	**let**	me	**come**	later.
She'll	**make**	them	**stop**	calling.
I'll	**have**	her	**call**	you back.
I'll	**help**	you	**send**	the emails.

Verbs followed by an object + to + verb

She	**invited**	me	**to come.**	
He	**asked**	her	**to leave**	a message.
I'll	**tell**	her	**to call**	you back.
I'll	**remind**	him	**to check**	his voice mail.

Vocabulary

Language-learning tips	**Communicate . . . or not?**
Keep a vocabulary notebook.	answer the phone
Make flash cards	call (someone) back
Talk to yourself out loud.	don't check voicemail
Talk with native speakers	ignore a text
Watch movies with subtitles.	leave (someone) a voice message
Watch online video clips.	let the call go to voice mail
	respond to an email
	screen your calls
	turn off the phone
	update your status online

Functions

Expressing interest

I'm trying to find . . .
I'm interested in . . .
I'm looking for . . .

Offering options

How about . . .
One possibility is . . .
You might want to consider . . .

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unit 3 Language summary

Grammar

Present passive

Statements			
Tamales	**are**	**steamed.**	
The fish	**is**	**fried**	in oil.

Yes / no questions		
Is	the chicken	**roasted?**
Are	the eggs	**boiled?**

- Use the present passive to place the focus of a sentence on the receiver of the action.
- The usual *active voice* places the focus on the doer of the action.
  Passive voice: *The peppers are grilled.*
  Active voice: *My mother grills the peppers.*

Time clauses

Main clause	Time clause
Heat some water	**until** it boils.
Cut the fish into small pieces	**before** you steam the fish.
Fry the meat in oil	**after** you salt the meat.
Add the peppers	**once** the garlic is hot.
Take the sauce off the fire	**as soon as** the sauce boils.

- When the time clause is placed before the main clause, it is followed by a comma.
  After you fry the onions, put them in the soup.
- In time clauses with future meaning, use a present tense. Don't use *will* or *going to*.
  As soon as he arrives, I'll call you. NOT *As soon as he ~~will arrive~~, I'll call you.*

Vocabulary

Food preparation	Tastes and textures
bake	bland
boil	chewy
fry	creamy
grill	crispy
melt	crunchy
microwave	salty
roast	sour
steam	spicy
	sticky
	sweet

Functions

Giving a recommendation

Why don't you . . . ?
If I were you, I'd . . .
My recommendation would be to . . .

Accepting a recommendation

That's a good idea.
Sounds good to me.
OK, I think I'll do that.

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unit

Language summary

Grammar

Second conditional

Main clause + *would*	*If* clause + simple past
I **would be** angry	**if** they **kept** me waiting.
She**'d feel** better	**if** he **admitted** his mistake.

- When the *if* clause comes before the main clause, it is followed by a comma.
  If they kept me waiting, I'd be angry.

Yes / no questions	Short answers Affirmative	Short answers Negative
Would he **feel** bad **if** she **gave** him a compliment?	Yes, he **would.**	No, he **wouldn't.**
Would you **say** something **if** you **saw** someone drop litter?	Yes, I **would.**	No, I **wouldn't.**

- Use the second conditional to describe "unreal" or imaginary situations.
- Use the contraction *'d* instead of *would*.
  If she gave me a compliment, I'd be happy.
- Do not use *would* in the *if* clause.
  If he invited me to the party, I wouldn't go.
  NOT *If he ~~would invite~~ me to the party, I wouldn't go.*

Past modals for hypothetical situations

Statements

I	**should**	**have**	turned down	that request.
He	**shouldn't**	**have**	asked	for the favor.
She	**could**	**have**	offered	an explanation.
They	**would**	**have**	reached	a compromise.

Yes / no questions	Short answers Affirmative	Short answers Negative
Should I **have accepted** it?	Yes, you **should have.**	No, you **shouldn't have.**
Could he **have made** it?	Yes, he **could have.**	No, he **couldn't have.**
Would she **have come**?	Yes, she **would have.**	No, she **wouldn't have.**

- Use past modals to talk about hypothetical situations in the past.
- Use *should have* to talk about something that was a good idea, but didn't happen.
  I should have accepted that invitation. (I didn't accept it and now I regret it.)
- Use *could have* to talk about something that was possible in the past, but didn't happen
  He could have turned down the request. (It was possible to turn down the request, but he didn't.)
- Use *would have* to imagine something in the past that didn't happen.
  I would have accepted an apology.

Vocabulary

Polite and impolite behavior

admit a mistake
cut in line
drop litter
give a gift to say thank you
give someone a compliment
keep someone waiting
offer your seat
talk loudly in public

Word Partners

accept / turn down an invitation
agree with / disagree with an opinion
ask for / offer an explanation
ask for / return a favor
give / accept a compliment
make / offer an excuse
make / turn down a request
offer / accept an apology
reach / suggest a compromise

Functions

Expressing an expectation

It's the custom to . . .
You're supposed to . . .
You're expected to . . .

Acknowledging an expectation

I didn't realize that.
Oh, I didn't know that.
Oh, really? I wasn't aware of that.

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unit 5

Language summary

Grammar

Comparatives and superlatives

Comparisons

Las Vegas is **cheaper than** San Francisco.
New York is **more culturally diverse than** Cheyenne.
Washington is **less high-tech than** Seoul.
The traffic is **better** in Dallas **than** in Boston.
Paris isn't **as warm as** San Salvador.
Vancouver is **as beautiful as** Barcelona.

- Use comparisons to compare two things (or two groups of things).
- For one-syllable adjectives, use adjective + *-er than.*
  Phoenix is hotter than Salt Lake City.
- For two-or-more-syllable adjectives, use *more* + adjective + *than.*
  Chicago is more diverse than Tokyo.
- Use *less* with two-or-more-syllable adjectives.
  Traveling is less difficult than it used to be.
- Use *(not) as* + adjective + *as* with one-or-more-syllable adjectives.
  Is Rio as hot as San Jose?

Superlatives

New York is	**the**	**biggest**	city in the U.S.
Which is	**the**	**most expensive**	city in Europe?
What is	**the**	**least expensive**	city?

- Use superlatives to compare three or more things.
- For one-syllable adjectives, use *the* + adjective + *-est.*
  This is the coldest city I've lived in.
- For two-or-more-syllable adjectives, use *the most* + adjective.
  They are the most fun-loving people I know.
- Use *the least* with two-or-more-syllable adjectives.
  This is the least expensive hotel in town.

Irregular forms

good – better – best
bad – worse – worst
little – less – least

Reporting commands and advice

Direct commands and advice	Reported commands and advice			
"Wait!"	She told	me	**to wait.**	
"Remember to get a visa!"	She reminded	him	**to get**	a visa.
"Go to bed early."	He advised	me	**to go**	to bed early.
"Don't go out at night!"	They told	us	**not to go out**	at night.
"Don't forget your passport!"	I reminded	her	**not to forget**	her passport.
"Don't go there!"	We warned	you	**not to go**	there.

- Use reporting verbs to tell what someone said without using their exact words.
  He said, "Buy your tickets early." (direct advice)
  He told us to buy our tickets early. (reported advice)
- For negative infinitives, use *not* before *to.*
  She said, "Don't go to that restaurant." (direct warning)
  She warned us not to go to that restaurant. (reported warning)

Vocabulary

Compound adjectives	Travel talk
culturally diverse	delayed
densely populated	discounted
fun-loving	expired
high-tech	guaranteed
highly educated	issued
open-minded	overbooked
slow-paced	overpriced
well-planned	overrated
world-famous	packed
	upgraded

Functions

Reporting a problem

There's a problem . . .
I'm having a problem . . .
There seems to be a problem with . . .

Responding to a problem

I'll let someone know right away.
I'll get someone to take care of it.
I'll have someone get on it right away.

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unit

Language summary

Grammar

Defining relative clauses

Main clause	Relative clause (pronoun as subject)
She's a person	**who** is never spontaneous.
He's someone	**that** is very competitive.
I want a job	**which** has variety.
I like the paintings	**that** are in your art gallery.

Main clause	Relative clause (pronoun as object)
She's a person	(**that**) you would like to meet.
He's someone	(**who**) people usually listen to.
I want a job	(**that**) I like.
I like the paintings	(**which**) you sold.

- Use defining relative clauses to clarify which or what kind of things you are describing.
- *Who*, *which* and *that* are relative pronouns. Use *who* or *that* for people, and *which* or *that* for things. *That* is more common than *which* in a defining relative clause.
- When the relative pronoun is the *subject* of a relative clause, it must be included.
  He's someone who likes people.
- When the relative pronoun is the object of the relative clause, its use is optional.
  He's someone (who) people like.

Wish

Present statements		*Wish* + past tense verb
I don't manage my time well.		I **managed** my time better.
I can't find time to relax.		I **could find** time to relax.
I'm not studious.	I **wish**	I **were** more studious.
I have so much work.		I **didn't have** so much work.
I'm stressed out.		I **weren't** so stressed out.

- Use *wish* + a past tense verb to talk about present wishes.
- For wishes with the verb *be*, use *were* with both singular and plural nouns and pronouns.
  I wish my sister were more organized.

Vocabulary

Character traits	Tips to manage stress
competitive	balance work and play
energetic	be more organized
idealistic	find time to relax
imaginative	lead a healthier lifestyle
independent	live within a budget
logical	manage time better
loyal	
rebellious	
studious	

Functions

Interrupting politely

Sorry, but can I ask something?
I'm sorry, but could I ask one thing?
Before you go on, could I ask something?

Agreeing to an interruption

Sure. Go ahead.
Yeah, of course.
OK. Sure.

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unit 7

Language summary

Grammar

So and *such*

So + adjective		
It was	**so**	**convenient.**
It was	**so**	**successful.**

Such + *a* / *an* + adjective + singular count noun				
It was	**such**	**a**	**convenient**	location.
It was	**such**	**a**	**successful**	event.

Such + adjective + noncount / plural count noun			
That was	**such**	**useful**	information.
They were	**such**	**successful**	events.

- Use so and *such* with an adjective to make the adjective stronger.
- Use a *that* clause with *so* or *such* to show a result.
  His invention was so successful that he became very rich.
  It was such a great novel that I couldn't put it down.
  They were such creative people that everybody wanted to see their work.

The passive

Tenses	Affirmative statements	Negative statements
Simple present	Post-it Notes **are used** in offices everywhere.	They **aren't used** as much at home.
Simple past	They **were invented** in the 1970s.	They **weren't invented** in the 1980s.
Present perfect	Since then, they **have been sold** in many different colors.	They **haven't been sold** only in yellow.

Yes / no questions				Short answers Affirmative	Short answers Negative
Is	it	**used**	in offices?	Yes, it **is.**	No, it **isn't.**
Was	it	**invented**	in the U.S.?	Yes, it **was.**	No, it **wasn't.**
Has	it	**been sold**	in blue?	Yes, it **has.**	No, it **hasn't.**

Wh- questions			
Where	**is**	it	**used?**
When	**was**	it	**invented?**
Where	**has**	it	**been sold?**

- 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.
  Tea bags were invented in 1908. (The focus is on the tea bags, not on who invented them.)
- When the doer of the action is important, use the passive voice with *by*.
  Tea bags were invented by Thomas Sullivan.

Vocabulary

Positive and negative descriptions	Verb and noun formation	
convenient	create	creation
conventional	design	design
creative	develop	development
effective	improve	improvement
eventful	innovate	innovation
imaginative	introduce	introduction
significant	invent	invention
successful	prove	proof
	succeed	success

Functions

Eliciting an opinion

Do you have any ideas?
Got any ideas?
Got any suggestions?

Suggesting a solution

Well, one idea could be to . . .
Something we could try is to . . .
One solution might be to . . .

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unit

Language summary

Grammar

Past perfect

Affirmative statements		Negative statements	
I / You / He / She / It / We / You / They	**had left** the room.	I / You / He / She / It / We / You / They	**had not left** the room.

- You can use the contraction *'d* instead of *had* in affirmative statements.
- You can use the contraction *hadn't* instead of *had not* in negative statements.

Yes / no questions			Short answers Affirmative		Short answers Negative	
Had	I / you / he / she / it / we / you / they	**left** the room?	Yes,	I / you / he / she / it / you / we / they **had.**	No,	I / you / he / she / it / you / we / they **hadn't.**

- Use the past perfect to describe an action that took place before another action in the past.
  I'd planned on going to the meeting, but then I changed my mind.
- The adverbs *yet* and *already* are often used with the past perfect.
  I was disappointed that she hadn't called me yet.
  She had already left by the time he got there.

Third conditional

Main clause + *would have* + past participle	*If* clause + past perfect
I **would have made** an effort	**if I'd known.**
I **would have gotten** into trouble	**if I hadn't gone** to class.

- When the *if* clause comes before the main clause, it is followed by a comma.
  If I'd known, I would've made an effort.

Yes / no questions	Short answers Affirmative	Short answers Negative
Would you **have made** an effort if you **had known**?	Yes, I **would have.**	No, I **wouldn't have.**

Wh- questions

What **would** you **have done if** you **had known**?

- Use third conditional to describe hypothetical situations in the past.
  If my alarm clock had rung, I wouldn't have overslept.
  (The alarm didn't ring, and I overslept.)
- Use the contractions *'d* instead of *had* and *would've* instead of *would have*.
- Do not use *would have* in the *if* clause.
  If you had told me, I wouldn't have made a fool of myself.
  NOT *If you ~~would have~~ told me, I wouldn't have made a fool of myself.*

Vocabulary

Prefixes: *mis-*, *dis-*, and *re-*	Expressions with *make* and *get*
disagree	get into trouble
discontinue	get on (my) nerves
dislike	get out of
disregard	get over
misjudge	get rid of
mispronounce	make a big deal
misspell	make a fool of
misunderstand	make an effort
reconsider	make mistakes
redo	make up (my) mind
remake	
rethink	

Functions

Expressing worry

I'm kind of worried about it.
I'm a little anxious about it.
I'm pretty nervous about it.

Reassuring someone

Just try to relax.
I'm sure you'll be OK.
Don't worry. Everything will work out.

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unit 9

Language summary

Grammar

Past modals for speculating

Statements			
He	**must**	**have missed**	the meeting.
You	**might**	**have met**	her.
She	**could**	**have gotten**	a better job.
They	**couldn't**	**have been**	at school.

- Use *must, might, could, couldn't* + *have* + past participle to speculate about the past and show different degrees of certainty.
- Use *must have* + past participle to speculate with certainty about what happened.
- Use *might have* or *could have* + past participle to speculate with less certainty about what happened.
- Use *couldn't have* + past participle to speculate with certainty about what wasn't possible.

Embedded questions

Wh- questions	Embedded *Wh-* questions
How many **were stolen**?	Do you know **how many were stolen**?
When **did** she **disappear**?	Do you know **when she disappeared**?
Where **were** the rocks?	Can you tell me **where the rocks were**?

Yes / no questions	Embedded *yes / no* questions
Is there a reward?	Do you know **if there is a reward**?
Have they **found** the plane?	Do you know **if they found the plane**?
Did they **hear** the news?	Can you tell me **if they heard the news**?

- An embedded question is a question included in another question. Embedded questions are more formal than direct questions.
- Use subject-verb word order in embedded questions.
  Direct question: *When did they build the pyramids?*
  Embedded question: *Do you know when they built the pyramids?*
- Questions that already have subject-verb word order do not change when they are embedded.
  Direct question: *Who built the pyramids?*
  Embedded question: *Do you know who built the pyramids?*
- Use *if* to introduce embedded *yes / no* questions.
  Direct question: *Did the plane go down in the Atlantic Ocean?*
  Indirect question: *Do you know if the plane went down in the Atlantic Ocean?*

Vocabulary

Suffixes: *-ful* and *-less*

careful
careless
fearful
fearless
harmful
harmless
hopeful
hopeless
meaningful
meaningless
powerful
powerless
thoughtful
thoughtless
useful
useless

Mysterious events

abduction
disappearance
discovery
escape
explosion
theft

Functions

Expressing probability

It's likely . . .
I'm pretty sure that . . .
It's very probable that . . .

Expressing improbability

I doubt that . . .
It's doubtful that . . .
It's highly unlikely that . . .

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unit

Language summary

Grammar

Reported speech

Direct statements	Reported statements
"I **am** sorry."	He said (that) he **was** sorry.
"I **am leaving**."	You said (that) you **were leaving**.
"I **took care of** the bills."	He said (that) he **had taken care of** the bills.
"We**'ve** already **eaten** lunch."	She said (that) they **had** already **eaten** lunch.
"You **will come up with** an idea."	He said (that) I **would come up with** an idea.

- Use reported speech to tell what a speaker has said without using the person's exact words.
- Do not use quotation marks with reported speech.
- Use *tell* or *say* to report statements.
- *That* is optional in reported statements.
- When using reported speech, you often have to change the tense of the verb.
  Simple present → simple past
  Present continuous → past continuous
  Simple past → past perfect
  Present perfect → past perfect
  Will → *would*
- When using reported speech, you often have to change the time, place, and personal references.
  "I took care of my bills this morning."
  She said she had taken care of her bills that morning.
  "Are you coming here?"
  He asked me if I was going there.

Direct *yes / no* questions	Reported *yes / no* questions
"Are you sorry?"	He asked me if I **was** sorry.
"Are you leaving?"	You asked me if I **was leaving**.
"Did you take care of the bills?"	He asked me if I **had taken care of** the bills.
"Have you already eaten lunch?"	She asked us if we **had** already **eaten** lunch.
"Will you come up with an idea?"	He asked me if I **would come up with** an idea.

- Use reported *yes / no* questions to tell what a speaker has asked without using the person's exact words.
- Do not use quotation marks with reported questions. Do not use a question mark with reported questions.
- Use *ask . . . if* in reported *yes / no* questions.
- When using reported *yes / no* questions, you often have to change pronouns and the tense of the verb, but follow the statement word order.
  He asked me if I was sorry. NOT *He asked me if ~~was I~~ sorry.*

Vocabulary

Three-word phrasal verbs	Verbs + prepositions
catch up with	believe
come up with	decide
get along with	depend
get away with	dream
keep up with	forget
look forward to	hear
look up to	participate
put up with	plan
take care of	rely
	worry

Functions

Changing the topic

That reminds me, . . .
By the way, . . .
I just thought of something . . .

Returning to a topic

But as I was saying, . . .
To finish what I was saying, . . .
To get back to what I was saying, . . .

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unit 11

Language summary

Grammar

Causative *get* and *have*

Get + someone + to + verb
I'll **get** my friend **to translate** my letter.

Have + someone + verb
I'll **have** my friend **translate** my letter.

- *Get someone to do something* and *have someone do something* have a similar meaning and express the idea of making / causing someone to do something.
- Note that *have* is more formal than *get*.
  The manager had his assistant print a résumé.

Get + something + past participle
I'll **get** my letter **translated**.

Have + something + past participle
I'll **have** my letter **translated**.

- Use *get / have something done* when you ask or tell somebody else to do something for you.
  I'll translate my letter. (I'm going to do it myself.)
  I'll get / have my letter translated. (I'll arrange for somebody else to do it.)

Future continuous vs. future with *will*

Future continuous

Affirmative statements		Negative statements	
I You He She It We You They	**will be living** in Paris.	I You He She It We You They	**won't be living** in Paris.

Yes / no questions		Short answers Affirmative		Short answers Negative	
Will	I you he she it we you they **be living** in Paris?	Yes,	you I he she it you we they **will.**	No,	you I he she it you we they **won't.**

Wh- questions				
Where	**will**	you	**be living**	in ten years?
What	**will**	she	**be doing**	in ten years?

- Use the future continuous to describe actions in progress at a specific time in the future.
- Use the future with *will* with verbs that are not usually used in the continuous form (*believe, belong, end, forget, have, know, like,* etc.).
  In five years, I'll have a lot of experience.

Vocabulary

Word partners

accept a job offer
apply for a job
format a résumé
prepare for an interview
print an email
proofread a résumé
provide references
research a job
send a thank-you note
translate a letter

Setting goals

be financially independent
do volunteer work
have a big wedding
live in the countryside
prepare for my exams
study abroad
work as a journalist
write travel books

Functions

Taking time to think

Oh, . . . let's see.
Um, let me see. . . .
Hmm, let me think. . . .

Closing an interview

Well, it's been nice meeting you.
Well, it's been great talking to you.
Well, I've really enjoyed talking to you.

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unit

Language summary

Grammar

Present continuous passive; infinitive passive

Present continuous passive

Water	is	being	conserved.
New houses	are	being	built.

- Use the present continuous passive to describe an action in progress when you want to focus on the receiver of the action instead of the doer of the action.
  Passive voice: *Batteries are being discarded properly.*
  Active voice: *People are discarding batteries properly.*

Infinitive passive

Water	has	to be	conserved.
Water	needs	to be	conserved.
New houses	have	to be	built.
New houses	need	to be	built.

- Use infinitive passive after verbs like *need* and *have* when you want to focus on the receiver of the action instead of the doer of the action.
  Passive voice: *Batteries have to be discarded properly.*
  Active voice: *People have to discard batteries properly.*

Linking words

- Use linking words to connect ideas.

Reason

They closed the library **because of** budget cuts.
They closed the center **because of** the snow.

- Use a noun phrase, a noun, or a pronoun after *because of*.

Result

She needs a job, **so** she's going to the employment center.
He felt sick, **so** he went to the clinic.

- Use a comma before *so* if it follows the main clause.

Contrast

Although there is a health clinic, there are no dental services.

- The clause with *although* can come after the main clause. Whichever the order, use a comma between the two clauses.
  There are no dental services, although there is a health clinic.

Condition

You can take it to the recycling center **if** it's made of glass.

- Use a comma after the *if* clause when it comes before the main clause.
  If the city builds a recycling center, there will be less trash in the dump.

Purpose

We should start a community garden **so (that)** we can grow our own food.

- *So that* always follows the main clause.
- Omission of *that* is very common in spoken English.
  They opened a senior center so (that) the elderly would have a place to go.
- Don't use a comma before *so (that)*.

Vocabulary

Preventing pollution	Community improvement
avoid	beautification project
combine	community garden
commute	employment center
conserve	health clinic
discard	neighborhood watch
dump	public library
identify	recreation center
limit	recycling center
maintain	
purchase	
recycle	
store	

Functions

Supporting an opinion

That's a good point.
I see what you mean.
You make a very good point.

Not supporting an opinion

I don't see it that way.
I see it a little differently.
Actually, I have a different opinion.

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Credits

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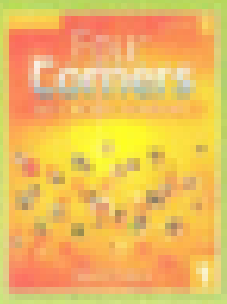

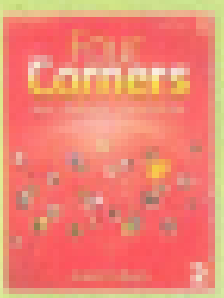





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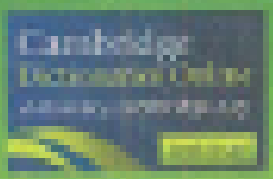

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