

CAMBRIDGE

interchange

FIFTH EDITION

3

Teacher's Book

Experience
Better
Learning

interchange

FIFTH EDITION

3

Teacher's Edition

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with Jonathan Hull and Susan Proctor



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Plan of Book 3

| | Titles/Topics | Speaking | Grammar |
|--|--|--|---|
| | UNIT 1 PAGES 2–7 That's my kind of friend! Personality types and qualities; relationships; likes and dislikes | Describing personalities; expressing likes and dislikes; agreeing and disagreeing; complaining | Relative pronouns as subjects and objects; <i>it</i> clauses + adverbial clauses with <i>when</i> |
| | UNIT 2 PAGES 8–13 Working 9 to 5 Jobs; career benefits; job skills; summer jobs | Talking about possible careers; describing jobs; deciding between two jobs | Gerund phrases as subjects and objects; comparisons with adjectives, nouns, verbs, and past participles |
| | PROGRESS CHECK PAGES 14–15 | | |
| | UNIT 3 PAGES 16–21 Lend a hand. Favors; formal and informal requests; messages | Making direct and indirect requests; accepting and declining requests | Requests with modals, <i>if</i> clauses, and gerunds; indirect requests |
| | UNIT 4 PAGES 22–27 What happened? The media; news stories; exceptional events | Narrating a story; describing events and experiences in the past | Past continuous vs. simple past; past perfect |
| | PROGRESS CHECK PAGES 28–29 | | |
| | UNIT 5 PAGES 30–35 Expanding your horizons Cultural comparisons and culture shock; moving abroad; emotions; customs; tourism and travel abroad | Talking about moving abroad; expressing emotions; describing cultural expectations; giving advice | Noun phrases containing relative clauses; expectations: <i>the custom to</i> , <i>(not) supposed to</i> , <i>expected to</i> , <i>(not) acceptable to</i> |
| | UNIT 6 PAGES 36–41 That needs fixing. Consumer complaints; everyday problems; problems with electronics; repairs | Describing problems; making complaints; explaining something that needs to be done | Describing problems with past participles as adjectives and with nouns; describing problems with <i>need</i> + gerund, <i>need</i> + passive infinitive, and <i>keep</i> + gerund |
| | PROGRESS CHECK PAGES 42–43 | | |
| | UNIT 7 PAGES 44–49 What can we do? The environment; global challenges; current issues | Identifying and describing problems; coming up with solutions | Passive in the present continuous and present perfect; prepositions of cause; infinitive clauses and phrases |
| | UNIT 8 PAGES 50–55 Never stop learning. Education; learner choices; strategies for learning; life skills | Asking about preferences; discussing different skills to be learned; talking about learning methods; talking about life skills | <i>Would rather</i> and <i>would prefer</i> ; <i>by</i> + gerund to describe how to do things |
| | PROGRESS CHECK PAGES 56–57 | | |

| Pronunciation/Listening | Writing/Reading | Interchange Activity |
|--|--|--|
| Linked sounds Listening for descriptions of people; listening for opinions | Writing a description of a good friend "Social Networks That Aren't for Everyone": Reading about unusual social networking sites | "Personality quiz": Interviewing a classmate to find out about personality characteristics PAGE 114 |
| Stress with compound nouns Listening to the good and bad parts of a job; listening for complaints | Writing about two career choices "The Perfect Workplace?": Reading about different types of workplaces | "Networking": Comparing people's careers and personalities to make a seating chart for a dinner party PAGE 115 |
| Unreleased consonants Listening to people making, accepting, and declining requests | Writing a message with requests "Can You Tell It Like It Is?": Reading about talking to friends about difficult topics | "Beg and borrow": Asking classmates to borrow items; lending or refusing to lend items PAGE 116 |
| Intonation in complex sentences Listening to news stories; listening to messages and a podcast | Writing a personal account "Believing More Than We Should": Reading about the reliability of online content | "Spin a yarn": Inventing a story from three random elements PAGE 117 |
| Word stress in sentences Listening for information about living abroad; listening to opinions about customs | Writing a pamphlet for tourists "Culture Shock": Reading about moving to another country | "Cultural dos and taboos": Comparing customs in different countries PAGE 118 |
| Contrastive stress Listening to complaints; listening to people exchange things in a store; listening to a conversation about a "throwaway culture" | Writing a critical online review "Ask the Fixer!": Reading about a problem with a ride-sharing service | "Home makeover": Comparing problems in two pictures of an apartment PAGES 119, 120 |
| Reduction of auxiliary verbs Listening to environmental problems; listening for solutions | Writing a post on a community website "Turning an Invasion Into an Advantage": Reading about a creative solution to lionfish on St. Lucia | "Take action!": Choosing an issue and deciding on an effective method of protest; devising a strategy PAGE 121 |
| Intonation in questions of choice Listening to a conversation with a guidance counselor; listening for additional information | Writing about a skill "Are You Studying the 'Right' Way?": Reading about different studying styles | "Making choices": Choosing between different things you want to learn PAGE 122 |

| | Titles/Topics | Speaking | Grammar |
|---|---|--|--|
|  | UNIT 9 PAGES 58–63 Getting things done Everyday services; recommendations; self-improvement | Talking about things you need to have done; asking for and giving advice or suggestions | Get or have something done; making suggestions with modals + verbs, gerunds, negative questions, and infinitives |
|  | UNIT 10 PAGES 64–69 A matter of time Historic events and people; biography; the future | Talking about historic events; talking about things to be accomplished in the future | Referring to time in the past with adverbs and prepositions: <i>during, in, ago, from...to, for, since</i> ; predicting the future with <i>will</i> , future continuous, and future perfect |
|  | UNIT 11 PAGES 72–77 Rites of passage Milestones and turning points; behavior and personality; regrets | Describing milestones; describing turning points; describing regrets and hypothetical situations | Time clauses: <i>before, after, once, the moment, as soon as, until, by the time</i> ; expressing regret with <i>should (not) have</i> + past participle; describing hypothetical situations with <i>if</i> clauses + past perfect and <i>would/could have</i> + past participle |
|  | UNIT 12 PAGES 78–83 Keys to success Qualities for success; successful businesses; advertising | Describing qualities for success; giving reasons for success; interviewing for a job; talking about ads and slogans | Describing purpose with infinitive clauses and infinitive clauses with <i>for</i> ; giving reasons with <i>because, since, because of, for, due to, and the reason</i> |
|  | UNIT 13 PAGES 86–91 What might have been Pet peeves; unexplained events; reactions; complicated situations and advice | Drawing conclusions; offering explanations; describing hypothetical events; giving advice for complicated situations | Past modals for degrees of certainty: <i>must (not) have, may (not) have, might (not) have, could (not) have</i> ; past modals for judgments and suggestions: <i>should (not) have, could (not) have, would (not) have</i> |
|  | UNIT 14 PAGES 92–97 Creative careers Movies; media and entertainment professions; processes | Describing how something is done or made; describing careers in film, TV, publishing, gaming, and music | The passive to describe process with <i>is/are</i> + past participle and modal + <i>be</i> + past participle; defining and non-defining relative clauses |
|  | UNIT 15 PAGES 100–105 A law must be passed! Recommendations; opinions; community issues; controversial topics | Giving opinions for and against controversial topics; offering a different opinion; agreeing and disagreeing | Giving recommendations and opinions with passive modals: <i>should be, ought to be, must be, has to be, has got to be</i> ; tag questions for opinions |
|  | UNIT 16 PAGES 106–111 Reaching your goals Challenges; accomplishments; goals; inspirational sayings | Giving opinions about inspirational sayings; talking about the past and the future | Accomplishments with the simple past and present perfect; goals with the future perfect and <i>would like to have</i> + past participle |
| | PROGRESS CHECK PAGES 112–113 GRAMMAR PLUS PAGES 132–150 | | |

| Pronunciation/Listening | Writing/Reading | Interchange Activity |
|--|--|---|
| Sentence stress Listening to New Year's resolutions | Writing a message of advice "Improving the World – One Idea at a Time": Reading about young scientist Jack Andraka | "Absolutely not!": Discussing different points of view of parents and their children PAGE 123 |
| Syllable stress Listening for dates and time periods; listening to predictions | Writing a biography "Looking Into the Future": Reading about futurists and their predictions for the year 2050 | "History buff": Taking a history quiz PAGE 124, 126 |
| Reduction of <i>have</i> and <i>been</i> Listening to descriptions of important events; listening to regrets and explanations | Writing a message of apology "Stella's Answers": Reading about a conflict with a friend and advice on how to fix it | "Good choices, bad choices": Playing a board game to talk about how you were and could have been PAGE 125 |
| Reduced words Listening for features and slogans | Writing a TV or web commercial "Brain Invasion: Why We Can't Forget Some Ads": Reading about what makes some advertisements memorable | "Advertising taglines": Creating a slogan and logo for a product PAGE 127 |
| Reduction in past modals Listening to explanations; listening for the best solution | Writing about a complicated situation "Messages from Outer Space, or a Leaking Pipe?": Reading about unexplained events | "Think of the possibilities!": Drawing possible conclusions about situations PAGE 128 |
| Review of stress in compound nouns Listening for parts of a movie | Writing about a process "The Truth About Being a Film Extra": Reading about what the job of film extra is like | "Celebrities": Guessing famous people from clues PAGE 129 |
| Intonation in tag questions Listening for solutions to everyday annoyances; listening to issues and opinions | Writing a persuasive essay "That's Plagiarism?": Reading about plagiarism in the digital age | "On the wrong side of the law": Deciding on punishments for common offenses PAGE 130 |
| Stress and rhythm Listening to past obstacles and how they were overcome; listening for people's goals for the future | Writing a personal statement for an application "Soaring Like an Eagle": Reading about the athlete Michael Edwards | "A digital nomad": Taking a quiz about working remotely PAGES 131 |

The Fifth Edition of *Interchange*

Interchange, the world's favorite English course, has a long tradition of teaching students how to speak confidently. Millions of people all over the world attest to its effectiveness.

What Makes *Interchange* Special?

Jack C. Richards' communicative methodology: Refined over years and in countless classrooms, the *Interchange* approach is rooted in solid pedagogy.

Flexible units: Instructors can change the order of the activities in each unit, keeping lessons fresh and students engaged. Additional photocopiable activities and a full video program give teachers even more freedom to make *Interchange* their own.

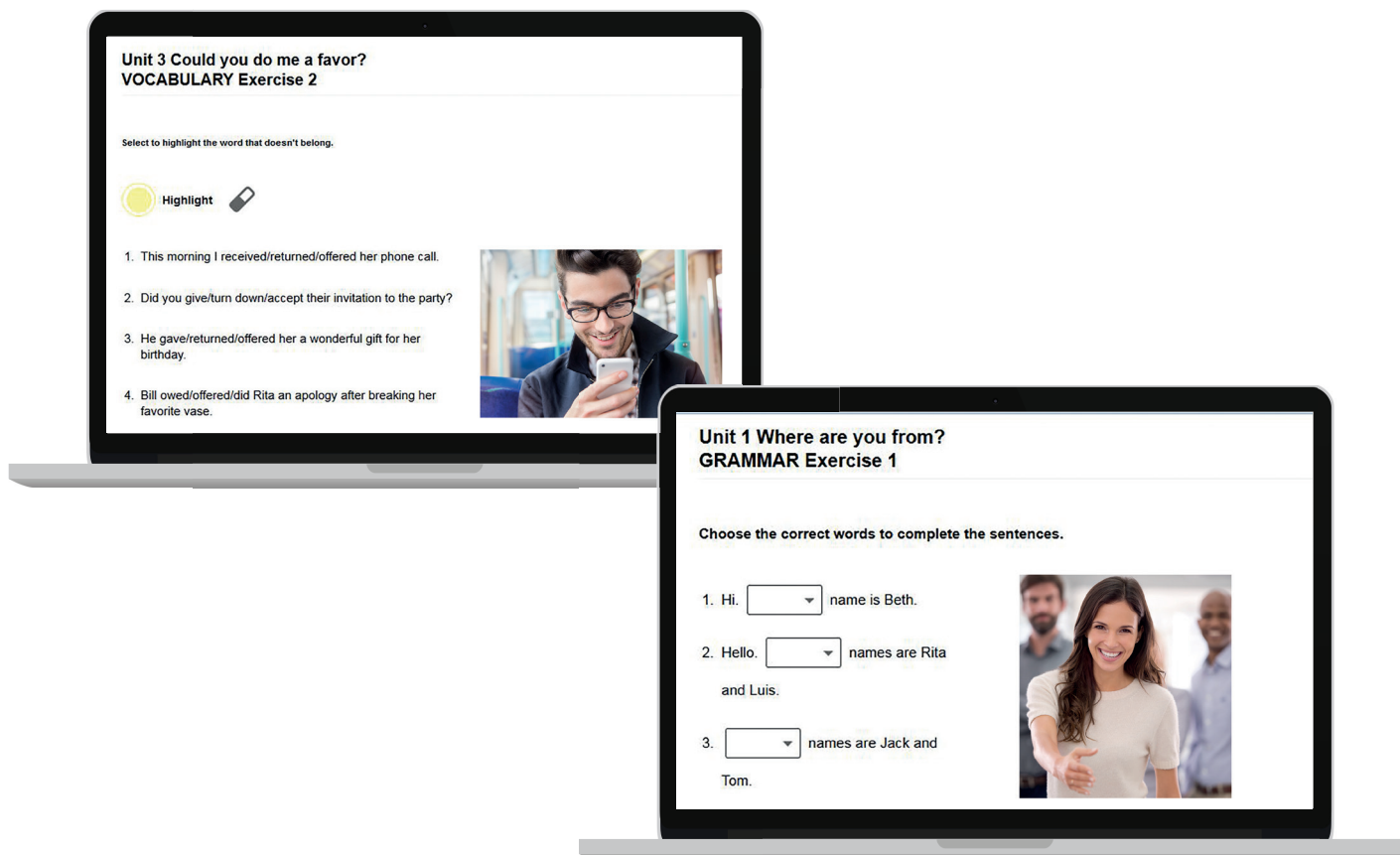
Students speak right from the start: The solid research and winning content give students the confidence to speak early and often.

What's New in the Fifth Edition?

50% new content: Readings, listenings, conversations, and Snapshots have been updated throughout the books.

Improved exercises for listenings and readings: We listened to teachers' requests for greater variety in the activities that accompany the listenings and readings.

New digital tools: Self-study for every student available online. An online workbook with fun games.



Student's Book overview

Every unit in *Interchange Fifth Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level 3 contain a variety of exercises, including a Snapshot, Conversation, Grammar focus, Pronunciation, Discussion (or Speaking/Role Play), Word power, Perspectives, Listening, Writing, Reading, and Interchange activity. The sequence of these exercises differs from unit to unit. Here is a sample unit from Level 3.

Cycle 1 (Exercises 1–6)

Topic: past events

Grammar: past continuous vs. simple past

Function: describe ongoing actions and events in the past

4 What happened?

► Describe past events
► Tell stories

1 SNAPSHOT

| | |
|--|---|
| NEWS Several Streets Closed After "Suspicious Package" Was Found | HEALTH Why Weight Loss Isn't the Same as Being Healthy |
| TRENDING TOPICS The Earth Is Getting Warmer and the Signs Are Everywhere | ARTS The Top-Rated TV Shows You Need to Be Watching Right Now |
| SCIENCE Women Need More Sleep Than Men Because They Use More of Their Brains | TECH Here Are the Five Must-Have Apps for Runners |

Which story would you like to read? Why?
What types of stories do you usually read online?
Where do you get your news? What's happening in the news today?

2 PERSPECTIVES Listen up.

A Listen to what people are listening to on their way to work. Which stories from Exercise 1 are they related to?

Hey, I just downloaded this incredible app. I used it this morning and I think you're going to love it. While I was working out, it calculated exactly how many calories I burned. The bad thing is, it tells me I still need to run about 4 miles to burn off last night's dinner.

As scientists were doing some research on the effects of sleep deprivation, they discovered that women need about 20 more minutes of sleep a night than men do. They think the reason is that women tend to do several tasks at once, which makes their brains work harder.

Hi, Jeff. We're canceling our meeting in the downtown office this morning. We just learned that the police have closed all the streets in the area. It seems that a man was looking for his lost cat when he found a suspicious package inside a trash can. In the end, it was just an old box of chocolates.

B Which is a message from a co-worker? a message from a friend? a podcast?

22

Snapshot

- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- Uses real-world information
- Provides personalized guided discussion questions

Perspectives

- Provides structured listening and speaking practice
- Introduces the meaning and use of the cycle's grammar, useful expressions, and discourse
- Presents people's opinions and experiences about a topic

Grammar focus

- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Provides freer, more personalized speaking practice

Pronunciation

- Provides controlled practice in recognizing and producing sounds linked to the cycle grammar
- Promotes extended or personalized pronunciation practice

3 GRAMMAR FOCUS

• Past continuous vs. simple past

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

Past continuous

While I **was working** out,
As scientists **were doing** research,
A man **was looking** for his cat

Simple past

it **calculated** how many calories I burned.
they **discovered** that women need more sleep than men.
when he **found** a suspicious package inside a trash can.

GRAMMAR PLUS see page 135

A Complete the stories using the past continuous or simple past forms of the verbs. Then compare with a partner.

- 1. Bad memory, bad luck:** Marcia Murphy (donate) her old pants to a thrift shop. As she _____ (walk) home, she _____ (remember) she _____ (leave) \$20 in her pants pocket.
- 2. Good intentions, bad interpretation:** Jason Clark (walk) home one day, when he _____ (see) a little puppy crying on the sidewalk, so he _____ (stop) to help. As he _____ (pick) him up, a woman _____ (come) from nowhere screaming: "Stop that guy. He's trying to steal my puppy." Jason _____ (end) up spending three hours at the police station.
- 3. A bad ride, a bad fall:** On her birthday last year, Diane Larson _____ (drive) to work when she _____ (have) a bad accident. This year, just to be safe, she decided to stay home on her birthday. Unfortunately, that night while she _____ (sleep) in her apartment, the floor _____ (collapse) and she _____ (fall) into her neighbor's apartment.



B **GROUP WORK** Take turns retelling the stories in part A. Add your own ideas and details to make the stories more interesting!

4 PRONUNCIATION Intonation in complex sentences

• A Listen and practice. Notice how each clause in a complex sentence has its own intonation pattern.

As Marcia was walking home, she remembered she left \$20 in her pants pocket.
A man was looking for his cat when he found a package.

B **PAIR WORK** Use your imagination to make complex sentences. Take turns starting and finishing the sentences. Pay attention to intonation.

A: As Lee was coming to school today...

B: ... he saw a parade coming down the street.

What happened? 23

5 LISTENING Crazy but true!

• A Listen to three news stories. Number the pictures from 1 to 3. (There is one extra picture.)



• B Listen again. Take notes on each story.

| | Where did it happen? | When did it happen? | What happened? |
|----|----------------------|---------------------|----------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |

6 WRITING A personal account

A Think of a story that happened to you or to someone you know. Choose one of the titles below, or create your own.

A Scary Experience I'll Never Forget That Day
I Was Really Lucky I Can't Believe It Happened

B Write your story. First, answer these questions.

Who was involved? Where did it happen?
When did it happen? What happened?

I Was Really Lucky

Last year, I took a trip to see my grandparents. I was waiting in the airport for my flight when a storm hit, and all the flights were cancelled. Luckily, I...

C **GROUP WORK** Take turns telling your stories. Other students ask questions. Who has the best story?

Listening

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details
- Includes post-listening speaking tasks

Writing

- Provides a model writing sample
- Develops skills in writing different texts, such as blogs and email messages
- Reinforces the vocabulary and grammar in the cycle or unit

Cycle 2 (Exercises 7–12)

Topic: past events

Grammar: past perfect

Function: tell stories about past events

Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 2 grammar, useful expressions, and discourse
- Uses pictures to set the scene and illustrate new vocabulary

Grammar focus

- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts, such as short conversations

7 CONVERSATION That's terrible!

A Listen and practice.

- CAROL** Guess what? Someone stole my new bike yesterday!
- MILO** Oh, no! What happened?
- CAROL** Well, I was having lunch with a friend, and I had parked it on the street, just like I always do. When I came back, someone had stolen it. I guess I'd forgotten to lock it up.
- MILO** That's terrible! Did you report the theft to the police?
- CAROL** Yes, I did. And I also listed it on that site for stolen and lost bikes. But I doubt I'll ever get it back.



B Listen to the rest of the conversation. What did Milo have stolen once? Where was he?

8 GRAMMAR FOCUS

Past perfect

Use the past perfect for an event that occurred before another event in the past.

Past event I was having lunch with a friend, and I had parked my bike on the street. When I came back, someone had stolen it. They were able to steal it because I had forgotten to lock it up.

GRAMMAR PLUS see page 135

A Write the correct verbs to complete the sentences. Then compare with a partner.

- I _____ (took/had taken) a trip to London last year. I was a bit scared because I _____ (didn't travel/hadn't traveled) abroad before, but everything was perfect.
- I _____ (visited/was visiting) the British Museum one afternoon when I _____ (ran/had run) into an old school friend who I _____ (didn't see/hadn't seen) for over 10 years.
- One weekend, we _____ (were driving/had driven) to Liverpool when we _____ (ran/were running) out of gas on the highway because we _____ (forgot/had forgotten) to fill up the tank before leaving. Fortunately, a truck driver _____ (stopped/had stopped) and _____ (helped/had helped) us.
- On the last day, as I _____ (was going/had gone) up to my hotel room, I _____ (got/had gotten) stuck in the elevator. After I _____ (was/had been) stuck for an hour, someone _____ (started/had started) it again.

B **PAIR WORK** Complete the sentences with your own ideas.

Until last year, I had never . . .
One day, as I was . . .

What happened? 25

9 WORD POWER Exceptional events

A Match the words in column A with the definitions in column B.

- | | |
|----------------------|--|
| A | B |
| 1. coincidence _____ | a. an unexpected event that brings good fortune |
| 2. dilemma _____ | b. a situation that involves a difficult choice |
| 3. disaster _____ | c. something puzzling or unexplained |
| 4. emergency _____ | d. an event that causes suffering or destruction |
| 5. lucky break _____ | e. a great success or achievement |
| 6. mishap _____ | f. an accident, mistake, or unlucky event |
| 7. mystery _____ | g. a sudden, dangerous situation that requires quick action |
| 8. triumph _____ | h. a situation when two similar things happen at the same time for no reason |

B **PAIR WORK** Choose one kind of event from part A. Write a situation for it.

A man bought an old house for \$10,000. As he was cleaning the attic of his new home, he found an old painting by a famous painter. He had never collected art, but when he took it to a museum, he found out it was worth almost one million dollars. (lucky break)

C **GROUP WORK** Read your situation. Can others guess which kind of event it describes?

10 SPEAKING It's a story about . . .

GROUP WORK Have you ever experienced the events in Exercise 9, part A? Tell your group about it. Answer any questions.

A: It's a story about a coincidence.

B: What happened?

A: My sister bought a new dress for her graduation party. She had saved for months to buy it. When she got to the party, another girl was wearing the exact same dress!

C: Wow! That's more than a coincidence. It's a disaster! And what did she do?



11 INTERCHANGE 4 Spin a yarn

Tell a story. Go to Interchange 4 on page 117.

Word power

- Presents vocabulary related to the unit topic
- Provides practice with collocations and categorizing vocabulary
- Promotes freer, more personalized practice

Speaking

- Provides communicative tasks that help develop oral fluency
- Includes pair work, group work, and class activities

Reading

- Presents a variety of text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas, reading for details, and inferencing
- Promotes discussion that involves personalization and analysis

12 READING

A Skim the article. Was the story about lice true or false?

Believing More Than We Should

Is everything you read on the Internet true? If your answer is "no," you are absolutely right. Many stories and even photos are not to be trusted. And don't believe that because a good friend or a well-known news source has posted something that it is necessarily trustworthy.

There are many reasons for the spread of inaccurate content on the Internet. One reason is that satirical websites can create very believable stories, which they invent in order to make a point or to make people laugh. Other reasons might be an attempt to gain more readers, a desire to damage someone's reputation, or simple curiosity about how far a fake story can spread.

One story that spread throughout the media before anyone had checked the facts involved teenagers, selfies, and head lice. The article claimed that when teenagers were posing together for selfies, their heads often touched and the tiny insects were jumping from head to head. The article went on to say that this was causing a massive outbreak of lice. Some major websites and news outlets picked up the story, not even bothering to consult the experts. It turned out that some entrepreneurs who were marketing a new treatment for head lice had made up the story and posted it. Their motivation was to get attention and more business.

The spread of this story is understandable. It involved one epidemic (selfies) causing another (lice), and the "ick" factor was irresistible. Because there is so much false information online, there are now websites, such as Snopes and Factcheck, which exist specifically to find out if stories are true or not. So the next time you see a story that sounds too good to be true, at least you have somewhere to turn for verification before you spread false information to all your friends.



B Read the article. Find the words in italics in the article. Then check (✓) the meaning of each word.

- | | | |
|-----------------|---|--|
| 1. inaccurate | <input type="checkbox"/> not exact or true | <input type="checkbox"/> shocking or disgusting |
| 2. satirical | <input type="checkbox"/> humorously critical | <input type="checkbox"/> completely factual |
| 3. reputation | <input type="checkbox"/> hurtful news about someone | <input type="checkbox"/> public opinion of someone |
| 4. massive | <input type="checkbox"/> small | <input type="checkbox"/> very large |
| 5. irresistible | <input type="checkbox"/> hard to prove | <input type="checkbox"/> hard to fight against |
| 6. verification | <input type="checkbox"/> proof of truth | <input type="checkbox"/> another opinion |

C **PAIR WORK** Discuss these questions.

- Do you think you would have believed the story about selfies and head lice?
Do you think the creation of the story was justified or not?
Who do you think is most responsible for the story being so popular?
Do you think there should be a penalty for spreading false information? If so, what should it be?
- D **GROUP WORK** Have you ever read a story that turned out to be false?
How did you find out the truth?

What happened? 2

In the back of the book

Interchange activity

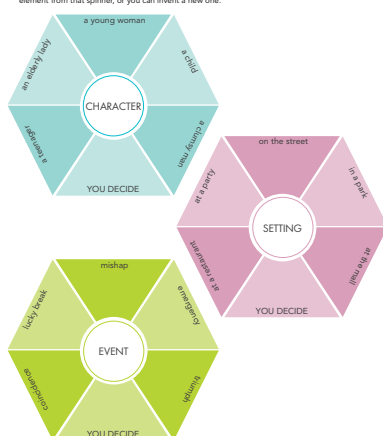
- Expands on the unit topic, vocabulary, and grammar
- Provides opportunities to consolidate new language in a creative or fun way
- Promotes fluency with communicative activities such as discussions, information gaps, and games

Grammar plus

- Explores the unit grammar in greater depth
- Practices the grammar with controlled exercises
- Can be done in class or assigned as homework

INTERCHANGE 4 Spin a yarn

A **GROUP WORK** Place a pen on the CHARACTER spinner and spin it. Repeat for the other two spinners. Use the elements the pen points at to create a story. If the pen points at YOU DECIDE, you can use any element from that spinner, or you can invent a new one.



*One day a clumsy man was having dinner at a restaurant when ...

B **CLASS ACTIVITY** Share your group's stories with your classmates. Who created the most interesting story? the most unexpected? the most creative?

Interchange 4 117

UNIT 4

1 Past continuous vs. simple past

Verbs for non-actions or states are rarely used in the past continuous: I **wanted** to stop, but I **couldn't**. (NOT: I **was wanting** to stop ...)

Circle the best form to complete the conversations.

1. A: How did you break / **were you breaking** your arm?
B: It's a crazy story! Ramon and I **rode / were riding** our bikes in the park when a cat **ran / was running** out in front of me. I **went / was going** pretty fast, so when I **tried / was trying** to stop, I **went / was going** off the road and **fell / was falling**.
A: That's terrible! Did you go / **Were you going** to the hospital after it **happened / was happening**?
B: Yes. Luckily, we **weren't / weren't being** too far from City Hospital, so we **went / were going** there.
2. A: You'll never guess what **happened / was happening** to me this morning!
B: What?
A: Well, I **brushed / was brushing** my teeth when suddenly the water **went / was going** off. I **had / was having** toothpaste all over my mouth, and I **couldn't** wash it off.
B: So what did you do / **were you doing**?
A: Fortunately, I **had / was having** a big bottle of water in the refrigerator, so I **used / was using** that water to rinse my mouth.

2 Past perfect

Use the past perfect to show that one past action happened before another past action.
I **wasn't able** to pay for lunch because I **had left** my wallet at work.

| PAST | X | X | NOW |
|------|--------------------|---|--------------------|
| | had left my wallet | | wasn't able to pay |

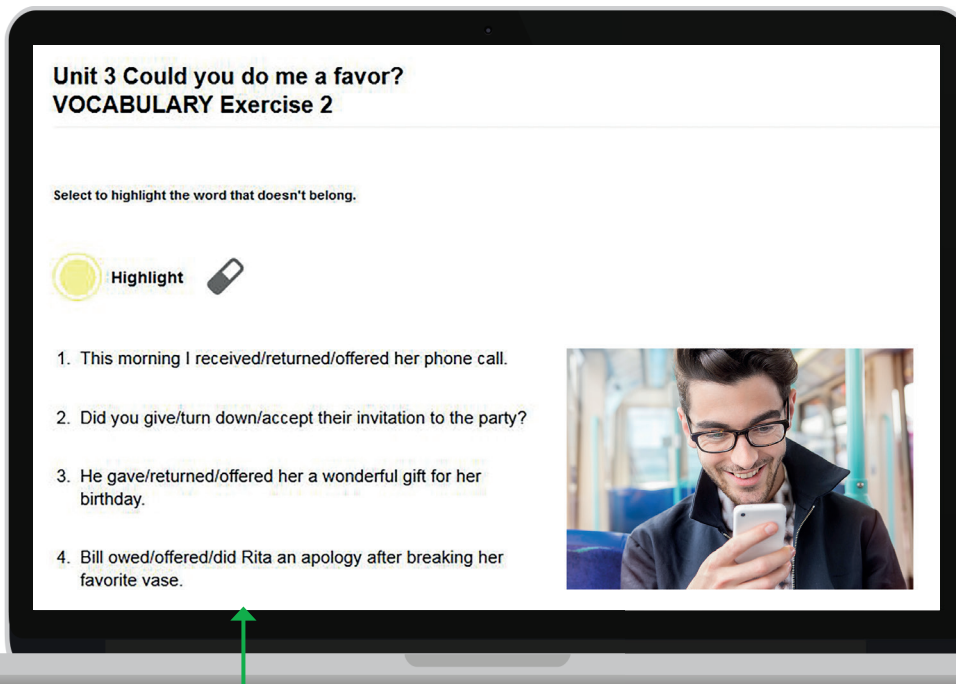
Combine the two ideas into one with a past event and a past perfect event. Use when or because.

- The museum closed. A thief stole a famous painting earlier.
The museum closed because a thief had stolen a famous painting earlier.
- We finished cleaning the house. Then our guests arrived.
- Someone robbed my house yesterday. I left the window open.
- There was no food in the house. We forgot to stop at the supermarket.
- I called her three times. She finally answered.
- I knew about the problem. Your brother told me about it.

Unit 4 Grammar plus 135

Online Self-study overview

Interchange Fifth Edition online Self-study provides students with hundreds of additional exercises to practice the language taught in the Student's Book on their own, in the classroom, or in the lab.



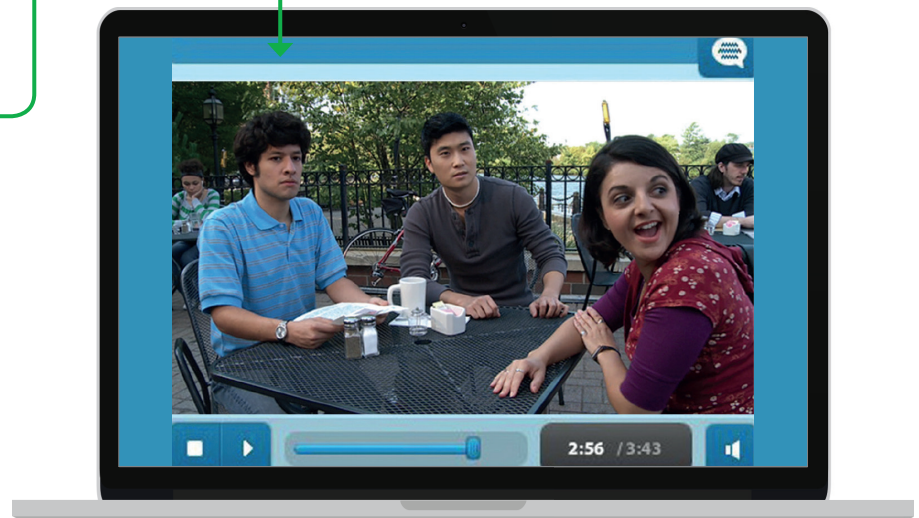
Interactive exercises

Hundreds of interactive exercises provide hours of additional:

- vocabulary practice
- grammar practice
- listening practice
- speaking practice
- reading practice

The complete *Interchange* video program

The entire *Interchange* video program for this level is included online with exercises that allow the students to watch and check comprehension themselves.



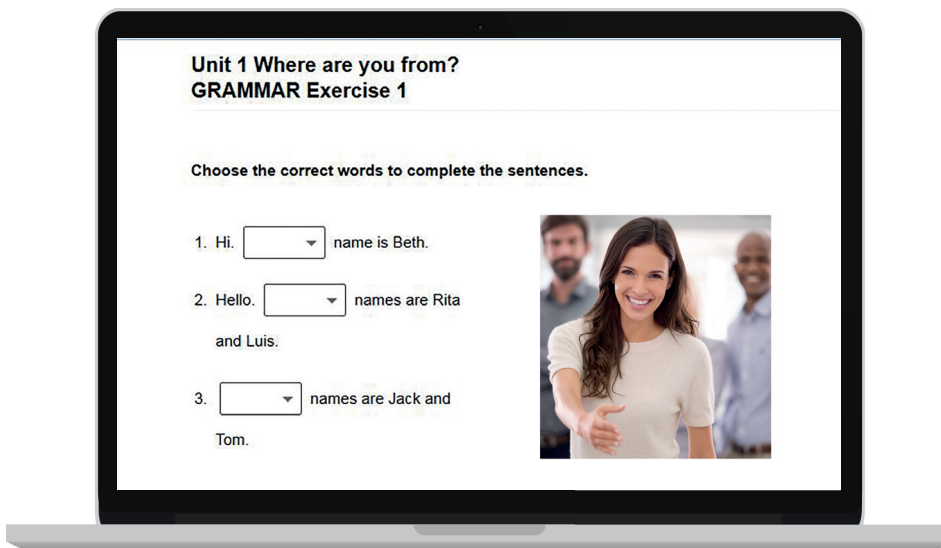
Online Workbook overview

The *Interchange Fifth Edition Online Workbook* provides additional activities to reinforce what is presented in the corresponding Student's Book. Each *Online Workbook* includes:

- A variety of interactive activities that correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress such as scores, attendance, and time spent online, providing instant information.

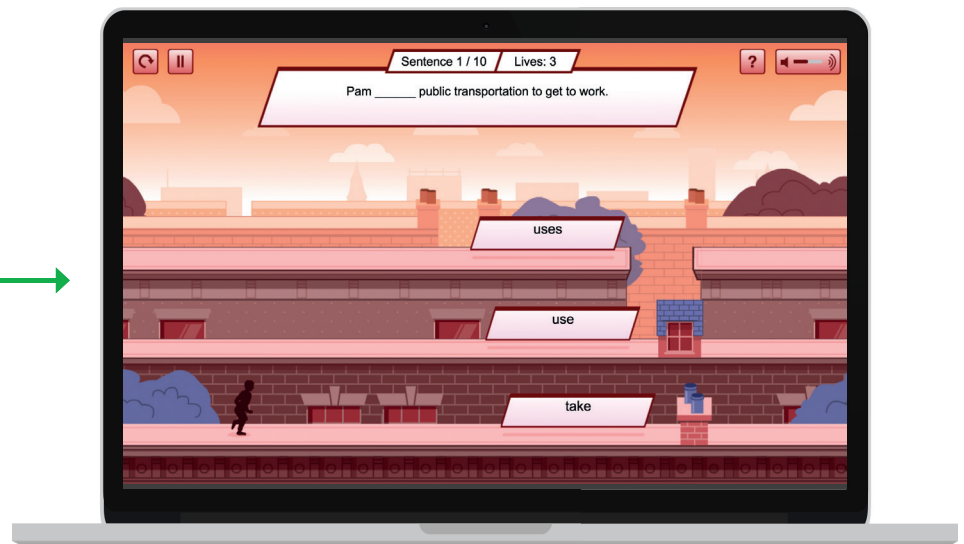
The *Interchange Fifth Edition Online Workbooks* can be purchased in two ways:

- as an institutional subscription,
- as part of a Student's Book with Online Workbook Pack.



Games

- Fun, interactive, self-scoring activities in the Online Workbooks offer a fresh change of pace.



Workbook overview

Interchange Fifth Edition provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom by using the Workbook that accompanies each level.

Grammar

- Reinforces the unit grammar through controlled practice

5 Getting revenge

A Skim the web posts. What is a revenge story? Why is each of these stories a revenge story?

*** : *

DO YOU HAVE A REVENGE STORY? SHARE IT!

1. Marcy: I used to have a friend who was a lot of fun. She always loved to go out to eat. There was just one small problem: Every time the server brought the check, she would say, "Uh-oh! I don't have enough money with me. Can I pay you back later?" This was OK the first and second time it happened, but these excuses happened again and again. I finally got my revenge. The next time we went out for dinner, I said that I had forgotten my wallet. She was shocked, but she paid the check. However, she has never called me to go out again. I guess she was a moocher – a person who always tries to get someone else to pay.

2. Jonathan: My neighbors used to keep rabbits in their yard, but they treated them very badly. Rabbit pens should be cleaned regularly, but these rabbits were dirty, and the smell was really terrible. Worse, I noticed that the rabbits didn't have enough to eat or drink. When I complained to my neighbors, they said, "It's not your problem." When I called the animal protection society, they said they would investigate. I waited a week, but nothing happened. One night, I stole the rabbits and took them home. The next day I gave them to a local pet store.

3. Chad: I was having problems sleeping because of a dripping noise coming from my air conditioner. I thought the air conditioner needed to be repaired, so I called a technician. She couldn't find anything wrong with it, but she said the dripping was coming from the apartment above me. I asked my neighbor to have his air conditioner checked, but he said, "If you can't sleep, that's your problem!" The following day I climbed a ladder and turned off the electricity inside the air conditioner. My neighbor had to call the technician to turn it on, and when she did, she also fixed the dripping. It cost him a few dollars, but it was worth it!

B Read the comments. Do you agree or disagree? Write A (agree) or D (disagree).

- Marcy shouldn't have pretended to lose her wallet. She should have spoken with her friend and told her it was time she paid for a meal.
- I think Marcy did exactly what she ought to have done. Moochers must be taught a lesson!
- People mustn't be permitted to steal. Jonathan made a big mistake, didn't he?
- If people don't take care of their animals, something has got to be done. However, I don't think he should have stolen the rabbits.
- Sometimes neighbors must be taught a lesson. Chad didn't hurt anybody, so I think his nasty neighbor got what he deserved.
- You may have a point about some neighbors, but I think Chad should have called the manager of his building.

C Do you think getting revenge – doing something mean to someone in return – is acceptable behavior? Why or why not?

Unit 15

Vocabulary

- Provides vocabulary practice based on the unit topic

Writing

- Promotes freer, more personalized practice
- Reinforces the vocabulary and grammar in the unit

15 A law must be passed!

1 What should be done about each situation? Write sentences about these pictures, giving your opinion. Use the passive form with *should*, *shouldn't*, or *ought* to.



Leaving large items on the sidewalk



Eating on the subway



Playing loud music in your apartment



Letting dogs run without leashes

1. People shouldn't be allowed to leave large items on the sidewalk, or
People ought to be required to take large items to designated dumps.

2. _____

3. _____

4. _____

85

Reading

- Gives additional reading practice based on the theme of the unit
- Introduces the text with a pre-reading task
- Reinforces reading skills used in the Student's Book

6 Add tag questions to these statements.

- Bullying is a serious problem, isn't it?
- The city doesn't provide enough services for elderly people, does it?
- You can easily spend all your money on food and rent, _____?
- Some unemployed people don't really want to work, _____?
- Health care is getting more and more expensive, _____?
- There are a lot of homeless people downtown, _____?
- Some schools have overcrowded classrooms, _____?
- Laws should be passed to reduce street crime, _____?

7 Nouns and verbs

A Complete the chart.

| Noun | Verb | Noun | Verb |
|---------------|-----------|-------------|-----------|
| advertisement | advertise | pollute | |
| | bully | prohibition | |
| | improve | provision | |
| offense | | | require |
| permission | | | vandalize |

B Write sentences with tag questions using words from the chart. Use four of the nouns and four of the verbs.

1. Bicyclists should be required to wear helmets.
shouldn't they?

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____



A law must be passed! 89

Teacher's Edition overview

The Teacher's Editions provide complete support for teachers who are using *Interchange Fifth Edition*. They contain Supplementary Resources Overview charts to help teachers plan their lessons (for more information see page xx), Language summaries, Workbook answer keys, Audio scripts, Fresh ideas, and Games. They also include detailed teaching notes for the units and Progress checks in the Student's Books.

Teaching notes

- Learning objectives for each exercise
- Step-by-step lesson plans
- Audio scripts
- Answers and Vocabulary definitions
- Stimulating and fun Games to review or practice skills such as grammar and vocabulary
- Alternative ways to present and review exercises in the Fresh ideas
- Tips that promote teacher training and development
- Options for alternative presentations or expansions
- Suggestions for further practice in other *Interchange Fifth Edition* components and online
- Suggestions for regular assessment using quizzes and tests

4 What happened?

Cycle 1, Exercises 1–6

In this unit, students focus on storytelling and describing past events. By the end of Cycle 1, students will be able to describe past events using the simple past and past continuous. By the end of Cycle 2, students will be able to tell stories using the past perfect tense.

1 SNAPSHOT

Learning Objective: discuss different types of stories

- **Option:** Hold a brief discussion about news. Ask: "Who follows the news? How do you get your news? What news do you find interesting? How important is it to keep up-to-date?"
- Books closed. Brainstorm with Ss about online newspapers. Ask what sections, or categories, they contain. Ask Ss to write their ideas on the board.

TIP
To introduce a new unit, ask Ss motivating questions and elicit information related to the unit topic. If possible, bring – or ask Ss to bring – realia to class (e.g., for this unit, printouts or screen shots of online newspapers, local and/or international).

- Books open. Say that this Snapshot lists popular categories of online news. Read the categories. Ss circle categories that match the ones they brainstormed.
- Elicit or explain any new vocabulary.

Vocabulary
top-rated: very popular or successful
must-have: an object that many people want to own

- **Option:** Ss look through printouts of online newspapers or view them online. Ask Ss to find the categories listed in the Snapshot. Encourage Ss to note any others they find.
- Read the questions.
- Ss discuss the focus questions in pairs or small groups. Set a time limit of about five minutes.

2 PERSPECTIVES

Learning Objective: identify different types of stories that use the past continuous and simple past in context

• A [CD 1, Track 27]

- Books closed. Explain the task.
- Play the audio program. Ss listen to three things people are listening to. Ss decide which story in Exercise 1 each item relates to. Pause after each item to give Ss time to write down key words about each one.
- Elicit answers from the class. For each item, ask: "Which words told you the answer?"

Answers

1. Here Are the 5 Must-Have Apps for Runners
2. Women Need More Sleep Than Men Because They Use More of Their Brains
3. Several Streets Closed after "Suspicious Package" Was Found

- Books open. Play the audio program again. Ss listen and read.
- Elicit or explain any new vocabulary.

Vocabulary
incredible: extremely good
work out: exercise to improve the strength or appearance of your body
burn: exercise to work off calories that you have eaten
sleep deprivation: a situation in which you do not sleep
look for: try to find someone or something
suspicious: making you feel that something illegal is happening or that something is wrong

B

- Focus Ss' attention on the title of the exercise: "Listen up." Explain that this phrase is an informal way to make people listen to you.
- Explain the task. Ask Ss to read the first story aloud. Elicit the answer from the class. (Answer: a friend)
- Ss work individually for a few minutes. Elicit the answers from the class. Ask "Why do you think it's from a friend, a podcast, or a co-worker?"

Answers

1. a friend
2. a podcast
3. a co-worker

What happened? T.22

Complete Assessment Program

The complete assessment program contains oral and written quizzes and tests. It includes PDF and Microsoft Word versions of all quizzes, mid-term and final tests, the placement test program, audio, audio scripts, and answer keys.

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.

- a. There
- b. They're
- c. There are
- d. Their

42. The gas station is _____ Main Street.

- a. on
- b. at
- c. next
- d. close

43. "I can't swim very well."

- "I can't _____."
- a. too
 - b. either
 - c. so
 - d. neither

44. I enjoy _____ out two or three times a week.

- a. to eat
- b. eating
- c. eat
- d. I eat

45. These days _____ women keep working after they get married.

- a. most
- b. most of
- c. almost
- d. the most

46. My new job is very _____.

- a. excitement
- b. excited
- c. exciting
- d. excite

47. After finishing college, I hope _____ married.

- a. get
- b. that get
- c. getting
- d. to get

Now go on to page 15.

Objective Placement Test A

14

Presentation Plus overview

Interchange Presentation Plus is a complete classroom presentation package, combining the contents of the Student's Book, the class audio, and the video program for each level of the series into a convenient one-stop presentation solution. It can be used with all types of interactive whiteboards or with just a projector and a computer to present *Interchange* core materials in the classroom in a lively and engaging way.

Presentation Plus simplifies several of the teaching tasks that take place in the classroom.

You can use Presentation Plus to display the answers for the exercises in an uncomplicated way, zoom in on a page to more efficiently focus students' attention on an activity or image, and even annotate pages for future lessons.



Go online for a variety of materials to assist with your teaching of the series. Here you will find practical articles, correlations, language summaries, overviews of supplementary materials, ideas for games and extra activities, as well as a number of downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking.

Supplementary Resources Overviews

Indicate all the activities available in the various ancillary components that can be used after each exercise in the Student's Book units for extra practice, review, and assessment.

| Activity | Where to find it | What it contains |
|-------------------|--|---|
| 1. Speaking | SS Unit 1 Speaking 1-2 | SS Unit 1 Speaking 1-2 |
| 2. Conversation | SS Unit 1 Grammar plus, Focus 1 | SS Unit 1 Grammar plus, Focus 1 |
| 3. Grammar Focus | SS Unit 1 Grammar 1 | SS Unit 1 Grammar 1 |
| | GAME Sentence Starter (Relative pronouns as subject or object of a clause) | GAME Sentence Starter (Relative pronouns and personal pronouns) |
| 4. Word Power | TSS Unit 1 Vocabulary Worksheet TSS Unit 1 Extra Worksheet | SS Unit 1 Vocabulary 1-2 GAME Spill or Spin (Adjectives for personality traits) |
| 5. Listening | TSS Unit 1 Listening Worksheet | TSS Unit 1 Listening Worksheet |
| 6. Discussion | | |
| 7. Writing | WB Unit 1 exercises 1-5 | WB Unit 1 exercises 1-5 |
| 8. Pronunciation | | |
| 9. Pronunciation | TSS Unit 1 Grammar Worksheet TSS Unit 1 Writing Worksheet | SS Unit 1 Grammar plus, Focus 2 SS Unit 1 Grammar 2 |
| 10. Grammar Focus | | GAME Word Keys (Relative pronouns, personal pronouns, and clauses) |
| 11. Interchange 1 | TSS Unit 1 Project Worksheet VID Unit 1 WB Unit 1 | SS Unit 1 Reading 1-2 SS Unit 1 Listening 1-3 SS Unit 1 Video 1-3 WB Unit 1 exercises 6-10 |

Downloadable worksheets

- Offer extra speaking opportunities
- Provide guidance for projects and extra practice of grammar, vocabulary, listening, and writing

Unit 3 Project Worksheet


WHERE ARE YOU FROM?

Plan
Imagine that you will visit a classmate's hometown. Write questions that you want to ask your classmate about his or her town, family, and friends. Then find a picture of your town or friends in your hometown. A partner will ask you questions about the photo.

What? _____
Where? _____
Who? _____
How? _____
When? _____

Prepare
PAIR WORK Share your pictures with your partner. Then take turns asking and answering questions. Write your partner's answers.

Present
CLASS ACTIVITY Put your partner's picture on the map. Then describe your partner's hometown and the people in the photo. Give at least three pieces of information about the city or town and the people.



Interchange Intro Teacher's Resource Worksheets © Cambridge University Press 2017 Photocopiable

Video Program overview

The *Interchange* Video Program is designed to complement the Student's Books. Each video provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

PROGRAM COMPONENTS

Video

The sixteen videos in each level's video program complement Units 1 through 16 of the corresponding Student's Book. There are a variety of genres: dramatized stories, documentaries, interviews, profiles, and travelogues.

Video Resource Book

The Video Resource Book contains the following:

- engaging **photocopiable worksheets** for students
- detailed **teaching notes** for teachers
- **answer keys** for the student worksheets
- complete **video transcripts**

TEACHING A TYPICAL VIDEO SEQUENCE

The **worksheets** and **teaching notes** for each video are organized into four sections: *Preview*, *Watch the video*, *Follow-up*, and *Language close-up*. The unit-by-unit teaching notes in the Video Resource Book give detailed suggestions for teaching each unit.

Preview

The *Preview* activities build on each other to provide students with relevant background information and key vocabulary that will assist them in better understanding the video.

Watch the video

The carefully sequenced *Watch the video* activities first help students focus on gist and then guide them in identifying important details and language. These tasks also prepare them for *Follow-up* speaking activities.

Follow-up

The *Follow-up* speaking activities encourage students to extend and personalize information by voicing their opinions or carrying out communicative tasks.

Language close-up

Students finish with the *Language close-up*, examining and practicing the particular language structures and functions presented in the video.

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 '70s. The influential Threshold series (J.A. van Ek and J.L.M. Trim, Cambridge University Press, 1991) provides 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 are identified,

called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

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

Interchange Fifth Edition and the Common European Framework of Reference

The table below shows how *Interchange Fifth Edition* correlates with the Council of Europe's levels and with some major international examinations.

| | CEFR | Council of Europe | Cambridge ESOL | IELTS | TOEFL iBT | TOEIC |
|-------------|------|----------------------------------|---------------------------------------|---------|-----------|------------------------------------|
| Interchange | | | | | | |
| Level Intro | A1 | Breakthrough | | | | 120+ |
| Level 1 | A2 | Waystage | | | | 225+ |
| Level 2 | | | | | | |
| Level 3 | | | | | | |
| | B1 | Threshold | KET (Key English Test) | 4.0–5.0 | 57–86 | 550+ |
| | | PET (Preliminary English Test) | | | | |
| Passages | | | | | | |
| Level 1 | B2 | Vantage | FCE (First Certificate in English) | 5.5–6.5 | 87–109 | 785+ |
| Level 2 | C1 | Effective Operational Efficiency | CAE (Certificate in Advanced English) | 7.0–8.0 | 110–120 | 490+ (Listening) 445+ (Reading) |

Source: <http://www.cambridgeesol.org/about/standards/cefr.html>

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 lower-level students

- Teach the Classroom Language on page xxiii and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook and Self-study.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the optional activities within the Teaching Notes and the Supplementary Resources Overview charts at the beginning of each unit in 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.



Unit 1 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|---|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Conversation | | SS Unit 1 Speaking 1–2 |
| | 3 Grammar Focus | | SB Unit 1 Grammar plus, Focus 1 SS Unit 1 Grammar 1 GAME Sentence Stacker (Relative pronouns as subject or object of a clause) GAME Sentence Runner (Relative pronouns and personalities) |
| | 4 Word Power | TSS Unit 1 Vocabulary Worksheet TSS Unit 1 Extra Worksheet | SS Unit 1 Vocabulary 1–2 GAME Spell or Slime (Adjectives for personality traits) |
| | 5 Listening | TSS Unit 1 Listening Worksheet | |
| | 6 Discussion | | |
| | 7 Writing | | WB Unit 1 exercises 1–5 |
| CYCLE 2 | 8 Perspectives | | |
| | 9 Pronunciation | | |
| | 10 Grammar Focus | TSS Unit 1 Grammar Worksheet TSS Unit 1 Writing Worksheet | SB Unit 1 Grammar plus, Focus 2 SS Unit 1 Grammar 2 GAME Word Keys (Relative pronouns, personalities, and clauses) |
| | 11 Interchange 1 | | |
| | 12 Reading | TSS Unit 1 Project Worksheet VID Unit 1 VRB Unit 1 | SS Unit 1 Reading 1–2 SS Unit 1 Listening 1–3 SS Unit 1 Video 1–3 WB Unit 1 exercises 6–10 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 1

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

1

That's my kind of friend!

Cycle 1, Exercises 1–7

- **Option:** Brainstorm questions Ss might ask to find out about classmates. Write Ss' ideas on the board:

Wh- questions

Where do you live?

What do you do?

Why are you studying English?

Yes/No questions

Do you speak any other languages?

Are you married?

Do you have any children?

In this unit, students practice talking about personalities and qualities and likes and dislikes. By the end of Cycle 1, students will be able to discuss ideal friends and partners using relative pronouns *who* and *that*. By the end of Cycle 2, students will be able to discuss things they like and don't like using clauses with *it* and adverbial clauses with *when*.

- Ss work in pairs (preferably with someone they don't know). They take turns interviewing each other. Remind Ss to use the questions on the board and others of their own.
- After ten minutes, stop the activity. Pairs take turns introducing their partners to the class.

1 SNAPSHOT

Learning Objective: discuss relationships and ideal partners

- Books closed. Ask: "What do you think women look for most in a partner? What do men look for most in a partner?"
- Ss discuss these questions in pairs. Elicit ideas and write them on the board.
- Books open. Ss read the Snapshot individually. Answer vocabulary questions, or allow Ss to use their dictionaries.
- Ask Ss to look carefully at the information in the Snapshot. Ask: "What are some important differences between men and women?" Elicit ideas.
- Read the questions. Discuss the questions as a class, or ask Ss to discuss them in pairs or small groups.
- **Option:** Ask Ss to write a paragraph about some qualities they look for in a partner. Encourage them to give reasons for their choices.

2 CONVERSATION

Learning Objective: use relative pronouns *who* and *that* in a conversation about dating preferences

▶ A [CD 1, Track 1]

- As a warm-up, ask: "What do you think of online dating? Does it work?" Elicit ideas.
- Books closed. Write these focus questions on the board:
 1. What is Roy doing?
 2. Who does Joe suggest?
 3. How will Roy meet her?
- Play the audio program and elicit Ss' answers. (Answers: 1. Roy is setting up his online profile. 2. Joe suggests his cousin Lisa. 3. Joe will invite her for dinner.)
- Write on the board:

Roy likes girls who ...

 1. are serious
 2. have a good sense of humor
 3. are sensitive
 4. have something in common with him

- Ask Ss to listen to find out which sentences are true.
- Play the audio program again. Elicit answers. (Answers: 2 and 4)
- Books open. Play the audio program again. Ss listen and read silently.
- Ss practice the conversation in pairs.

! For a new way to teach this Conversation, try **Look Up and Speak!** – download it from the website.

▶ B [CD 1, Track 2]

- Read the focus question aloud.
- Play the audio program once or twice. Ss listen for the answer to the question. (Answers: Roy liked her a lot. / He thought she was smart, funny, and very pretty.)

Audio script

See page T-169.

3 GRAMMAR FOCUS

Learning Objective: use relative pronouns *who* and *that* as subjects and as objects of clauses

▶ [CD 1, Track 3]

Relative pronouns

- Focus Ss' attention on the Grammar Focus box. Explain that relative pronouns (*who* and *that*) do two jobs at the same time. They enable us to:
 - join two ideas (e.g., *Roy likes girls, and they aren't too serious*).
 - add information (e.g., *Roy likes girls. What kind of girls? Girls who aren't too serious.*).

Relative pronouns as subjects and objects

- Point to *I like people who/that aren't too serious*. Tell Ss to underline the relative clause. (Answer: *who/that aren't too serious*) Ask: "What's the subject in the relative clause? Who or what 'aren't too serious'?" (Answer: *who/that, people*) Explain that the relative pronoun is the subject here. Repeat for the second sentence.
- Point to *I'd like someone (who/that) I can talk to easily*. Tell Ss to underline the relative clause. (Answer: *(who/that) I can talk to easily*) Ask: "What's the subject in this relative clause? Who can talk to someone easily?" (Answer: *I*) Explain that the relative pronoun is the object here. Repeat for the other sentence.
- Explain that a relative pronoun *who* or *that* is necessary when the relative pronoun is a subject. When the relative pronoun is an object, we can omit it.

- Focus Ss' attention on the Conversation on page 2. Ask Ss to find four examples of relative clauses.
- Play the audio program for the Grammar Focus box. Ss listen and repeat.

A

- Explain the task. Model the first item. Point out that more than one answer is possible.
- Ss complete the task individually. Then they compare answers in pairs. Go over answers with the class.

Possible answers

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

B

- Ss complete the task individually. Then they compare answers in pairs. Go over answers with the class.

Answers

Who/that is optional in sentences 2, 5, and 7.

C Pair work

- Model with your own information (e.g., *I don't like to work with people who are lazy*).
- Ss complete the sentences individually. Encourage Ss to be creative and use their own ideas.
- Ss work in pairs. They take turns reading their sentences to each other. The goal is to find where they have similar opinions.

4 WORD POWER

Learning Objective: paraphrase definitions and use adjectives that describe personal characteristics

A

- Ss do the matching individually or in pairs. When finished, Ss can check a dictionary.

Answers

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. h, P | 3. a, N | 5. f, P | 7. d, P | 9. e, N |
| 2. c, N | 4. i, P | 6. b, N | 8. g, N | |

B Pair work

- Tell Ss to cover the definitions. Read the example sentence. Ask a S to complete it.
- Explain the task. Ss work in pairs. They take turns talking about the adjectives.

C Pair work

- Model the task by using some adjectives to describe a relative.
- Ss work individually to write down adjectives to describe their relatives. Go around the class and give help as needed.
- Then Ss work in pairs. Ss take turns sharing their descriptions.

For more practice with vocabulary from Exercises 1–4, play **Prediction Bingo** – download it from the website. Read aloud the definitions, not the adjectives.

5 LISTENING

Learning Objective: listen to descriptions of people for specific information, and make inferences about them

▶ A [CD 1, Track 4]

- Books closed. Divide the class into teams. Each team brainstorms positive and negative adjectives to describe personalities.
- Set a time limit of three minutes. Call on different Ss from each team to write the adjectives in two columns on the board.
- Books open. Set the scene. Ss will listen to descriptions of three people. After listening to each conversation, Ss decide if the general feeling is positive (P) or negative (N).
- Play the audio program. Ss listen and check (✓) the positive or negative box.

Audio script

See page T-169.

- Go over answers with the class.

Answers

1. Emma: N
2. Mrs. Leblanc: P
3. Pablo: P

▶ B [CD 1, Track 5]

- Play the audio program again. Pause after each conversation. Ss write two adjectives that describe each person.
- Elicit answers from the class. Ask Ss to explain why they chose those words (e.g., *Emma is unreliable because she didn't do what she said she would.*).

Possible answers

1. Emma: unreliable; inflexible
2. Mrs. Leblanc: supportive; modest
3. Pablo: easygoing; sociable

6 DISCUSSION

Learning Objectives: describe personal qualities using relative pronouns; agree or disagree with descriptions

A

- Focus Ss' attention on the picture. Ask: "What is happening? What kind of friend is that?"
- Explain the task. Read the discussion question, and go over the chart.
- Ss complete the chart.

B Group work

- Explain the task. Have three Ss model the conversation.
- Ss work in small groups. Ss take turns describing their "ideal people" using information from their chart in part A. Go around the class and give help as needed.
- **Option:** Ss discuss other ideal people (e.g., the ideal boss/employee/teacher/student/brother/sister).

! For a new way to practice discussion, try the **Onion-Ring** technique – download it from the website.

7 WRITING

Learning Objective: write a paragraph describing a friend using relative pronouns

A

- Explain the task. Go over the example paragraph.
- Read the questions. Ask Ss to find the answers to the first two questions in the paragraph.
- Ask Ss to identify the two relative clauses in the paragraph.
- Have Ss think about a good friend and write answers to the questions.
- Ss write the first draft of their paragraph. Write one paragraph focusing on three areas: (1) content, (2) organization, (3) grammar.
- **Option:** Ss write the paragraph for homework.

B Pair work

- Ss work in pairs to complete the task.
- Call on pairs to explain how their friends are similar and different.
- Ss make final revisions. Then they turn in their work for checking.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

8 PERSPECTIVES

Learning Objective: agree or disagree with statements using clauses with *it* and adverbial clauses with *when* in context

A [CD 1, Track 6]

- Ss cover the text and look only at the picture. Ask Ss to discuss these questions in pairs:
What is the boy doing?
Would this annoy you? Why?
- While Ss are talking, write on the board:
Common complaints - topics
someone takes the last cookie
people who text "Call me."
people who tell you to calm down
an early morning phone call
friends who answer their phone at dinner
children who scream in restaurants
friends who forget birthdays
doctors who are late
- Books closed. Set the scene. Ss will hear eight common complaints. They are written on the board but in the wrong order.
- Tell Ss to listen and number the complaints on the board in the order they hear them. Play the audio program. Then Ss open their books and check their answers. (Answers: someone takes the last cookie: 4;

people who text "Call me.": 8; people who tell you to calm down: 2; an early morning phone call: 6; friends who answer their phones at dinner: 7; children who scream in restaurants: 1; friends who forget birthdays: 5; doctors who are late: 3)

- Next, Ss complete the quiz individually.

B

- Explain the task. Ss read the quiz again and count their score.
- Option:** Ss find out who is similar to them by going around the class and asking people what their score was. Then tell Ss to choose the situation that bothers them the most.
- Call on Ss to read each complaint in turn. Ask Ss to raise their hand if they chose that complaint. Note how many people chose each complaint, and count the score. Which one bothers people the most?
- Option:** Ss with the same complaint work in groups. They discuss these questions:
Why does that situation annoy you so much?
When did it last happen? What did you do about it?
- Option:** Tell Ss to look at the sentences in the quiz. Elicit four ways of saying *I don't like it*. Write Ss' answers on the board. (Answers: *I hate it. / It bothers me. / I can't stand it. / It upsets me.*)

9 PRONUNCIATION

Learning Objective: sound more natural when using linked sounds

A [CD 1, Track 7]

- Explain that English speakers often link words together. They often link a final consonant to the vowel sound that follows it (e.g., It upsets me. I can't stand it).
- Point out that we link *sounds* together, not letters. Write some examples on the board:
I hate it = /ti/ I love it = /vi/
- Give Ss time to read the two example sentences and to study the examples of consonant + vowel links in each sentence.
- Play the audio program. Ss practice the sentences.

B [CD 1, Track 8]

- Explain the task. Ss read the sentences and decide which sounds are linked. They mark the linked sounds.

- Play the audio program. Ss listen and check their answers.
- Go over answers with the class. Write the sentences on the board. Call on Ss to mark the linked sounds.

Answers

- I hate it when a cell phone goes off at the movies.
- I can't stand it when a person is inflexible.
- Does it bother you when a friend is unreliable?

C Pair work

- Explain the task. Model the first sentence in the quiz.
- Ss work in pairs. They take turns saying the sentences. Go around the class and listen for linking.
- Play the audio program again, if needed.

10 GRAMMAR FOCUS

Learning Objective: use clauses with *it* and adverbial clauses with *when* to express opinions about situations

▶ [CD 1, Track 9]

Clauses with *it* and *when*

- Focus Ss' attention on the quiz on page 5. Ask Ss to find examples of sentences that begin with *I*. Write the sentences on the board like this:

| 1 | 2 | 3 | 4 | 5 |
|---|-------------|----|------|-----------------|
| I | can't stand | it | when | I'm upset ... |
| I | don't like | it | when | someone ... |
| I | hate | it | when | people text ... |

- Ask Ss what is in each column to elicit the rule:
Clause with *it* Adverbial clause with *when*
subject + verb + it + when + subject + verb
- Point out that we use *it* when in this structure.

Sentences beginning with *it* and adverbial clause with *when*

- In the same quiz, ask Ss to find two examples of sentences that begin with the word *it*. Write the sentences on the board. Also add the phrase *it embarrasses me*.

| 1 | 2 | 3 | 4 | 5 |
|----|-------------|----|------|--------------------|
| It | bothers | me | when | my doctor ... |
| It | upsets | me | when | a close friend ... |
| It | embarrasses | me | when | a friend ... |

- Ask Ss what is in each column to elicit the rule:
Clause with *it* Adverbial clause with *when*
It + verb + object + when + subject + verb
- Play the audio program.
- Option:** For additional practice, write these cues on the board and ask Ss to complete them orally:
 I like it when ... It bothers me when ...
 I don't like it when ... It really upsets me when ...

A

- Focus Ss' attention on the picture. Ask: "What is happening? How do you feel when someone takes food from your plate?" Elicit ideas from the class.
- Ss read the expressions and clauses silently.

- Explain any new vocabulary. Elicit which phrases are positive (e.g., *I love it.*), neutral (e.g., *I don't mind it.*), and negative (e.g., *It really upsets me.*).
- Explain the task. Model the first one by eliciting suggestions.
- Ss complete the task individually. Go around the class and give help as needed.
- Option:** Tell Ss to use each expression only once.
- Ss work in pairs. They take turns reading their sentences aloud to compare responses. Remind Ss to focus on linking the words.
- Elicit Ss' responses. Accept any sentences that are logical and grammatically correct. Let Ss self-correct before you correct them.

TIP

To deal with common errors, write the word on a note card (e.g., the word *when* or *it*). Each time Ss make the error, show the card.

- For more practice with the expressions, play **Tic-Tac-Toe** – download it from the website.

B Group work

- Explain the task. Have three Ss model the conversation.
- Ss work individually to write down five things that annoy them. Go around the class and give help as needed.
- Write some useful phrases on the board. Point out that these are ways to agree with someone:
I feel the same way. *Absolutely!*
I know what you mean! *Me too./Me neither.*
You can say that again.
- Ss work in small groups and compare what annoys them.
- Encourage Ss to use some of the phrases on the board. Remind them to ask follow-up questions and to give their own opinions. Set a time limit of about ten minutes.

11 INTERCHANGE 1

See page T-114 for teaching notes.

12 READING

Learning Objectives: identify main ideas in an article; identify the meaning of words in context

A

- Books closed. Read the pre-reading questions aloud, or write them on the board. Ask Ss to discuss the questions in pairs and write down some options for things that get their attention (pictures of people/ animals, funny videos, inspirational messages . . .)
- Write the title of the article on the board. Ss predict what kind of information they will read in the article.
- Books open. Ss read the article silently. Ss should read the article without stopping to ask questions or use a dictionary.
- Then tell Ss to go back through the text and circle words they can't guess from context. Ss work in pairs to figure out unfamiliar vocabulary.
- Elicit or explain any remaining new vocabulary.

Vocabulary

pursue: try to find, do, or achieve something

supportive: giving help or encouragement

play-date: an arrangement for children to spend time together and play

entrepreneur: someone who starts his or her own business

keep up with: continue to be informed about something

improve: make better

-  For a good way to find the meaning of unknown words, try **Vocabulary Mingle** – download it from the website.

B

- Explain the task. Ss decide which sentence belongs to which website based on the article.
- Ss reread the article individually and answer the questions.
- Option:** Ss compare answers in pairs. Ss show their partners where in the article they can find this information.
- Go over answers with the class.

Answers

1. S 2. P 3. P 4. H 5. S 6. H

TIP

Two or three smaller, purposeful readings can be more productive than one long, detailed reading.

C

- Explain the task. Ask Ss to find the first word. (Answer: *sufficient*) Read the sentence aloud. Elicit context clues that help Ss figure out the meaning.
- Ss work individually or in pairs to find the phrases and choose the meanings.
- Go over answers with the class.


Answers

- | | |
|---------------|---------------|
| 1. sufficient | 4. activists |
| 2. forums | 5. strategies |
| 3. appreciate | |

- Option:** Write the names of the websites on the board:
Stache Passions
Purrsonals
Horyou
- Ss work in pairs to find out why the sites have their names (Answers: *Stache Passions*: The name *Stache* is short for *mustache*; *Purrsonals*: A *purr* is a noise cats make when they are happy; *Horyou*: It means *What humanity can do for you and what we can do for humanity*).

D Pair work

- Explain the task. Read the questions.
- Ss discuss the questions in pairs.

-  Play **Just One Minute** – download it from the website. Ask Ss to talk about the article or other social media sites.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 2 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---|----------------------------------|---|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Grammar Focus | | SB Unit 2 Grammar plus, Focus 1 SS Unit 2 Grammar 1 GAME Speak or Swim (Gerund phrases) |
| | 4 Word Power | | SS Unit 2 Vocabulary 1–2 |
| | 5 Speaking | TSS Unit 2 Writing Worksheet | GAME Name the Picture (Career choices and professions) |
| | 6 Writing | | GAME Say the Word (Expressions for describing pros and cons) WB Unit 2 exercises 1–4 |
| CYCLE 2 | 7 Conversation | | SS Unit 2 Speaking 1–2 |
| | 8 Grammar Focus | TSS Unit 2 Vocabulary Worksheet TSS Unit 2 Grammar Worksheet | SB Unit 2 Grammar plus, Focus 2 SS Unit 2 Grammar 2 GAME Sentence Stacker (Comparisons) |
| | 9 Pronunciation | TSS Unit 2 Listening Worksheet | |
| | 10 Listening | | |
| | 11 Discussion | TSS Unit 2 Extra Worksheet | |
| | 12 Interchange 2 | | |
| | 13 Reading | TSS Unit 2 Project Worksheet VID Unit 2 VRB Unit 2 | SS Unit 2 Reading 1–2 SS Unit 2 Listening 1–3 SS Unit 2 Video 1–3 WB Unit 2 exercises 5–8 |
| With or instead of the following SB section | | You can also use these materials for assessment | |
| Units 1–2 Progress Check | | ASSESSMENT PROGRAM Units 1–2 Oral Quiz ASSESSMENT PROGRAM Units 1–2 Written Quiz | |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 2

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, Ss discuss the advantages and disadvantages of various jobs and careers. By the end of Cycle 1, students will be able to discuss their opinions of jobs using gerund phrases as subjects and as objects. By the end of Cycle 2, students will be able to discuss jobs using comparisons with adjectives, adverbs, nouns, and past participles.

1 SNAPSHOT

Learning Objective: discuss opinions of various jobs

- Books closed. Introduce the topic of careers and factors that influence your decision on choosing a job.
- Explain that some jobs or careers will be more stable whereas others will be more adventurous or better paying.
- With the class, brainstorm some other jobs and careers for each of the factors. Write Ss' ideas on the board. Ask Ss to guess which ones will be mentioned in the Snapshot.
- Books open. Give Ss a few minutes to read the Snapshot on their own. Allow Ss to use a dictionary after they finish reading, if they wish.
- Elicit or explain any new vocabulary.

Vocabulary

stability: the quality of not being likely to change or move


perhaps: possibly


picture: imagine something in a particular way

environmentalist: someone who tries to protect the natural environment from being damaged

stockbroker: someone whose job is to buy and sell stocks and shares in companies for other people

- Read the questions aloud. Then Ss discuss the questions in pairs.
- **Option:** Ask Ss to discuss other factors that need to be considered when choosing a career (e.g., *responsibility*). Write Ss' ideas on the board.

 For a new way to review jobs vocabulary, try **Vocabulary Steps** – download it from the website.

 To practice jobs vocabulary, play **Hot Potato** – download it from the website. Ask Ss to brainstorm one job beginning with each letter of the alphabet.

2 PERSPECTIVES

Learning Objective: agree or disagree with statements about jobs using gerund phrases in context

A [CD 1, Track 10]

- Books closed. Set the scene. Ss will hear people talking about four jobs. Two people give different opinions about each job.
- Play the audio program. Ss listen and write down the four jobs. (Answers: video game player, flight attendant, fashion designer, veterinarian)
- Books open. Tell Ss to read the Perspectives to check their answers.
- Elicit or explain any new vocabulary. Elicit that Michael Kors is one of the most successful male fashion designers in the world.
- Explain the task. Ss read and check which of the two speakers they agree with more.

B

- Explain the task. Go over the language used by the speakers in part A to agree or disagree (e.g., *I disagree! I'm not so sure.*).
- Ss compare their answers in pairs. Encourage Ss to ask follow-up questions.
- Play the audio program again. Tell Ss to focus on the intonation used for disagreeing and presenting opinions.
- Ss practice the conversations in pairs. Tell Ss to try to imitate the original speakers' intonation.

3 GRAMMAR FOCUS

Learning Objective: use gerund phrases as subjects and objects in opinions about jobs

▶ [CD 1, Track 11]

- Elicit or explain that a gerund is formed by adding *-ing* to a verb (e.g., *playing*, *being*). This is the same form as the present continuous. However, a gerund is a noun, so it can be a subject or an object in a sentence.

TIP

To help Ss remember the structure, encourage them to try to work out rules themselves. Training Ss in this skill will help them deal with new structures in the future.

- Write on the board:
Gerund phrases
1. As the subject of a sentence:
Being a flight attendant sounds exciting.
2. As the object of the verb:
He'd love being a flight attendant.
3. As the object of a preposition:
I'm interested in being a flight attendant.
• Play the audio program.
• Focus Ss' attention on the Perspectives on page 8. Tell Ss to underline the gerunds. Call on Ss to write the gerunds on the board. (Answers: *playing*, *being*, *traveling*, *designing*, *working*, *getting*)
Note: *Clothing designer* is a noun phrase; *exciting* and *rewarding* are participial adjectives.
• **Option:** Ask Ss to use the gerunds on the board as subjects. Then ask Ss to use the gerunds as objects (e.g., *Designing clothes is a job for men and women.* *Michael Kors is great at designing clothes.*).

A

- Explain the task. Use the example sentence to model the task. Have Ss read the gerund phrases in column A. Explain any new vocabulary.
- Option:** Review or present other adverbs that Ss can use with the adjectives in column C (e.g., *pretty*, *kind of*, *really*, *very*, *extremely*, *so*, *quite*, *incredibly*).
- Ss work individually to write their opinions of each job. Go around the class and give help as needed.
- Go over answers with the class. Accept any answers that are logical and grammatically correct.

TIP

Let Ss correct problems themselves. Then explain those errors that Ss can't correct.

B Pair work

- Explain the task. Model the task with several Ss using the example conversation in the book.
- Ss work in pairs to give reasons for their opinions about the jobs in part A. Go around the class and give help as needed. Make notes of errors with gerund phrases.
- When pairs finish, write some of the errors on the board. Elicit corrections from the class.

C Group work

- Explain the task. Ss complete the sentences with gerund phrases as objects. Ask a S to read the example sentence.
- Ss work individually to complete the task. Go around the class and give help as needed.
- Then Ss work in small groups, taking turns reading their sentences. Encourage Ss to ask follow-up questions and to give more information.
- Ask each group to choose the three most interesting sentences. Different Ss read them aloud to the class.
- Option:** Ss go around and exchange their information with classmates.

■ For more practice with gerund phrases, play **True or False?** – download it from the website.

4 WORD POWER

Learning Objective: describe jobs using suffixes *-er*, *-or*, *-ist*, and *-ian*

A

- Explain the task. Ask a S to read the example.
- Ss complete the task individually or in pairs. First, Ss add suffixes to form names of jobs. Then Ss write the words in the chart. Remind Ss to add one more example to each column.
- To check answers, draw the chart on the board. Ask Ss to come up to complete it.

Answers


| | |
|---|---|
| -er software develop er project manag er <i>baby sitter</i> | -ist freelance journal ist psychiatr ist <i>dentist</i> |
| -or guidance counsell or marketing direct or <i>actor</i> | -ian computer technic ian politici an <i>librarian</i> |

(note: additional examples are italicized)

- Pronounce the words. Explain that the *p* is silent in words beginning with *psy-*.
- **Option:** Ask Ss to name jobs where the verb and noun are the same (e.g., *coach*, *cook*, *guide*, *TV host*).
- **Option:** Ask Ss to talk about the jobs in the chart, using gerunds as subjects or objects.

B Pair work

- Ask a S to read the example definition.
- Ss work in pairs and take turns making definitions. Remind Ss to use *someone who* or *someone that*.

 For a new way to talk about jobs and their suffixes, try **Mime** – download it from the website.

5 SPEAKING

Learning Objective: discuss possible careers using gerund phrases

Group work

- Ask three Ss to model the conversation. Point out the follow-up questions.

- Ss work in small groups. Set a time limit of about ten minutes. Ss take turns talking about possible careers. Tell Ss to ask two follow-up questions each per discussion. Go around the class and give help as needed.

6 WRITING

Learning Objective: write a paragraph about the advantages and disadvantages of a job using gerund phrases

A Group work

- Ss work in small groups to discuss the question. Ss choose one of the jobs they talked about in Exercise 5 (or another job). Ss make a list of advantages and disadvantages of both alternatives.
- Go around the class and give help as needed.

B

- Explain the task. Ask a S to read the model paragraph aloud.
- Ss work individually to write their paragraphs.
- Encourage Ss to write positive and negative consequences. Remind Ss to add a title.
- **Option:** Ss do this step for homework.

C Pair work

- Ss exchange and read each other's paragraphs about jobs. Partners say if they agree or disagree and explain why.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

7 CONVERSATION

Learning Objective: use comparisons in a conversation about jobs

A [CD 1, Track 12]

- Books closed. Set the scene. Tyler and Emma are talking about summer jobs. Explain that in the United States, young people often get a job during summer vacation to pay for their studies or to gain experience.
- Ask: “What job has Tyler found?” Tell Ss to listen for the answer.
- Books open. Play the first five lines of the audio program. Elicit the answer. (Answer: working at a beach resort)
- Explain that *leads* are possible jobs. Elicit that an intern is a person working to gain experience, usually for little or no pay.
- Books closed. Play the audio program.

B [CD 1, Track 13]

- Read the focus question aloud. Ss listen for the answer to the question.
- Play the second part of the audio program. Encourage Ss to take notes.

Audio script

See page T-169.

Answer

Tyler is going to work with the entertainment staff. He'll have to organize and take part in daytime and evening activities, like games, shows, and parties.

8 GRAMMAR FOCUS

Learning Objective: use comparisons with adjectives, adverbs, nouns, and past participles

A [CD 1, Track 14]

- Play the audio program. Ask Ss to underline the adjectives, verbs, nouns, and past participles.
- Point out that all the comparisons are based on the same few structures. Write them on the board:
more...than better...than as...as
less...than worse...than not as...as
- Give a few examples with familiar occupations. Elicit other examples.

A

- Explain the task.
- Ss work individually to complete the sentences with the words in parentheses. Remind Ss that there are several correct answers for each item.
- Ss go over their answers in pairs. Then go over answers with the class.

Possible answers

- In my opinion, being a firefighter is **more stressful than** being a sales associate. In addition, sales associates have **better hours than** firefighters.
- In general, doctors need **more training than** nutritionists. However, they usually **earn more than** nutritionists.
- Game testers don't need **as much experience as** software developers. As a result, they **earn less than** software developers.
- A career in banking is often **more demanding than** a career in sales, but it is also **better paid**.

B Pair work

- Ask a S to read the first sentence in Part A. Ask Ss to make another comparison between the two jobs. They do not need to use the words in parentheses (e.g., *Being a firefighter is more dangerous than being a sales clerk.*).
- Ss work in pairs. They think of one more comparison for each pair of jobs. They take turns making up sentences. They can change the comparative word, the sentence structure, or both. Go around the class and give help as needed.
- Go over answers with the class. Elicit Ss' responses around the class.

9 PRONUNCIATION

Learning Objective: sound more natural when using stress in compound nouns

▶ A [CD 1, Track 15]

- Books closed. Write the following jobs on the board. Ask: "What do these nouns have in common?"
firefighter game tester guidance counselor
- Elicit that these are all compound nouns (two-word nouns). In compound nouns, the main stress falls on the first word.
- Play the audio program. Signal stressed words by tapping a pencil or clapping.
- Books open. Play the audio program again. Ss listen and repeat, tapping or clapping on each stressed word.

- Ss work individually to add two more compound nouns to the chart. Ss can look back through Unit 2 for ideas. (Possible answers: software developer, computer technician)
- Write Ss' answers on the board. Ss practice pronouncing the words.

B Group work

- Dictate this sentence, or write it on the board:
Being a _____ would be more challenging because...
- Ask Ss to complete the sentence. After each S has completed the sentence, have Ss discuss the answers in groups.
- Elicit a few answers. Remind Ss to use the correct stress and to ask follow-up questions.

10 LISTENING

Learning Objective: listen for details in job descriptions discussed using comparisons

▶ A [CD 1, Track 16]

- Ask Ss to identify the job in the picture. (Answer: a game tester)
- Play the audio program. Ss listen and check which aspects of the job Caden likes and dislikes.

Audio script

See page T-170.

Answers

1. Like
2. Like
3. Dislike
4. Like
5. Like

▶ B [CD 1, Track 17]

- Explain the task. Read the focus question.
- Play the audio program again. This time Ss take notes.

Answer

Caden is going to keep working for a while and then go back to school to become a software developer.

C Pair work

- Ss work in pairs and write down some advice to give Caden. Elicit answers from the class. Are the pieces of advice similar?

11 DISCUSSION

Learning Objective: compare various jobs using comparisons with adjectives, adverbs, nouns, and past participles

A

- Explain the task. Ss choose a job they would like and a job they would not like from the unit and write them on two separate slips of paper.

B Group work

- Three students model the conversation.
- Ss discuss in small groups. Go around the class and listen in. Take notes on problems.
- Set a time limit of eight to ten minutes. When time is up, call on groups to say which jobs they chose.
- Write some problems you heard on the board. Elicit Ss' suggestions on how to correct them.

12 INTERCHANGE 2

See page T-115 for teaching notes.

13 READING

Learning Objectives: scan a professional social networking site; read for specific information and make inferences

A

- Books closed. To introduce the topic, ask: "Who has a job now? Where do you work? Is that a traditional workplace?"
- **Option:** If none of the students have jobs, give them some examples and discuss if those workplaces are traditional or not.
- Books open. Ask Ss to look at the pictures, skim the webpage, and discuss who has the most and the least traditional workplace. (Possible answers: Catherine's office is the most traditional workplace. Lauren's office is the least traditional workplace.)
- Ask a S to read the title of the webpage. Explain that three people have responded to a question about their workplace.
- Elicit or explain any new vocabulary. Ss read the webpage individually.

Vocabulary

stimulating: interesting and making you think
membership: the state of belonging to a group or an organization

perk: an advantage, such as money or a car, that you are given because of your job

tedious: boring

greenhouse: a building made of glass, used for growing plants that need warmth and protection

luxurious: very comfortable and expensive

tiny: very small

make up for: reduce the bad effect of something, or make something bad become something good

B

- Explain the task. Ask different Ss to read the sentences aloud. Say that the comments express opinions of people on the webpage, in different words.
- Ss work individually to match the comments to the names. Allow Ss to consult with others near them if they want help.
- **Option:** Explain that we can infer or guess people's opinions based on other opinions that they state directly.
- Go over answers with the class. Ask: "Who would probably say 'Working in different locations keeps me from getting bored'?" (Answer: Mark). Alternatively, ask an early finisher to write the answers on the board.

Answers

1. Mark
2. Lauren
3. Catherine
4. Lauren
5. Mark
6. Catherine

I For a new way to practice scanning for specific information, try **Reading Race** – download it from the website.

C

- Explain the task. Point out that Ss should find the words in the webpage and guess the meaning from context.
- Ss work individually to complete the sentences.
- Go over answers with the class.

Answers

- | | | |
|----------------|--------------|------------|
| 1. perk | 3. cubicle | 5. tedious |
| 2. stimulating | 4. luxurious | |

D Pair work

- Read the discussion question.
- Ss discuss the question in pairs. Ask one S to write down notes.
- Ask pairs to share their opinions on the workplaces and some features. Write them on the board. Also ask the pairs to share other interesting ideas from their discussions.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle, and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 1 and 2?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out that they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 SPEAKING

Learning Objective: demonstrate one's ability to use relative clauses

A

- Explain the task. Model with an example of your own. Say: "Let's see. I'd like to have a business partner who is organized, so I'll write *organized* here. And I'd also like someone who is calm, so I'll write *calm*."

- Ss complete the task individually. Remind them to write two qualities for each situation. Go around the class and give help as needed.

B Class activity

- Explain the task. Ask two Ss to model the conversation.
- Ss go around the class to agree on the qualities they want and to find someone they could do each thing with.

2 LISTENING

Learning Objectives: demonstrate one's ability to listen and respond to complaints; demonstrate one's ability to express likes and dislikes

▶ A [CD 1, Track 18]

- Explain the task. Ask a S to read the chart.
- Ask Ss to predict complaints they might hear.
- Tell Ss to listen for the complaints. Play the audio program once or twice. Ss complete the chart. Remind Ss to use their own words.
- Play the audio program again for Ss to check their answers.
- Go over answers with the class.

Audio script

See page T-170.

Answers

| | Andy's biggest complaint | Suki's biggest complaint |
|-------------|---|---|
| 1. websites | When a website makes you sign up to read an article | When the website sends you emails every day |
| 2. children | When the kid behind you keeps kicking your seat | When people let their children cry in restaurants |

| | | |
|-----------------------|---|---|
| 3. taxi drivers | When taxi drivers are dishonest and take longer routes to charge more money | When taxi drivers say they don't know the area and you don't know if they're lying |
| 4. restaurant servers | When servers don't write down your order and they get it wrong | When servers get annoyed if you order something cheap off the menu and they're impolite |

B Pair work

- Explain the task. Read the question. Ask a S to read the example.
- **Option:** Elicit verbs for expressing likes and dislikes (e.g., *can't stand*, *hate*, *love*). Write them on the board.
- **Option:** Play the audio (CD 1, Track 18) again. Have Ss listen for verbs to express likes and dislikes and write them down. Elicit examples and write them on the board.
- Ss discuss complaints in pairs. Remind them to use clauses with *it* and *when*.
- Ask Ss to share complaints with the class. Write each new complaint on the board. See which complaint was mentioned most often.

3 SURVEY

Learning Objective: demonstrate one's ability to express likes and dislikes using gerund phrases

A Group work

- Explain the task. Ask four Ss to model the conversation.
- Go over the list of useful expressions with the class.
- Ss work in groups of four to ask and answer questions about jobs. Each S completes the chart.

B Group work

- Explain the task. Read the questions.
- Ss work in the same group or a different one. Point out that Ss can talk about other aspects of the jobs.
- Ask one S from each group to share the most unusual, the best, and the worst jobs from the group.
- **Option:** Each S writes a short paragraph about the job he or she chose and the job one of the group members chose.

4 ROLE PLAY

Learning Objective: demonstrate one's ability to make comparisons to talk about jobs

- Explain the task.
- Divide the class into pairs, and assign A/B roles. Student As are the job helpers. Student Bs are the job seekers. Ask two Ss to model the conversation. Read the questions.
- Give Ss time to plan what they are going to say.

- Ss role-play in pairs. Encourage Ss to ask as many questions as possible, rather than choosing a job quickly.
- Ss change roles and repeat the role play.
- **Option:** Divide the class in half. Half of the Ss are job helpers, and the other half are job hunters. The job helpers sit at the front of the class and tell the class which two jobs each has. The job hunters then come up and talk to any of the job helpers. Set a time limit of five to ten minutes. When time is up, each S chooses a job.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 3 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|---|---|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Conversation | | SS Unit 3 Speaking 1–2 |
| | 3 Grammar Focus | | SB Unit 3 Grammar plus, Focus 1 SS Unit 3 Grammar 1 GAME Sentence Runner (Requests with modals, <i>if</i> clauses, and gerunds) |
| | 4 Pronunciation | | |
| | 5 Listening | | |
| | 6 Writing | TSS Unit 3 Writing Worksheet | |
| | 7 Interchange 3 | | WB Unit 3 exercises 1–4 |
| CYCLE 2 | 8 Word Power | TSS Unit 3 Vocabulary Worksheet | SS Unit 3 Vocabulary 1–2 GAME Say the Word (Collocations) |
| | 9 Perspectives | | |
| | 10 Grammar Focus | TSS Unit 3 Grammar Worksheet TSS Unit 3 Listening Worksheet TSS Unit 3 Extra Worksheet | SB Unit 3 Grammar plus, Focus 2 SS Unit 3 Grammar 2 GAME Sentence Stacker (Indirect requests) GAME Word Keys (Indirect requests) |
| | 11 Speaking | | |
| | 12 Reading | TSS Unit 3 Project Worksheet VID Unit 3 VRB Unit 3 | SS Unit 3 Reading 1–2 SS Unit 3 Listening 1–3 SS Unit 3 Video 1–3 WB Unit 3 exercises 5–9 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 3

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students discuss favors, borrowing and lending, and leaving messages and requests. By the end of Cycle 1, students will be able to discuss favors, borrowing, and lending using modals, *if* clauses, and gerunds. By the end of Cycle 2, students will be able to leave messages using indirect requests.

1 SNAPSHOT

Learning Objective: discuss favors

- **Option:** Books closed. Introduce a well-known proverb: "A friend in need is a friend indeed." Elicit the meaning. (Answer: A friend who helps you when you need it is a true friend.) Then ask: "Should you always say 'yes' to a friend? What would you do if your friend asked you a favor you didn't feel good about?"
- Explain that people were interviewed about favors they dislike being asked. Elicit that a *favor* is something you do to help someone else.
- With the class, brainstorm the favors the people might have mentioned (e.g., *Can you lend me some money?*). Write Ss' ideas on the board. Ask Ss to guess what the top three were.
- Books open. Tell Ss to read the Snapshot. Did Ss guess any of the favors people dislike being asked?
- Read the questions. Ss discuss the questions in pairs. Go around the class and give help as needed.
- Then each pair joins another pair to compare their answers.
- **Option:** Clarify the difference between *lend* and *borrow*. *To lend* is to give; *to borrow* is to take. If helpful, ask an artistic S to draw a picture on the board that shows the difference between the two verbs.
- **Option:** Clarify the expression *co-sign a bank loan*. Explain that it means to guarantee to a bank that you will pay a debt if the person who gets the loan does not.

2 CONVERSATION

Learning Objective: use modals, *if* clauses, and gerunds in a conversation about a favor

▶ A [CD 1, Track 19]

- Ask Ss to cover the text and look at the picture. Ask: "What are they doing? What are they talking about? What does Keiko want from Carlos? Will Carlos help? How do you know?" Elicit ideas.
- Tell Ss to listen to find out if their predictions are correct. Play the audio program.
- Write this incorrect summary on the board:
This weekend Keiko is going to move to her new house.
Carlos is only free on Saturday.
She already has everything packed.
- Ask Ss to listen and correct three mistakes. Play the audio program again. Go over Ss' answers. (Answers: This weekend Keiko is going to move to her new apartment. Carlos is only free on Sunday. She will have everything packed by Sunday.)
- Ss read the conversation silently.
- Elicit or explain any new vocabulary.

Vocabulary

What's up?: How are you? or Is there a problem?

I was wondering if . . . : a polite way to ask someone for something

pack: put your things into bags or boxes

Thanks a million.: Thank you very much.

- Play the audio program again. Ss listen and read. Ask Ss to focus on how Carlos agrees to Keiko's request (e.g., *sure, I guess not.*).
- Ss practice the conversation in pairs.
- **!** For a new way to practice this conversation, try **Moving Dialog** – download it from the website.

▶ B [CD 1, Track 20]

- Read the focus questions aloud.
- Play the second part of the audio program. Pause after each conversation. Ss take notes.
- Ss compare answers in pairs. Elicit Ss' responses around the class.

Audio script

See page T-170.

Answers

Keiko wants Hunter to take care of her goldfish.
Hunter agrees.
Keiko wants Claire to help her pack her things.
Claire doesn't agree.

3 GRAMMAR FOCUS

Learning Objective: use modals, *if* clauses, and gerunds to ask for favors

▶ [CD 1, Track 21]

Requests with modals, *if* clauses, and gerunds

- Books closed. Ask a few favors around the class, using modals *can* and *could*. Write them on the board:
Can I borrow your pen, please?
Could you lend me your cell phone?
- Books open. Focus Ss' attention on the Conversation on page 16. Ask Ss to find two examples of requests with *could* or *would*. Ask a S to write them on the board:
I was wondering if you could . . . ?
Would you mind helping me . . . ?
- Explain that there are many ways to ask favors. They also vary in degrees of formality.
- Point out that we use *can* and *could* for informal requests. Elicit that the structures with *would* are more formal. We use them with people we don't know well or with friends if the request is very demanding.
- Play the audio program. Point out the continuum.
- Elicit or explain the structures used in requests.

1. Requests with *if* clauses and the present tense

Is it OK if . . . ? and *Do you mind if . . . ?* are followed by the present tense:
Is it OK if I borrow your phone?
Do you mind if I use your credit card?
Note: *Is it OK if . . .* is answered with "yes" if the request is granted. "No" means the person denies the request. *Do you mind if . . .* is answered with "no" if the request is granted. "Yes" means the person denies the request.

2. Requests with *if* clauses and the past tense

Would it be all right if . . . ? and *Would you mind if . . . ?* are followed by the past tense:
Would it be all right if I used your credit card?
Would you mind if I borrowed your truck?
Note: *Would you mind* is answered with "no" if the request is granted. "Yes" means the person denies the request.

3. Requests with gerunds (-ing)

Would you mind (without *if*) is followed by a gerund:
Would you mind letting me use your laptop?
Note: *Would you mind* + gerund is answered with "no" if the request is granted. "Yes" means the person denies the request.

4. Requests with *if* clauses and modals

Wonder + *if* is followed by a modal:
I wonder if I could borrow your car.
I was wondering if you could help me move.
Note: *wonder* + *if* is a statement, not a question.
Possible responses if the request is granted: "Sure, that's fine." / "Of course." / "No problem."
Possible response if the request is denied: "Sorry" + explanation.

For more practice with requests, play **Run For It!** - download it from the website. Assign a structure to each wall: Present tense, past tense, modals, and gerunds.

- Tell Ss to make their own requests and ask favors around the class.

A

- Read the first conversation. Ss choose the correct answer as a class. Then ask a S to read the first conversation with you.
- Ss complete the task individually. Elicit Ss' responses to check answers. Then Ss practice the conversations in pairs.

Answers

- A: **Is it OK if** I use your cell phone?
- A: Would you mind if I **stayed** at your place for the weekend?
- A: I was wondering **if I could** borrow your car tomorrow.
- A: Could you **lend** me \$20?
- A: Would you mind **helping** me pack my stuff this weekend?
- A: **Can** you feed my cats while I'm on vacation, please?

B

- Explain the task. Model the first example.
- Elicit more examples.
- Ss complete the task individually.

Possible answers

- Would you mind coming to my cousin's wedding with me?
 - Is it OK if I borrow your notes to study for the test?
 - Could you lend me your camera to take with me on my vacation?
 - I was wondering if you could drive me to the airport.
 - Could you help me paint my apartment?
 - Do you mind if I borrow your cell phone to call a friend in London?
- Ask different Ss to read their formal requests aloud. Model accepting some and declining others.
S1: Would you mind if I borrowed some money for a soda?
T: No. Not at all. Here you go./I'm really sorry. All I have is a dollar.
 - Tell Ss to look at part A for more examples of ways to accept and decline.
 - Ss work in pairs. They take turns making requests and responding. Go around the class and check for logical and grammatical responses.

4 PRONUNCIATION

Learning Objective: sound more natural when using unreleased consonants

A [CD 1, Track 22]

- Read the explanation. Tell Ss to compare /d/ in a fully released form (e.g., *did*) with /d/ in the phrase “could Craig” in an unreleased form.
- Play the first part of the audio program once or twice. Pause to allow Ss to repeat. Encourage Ss to say the unreleased consonants softly, blending them with the next word.
- Explain that it is easier to blend these consonants than it is to pronounce them separately.

B [CD 1, Track 23]

- Explain the task. Ss work individually.
- Play the second part of the audio program. Ss listen and check their answers.

Answers

1. A: I was wondering if I could **d** borrow that **t** book.
B: Yes, but **t** can you take **i** back to Doug **g** tomorrow?
2. A: Would you mind **d** giving Albert **t** some help **p** moving that **t** big **g** bed?
B: Sorry, but **t** my doctor said **d** my back **k** needs rest.

- Then Ss practice the conversations in pairs.

5 LISTENING

Learning Objective: listen for specific information in requests for favors using modals, *if* clauses, and gerunds

A [CD 1, Track 24]

- Explain the task. Ss listen first for what each caller requests.
- Play the audio program. Pause briefly after each conversation for Ss to write down the requests.

Audio script

See page T-171.

- Play the audio program again. Ss listen to find out whether the other person agrees to the request.
- Ss work in pairs to compare information. Elicit responses around the class to check answers.

Answers

1. Jesse: He wants to borrow an electric mixer; no
2. Liz: She wants to borrow a book; yes
3. Min-jun: He wants Silvia to watch his cat while he's away; yes

! To practice recognizing different types of requests, try **Stand Up, Sit Down** – download it from the website.

B Pair work

- Model the task by role-playing the phone conversations with Ss. Write phrases on the board to help Ss begin and end the conversations:
Hello/Hi, . . . This is . . .
What's up?
Well, actually, would you mind . . . ?
No problem.
Thanks a million! *See you in class tomorrow.*
Yeah, *see you then.* Bye!
- Remind Ss to use their own words. Tell Ss to role-play accepting and declining each request.
- Ss work in pairs. Go around the class and note any problem areas. Go over the problems with the class after the role play.
- **Option:** Tell Ss to sit back-to-back to do the role play to help mimic a phone call.

6 WRITING

Learning Objective: write an informal email asking for a favor using modals, *if* clauses, and gerunds

A

- Explain the task. Ask a S to read the sample message.
- Ss work individually. They write a message to a classmate asking several favors. Remind Ss to include reasons for their requests. Set a time limit of about five minutes. Go around the class and give help as needed.

B Pair work

- Explain the task. Ss exchange messages and write replies accepting or declining requests.
- Tell Ss to give reasons for declining requests.
- Set a time limit of five minutes. When time is up, Ss exchange again and read the replies.

7 INTERCHANGE 3

See page T-116 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 8–12

8 WORD POWER

Learning Objective: talk about making requests and responding using collocations with common words for making requests

A

- Focus Ss' attention on the example and explain why *make* is crossed out.
- Ss complete the task individually or in pairs. Challenge Ss to do it without checking a dictionary.
- Ss compare answers in pairs. Then elicit responses.

Answers

- | | | | |
|---------|----------|----------|-------|
| 1. make | 3. offer | 5. do | 7. do |
| 2. do | 4. do | 6. offer | |

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

B Pair work

- Read the questions. Ask Ss to underline the collocations. Elicit the answers (return a favor, turn down an invitation, declined a request).
- Elicit questions Ss can use to add to the list. Write them on the board:
When was the last time you ... ?
How often do you ... ?
How would you feel if ... ?
What would you say if ... ?
- Ss work in pairs. Ss choose two collocations from part A to write two more questions. Then they take turns asking and answering all five questions.

Practice the collocations with **Vocabulary Tennis** – download it from the website (e.g., Team A – return; Team B – a compliment; Team B – a gift; Team A – refuse).

9 PERSPECTIVES

Learning Objective: complete messages using indirect requests in context

▶ A [CD 1, Track 25]

- Books closed. Set the scene. Six people left messages for Mary Martin at the school where she teaches.
- Write the topic of each message in random order on the board:
tests students' reports phone
homework teachers' meeting meet in the cafeteria
- Play the audio program. Pause after the first message. Ss listen and decide what the message was about. (Answer: her phone)
- Play the rest of the audio program. Pause after each message. Ss listen. Elicit what the message was about.
- Books open. Ss read the messages and work individually to complete them with *ask* or *tell*.
- Play the audio program again. Have Ss listen and check their answers.

Answers

- | | | | | | |
|---------|--------|--------|---------|--------|--------|
| 1. tell | 2. ask | 3. ask | 4. tell | 5. ask | 6. ask |
|---------|--------|--------|---------|--------|--------|

- Elicit or explain any new vocabulary.

B

- Explain the task. Ask a S to read the list of people. Explain that more than one answer is possible.
- Ss work individually to decide *who* left each message.
- Ss go over their answers in pairs. Answer any questions Ss may have.

Possible answers

- | |
|---------------------------|
| 1. another teacher |
| 2. the school coordinator |
| 3. a student |
| 4. the school coordinator |
| 5. a teacher |
| 6. a student |

10 GRAMMAR FOCUS

Learning Objective: use statements, imperatives, and yes-no questions to ask someone to make indirect requests

▶ [CD 1, Track 26]

- Books closed. To explain an indirect request, draw a picture on the board of Mary's coordinator passing a message to Mary via Mary's assistant:



Could you ask Mary whether or not she is coming to the teachers' meeting?

- Tell Ss that we use indirect requests when we want someone to give a message to someone else.
- Books open. Present the direct requests on the left and the indirect requests on the right. Ask Ss to (a) work out the rule and (b) find examples in the Perspectives on page 19.

1. Statements

Can/Could you (or Please) tell + (Mary) + (that) + original statement?

(Examples from the Perspectives: message 1)

Note: *That* is optional. Indirect requests can also use *would*.

2. Imperatives

Can/Could you tell/ask + (Mary) + (not) + infinitive?

(Examples from the Perspectives: messages 4 and 5)

3. Yes/No questions

Can/Could you ask + (Mary) + if/whether + SVO statement?

(Example from the Perspectives: messages 2 and 3)

4. Wh- questions

Can/Could you ask (Mary) + wh- word + SVO statement?

(Example from the Perspectives: message 6)

- Point out to students that the last example in the Grammar Focus box shows a change in the indirect object pronoun. The direct question uses *can I talk to you* because the speaker is talking directly to the person; but in the indirect form, *you* changes to *her* since the speaker is now talking about a third person.
- Play the audio program. Remind Ss that direct requests are on the left and indirect requests on the right.
- Option:** Point out that most indirect requests have rising intonation. Play the audio program again. Ask Ss to focus on the rising intonation. Ss practice.
- Option:** Write indirect sentences on the board in the wrong order (e.g., *not tell to could Mary call you me?*). Ss put them in the correct order.
- Explain the task. Use the first sentence as an example. Ask a S to read the example answer.
- Ss complete the task individually. Ss change the direct requests to indirect requests. Go around the class and give help as needed.
- Check some early finishers' answers. Tell the Ss to write their answers on the board.

Answers

- Can/Could/Would you ask Mary if/whether she got my message about her phone?
- Can/Could/Would you ask Mary if/whether she'll give me a ride to school tomorrow?
- Can/Could/Would you ask Ms. Martin when our assignment is due?
- Can/Could/Would you ask Mary why she didn't meet us at the cafeteria for lunch?
- Can/Could/Would you tell Ms. Martin (that) I won't be in class tomorrow night?
- Can/Could/Would you ask Mary if she's going to the school party on Saturday?
- Can/Could/Would you ask/tell Mary to please return my call when she gets her phone back?
- Can/Could/Would you ask Mary if/whether she (has) received my wedding invitation?

11 SPEAKING

Learning Objective: pass on and respond to indirect requests

A

- Explain the task. Read the example request.
- Ss complete the task individually. They write five requests. Go around the class and give help as needed.

B Class activity

- Explain the task. Ask three Ss to model the conversation.
- First, Ss work in pairs. They exchange requests from part A.

- Then Ss go around the class and make their partner's requests. They note how each person responds. Set a time limit of about ten minutes. Go around the class and listen in.
- Ss return to their partners and tell how each person responded.
- Option:** Add one more person to the chain. Ss 2 and 3 are both messengers.
- Ask Ss to share some interesting requests they received and how they responded.

12 READING

Learning Objective: scan, read for main ideas and details, and identify referents in an article

- Books closed. Ask the class to brainstorm things that are difficult to say to friends. Write some common suggestions on the board. Ask Ss if they have ever had this problem (where they wanted to say something to a friend but didn't want to hurt their feelings).
- Books open. Read the title. Tell Ss the article is about bringing up difficult subjects.

A

- Go over the task. Ask: "What are the three problems these people are having?" Tell Ss to raise their hands when they find the answers. Elicit answers. (Answer: disliking someone's friends, someone wanting to copy homework, someone constantly asking for favors)

B

- Ss read the article individually. Remind Ss to mark words they can't guess from context and continue reading.
- Elicit or explain any new vocabulary.

Vocabulary

bring up: raise for discussion or consideration

matter: a subject or situation that you need to think about, discuss, or deal with

tip: a useful piece of information

handle: deal with

get along: like each other and be friendly to each other

- ! For an alternate way to present this Reading, try **Jigsaw Learning** – download it from the website.

- Ss complete the task individually. Ask Ss to mark the lines in the text where they find the answers to the questions.
- Ss go over their answers in pairs. Remind Ss to show each other where they found the answers. Go around the class to resolve any problems, or ask Ss to raise their hands if they have a question.

Answers

1. She is spending time with people who Carly thinks are not good for her.
2. He is worried about putting his grades at risk/ getting in trouble.
3. She doesn't want to hurt her friend's feelings.
4. a Matt, b Dana, c Carly

C

- Ss work individually. Ss find referents for nouns and noun phrases. Go around the class and give help as needed.
- **Option:** If Ss are having difficulty, they can work in pairs or small groups.
- Ss go over their answers in pairs. Then go over answers with the class.

Answers

1. close friends
2. the fact that the new friends are a bad influence
3. school and studying
4. the situation of Matt's friend copying his homework
5. favors Dana's friend asks

D Pair work

- Explain the task. Read the questions.
- Ss work in pairs. Ss talk about similar problems and give advice to the writers in the article.
- Ask Ss to tell the rest of the class some of the more interesting problems they discussed.
- **Option:** Ss can work in small groups, or this can be done with the whole class.

TIP

Ask Ss how they are progressing with their self-study listening. Encourage Ss to share useful strategies and offer advice.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 4 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|----------------------------------|--|---|
| CYCLE 1 | 1 Snapshot | | GAME Sentence Stacker (News categories) |
| | 2 Perspectives | | |
| | 3 Grammar Focus | | SB Unit 4 Grammar plus, Focus 1 SS Unit 4 Grammar 1 GAME Sentence Runner (Past continuous vs. simple past) |
| | 4 Pronunciation | | |
| | 5 Listening | | |
| | 6 Writing | | WB Unit 4 exercises 1–4 |
| CYCLE 2 | 7 Conversation | | SS Unit 4 Speaking 1–2 |
| | 8 Grammar Focus | TSS Unit 4 Grammar Worksheet TSS Unit 4 Writing Worksheet | SB Unit 4 Grammar plus, Focus 2 SS Unit 4 Grammar 2 GAME Say the Word (Past continuous vs. simple past and past perfect) |
| | 9 Word Power | TSS Unit 4 Vocabulary Worksheet TSS Unit 4 Listening Worksheet TSS Unit 4 Extra Worksheet | SS Unit 4 Vocabulary 1–2 GAME Spell or Slime (Events) |
| | 10 Speaking | | |
| | 11 Interchange 4 | | |
| | 12 Reading | TSS Unit 4 Project Worksheet VID Unit 4 VRB Unit 4 | SS Unit 4 Reading 1–2 SS Unit 4 Listening 1–3 SS Unit 4 Video 1–3 WB Unit 4 exercises 5–9 |

| With or instead of the following SB section | You can also use these materials for assessment |
|---|---|
| Units 3–4 Progress Check | ASSESSMENT PROGRAM Units 3–4 Oral Quiz ASSESSMENT PROGRAM Units 3–4 Written Quiz |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 4

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students focus on storytelling and describing past events. By the end of Cycle 1, students will be able to describe past events using the simple past and past continuous. By the end of Cycle 2, students will be able to tell stories using the past perfect tense.

1 SNAPSHOT

Learning Objective: discuss different types of stories

- **Option:** Hold a brief discussion about news. Ask: "Who follows the news? How do you get your news? What news do you find interesting? How important is it to keep up-to-date?"
- Books closed. Brainstorm with Ss about online newspapers. Ask what sections, or categories, they contain. Ask Ss to write their ideas on the board.

TIP

To introduce a new unit, ask Ss motivating questions and elicit information related to the unit topic. If possible, bring – or ask Ss to bring – realia to class (e.g., for this unit, printouts or screen shots of online newspapers, local and/or international).

- Books open. Say that this Snapshot lists popular categories of online news. Read the categories. Ss circle categories that match the ones they brainstormed.
- Elicit or explain any new vocabulary.

Vocabulary

top-rated: very popular or successful
must-have: an object that many people want to own

- **Option:** Ss look through printouts of online newspapers or view them online. Ask Ss to find the categories listed in the Snapshot. Encourage Ss to note any others they find.
- Read the questions.
- Ss discuss the focus questions in pairs or small groups. Set a time limit of about five minutes.

2 PERSPECTIVES

Learning Objective: identify different types of stories that use the past continuous and simple past in context

▶ A [CD 1, Track 27]

- Books closed. Explain the task.
- Play the audio program. Ss listen to three things people are listening to. Ss decide which story in Exercise 1 each item relates to. Pause after each item to give Ss time to write down key words about each one.
- Elicit answers from the class. For each item, ask: "Which words told you the answer?"

Answers

1. Here Are the 5 Must-Have Apps for Runners
2. Women Need More Sleep Than Men Because They Use More of Their Brains
3. Several Streets Closed after "Suspicious Package" Was Found

- Books open. Play the audio program again. Ss listen and read.
- Elicit or explain any new vocabulary.

Vocabulary

incredible: extremely good
work out: exercise to improve the strength or appearance of your body
burn: exercise to work off calories that you have eaten
sleep deprivation: a situation in which you do not sleep
look for: try to find someone or something
suspicious: making you feel that something illegal is happening or that something is wrong

B

- Focus Ss' attention on the title of the exercise: "Listen up." Explain that this phrasal verb is an informal way to make people listen to you.
- Explain the task. Ask a S to read the first story aloud. Elicit the answer from the class. (Answer: a friend)
- Ss work individually for a few minutes. Elicit the answers from the class. Ask "Why do you think it's from a friend, a podcast, or a co-worker?"

Answers

1. a friend
2. a podcast
3. a co-worker

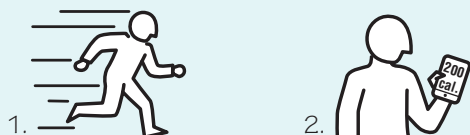
3 GRAMMAR FOCUS

Learning Objective: use the past continuous and simple past to describe past events

▶ [CD 1, Track 28]

Past continuous vs. simple past

- Draw two pictures on the board. One picture shows a man working out. The second shows the man looking at his smartphone.



- Focus Ss' attention on the Perspectives on page 22. Ask Ss to find the sentence that fits the pictures. Write it on the board. Underline and label the sentence like this:

While I was working out, it calculated how many calories I burned.
past continuous simple past

- To help Ss see the relationship between the tenses, ask questions like these:
 - [point to first picture] What was the man doing here? Is *working out* a "continued" action that lasted for some time?
 - Was the action of *working out* interrupted by another action?
- Say that the past continuous (*was working out*) describes an ongoing action in the past. The simple past (*calculated*) is a shorter complete action. It takes place at one moment and interrupts the ongoing action.
- Ask Ss to look for past continuous and simple past verbs in the Perspectives on page 22. Tell Ss to underline past continuous verbs and put a circle around simple past verbs. (Answers: Past continuous verbs: *was working out, were doing, was looking for*; simple past verbs: *downloaded, used, calculated, burned, discovered, learned, found, was*)
- Focus Ss' attention on the Grammar Focus box. Point out the adverb clauses with *while* and *as*. Say that these clauses cannot stand alone as a sentence. When an adverb clause comes before the main clause, it has a comma.

- Next, point out the clause with *when* in the second column. When an adverb clause comes after the main clause, it does not have a comma.
- Play the audio program. Ss listen and read or repeat.

! To practice the sentences, try the activity **Split Sentences** – download it from the website.

A

- Explain the task.
- Ss complete the task individually. Tell Ss to read each story once before filling in the blanks. This will help Ss understand which action was ongoing and which action interrupted it.
- Elicit or explain any new vocabulary (e.g., *thrift shop* is a shop in which a charity or a small business sells used goods given by the public).

! To help Ss with vocabulary in this exercise, try the **Vocabulary Mingle** – download it from the website.

- Ss work in pairs to compare answers.

Answers

- Marcia Murphy **donated** her old pants to a thrift shop. As she **was walking** home, she **remembered** she **left** \$20 in her pants pocket.
- Jason Clark **was walking** home one day, when he **saw** a little puppy crying on the sidewalk, so he **stopped** to help. As he **was picking** him up, a woman **came** from nowhere screaming: "Stop that guy. He's trying to steal my puppy." Jason **ended** up spending three hours at the police station.
- On her birthday last year, Diane Larson **was driving** to work when she **had** a bad accident. This year, just to be safe, she decided to stay home on her birthday. Unfortunately, that night while she **was sleeping** in her apartment, the floor of her living room **collapsed** and she **fell** into her neighbor's apartment.

B Group work

- Explain the task.
- Ss work in groups of three. Ask each S to reread a different story from Part A and note four or five key words or phrases. Ss use their notes to retell the story. Remind Ss to add new information or a new ending.

4 PRONUNCIATION

Learning Objective: use correct intonation to sound more natural when using complex sentences

▶ A [CD 1, Track 29]

- Point out that each clause has a falling intonation pattern. This helps the listener follow the two groups of ideas in a long sentence.

- Play the audio program. Ss listen and repeat.

B Pair work

- Explain the task. Ss work in pairs to make complex sentences with *while* or *as* and the past continuous. Ss take turns starting and finishing the sentences using falling intonation.

5 LISTENING

Learning Objective: listen for and take notes on the details of stories in the simple past

▶ A [CD 1, Track 30]

- Ask: "Who watched the news on TV today or yesterday?" Encourage the class to tell any interesting stories they heard.
- Have Ss look at the pictures and describe what they see.
- Explain the task. Ss will listen to the audio and number the pictures in the order that they hear the matching news stories in the audio. Make sure Ss understand that there is one extra picture.
- Play the audio program. Ss complete the task individually.
- Allow pairs to compare answers. Then go over answers with the class.

Answers

X 2
3 1

▶ B [CD 1, Track 31]

- Read the questions in the chart aloud.
- Explain the task. Ss will listen to the audio and answer the questions in the chart for each news story.
- Play the audio program. Pause after each news event. Give Ss time to complete the chart. Ask Ss to write their answers on the board.
- **Option:** Ask: "Which story did you find most interesting? Why?" Elicit Ss' ideas.

Audio script

See page T-171.

Answers

1. Australia; Saturday; bull ran onto soccer field and started chasing a soccer player
2. Missouri; last Thursday; tornado carried 19-year-old boy over 1,300 feet and dropped him in an abandoned field
3. Ontario; early Tuesday morning; A thief rescued two police officers after they lost control of their vehicle and drove into a river while chasing the thief.

For more practice with events and vocabulary, play **Prediction Bingo** – download it from the website.

6 WRITING

Learning Objective: write a story using the past continuous and simple past

A

- Explain the task. Go over the titles.
- Ss work individually to think about and plan their stories. Explain that they can choose a title or create a new one.

B

- Explain the task. Tell Ss that the questions should help them guide the story, but they should provide more information.
- Ss work individually to write their news stories. Ask them to write one or two paragraphs and to come up with an interesting ending.

TIP

If Ss struggle to find ideas, remind them of the 5 Ws and H questions used by journalists: *who*, *what*, *where*, *when*, *why*, and *how*.

C Group work

- Ss read or tell their stories in small groups.
- The group votes on the best story.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

7 CONVERSATION

Learning Objective: use the past perfect in a conversation about past events

A [CD 1, Track 32]

- Ss cover the text. Play the audio program. Ss take notes.
- Ss compare notes in pairs. Then Ss use their notes to write three comprehension questions.
- Each pair joins another pair. They take turns asking and answering their questions.
- Tell Ss to uncover the text. Play the audio program. Ss listen and read. Then they practice the conversation in pairs.

B [CD 1, Track 33]

- Read the focus questions. Play the second part of the audio program. Elicit Ss' answers.

Audio script

See page T-172.

Answer

Milo once had his carry-on bag stolen, with his wallet, his credit card, and his phone. He was overseas, waiting for a bus to take him to the airport.

8 GRAMMAR FOCUS

Learning Objective: correctly use the past continuous, simple past, or past perfect to describe past events

[CD 1, Track 34]

Past perfect

- Explain that the past perfect is *had* + past participle. Focus Ss' attention on the Conversation. Elicit sentences with the past perfect. Write them on the board in a chart:

| | | | |
|---------|-----|------------------|------------------------|
| 1 | 2 | 3 | 4 |
| I | had | <i>parked</i> | my bike on the street. |
| Someone | had | <i>stolen</i> | my bike. |
| I | 'd | <i>forgotten</i> | to lock it up. |

- Explain that when we are talking about two events in the past, we use the past perfect to express the earlier one. Write an example on the board:

from 12:00-1:00 P.M. at 11:45 A.M.
I was having lunch with a friend, and I had parked it on the street.

- Next, write these sentences on the board:
I came back. Someone stole my bike.
- Ask: "Which event happened 'earlier'?" (Answer: Someone stole my bike.) Elicit a sentence with the cues and the past perfect. (Answer: When I came back, someone had stolen my bike.)
- Play the audio program.

A

- Ss complete the task individually.
- Allow pairs to compare answers. Then go over answers with the class.

Answers

- I **took** a trip to London last year. I was a bit scared because I **hadn't traveled** abroad before, but everything was perfect.
- I **was visiting** the British Museum one afternoon when I **ran** into an old school friend who I **hadn't seen** for over 10 years.
- One weekend, we **were driving** to Liverpool when we **ran** out of gas on the highway because we **had forgotten** to fill up the tank before leaving. Fortunately, a truck driver **stopped** and **helped** us.
- On the last day, as I **was going** up to my hotel room, I **got** stuck in the elevator. After I **had been** stuck for an hour, someone **started** it again.

- To practice this tense, use a **Disappearing Dialog** – download it from the website (with the Conversation in Exercise 7).

B Pair work

- Ss work in pairs to complete the task.
- Allow pairs to compare answers with another pair. Ss share some of their sentences with the class.

9 WORD POWER

Learning Objective: describe different types of events

A

- Explain the task. Model the first word as an example.
- **Option:** Model the word stress of each noun. Ss listen and repeat.
- Ss work individually or in pairs. Ss match words with definitions. Tell Ss to check their dictionaries only after they finish.
- Go over answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. h | 3. d | 5. a | 7. c |
| 2. b | 4. g | 6. f | 8. e |

B Pair work

- Explain the task. Read aloud the example for *lucky break*.
- Ss work in pairs. Ss choose one event from part A. Then they write a situation for it. Go around the class and briefly check sentences.

C Group work

- Explain the task. Two or three pairs work in a group. Ss take turns reading their situations without saying the kind of event. Others in the group guess the event.

10 SPEAKING

Learning Objective: tell stories using various past tenses

Group work

- Read the instructions. Ask three Ss to model the conversation.
- Explain the task. Give Ss time to read the events in Exercise 9 and think of a situation they would like to talk about.
- **Option:** If Ss appear reluctant or embarrassed to talk about a personal situation, allow them to tell a story about a friend or someone they heard about in the news.
- Ss work in small groups. They take turns talking about the situations. Tell Ss to talk about the events in any order. Encourage Ss to ask follow-up questions.

TIP

A fluency activity is designed to challenge Ss to do their best with whatever language abilities they have. It's best to give help only if asked directly.

TIP

To ensure that all Ss ask four follow-up questions, ask each S to take out four small coins (or paper clips) and put them in a pile. As they ask a follow-up question, they can remove a coin from the pile.

- **Option:** As a follow-up, two groups form a large group to swap stories, or do this as a whole class activity.



For a different way to use this activity, try the **Chain Game** – download it from the website.

11 INTERCHANGE 4

See page T-117 for teaching notes.

12 READING

Learning Objectives: skim and read news articles for specific information; identify the meaning of words in context

A

Note: If possible, bring several satirical articles from the Internet to class and pass them around.

- Books closed. Ask: "Is everything you read or see on the Internet true? Why or why not? Where do you go to find trustworthy information?"
- Books open. Go over the task. Read the questions.
- Give Ss time to skim the article themselves. Ss work individually to find the answer to the question.
- Elicit the answer from the class. (Answer: false)

! To introduce new vocabulary and have Ss predict the stories, try **Cloud Prediction** – download it from the website.

B

- Ss read the article individually.

TIP

Tell Ss not to look up any words as they read. Instead, they should underline or circle words they don't know and keep reading.

- Then Ss work in small groups. Each S shares words he or she underlined. If group members know the word, they explain it. If no one in the group knows the word, Ss look at the context and as a group write one or two guesses about its meaning.
- **Option:** Each group says what words they chose and what their guesses were. Each group gets one point for making a guess and two points for a correct guess.
- Elicit or explain any new vocabulary.

Vocabulary

trustworthy: able to be trusted

spread: to cover, reach, or have an effect on a wider or increasing area

lice: small insects that live on the skin of mammals and birds and cause itching

outbreak: a time when a disease or something dangerous suddenly begins

"ick" factor: an amount of shock or dislike that makes you feel sick

- Explain the task.
- Ss complete the task individually or in pairs. Ss scan the article to find the words. Then they guess the meaning. Point out that this exercise will help Ss confirm their previous guesses and remember the words.
- Ss go over answers in pairs. Ss may use their dictionaries to check the meaning of words to be matched to the ones in italics.
- Go over answers with the class.

Answers

1. not exact or true
2. humorously critical
3. public opinion of someone
4. very large
5. hard to fight against
6. proof of truth

C Pair work

- Ask a S to read the questions out loud.
- Ss work in pairs to discuss the questions. Encourage Ss to share opinions about the story presented in the article and false information found on the web. Go around the class and listen.

D Group work

- Read the focus questions.
- Ss work in groups. Ss describe a story they know. Encourage Ss to give specific details and to ask each other follow-up questions.
- **Option:** Groups share one particularly interesting thing they talked about.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 ROLE PLAY

Learning Objective: demonstrate one's ability to make requests with modals, *if* clauses, and gerunds

- Explain the task.
- Divide the class into pairs, and assign A/B roles. Student As are planning a party. Student Bs are asked to help. Ask a S to model the request.
- Ss role-play in pairs. To set the scene for a telephone conversation, ask Ss to sit back-to-back. Remind Student Bs to agree to some things, but not others.
- Ss change roles and repeat the role play.

2 DISCUSSION

Learning Objective: demonstrate one's ability to make indirect requests

A Group work

- Explain the task. Ask different Ss to read the requests and focus questions.
- Ss work in groups of three. Ss take turns reading aloud a request and discussing the questions. In groups, Ss answer questions about the situation and the people involved. Then Ss write an indirect request for each situation.
- Go around the class and give help as needed.

B Class activity

- Explain the task. Ask a S to share each group's answers with the class.
- Take a vote to see who has the most interesting answers.

3 SPEAKING

Learning Objective: demonstrate one's ability to tell a story using the past continuous and simple past

A Pair work

- Explain the task. Ask a S to read the types of events in the box.
- Ss work in pairs. Remind Ss to choose only the type of event and write a title.

B Pair work

- Explain the task. Ask a S to read the example story. Elicit *who, what, where, when, why, and how* questions and answers for the example.

- Pairs exchange titles with another pair. Then pairs discuss how to answer the questions about the other pair's title. Point out that the stories do not have to be true.
- Pairs can take notes on their ideas or write out the story. Only one S needs to write, but both Ss should contribute equally. Ask the S who didn't write to check for errors.

C

- Explain the task. Ss tell their stories to the pair who wrote the title.
- Ask: "Were you surprised at the way the story turned out?"
- Ask some Ss to tell their stories to the class.

4 LISTENING

Learning Objective: demonstrate one's ability to listen and understand sequence in the past

▶ [CD 1, Track 35]

- Explain the task. Give Ss time to read all of the sentences.
- Tell Ss to listen and number the events in each situation from 1 to 3. Play the audio program. Pause after each event.
- Play the audio program as many times as needed. Elicit answers.

Audio script

See page T-172.

Answers

1. She went on vacation. 2. She got sick. 3. She went back to work.
2. 1. I changed phone numbers. 2. John called me. 3. I didn't get the message.
3. 1. I was very nervous. 2. I left the office. 3. I felt relieved.
4. 1. I was watching a movie. 2. My cousin stopped by. 3. We went out.

5 DISCUSSION

Learning Objective: demonstrate one's ability to describe events using the past perfect

Group work

- Explain the task. Read the beginnings and endings. Ask four Ss to model the example story chain.
- Ss work in small groups. Ss choose any beginning and any ending. They discuss events that could link the two. Point out that Ss can decide the story as they do the task.

- The first S reads the sentence the group chose and then adds a sentence of his or her own. Ss take turns adding sentences to the story. Remind Ss to keep the ending in mind when they add a sentence.
- The story ends when a S is able to use the group's ending.
- **Option:** Ss change groups and repeat the exercise. This time Ss write the story. Ss pass a sheet of paper around the group. Each S adds a sentence to the story.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 5 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|---|--|
| CYCLE 1 | 1 Perspectives | | |
| | 2 Word Power | TSS Unit 5 Vocabulary Worksheet | SS Unit 5 Vocabulary 1–3 GAME Say the Word (Culture shock) |
| | 3 Grammar Focus | TSS Unit 5 Listening Worksheet | SB Unit 5 Grammar plus, Focus 1 SS Unit 5 Grammar 1 GAME Sentence Stacker (Noun phrases containing relative clauses) |
| | 4 Pronunciation | | |
| | 5 Discussion | TSS Unit 5 Extra Worksheet | WB Unit 5 exercises 1–3 |
| CYCLE 2 | 6 Snapshot | | |
| | 7 Conversation | | SS Unit 5 Speaking 1–2 |
| | 8 Grammar Focus | TSS Unit 5 Grammar Worksheet | SB Unit 5 Grammar plus, Focus 2 SS Unit 5 Grammar 2 GAME Word Keys (Expectations) GAME Sentence Runner (Expectations) |
| | 9 Listening | | |
| | 10 Speaking | | |
| | 11 Writing | TSS Unit 5 Writing Worksheet | |
| | 12 Interchange 5 | | |
| | 13 Reading | TSS Unit 5 Project Worksheet VID Unit 5 VRB Unit 5 | SS Unit 5 Reading 1–2 SS Unit 5 Listening 1–3 SS Unit 5 Video 1–3 WB Unit 5 exercises 4–7 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 5

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

Expanding your horizons

Cycle 1, Exercises 1–5

1 PERSPECTIVES

Learning Objectives: respond to concerns about living abroad; identify noun phrases containing relative clauses in context

▶ A [CD 1, Track 36]

- Books closed. Explain that Ss will hear people talking about concerns they would have about living abroad.
- Ask Ss to brainstorm concerns they would have about living abroad and things they would miss. Write Ss' ideas on the board like this:

I'd worry about: the food, the climate, getting sick...

I'd miss: my mom's cooking, my friends, my dog...

- Books open. Play the audio program.

- Option:** Books closed. Ss listen and write the sentences they hear, like a dictation. Books open. Ss check their answers.

! For an alternative dictation, try the **Running Dictation** – download it from the website.

- Ss compare their ideas on the board with those in the book.

B

- Explain the task. Read the first sentence in part A aloud. Model the task by rating the concern as it is appropriate for you.
- Ss work individually to rate the concerns.
- Ask several Ss to tell the class their biggest concerns. Ask: "Does anyone agree?" Take a class vote.

2 WORD POWER

Learning Objective: describe positive and negative feelings about living abroad

A

- Read the exercise title aloud. Elicit that *mixed feelings* means you feel both pleased and not pleased about a situation at the same time.
- Explain the task. Focus Ss' attention on the photograph and caption. Ask: "How does the person feel? Is *confident* a positive or negative feeling?" (Answer: positive) Model the task by writing *P* next to *confident*.
- Ss complete the task individually or in pairs. Ask Ss to try the task first without a dictionary. Go around the class and give help as needed.
- Elicit or explain any new vocabulary.

Vocabulary

anxious: feeling nervous

confident: certain about one's ability to do things well

curious: wanting to know or learn about something

depressed: low in spirits; sad

enthusiastic: energetically interested in something

fascinated: being completely interested; showing complete attention to something

homesick: longing for home and family while absent from them

insecure: not confident or sure

uncertain: lacking clear knowledge or a definite opinion

- To check answers, write two columns on the board: negative and positive. Ss come up to the board and write their answers in the correct column.

Answers

| | | | | | |
|-------------|---|--------------|---|---------------|---|
| anxious | N | embarrassed | N | insecure | N |
| comfortable | P | enthusiastic | P | nervous | N |
| confident | P | excited | P | uncertain | N |
| curious | P | fascinated | P | uncomfortable | N |
| depressed | N | homesick | N | worried | N |

- Option:** Model the pronunciation of the adjectives on the list. Ss practice.

B Group work

- Explain the task. Read the focus questions aloud. Read the example with two Ss.
- Ss work in small groups. Ss take turns talking about their feelings. Remind Ss to use the adjectives in part A.
- When time is up, ask: "What did you have in common with other Ss in your group?" Elicit ideas.

! To practice the new vocabulary, play **Tic-Tac-Toe** – download it from the website.

In this unit, Ss discuss living in a foreign country and describe cultural expectations and differences. By the end of Cycle 1, students will be able to discuss living abroad using noun phrases and relative clauses. By the end of Cycle 2, students will be able to describe expectations using *when* and *if* clauses.

3 GRAMMAR FOCUS

Learning Objective: use noun phrases containing relative clauses to discuss living in a foreign country

▶ [CD 1, Track 37]

- Write these four phrases on cards:
one thing *I'd really miss*
is *hanging out with my friends*
- Write *one thing* and *is* in another color.
- Ask two Ss to come to the front of the class. Ask them to hold up these two cards: *I'd really miss* and *hanging out with my friends*.
- Explain that we can say the same thing in a different way. Ask two more Ss to come to the front. Give them the other two cards.
- Now the four Ss stand facing the class, holding up their cards in this order:
S1: *one thing* S2: *I'd really miss*
S3: *is* S4: *hanging out with my friends*
- Say that *one thing I'd really miss* is a noun phrase. It is made up of a noun (*one thing*) and a relative clause (*I'd really miss*). The noun phrase can go before or after *be*. Here it is before the verb *be*. It is the subject.
- Next, show the noun phrase after *be*. Ss rearrange themselves so that they are holding up this sentence:
S4: *hanging out with my friends* S3: *is*
S1: *one thing* S2: *I'd really miss*
- Point out that the noun phrase is now the object. It is after the verb *be*.
- Finally, explain that all three example sentences have the same meaning. Note: If needed, ask Ss to show the class the three sentences again.
- Play the audio program. Point out that the words in parentheses can be omitted. Remind Ss to use *who* with people.

A

- Ask Ss to read the list of phrases. Use the picture to model the first sentence.
- Ss work individually. Tell Ss to write their sentences on a separate piece of paper. Ss will use these sentences again in part B of Exercise 4.
- Go around the class and give help as needed. Ask Ss to write their answers on the board.

Possible answers

- Trying new foods
- learning about a different culture.
- My grandmother's cooking
- my family and my friends.
- feeling like an outsider.
- Getting sick
- speaking a foreign language.
- My friends
- not understanding people.
- Being away from home and getting lost in a new city

B

- Explain the task. Ss complete three sentences in part A with their own information. Encourage Ss to use their own ideas and feelings.

C Group work

- Explain the task. Ss work individually to change the order of each sentence in part A. Read the example answer for number 1.
- Ss work in groups. They take turns reading their sentences. After about five minutes, ask groups to share the sentences that most of them agreed with.

4 PRONUNCIATION

Learning Objective: sound more natural when using word stress in sentences

▶ A [CD 1, Track 38]

- Write a sentence like this on the board:
Uruguay is a country that I'd like to live in.
- Explain that we stress the key words in a sentence.
- Elicit the three key words in the sentence. Underline them. (Answer: *Uruguay, country, live*) Read the sentence aloud, stressing those words. Ss repeat.
- Play the audio program. Ss listen and notice which words are stressed.

- Play the audio program again. Ss listen and repeat.
- Option:** Ss tap their desk with a pencil each time they hear a stressed word.

B Pair work

- Explain the task. Ss mark the key words in the sentences they wrote in part A of Exercise 3.
- Then pairs take turns reading their sentences aloud. Remind Ss to pay attention to the stress on key words. Go around the class and help with stress as needed.

- ! To practice word stress in a fun and useful way, use **Walking Stress** – download it from the website.

5 DISCUSSION

Learning Objective: discuss living in a foreign country using noun phrases containing relative clauses

Group work

- Explain the task. Ask different Ss to read each question aloud. Ask three Ss to model the conversation.
- **Option:** Use the questions to practice pronunciation, intonation, and word stress. Read each question. Ss listen and repeat.
- Ss work individually to write two more questions. Go around the class and give help as needed.
- Ss work in small groups.

TIP

To form groups, go around the class and assign each S an adjective (e.g., *confident*, *curious*, *enthusiastic*, etc.). Ask all the "confident" Ss to form a group together, all the "curious" Ss together, etc.

- Ss take turns asking and answering the questions. Remind Ss that one-word answers are not allowed!

TIP

To increase student talking time, introduce challenging rules (e.g., answers must have more than three words; each S must ask three follow-up questions) and rewards (e.g., Ss earn one point for each question they ask).

- Set a time limit of about ten minutes. Go around the class and listen in discreetly. Make note of problems, especially with noun phrases and relative clauses.
 - When time is up, write some of the problems on the board. Elicit Ss' suggestions on how to correct them.
- ! Try the discussion activity in a different way, using the **Onion Ring** technique – download it from the website.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 6–13

6 SNAPSHOT

Learning Objective: discuss customs from various countries

- Books closed. To introduce the topic of etiquette tips for international travelers, brainstorm with the class. Write Ss' ideas on the board:
 - U.S.: Say "Excuse me" if you bump into or touch someone accidentally.
 - Indonesia: Wear proper clothes when visiting temples.
- Write this chart on the board. Ask Ss to guess the answers and match the country and custom:

| <u>Custom</u> | <u>Country</u> |
|----------------------------------|----------------|
| Arrive a little late for a meal. | Thailand |
| Never touch anyone on the head. | Brazil |
| Bring a small gift for the host. | Canada |

- Books open. Ss read the information in the Snapshot and check their answers. Encourage Ss to use a dictionary to check unfamiliar words.
- Read the questions.
- Ss discuss the questions in small groups. (Try to put Ss from different countries or regions together in each group.)
- **Option:** Play **Earthlings have some strange customs!** Ss imagine they are from another planet and have just landed on Earth. Pairs describe five strange customs on Earth (e.g., *Human females around 14 years old – called "girls" – start to paint their lips red or pink. The males don't do this at any age.*). Ss share their observations.

7 CONVERSATION

Learning Objective: use *if* and *when* clauses in a conversation about expectations

▶ A [CD 1, Track 39]

- Tell Ss to cover the text and look only at the picture.
- Ss discuss the picture in pairs and create a story about it. Tell Ss there is no correct answer.
- Set the scene. Klaus is going to dinner at someone's house and is asking his friend Olivia for advice about visiting someone's home. Tell Ss to listen to find out who invited Klaus to dinner.
- Play the opening line of the audio program. Elicit the answer. (Answer: his boss)
- Write these statements on the board:
Klaus asks Olivia:
 - what kind of gift he should take to his boss
 - what time he should arrive
 - whether it's all right to bring the kids along
- Tell Ss to listen to find out which question Klaus does not ask Olivia.

- Play the rest of the audio program. Elicit Ss' answers. (Answer: Klaus doesn't ask the second question.)
- Play the audio program again. Ss listen and read. Elicit the customs that Olivia mentions. (Answers: It's the custom to bring a small gift. If you want to bring your kids, you're expected to ask if it's OK.)
- Ss practice the conversation in pairs.

! For a new way to practice this Conversation, try the **Disappearing Dialog** – download it from the website.

▶ B [CD 1, Track 40]

- Explain the task. Read the focus questions aloud. Use them to elicit Ss' responses around the class. (Answers: You are expected to arrive on time. You can bring flowers, but not red roses, chrysanthemums, carnations, or lilies.)

Audio script

See page T-172.

8 GRAMMAR FOCUS

Learning Objective: use *if* and *when* clauses to describe expectations

▶ [CD 1, Track 41]

- Point out that there are several ways to describe expectations. Play the audio program for the Grammar Focus box. Ss listen, read, and repeat.
- Elicit or explain any new vocabulary.

Vocabulary

expectations: feelings or beliefs about the way something should be or how someone should behave

be supposed to: should

host: the person giving a party or dinner

be acceptable: considered to be socially correct

- Explain that statements with *when* and *if* clauses can be used to describe a custom or something that is expected or normally done.
- Write these sentences on the board:
I'm going to Brazil this summer. _____ I go to Brazil, I'll visit my family there.
I might go to Brazil this summer. _____ I go to Brazil, I'll visit my family there.
- Elicit which set of sentences should use *when* and which should use *if*. (Answer: The first set should use *when*. The second should use *if*).
- Explain that we use *when* for things that are sure to happen and *if* for things that will possibly happen.

A

- Explain the task. Ss match up information about some customs in the United States and Canada. Ask a S to model the first one.
- Ss complete the task individually. Then Ss compare answers in pairs. Go around the class and give help as needed. Ask early finishers to write their answers on the board.

Answers

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

B Group work

- Read the question aloud.
- Ss work in groups to discuss the customs in part A.

C

- Explain the task. Ask one or more Ss to complete the first sentence.
- Ss work individually. Encourage Ss to be creative.
- To practice sentences with *if* and *when*, Ss play **Sculptures** – download it from the website.
- Ss work in pairs. They take turns reading their sentences aloud.
- Ask Ss to share some of their sentences with the class.

9 LISTENING

Learning Objective: listen for and identify key information in descriptions of living abroad discussed using *if* and *when* clauses

▶ A [CD 1, Track 42]

- Write this famous saying on the board:
When in Rome, do as the Romans do.
- Ask: "What do you think this means? Should a person living abroad follow *all* the customs of the country? Would you celebrate different holidays? Wear different clothes?" Elicit Ss' ideas.
- Explain the task. Ask Ss to read the questions and the names in the chart.
- Play the audio program once or twice. Ss listen and complete the chart.

Audio script

See page T-172.

- Ss compare answers in groups of three.

Answers

1. Carla: Saudi Arabia; women cover their whole body and head; she felt uncomfortable but then started to like it
2. Nate: Spain; people eat late in the evening; he found it difficult for work the next day
3. Shauna: South Korea; people slurp soup and make noise; it bothered her but she got used to it

B Pair work

- Ss discuss their reactions to the Listening in pairs. How would they feel about each of those customs?

10 SPEAKING

Learning Objective: discuss local customs using *if* and *when* clauses

A Pair work

- Explain the task. Read the focus question aloud. Then read the points. Elicit other situations Ss could give advice on. Write Ss' suggestions on the board.
- Show how to set up a "do's and don'ts" list on the board:

Some do's and don'ts when visiting my country

Do's

When you visit . . . , you're supposed to . . .

If you are invited to someone's home, it's the custom to . . .

You're also expected to . . . when you meet someone for the first time.

Don'ts

If you go to a movie or play, it's not acceptable to . . .

You aren't expected to . . . when someone invites you out.

People aren't supposed to . . . when driving.

- Ss work in pairs. Try to match up Ss from the same country or from similar ethnic or cultural areas. Set a time limit of about ten minutes. Go around the class and give help as needed.

B Group work

- Explain the task. Read the example with a S. Explain or elicit that in some countries, it's customary to tip the taxi driver.
- Tell pairs to select three customs from their lists and present them to the rest of the class. Note: Tell Ss to keep their lists to use in Exercise 11.

11 WRITING

Learning Objective: write a tourist guide about local customs using *if* and *when* clauses

A Group work

- Explain the task. Ask a S to read the model paragraph.
- Remind Ss to include at least five points. Encourage Ss to write two or three paragraphs.

B Class activity

- Explain the task. Read the focus question aloud.
- Ss present their pamphlets to the class. Ss discuss anything they feel is missing from each other's pamphlets.
- Ss revise their pamphlets, incorporating the suggestions (as they wish) and their own ideas. Then they present them to the class.

12 INTERCHANGE 5

See page T-118 for teaching notes.

13 READING

Learning Objective: scan and identify main ideas and details in a blog about cultural differences

A

- Books closed. Ask: "Do you or your friends post anything on social media when you travel? What kinds of information do people post?" Elicit Ss' responses around the class.
- Books open. Read the question. Ask Ss to scan the text quickly to determine the kinds of culture shock the writer experienced.
- Elicit answers. (Answers: She finds that the streets are much quieter at night / there is less night life, that American students are quieter and ask fewer questions in class, and that certain people in the U.S. use a Spanish-style greeting, though it isn't common.)
- **Option:** Elicit the similarities and differences between a personal journal (or diary) and an online post. Ask: "Why do some people like to write about their experiences online?"
- **Option:** Ask if anyone writes a blog or keeps a journal. If someone says yes, let the class ask that S questions (e.g., *How often do you write in it or post entries? How long have you had it? What kinds of things do you write about?*). If many Ss keep blogs or journals, this can be done in small groups.
- **Option:** If your class has students from Spain, ask them to predict what differences the Spanish student found between Seville and Seattle. Write Ss' guesses on the board.
- Elicit or explain any new vocabulary.

Vocabulary

eye-opener: something that surprises you and teaches you new facts about life, people, etc.
air-kissing: an action similar to kissing someone without touching them with your lips
greeting: a polite word or sign of welcome

B

- Ss read the blog individually. Ask them to notice where vocabulary they just learned occurs.
- Explain the task. Point out that the three titles express the main ideas of the paragraphs. Explain that *meeting and greeting* refers to what you do when you meet people, for the first time or not.
- Ss reread the post individually. Then Ss match the entries to the titles.
- Go over answers with the class.

Answers

January 15: Where's the party?
January 22: Class contrasts
February 8: Meeting and greeting

C

- Explain the task. Ask Ss to read the statements. Explain that Ss need to find the information in the post and check if the statements are true or false.
- Ss complete the exercise individually. Ss can cross out the incorrect information and write the correct information next to each statement or copy the correct sentences in their notebooks.
- Ask Ss to compare answers in pairs.
- Go over answers by asking Ss the questions.

Answers

1. F; The writer became nervous because there were so few people in the streets.
2. T
3. F; Touching cheeks is the usual greeting among friends in Spain.
4. F; The writer will continue to greet people with handshakes and hugs.

D Pair work

- Read the questions. Ss work in pairs. (Mix nationalities if possible.) First tell Ss to talk about the online post's situations in their own cities (greeting people, nightlife, and classroom customs).
 - Ss compare their cities to Seville and Seattle. Encourage Ss to discuss other differences as well. Ss can work orally or can take notes about differences.
 - **Option:** Ss talk about differences between their cities and other cities they know about, not just Seville and Seattle.
 - Call on Ss to tell the whole class some of the interesting or surprising things they learned from their partner.
 - **Option:** Ss role-play. S1 interviews the person who wrote the journal (played by S2) about his or her experiences living abroad.
- ! To recycle information Ss have learned from the Reading and the unit, play **True or False?** – download it from the website.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 6 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|----------------------------------|---|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | TSS Unit 6 Extra Worksheet | |
| | 3 Grammar Focus | | SB Unit 6 Grammar plus, Focus 1 SS Unit 6 Grammar 1 GAME Sentence Stacker (Describing problems) |
| | 4 Listening | | |
| | 5 Role Play | | WB Unit 6 exercises 1–2 |
| CYCLE 2 | 6 Conversation | | SS Unit 6 Speaking 1–2 |
| | 7 Grammar Focus | TSS Unit 6 Grammar Worksheet TSS Unit 6 Listening Worksheet | SB Unit 6 Grammar plus, Focus 2 SS Unit 6 Grammar 2 GAME Word Keys (Describing problems) GAME Speak or Swim (Describing problems) GAME Name the Picture (Describing problems) |
| | 8 Word Power | TSS Unit 6 Vocabulary Worksheet | SS Unit 6 Vocabulary 1–2 |
| | 9 Pronunciation | | |
| | 10 Listening | | |
| | 11 Writing | TSS Unit 6 Writing Worksheet | |
| | 12 Interchange 6 | | |
| | 13 Reading | TSS Unit 6 Project Worksheet VID Unit 6 VRB Unit 6 | SS Unit 6 Reading 1–2 SS Unit 6 Listening 1–3 SS Unit 6 Video 1–3 WB Unit 6 exercises 3–7 |

| With or instead of the following SB section | You can also use these materials for assessment |
|---|---|
| Units 5–6 Progress Check | ASSESSMENT PROGRAM Units 5–6 Oral Quiz ASSESSMENT PROGRAM Units 5–6 Written Quiz |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 6

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students practice describing problems, making complaints and discussing what needs fixing. By the end of Cycle 1, students will be able to describe problems using nouns and past participles as adjectives. By the end of Cycle 2, students will be able to discuss what needs fixing using *need* with passive infinitives and gerunds, and *keep* with gerunds.

1 SNAPSHOT

Learning Objective: discuss common complaints

- To introduce the topic of complaints, write this well-known joke on the board:

Customer: Waiter, waiter! There's a fly in my soup!

Waiter: Well, don't shout about it, or the other customers will want one, too.

- Elicit the meaning of *complaint*. (Answer: a criticism about a problem) Ask Ss to brainstorm typical complaints about restaurants (e.g., *The waiter was rude. The food was cold.*).
- Option:** Label each of seven sheets of paper with a situation from the Snapshot. Put the sheets around the classroom walls. Ss write typical complaints on each sheet.
- Tell Ss to skim through the list of situations and complaints in the Snapshot.

- Elicit or explain any new vocabulary.

Vocabulary

bill: charge; ask for payment

reliable: able to be trusted or believed

hardly ever: almost never

rush: make someone or something hurry or move quickly somewhere

consume: to use something such as a product, energy, or fuel

- Read the questions. Ss discuss the questions in pairs or small groups.
- Option:** Have a class discussion about services and complaints in the Ss' country(ies). Recycle language from Unit 5 by asking questions such as: "Is it the custom to complain in writing? Is it acceptable to ask to see the manager?" etc.

2 PERSPECTIVES

Learning Objective: give opinions about complaints that use past participles as adjectives in context

A [CD 1, Track 43]

- Books closed. Set the scene. People are describing complaints about some items they bought, received, or lent.
- Tell Ss to listen first for what *item* each of the five people is talking about. Ask Ss to write down the items.
- Play the audio program. Elicit the answers. (Answers: 1. a suitcase 2. a coffee mug 3. ski pants 4. camera 5. washing machine)
- Books open. Play the audio program again. Ss listen and read or repeat.
- Elicit or explain any new vocabulary.

Vocabulary

lining: the inside material in clothing or other items

torn: having a hole or a rip in fabric

chipped: with a small piece broken off

stain: a mark from something

scratched: having small cuts from something rough or sharp

leak: escape as a liquid or gas from a hole or crack

TIP

To help Ss remember the new vocabulary, ask Ss to draw each item and problem in their vocabulary notebook.

- Model the task. Read the first complaint. Ask a S to read the two possible solutions.
- Ask Ss what advice they would give. Make sure Ss understand that both answers are possible. Ss check (✓) the option they prefer.
- Find out which options are most popular. Ss put up their hands if they checked the option.

B

- Explain the task.
- In pairs or small groups, Ss discuss similar complaints of their own. Ss share what their complaint was, what they did to resolve it, and what the result was.
- Ss share their responses with the class.

3 GRAMMAR FOCUS

Learning Objective: describe problems with past participles as adjectives and with nouns

▶ [CD 1, Track 44]

- Explain that the two sets of sentences have more or less the same meaning (e.g., *We can say that something is torn or has a tear in it.*)
- Focus Ss' attention on the sentences on the left of the Grammar Focus box. Elicit the rule: subject + be + past participle as adjective
Note: *is leaking* is the present continuous form.
- Then do the same with the right column: subject + have + noun OR *there is/there are* + noun
- Play the audio program to present the sentences in the Grammar Focus box. Ss listen and read or repeat.
- Option:** Write this chart on the board. Ask Ss to complete the chart with the verbs *stain*, *scratch*, and *leak*. Tell Ss to copy the chart into their notebooks. As Ss learn new words in part B, add them to the chart:

| Verb | Participle/Adjective | Noun |
|--------|----------------------|-------------|
| tear | torn | a tear |
| damage | damaged | some damage |
| chip | chipped | a chip |

A

- Explain the task. Model the first item with *This one is cracked./This one has a crack in it.*
- Ss work individually to complete each sentence two ways. Go around the class and give help as needed.
- Ss go over their answers in pairs or small groups.
- Draw two columns on the board. Label them *Past participles* and *Nouns*. Ask Ss to write examples for each item on the board.

Answers

- Could we have another water pitcher? This one is **cracked**. This one **has a crack (in it)**.
- The valet was very careless. My car **is dented**. My car **has a dent (in it)**.
- The toilet is dirty. And the sink **is leaking**. And the sink **has a leak**.
- This tablecloth isn't very clean. It **is stained**. It **has a stain (on it)**.
- Would you bring me another glass? This glass **is chipped**. This glass **has a chip (in it)**.
- The table looks pretty dirty. The wood **is scratched**, too. The wood **has (a lot of) scratches**, too.
- The server needs a new shirt. The one he's wearing **is torn**. The one he's wearing **has a tear (in it)**.
- The walls really need paint. And the ceiling **is damaged**. And the ceiling **has some damage**.

B Pair work

- Option:** Explain the words in the box. Show how the words are collocated, using a chart like this on the board:

| | dent | crack | scratch | stain | tear | leak | break |
|------------|------|-------|---------|-------|------|------|-------|
| 1. vase | | ✓ | | | | | ✓ |
| 2. ceiling | | ✓ | | | | ✓ | |
| 3. chair | | | | ✓ | ✓ | | |
| 4. car | ✓ | | ✓ | | | | |

- Explain the task. Read the words in the box. Focus Ss' attention on the pictures.
- Ask two Ss to model the conversation.
- Ss work in pairs and take turns making two different sentences about each picture. Ask Ss to write down their answers. Go around the class and give help as needed.
- Ask a few Ss to read their answers for the class. Ask if anyone has a different answer (e.g., *The vase is cracked.*).

Possible answers

- The vase is broken. It has lots of cracks.
- There is a leak in the ceiling. / The ceiling is leaking.
- The chair is torn and stained.
- The car is dented. The paint is scratched.

C Group work

- Explain the task. Read the example sentence. Ss find problems in the classroom.
- Ss work individually. Set a time limit of about ten minutes. Ss move around the room, if necessary.
- Then in groups of three, Ss compare notes. They take turns describing the problems they found. Ask which group found the most problems.

- To practice the new language, play **Picture It!** – download it from the website.

4 LISTENING

Learning Objective: listen for main ideas and details in complaints

▶ A [CD 1, Track 45]

- Books closed. Ask: "Have you ever returned anything to a store? What happened? Did you get a refund or an exchange?" Encourage discussion.
- Books open. Explain the task.
- Play the audio program. Ss listen to find out what each person is returning and what the problem is. They complete the first two columns of the chart.
- Play the audio program again. Ss listen to find out if the store will exchange the item. Ss complete the chart.

Audio script

See page T-172.

- Elicit answers.

Answers

1. Evie: yes; her dress ripped and she had a receipt
2. Darren: no; he didn't have a receipt and the coffeemaker was 4 years old
3. Gisela: no; she was at the wrong store

B Group work

- Read the question. If possible, form groups with Ss from different nationalities. Ss discuss how their culture is similar or different according to the information they heard in the Listening.

5 ROLE PLAY

Learning Objective: make a complaint using past participles as adjectives

- Focus Ss' attention on the title and explain that "How can I help you?" is usually what the salesperson says when a customer enters a store.
- Assign A/B roles. Explain the task. Student A is the customer who is returning something to the store. Student B is the salesperson.
- Student As work in pairs. Tell them to brainstorm some items they could return and the problems each item might have (e.g., *a pair of jeans - too big/stained/torn*).
- Student Bs work in pairs. They read the questions a salesperson might ask. Ss add questions to the list.

- Divide the class into A/B pairs. Set a time limit of three or four minutes. Tell Student Bs to begin. Encourage Ss to use humor and have fun!
- Ss change roles and try the role play again.

- ! To carry out the Role Play in a new way, try **Time Out!**
- – download it from the website.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 6–13

6 CONVERSATION

Learning Objective: use *keep* and *need* with gerunds and *need* with passive infinitives in a conversation about problems

▶ A [CD 1, Track 46]

- Focus Ss' attention on the picture. Ss describe the picture in pairs.
- Books closed. Set the scene. A tenant, Heather, is calling the building manager, Mr. Leroy. Write focus questions like these on the board:
Which household appliance isn't working? (Answer: the oven)
What is the problem? (Answer: Everything gets burned.)
What does Mr. Leroy think the real problem is? (Answer: her cooking)
- Play the audio program. Ss listen and answer the focus questions.

- Books open. Play the audio program again. Ss listen and read.
- Then Ss practice the conversation in pairs.

▶ B [CD 1, Track 47]

- Explain the task. Read the focus question.
- Play the second part of the audio program. Ss listen. Elicit answers.

Audio script

See page T-173.

Answer

The lights keep going off and coming back on again.

7 GRAMMAR FOCUS

Learning Objective: use *keep* and *need* with gerunds and *need* with passive infinitives to describe problems

▶ [CD 1, Track 48]

Keep + gerund

- Focus Ss' attention on the Conversation on page 38. Ask: "What's the problem with the oven?" Elicit the answer and write it on the board:
The oven keeps burning everything.
- Explain that a gerund follows the verb *keep* when it refers to a repetitive action. Write sentence stems like these on the board:
My coffee mug keeps ... (leaking)
My jeans keep ... (shrinking)
My parents keep ... (telling me to get married)
- Ask Ss to complete the sentences with their own ideas.

Need + gerund or passive infinitive

- Explain that a gerund also follows the verb *need* (e.g., *The oven needs fixing.*).
- Say that *need* with a passive infinitive (e.g., *to be fixed*) means the same thing. Write on the board:
The oven needs fixing. = *The oven needs to be fixed.*
- Ask Ss to look around the classroom and make sentences using the two structures with *need* (e.g., *These chairs need fixing. This desk needs to be repaired.*).
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task. Focus Ss' attention on the picture. Ask different Ss to read the eight items and the example sentences.
- Elicit or explain any new vocabulary.

Vocabulary

adjust: to make a change so that something works better
replace: to change for something new
fix: to repair something

- Ss complete the task individually or in pairs.
- Draw two columns on the board: (1) *need* + gerund, (2) *need* + passive infinitive. Ask Ss to write one sentence in either column. Then go over answers.

Answers

- The cupboards **need to be cleaned/need cleaning.**
- The fire alarm **needs to be adjusted/needs adjusting.**
- The lights **need to be replaced/need replacing.**
- The plants **need to be watered/need watering.**
- The oven **needs to be fixed/needs fixing.**
- The ceiling **needs to be painted/needs painting.**
- The window **needs to be washed/needs washing.**
- The light switch **needs to be changed/needs changing.**

B Pair work

- Explain the task. Read the questions. Model the activity with improvements you would like to make.
- Ss discuss their plans in pairs.

8 WORD POWER

Learning Objective: describe things that can go wrong with electronic items

A

- Explain the task. Read the verbs in bold. Model the task with the first sentence.
- Ss complete the task individually.
- Elicit or explain any new vocabulary.

Vocabulary

flickering: flashing on and off
crashing: failing, used for computers
skipping: moving from one place to another suddenly
freezing: stopping completely
dying: suddenly no longer working
dropping: (describing phone calls) ending unexpectedly because of a technical problem
jamming: not moving
sticking: not moving

- Ss compare answers in pairs.

Answers

- | | | |
|---------------|-------------|-------------|
| 1. flickering | 4. crashing | 7. freezing |
| 2. skipping | 5. dropping | 8. sticking |
| 3. dying | 6. jamming | |

B Group work

- Explain the task. Read the example sentence.
- Ss work in small groups. Ss take turns describing their problems. Remind Ss not to say what the item is! The rest of the group guesses the item.

! For more practice with this vocabulary, try **Tic-Tac-Toe** – download it from the website. Add one more verb, e.g., *getting stuck*.

9 PRONUNCIATION

Learning Objective: sound more natural when using contrastive stress

▶ A [CD 1, Track 49]

- Explain the concept of contrastive stress. If we want to call attention to a word or contrast it with something said earlier, we give it stronger stress. Give Ss these examples:
A: Do you want to borrow a **pen**?
B: No, I want to borrow a **pencil**.
A: Do you want to **borrow** a pen?
B: No, I want to **buy** a pen.
- Play the audio program to present the three sentences. Point out the different responses.

▶ B [CD 1, Track 50]

- Explain the task.
- Play the audio program. Ss listen and check (✓) the correct answer to the questions.

Answers

1. a. No, your shirt is torn.
b. No, they're stained.
2. a. No, it's freezing.
b. No, the TV screen is flickering.

- Ss work in pairs. S1 reads the questions in part B, stressing a different word each time. S2 chooses the correct response.

10 LISTENING

Learning Objective: listen for main ideas and details in descriptions of problems and repairs discussed using *keep* and *need* with gerunds and *need* with passive infinitives

▶ A [CD 1, Track 51]

- Books closed. Ask: "When something you own is not working properly, do you repair it, or just buy a new one?" "What do you think a *throwaway culture* means?"
- Books open. Explain the task. Ask Ss to read the questions.
- Next, ask Ss to listen and write the answers to the questions. Play the audio program once or twice. Pause after each speaker. Then elicit Ss' responses.

Audio script

See page T-173.

Answers

1. The phone keeps freezing and the camera isn't working.
2. to buy a new phone
3. to fix the damaged phone
4. She doesn't trust repair technicians.

▶ B [CD 1, Track 52]

- Ask Ss to talk about what a *throwaway culture* is, based on the Listening conversation. Write Ss' ideas on the board. Play the audio program. Elicit answers.

Answer

A "throwaway culture" is one where people throw products away instead of repairing them.

C Group work

- Divide Ss into groups to discuss the question. One S takes notes and then shares with the class.

11 WRITING

Learning Objective: write a critical review of a product using *keep* and *need* with gerunds and *need* with passive infinitives

A

- Read the scenario. Then read the example review.
- Ss choose a product and make notes individually.
- Ss use their notes to write a critical online review. Remind Ss to include: (a) the problem with the item (and possibly with the online store), and (b) why they think others shouldn't buy the item.
- Ss revise their reviews.

B Group work

- Explain the task. Ss read reviews and discuss what they could do about the critical reviews.
- Ss pass around their reviews and read as many as possible in about five minutes.
- Ss talk about reviews they read. Each S should say what the classmate bought, what happened, and why others shouldn't buy it.
- Ask Ss to pretend that they work for the company that sold the product and say what they would do about the critical review.

12 INTERCHANGE 6

See page T-120 for teaching notes.

13 READING

Learning Objective: skim and identify main ideas and specific information in an advice column about solutions to problems

- Books closed. Ask Ss if they know what ride-sharing services are. Explain that they are services that allow people to get a ride from someone who shares his or her car commercially.

A

- Go over the task. Remind Ss that *skimming* means reading quickly just to find the answer, not carefully concentrating on each word.
- Ss skim individually for the answer. Ss should raise their hands to let you know they are finished.

TIP

Seeing their classmates' hands raised will remind others to skim quickly instead of reading slowly.

- Elicit answers. (Answers: The reader did not know he/she would be charged for canceling a ride. The writer suggests that the company should make the rule more obvious and that riders should get a notification when they cancel.) Praise any correct answers.

B

- Ss read the article individually. Ask Ss to underline vocabulary they are not sure about but not to look up words in the dictionary.
- Option:** Play *I know, I think I know*:
 - Write vocabulary from the box below on the board (without definitions). Tell each S to organize the vocabulary into three lists: *I know*, *I think I know*, and *I don't know*. Ss should also add words they underlined to the appropriate list.
 - Ss work in small groups to share their words. If other Ss can explain unknown words, the S moves the words to the *I think I know* or *I know* columns. Ss change groups at least once and repeat.
- Elicit or explain any remaining new vocabulary.

Vocabulary

book: to arrange to use or do something at a particular time in the future

pick-up: an act of collecting a person or thing from a location

spot: to see or notice something or someone

state: to officially say or write something

highlight: to emphasize something or make people notice something

- Explain the task.
- Ss complete the task individually.
- Elicit answers from different Ss.

Answers

- state that something will happen
- act of stopping something
- person who speaks for a company
- rules of an agreement
- act of giving information

- Option:** Have Ss work in pairs to role-play a conversation between a reader and a journalist. The reader chooses a product or a service to talk about and the journalist comments on the issue presented by the reader.

C

- Explain the task. Elicit that *Not given* means the information does not appear in the article.
- Ss complete the task individually.
- Then Ss work in pairs to compare answers. Ss should be able to show their partners where they found the answers.
- Go over answers with the class.

Answers

- | | | |
|----------|--------------|--------------|
| 1. False | 3. True | 5. Not given |
| 2. True | 4. Not given | 6. True |

D

- Read the questions aloud. Ss work in groups to discuss the questions. Encourage Ss to ask follow-up questions and give additional information.

- To recycle vocabulary from Units 5 and 6, play **Vocabulary Tennis** – download it from the website. Use categories (e.g., Adjectives) to describe broken things, and adjectives (e.g., anxious) to describe feelings.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 5 and 6?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 SPEAKING

Learning Objective: demonstrate one's ability to describe emotions using noun phrases containing relative clauses

Pair work

- Explain the task. Read the situations. Ask two Ss to model the conversation.

- Ss work in pairs. They take turns interviewing each other.
- Then Ss change partners and repeat the exercise.

2 SURVEY

Learning Objective: demonstrate one's ability to talk about customs and expectations

A

- Explain the task. Ask different Ss to read the survey items.
- Ss complete the survey individually. Ss can answer with what's acceptable to them, in their family, or in their country.

B Group work

- Explain the task. Read the questions. Ask two Ss to model the conversation.
- Ss work in small groups. Try to mix nationalities, ages, and genders. Ss take turns offering opinions. Set a time limit of five minutes.
- When time is up, read each survey item, and tell Ss to share the group's opinion with the class.
- If time allows, ask some Ss to explain their answers.

3 LISTENING

Learning Objective: demonstrate one's ability to listen to and understand complaints

▶ A [CD 1, Track 53]

- Explain the task. Elicit or explain *tenant* (someone who rents a house or apartment) and *building manager* (someone who takes care of an apartment building for the owner).
- Play the audio program two or three times. Pause after each conversation. Ss listen and complete the chart. Ss may compare answers in pairs.

Audio script

See page T-173.

- Go over answers with the class.

Answers

1. the light keeps flickering and needs changing; building manager gives a light bulb and the tenant's son changes the bulb
2. the neighbor's dog keeps barking; building manager will call the neighbor and ask if he can keep his dog quiet
3. the kitchen window is jammed shut and won't open; tenant will call her cousin who's a weightlifter to look at it

B Group work

- Explain the task. Read the questions.
- Ss work in small groups to discuss solutions.
- Ask a S from each group to share some of the solutions.

4 ROLE PLAY

Learning Objective: demonstrate one's ability to describe problems using nouns and past participles as adjectives

- Explain the task. Elicit or explain that *haggling* means "bargaining."
- Divide the class into pairs, and assign A/B roles. Student As are the car buyers. Student Bs are the car sellers. Ask two Ss to model the conversation.
- Student As work in small groups to discuss problems with the car. Student Bs work in small groups to discuss a price and good features of the car.

- Ss role-play in A/B pairs. Ss negotiate the price of the car. Encourage Ss to find a price they can both agree on.
- Ss change roles and repeat the role play. If needed, Student As and Bs can work in small groups again to prepare.
- Take a class poll: Who paid the most for the car? Which car was in the best condition? Which car was in the worst condition?

5 DISCUSSION

Learning Objective: demonstrate one's ability to describe problems with gerunds and passive infinitives

A Group work

- Explain the task. Elicit or explain that a *school improvement committee* is a group of elected student leaders that makes suggestions to the school administrators. Ask two Ss to model the conversation.
- Ss work in small groups. Remind Ss to decide on five improvements.

B Class activity

- Explain the task. Ask the secretaries to read their group's lists.
- Write all the ideas on the board. Then ask the class to vote on the three most important.
- Ask the class to suggest ways to make the improvements.
- **Option:** Ss can first discuss how to make the improvements in their groups.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 7 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|---|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Grammar Focus | TSS Unit 7 Extra Worksheet | SB Unit 7 Grammar plus, Focus 1 SS Unit 7 Grammar 1 GAME Sentence Runner (Passive with prepositions) |
| | 4 Pronunciation | | |
| | 5 Listening | | |
| | 6 Word Power | TSS Unit 7 Vocabulary Worksheet | SS Unit 7 Vocabulary 1–2 GAME Spell or Slime (World problems) GAME Name the Picture (Global challenges) WB Unit 7 exercises 1–4 |
| CYCLE 2 | 7 Conversation | | SS Unit 7 Speaking 1–2 |
| | 8 Grammar Focus | TSS Unit 7 Grammar Worksheet TSS Unit 7 Listening Worksheet | SB Unit 7 Grammar plus, Focus 2 SS Unit 7 Grammar 2 GAME Sentence Stacker (Infinitive clauses and phrases) |
| | 9 Discussion | TSS Unit 7 Writing Worksheet | |
| | 10 Interchange 7 | | |
| | 11 Writing | | |
| | 12 Reading | TSS Unit 7 Project Worksheet VID Unit 7 VRB Unit 7 | SS Unit 7 Reading 1–2 SS Unit 7 Listening 1–3 SS Unit 7 Video 1–3 WB Unit 7 exercises 5–8 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 7

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students discuss environmental problems and solutions to social problems. By the end of Cycle 1, students will be able to discuss environmental problems using the present continuous and present perfect passive tenses and prepositions of cause. By the end of Cycle 2, students will be able to discuss what they can do about problems using infinitive clauses and phrases.

1 SNAPSHOT

Learning Objective: discuss environmental problems

- Books closed. Write the word *environment* on the board. Elicit the meaning. (Answer: the land, water, and air in which people, animals, and plants live)
- Books open. Ask: "How much trash did you see on the way to class today? What kinds of trash? Where?"
- Ss read the Snapshot individually. Ask: "Which fact was the most surprising to you?" Elicit answers through a show of hands.
- Read the questions aloud.
- Ss discuss the questions in pairs or small groups.

2 PERSPECTIVES

Learning Objective: identify environmental problems that use present continuous and present perfect passive tenses and prepositions of cause in context

▶ A [CD 2, Track 1]

- Books closed. Set the scene. Grace Medina wants to be elected to the city council. In her campaign announcement, she describes problems in her city. Elicit or explain the meaning of *election campaign*. (Answer: an organized series of activities to get people to vote someone into an official position)
- Write questions like these on the board. Ask Ss to listen for the answers.
In the city of Riverside, what or who is . . .
contaminated? damaged?
not repaired? lost?
closed? displaced?
- Explain any vocabulary that Ss don't know (without giving away the answers!).
- Show Ss how to predict an answer (e.g., *contaminated? Let's see. That could be water or air.*). Ss predict the others. Write Ss' ideas on the board.
- Play the audio program. Ss listen for the answers.
- Books open. Ss go over their answers in pairs. (Answers: water, roads, community center, streets, parks, low-income families being displaced) Discuss how accurate Ss' predictions were.

- Point out that Grace Medina also talked about the *cause* of each problem. Elicit the words she used to describe the cause (e.g., *by, due to, as a result of, through, because of*).
- Ask Ss to read and underline the cause of each problem. Model the first sentence with the class. Tell Ss to underline *by toxic chemicals*.
- Ss complete the task in pairs.
- Elicit or explain any new vocabulary.

Vocabulary

repair: to fix

overbuilding: putting up too many buildings in an area

displaced: forced out

- Play the audio program again. Ss listen and read.
- For a new way to teach this vocabulary, try **Vocabulary Mingle** – download it from the website.

B

- Explain the task. Read the questions.
- Elicit examples of how these problems affect Ss' city.
- **Option:** Ss discuss these questions: *If you were mayor of your city, which of the problems would you try to fix first? How would you solve them?*

3 GRAMMAR FOCUS

Learning Objectives: use the present continuous passive and the present perfect passive to describe problems; use *by*, *because of*, *due to*, *through*, and *as a result of* to describe causes

▶ [CD 2, Track 2]

Present continuous passive

- Focus Ss' attention on the Perspectives on page 44. Ask Ss to find examples with *is being* or *are being*. Write the examples on the board, in columns, like this:

| | | |
|------------------------|--------------|--------------|
| 1 | 2 | 3 |
| Our fresh water supply | is being | contaminated |
| Our city streets | are being | damaged |
| The roads | aren't being | repaired |
- Elicit or explain how to form the present continuous passive: subject + *is/are being* + past participle
- Point out that the present continuous passive describes an action that is in progress right now. Write an example on the board:

Too many trees are being cut down right now/these days.
- Focus Ss' attention on the examples in the Grammar Focus box. Elicit a few more sentences from the class.

Present perfect passive

- Focus Ss' attention on the Perspectives on page 44. Ask Ss to find examples with *has been* or *have been*. Write them on the board in columns. (Answers: *Our community has been closed*, *Many public parks have been lost*)
- Elicit or explain how to form the present perfect passive: subject + *has/have been* + past participle
- Point out that the present perfect passive describes something that started before the present (the exact time isn't important). Write an example on the board:

Too many trees have been cut down recently/in the last few years.
- Play the audio program. Ss listen and repeat.
- Remind Ss to use *by*, *because of*, *due to*, *through*, and *as a result of* before the cause. Explain that these words have similar meanings.

A Pair work

- Books open. Tell Ss to look at the six photos. Elicit words to describe the pictures (e.g., *sheep*, *farm*, *livestock*). Write Ss' ideas on the board.
- Explain the task. Model the task with the first photo.
- Ss complete the task in pairs. They match the photos with the sentences. Elicit Ss' responses to check answers.

Answers

Top row: 3, 6, 5
Bottom row: 1, 2, 4

B

- Explain the task. Show Ss how to change an active sentence into a passive sentence. Model it on the board. Use different colors if possible.

(a) Write the cause, the verb, and the object. Underline them and number them:

| | |
|----------------------|-------------------------------|
| 1 | 2 |
| <u>Air pollution</u> | is threatening |
| | <u>the health of people</u> . |

(b) Exchange 1 and 2 (the object and the cause). Then write a preposition (e.g., *by*) before the cause:

| | |
|-----------------------------|----------------------------------|
| 2 | 1 |
| <u>The health of people</u> | (verb) <u>by air pollution</u> . |

(c) Identify the original tense (present continuous) and write the verb *be* in that tense (e.g., *is/are being*). Take the original verb (e.g., *threaten*) and make it a past participle:

present continuous: is/are being + threatened
- Repeat the steps above with a present perfect passive sentence.
- Ss complete the task individually. Go around the class and give help as needed. Tell Ss to keep their sentences to use in Exercise 4.

TIP

If Ss finish early, check their work and ask them to join other Ss. Tell early finishers to help the slower Ss by giving them clues, not by telling them the answers.

Answers

- Climate changes are being caused by high emissions of carbon dioxide.
- Our natural resources are being depleted through rapid urbanization.
- The health of people all over the world has been threatened due to water pollution.
- Soil and underground water have been contaminated because of livestock farms.
- The extinction of plants and wildlife is being accelerated as a result of the destruction of rain forests.
- Birds, fish, and other marine life are being harmed through oil spills.

C Pair work

- Explain the task. Model the activity with a S.
- Ss work in pairs to take turns describing and guessing pictures. Go around the room and take notes on errors with passives. Write any errors you hear on the board. Elicit corrections from Ss.

4 PRONUNCIATION

Learning Objective: sound more natural by using reduced auxiliary verbs

▶ A [CD 2, Track 3]

- Ask Ss to listen for the auxiliaries. Play the audio program. Model the difference between the full auxiliaries and the reductions.
- Play the audio program again. Pause after each sentence. Ss practice.

- **Option:** Ask Ss to stand in a line, facing the class. Each S represents a word in the example sentence. If the word is unstressed, the S sits or crouches down. Then they say their sentence aloud.

B Pair work

- Explain the task.
- Ss work in pairs. They take turns reading the sentences from part B of Exercise 3 on page 45.
- Go around the class and listen for reductions.

5 LISTENING

Learning Objective: listen for main ideas and take notes about environmental problems

▶ A [CD 2, Track 4]

- Explain the task. Go over the information in the chart. Elicit or explain e-waste (electronic or electrical devices that people have thrown away).
- Tell Ss to listen and put a check next to the environmental problems that the speakers talk about. Remind Ss to listen for key phrases.
- Play the audio program. Pause after each description to give Ss time to write their answers. Then check Ss' responses.

Audio script

See page T-174.

Answers

1. landfills
2. e-waste
3. water pollution

▶ B [CD 2, Track 5]

- Explain the task. Read the question.
- Tell Ss to listen and write down the solutions. Remind Ss to listen for key phrases.
- Play the audio program. Pause after each description to give Ss time to write their answers.
- Then elicit Ss' answers.

Answers

1. do more recycling
2. dispose of it responsibly; take products to e-waste processing centers and reuse parts
3. treat all waste products more carefully

C Group work

- Read the questions. Explain the task.
- Ss work in small groups. Tell Ss to first agree on the problem that worries them the most. Then Ss list what is being done to fix that problem. Set a time limit of about five minutes. Go around the class and give help as needed.
- Groups share their answers with the rest of the class.

6 WORD POWER

Learning Objective: discuss world problems

A Pair work

- Explain the task. Read the question and the chart headings. Point out that there are no right or wrong answers.
- Model the task with a S:
T: What does *unemployment* mean?
S: Isn't it when people don't have jobs?
T: Yes, that's right. How concerned are you about it?
S: Oh, I worry about it a lot! What about you? Are you concerned about it?
- Ss work in pairs. Set a time limit of about ten minutes. Go around the class and give help as needed.

- Go over any unfamiliar vocabulary.

B Group work

- Read the questions. Ask three Ss to model the conversation.
- Each pair from part A joins another pair to discuss the problems.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

7 CONVERSATION

Learning Objective: use infinitive clauses and phrases in a conversation about solutions to problems

A [CD 2, Track 6]

- Tell Ss to cover the text and look only at the picture. Ask Ss to make notes about the problems they can see in the picture.
- Ask: "What environmental issue do you think Otis and Cindy are talking about?" Write Ss' suggestions on the board.
- Play the audio program. Then ask the class which topics on the board were "correct guesses." Circle them. (Answer: water pollution)
- Elicit any additional problems Ss heard. Add them to the board.
- Give Ss a few minutes to read the conversation. Then ask Ss to compare the conversation with their notes.
- Elicit or explain any new vocabulary.

Vocabulary

pumping: moving liquid from one place to another with a machine (a pump)

against the law: illegal

ignore: not pay attention to someone or something; disregard

management: the people who are in charge of a company

run a story: report about a recent event in a newspaper, on TV, or on the radio

bad publicity: negative attention that someone or something gets from a news story

top executives: the highest level of managers in a company

- Play the audio program again. Ask Ss to pay attention to the intonation. Then Ss practice the conversation in pairs.

! For fun and good intonation practice, encourage Ss to use the activity **Say It With Feeling!** – download it from the website.

B Class activity

- Explain the task. Read the question. Have a brief class discussion about the question. Write Ss' suggestions on the board.

C [CD 2, Track 7]

- Read the focus question aloud.
- Play the second part of the audio program. Ss listen and take notes.

Audio script

See page T-174.

- Check answers. Find out if Ss' suggestions in part B match what Cindy and Otis decide to do.

Answer

They decide to monitor the situation by taking pictures of the river and taking water samples (to see how bad the situation is).

8 GRAMMAR FOCUS

Learning Objective: use infinitive clauses and phrases to describe solutions to problems

A [CD 2, Track 8]

- Play the audio program.
- Elicit how to form the sentences:
(One way/Another way) + infinitive + *is/are* + infinitive
- Ask Ss to generate more example sentences. Write their sentences on the board. Make corrections with the class.

A

- Explain the task. Ss match problems and solutions individually or in pairs.
- Ss go over their answers in pairs. Then go over answers with the class.

Possible answers

- | | | |
|------|----------|--------|
| 1. b | 3. b/d/f | 5. a/g |
| 2. c | 4. e/h | 6. e/h |

B Group work

- Explain the task. Read the question.
- Ss work in small groups. Tell Ss to first take turns giving their opinion on each solution in part A. Then Ss discuss new solutions. Set a time limit of about five minutes. Go around the class and give help as needed.
- Groups share one or two of their more interesting ideas with the rest of the class.

9 DISCUSSION

Learning Objective: discuss problems and solutions and give opinions using infinitive clauses and phrases

A Group work

- Focus Ss' attention on the pictures. Ask Ss to describe the pictures.
- Explain the task. Ask a S to read the question and the cues. Ask two Ss to model the conversation. Encourage them to continue with additional suggestions and follow-up questions.
- **Option:** Ss earn one point for every follow-up question they ask or for every solution they suggest.

TIP

To provide variety and challenge, make sure Ss work with different partners. If possible, put Ss of a similar ability together for oral fluency activities.

- Ss work in groups. Remind Ss to make suggestions for each problem. Set a time limit of about five minutes. Go around the class and discreetly listen in. Make note of grammar or vocabulary problems.

- When time is up, write the common errors you noticed on the board. Elicit corrections from Ss.



For a new way to develop oral fluency, play **Just One Minute** – download it from the website.

B Class activity

- Explain the task. Read the questions. Elicit that *innovative* refers to something that is new or different (e.g., an idea, a method, a solution).
- Act as the discussion monitor. Present each problem. Elicit each group's solutions. Ask a S to record solutions on the board, using key phrases.
- Take a class vote (through a show of hands) on which solutions were the most innovative.
- **Option:** Follow up with a class debate. Elicit topics for the debate. Show Ss how to debate in teams.

TIP

To give Ss of all levels confidence that they are progressing, remind them regularly of what they have learned in the last few exercises. For example, say, "Now you know how to talk about problems and give solutions."

10 INTERCHANGE 7

See page T-119 for teaching notes.

11 WRITING

Learning Objective: write a description of a problem and offer a solution using infinitive clauses and phrases

A

- Explain the task. Ask a S to read the model post. Point out that the first paragraph should present the problem. Later paragraphs should outline solutions.
- Ask Ss to brainstorm and make notes.

TIP

To help Ss brainstorm, set a time limit and ask them to write continuously for that time. "Free writing" is a useful way of writing fluently to generate ideas.

- Ss organize their ideas and draft their post.
- **Option:** Assign the task for homework.
- **Option:** Ss can take turns coming up to you for a mini-conference on their organization and content. If there is time, point out vocabulary or grammar problems Ss need to correct.

TIP

Use a correction code rather than correct Ss' work yourself. Write symbols on the page to indicate what needs fixing (e.g., *P* = punctuation, *Sp* = spelling, *WO* = word order, *Aux* = auxiliary, *WW* = wrong word, *MW* = missing word). Ss correct their own work.

B Pair work

- Explain the task. Ss work in pairs. Set a time limit of about ten minutes for this task.
- Ss read each other's messages. Then Ss pretend to be a reader of the community website and write back to their partner proposing another solution to the problem.
- Ss exchange messages again. Ss read the messages and comment on the alternate solutions. They can comment in writing or discuss the solutions together.
- **Option:** Display the messages on the bulletin board or around the room, with a piece of blank paper beneath each one. Ss read the messages and choose three to respond to. They write their responses and alternative solutions beneath the message, as if responding to posts on a discussion forum.

12 READING

Learning Objectives: skim and identify main ideas in an article about an environmental problem; identify causes and results

Note: You might want to bring a world map to show the location and size of St. Lucia, and a picture of a coral reef.

A

- Books closed. Ask: "What do you know about coral reefs? What do you know about commercial fishing?" Elicit ideas. If a S seems to know quite a bit, put him or her on the "hot seat." The rest of the class asks questions to get more information.
- Books open. Go over the task.
- Ask Ss to skim the article to find out the problem for the people of St. Lucia. (Answer: The problem was an invasion of destructive fish. They decided to fish for and cook the fish.)

B

- Explain the task.
- Ss read the article individually. Remind Ss to mark words or phrases they can't guess from context. When Ss finish, they can use their dictionaries to check words they marked.
- Ss answer the questions individually. Check the answers orally with the class.
- Elicit or explain any new vocabulary.

Vocabulary

destructive: causing damage

ecosystem: all the living things in an area and the way they affect each other and the environment

species: a group of plants or animals that share similar characteristics

dive: swim under water, usually with breathing equipment

coral: a hard, rock-like substance in the ocean produced by vast numbers of very small animals

coral reef: a line of rocks or sand near the surface of the sea; the home to many forms of sea life

trap: catch an animal using a trap

poison: try to kill something by giving it a dangerous substance to drink or eat

hunt: chase and kill wild animals

sting: If an insect, plant, etc. stings you, it causes pain by putting poison into your skin.

treat: something special that you get or do for someone else

- Ss work individually or in pairs to answer the questions.
- Ss go over their answers with a partner or another pair. Ss should show where they found their answers.
- Go over answers with the class.

Answers

1. The lionfish are a concern because they can destroy the natural habitat/coral reefs by eating the native fish that maintain the reefs.
2. St. Lucia has many coral reefs that tourists enjoy.
3. They reproduce very quickly.
4. They have encouraged both tourists and locals to catch and eat the lionfish.
5. They have slowed the growth of the lionfish population, though they haven't solved the problem.

- **Option:** Ss work in groups of three or four. Each group writes at least five comprehension questions with *how*, *what*, *why*, *where*, or *when*. Groups exchange questions and answer the other group's questions – if possible, from memory!

C Group work

- Explain the task. Read the question.
- Ss work in small groups. Ss take turns giving their opinions.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 8 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---|----------------------------------|---|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Pronunciation | | |
| | 4 Grammar Focus | TSS Unit 8 Writing Worksheet | SB Unit 8 Grammar plus, Focus 1 SS Unit 8 Grammar 1 GAME Sentence Runner (<i>Would rather and would prefer</i>) GAME Speak or Swim (<i>Would rather and would prefer</i>) |
| | 5 Listening | TSS Unit 8 Listening Worksheet | |
| | 6 Speaking | TSS Unit 8 Extra Worksheet | |
| | 7 Interchange 8 | | WB Unit 8 exercises 1–5 |
| CYCLE 2 | 8 Conversation | | SS Unit 8 Speaking 1–2 |
| | 9 Grammar Focus | TSS Unit 8 Grammar Worksheet | SB Unit 8 Grammar plus, Focus 2 SS Unit 8 Grammar 2 GAME Sentence Stacker (<i>By + gerund to describe how to do things</i>) |
| | 10 Discussion | | |
| | 11 Word Power | TSS Unit 8 Vocabulary Worksheet | SS Unit 8 Vocabulary 1–2 GAME Spell or Slime (Personal qualities) |
| | 12 Writing | | |
| | 13 Reading | TSS Unit 8 Project Worksheet VID Unit 8 VRB Unit 8 | SS Unit 8 Reading 1–2 SS Unit 8 Listening 1–2 SS Unit 8 Video 1–3 WB Unit 8 exercises 6–9 |
| With or instead of the following SB section | | You can also use these materials for assessment | |
| Units 7–8 Progress Check | | ASSESSMENT PROGRAM Units 7–8 Oral Quiz ASSESSMENT PROGRAM Units 7–8 Written Quiz ASSESSMENT PROGRAM Units 1–8 Test | |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 8

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students discuss personal preferences, ways of learning, and personal qualities. By the end of Cycle 1, students will be able to discuss personal preferences using *would rather* and *would prefer*. By the end of Cycle 2, students will be able to discuss ways to learn and personal qualities using *by + gerund* for manner.

1 SNAPSHOT

Learning Objective: discuss ways of learning and their benefits

- Books closed. Ask: "How do you like to learn new things? What are some studying methods that you know? Which do you prefer? Why?" Write some of the suggestions on the board.
- Books open. Have some Ss read the information in the Snapshot.
- Encourage Ss to use their dictionaries to check any unfamiliar words or expressions.
- Elicit or explain any remaining new vocabulary.

Vocabulary

path: a particular way of doing something over a period of time

on your own: alone

study group: a group of people who meet to study a particular subject

conference: a large, formal meeting, often lasting a few days, where people discuss their work, politics, subjects they are studying, etc.

lecture: a formal talk given to a group of people in order to teach them about a subject

degree: a qualification given for completing a university course

network: use social events to meet people who might be useful for one's business

raise: an increase in the amount of money that one earns

professional license: a legal document giving a person the right to perform a business service

- Read the questions. Ss work in pairs or small groups to discuss the questions. Then ask Ss to share ideas around the class.

! To introduce the topic of learning, give the class a fun warm-up activity using **Vocabulary Tennis** – download it from the website. Ss name as many school subjects as they can.

2 PERSPECTIVES

Learning Objective: discuss and take a survey using *would rather* and *would prefer* in context

A [CD 2, Track 9]

- Explain that a school is interviewing people in order to find out their preferences.
- Explain the task. Ask Ss to listen and find out the student's preferences.
- Play the audio program. Ss listen and read. Check answers. (Answers: 1. join a group, 2. neither; he'd rather take a language course, 3. an online course)

Audio script

See page T-174.

B Pair work

- Explain the task. To help Ss complete question 2, ask Ss to brainstorm some classes they would add to the curriculum. To help Ss complete question 3, ask Ss to brainstorm some alternative ways to learn.

- Ss complete the survey individually. Then Ss discuss their answers in pairs.
- Tally the survey results as a class. Draw this chart on the board:

| | | |
|-------------|---------------------|-----------------|
| study alone | study group | both |
| _____ | _____ | _____ |
| art course | professional course | language course |
| _____ | _____ | _____ |
| online | traditional | private tutor |
| _____ | _____ | _____ |

- Ask a S to come to the board. The S counts the number of Ss who raise their hand for each one. Remind Ss to vote for only one in each group. The S writes the totals on the board.

3 PRONUNCIATION

Learning Objective: identify intonation in questions of choice and sound more natural when asking them

▶ [CD 2, Track 10]

- Play the audio program. Point out the intonation patterns. Explain that when we ask someone to choose between two things, we use rising intonation on the word before *or* and falling intonation on the word after it. Also, point out the slight pause before *or*.

- Play the audio program again. Pause after each question to let Ss practice several times.

Tip

To demonstrate rising and falling intonation, ask Ss to stand up and rise or fall with their bodies. Alternatively, Ss can hum and use their hands to indicate rising and falling.

- Ss work in pairs. They take turns asking each other the questions. Ask Ss to answer with real information.
- **Option:** Ss practice reading the questions of choice in the Perspectives on page 50.

4 GRAMMAR FOCUS

Learning Objective: use *would rather (not)* and *would prefer (not)*

▶ [CD 2, Track 11]

- Focus Ss' attention on the Perspectives on page 50. Ask Ss to find examples of *I'd rather* and *I'd prefer*. Elicit that *I'd* is the contraction of *I would*.
- Point out *would rather* and *would prefer* mean the same thing. Both are used with choices.
- Ask Ss to look at the examples in the Perspectives. Ask Ss to find one difference between *would rather* and *would prefer*. Elicit the answer. (Answer: *Would prefer* takes the infinitive; *would rather* takes the base form.)
- Write the following on the board:
 1. *would rather* + (not) + base form of verb:
I'd rather learn ...
I'd rather (not) study ...
 2. *would prefer* + (not) + infinitive:
I'd prefer to learn ...
I'd prefer (not) to study ...
- Focus Ss' attention on the right-hand column of the Grammar Focus box and ask: "How do you form a short answer?" (Answer: *I'd rather* [not]; *I'd prefer* [not] to.)
- Play the audio program. Ss listen and practice.
- **Option:** Elicit additional examples of questions and responses from around the class.

A

- Explain the task. Model the task with the first conversation. Ask different Ss to complete the answers.
- Ss complete the task individually. Go around the class and give help as needed. Check Ss' responses.

Answers

1. A: **Would** you rather **take** a technical course or an art course?
B: I would prefer **to take** an art course. I'd like to learn to paint.
2. A: **Would** you prefer **to get** a promotion or a new job?
B: Actually, I'm not very happy at my present job, so I'd rather **get** a new job.
3. A: **Would** you prefer **to learn** something fun or something practical?
B: I guess I'd prefer **to study** something practical, like personal finance.
4. A: **Would** you rather **learn** English in England or Canada?
B: To tell you the truth, I'd prefer **not to study** in either place. I'd rather **go** to Australia because it's warmer there.
5. A: If you decided to learn to play an instrument, **would** you prefer **to attend** a class or **have** a private tutor?
B: I'd rather **take** a class than **hire** a tutor.
6. A: **Would** you rather **have** a job in an office or **work** outdoors?
B: I'd definitely rather **have** a job where I'm outdoors.

Tip

To keep working on a specific pronunciation feature, make it the "pattern (or sound) of the week" and focus on it for the next few classes.

B Pair work

- Explain the task. Ask two Ss to model the first conversation in part A.
- Ss work in pairs. They take turns asking the questions in part A. Remind Ss to give their own information and to pay attention to intonation. Go around the class and give help as needed.
- **Option:** Ss write a survey like the one in the Perspectives. They use their own information and a different setting if they wish (e.g., *English classes*).



For more practice, try **Question Exchange** – download it from the website. Ss write their own questions.

5 LISTENING

Learning Objective: listen for main ideas and details of personal experiences discussed using *would rather* and *would prefer*

▶ A [CD 2, Track 12]

- Explain the task. Tell Ss to check only the suggestions that the guidance counselor gives.
- Play the audio program. Ss listen and check (✓) the suggestions.
- Elicit the answers.

Answers

more classes; job shadowing; informational interviews

Audio script

See page T-175.

B Pair work

- Explain the task. Read the focus question.
- Ss discuss which jobs they would learn more about and why.

6 SPEAKING

Learning Objective: use *would rather* and *would prefer* to discuss making a choice

A Group work

- Explain the task. Tell Ss to choose a skill they would like to learn. Then they decide how they would prefer to learn it. Tell Ss to go back to the Snapshot on page 50 to review some learning paths.

- Ss work in small groups. Ss take turns talking about their skill. The other Ss offer advice on the best way to learn the skill.

B Class activity

- Explain the task. Have Ss present their skill to the class and how they have decided to learn it.

7 INTERCHANGE 8

See page T-122 for teaching notes.

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

End of Cycle 1

Cycle 2, Exercises 8–13

8 CONVERSATION

Learning Objective: use *by* + gerund in a conversation about giving advice

▶ A [CD 2, Track 13]

- Set the scene. Two students, Marta and Kevin, are talking about ways to improve language learning.
- Write these focus questions on the board:
Who is taking Mandarin classes? (Kevin)
... finds pronunciation difficult? (Kevin)
... writes new words on pieces of paper? (Marta)
- Play the audio program. Ss listen for the answers.

▶ B [CD 2, Track 14]

- Explain the task. Read the focus questions.
- Play the second part of the audio program. Elicit Ss' responses.

Audio script

See page T-175.

Answers

1. Nia uses technology to study by keeping an electronic vocabulary list on her phone.
2. Rick writes words on cards and organizes the cards by category.

C Class activity

- Read the question. Discuss the question with the class. Give extra suggestions if possible.

9 GRAMMAR FOCUS

Learning Objective: use *by* + gerund to describe how to do things

▶ [CD 2, Track 15]

- Write the following on the board. Focus Ss' attention on the Conversation on page 52. Ask Ss to complete these sentences from the conversation.
You could improve your accent by ... (watching movies.)
I learn new English words best by ... (writing them down and reviewing them many times.)
- Point out the *by* + gerund structure in each sentence. Explain that *by* + gerund is used:
 - to say how something can happen: You could improve your accent **by watching** movies.
 - to describe how something is done: I learn new words best **by writing** them down.
 - to describe how something could be done: The best way to learn slang is not **by watching** the news but **by watching** TV series.
- Explain the negative form *not ... but* (e.g., *The best way to learn slang is **not** by watching the news **but** by watching TV series.*).
- Play the audio program. Ss listen and read or repeat.
- Elicit additional ways to complete Marta's advice using *by* + gerund. Write Ss' ideas on the board.

A

- Explain the task.

- Ss complete the task individually. Then Ss compare answers in pairs. Check Ss' answers.

Answers

- A good way to learn idioms is **by watching** American sitcoms.
- The best way to practice what you have learned is **by using** it in messages or conversation.
- Students can become better writers **by reading** more.
- You can learn to use grammar correctly **by doing** grammar exercises online.
- The best way to develop self-confidence in communication is **by talking** with native speakers.
- You can improve your accent **by listening** to songs and singing along.
- A good way to memorize new vocabulary is **by playing** vocabulary games.
- You could become a more fluent reader **by reading** something you're interested in every day.

B Group work

- Explain the task. Ss complete the statements in part A with their own ideas. Have two Ss read the example dialog.
- Ss work individually. Ask Ss to write down at least eight statements.
- Ss work in small groups and take turns sharing their suggestions. The group chooses the best suggestion for each item. Set a time limit of about ten minutes.
- Ss change groups and share their best suggestion for each item with the new group.

10 DISCUSSION

Learning Objective: discuss ways of learning using *by* + gerund

▶ A [CD 2, Track 16]

- Explain the task. Ask a S to read the two skills listed in the chart. Explain that an *effective public speaker* is a person who is able to give a good presentation to an audience. Tell Ss they are going to hear two people discussing these skills. Tell Ss to write down key words and phrases in note form in the chart.
- Play the audio program.

Audio script

See page T-175.

Answers

- James: took a public speaking course and exercises before speaking
Sophia: started organizing her ideas better
- James: his dad taught him to drive on a busy street the first day
Sophia: her mom took her outside the city to learn because parking was impossible in New York City

B Group work

- Explain the task. Write some useful phrases on the board:
I think a good way to learn to drive is by ... Another way I learned to drive is by ... The best way to learn to drive is by ...
- Ss discuss their ideas in small groups.

C Group work

- Explain the task and read the list of skills. Model the task with a S.
- Ss work in small groups. They take turns discussing the best way to learn each skill.

11 WORD POWER

Learning Objective: describe life skills and what can be learned from doing activities

A Pair work

- Ask Ss to read the list of life skills.
- Give Ss some time to work in pairs to discuss the meanings of any new words in the list. If needed, let Ss check their dictionaries.
- Elicit or explain any remaining new vocabulary.

Vocabulary

competitiveness: the desire to win

concern for others: caring feelings for other people

cooperation: the act of working together to achieve a common goal

creativity: the use of the imagination or original ideas, especially in the production of an artistic work

perseverance: steady or continued action or belief

self-confidence: strong belief in one's powers and abilities

time management: the ability to use one's time effectively or productively

tolerance: the state of accepting differences in other people and/or their opinions

Tip

Create a Vocabulary Box, using a transparent container (so that Ss can see how many words they have learned) or a shoe box. As new words are taught, ask a S to write each one on a slip of paper and put it in the box.

- Explain the task. Model one or two items in the chart. Tell Ss how you learned each thing.
- Ss work in pairs. They take turns talking about each skill. Tell Ss that there are no right or wrong answers. Also remind Ss to check (✓) the appropriate boxes in their charts.
- Ss think of three more things we learn from parents, from school, and on our own.

B Group work

- Explain the task. Ask a S to read the activities in the box. Ask two Ss to model the conversation. Elicit additional suggestions from Ss.
- Ss work in small groups. Ss take turns sharing their opinions and ideas. Set a time limit of about ten minutes. Go around the class and give help as needed. Make note of difficulties Ss have with grammar or vocabulary.
- When time is up, share some of the problems with the class. Elicit Ss' solutions.
- **Option:** Ss work in pairs to write a conversation. Tell Ss to model their conversation after the one on page 52 and to include suggestions using *by* + gerund.

Tip

To review vocabulary, pull out words from your Vocabulary Box. Write a check (✓) on the slip of paper if Ss were able to recall the word. When a slip has three checks, take it out of the box.

 For more practice, play **Bingo** – download it from the website.

12 WRITING

Learning Objective: write a paragraph about a skill one has learned using *by* + gerund


A

- Explain the task. Ask different Ss to read the four questions and the model paragraphs. Elicit the focus of each of the model paragraphs. (Answers: Paragraph 1 explains the writer's money management skills; paragraph 2 explains how the writer learned it.).
- First, ask Ss to brainstorm skills learned in recent years. Write Ss' suggestions on the board:
Skills: cooking, playing golf, speaking English
- Then Ss work individually to choose a topic. Ss use the questions to make notes. Go around the class and give help as needed.

- Then Ss use their notes to write at least two paragraphs.
- **Option:** The paragraphs can be completed for homework.

B Group work

- Explain the task. Ss share their writing in small groups. They can read aloud or sit in a circle and take turns passing their writing to another person.
- Encourage Ss to ask each other follow-up questions about their group members' skills.
- Groups discuss whether they feel inspired to learn a new skill.

 For another way to practice giving a speech, try **Look Up and Speak!** – download it from the website.

13 READING

Learning Objectives: summarize an article; identify specific information and the meaning of words in context

A

- Books closed. Use the pre-reading questions for a discussion about where the best places to study are.
- Books open. Ss read the article individually. Ask Ss to read without dictionaries because they will be working with vocabulary in part B.
- Ask Ss to summarize in one or two sentences what they read.

B

- Explain the task. Use the first word to model the task.
- Ss work individually or in pairs. Ss scan the article for the words in italics and match the words with their meanings. Remind Ss to use the other words in the sentence and the sentences before and after as clues.
- Go over answers with the class.

Answers

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

- Option:** To reinforce new vocabulary, ask each pair or group to write one original sentence with each word. Ask Ss to read their sentences aloud or write them on the board. Correct as needed.
- Ss work on additional vocabulary from the article. Ss can check their dictionaries at this time, if needed.
- Elicit or explain any remaining new vocabulary.

Vocabulary

whereas: in contrast or comparison with the fact that

surround: be all around (someone or something)
on the other hand: a phrase used to present factors that are opposed

constantly: frequently

claim: state or assert that something is the case

on the move: in the process of moving from one place to another

C

- Explain the task. Ss complete the summary by adding the missing words. Point out that there may be more than one way to make the sentence correct.
- Ss complete the task individually. Then Ss compare answers in pairs.
- Go over answers by asking Ss to read the summary aloud. Ask if other Ss corrected them in a different way.

Possible answers

Kelly and Maria are friends who have a lot **in common**, but they can't study together because they have **different habits**. Kelly likes a **clean place** which is very quiet, and she can **work/sit still** for a long time. Maria prefers a space that is **cluttered/messy**, and she likes to **move around**. Studies show that neither way of studying is **better** than the other. Noise can help some people **concentrate/focus**, for example. Despite their different habits, Kelly and Maria are both **excellent** students, and it is interesting that the friends have **almost identical/similar** plans for the future.

D Group work

- Explain the task. Ss work in small groups to discuss whose studying style is most like their own. Ss give reasons to support their answers. Encourage Ss to ask follow-up questions.
- Set a time limit of about five minutes. Go around the class and give help as needed.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 7 and 8?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 SPEAKING

Learning Objective: demonstrate one's ability to describe problems using the passive with prepositions

Pair work

- Explain the task. Ask Ss to read the problems. Elicit or explain any new vocabulary.
- Ask two Ss to model the conversation.
- Ss work in pairs to choose a cause for each problem.
- Spot-check by asking different Ss to read complete sentences.
- After you have checked the answers, tell students to think of possible solutions to the problems. When a S from the pair thinks of a solution, the other S should keep the conversation going.

Possible answers

Forests are being destroyed because of rapid urbanization.
The quality of the air is being lowered because of fumes from cars.
Marine life is being affected through climate changes.
Water is being contaminated by factory waste.
Landfills are overflowing due to the lack of recycling.
City streets are being damaged as a result of heavy traffic.

2 DISCUSSION

Learning Objective: demonstrate one's ability to offer solutions with infinitive clauses and phrases

A Pair work

- Explain the task. Ask Ss to read the problems and useful expressions.
- Give Ss time to think of some solutions.
- Ss work in pairs to discuss solutions.
- **Option:** For added practice, ask one S to write down the solutions.

B Group work

- Explain the task. Ask a S to read the example sentence.
- Each pair joins another pair, or Ss work in new small groups. Ss take turns sharing their solutions.
- Next, the group discusses and chooses the best solution. One S in each group should write down the best solution.
- Ask each group to share their best solutions.

3 LISTENING

Learning Objective: demonstrate one's ability to listen to and understand the meaning of personal qualities

▶ A [CD 2, Track 17]

- Explain the task. Tell Ss to listen first for the event or activity described.
- Play the audio program once or twice. Pause after each speaker for Ss to write. Remind Ss to write notes, not full sentences.
- Then read the qualities. Make sure Ss remember what each one means. If needed, ask other class members to explain or act out the meaning.
- Tell Ss to listen again for the qualities each speaker demonstrates.
- Play the audio program again. Ss check (✓) the boxes.
- Ss compare answers in pairs. If there are any disagreements, play the audio program again.

- Go over answers with the class.

Audio script

See page T-176.

Answers

1. Kate: got into the company she auditioned for; e, f
2. Mark: missed a goal and lost the game; b, d
3. Iris: saved money to take a painting class; a, c

B Pair work

- Divide Ss into pairs and explain the task. Remind them not to say which quality they are describing.
- Walk around the class, listen, and take notes of some mistakes you hear. Go over them with the class (don't point out who made the mistake).

4 QUESTIONNAIRE

Learning Objectives: demonstrate one's ability to ask about preferences using *would rather* and *would prefer*; demonstrate one's ability to talk about learning preferences with *by + gerund*

A Pair work

- Explain the task. Ask Ss to read the interview questions. Elicit or explain any new vocabulary. Ask a S to read the example answer.
- Ss interview each other in pairs. Encourage Ss to give reasons for their answers.

B Group work

- Explain the task. Ask three Ss to model the conversation.
- Each pair joins another pair. Tell Ss to discuss both options, even if all Ss chose the same option. Ask Ss to discuss other options.
- Ask each group to share their other options with the class.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 9 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---------|-------------------------------------|--|---|
| CYCLE 1 | 1 Snapshot | TSS Unit 9 Vocabulary Worksheet | |
| | 2 Perspectives | | |
| | 3 Grammar Focus | TSS Unit 9 Extra Worksheet | SB Unit 9 Grammar plus, Focus 1 SS Unit 9 Grammar 1–2 GAME Sentence Stacker (Get or have something done) |
| | 4 Pronunciation | | |
| | 5 Discussion | | |
| | 6 Interchange 9 | | WB Unit 9 exercises 1–4 |
| CYCLE 2 | 7 Word Power | | SS Unit 9 Vocabulary 1–2 GAME Spell or Slime (Three-word phrasal verbs) GAME Sentence Runner (Three-word phrasal verbs) |
| | 8 Conversation | | SS Unit 9 Speaking 1 |
| | 9 Grammar Focus | TSS Unit 9 Grammar Worksheet | SB Unit 9 Grammar plus, Focus 2 SS Unit 9 Grammar 3 GAME Speak or Swim (Making suggestions) |
| | 10 Listening | TSS Unit 9 Listening Worksheet | |
| | 11 Speaking | | |
| | 12 Writing | TSS Unit 9 Writing Worksheet | |
| | 13 Reading | TSS Unit 9 Project Worksheet VID Unit 9 VRB Unit 9 | SS Unit 9 Reading 1–2 SS Unit 9 Listening 1–3 SS Unit 9 Video 1–3 WB Unit 9 exercises 5–6 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 9

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

Getting things done

Cycle 1, Exercises 1–6

In this unit, students discuss professional services and make suggestions. By the end of Cycle 1, students will be able to discuss professional services using causatives. By the end of Cycle 2, students will be able to use three-word phrasal verbs and make suggestions using a variety of structures.

1 SNAPSHOT

Learning Objective: discuss professional services

- To explain the concept of services, ask Ss about their haircuts. Ask: "Where do you get your hair cut? When you go to a hair salon or barber shop, do you leave with a product or a service?"
- Go over the information in the Snapshot. Point out that these are eight services that people commonly offer in the U.S.
- Elicit or explain any new vocabulary.

Vocabulary

data recovery: the process of getting information that had been erased from a computer

tutoring: working with one person to give extra help in a school subject

- Read the first two questions. Ss discuss the questions in small groups.

! Ss rank the usefulness of each service in the Snapshot using **Vocabulary Steps** – download it from the website.

- Read the last question. Then ask Ss to say different ways that services are offered in their own country (e.g., newspaper ads, Internet, recommendations). Then ask how they choose a service provider.
- Bring ads to class from service providers you can find online and discuss the ads with the class. Would they hire the people or companies in the ads?

2 PERSPECTIVES

Learning Objective: discuss professional services using *get* or *have something done*

A [CD 2, Track 18]

- Books closed. Explain that some people offer a variety of services. You can find similar ads in the newspaper or on the Internet.
- Write these services on the board:

| | |
|------------------|--------------------------|
| music lessons | laundry and dry cleaning |
| home cleaning | car washing |
| painting | repairs |
| meal preparation | pet food |
- Books open. Read the questions.
- Play the audio. Ss listen and read. Have them answer the questions as a class.

B

- Explain the task. Introduce *have something done* with questions like these: "What can you have done in a beauty salon? at a computer store? by a handyman? by an optician?" Write ideas on the board:

| | |
|--------------------------|-------------------------|
| have your hair cut | have your house painted |
| have your computer fixed | have your eyes tested |

- Read the first question. Write a model conversation on the board:

A: What do you need to have done?
B: Well, I need to have my eyes tested, and I want to have my computer upgraded. What about you?
- Model the conversation with a S. Tell Ss to think of at least five things they need to have done.
- Ss discuss the question in pairs. Go around the class and give help as needed. Then ask Ss to share ideas with the class.
- Read the second question. Elicit Ss' ideas (e.g., *How much do you charge for . . . ? What beauty services do you offer? Do you pick up and drop off the laundry? Where can I get my car repaired?*).

3 GRAMMAR FOCUS

Learning Objective: use *get* or *have something done* to talk about professional services

▶ [CD 2, Track 19]

Active

- Write these words on nine cards:

| | | |
|-----------|-----------|-------|
| you can | get | have |
| a plumber | your sink | by |
| to fix | fix | fixed |

- Ask five Ss to come to the front of the class. Give each S a card. Ask Ss to face the class, holding up their cards in this order:

S1: you can S2: have S3: a plumber
S4: fix S5: your sink

- Explain that we can say the same sentence another way. Give S2 and S4 new cards. Now all five Ss face the class, holding up their cards in this order:

S1: you can S2: get S3: a plumber
S4: to fix S5: your sink

- Elicit the rules and write them on the board:

Active

You can have a repair shop fix your computer.

have + someone + base form verb

You can get a repair shop to fix your computer.

get + someone + infinitive verb

- Write two cues on the board. Elicit examples from the Perspectives exercise on page 58:

You can have your car washed . . .

You can get someone to . . .

Passive

- Ask six Ss to hold up cards:

S1: you can S2: have S3: your sink
S4: fixed S5: by S6: a plumber

- Explain that we can say the same thing another way. Replace S2's card. Then ask Ss to hold up cards:

S1: you can S2: get S3: your sink
S4: fixed S5: by S6: a plumber

- Elicit the rules and write them on the board:

Passive

You can have/get your sink fixed (by a plumber).

have/get + object + past participle (at/by)

- Focus Ss' attention on the Perspectives on page 58. Ask Ss to underline the active examples and circle the passive examples.
- Play the audio program. Ss listen and practice.

A

- Explain the task. Ask a S to read the first item.
- Ss complete the task individually.

Answers

- My parents didn't paint their house before they moved in. They **had it painted**.
- I didn't repair my own laptop. I **got it repaired** at the electronics store.
- Many people don't wash their cars. They **have them washed**.
- My bedroom carpet is very dirty, but I'm not cleaning it. I'm **getting it cleaned** next week.
- My brother isn't repairing his bike. He's **having it repaired**.

B Pair work

- Explain the task. Read the example. Ask Ss which picture it describes.
- Ss work in pairs. Ss take turns describing the services in the pictures with the passive of *have* or *get*. (Answers: 1. Jessica is having her nails done. 2. Peter is getting / having his hair cut. 3. Zoe is having / getting her car repaired. 4. Tricia is having / getting her clothes dry cleaned.)

C Pair work

- Explain the task. Model the activity by saying something you've had done for you recently and asking a S what he or she has had done.
- Ss work in pairs to discuss recent services they've had. Go around the room and listen for the passive of *have* or *get*. Take notes on errors you hear.
- Write any errors on the board. Elicit corrections from the class.

4 PRONUNCIATION

Learning Objective: sound more natural when using sentence stress

▶ A [CD 2, Track 20]

- Play the audio program. Ss listen. Elicit that stressed words carry the most important information. Point out that we don't usually stress pronouns.
- Play the audio program again. Ss practice both chorally and individually.

- To practice sentence stress, try the activity **Walking Stress** – download it from the website.

B Group work

- Explain the task. Each S decides on three things he or she wants to have done.
- Ss work in small groups and take turns asking and answering questions.

5 DISCUSSION

Learning Objective: discuss where to find services using causatives

Pair work

- Explain the task. Focus Ss' attention on the picture and the first question. Have two Ss model the conversation.
- Give Ss some time to read the situations.
- Elicit or explain any new vocabulary.

Vocabulary

groceries: goods bought to be used in the home, such as food and cleaning products

portrait: a painting of a person or group of people

- Ss discuss the questions in pairs. If possible, form pairs with Ss from different countries.
- Encourage Ss to give opinions. For services that aren't available, Ss should discuss whether the service would be a good idea. Set a time limit of about ten minutes.

TIP

As you walk around the class, make note of any grammar problems. When time is up, write representative problems on the board and elicit corrections from Ss.

- ! For another way to practice the Discussion, try the **Onion Ring** technique – download it from the website.

6 INTERCHANGE 9

See page T-123 for teaching notes.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 7–13

7 WORD POWER

Learning Objective: discuss problems using three-word phrasal verbs

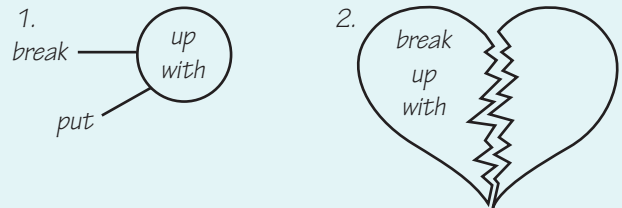
A

- Read the first sentence. Ask Ss to find the meaning of *break up with* in the meanings column.
- Elicit that these are three-word phrasal verbs. Point out that Ss already know a lot of two-word phrasal verbs. Elicit examples and write them on the board. (Possible answers: *pick up*, *turn off*, *get up*, *think about* . . .)
- Explain that the meaning of the three parts together is different from the individual parts:
base verb + adverb particle + preposition
break *up* *with*
- Ss complete the task individually.
- Then Ss compare answers in pairs. Ask Ss to write the answers on the board. Ss check their own work.

Answers

1. b 2. h 3. e 4. c 5. f 6. a 7. d 8. g

- **Option:** Show Ss ways to organize and store new vocabulary in their notebooks (e.g., *break up with* can be recorded as a diagram or a picture):



B Pair work

- Explain the task. Ask a S to model the first phrasal verb in a sentence.
- Ss work in pairs. They take turns making sentences, preferably about their own lives.
- **Option:** Ask Ss to write a conversation or short story using the new vocabulary.

- ! To review phrasal verbs, try the game **Sculptures** – download it from the website.

8 CONVERSATION

Learning Objective: make suggestions in a conversation about dating

▶ A [CD 2, Track 21]

- Books closed. To introduce the topic, ask: "How, when, and where did you meet your friend/partner?"
- Ss discuss the questions in pairs. Then elicit some interesting stories (e.g., *She was my next-door neighbor. One day . . .*).
- Books open. Ask Ss to cover the text and look only at the picture. Ask questions to set the scene (e.g., *How old are the two women? Are they friends?*).
- Ask Ss to listen to find out what Alice is upset about. Play the first line of the audio program. Elicit the answer. (Answer: She broke up with her boyfriend.)
- Next, ask Ss to take notes as they listen. Remind Ss to write down key words or phrases. Play the audio program once or twice.

- Ss compare notes in pairs. Ask Ss to share some of the things they heard discussed.
- Play the audio program again. Ss listen and read.

Vocabulary

feel up to: to have the energy to do something
I can't carry a tune to save my life: I really can't sing well

! Pairs can practice the conversation using **Say It With Feeling!** – download it from the website.

B Class activity

- Read the question. Use the question to stimulate a short class discussion.
- **Option:** Tell Ss to imagine it is three weeks later and Alice has been to the running club. Ss write a follow-up conversation between Alice and Emma.

9 GRAMMAR FOCUS

Learning Objective: use gerunds, infinitives, modals + verbs, and negative questions to make suggestions

▶ [CD 2, Track 22]

- Focus Ss' attention on the previous Conversation. Ask Ss to underline examples of suggestions Emma makes.
- Point out the ways to make suggestions in the Grammar Focus box.
- Play the audio program. Ss listen and read or repeat.
- Go over the examples in the box again. Clarify which forms go together by writing this information on the board:

Making suggestions or giving advice

1. Maybe you could + base form verb . . .
2. Have you thought about + gerund . . . ?
3. Why don't you + base form verb . . . ?
4. One option is/It might be a good idea + infinitive . . .

- Give Ss some additional situations. Elicit suggestions:
T: I'd like to lose some weight.
S1: One option is to walk everywhere.
S2: Have you thought about going on a diet?
S3: Why don't you join a health club?

A

- Explain the task. Ask Ss to read each problem and suggestion. Elicit or explain any new vocabulary.
- To model the task, read the first problem and suggestion. Elicit the answer. Elicit that *one option* is incorrect because it is not followed by the verb *be* + infinitive.

- Ss complete the task individually.
- Have Ss work in pairs to compare answers. Then go over the answers with the class.

Answers

1. A: What can I do to keep up with all my assignments in college?
B: **Maybe** you could stay in on weeknights.
2. A: What can I do to get in shape?
B: **Have you thought about** working out at the gym?
3. A: How can I save money?
B: **Why don't you** come up with a budget?
4. A: How can I learn to dance?
B: **It might be a good idea** to take dance classes.
5. A: How can I build self-confidence?
B: **What about** participating in more social activities?

B Group work


- Explain the task. Ask two or three Ss to model the activity by making suggestions for the first problem in part A.
- Ss work in small groups. Set a time limit of about five minutes. Go around the class and give help as needed.
- **Option:** Ask one S in each group to disagree with everything (e.g., *No, that doesn't work! I've already tried it!*).

10 LISTENING

Learning Objective: listen for details in suggestions for solutions to problems

A [CD 2, Track 23]

- Read the six resolutions in the chart. Ask: "Do you ever make New Year's resolutions? Have any of your resolutions been similar to these?" Elicit ideas.

 For more practice with predicting content, play **Prediction Bingo** – download it from the website.

- Explain the task. Ss will check the resolution mentioned in the audio and write the suggestion of a friend.
- Play the audio program. Pause after each speaker for Ss to write. Ss listen and write the suggestions.
- Play the audio program a second time so Ss can check their answers. Go over the answers with the class.

TIP

Listening should not be a memory test for Ss. If a listening is long or contains many details, break it up into sections, pausing after each speaker. If helpful, mark in the script where you plan to pause, using the symbol //.

Answers

1. start a project; cut down on distractions; go to the library for a few hours
2. have more energy; exercise at home with an app; do outdoor exercise like hiking, swimming, or jogging
3. fix her relationship problems; take a break from work; take a couple hours off from her phone every night

Audio script

See page T-176.

B Group work

- Explain the task.
- Ss work in groups and think of a suggestion for each resolution. Walk around the class and help Ss with structure and vocabulary.
- Ask groups to share their answer with the class. Ss vote on the two or three best suggestions.

11 SPEAKING

Learning Objective: make suggestions


Group work

- Explain the task. Ask Ss to read the caption for each picture. Ss think of three suggestions for each habit. Ss should be able to explain why they are making the suggestion.
- Ss work individually to write down ideas.
- Then Ss work in groups. Ss take turns sharing suggestions. Remind Ss to ask follow-up questions.

TIP

To increase student talking time, introduce challenging rules (e.g., fewer than three-word answers are not acceptable, each S must ask three follow-up questions, or use at least three phrasal verbs).

- Go around the class and listen in. Note any problems and go over them later with the class.
- **Option:** Ss role-play one of the problems.

 For a new way to practice this exercise, try the **Substitution Dialog** with the Conversation on page 61 – download it from the website. Ss think of a new problem to discuss.

12 WRITING

Learning Objective: write a letter of advice making suggestions

A

- Explain the task. Ss imagine they are writing replies to people posting problems on a website.
- Give Ss a few minutes to read the posts and choose one. Set a time limit of about five minutes.
- Then Ss write a reply. Encourage Ss to give more than one suggestion for solving the problem.

TIP

To make writing assignments more challenging for higher-level Ss, increase the length of the assignment. You can also encourage them to use more new vocabulary and grammar.

B Group work

- Explain the task.
- Ss work in groups and take turns reading advice.
- Group members discuss which pieces of advice will work and why.

13 READING

Learning Objective: identify main ideas, details, and examples in an article

A

- Books closed. Read the questions. Books open. Ss find the answers to the questions. (Answers: Jack Andraka; he developed a test for early-stage pancreatic cancer)
- See if Ss can also tell you why Jack Andraka decided to research pancreatic cancer testing. (Answer: A family friend died of the disease.)

TIP

Asking Ss a personal question related to a challenging or theoretical reading helps them to connect to the topic and encourages intrapersonal learning.

B

- Ss read the article. Tell Ss to mark any words they are unable to guess from context. Afterward, Ss can check their dictionaries for the meanings of any words they marked.
- Elicit or explain any new vocabulary.

Vocabulary

disease: an illness caused by an infection or by a failure of health and not by an accident

deeply: very much

lethal: able to cause death

stage: a period of development, or a particular time in a process

endlessly: continuing for a long time and never finishing, or never seeming to finish

perseverance: the quality of persisting when things are difficult

prestigious: respected and admired, usually because of being important

after all: a phrase used to add information that shows that what you have just said is true

ground-breaking: very new and a big change from other things of its type

- Explain the task. Ss will identify the main idea of each paragraph. Point out that the other sentences in the paragraph all support the main idea.
- Ss complete the task individually. Then they compare their answers in pairs.
- Go over answers with the class.

Answers

- 2 One doctor's help makes the unlikely become possible.
- 1 A personal experience creates a groundbreaking idea.
- 4 Family support and a passion for discovery can lead to great things.
- 3 Although he won a big prize, there's plenty of work ahead.

C

- Explain the task.
- Ss work individually to choose the correct answers.
- Then Ss compare their answers in pairs. Ask Ss to explain their reasons to their partner.
- Elicit answers from pairs.

Answers

1. Pancreatic cancer is so serious because **it is hard to diagnose early**.
2. Andraka was inspired to find a solution by **an upsetting experience**.
3. The response to Andraka's proposal was **largely negative**.
4. Andraka's test for pancreatic cancer is **being developed now**.
5. Andraka's family helped him by **encouraging him**.

D Group work

- Explain the task. Ss work in small groups to discuss the question. Remind Ss to ask follow-up questions and give additional suggestions.
- **Option:** Ask Ss to summarize their group members' ideas for the class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 10 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---|----------------------------------|---|---|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Grammar Focus | TSS Unit 10 Listening Worksheet | SB Unit 10 Grammar plus, Focus 1 SS Unit 10 Grammar 1 GAME Say the Word (Referring to time in the past) |
| | 4 Pronunciation | TSS Unit 10 Extra Worksheet | |
| | 5 Word Power | TSS Unit 10 Vocabulary Worksheet | SS Unit 10 Vocabulary 1–2 GAME Spell or Slime (Historic events) |
| | 6 Discussion | | |
| | 7 Writing | | |
| | 8 Interchange 10 | | WB Unit 10 exercises 1–4 |
| CYCLE 2 | 9 Conversation | | SS Unit 10 Speaking 1–2 |
| | 10 Grammar Focus | TSS Unit 10 Grammar Worksheet TSS Unit 10 Writing Worksheet | SB Unit 10 Grammar plus, Focus 2 SS Unit 10 Grammar 2 GAME Sentence Stacker (Predicting the future with <i>will</i>) GAME Sentence runner (Predicting the future with <i>will</i>) |
| | 11 Listening | | |
| | 12 Discussion | | |
| | 13 Reading | TSS Unit 10 Project Worksheet VID Unit 10 VRB Unit 10 | SS Unit 10 Reading 1–2 SS Unit 10 Listening 1–4 SS Unit 10 Video 1–3 WB Unit 10 exercises 5–8 |
| With or instead of the following SB section | | You can also use these materials for assessment | |
| Units 9–10 Progress Check | | ASSESSMENT PROGRAM Units 9–10 Oral Quiz ASSESSMENT PROGRAM Units 9–10 Written Quiz | |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 10

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students discuss important past events and make predictions. By the end of Cycle 1, students will be able to discuss important past events using time references. By the end of Cycle 2, students will be able to make predictions using a variety of structures.

1 SNAPSHOT

Learning Objective: discuss past trends

- Books closed. Write the following on the board. Elicit what each is. Ask Ss to match these things with the date they became popular:

| | |
|-----------------|------|
| Tamagotchi | 1975 |
| Trivial Pursuit | 2006 |
| Wii | 1982 |
| Disco | 1996 |

- Books open. Point out that the Snapshot contains six trends in the U.S. through the years. Elicit or explain that a *trend* is something that is very popular or fashionable.
- Ss check their answers.
- Discuss the pictures. Give Ss a few minutes to read the Snapshot.

- Explain that these sentences are written in the present tense, but they refer to past events. This is sometimes called the *historical present*. It's occasionally used for special effect (as in newspaper headlines) or in informal conversation when narrating a past event.
- Elicit or explain any new vocabulary.
- Discuss the questions with the class.

Vocabulary

to be released: to be published or put on the market for sale

fad: a style, activity, or interest that is very popular for a short period of time

overnight sensation: a sudden success

- Read the questions. Ss discuss the questions in small groups.

2 PERSPECTIVES

Learning Objective: use time references to talk about past events

A

- Write the title on the board. Ask Ss: "Do you like trivia or quiz shows? Why or why not?"
- Explain the task. Ask Ss to read the quiz questions. Elicit Ss' guesses for each one, and ask them to write their answers.

▶ B [CD 2, Track 24]

- Play the audio program and Ss check their answers. Who got the most right?
- Play the audio program again. Ss listen and read.
- Discuss the questions with the class. Can they agree on which information is the most surprising?

- Option:** Divide the class into two groups. Have Ss write five additional questions to quiz the other group.
- Discuss the correct answers.

Answers

1. b 2. c 3. b 4. a

3 GRAMMAR FOCUS

Learning Objective: use adverbs and prepositions of time *during*, *in*, *from . . . to*, *since*, and *for* to refer to time in the past

▶ [CD 2, Track 25]

- Write the following on the board. Ask Ss to complete the blanks with the time references:

ago during for from . . . to in since

1. The first video game console was released . . .

_____ 1972 / _____ the 1970s

2. Washington has been the capital of the U.S. . . .

_____ 1800 / _____ over 200 years

3. The Beatles were together . . .

_____ 10 years / _____ 1960 _____ 1970

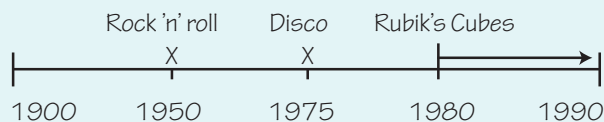
TIP

Let Ss try a task first, and then teach them what they don't know.

- Write the answers on the board. (Answers: 1. *in*, *in*/*during* 2. *since*, *for* 3. *for*, *from . . . to*)

A point of time in the past (*in*, *ago*, *during*)

- Write on the board:

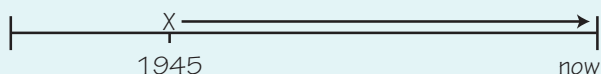


Rock 'n' roll became popular over 65 years **ago**.

Disco became a craze **in** 1975.

Rubik's Cubes were popular **during** the 1980s.

A period of time that continues into the present (*since*, *for*)



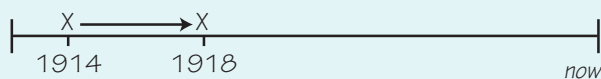
The United Nations has existed **since** 1945.

The United Nations has existed **for** over 70 years.

since + a point of time (e.g., *since last year/Tuesday*)

for + a length of time (e.g., *for two weeks/three hours*)

A period of time in the past (*from . . . to*, *for*)



World War I lasted **from** 1914 **to** 1918.

World War I lasted **for** four years.

- Play the audio program. Ss listen and read or repeat.

A

- Focus Ss' attention on the pictures. Elicit what Ss know about the Olympic games.
- Explain the task. Ss use time words to complete the paragraphs. List the time words on the board.
- Ss complete the task individually.
- Ss compare answers in pairs.

Possible answers

- The Olympic Games originated in ancient Greece about 3,000 years **ago**. **From** the eighth century BCE **to** the fourth century CE, the games took place in Olympia. The first modern Olympics were held **in** 1896 in Athens, with male participants from 14 nations. Women have only competed in the Olympics **since** 1900.
- Although no one knows for sure, it's likely that the Chinese invented ice cream about 4,000 years **ago**. It was probably brought to Italy **in/ during** the thirteenth century by Marco Polo, but the ice cream we enjoy today was probably created in Italy **in/ during** the seventeenth century and spread through Europe **in/ during** the eighteenth century. **Since** that time, different flavors have been created, but vanilla is still America's favorite.

B Group work

- Explain the task. Ask two Ss to model the conversation.
- Ss work individually. They write two true and two false statements about world events.
- Then Ss present their questions to the group. Others listen and correct the false statements.

4 PRONUNCIATION

Learning Objective: use syllable stress to sound more natural when saying four- and five-syllable words

▶ A [CD 2, Track 26]

- Explain that in longer words, one syllable carries the main stress whereas another syllable carries the secondary stress.
- Tell Ss to focus on the main and secondary stress. Play the audio program. Ask Ss to tap or clap in time to the stress. Point out that the syllable before *-tion* is always stressed.

▶ B [CD 2, Track 27]

- Explain the task.
- Play the second part of the audio program.
- Play the audio program again. Go over answers.

Answers

(main stress in boldface, secondary in italics)
cata**strophe** *revolu***tion** assassi**nation**
appre**ciate** *conversa***tion** *considera***tion**

5 WORD POWER

Learning Objective: discuss historical events

A


- Explain the task. Model the task with the first word.
- Ss complete the task individually. Ss match words with definitions. Go around the class and give help as needed.
- Ss go over their answers in pairs. Then elicit Ss' answers. As you go over answers, help Ss with pronunciation and stress.

Answers

1. g 2. f 3. c 4. e 5. d 6. a 7. b 8. h

B Pair work

- Elicit two or three examples for each word or phrase.
- Explain the task. Ask a S to read the example sentence.
- Ss work in pairs to use the words from Part A in complete sentences.
- Then ask several pairs to write their best sentences on the board.
- **Option:** Ss write a story instead of sentences.

 To practice the vocabulary, play **Tic-Tac-Toe** – download it from the website. Add two more words from the unit.

6 DISCUSSION

Learning Objectives: discuss historic events using prepositions of time; discuss cause and effect in the past

Group work

- Explain the task. Elicit the meaning of *had an impact on* (changed or greatly affected; the result could be either positive or negative).
- Read the questions aloud. Read the beginning of the example sentence aloud. Finish the sentence by explaining that the American economic crisis of 2008 was triggered by the decline of home prices and large amounts of unpaid debt. It had an impact on the U.S and many other countries. As a result of the crisis, many laws and regulations were changed.
- Ss work in small groups. First, they choose two or three historic events. Then they discuss the questions. Set a time limit of about ten minutes.
- Go around the class and give help as needed. Note any common errors.
- Elicit corrections orally to the common errors.
- When time is up, have one S from each group choose one event and tell the class what his or her group discussed.

7 WRITING

Learning Objective: research and write a biography of a famous person from the past using time references

A

Note: Ss will need to do research ahead of time. This task can also be done for homework.

- Explain the task. Ask Ss to read the questions. Then read aloud the entry about Malala Yousafzai.
- Ask Ss to find the answers to the prewriting questions in the model paragraph. Elicit the answers. (Answers: speaking out for girls' education, she survived an attack when she was 15, youngest winner of Nobel Peace Prize)
- Then Ss work individually to choose an influential person and write a biography. Allow time for Ss to research answers to the prewriting questions.

B Pair work

- Explain the task. Ss work in pairs to exchange biographies and suggest details to add.
- **Option:** Have pairs check each other's biographies for the correct use of time phrases.
- Have Ss revise their paragraphs to include new details, if possible, or make changes to time phrases, if necessary. Collect the biographies.
- **Option:** Post the biographies around the room or on a bulletin board and have Ss read them. Ask Ss which influential people and achievements were most memorable or interesting to them.

8 INTERCHANGE 10

See page T-124 for teaching notes.

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

End of Cycle 1

9 CONVERSATION

Learning Objective: discuss predictions about the future using future tenses with *will* in context

A [CD 2, Track 28]

- Ask Ss to cover the text and look only at the picture. Ask what is happening in the picture. (Answer: The woman is talking to her friend about space travel.)
- Write this prediction on the board:
In 50 years, we will spend vacations on Mars.
- Now write these topics on the board. Ss discuss the topics in pairs. Ask Ss to make predictions about the future.
rocket technology life on the moon
Mars colony Earth's destruction
- Ask Ss to come to the board and write one prediction for each topic. Remind Ss to use *will*, not *be going to*, for predictions.

- Tell Ss to listen to find out if their predictions are mentioned. If their predictions aren't mentioned, elicit what they heard about each topic. Play the audio program.
- Text uncovered. Ask Ss to read the predictions.
- Elicit or explain any new vocabulary.

Vocabulary

powerful: having a lot of power

set up: organized or arranged

colony: a country or area controlled politically by a more powerful country that is often far away

B Class activity

- Read the question. Ss discuss the question. Elicit ideas around the class.

10 GRAMMAR FOCUS

Learning Objective: use *will*, the future continuous, and the future perfect to make predictions

A [CD 2, Track 29]

- Explain that there are many ways to describe the future in English. Write the three future tenses on the board. Ask Ss to find examples in the previous Conversation. Write on the board:
 1. will/won't + base verb
We will spend vacations in space.
We won't have colonies on Mars.
 2. future continuous: will be + present participle
Human beings will be living on another planet.
We won't be living here.
 3. future perfect: will have + past participle
We will have set up a research center on Mars.
A company will have built a resort on the moon.
- Elicit or explain the differences among the structures. Ask: "Which describes an ongoing action? Which describes something that will be completed by a specific time?" Point out that the future perfect needs a date or time of completion (e.g., *within 20 years*, *by 2050*).
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task. Model the first sentence.
- Ss complete the task individually.
- Ss go over their answers in pairs. Then elicit Ss' responses around the class.

Answers

1. Sometime in the future, buildings **will have** green walls and roof gardens to help retain carbon dioxide.
2. By the end of this century, half of the Amazon rain forest **will have been** deforested.
3. In 50 years, the world population **will reach/ will have reached** 9 billion.
4. In the future, most of the population **will be living/will live** in cities.
5. Soon, computers **will become** more intelligent than humans.
6. In less than 20 years, scientists **will have discovered** a cure for cancer, but we **will suffer** from new diseases.

B Group work

- Explain the task. Ask three Ss to model the conversation. Point out that if Ss don't agree, they can say what they think will happen instead. Elicit expressions for agreeing/disagreeing.
- Ss discuss the predictions in small groups. Set a time limit of about five minutes. Go around the class and note any problems with future tenses.
- When time is up, write general problems on the board. Elicit Ss' corrections.

C Class activity

- Explain the task. Read the questions.
- Ss discuss the questions as a class. Remind Ss to use the same tense as the one in each question.
- **Option:** Adapt the discussion into an **aquarium**. Divide the class into A and B groups. Group A sits in a circle, the aquarium, while Group B stands around the seated Group A. Group A begins the discussion. At any point, a Student B who wants to join the discussion can tap a Student A on the shoulder and the two exchange places.

! For more speaking practice using future tenses, try **Just One Minute** – download it from the website.

11 LISTENING

Learning Objective: listen for details and take notes on a conversation about the future

A [CD 2, Track 30]

- Point out the title "Not in our lifetime." Elicit Ss' ideas about what this means.
- Write the following on the board. Brainstorm future changes. Ask Ss to add their ideas.

Changes in the future

crime space travel environment
energy money

- Explain the task. Ss listen as people discuss future changes. Remind Ss to write only key words and phrases for two future changes for each topic.

TIP

Discuss difficulties that Ss encounter while listening and strategies for overcoming them. Ask Ss to write their strategies on the board. Offer suggestions (e.g., *key words are usually stressed; try to predict what you will hear*).

- Play the audio program two or three times. First Ss listen. Then they listen and make notes. Pause after each topic to give Ss time to write their notes.
- Finally, Ss write their notes in the chart.

Audio script

See page T-177.

Answers

1. crime: there will be less street crime; crime will become more intelligent and digital; there will be more computer hacker criminals
2. space travel: people will be living on other planets within 100 years; humans will have traveled to other galaxies within the next 50 years
3. environment: in the next 20 years, we will have cleaned up all the trash in the oceans; in the next 30 years, we will have eliminated plastic and found better materials
4. energy: in 50 years, we will be using only green energy sources, like wind and solar energy; we will be able to charge electronics in just a few minutes
5. money: no one will use cash and everyone will have cards; everyone in the world will use the same currency

B Pair work

- Explain the task.
- Ss work in pairs to answer the questions. For the changes they don't agree with, remind Ss to give reasons. Set a time limit of about five minutes. Then ask pairs to share the ones they think will affect them the most with the rest of the class. Take a poll and find out which change the class thinks will have the biggest impact on their lives.

12 DISCUSSION

Learning Objective: discuss one's own future using a variety of structures

A

- Focus Ss' attention on the picture. Ask Ss to discuss the man's present and future.
- Explain the task and ask Ss to read all the categories. Check for any problems with vocabulary.
- Ss write down their ideas individually. Tell Ss to raise their hand if they need any help.

B Group work

- Ss work in small groups. Ss take turns asking and answering the questions. Encourage Ss to ask questions of their own.

! For another way to carry out the discussion, try the **Moving Dialog** – download it from the website.

13 READING

Learning Objectives: skim and summarize an article; identify main ideas and specific information

- Books closed. Ask Ss what they think will be different by the year 2050. Elicit examples in different areas like technology and housing.

A

- Books open. Go over the task. Give Ss a few minutes to scan the article. Elicit the answer to the question. (Answer: Good Guesses About the Future)

B

- Ss read individually. Ask Ss to mark words that they can't guess from context and to keep reading.

! For a new way to teach vocabulary, try **Vocabulary Mingle** – download it from the website. If you wish, you can join the activity. After you teach a S the meaning of a word, that S becomes a resource for other Ss to use.

- Elicit or explain any remaining new vocabulary.

Vocabulary

futurist: someone who studies social, political, and technical developments to understand what may happen in the future

in order to: with the aim of achieving something

alter: change something

picture: imagine how something looks

target: something to aim for; something you intend to achieve

require: need something or make something necessary

speculation: a guess without having enough information to be certain

store: put or keep things in a special place for use in the future

eco-friendly: products designed to do the least possible damage to the environment

in store for (someone): planned or likely to happen to

- Explain the task.
- Ss complete the task individually.
- Ss compare answers in pairs.
- Check answers by asking Ss to read the predictions the futurists made.

Answers

Predictions they made: 2, 4, 6

C Group work

- Explain the task. Ss work in small groups to discuss the questions. Remind Ss to give reasons for their answers and to ask follow-up questions. Ask one S in each group to write down the group's ideas.
- While the Ss discuss, go around the class and take notes of mistakes they make and go over them with the class.
- Discuss answers with the class and write the changes they would like to see on the board.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 9 and 10?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 DISCUSSION

Learning Objective: demonstrate one's ability to talk about things people have or get done using the active and passive

Group work

- Explain the task. Ask three Ss to model the conversation. Then ask different Ss to model the complete questions.
- Ss work in small groups. Ss take turns asking the questions. Remind Ss to ask follow-up questions with *why*, *when*, and *who*. Encourage Ss to ask other follow-up questions.
- Go around the class and give help as needed.
- Ask a S from each group to share a group member's experience.

2 ROLE PLAY

Learning Objective: demonstrate one's ability to make suggestions with gerunds, infinitives, modals, and negative questions

- Explain the task. Read the useful expressions.
- Divide the class into pairs, and assign A/B roles. Student As have a problem. Student Bs give advice.
- Ss role-play in pairs. Tell Student As to say whether or not they think the advice will work and why.
- Ss change roles and repeat the role play with another situation.
- Ask Ss to tell the class some of the best advice they got.

3 LISTENING

Learning Objective: demonstrate one's ability to listen to, understand, and refer to time in the past

▶ A [CD 2, Track 31]

- Explain the task. Ask Ss to read the questions.
- Play the audio program. Pause after each item for Ss to write. Play the audio program as many times as needed.

Audio script

See page T-178.

- Go over answers with the class. If needed, play the audio program again. Ask Ss to focus on the correct answers.

Answers

1. July 20, 1969
2. 1930
3. 1986
4. from 1909 to 1911 (two years)
5. December 26, 2004

B Pair work

- Explain the task.
- Give Ss time to discuss the questions.
- Ss work in pairs. Remind them to give reasons for their answers.
- Elicit answers from the class.

C Group work

- Give Ss time to write questions about historical events (e.g., achievements, disasters, or discoveries).
- Ss take turns asking and answering their questions. Remind Ss to use prepositions of time.
- Find out how many correct answers Ss came up with.

4 SURVEY

Learning Objective: demonstrate one's ability to predict the future with *will*, future continuous, and future perfect

A Class activity

- Explain the task. Ask two Ss to model the conversation.
- Ask different Ss to read the survey items as questions. If Ss are having trouble, ask Ss to write the questions on the board. Leave the questions on the board during the activity.

- Ss work in small groups. Ss take turns asking the questions. Remind Ss to ask follow-up questions.
- Tell Ss to write down the number of "yes" and "no" answers in the group.

B Group work

- Explain the task. Ask a S to read the example sentences.
- Give groups some time to make sentences about the results of their surveys.
- Ask each S in the group to report the results of at least one survey item to the class.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 11 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|---|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Conversation | | SS Unit 11 Speaking 1–2 |
| | 3 Grammar Focus | | SB Unit 11 Grammar plus, Focus 1 SS Unit 11 Grammar 1 GAME Word Keys (Time clauses) |
| | 4 Listening | | |
| | 5 Speaking | TSS Unit 11 Extra Worksheet | |
| CYCLE 2 | 6 Word Power | TSS Unit 11 Vocabulary Worksheet TSS Unit 11 Listening Worksheet | SS Unit 11 Vocabulary 1–2 GAME Name the Picture (Milestones) |
| | 7 Perspectives | | |
| | 8 Grammar Focus | TSS Unit 11 Grammar Worksheet | SB Unit 11 Grammar plus, Focus 2 SS Unit 11 Grammar 2 GAME Spell or Slime (Personal characteristics) GAME Speak or Swim (Expressing regret and hypothetical situations) |
| | 9 Interchange 11 | | |
| | 10 Pronunciation | | |
| | 11 Listening | | |
| | 12 Writing | TSS Unit 11 Writing Worksheet | |
| | 13 Reading | TSS Unit 11 Project Worksheet VID Unit 11 VRB Unit 11 | SS Unit 11 Reading 1–2 SS Unit 11 Listening 1–3 SS Unit 11 Video 1–3 WB Unit 11 exercises 1–7 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 11

Use the space below to customize a plan that fits your needs.


[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students discuss life events and milestones and describe regrets and hypothetical situations. By the end of Cycle 1, students will be able to discuss milestones in their lives using a variety of time clauses. By the end of Cycle 2, students will be able to discuss regrets using *should have* + past participle and *if* clauses in the past perfect.

1 SNAPSHOT

Learning Objective: discuss important life events

 To introduce the topic, play **Line Up!** – download it from the website. Ss line up according to a major life event (e.g., their birthday, when they got married, etc.).

- Books closed. Ask: “What are some important events in a person’s life?” Then ask Ss to open their books and compare their ideas with the Snapshot. Point out that *unforgettable first* refers to an important life event that happened for the first time.
- **Option:** Books closed. With Ss, brainstorm some major events or milestones. Then tell Ss to open their books and quickly scan pages 72 to 74. Which of their guesses were mentioned in their books?
- Elicit or explain any new vocabulary.

Vocabulary

sleepover: a party when a group of young people stay at a friend’s house for the night

crush: a strong but temporary feeling of love for someone

- Read the first question. Ss work individually to check the moments that were important to them.
- Then Ss compare their answers in pairs. If possible, pair Ss who are from different countries.
- Read the next two questions. Have Ss discuss them in pairs. If possible, pair Ss who are from different countries.
- Have Ss tell the class two things they learned from their partner.

2 CONVERSATION

Learning Objective: use time clauses in a conversation about becoming an adult

▶ A [CD 2, Track 32]

- Tell Ss to cover the text and look only at the picture. Ask: “Where are they? What do you think they are talking about?” Ss discuss the picture in pairs.
- Set the scene. Uncle Jim and Luke are talking about Luke’s future. They are talking about Uncle Jim’s experience after he graduated. Write this on the board:

What was Uncle Jim like before he graduated?
What life event changed him?

- Ss listen for answers to the questions on the board. Play the audio program. Ask two Ss to write the answers on the board. (Answers: Uncle Jim didn’t have important responsibilities; a fishing job in Alaska)
- Text uncovered. Play the audio program again. Ss listen and read.
- Elicit or explain any new vocabulary.

Vocabulary

tough: difficult

immature: not completely grown or developed

- To elicit the humor, ask: “How much has Uncle Jim really changed? Was he independent later? Why not?” (Answer: Uncle Jim was probably not as independent as he imagined because he was working for his grandfather.)

▶ B [CD 2, Track 33]

- Explain the task. Read the focus questions.
- Tell Ss to listen and to take notes. Play the second part of the audio program.

Vocabulary

turning point: a time when an important change starts to happen

Audio script

See page T-178.

- Ss compare notes in pairs. Then check answers around the class.

Answers

A turning point for Jim was when he became a parent. A turning point for Luke was when he joined the basketball team.

- **Option:** In pairs, Ss discuss what they were like as kids and how they have changed.

3 GRAMMAR FOCUS

Learning Objective: use time clauses and subordinating conjunctions to describe life experiences

▶ [CD 2, Track 34]

Time clauses

- Write the first time clause on the board. Label the subject (S) and verb (V), like this:

S V

Before I graduated from high school, ...
- Remind Ss of some important facts about clauses:
 - All clauses require a subject and a verb.
 - A time clause is a dependent clause. It can't stand alone; it must be connected to a main clause.
 - The time clause can come before or after the main clause.
 - When the time clause comes before the main clause, a comma separates the two clauses.
- Ask Ss to read the sentences in the Grammar Focus box. Tell Ss to underline the clauses.
- Play the audio program. Ss listen and repeat, focusing on intonation.

Conjunctions

- Go over the subordinating conjunctions in the Grammar Focus box. Elicit or explain the meanings as needed. Provide examples on the board.
once/as soon as: when one event happens, another event happens soon afterward
Once Sarah learned a little Spanish, she was able to talk to her neighbors, the Delgados.
As soon as you're hired for your first job, you feel more confident.
the moment: a particular point of time when two events happen together
The moment John got married, he felt like an adult.
until: to that time and then no longer
Until I met Donna, I hadn't known what friendship was.
by the time: one event is completed before another event
By the time I graduated, I had already found a good job
- Point out the past perfect in the main clauses with *until* and *by the time*. This shows that two events occurred in the past, but *meeting Donna* (action #1) *happened before knowing what friendship was* (action #2).
- Elicit additional examples from Ss around the class.

▶ For another way to practice time clauses, try
 • **Substitution Dialog** – download it from the website.

A

- Explain the task. Point out the time clauses in column A and the main clauses in column B. Model the task with the first sentence.
- Ss complete the task individually. Go around the class and give help as needed.
- Ss work in pairs. Ss take turns reading aloud the sentences to compare answers.
- Elicit Ss' responses around the class.

Possible answers

1. e 2. h 3. a 4. b 5. f 6. c 7. d 8. g

B

- Explain the task. Have a S read the example sentence. Model sentences about yourself:
 T: I can make a sentence with number 1: "*Until I went to college, I had never really studied very hard.*"
 Can you relate that to your life, Sandra?
 S: Yes, I can relate that one to my life: "*Until I went to college, I had never had a loan.*"
- Ss write sentences. Go around the class and spot-check verb tenses.
- Then Ss compare sentences with a partner.

C Group work

- Explain the task. Ask Ss to read the events. Read the example sentence.
- Ask: "What else happens after you move in with roommates?" Elicit suggestions.
- First, Ss work individually to write sentences. Remind Ss to use time clauses in the present with *you*. Point out that *you* here means "people in general;" it doesn't refer to any specific person.
- Then write a model conversation on the board:
 S1: After you move in with roommates, you have more freedom.
 S2: That is true, but you also have to share responsibilities.
 S3: So, what kind of things do you become accountable for?
 S2: Well, first you have to do your share of chores, like cooking and cleaning ...
- Ss work in small groups. Ss take turns reading their sentences and discussing their ideas. Remind Ss to refer to the model on the board.

TIP

Encourage Ss to use natural discourse markers when speaking, e.g., *well, so, you know, you see, actually*, etc. Ask Ss to look at previous Conversations and dialogs for examples.

4 LISTENING

Learning Objective: listen for main ideas and take accurate notes about events in people's lives discussed using time clauses

▶ A [CD 2, Track 35]

- Books closed. Write these questions on the board. Ask Ss to discuss them in small groups:
What event has been very important in your life? Why? How did it affect you or change you?
- Books open. Ss listen for each event and how it affected each person. Play the audio program. Pause after each speaker for Ss to write in the chart.

Audio script

See page T-178.

▶ B [CD 2, Track 36]

- Play the audio program again. Ss listen to find out what the three people have in common.

Answers

Parts A and B

- Nari: she bought a cell phone; she knew she was going to be OK with her English and get her dream job in Boston
- Anthony: he started getting his own clients; he became serious about working for himself
- Karina: her aunt's illness; she knew she wanted to be a doctor and help people like her. Their turning points all helped their careers.

C Pair work

- Have Ss work in pairs to discuss the question. Ask them to think of important moments in their lives. Go around the class to help with vocabulary and structure.

5 SPEAKING

Learning Objective: discuss important life events using a variety of time clauses

A Pair work

- Explain the task. Read the question. Point out the expression "in their (teens)" in the Word Power.
- Focus Ss' attention on the picture and the first event. Model a discussion with two Ss.
- Ss discuss the events in pairs.

B Group work

- Explain the task. Read the example sentence.
- In pairs, discuss the events in part A and what changes after these events.
- Each pair joins another pair. Set a time limit of about ten minutes. Go around the class and listen in.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 6–13

6 WORD POWER

Learning Objective: discuss behavior and personality

A Pair work

- Explain the task. Give Ss some time to read the list of adjectives. Model with *ambitious*.
- Elicit or explain any new vocabulary. Also model stress or pronunciation if needed.

Vocabulary

ambitious: having a strong desire to be successful
argumentative: liking to argue or disagree
dependable: able to be trusted and very likely to do what people expect you to do
naive: lacking experience or knowledge
pragmatic: practical; making decisions based on facts rather than ideas

rebellious: reacting against rules or traditions
sophisticated: confident, socially mature, and having knowledge about many subjects
wise: using knowledge and experience to make good decisions and give good advice

- Ss complete the task in pairs.

B Group work

- Model the task.
- Ss complete the task in small groups. As a final check, elicit Ss' responses around the class.
- For more practice, play **Bingo** – download it from the website. Recycle vocabulary from pages 3 and 30 to describe people and people's feelings.

7 PERSPECTIVES

Learning Objectives: respond to descriptions of regrets using *should have* and *if* in context

▶ A [CD 2, Track 37]

- Ss cover the text and look only at the pictures. Set the scene. Two friends have graduated from college and are complaining about all the things they should or shouldn't have done.
- Play the audio program. Ss listen and read. Pause after each regret. Ask different Ss to summarize each one in their own words (e.g., *I could have interned at a company, but I didn't.*).
- Elicit similar regrets from individual Ss.

B Group work

- Explain the task. Read the question.
- Ss discuss the question in small groups.
- **Option:** Ss role-play the graduates' session with their advisor. The advisor's goal is to suggest possible solutions for the graduates' regrets.

8 GRAMMAR FOCUS

Learning Objective: use *have* + past participle and *if* clauses in the past perfect to express regrets and hypothetical situations

▶ [CD 2, Track 38]

Should have + past participle

- Focus Ss' attention on the Perspectives. Ask Ss to find two sentences with *should have*. Write them on the board:

| | | | | |
|---|-----------|------|-----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| I | should | have | done | an internship... |
| I | shouldn't | have | taken out | a student loan... |
- Elicit the rule:
subject + *should have*/'ve + past participle
- Explain that we use *should have* to speculate about or imagine things that did or didn't happen (e.g., *He took out a student loan, but now he realizes that he shouldn't have. Now he regrets it.*).
- Encourage Ss to make up their own examples.
- **Option:** To practice *should have*, do part A now.

If + past perfect (or third conditional)

- Repeat the steps above for *If I'd*... Elicit examples from the Perspectives. Write them on the board.
- Elicit the rule: *If* + subject + *had* + past participle, subject *could/would have* + past participle
- Explain that this structure describes hypothetical situations in the past. The *could/would have* clause shows what didn't happen.
- Encourage Ss to make up their own examples.
- Play the audio program. Ss listen and practice.

A

- Explain the task. Read the example.
- Ss complete the task individually. Go around the class and spot-check Ss' responses.

Possible answers

1. I should have played sports when I was younger.
2. I should have been more careful with money when I was a teenager.
3. I should have stayed in touch with my friends after I graduated.
4. I shouldn't have been so naive/should have been less naive when I first started working.
5. I should have studied hard in school.

- Then Ss work in pairs. They talk about which statements are true about their own lives.

B

- Explain the task. Model how to do number 1. Then have Ss complete the task individually.
- Ss compare answers in pairs. Elicit answers around the class.

Answers

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

C

- Explain the task. Read number 1 in part B. Ask Ss to complete the clause.
- Ss work individually to complete the task. Go around the class and spot-check Ss' answers.
- Ss compare answers in small groups. Accept any answers that are both grammatical and logical.
- **Option:** Ss save their sentences for the Pronunciation on page 76.

9 INTERCHANGE 11

See page T-126 for teaching notes.

10 PRONUNCIATION

Learning Objective: sound more natural by using reductions of *have* and *been*

▶ A [CD 2, Track 39]

- Remind Ss that we stress key words. Words such as pronouns and auxiliary verbs are reduced. When *have* follows a modal (e.g., *should*, *could*, *would*), it is reduced to /əv/ (it sounds like the word *of*). The word *been* is reduced to /bin/.
- Ask Ss to listen for the reductions. Play the audio program. Ss listen and read.

- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. Model a few sentences with words from the Word Power on page 74 and others of your own.
- Ss complete the sentences in pairs. Then Ss practice the reductions.

For more practice with reductions, have Ss work in groups and play the **Chain Game** – download it from the website.

11 LISTENING

Learning Objective: listen for main ideas and summarize descriptions of regrets discussed using *should have* + past participle and *if* clauses in the past

▶ A [CD 2, Track 40]

- Explain the task. Draw the chart on the board.
- Tell Ss to listen the first time for the regret. Play the audio program. Pause after each speaker for Ss to complete the chart.

Answers

- Ariana: she should've spent more time with her grandma; she shouldn't have waited so long to start learning Arabic
- Ray: he should've talked to the bully; he should've been more confident
- Kira: she should've been more ambitious in high school; she could've done more volunteer work and helped people more in her spare time

For another way to set the scene, try **Cloud Prediction** – download it from the website.

▶ B [CD 2, Track 41]

- Explain the task. This time Ss listen to find out who feels differently.

- Play the audio program once or twice.
- Elicit Ss' responses.

TIP

To check answers, draw the chart on the board and ask Ss to complete it. This way, those who are weak at listening will be able to see the answers.

Audio script

See page T-179.

Answer

Kira; There are no regrets in life, just lessons learned. She has learned lessons from her mistakes and become a better person.

For more practice with recognizing the grammar structures, play **Stand Up, Sit Down** – download it from the website. Use Variation 1.

C Pair work

- Ss work in pairs to discuss the question. Remind them to ask follow-up questions.

12 WRITING

Learning Objective: write a message of apology using *should have* + past participle and *if* clauses in the past

A

- Focus Ss' attention on the picture. Ask what is happening. Then ask Ss to read the message of apology.
- Explain the task. Read the questions.
- Give Ss time to make some notes.

- Ss use their notes to write a first draft.

For a new way for Ss to think of and plan their content, try **Pass the Paper** – download it from the website.

B Pair work


- Explain the task. Ss work in pairs. They exchange messages and discuss what they would have done in a similar situation.

13 READING

Learning Objective: skim and identify main ideas in an advice column

A

- Go over the task. Give Ss several minutes to skim the advice column. Elicit the answers. (Answers: Paul accidentally deleted a file on his friend's computer and caused a division between the two of them. He wants to know if he should apologize.)
- Option:** Elicit or have Ss write questions about regrets using *who*, *what*, *when*, *where*, *why*, and *how*. When they read the column again, they can see if the column answers any of their questions.

 For another way to teach this Reading, try **Jigsaw Learning** – download it from the website. Have Ss read one paragraph each.

TIP

Remind Ss that an effective reader does not need to know the meaning of every word to understand the main ideas of a text. Encourage Ss to guess the meaning of words from context. Tell Ss to mark new words as they read and check the definitions only after they have finished reading.

B

- Ss read the column quickly and silently. Ask Ss to summarize Paul's problem in one or two sentences.
- Elicit or explain any new vocabulary.

Vocabulary

look something up: check a fact or get information about something

essay: a short piece of writing on a particular subject, especially one done by students as part of the work for a course

somehow: in a way or by some means that is not known or is not stated

yell: shout something, usually when you are angry, in pain, or excited

on purpose: intentionally, not by accident

act cold towards (someone): be indifferent; unfriendly

be able to tell: be able to see or understand

two-way discussion: a discussion where the two people have a voice and can talk equally and openly

blame: say that someone or something did something wrong

- Option:** Assign the advice column for homework. Ask Ss to read the column once or twice and mark unfamiliar vocabulary. Also tell Ss to make a list of the words, check definitions in a dictionary, and write the definitions. During the next class, Ss work in groups to discuss and compare their lists.
- Explain the task. Read the list of words on the left.
- Ss re-read the advice column individually and look for the words. Then they match the words to their definitions.
- Ss compare answers in pairs. Encourage Ss to say where they found the information in the column.
- Check Ss' answers around the class.

Answers

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

C

- Explain the task. Point out that the true statements can be found in the advice column. Do the first item together as a class.
- Ss work individually to check *True*, *False*, or *Not given*.
- Ss compare their charts in pairs. Then elicit answers from the class.

Answers

1. NG 3. F 5. NG 7. T
2. T 4. T 6. F 8. NG

- Option:** Have Ss work in pairs to correct the false statements.

D Pair work

- Explain the task. Read the focus questions.
- Ss discuss the questions in pairs.
- Option:** Each pair joins another pair. Ss take turns telling the others what their partner said. The partner makes corrections if needed.
- Option:** Each S writes a paragraph about a problem they had with a friend, using the text as a model.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 12 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|--|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Pronunciation | | |
| | 4 Grammar Focus | | SB Unit 12 Grammar plus, Focus 1 SS Unit 12 Grammar 1 GAME Sentence Stacker (Describing purpose) |
| | 5 Word Power | TSS Unit 12 Extra Worksheet | SS Unit 12 Vocabulary 1–2 GAME Name the Picture (Qualities for success) |
| | 6 Role Play | | WB Unit 12 exercises 1–4 |
| CYCLE 2 | 7 Conversation | | SS Unit 12 Speaking 1 |
| | 8 Grammar Focus | TSS Unit 12 Vocabulary Worksheet TSS Unit 12 Grammar Worksheet | SB Unit 12 Grammar plus, Focus 2 SS Unit 12 Grammar 2 GAME Speak or Swim (Giving reasons and qualities of success) GAME Say the Word (Giving reasons) |
| | 9 Listening | TSS Unit 12 Listening Worksheet | |
| | 10 Interchange 12 | | |
| | 11 Discussion | | |
| | 12 Writing | TSS Unit 12 Writing Worksheet | |
| | 13 Reading | TSS Unit 12 Project Worksheet VID Unit 12 VRB Unit 12 | SS Unit 12 Reading 1–2 SS Unit 12 Listening 1–3 SS Unit 12 Video 1–3 WB Unit 12 exercises 5–8 |

| With or instead of the following SB section | You can also use these materials for assessment |
|--|---|
| Units 11–12 Progress Check | ASSESSMENT PROGRAM Units 11–12 Oral Quiz ASSESSMENT PROGRAM Units 11–12 Written Quiz |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 12

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students give personal views and describe qualities for success, as well as give reasons for things. By the end of Cycle 1, students will be able to express personal views and describe qualities for success using infinitive clauses and phrases. By the end of Cycle 2, students will be able to describe features and give reasons using *because*, *since*, *because of*, *for*, *due to*, and *the reason*.

1 SNAPSHOT

Learning Objective: discuss successful businesses

- Books closed. Give Ss or elicit a list of international companies. Elicit products that the companies make. For example:

| International company | Product |
|-----------------------|------------------------|
| Nike | Athletic clothes |
| Google | Search engine |
| Facebook | Social media |
| Samsung | Electronics |
| Skype | Internet communication |
| Häagen-Dazs | Ice cream |
| Pepsi | Soft drinks |

- Books open. Ask Ss to read the Snapshot. Ss may use their dictionaries.
- Ask Ss if any of the facts surprise them. Why?

- Elicit or explain any remaining new vocabulary.

Vocabulary

goddess: a female god

everlasting: lasting forever or for a long time

Danish: from the country of Denmark

upset stomach: a feeling of mild sickness

- Option:** Read aloud the main products and facts (omitting the name of each). Ss listen and guess the company.
- Read the questions.
- Ss discuss the questions in pairs, small groups, or as a class.
- Option:** If your class is made up of business Ss, have several Ss give a brief presentation (or “snapshot”) of their company.

2 PERSPECTIVES

Learning Objective: describe personal views using infinitive clauses and phrases in context

TIP

To show Ss the purpose of activities, write the objectives on the board. As you finish each activity, check off the objective so that Ss know where they are. Then at the end of the class, tell Ss what they have achieved.

A [CD 3, Track 1]

- Books closed. With Ss, brainstorm some factors that make an app successful. Ask Ss to write their suggestions on the board, like this:
What makes an app successful?
- free
- innovative
- good marketing
- Books open. Tell Ss to look at the first sentence. How similar were the Ss’ opinions to the ones listed on the board?
- Option:** Find out what Ss know about surveys. Ask: “What is a survey? Has anyone answered a real survey before? Why do businesses conduct surveys?”

- Explain the task. Point out the three options and explain the numbering system.
- Then ask the class to complete the first three boxes. To make sure that Ss understand the task, take a class vote. Which of the three options do Ss think is the most important?
- Ss complete the task individually. Go around the class and give help as needed. Write new words or expressions on the board in your vocabulary column.
- Play the audio program. Ss listen and read. Ask Ss to raise their hands when they hear a success factor they rated *most important*.

B Group work

- Explain the task.
- Ss work in small groups. Ss discuss the most important factor in each case. Ask Ss to find out whose answers are most similar to theirs.
- Then elicit Ss’ ideas. How well do they agree?
- Option:** Ss add one more success factor to each sentence.

3 PRONUNCIATION

Learning Objective: sound more natural by using reduced forms

A [CD 3, Track 2]

- Point out that structure words such as *a, an, and, for*, and *to* are rarely stressed. The vowel in these words is usually reduced to /ə/. Explain that /ə/ is the most common sound in English.
- Play the audio program to present the reduced forms. Ss listen and read.
- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. Ss practice reading the sentences in Perspectives on page 78.
- Option:** Play the audio program for Perspectives again. Ss listen and repeat.
- Ss work in pairs and take turns reading their first choices aloud. Go around the class and listen discreetly. Note: Ss will have additional practice using reduced forms in part A of Exercise 4.

4 GRAMMAR FOCUS

Learning Objective: use infinitive clauses to describe purpose

A [CD 3, Track 3]

- Write these sentences on the board. Ask Ss to fill in the blanks (answers in parentheses):
Describing purpose with infinitive clauses
 - _____ attract talented professionals, a company should offer competitive salaries. (To)
 - _____ finance a new business, it's a good idea to get a bank loan. (In order to)
 - _____ a small company _____ profitable, it should have a good marketing plan. (For, to be)
 - _____ an app to succeed, it has _____ be easy to use. (In order for, to)
- Explain the different types of infinitive clauses. Elicit or explain how sentences 1 and 2 are similar:
(In order) + infinitive
In order to finance a new business, it's a good idea to . . .
To attract talented professionals, . . .
- Point out that sentences 3 and 4 both use *for*.
(In order) + *for* + noun + infinitive
In order for an app to succeed, . . .
For a small company to be profitable, . . .
- Elicit additional examples. Write some of the Ss' suggestions on the board.
- For more practice, play the **Chain Game** – download it from the website. Start with: "For a coffee shop to succeed, . . ."
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task.
- Ss work individually and match goals with suggestions. Go around the class and give help as needed.
- Go over answers with the class. If Ss have different answers, ask them to explain their choices. Accept any answers that are logical and grammatically correct.
- Then Ss work in pairs. They take turns reading their sentences. Remind Ss to use the reduced forms they practiced in Exercise 3.

Possible answers

- | | | |
|------------|---------------|------------|
| 1. c, d, e | 3. b, c, d, e | 5. a, d, e |
| 2. c, d, e | 4. a, b, d | |

B Pair work

- Explain the task.
- Ss work in pairs. They add one more suggestion for each goal in part A. Go around the class and give help as needed.
- Ask different Ss to write their suggestions on the board. Accept any answers that are logical and grammatically correct.

C Group work

- Explain the task. Ask three Ss to model the conversation.
- Ss work in small groups to discuss the kinds of businesses they would like to have and give suggestions on how to make them succeed. Remind Ss to use infinitive clauses.
- For more practice, try **Vocabulary Tennis** – download it from the website. Choose a business (e.g., a movie theater) and have teams take turns calling out success factors. Instead of words, Ss use sentences with infinitive clauses.

5 WORD POWER

Learning Objective: discuss the qualities needed for success

A Pair work

- Focus Ss' attention on the picture. With Ss, brainstorm some qualities that are important for a personal trainer to be successful. Write Ss' ideas on the board.
- Ask Ss to read the adjectives in each list. Elicit or explain any new vocabulary.

Vocabulary

industrious: hardworking

knowledgeable: knowing a lot

persuasive: able to influence other people
tough: strong; able to deal with difficult conditions

affordable: having a reasonable price

entertaining: amusing and interesting

well written: written in an effective or interesting way

- Ss work in pairs and rank the adjectives from 1 to 5. Remind Ss that 1 is most important. Encourage Ss to give reasons for their rankings and to try to come to an agreement.
- Go around the room and offer help as needed.
- Elicit examples of the most important quality (ranked number 1) for success for each item.

B Group work

- Explain the task.
- Ss work in small groups to add one more adjective to each list.
- Elicit the new adjectives from each group. Encourage groups to explain their reason for adding that to the list.

6 ROLE PLAY

Learning Objective: use infinitive clauses in a job interview

- Explain the task. Ask three Ss to model the conversation.
- Students work in groups of three. Student A is the interviewer. He or she chooses a job from the list. Students B and C are applicants. Each tries to convince the interviewer that he or she is best for the job. Remind Ss to use vocabulary from the Word Power, as well as to recycle vocabulary from pages 3, 30, and 74.

- Set a time limit of about seven minutes. Go around the class and give help as needed.
- Ss change roles and do the role play again.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 7–13

7 CONVERSATION

Learning Objective: use various ways of giving reasons in a conversation about a successful business

▶ A [CD 3, Track 4]

- Tell Ss to cover the text and look only at the picture. Elicit details about the picture.
- Set the scene. Two friends, Kyle and Lori, are talking about their favorite nightclubs. Tell Ss to listen to find out how the clubs are different.
- Play the audio program. Ss listen and take notes.

- Text uncovered. Tell Ss to read the conversation. Ask them to check the accuracy of their notes.
- Ask: "Which club would you rather go to? Why?"
- Ss practice the conversation in pairs.

! For another way to practice this Conversation, try the **Musical Dialog** – download it from the website.

B Class activity

- Explain the task. Read the questions. Hold a class discussion about "in" places. Ss compare and evaluate clubs they know.

8 GRAMMAR FOCUS

Learning Objective: use *because, since, because of, for, due to*, and *the reason* to give reasons

▶ [CD 3, Track 5]

- Focus Ss' attention on the Grammar Focus box. Explain that the phrases in boldface are used for giving reasons. Present the following information and examples:

1. **because and since**

- They mean the same, although *since* is more formal.
- Because* and *since* are followed by a subject and verb:
subject + verb
I like the Dizzy Lizard **because** it's always packed.

- Ask Ss to underline the subject + verb phrases with *because* and *since* in the Grammar Focus box.
 - Because* or *since* can begin or end a sentence. When the clause is at the beginning, it is followed by a comma.
Since it's always so packed, there's a long wait outside the club. OR
There's a long wait outside the club since it's always so packed.
 - The clause with *because* or *since* is a subordinate clause, not a main clause.

2. **because of and due to**

- They mean the same, although *due to* often has a negative connotation.
- Because of* and *due to* are followed by a noun or noun phrase.
It's popular **because of** the trendy people.

- Ask Ss to underline the noun/noun phrases used with *because of* and *due to* in the Grammar Focus box.
 - Because of* or *due to* can begin a sentence. When the clause is at the beginning, it is followed by a comma.
Due to the crowds, the Dizzy Lizard is difficult to get into. OR
It's difficult to get into the Dizzy Lizard **due to** the crowds.
 - The clause with *because of* or *due to* is a subordinate clause, not a main clause.

3. **for**

- for** + noun (or noun phrase)
The Firefly is famous **for** its fantastic music.

4. **the reason (that/why) . . . is . . .**

The reason (that/why) people go there **is** just to be seen.

- Play the audio program. Ss listen and read or repeat.
- Option:** Ss choose a popular restaurant or club in their city and write sentences using the six patterns in the Grammar Focus box. Tell Ss to give reasons for the place's success. Go around the class and give help as needed.

A

- Books closed. Draw a circle on the board. Write *Apple* inside it. Ask: "What do you know about Apple? Do you own any of its products? Why is it so popular?" Ss come to the board to add their ideas to the mind map.
- Books open. Explain the task. Point out that more than one answer is possible.
- Ss complete the paragraphs individually.
- Ss compare answers in pairs. Check Ss' responses around the class.

Answers

- Apple is considered one of the most innovative companies in the world. The company is known **for** introducing original products, but it's also admired **because of/for** its ability to predict what the market will need in the future. **The reason why** Apple has been so successful is that it has become a symbol of status and high-end technology.
- McDonald's is popular worldwide **because** customers know what to expect when they eat there. Whether you're in Florida or in France, your Big Mac is the same. The company is also known **for** its ability to adapt to different markets. **Because/Since** the company adjusts some items to local tastes, you can eat pineapple pie in Thailand, or a shrimp burger in Japan.

B Pair work

- Explain the task. Model the first sentence with the class.
- Ss complete the task in pairs and add two more reasons. Then check Ss' responses.

TIP

If a S finishes the task early, check his or her work, and send the S to work with another person. Alternatively, ask the S to start writing the answers on the board.

Answers

1. b 2. f 3. e 4. a 5. h 6. d 7. c 8. g

C Group work

- Ss work in groups to answer the questions. Elicit responses from the class.
- Option:** Ask Ss to write one idea each on the board. Use those suggestions to go over any problems Ss may still have with these structures.



For more practice with giving reasons, try **Just One Minute** – download it from the website. Ss describe a business, TV show, or product, and the reasons for its success.

9 LISTENING

Learning Objective: listen for specific information and take notes on commercials giving reasons to use businesses

▶ A [CD 3, Track 6]

- Explain the task. Then ask Ss to read the names of the businesses and predict what kind of business each is.
- Tell Ss to listen to the commercials for the special features. Remind Ss to write down only key words.
- Play the audio program. Ss listen and write the features. Were Ss' predictions correct?
- Elicit the answers.

Audio script

See page T-179.

Possible answers

Fitness For Life: free personal trainer for 21 days; qualified trainers; state-of-the-art fitness equipment; dynamic group classes; nutritional guidance
Beauty To Go: they go to your house; they bring all the equipment and products with them; you only have to go to their site and select what you want and where you live; they're cheaper
Like-New Repair Services: they diagnose the problem for free; if they can't fix it, you don't pay for it

▶ B [CD 3, Track 7]

- Play the audio program again. Ss listen and complete the slogan for each place. Then check Ss' answers.

Answers

1. "Fitness For Life, where **you come first.**"
2. "Beauty To Go. When and where you want, beauty **has never been this easy.**"
3. "Like-New Repair Services. Don't let your phone **slow you down.**"

! For another way to teach this exercise, try **Jigsaw Learning** – download it from the website. Student A listens for the feature, Student B listens for the slogan.

▶ C Group work

- Ss answer the question in small groups. Remind them to ask follow-up questions and keep the conversation going.
- Ask groups to share their answers with the class. Accept any logical answer they give and go over any mistakes with the class.

TIP

Don't interrupt the Ss while they are speaking. Instead, write down all the mistakes you hear and go over them after they have all finished.

10 INTERCHANGE 12

See page T-127 for teaching notes.

11 DISCUSSION

Learning Objective: discuss advertisements using various ways of giving reasons

Note: If possible, show some recordings of TV commercials in class.

Group work

- Read the discussion questions. Explain the task. Encourage Ss to ask follow-up questions.

- Ss work in small groups to discuss the questions. Go around the room and offer help as needed.
- **Option:** Write each question on a card. Divide the class into five groups, if possible. Give each group a card with a question. Set a time limit of three minutes for groups to discuss the question. Then have groups pass their question on to another group, and repeat the process until groups have discussed all five questions.

12 WRITING

Learning Objective: write an advertisement using various ways of giving reasons

A

- Explain the task. Read the questions. Explain that Ss can use them to help organize their ideas. Ask a S to read the example commercial.
- Ss work individually. Tell Ss to choose one product and make notes on how it could be advertised. Ss use their notes to write a first draft.
- **Option:** The first draft can be assigned for homework.

B Group work

- Explain the task. Ss present their one-minute commercials to their group. The rest of the group offers feedback on the presentation.
- **Option:** Encourage Ss to include props and music.
- **Option:** Ss create a storyboard for their commercial and present it to the group or the class. The storyboard could show, using a comic-book style, the main scenes in the TV commercial.

13 READING

Learning Objective: make predictions and inferences about an article about market research

A

- Read the question. Ask Ss what *sticky* means and have them give examples of things that are sticky. (Answer: *Sticky* means "easily attaching to something." Possible examples are tape, honey, and gum.)
- Elicit Ss' answers to the focus question. (Answer: An advertisement that is *sticky* is memorable, or "sticks" in people's minds.)
- Ask: "Do you know any ads that are sticky?"

B

- Explain the task. Then go over ideas 1–6. Point out only three are mentioned in the article.
- Ss read the article individually. Tell Ss to guess the meanings of unfamiliar words while quickly reading for main ideas. Remind Ss to mark any words they don't understand.

! For another way to teach this reading, try **Reading**

● **Race** – download it from the website.

- Ss work in pairs or small groups to discuss vocabulary. Tell Ss to ask each other about words they still don't understand. Ss may use their dictionaries for a final check.
- Elicit or explain any remaining new vocabulary.

Vocabulary

barrage: a large amount of something that comes very quickly at a person

unforgettable: something with a strong effect or influence on you that you cannot forget

pick up the message: understand a message

split second: a very short moment of time

out of the ordinary: unusual

whether . . . or not: it is not important if either of two conditions is true

dive: jump into water, especially with your head and arms going in first

ever-changing: constantly changing or developing

grab: attract the attention

puzzle: a situation that is difficult to understand

time span: a period of time between two fixed points

- Ss work individually or in pairs to choose the correct answers.
- Go over answers with the class.

Answers

Correct ad concepts:
an uncomplicated concept
a sensual or emotional appeal
something unexpected or strange

C

- Explain the task. Read the two ads.
- Ss work individually.
- Go over answers with the class.

Possible answers

The first ad is sticky because it is simple and clear, easy to understand, and surprising.
The second ad is simple and easy, but it's not very sticky because there is nothing out of the ordinary.

D Pair work

- Explain the task. Brainstorm products with memorable advertisements.
- Ss complete the task in pairs. Go around the class and give help as needed.

! For more practice, try **Twenty Questions** – download it from the website. Ss think of an advertisement.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 11 and 12?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 SPEAKING

Learning Objective: demonstrate one's ability to describe important events with time clauses

A

- Explain the task. Ss come up with important events at several points in people's lives.
- Ss work individually to complete the chart. Go around the class and give help with vocabulary.

B Group work

- Explain the task. Read the focus questions. Ask Ss to read the useful expressions. Ask two Ss to model the conversation.

- Ss work in small groups to discuss the events. Go around the class and note mistakes you hear. Also note time clauses you hear used correctly.
- After the discussion, write mistakes you heard on the board. Ask the class to correct them. Point out examples of time clauses you heard used correctly.
- Ask each group to share one or two of the important events they discussed.

2 GAME

Learning Objectives: demonstrate one's ability to talk about behavior and personality; demonstrate one's ability to express regrets about the past using past modals; demonstrate one's ability to describe hypothetical situations using *if* clauses

A

- Explain the task.
- Ss work individually to write three regrets. Remind Ss that they will be sharing these regrets, so they should avoid anything too personal to share.
- Go around the class to check grammar and give help as needed.

B Group work

- Explain the task. Ask three Ss to model the conversation.
- Ss work in small groups. Ss take turns talking about regrets. Group members add hypothetical results. Challenge Ss to think of several hypothetical results for each situation.
- **Option:** Ask Ss to write their sentences. Ss can read them aloud or turn them in to you to check.

3 LISTENING

Learning Objective: demonstrate one's ability to listen to, understand, and give reasons for success

▶ A [CD 3, Track 8]

- Explain that Ss are going to hear three factors necessary to work for yourself.
- Tell Ss to listen and write keywords for each factor they hear. Play the audio program once or twice. Elicit or explain any new vocabulary.

Audio script

See page T-180.

- Go over answers with the class.

Answers

Parts A and B

1. knowing your field; research is knowledge and knowledge is power; if your clients trust you, they will come back to you
2. networking; you never know who may be a potential client
3. establish small goals every week; you'll accomplish the goals and make progress

▶ B [CD 3, Track 9]

- Explain the task.
- Tell Ss to listen for the reasons each factor is important. Play the audio program again. Pause after each section for Ss to write. Remind Ss to answer in their own words. Play the audio program as many times as needed.
- Ss compare answers with a partner. If they have any disagreements, play the audio program again.
- Go over answers with the class.
- **Option:** Ss work in groups. They discuss the factors not mentioned in the audio program. Ask groups to share their ideas with the class.

C Pair work

- Ss work in pairs to discuss the question. Ask them to write down at least one sentence each explaining what they would do and why.
- Walk around the class and help with structure and vocabulary. If you see any mistakes, go over them with the class.
- Ask Ss to share their ideas with the class.

4 DISCUSSION

Learning Objectives: demonstrate one's ability to give reasons for success; demonstrate one's ability to describe purpose with infinitive clauses and clauses with *for*

A Pair work

- Explain the task. Ask Ss to read the list of businesses. Elicit or explain any new vocabulary.
- Ss work in pairs. First, Ss discuss the factors affecting success. Remind Ss to choose two businesses.
- Then Ss write three sentences describing the most important factors. Go around the class and give help as needed.

B Group work

- Explain the task. Ask two Ss to model the conversation.
- Each pair joins another pair. Ss take turns sharing their ideas.
- Ask groups which ideas they agreed and disagreed about.

C Group work

- Explain the task. Read the example sentence. Ask Ss to read the useful expressions.
- Ss work in the same groups or in different groups. Ss choose a successful business to discuss. Encourage Ss to name factors like the ones in Exercise 3.
- Ask groups to share ideas with the class.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 13 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|----------------|-------------------------------------|--|---|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Conversation | | SS Unit 13 Speaking 1–2 |
| | 3 Pronunciation | | |
| | 4 Grammar Focus | | SB Unit 13 Grammar plus, Focus 1 SS Unit 13 Grammar 1 GAME Speak or Swim (Past modals for degrees of certainty) |
| | 5 Listening | | |
| | 6 Speaking | TSS Unit 13 Extra Worksheet | |
| | 7 Interchange 13 | | WB Unit 13 exercises 1–4 |
| CYCLE 2 | 8 Perspectives | | |
| | 9 Grammar Focus | TSS Unit 13 Grammar Worksheet TSS Unit 13 Listening Worksheet | SB Unit 13 Grammar plus, Focus 1 SS Unit 13 Grammar 2 GAME Sentence Runner (Past modals for judgments and suggestions) GAME Sentence Stacker (Past modals) |
| | 10 Word Power | TSS Unit 13 Vocabulary Worksheet | SS Unit 13 Vocabulary 1–2 GAME Say the Word (Reactions) |
| | 11 Listening | | |
| | 12 Discussion | TSS Unit 13 Writing Worksheet | |
| | 13 Writing | | |
| | 14 Reading | TSS Unit 13 Project Worksheet VID Unit 13 VRB Unit 13 | SS Unit 13 Reading 1–2 SS Unit 13 Listening 1–3 SS Unit 13 Video 1–3 WB Unit 13 exercises 5–7 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 13

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

What might have been

Cycle 1, Exercises 1–7

1 SNAPSHOT

Learning Objective: discuss annoying social habits

- Books closed. Write the title "Pet Peeves" on the board. List one or two pet peeves not shown in the Snapshot:
Why is it that *some people*:
– always talk about how much things cost?
– never help clean up after a party?
Note: Ss discuss their own pet peeves later.
- Elicit that *pet peeves* are things that always annoy you.
- Books open. Ask Ss to look at the Snapshot in pairs.
- Elicit or explain any new vocabulary.


Vocabulary

chew: crush food between your teeth before you swallow it

share: a part of something that has been divided

In this unit, students give explanations, reasons, and suggestions, as well as give their opinions and advice about past situations. By the end of Cycle 1, students will be able to give explanations, reasons, and suggestions using past modals *must have*, *may have*, and *could have*. By the end of Cycle 2, students will be able to give opinions and advice with past modals *should have*, *could have*, and *would have*.

- Read the questions.
- Ss discuss the questions in small groups. Remind Ss to use "I hate it when/It bothers me when," etc. from Unit 1.
- Option:** Ss work in small groups. Each group writes ten rules for good manners (e.g., *People should always*:
– hold the door open for the next person
– call if they're going to be late).

 For more practice with the vocabulary, play **True or False?** – download it from the website. Ss cover the text and look at the picture for one minute. Then ask Ss to close their books and test their memory (e.g., *The man's shirt is blue [false]*).

2 CONVERSATION

Learning Objective: use past modals in a conversation about offering explanations

▶ A [CD 3, Track 10]

- Books closed. Set the scene. Two people are talking about a friend who is not answering the door.
- Write these questions on the board:
What time were Ava and Chris asked to come? (Answer: 7:30)
What time is it now? (Answer: almost 8:00)
What does Chris decide to do? (Answer: call Tyler)
What happened on the phone call? (Answer: Tyler didn't answer.)
- Tell Ss to listen for the answers. Play the audio program. Then elicit the answers. Ask: "What would you do in a similar situation?"
- Write these sentence starters on the board. Do not write the answers.
What has happened to Tyler?
Ava: He must not have _____.
(Answer: heard it)
Ava: He must have _____.
(Answer: fallen asleep)
Chris: He might have _____.
_____.
(Answer: forgotten about our dinner)

- Tell Ss to listen for the answers. Play the audio program again.
- Ask Ss to come to the board to fill in the answers. Ask the class to correct answers if needed.
- Books open. Play the audio program. Ss listen and read or repeat.

▶ B [CD 3, Track 11]

- Explain the task. Tell Ss to listen to what really happened to Tyler. Play the second part of the audio program. Elicit Ss' responses.

Audio script

See page T-180.

Answer

Tyler locked himself out of his house. He walked to the gas station and called a locksmith.

3 PRONUNCIATION

Learning Objective: use reduced forms of *have* and *not* to sound more natural when using past modals

▶ A [CD 3, Track 12]

- Play the audio program. Ss listen. Point out that in past modals, *have* is reduced to /əv/. The reduced *have* sounds like *of*.
- Play the audio program again. Ss listen and repeat.

▶ B [CD 3, Track 13]

- Play the audio program. Ss listen and focus on the full form of *not*.
 - Play the audio program again. Ss listen and repeat.
- ! For a different way to practice reductions, try
- **Walking Stress** – download it from the website. Ss identify key words first.

4 GRAMMAR FOCUS

Learning Objective: use past modals *must have*, *may have*, and *could have* to express degrees of certainty in explanations, reasons, and suggestions

▶ [CD 3, Track 14]

Past modals of possibility (may/might/could have)

- Point out that we use *may*, *might*, and *could* when something is possible, but we don't know for sure. Write the rule on the board. Elicit other possible reasons for Tyler's lateness, using *may/might/could have*.

subject + may/might/could + have + past participle
He may have gone out.

Past modals of certainty (must/couldn't have)

- Ask Ss to find an example of *must (not) have* in the Conversation on page 86. Write it on the board.
- Tell Ss that we use *must not have* when we are almost certain. Remind Ss: Ava and Chris have been waiting for 10 minutes, so Tyler *must have fallen asleep*, because he is not answering the door.
- Explain that when we are more certain, we use *couldn't have*. Ask Ss to find the example of *couldn't have* in the Conversation. Write it on the board. (Answer: No, he *couldn't have forgotten*.)

- Play the audio program. Ss listen and read or repeat.
- ! For another way to practice past modals, try
- **Disappearing Dialog** – download it from the website, using the Conversation on page 86. Erase the past modals first.

A

- Explain the task. Read the situations and explanations. Elicit or explain any unfamiliar words.
- Ss complete the task individually. Go over answers with the class.
- Then Ss practice reading their answers in pairs. Remind Ss to use reduced forms.

Answers

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

B Pair work

- Explain the task.
- Ss work in pairs and take turns suggesting explanations for each situation.

5 LISTENING

Learning Objectives: make predictions and give explanations using past modals; listen and take notes on explanations

A Group work

- Explain the task. Ask Ss to form small groups.
- Invite Ss to give explanations for the events pictured. Remind Ss to use past modals.

▶ B [CD 3, Track 15]

- Explain the task. Remind Ss to take notes.
- Play the audio program. Then ask: "What *did* happen?" Elicit Ss' responses. Discuss how similar their part A explanations were to what really happened.

Audio script

See page T-180.

Answers

1. They woke up late, missed their flight, and had to catch the next plane. They arrived just as dinner started.
2. His dog Sheba escaped because someone left the back gate open. The neighbor saw the dog on the street, rescued her, and took her back home.

6 SPEAKING

Learning Objective: offer explanations for hypothetical events using past modals

A Pair work

- Explain the task. Focus Ss' attention on the picture.
- Read the first situation. Model the task with a S:
T: I have an explanation. The woman could have had a problem and decided to change the date for the wedding. What do you think?
S1: Well, she might have just decided not to get married.
- Read the other two situations. Elicit or explain that *soaking wet* means "very wet."
- Ss work in pairs. They take turns suggesting explanations. Tell Ss to be creative and to use past modals. Go around the class and give help as needed.
- Accept all logical answers.

B Group work

- Explain the task. Ask two Ss to model the conversation. Elicit additional explanations.
- Ss work individually to think of situations like the ones in part A. Go around and give help as needed.
- Then Ss work in small groups. Ss read their situations. Group members offer explanations. Set a time limit of about ten minutes.

TIP

Ss like to receive feedback after Speaking activities. Include positive reinforcement on issues like creativity, accuracy, fluency, use of new language, and participation.

7 INTERCHANGE 13

See page T-128 for teaching notes.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Cycle 2, Exercises 8–14

8 PERSPECTIVES

Learning Objective: listen and respond to people discussing problems using *should have*, *could have*, and *would have* in context

▶ A [CD 3, Track 16]

- Write these questions on the board. Ss discuss them in pairs.
*Do you know someone who drives you crazy?
What does he or she do? How do you react?*
- Set the scene. A woman is complaining about different situations.
- Ask Ss to read the three complaints. Then ask: "Who(m) is she complaining about? What's the problem?"

- Books closed. Explain the task.
- Play the audio program. Ss listen to three complaints. Pause after each complaint. Ss decide which response is best.
- Books open. Ss check their responses. Ask Ss which response they prefer, and why.

B

- Explain the task. Read the questions.
- Ss discuss the questions in pairs or small groups.
- **Option:** Ask Ss how many of them share problems with their friends. Who shares more, men or women? Discuss possible reasons.

9 GRAMMAR FOCUS

Learning Objective: use past modals *should have*, *could have*, and *would have* to give judgments and suggestions

▶ [CD 3, Track 17]

Judging past actions

- Explain that we use *should/shouldn't have* to give opinions. Focus Ss' attention on the Perspectives on page 88. Ask Ss to find two examples with *should(n't) have*. Write them on the board in columns:

| 1 | 2 | 3 | 4 | 5 |
|-----|-----------|------|----------|-----------|
| She | shouldn't | have | used | your car. |
| You | shouldn't | have | answered | his call. |

- Elicit or explain the examples:
She shouldn't have used your car. (The person is giving an opinion. He/she thinks the sister should have gotten permission first.)
You shouldn't have answered his call. (The person is giving an opinion. He/she thinks the nephew needs to not call so late.)
- Elicit the rule. Write it on the board:
subject + should (not) + have + past participle
- Encourage Ss to think of more examples.

Suggesting alternative past actions

- Repeat the above steps. Explain that we use *would have/could have* to suggest alternatives. Note: There are two examples of *would(n't) have* in the Perspectives.
- Explain the meaning of *would have* like this:
I wouldn't have invited them to spend the weekend.
 (The person is imagining this [hypothetical] situation

happening to him/her and saying he/she would have done things differently.) Ask Ss to listen for the reduced form of *have* in past modals. Play the audio program. Ss listen and read or repeat.

A

- Explain the task. Tell Ss to look at the picture as you model the first conversation.
- Ss complete the task individually. Ss use past modals to complete the conversations. Go around the class and give help as needed.
- Elicit or explain any new vocabulary.

Vocabulary

make up an excuse: give an explanation for not doing something

check: a list that you are given in a restaurant showing how much your meal costs; the bill

get the hint: understand an indirect message

- Go over answers with the class.

Answers

- could/should have made up; shouldn't have asked
- should have paid; wouldn't have lent
- wouldn't have paid; would have told; shouldn't have invited
- shouldn't have stayed; could/should have started

- Ss practice the conversations in pairs.

B Pair work

- Ss work in pairs to think of another suggestion or comment for each situation in part A.

10 WORD POWER

Learning Objective: discuss different types of reactions

A

- Explain the task. Set the scene: Helena's boyfriend forgot their anniversary.
- Give Ss time to read the reactions and examples. Elicit or explain any vocabulary Ss ask about (without giving away the answers).
- Model the task with the first reaction. Elicit that *assumption* means "a jump to conclusions." Then ask Ss to find the example. (Answer: c)
- Ss complete the task individually. Ss may use a dictionary.
- Then Ss compare answers in pairs or small groups. Elicit Ss' responses to check answers.

Answers

- c
- a
- e
- f
- h
- b
- d
- g

B Group work

- Explain the task. Model the task making an assumption:
 T: Rob isn't in class today. He must have had a doctor's appointment.
- Ss work in small groups. Each group chooses a situation. Then Ss take turns giving examples of each reaction (1–8). Remind Ss to use past modals for opinions and advice.

For more practice with the vocabulary, play **Tic-Tac-Toe** – download it from the website. Add one more reaction (e.g., a reason).

11 LISTENING

Learning Objective: listen for information in descriptions of situations and respond using past modals *should have*, *could have*, and *would have*

▶ A [CD 3, Track 18]

- Explain the task. Ss will listen to descriptions of three situations. Ask Ss to read the three suggestions for each situation.
- Elicit or explain any new vocabulary.

Vocabulary

withdraw: to take money out of a bank account

- Tell Ss to listen and decide what would have been the best thing to do.
- Play the audio program. Pause after each situation. Ss check (✓) what they think is the best suggestion. Make sure Ss understand there are no "correct" answers.

Audio script

See page T-180.

- Elicit Ss' responses around the class.

TIP

To increase talking time, have Ss try the activity again. Be sure to give Ss a new challenge (e.g., *work with a new partner*, *focus on intonation*, *give longer answers*).

B Pair work

- Explain the task. Model the task by encouraging Ss to explain their choices in part A. For example:
T: Kenita, what would you have done if you had been Simon (in number 1)?
S1: I would have called my mom to ask her for advice.
S2: Really? I think that would have taken too long. I would have . . .
- Ss discuss their ideas in pairs. Go around the class and give help as needed.

12 DISCUSSION

Learning Objective: give advice for complicated past situations using past modals *should have*, *could have*, and *would have*

Group work

- Explain the task. Read the first situation. Ask three Ss to read the example responses. Ask Student C to complete the third sentence in the example.
- Have Ss work in groups of four, if possible. Ss take turns reading a situation from the box. The group members discuss opinions and advice for each complicated situation.

- Set a time limit of about ten minutes. Go around the class and listen in. Make note of common errors to go over after the activity. Remember to give positive feedback, too!
- **Option:** Ss work in groups. They think of three more problem situations. Suggest that Ss jot down each situation in note form. Set a time limit of five to eight minutes. Go around the class and give help as needed. Then Ss give their situations to another group to discuss.

TIP

Tell Ss to make a "time out" signal (forming a T-shape with their hands) if they want to use their first language. Give Ss a limit for the number of time outs.

13 WRITING

Learning Objective: write a paragraph about a complicated situation in the past using past modals *should have*, *could have*, and *would have*

A

- Explain the task.
- Ss write about a situation they personally experienced. Remind Ss not to write about how they resolved the problem.
- Encourage Ss to brainstorm or note ideas before starting their drafts. Go around the class and give help as needed.
- **Option:** The first draft can be assigned for homework.

B Pair work

- Explain the task.
- Ss exchange papers in pairs. Then Ss work individually to write a response. Remind Ss to use past modals in their advice.

C Pair work

- Explain the task. Ss return papers and read the advice.
- Then Ss tell each other how they actually resolved the problem. Finally, Ss discuss whose solution was better.

14 READING

Learning Objectives: identify main ideas and specific information in an article about strange phenomena; distinguish between fact and opinion

A

- Read the question. Elicit Ss to skim the article to find the answer.
- Remind them not to focus on the words they don't know.

Answer

They are both sounds/noises. (Also possible: Both are compared to musical instruments.)

B

- Tell Ss to read the article. Remind Ss to mark any vocabulary they can't guess from context or with the help of the pictures.
- Ss work in pairs or groups to go over marked vocabulary. If no one knows the meaning of a certain word, then Ss may use their dictionaries.
- Elicit or explain any remaining new vocabulary.
- Explain the task. Read the five questions.
- Ss complete the task individually, in pairs, in small groups, or as a class. Ss can write their answers or give them orally. Encourage Ss to use their own words in their answers.
- If the activity is done individually, in pairs, or in groups, elicit Ss' answers around the class.

Vocabulary

take place: happen

trumpet: a metal musical instrument that you play by blowing into it and pressing buttons to make different notes

sci-fi: short for science fiction

spaceship: a vehicle that can travel outside the Earth and into space, especially one which is carrying people

flare: a burst of bright light or energy, usually lasting a short time

baffle: If something baffles you, you cannot understand it at all.

high-pitched: describes a noise that is high and sometimes also loud or unpleasant

squeal: make a loud, high sound

sewer: a large underground system of pipes that carries away sewage

flee: leave a place quickly because you are in danger or are afraid

leak: a hole or crack that allows liquid or gas to come out when it should not

TIP

If you are short of time, limit the number of words you explain. Ss choose the key words to ask you about, and look up the rest in a dictionary for homework.

Answers

1. They have compared it to trumpets playing and sound effects from science-fiction movies.
2. People think that the end of the world is coming or that spaceships are landing.
3. It is a sound like a giant flute being badly played or a train or truck slowing down.
4. That it is a gas leak.
5. There would be a different kind of sound, and people would smell gas.

! For a different way to do this exercise, try **Jigsaw Learning** – download it from the website.

C

- Explain the task. Make sure Ss know the difference between a fact (something that can be proved to be true) and an opinion (someone's belief).
- Ss work individually to complete the exercise.
- Then Ss compare answers in pairs. Ask Ss to discuss any disagreements.
- Go over answers with the class.

Answers

- | | |
|------------|---------|
| 1. fact | 5. fact |
| 2. opinion | 6. fact |
| 3. opinion | 7. fact |
| 4. opinion | |

- **Option:** Ss role-play an interview between people who hear the noise and a journalist.

D Pair work

- Explain the task. Read the questions.
- Ss discuss the questions in pairs. Set a time limit of five to ten minutes. Go around the class and give help as needed.
- Ask groups to share their ideas around the class. Take a class vote to find out which group's explanation is the most reasonable.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 14 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---|----------------------------------|---|---|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Conversation | | SS Unit 14 Speaking 1–2 |
| | 3 Grammar Focus | | SB Unit 14 Grammar plus, Focus 1 SS Unit 14 Grammar 1 GAME Sentence Stacker (The passive to describe process) GAME Sentence Runner (The passive to describe process) |
| | 4 Listening | TSS Unit 14 Extra Worksheet | |
| | 5 Speaking | | |
| | 6 Writing | | WB Unit 14 exercises 1–4 |
| CYCLE 2 | 7 Word Power | TSS Unit 14 Vocabulary Worksheet TSS Unit 14 Listening Worksheet | SS Unit 14 Vocabulary 1–2 GAME Name the Picture (Creative jobs) |
| | 8 Perspectives | | |
| | 9 Pronunciation | | |
| | 10 Grammar Focus | TSS Unit 14 Grammar Worksheet TSS Unit 14 Writing Worksheet | SB Unit 14 Grammar plus, Focus 2 SS Unit 14 Grammar 2 GAME Word Keys (Relative clauses) |
| | 11 Interchange 14 | | |
| | 12 Reading | TSS Unit 14 Project Worksheet VID Unit 14 VRB Unit 14 | SS Unit 14 Reading 1–2 SS Unit 14 Listening 1–3 SS Unit 14 Video 1–3 WB Unit 14 exercises 5–8 |
| With or instead of the following SB section | | You can also use these materials for assessment | |
| Units 13–14 Progress Check | | ASSESSMENT PROGRAM Units 13–14 Oral Quiz ASSESSMENT PROGRAM Units 13–14 Written Quiz | |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 14

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

In this unit, students describe steps in a process and discuss jobs in the media. By the end of Cycle 1, students will be able to describe processes using the passive. By the end of Cycle 2, students will be able to discuss jobs using defining and non-defining relative clauses.

1 SNAPSHOT

Learning Objective: discuss entertainment industry firsts

- **Option:** Show a popular English-language movie during this unit. Use it to explain useful vocabulary and concepts.

As a warm-up, Ss play **Line Up!** – download it from the website. Ss line up according to when they last saw a movie (on TV, DVD, video, or at a movie theater).

- Books closed. Explain that Ss are going to discuss some movie “firsts.” Write this information on the board. Ask Ss to match the “first” with the date:

| | |
|---|------|
| The first film shot on a phone | 2002 |
| The first movie directed by a woman to win the Oscar for Best Picture | 2011 |
| The first movie shot in digital video | 2008 |

- Books open. Ss read the Snapshot individually. Tell Ss to check their “firsts” in the Snapshot.
- Elicit or explain any new vocabulary.

Vocabulary

full-length: a book, film, etc. that is the complete length and not shortened

feature film: a full-length movie

animated: using cartoons rather than live actors

simultaneously: happening at the same time

Dolby: a sound-engineering company

- Read the questions. Ss discuss the questions in small groups.

2 CONVERSATION

Learning Objective: use the passive in a conversation about how something is done in the entertainment industry

A [CD 3, Track 19]

- Ask Ss to cover the text and describe the picture.
- **Option:** Ask: “Have you ever seen how animated movies are made?” If a S has, the class asks the S questions.
- Set the scene. Clara works on animated movies. Diego is asking her how movies are made.
- Ask: “How is making animated movies different from making live action movies?” Elicit suggestions. Play the audio program. Ss listen and take notes.
- Ss compare notes in pairs.
- Tell Ss to read the conversation to check their notes.
- Elicit or explain any new vocabulary.

Vocabulary

live action: action involving real people or animals, not models or images that are drawn or produced by a computer

screenplay: a story that is written for television or for a film

pick: choose

- Play the audio program again. Ss listen and read or repeat.
- Ss practice the conversation in pairs.

TIP

To encourage Ss to look at each other while practicing Conversations, ask them to stand up and face each other. This also makes the conversation more active and natural.

- For another way to practice the conversation, try the **Onion Ring** technique – download it from the website.

- **Option:** Ask questions like these: “Did you just learn anything new about how animated movies are made? Would you like to visit a film studio? Would you like to work on movies? Why or why not?”

B [CD 3, Track 20]

- Explain the task. Read the question.
- Tell Ss to listen for the answer. Play the second part of the audio program. Elicit answers.

Audio script

See page T-181.

Answer

a casting director

3 GRAMMAR FOCUS

Learning Objective: use the passive to describe processes

▶ [CD 3, Track 21]

- Elicit that the basic passive is *be* + past participle. Review the reasons for using the passive:
 - we don't know who does the action
 - it's not important who does the action

Passive with modals

- Write this clause on the board. Do not write the answer. Ask Ss to find the clause in the Conversation on page 92 and complete it:
The characters _____ (Answer: have to be drawn)
- Explain or elicit the rule. Write it on the board:
modal + *be* + past participle
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task. Model the first sentence.
- Ss complete the task individually or in pairs. Remind Ss to use *be* + past participle. Go around the class and give help as needed.
- Elicit or explain any new vocabulary.

Vocabulary

storyboard: (in films and television) a series of drawings showing the planned order of images

character: a person in a book, film, etc.

hire: pay money in order to use something/ someone for a short time

voice-over: on a television program, film, or advertisement, the spoken words of a person that you cannot see

scratch: the starting point

rehearse: practice a play, dance, etc. in order to prepare for a performance

Answers

Storyboard and animation steps

- are drawn; be drawn
- be placed
- is completed; be hired
- be created

Voice-over steps

- are recorded; are not replaced
- are hired; be used
- are rehearsed; is recorded
- is chosen

B Pair work

- Explain the task. Have a S model the example sentence.
 - Suggest that Ss use the sequencing language from part A.
 - Ss complete the task in pairs. Elicit responses.
- ! For more practice, have Ss act out the sentences using **Mime** – download it from the website.

4 LISTENING

Learning Objective: listen for specific details in a conversation using the passive

▶ **A [CD 3, Track 22]**

- Books open. Explain the task. Ss listen for the sequence of events in the movies. Play the audio program.

Audio script

See page T-181.

Answers

Parts A and B:

- A new plan is put into action.
Luke planned to destroy the Death Star.
The president sets a trap.
- A problem is presented.
Luke Skywalker has to save Princess Leia and fight Darth Vader.
President has to fight enemy soldiers trying to take over the White House.

- Something bad happens, and all hope is lost.
Princess Leia's planet was destroyed.
The bad guys kidnap the president's family.
- The main character is introduced.
Luke Skywalker
The President of the United States
- The bad guy is defeated.
Darth Vader is spun off into space.
The soldiers are sent to jail.

▶ **B [CD 3, Track 23]**

- Explain the task. Ss listen for the examples. Play the audio program again. Check responses.

5 SPEAKING

Learning Objective: describe steps in a process using the passive

A Pair work

- Focus Ss' attention on the pictures, and ask Ss to explain what happens at each stage, using the passive and the vocabulary given.

Vocabulary

shoot: to use a camera to record a film

location: a place suitable to the story

script: the words in a film, play, etc.

- Explain the task. Ask two Ss to help put the first two pictures in order. Remind Ss to use the passive to describe the process:

T: Look at the pictures. Which one probably comes first when making a short movie?

S1: I think it's the last picture. The script is written.

S2: Yes, I agree. After that, the location is found. That's the fourth picture.

S1: Right. Then the next step is . . .

- Ss order the pictures in pairs. Allow Ss to add more steps to the process.
- Set a time limit of about five minutes. Go around the class and give help as needed. Note problems Ss are having, especially with passives.

- When time is up, write the more common problems on the board. Ask Ss to suggest corrections.
- Check the order. Then ask three Ss to model the conversation.

Possible answers

(as pictured from left to right)
 6. Titles and credits are added.
 3. The lines are rehearsed.
 4. The movie is shot.
 2. A location is found.
 5. The movie is edited.
 1. The script is written.

B Pair work

- Explain the task.
- Ss choose another event to discuss. Ss work in pairs to come up with as many steps as possible.
- For another way to practice this activity, try **Just One Minute** – download it from the website. Ss take turns coming up with as many steps as possible.

C Group work

- Each pair joins another pair. Ss take turns presenting their work. Ss discuss any missing steps.
- Option:** Ask Ss to look at the pictures again. Then, without looking, Ss describe the steps from memory. Tell Ss to include any new steps.

6 WRITING

Learning Objective: write about steps in a process using the passive

A

- Explain the task.
- Model the task.
- Point out the passives in the example. Also point out the sequence markers. Remind Ss to use these, as well as time clauses (see Exercise 3 on page 73). Write suggestions on the board:

Sequence markers

first, second, next, then, after that, afterward, finally

Time clause markers

before, once, after, as soon as

- Ss work individually to choose a topic. Remind Ss to brainstorm key words involved in the steps or process.

TIP

To prevent Ss from copying the model paragraph too closely, ask Ss to close their books after reading it.

- Next, Ss write their first draft.
- Option:** The brainstorming and draft can be done as homework.

B Pair work

- Explain the task.
- Ss work in pairs to give each other feedback. Ss exchange papers and point out any missing steps.
- Ss write a final draft. Remind Ss to use their partner's suggestions if they wish and their own ideas.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

7 WORD POWER

Learning Objective: discuss jobs in the media

A

- Explain the task. Elicit that *compound nouns* are made up of two nouns (e.g., *film + editor*) or an adjective and a noun (e.g., *foreign + correspondent*).
- Ss work individually to complete the chart. Point out that more than one answer is possible.
- Go over answers with the class.

Possible answers

Film/TV: storyboard artist, talk show host, stunt person


Publishing: editorial director, news photographer, web content manager

Gaming: game animator, gameplay programmer, quality assurance analyst

Music: band manager, club DJ, songwriter

B Group work

- Explain the task. Read the example.
- Ss complete the task in groups. They write sentences to describe the occupations in part A.
- **Option:** Have Ss choose one of the jobs from the chart and do research online to find out more about it. Have Ss report back to their group or the class with three additional details about that job.

 For more practice with the vocabulary, play **Twenty Questions** – download it from the website. Ss think of a media profession.

8 PERSPECTIVES

Learning Objective: use defining and non-defining relative clauses in context


A [CD 3, Track 24]

- Books closed. Write the occupations on the board (news photographer, videographer, stunt person, talk show host). Ss work in pairs to guess what each person does.
- Set the scene. Ss will hear career questions from four people. As Ss hear each question, they think of an answer.

- Play the audio program.
- Books open. Play the audio program again. Ss write their answers. Go over answers with the class.

B Pair work

- Explain the task. Ss choose the career they think would be most interesting. Encourage Ss to say *why* the jobs would be interesting.

 For more practice with vocabulary for jobs, try **Vocabulary Steps** – download it from the website.

9 PRONUNCIATION

Learning Objective: sound more natural when saying compound nouns

A [CD 3, Track 25]

- Explain the task. Remind Ss that the first word in a compound noun usually has stronger stress, but that there are some exceptions to this rule.
- Play the audio program. Have Ss mark the stress that they hear on each word.

- Elicit answers. Then play the audio program again. Ss listen and repeat.

B

- Explain the task. Ss identify the compound nouns in the sentences in Exercise 8.
- Ss read the sentences to a partner.
- Go around the class and have different Ss read their sentences aloud. Correct any pronunciation problems.

10 GRAMMAR FOCUS

Learning Objective: use defining relative clauses to identify people and non-defining relative clauses to give further information about them

▶ [CD 3, Track 26]

Defining and non-defining relative clauses

- Focus Ss' attention on the Perspectives on page 95. Ask Ss to underline the relative clause (i.e., the part beginning with *who* or *that*) in each sentence.
- Explain that there are two types of relative clauses: defining and non-defining relative clauses. Point out the differences between them:

1. Defining relative clause: The information in the clause is necessary. It shows us which person is being described or talked about.

The actor who starred in that movie is very talented.

2. Non-defining relative clause: The information isn't necessary. It is extra information that is added to the sentence.

Tom Cruise, who starred in that movie, is very talented.

TIP

To help Ss remember the difference between two structures, write the two examples using different colored chalk or markers.

- Again focus Ss' attention on the Perspectives. Ss decide whether the clauses are necessary to the sentences (defining) or extra information (non-defining).
- Ask Ss to find each sentence containing a relative clause and label it Defining (**D**) or Non-defining (**ND**). (Answers: D – 1, 3; ND – 2, 4)
- Point out that commas are used before and after a non-defining relative clause.
- **Option:** To check Ss' comprehension, ask Ss to give a quick summary of the rules.
- Play the audio program. Ss listen and read or repeat.

🎧 For more practice with relative clauses, play **Run For It!** – download it from the website. Read out sentences that contain defining and non-defining relative clauses.

A

- Explain the task. Model the first sentence.
- Ss complete the task individually. They decide if clauses are defining or non-defining. Remind Ss to add commas to non-defining clauses. Go around the class and give help as needed.
- Go over answers with the class.

Answers

1. ND: The art editor, who creates the look of a magazine, should make it attractive.
2. D
3. D
4. ND: The producer, who is responsible for the budget, is the big boss in an animation studio.

B

- Explain the task. Model the first sentence.
- Ss complete the task individually. They add non-defining relative clauses. Remind Ss to add commas in the correct places. Go around the class and give help as needed.
- Ask an early finisher to write the answers on the board. Go over answers with the class.

Answers

1. A game designer, who creates new games, works closely with the programmers.
2. A lead vocalist, who may also be a songwriter, is the main voice on stage.
3. A news reporter, who should be impartial, collects information about news and events.
4. A photo editor, who is responsible for the quality and content of images, selects the photos that go into magazines.

C

- Explain the task.
- Ss work individually. Ss write three sentences with relative clauses about jobs they know. Point out that they do not have to be media jobs.
- Ss compare their sentences in pairs.

11 INTERCHANGE 14

See page T-129 for teaching notes.

12 READING

Learning Objectives: scan an article about the entertainment industry; distinguish between main ideas and supporting ideas

A

- Books closed. Ask if anyone knows what a film extra is. If anyone answers “yes,” let the rest of the class ask questions.
- Books open. Ask Ss to look at the pictures. Go over the task. Tell Ss to scan the article to answer the questions. Elicit answers from the class.

Answer

It was probably written for people who are curious about the movie business or about what being a film extra is like.

B

- Ss read individually. Remind them to mark any words or expressions they want clarified.

! For another way to teach vocabulary, try the **Vocabulary Mingle** – download it from the website.

- Elicit or explain any new vocabulary.

Vocabulary

standard: usual and not special

rude: behaving in a way that is not polite and upsets people

crowd: a large group of people who are together in one place

all walks of life: from many different places and backgrounds

role: a part in a play or film

in-demand: wanted or needed in large numbers

deal: take or have as a subject

jury: a group of people in a court of law who decide if someone is guilty or not

clerk: someone who sells things in a shop

bright and early: very early in the morning

nonexistent: doesn't exist

challenging: difficult to do in a way that tests your ability or determination

beat: defeat someone in a competition

- Explain the task. Model the task with the first question.
- Ss complete the task individually, then they compare answers in pairs.
- Go over answers with the class.

Answers

1. Unlike many extras, I'm a trained actor.
2. I'm registered with an agency that deals exclusively with extras, so I get calls all the time.
3. I was one of a group of office workers . . .
4. I've beaten my high scores on all my phone games . . .

C

- Explain the task. Model how to find the first word in the article.
- Ss complete the task individually.
- Then Ss compare answers in pairs.
- Go over answers with the class.

Answers

1. come from all walks of life
2. in-demand
3. bright and early
4. nonexistent
5. challenging

- **Option:** Assign each S a paragraph. Ss change two facts in their paragraph. Then they read their “changed” text to the class. Ss try to spot the incorrect facts.

D Pair work

- Explain the task. Read the questions.
- Remind Ss to give reason for their responses.
- **Option:** If no one would like to work in movies or TV, offer alternative discussion questions about movie types (e.g., *Do you like animated movies/science fiction movies/documentaries/musicals? Why or why not?*).
- Ss discuss the question in pairs or small groups. Remind Ss to ask follow-up questions and to add information.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 LISTENING

Learning Objective: demonstrate one's ability to listen to, understand, and express degrees of certainty using past modals

▶ A [CD 3, Track 27]

- Explain the task.
- Ss work individually to complete the first two columns of the chart. Play the audio program two or three times. Pause between conversations for Ss to write. Remind Ss to write notes, not complete sentences.
- Don't check answers before completing part B.

Audio script

See page T-181.

- **Option:** For lower-level classes, ask Ss to listen first for "where" and then for "what."

B Pair work

- Explain the task.
- Ss work in pairs to compare notes from part A and decide what happened. Then have Ss think about what could have happened next and complete the last column of the chart. Remind them to use modal expressions (e.g., *It could have taken place . . . They might have . . . She must have . . . He may have . . .*).
- Ask Ss to share ideas with the class.

Possible answers

Parts A and B:

1. in an elevator: The man might've gotten stuck in an elevator. The manager must've helped him.
2. at home/in an office: The computer must've stopped working. It could have lost all their data.
3. at a restaurant/café: The waiter must've given bad service. The waiter must've been fired.

2 DISCUSSION

Learning Objectives: demonstrate one's ability to give opinions and advice using past modals; demonstrate one's ability to react to different situations

A Pair work

- Explain the task.
- Read the example judgment and suggestion. Point out the past modals in the example. Elicit additional reactions from the class.
- Ss work in pairs to react to each situation. Go around the class to check use of past modals and give help as needed.

B Group work

- Explain the task.
- Each pair joins another pair. Ss take turns reading their sentences. The other Ss comment on the opinions or advice.
- Ask groups to share comments with the class. Ss vote on who has the most interesting reaction.

3 GAME

Learning Objective: demonstrate one's ability to use the passive to describe process with *be* and modals

A Group work

- Explain the task. Ask Ss to read the opening and closing sentences of each topic.
- Ss work in small groups. Ask each group to choose one process. Tell Ss to describe the entire process orally before they write.
- Ss write the steps in the process. Remind Ss to use passives and modals. Ss can use a separate sheet of paper if needed.
- Go around the class to check sentences and to give help as needed.

B Class activity

- Explain the task. Ask: "Who has more than five steps? More than six steps?" until you find the group with the most steps. Ask that group to read the steps to the class.
- **Option:** Ask each group to read their steps. Award one point for each step that correctly uses the passive. The group with the most points "wins."
- **Option:** Ss form pairs. Each pair joins another pair. Ss in one pair take turns reading the steps in the process. Ss in the other pair mime the actions. Then the pairs switch roles.

4 SPEAKING

Learning Objective: demonstrate one's ability to describe people using defining and non-defining relative clauses

A

- Explain the task. Model the task by completing two or three sentences about someone in your life.
- Ss work individually to write their statements. Go around the class and give help as needed.

B Pair work

- Explain the task. Ask two Ss to model the conversation. Point out the follow-up question.
- Ss compare their answers in pairs.
- Ask Ss to share interesting things they learned about people in their partner's life.
- **Option:** Ss write a paragraph about one of the people in part A. Ss can exchange paragraphs, post them around the room, or hand them in for you to check.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Unit 15 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---------|-------------------------------------|--|--|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Grammar Focus | | SB Unit 15 Grammar plus, Focus 1 SS Unit 15 Grammar 1 GAME Sentence Runner (Giving recommendations and opinions) GAME Speak or Swim (Giving recommendations and opinions) |
| | 4 Discussion | | |
| | 5 Listening | TSS Unit 15 Listening Worksheet | |
| | 6 Interchange 15 | TSS Unit 15 Writing Worksheet | WB Unit 15 exercises 1–5 |
| CYCLE 2 | 7 Word Power | TSS Unit 15 Vocabulary Worksheet | SS Unit 15 Vocabulary 1–2 GAME Name the Picture (Community issues) |
| | 8 Conversation | | SS Unit 15 Speaking 1–2 |
| | 9 Grammar Focus | TSS Unit 15 Grammar Worksheet | SB Unit 15 Grammar plus, Focus 2 SS Unit 15 Grammar 2 GAME Say the Word (Tag questions for opinions) |
| | 10 Pronunciation | TSS Unit 15 Extra Worksheet | |
| | 11 Listening | | |
| | 12 Writing | | |
| | 13 Reading | TSS Unit 15 Project Worksheet VID Unit 15 VRB Unit 15 | SS Unit 15 Reading 1–2 SS Unit 15 Listening 1–3 SS Unit 15 Video 1–3 WB Unit 15 exercises 6–9 |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 15

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

A law must be passed!

Cycle 1, Exercises 1–6

In this unit, students practice making recommendations about social issues and giving opinions about laws and social issues. By the end of Cycle 1, students will be able to make recommendations using passive modals. By the end of Cycle 2, students will be able to express opinions using tag questions.

1 SNAPSHOT

Learning Objective: discuss laws

Note: If possible, bring in a world map to help Ss find the places mentioned in the Snapshot.

- Introduce the topic of laws by asking Ss some questions about laws on marriage, driving, ID cards, etc., in their country (e.g., *How old do you have to be in order to get married?*). Check Ss' use of *must* and *have to*.
- Explain that this Snapshot is about unusual laws.
- Ss read individually. Encourage Ss to use context to guess the meaning of new words. Ss may check their dictionaries if they wish.
- Elicit or explain any remaining new vocabulary.

Vocabulary

parachute: jump from a plane wearing a piece of equipment made of a large piece of special cloth
unattended: not being watched or looked after

rail: a horizontal bar that you tie things to or hang things on

tie up: fasten something together using string, rope, etc.

illegal: not legal, against the law

pretend: act as if something is true when it is false

royalties: money that is paid to a musician (or other artist) each time their work is sold, played, or performed

- Elicit some useful expressions from the Snapshot (e.g., *It's against the law to*, *The law prohibits*, *It's illegal to*, etc.).

- Read the questions. Ss discuss the questions in groups. Model some imaginative answers:

T: Paul, why do you think it's an offense to flush a toilet after 10 P.M.?

S1: Well, maybe because of the noise?

S2: Yeah, or it could be because there is no water supply at night.

2 PERSPECTIVES

Learning Objectives: agree or disagree with recommendations that use passive modals in context; give reasons for one's opinions

▶ A [CD 3, Track 28]

- Books closed. Write these categories on the board. With Ss, brainstorm some problems associated with these people and places:
 car owners clubs pet owners
 school cafeterias people who litter cyclists
- Set the scene. Some people are discussing the problems on the board. They are making recommendations about what should be done.
- Ask Ss to copy the points on the board. Play the audio program. Ss listen and number the problems in the order they are discussed.
- Books open. Ss read the recommendations and check the order. Point out that sentences 2 and 6 are both about cyclists.
- Elicit or explain any remaining new vocabulary.

Vocabulary

leash: a chain or leather strap used to lead a dog
litter: make (a place) untidy with trash

helmet: a hard, protective hat

organic: not using artificial chemicals to produce

TIP

To avoid teaching words that Ss already know, let Ss *tell you* what they need to know. Also, make the most of your Ss' knowledge: elicit meanings from them whenever possible.

- Elicit the meaning of "strongly agree," "somewhat agree," and "disagree." Explain that Ss should check only one box for each recommendation.
- Ss work in pairs. Tell Ss to re-read the recommendations and check (✓) their own opinions. Set a time limit of about five minutes. Go around the class and give help as needed.
- Take a class poll. Play the sentences again and ask Ss to raise their hands. What do most Ss think about these issues?

B Group work

- Explain the task. Ss work in small groups. Ss take turns trying to persuade the group to agree with their opinions.

3 GRAMMAR FOCUS

Learning Objective: use *ought to*, *should*, *have (got) to*, and *must* + passive to give recommendations and opinions

▶ [CD 3, Track 29]

- Focus Ss' attention on the Perspectives on page 100. Explain that passive modals were used for recommendations. If needed, remind Ss that a passive modal is modal + *be* + past participle.
- Ask Ss to underline the passive modal in each sentence.
- Point out that some opinions are stronger than others. Explain the following. Then write the chart on the board:

- We use *should* and *ought to* when we think something is a good idea.
- We use *must* and *have (got) to* when we think something is absolutely necessary. Note: It may even be a law.

| <u>A good idea</u> | <u>Absolutely necessary</u> |
|--------------------|-----------------------------|
| should | must |
| ought to | have to/have got to |

- Ask Ss to look at the Perspectives. Ask: "Which were considered 'absolutely necessary'?" (Answers: 2, 4, 5)
- Write these two sentences on the board. Ask if Ss can understand the difference:
Cyclists should be required to wear a helmet.
Cyclists must be required to wear a helmet.
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task. Ask Ss to describe what is happening in the picture.
- Tell Ss to look at the first sentence. Ask: "Who thinks young people *should* be permitted to vote before 21? Who thinks they *shouldn't*? Does anyone think it *mustn't* be allowed?" Elicit possible answers for number 1.

- Give Ss time to read the issues.
- Elicit or explain any new vocabulary.

Vocabulary

offensive: likely to make people angry or upset
health care: the set of services provided by a country or an organization for treating people who are sick
citizen: someone who lives in a particular country or city
fur: material made from animal hair and skin

- Ss complete the task individually. Check answers, accepting any that are logical and grammatically correct.

Possible answers

- Young people **should be/must be permitted** to vote before age 21.
- Laws **have got to be/must be passed** to protect people's online privacy.
- People **ought not to be/shouldn't be allowed** to use offensive language in social media.
- Governments **must be/should be required** to provide health care to all their citizens.
- Children **mustn't be/shouldn't be allowed** to play violent video games.
- Scientists **shouldn't be/mustn't be permitted** to use animals for research.
- The sale of fur products **should be/must be prohibited**.
- Something **has to be/ought to be done** to stop the pollution of rivers and oceans.

B Group work

- Explain the task. Ask three Ss to model the conversation.
- Ss work in small groups. Ss take turns reading their statements. Remind Ss to say whether they agree or not and to give reasons for their opinions.
- For more practice with recommendations and opinions, play **Mime** – download it from the website.

4 DISCUSSION

Learning Objective: give and discuss opinions for and against issues using passive modals

A Group work

- Explain the task. Read the topics. Model the conversation with a S.
- Ask Ss to read the phrases in the box. Explain that these are polite ways of disagreeing.
- Elicit or explain any new vocabulary.

- Ss work individually. Set a time limit of about five minutes.
- Ss discuss their ideas in groups. Remind Ss to use passive modals and phrases such as *due to*, *because of*, *because*, and *since*.
- Option:** Adapt the discussion into an **aquarium**. See page T-68, Exercise 10, part C.

B Class activity

- Explain the task. Ss share the group's ideas.

5 LISTENING

Learning Objective: listen for specific information and respond to problems discussed using passive modals

A [CD 3, Track 30]

- Ask Ss to cover the text and look only at the picture. Ask: "What problems do people have with smartphones? How do you feel about these things?"

TIP

Use pre-listening activities to prepare Ss for a Listening. Brainstorming or discussing the topic, exploiting the picture and subtitle, and prediction tasks get Ss thinking about what they are going to hear.

- Text uncovered. Explain the task. Ask Ss to read the situations.
- Play the audio program, pausing after each discussion. Ss listen and number the situations. Remind Ss there are three extra situations.

Audio script

See page T-182.

Answers

- texting in a movie theater
- taking selfies in crowded places
- using the phone on speaker in public places

B [CD 3, Track 31]

- Explain the task. Ss listen again to focus on the solutions.
- Pause after each person to give time for the Ss to write.
- Go over the answers with the class.

Answers

- People shouldn't be allowed to text at all in movie theaters. Our phones should have a movie mode that people should be required to turn on.
- Selfies ought to be prohibited at any place with big crowds of people.
- People should be prohibited from talking on speaker indoors in public places. Offices and public buildings should be required to post signs that prohibit it.

C Group work

- Explain the task. Ss work in small groups to give their opinions about the situations. Remind them to give a reason and a solution for each situation.

6 INTERCHANGE 15

See page T-130 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 7–13

7 WORD POWER

Learning Objective: discuss social and health issues

A Pair work

- Explain the task. Ask Ss to read the issues. Point out that these are examples of *social issues*.
- Use the picture to model the task. Write *vandalism* on the board. Ask: "Is there too much vandalism in your community?" If so, Ss check (✓) that box.
- Ss work in pairs. Tell Ss that they can respond to issues in their country if they wish.
- Elicit or explain any new vocabulary.

Vocabulary

bullying: intentionally frightening someone who is smaller or weaker (often a problem in schools)

inadequate: not acceptable; not up to minimum or basic standards; not able to meet basic needs

stray animals: dogs and cats that don't belong to anyone

For more practice with the vocabulary, play **Tic-Tac-Toe** – download it from the website.

B Group work

- Explain the task. Read the questions.
- Each pair joins another pair. Go around the class and give help as needed.

8 CONVERSATION

Learning Objective: use tag questions for opinions in a conversation about social issues

▶ A [CD 3, Track 32]

- Use the picture to set the scene. Mara is telling Ted about her problems. Ask: "What kinds of problems do you think Mara has?" Ss brainstorm in pairs.
- **Option:** Ask Ss to cover the text and look only at the picture. Ask pairs to tell a story about the people in the picture. Encourage Ss to be creative!
- Tell Ss to listen for what is making life difficult for Mara. Play the audio program several times. Ss listen and take notes.
- Ss open their books and read the conversation. Ss check their notes.
- Elicit or explain any new vocabulary.

- Play the audio program again. Ss listen and read.
- Ss practice the conversation in pairs.

! Pairs can practice the conversation using **Say It With Feeling!** – download it from the website.

▶ B [CD 3, Track 33]

- Explain the task. Read the focus question.
- Play the audio program. Then elicit Ss' answers.

Audio script

See page T-182.

Answer

Ted is concerned about what he's going to do after he graduates.

9 GRAMMAR FOCUS

Learning Objective: use tag questions to express opinions

▶ [CD 3, Track 34]

- Focus Ss' attention on how Ted used tag questions in the previous Conversation. Explain that tag questions are used when we expect someone to agree with us or when we are asking for confirmation.
- Next, focus Ss' attention on the Grammar Focus box. Point out the difference between the two columns. Explain that when a statement is affirmative, the tag question is negative, and vice versa. For example: +/- Health insurance **is** really expensive, **isn't it**?
-/+Child care **isn't** cheap, **is it**?
- Explain that when *be* is the main verb, *be* is also used in the tag question. Similarly, we use the same modal in the main clause and the tag (e.g., We should pay our taxes, shouldn't we?).
- However, simple present and past verbs use the auxiliary verb in the tag. Write these examples on the board:
Graffiti makes everything look ugly, doesn't it?
You found affordable child care, didn't you?
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task.
- Ss complete the task individually. They complete the sentences with tag questions. Go around the class and give help as needed.

- Then Ss compare answers in pairs. Go over answers with the class.

Answers

1. There aren't enough shelters for the homeless, **are there**?
2. Vandalism makes a neighborhood very unpleasant, **doesn't it**?
3. In overcrowded classrooms, teachers can't give enough attention to students, **can they**?
4. School bullying is a major problem in most schools, **isn't it**?
5. There are more street crimes in big cities than in small towns, **aren't there**?
6. The government should provide adequate health care to everyone, **shouldn't it**?
7. The city doesn't do enough for stray animals, **does it**?
8. It isn't easy to save money these days, **is it**?

B

- Explain the task. Read the question.
- Ss work individually. Set a time limit of about ten minutes. Go around the class and give help as needed.

C Group work

- Explain the task. Ask three Ss to model the conversation.
- Ss work in small groups. Ss take turns reading their statements and giving opinions on others'. Set a time limit of ten minutes.

10 PRONUNCIATION

Learning Objective: sound more natural when using tag questions

▶ A [CD 3, Track 35]

- Explain that we use falling intonation on tag questions. This shows that we are giving an opinion, not asking a real question. Also, we expect the listener to agree with us.

- Play the audio program. Ss practice. Check Ss' individual pronunciation.

B Pair work

- Ss work in pairs. They take turns reading the tag questions from part A of Exercise 9. Remind Ss to respond with their own opinions.

11 LISTENING

Learning Objective: listen for main ideas in personal views and opinions about issues in the news, discussed using tag questions

! To set the scene for the Listening, try **Cloud Prediction** – download it from the website. Use these words:

1. entertainment, research, abuse, money, animals
2. supercenter, combined, cheaper, smaller businesses, close

▶ A [CD 3, Track 36]

- Explain the task.
- Tell Ss to listen and fill in the issues in the chart. Play the audio program. Pause between issues for Ss to complete the chart.

Audio script

See page T-182.

Answers

Parts A and B:

1. animals used for entertainment; *for*: they use the profits for research, rescue, and protection of the animals; *against*: animals are punished and abused if they don't do things right; they're kept in horrible conditions; it's not natural for them to be in small spaces

2. supercenters: *for*: the products are cheaper and they provide a lot of jobs for the community; *against*: smaller businesses can't compete with supercenters and they lose a lot of money, either closing down or limiting their products; consumers will have fewer choices when they go shopping

▶ B [CD 3, Track 37]

- Explain the task. Remind Ss to listen for key words and take notes.
- Tell Ss to listen and fill in the "for" opinions in the chart first. Play the audio program. Pause between issues for Ss to complete the chart. Ss listen and write.
- Play the audio program again. This time Ss fill in the "against" opinions.
- Ask Ss to write the answers on the board.

C Group work

- Explain the task.
- Ss work in groups. They discuss the issues in part A. Go around the class and listen in. Note errors to go over after the activity.

For more practice, play **Just One Minute** – download it from the website.

12 WRITING

Learning Objective: write a persuasive paragraph suggesting a new law to help solve a local problem

A

- Explain the task. Elicit or explain the meaning of *persuasive essay* (an essay that tries to get people to agree with your opinion or proposal).
- Focus Ss' attention on the picture. Ask Ss to predict what this essay is about. Then read the example essay. Point out the use of opinions and reasons.
- Read the focus questions. Give Ss a few minutes to choose a topic.

- Explain how to organize the essay. The first paragraph should include a brief description of the issue, the writer's opinions, and supporting reasons. The second paragraph should include a proposal for a new law, with recommendations on what needs to be done or reasons for why it will help solve the problem.
- After Ss generate ideas and organize their thoughts, have them write a first draft.

B Group work

- Explain the task. Encourage Ss to ask each other questions about the proposed laws or about their opinions. Have Ss vote by having them write "yes" or "no" on a slip of paper.

13 READING

Learning Objectives: identify main ideas and sequence in an essay; identify arguments for and against plagiarism

A

- Go over the task.
- Ss read the title of the article and look at the picture. Ask Ss to raise their hands or look up when they are done.
- Elicit answers from the class.
- Ask Ss to look at the title and the picture. Ask them what plagiarism is. (Answer: copying material without giving credit to the source or getting someone else to do your work.)
- Then ask: "What is the first paragraph about?" (Answer: a hypothetical example of plagiarism) Point out that opening with an example to illustrate a broader issue is a common technique in magazine and newspaper articles.

B

- Ss read the article individually. Encourage Ss to guess the meaning of new words. Remind Ss to circle or underline words they can't guess from context.
- Ss work in pairs or groups to discuss marked words. Ss may look up definitions if needed.
- Elicit or explain any new vocabulary.

Vocabulary

plagiarism: copying someone else's work or ideas

key: one of the parts on a keyboard you press with your fingers

ownership: the right of owning something

fairly: more than average, but less than very

assume: think that something is likely to be true

critique: to say what is good and bad about something

masked: hidden

spot: see or notice something or someone

approach: a way of doing something

quote: repeat what someone has said or written

- Explain the task.
- Ss complete the task individually and answer the questions.
- Go over answers with the class.

- **Option:** Assign the article for homework. Ask Ss to read it once or twice for comprehension. Then they should mark new vocabulary. Tell Ss to list the marked words, use a dictionary to check definitions, and write the definitions on the list. In class, Ss work in groups to discuss and compare their lists.

Answers

1. to explain what plagiarism is, how it can happen, and how to avoid it
2. because so much material is available and it is not always clear who wrote it
3. Are all of these words my own?

C

- Explain the task.
- Ss complete the task individually. Ask Ss to read the descriptions and make a decision.
- Go over answers with the class.

Answers

1. not plagiarism
2. plagiarism – Either he thought it was OK to use the material if he changed it in some ways, or he intended to commit plagiarism.
3. plagiarism – accidental
4. plagiarism – probably intentional

D Pair work

- Explain the task. Read the focus questions.
- Ss discuss the questions in small groups. Tell Ss they can discuss related issues if they wish.
- **Option:** Ss take notes as they talk. Then ask Ss to share ideas with the class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

Unit 16 Supplementary Resources Overview

| | After the following SB exercises | You can use these materials in class | Your students can use these materials outside the classroom |
|---|-------------------------------------|--|---|
| CYCLE 1 | 1 Snapshot | | |
| | 2 Perspectives | | |
| | 3 Grammar Focus | | SB Unit 16 Grammar plus, Focus 1 SS Unit 16 Grammar 1 GAME Sentence Stacker (Talking about past accomplishments) |
| | 4 Pronunciation | | |
| | 5 Listening | TSS Unit 16 Listening | |
| | 6 Word Power | TSS Unit 16 Vocabulary Worksheet | SS Unit 16 Vocabulary 1–2 GAME Sentence Runner (Antonyms) |
| | 7 Discussion | TSS Unit 16 Writing Worksheet | WB Unit 16 exercises 1–5 |
| CYCLE 2 | 8 Conversation | | SS Unit 16 Speaking 1 |
| | 9 Grammar Focus | TSS Unit 16 Grammar Worksheet | SB Unit 16 Grammar plus, Focus 2 SS Unit 16 Grammar 2 GAME Word Keys (Describing goals and possible future accomplishments) GAME Say the Word (Past and possible future accomplishments) |
| | 10 Listening | TSS Unit 16 Listening | |
| | 11 Interchange 16 | | |
| | 12 Writing | | |
| | 13 Reading | TSS Unit 16 Extra Worksheet TSS Unit 16 Project Worksheet VID Unit 16 VRB Unit 16 | SS Unit 16 Reading 1–2 SS Unit 16 Listening 1–3 SS Unit 16 Video 1–3 WB Unit 16 exercises 6–8 |
| With or instead of the following SB section | | You can also use these materials for assessment | |
| Units 15–16 Progress Check | | ASSESSMENT PROGRAM Units 15–16 Oral Quiz ASSESSMENT PROGRAM Units 15–16 Written Quiz ASSESSMENT PROGRAM Units 9–16 Test | |

Key **GAME:** Online Game **SB:** Student's Book **SS:** Online Self-study **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Online Workbook/Workbook

My Plan for Unit 16

Use the space below to customize a plan that fits your needs.

[illegible]

| With or instead of the following SB section | I am using these materials for assessment |
|---|---|
| | |
| | |
| | |

Reaching your goals

Cycle 1, Exercises 1–7

In this unit, Ss discuss personal accomplishments and goals. By the end of Cycle 1, students will be able to discuss personal accomplishments using complex noun phrases with gerunds. By the end of Cycle 2, students will be able to discuss accomplishments and goals using future tenses, including the future perfect.

1 SNAPSHOT

Learning Objective: discuss personal accomplishments

- Books closed. Elicit examples of common goals and dreams, and write Ss' suggestions on the board. (You can write a few ideas to get them started: *find love, plant a tree, travel*.)
- Books open. Ask Ss to cover up the text and look only at the pictures. Ask which goals and dreams listed on the board they guessed.
- Have Ss uncover the text and read the information.
- Elicit or explain any new vocabulary.

Vocabulary

goal: something you want to do successfully in the future

travel light: make a journey without taking a lot of things with you

healthy: good for your health

lifestyle: the way that you live

achieve: succeed in doing something good, usually by working hard

wish: a thing you want to do or that you want to happen

- Read the questions. Ask Ss to think about their answers first.
- Ss work in pairs or small groups. They take turns sharing their responses.

2 PERSPECTIVES

Learning Objectives: demonstrate understanding of opinions that use complex noun phrases with gerunds in context; discuss the frustrations and rewards of personal accomplishments

▶ A [CD 3, Track 38]

- Books closed. Ask: "What do you think a writer wants to accomplish? And a teacher, a musician, an amateur athlete, and a travel blogger?" Write some of the Ss' ideas on the board.
- Books open. Tell Ss to read the statements and try to guess the person that said it.
- Play the audio program, pausing after each speaker.
- Go over answers with the class.
- Elicit or explain any new vocabulary.

Vocabulary

best seller: a new book or other product that has sold a great number of copies

marathon: a race in which people run for about 26 miles/42 km

proud of one's self: feeling very pleased about something one has done

make a living: earn enough money to buy the things you need

quit: leave your job permanently

nine-to-five job: a job that begins at nine o'clock in the morning and ends at five o'clock

Answers

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

- Play the audio program again if needed. Ss listen and read or repeat.

B Group work

- Explain the task. Read the questions.
- Ss work in pairs or small groups. Ss take turns sharing their responses.

3 GRAMMAR FOCUS

Learning Objective: use the present perfect and simple past to describe accomplishments

▶ [CD 3, Track 39]

- Books closed. Briefly review the differences between simple past and present perfect. Remind Ss of the structure by writing on the board:

Simple Past

did (negative and question forms)
was/were

Present Perfect

have/has
has/have been

- Remind Ss of these structures by asking for some examples from different Ss.
- Then write the following sentences on the board:
I **managed** to quit my nine-to-five job two years ago.
I've **managed** to make a living with my music.
- Elicit the differences between the two sentences (the first one is simple past, it has a defined time in the past; the second is present perfect, it uses *have* and it doesn't have a defined time in the past).
- Books open. Focus Ss' attention on the Grammar Focus box. Read the sentences.
- Play the audio program. Ss listen and read or repeat.
- Explain that *be able to* means "to have the ability to do something" or "the possibility of doing something" and it can be used in both simple past (with *was* and *were*) and in the present perfect (with *have been*).

A

- Explain the task.
- Ss complete the task individually. Go around the class and give help as needed.

Possible answers

- | | |
|-----------------|-----------------|
| 1. have/haven't | 4. have/haven't |
| 2. have/haven't | 5. was/wasn't |
| 3. have/haven't | 6. have/haven't |

B Pair work

- Explain the task. Ask Ss to compare their answers in part A to check what they have in common.
- Ss work in pairs. They take turns asking and answering the questions.

C Group work

- Explain the task. Ask three Ss to read the example. Then model the task by asking Ss to respond:
T: What's something you've been able to do?
S1: I've been able to travel to interesting places.
- Ss work in small groups. Ss take turns asking questions and giving their own answers. Encourage Ss to ask follow-up questions, and add information.

4 PRONUNCIATION

Learning Objective: sound more natural by using stress and rhythm in sentences

▶ A [CD 3, Track 40]

- Play the audio program. Ss listen and focus on the stressed and unstressed syllables.
- Play the audio program again. Ss listen and repeat. If needed, clap your hands in time to the stress. Ss clap with you.

! For another way to practice stress and unstressed syllables, try **Walking Stress** – download it from the website.

B Pair work

- Ss work in pairs. They take turns reading the sentences in the Grammar Focus Box in Exercise 3. Remind Ss to pay attention to stress and rhythm as they read.

5 LISTENING

Learning Objective: listen for main ideas and take notes on the challenges and rewards of jobs described using the present perfect and simple past

Audio script

See page T-183.

▶ [CD 3, Track 41]

- Books closed. Ask Ss "What are some challenges you might have if you decided to study abroad, or if you loved a sport but couldn't play it?"
- Ask Ss to predict what they will hear.
- Tell Ss to listen for the answers to the questions. Play the audio program. Ss listen and take notes.

▶ B [CD 3, Track 42]

- Play the audio program again, pausing after each speaker so Ss have time to write.
- Give Ss time to fill in the chart.
- Elicit Ss' answers. Ask Ss to give full sentences.

C Pair work

- Ss discuss in pairs. Ask one S to take notes and elicit one or two responses from each pair.

Answers

Parts A and B:

| | Mr. Sandberg | Ms. Rowe |
|---------------------|--|--|
| Obstacle | He wanted to study abroad in Italy, but his parents wouldn't help him. | She loves soccer, but she's not very good at playing it. |
| What he/she did | He got two jobs and saved money. | She found a job coaching a kids' soccer league. |
| What he/she learned | He could do anything he wanted if he worked hard enough. | You have to be creative dealing with problems. |

6 WORD POWER

Learning Objective: discuss personalities using synonyms and antonyms

A

- Elicit that the word *antonym* means "opposite."
- Ask Ss to read the words in the box. Elicit or explain that they are adjectives that describe people.
- Ss work individually or in pairs to fill in the blanks. Ss compare answers in pairs.

Answers

- | | | |
|----------|------------------|--------------|
| 1. rigid | 3. compassionate | 5. dependent |
| 2. timid | 4. unimaginative | 6. cynical |

- **Option:** Ss decide if the adjectives are positive (P) or negative (N) (e.g., *cynical* = N; *upbeat* = P).

B Group work

- Explain the task. Ask three Ss to model the conversation.
- Ss work in groups. They associate words or ideas with the adjectives in part A. Tell Ss to make whatever associations come to mind.

- ! For more practice with antonyms, try **Vocabulary Tennis** – download it from the website.

7 DISCUSSION

Learning Objective: give opinions about inspirational quotes using present perfect and simple past

A

- Explain the task. Explain that *inspirational sayings* are bits of advice or positive thoughts that people say to motivate others. Ss choose the quote that inspires them most.

Vocabulary

pleasure: a feeling of happiness or enjoyment
bridge: something that connects two things

B Group work

- Ask two Ss to model the conversation.
- Ss discuss the quotes in small groups. Encourage Ss to think of at least one reason why they find it inspirational.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

8 CONVERSATION

Learning Objective: use various verb tenses in a conversation about goals

▶ A [CD 3, Track 43]

- Books closed. Elicit or explain that it is common for an interviewer to ask about a job applicant's five-year plan.
- Ask questions to stimulate discussion on goals and accomplishments:
Where do you see yourself in five years? What do you hope to have accomplished by then?
- Set the scene. Mike is at a job interview. He is talking to an interviewer about what he's achieved and what his plans are.
- Tell Ss to listen to find out how Mike feels about his past, present, and future. Play the audio program. (Note: Ss will have to make inferences.) Elicit ideas.

- Write these questions on the board:
What has Mike achieved in the last few years?
What hasn't he achieved? What two things does he hope he'll have accomplished in five years?
- Play the audio program again. Ss listen and answer the questions. (Answers: He developed a successful app. He hasn't gotten the job, yet. He hopes to have developed many successful apps and to have seen more of the world.)
- Books open. Ss check their answers by reading the conversation.

B Class activity

- Explain the task. Read the focus questions.
- Use the questions for a class discussion.

9 GRAMMAR FOCUS

Learning Objective: use the future perfect and *would like to have* to describe goals

▶ [CD 3, Track 44]

- Play the audio program. Ss listen and read or repeat.
- Review how to form the various structures. Elicit rules and example sentences from Ss.

Talking about possible future accomplishments

1. the future perfect (*will have* + past participle)
What do you hope you will have learned in the next five years?
I hope (that) I will have learned how to cook.
2. *would like to have* + past participle
What would you like to have accomplished in the next five years?
I d like to have bought my own home.
I d like to have seen/made . . .

A

- Explain the task.
 - Ss complete the sentences individually.
 - Ss write four statements about the future. Go around the class and spot-check Ss' answers. Decide if they need more practice with the tenses.
- 📄 For more practice with past and future tenses, play **True or False?** – download it from the website. Ss talk about their accomplishments.

B Pair work

- Explain the task. Ask two Ss to read the model conversation.
 - Ss discuss their answers in pairs and compare goals. Encourage students to give more information and to ask questions.
- ! For another way to practice the tenses, try the **Substitution Dialog** – download it from the website. Ss use the Conversation on page 109.

10 LISTENING

Learning Objective: listen for main ideas and take notes about people's future plans and goals

▶ A [CD 3, Track 45]

- Read the situation and the question. Present each picture and the person's name in the chart.
- **Option:** Ask Ss to look at the photos and make predictions. Ask: "Which person will probably have a hotel chain? be an architect? be a veterinarian?" Tell Ss to discuss and justify their guesses. Take a poll and write the guesses on the board. Later compare Ss' answers to the chart.
- Tell Ss to listen for what each person hopes to achieve. Play the audio program. Ss listen and take notes.

Audio script

See page T-183.

TIP

If Ss have problems understanding the audio program, try to establish where the problem lies. Then replay that segment only.

- Elicit Ss' answers around the class. Encourage Ss to give full-sentence answers with the future perfect.

Answers

Parts A and B:

1. Hugo: he hopes he'll have established his career as a green architect; protecting the environment is important to him, he has lots of ideas for building with recyclable materials, and green building is the architecture of the future
2. Erin: she'll have opened the world's biggest luxury hotel chain; she knows what makes people happy and she knows about luxury
3. Danny: he'll have started working full time as a veterinarian, and by age 35, he'll have his own clinic; he loves animals and they make people happy

▶ B [CD 3, Track 46]

- Explain the task. Read the focus question. Play the audio program again and give Ss time to write.

C Pair work

- Ss answer the questions in pairs. Remind them to give reasons for their choices. Ask one S to take notes to share with the class.
- Take a poll and find out who the class thinks have the most and the least realistic expectations.

11 INTERCHANGE 16

See page T-131 for teaching notes.

12 WRITING

Learning Objective: write a personal statement for an application describing accomplishments and goals

A

- Explain the task. Ss write a personal statement. Ask Ss to read the questions and example.
- Tell Ss to use the questions to guide their writing. Ss first brainstorm accomplishments, then interesting or unusual facts, and finally future goals. Go around the class and give help as needed.
- Ss use their brainstorming notes to compose a first draft.
- **Option:** Assign the task for homework.

B Group work

- Explain the task. Read the focus questions.
- Ss work in small groups. Give Ss the choice of reading the statements silently or of having the writers read their statements to the group. Set a time limit of about ten minutes.
- Ss discuss the questions. Remind Ss to keep the discussion friendly and light-hearted.
- **Option:** Ss role-play an interview for the school or job.

13 READING

Learning Objectives: scan an article about accomplishments and goals and make inferences; identify the meaning of words in context

A

- Books closed. Ask: "Have you ever known a person that really loves sports?" Elicit Ss' responses around the class.
- Books open. Present the title, picture, and questions. Elicit or remind Ss that *soaring like an eagle* means "to fly high" or "to go after your dreams."
- Ask Ss to scan the article to answer the questions. Tell Ss to raise their hands or look up when they are done. Elicit answers around the class. (Answers: He is from the UK. He participated in ski jumping.)

TIP

Encourage Ss to use cooperative learning to learn new vocabulary. For example, they can discuss the meaning of the new words in groups.

B

- Explain the task. Read the questions aloud.
- Ss complete the task individually or in pairs.
- Go over answers with the class.
- Elicit or explain any remaining new vocabulary.

Vocabulary

pretty: quite, but not extremely

plenty: a lot

make it big: become very successful or famous

matter: be important

downhill: towards the bottom of a hill or slope

elsewhere: in or to another place

switch: change

hurdle: a problem or difficulty

poor eyesight: unable to see well

goggles: special glasses that fit close to your face to protect your eyes

against all the odds: in spite of something being very unlikely

Answers

- pretty rarely
- his weight and his poor eyesight
- He finished last.

C

- Explain the task. Ss choose the right answers individually.
- Check the answers with the class.

Answers

- c
- a
- c

D Pair work

- Explain the task. Read the focus questions.
- Give Ss time to plan what they want to say.
- Ss discuss the questions with a partner. Remind Ss that they should be able to explain their opinions.
- Ask pairs to share their ideas with the whole class.
- Option:** Ss role-play. Student A is Michael "Eddie the Eagle" Edwards. Student B is a journalist. Student B interviews Student A about accomplishments and goals. Then Ss change roles and role-play again.

Hooray! It's the end of the course!

- Take a class vote (through a show of hands or by secret ballot) on whether Ss are interested in doing something special to celebrate the end of the course. If the majority decides they want to, have them make plans:
 - Brainstorm with the class some ways or ideas on how to celebrate; write them on the board.
 - Take a class vote on which idea they like the best.
 - Let a volunteer take over the brainstorming on what kinds of plans the class needs to make and who will be in charge of each part (e.g., choosing the date/place/time; organization of transportation or entertainment; food/drinks; cost per student).
 - In groups, Ss plan certain parts of the celebration.
 - Ss celebrate!

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

SELF-ASSESSMENT

Learning Objectives: reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 15 and 16?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 1. Ask Ss to complete all the exercises.
 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 DISCUSSION

Learning Objective: demonstrate one's ability to give recommendations and opinions using passive modals

A Pair work

- Explain the task. Ask Ss to read the list of places.
- Elicit one or two examples of fun rules (e.g., *People should be required to use every machine in a health club.*). Write the examples on the board.
- Ss work in pairs. Ss choose a place and talk about possible rules. Remind Ss to use passive modals.
- Ss choose three rules to tell a group. Ss can memorize their rules or write them down.

B Group work

- Explain the task. Ask two Ss to model the conversation.
- Focus Ss' attention on the picture. Ask Ss what would be the *bad* points of the example rule.
- Each pair joins another pair. Pairs take turns telling and discussing their rules.
- Ask each pair to share the most interesting rule the other pair described.

2 LISTENING

Learning Objective: demonstrate one's ability to listen to, understand, and use tag questions to ask for agreement

A [CD 3, Track 47]

- Explain the task.
- Ss work in pairs. They decide what tag question matches each person's opinion.
- Play the audio program as many times as needed. Ss listen and check (✓) the correct response.

Audio script

See page T-183.

- Go over answers with the class.

Answers

- | | |
|----------------------|---------------------|
| 1. Yes, it should. | 4. Yes, it does. |
| 2. No, it isn't. | 5. Yes, we do. |
| 3. No, there aren't. | 6. No, there isn't. |

- **Option:** Play the audio program again. Pause after each question. Ask Ss to repeat the question (a paraphrase is OK).

B Pair work

- Explain the task. Ask two Ss to model the conversation.
- Ss work in pairs to write three opinions with tag questions.
- Ask Ss to read their statements aloud. Elicit answers from the rest of the class.
- **Option:** Ss work in pairs to write tag questions to fit any six answers in part A. Then each pair joins another pair. Pairs take turns reading their questions. The other pair answers.

3 DISCUSSION

Learning Objectives: demonstrate one's ability to identify qualities necessary to achieve certain goals; assess one's ability to describe challenges

A Group work

- Explain the task. Ask Ss to read the goals and qualities. Elicit or explain any new vocabulary.
- Ask two Ss to model the conversation.
- Give Ss time to think of ideas.
- Ss work in small groups and decide on two qualities for each goal.

B Pair work

- Explain the task. Ask two Ss to model the conversation. Point out that B keeps the conversation going by making a comment and then asking a question.
- Ss work in pairs. Ss take turns making statements and asking follow-up questions.
- Go around the class and note use of gerunds, both correct and incorrect.
- Write your notes on the board. Elicit whether the gerunds are used correctly or not. If not, ask the class to correct them.

4 ROLE PLAY

Learning Objective: demonstrate one's ability to talk about one's own accomplishments and goals using the present perfect and future perfect

- Explain the task.
- Divide the class into pairs, and assign A/B roles. Student As are going to be interviewed. Student Bs are the interviewers.
- Give Ss time to plan what they are going to say. Student As think of their accomplishments and goals. Student Bs read the interview questions and write two more.

- Ss role-play in pairs.
- Ss change roles and repeat the role play.
- **Option:** Ask Ss to write an article about the interview for an imaginary newspaper. The paragraphs can be posted around the room or turned in for you to check.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

Interchange activities

INTERCHANGE 1

Learning Objective: speak more fluently about one's personality using relative pronouns *who* and *that*, clauses with *it*, and adverbial clauses with *when*

A Pair work

- Ask: "Have you ever taken a personality quiz in a newspaper or magazine?" If so, ask Ss to describe the quiz (e.g., where they took it, what it was about, whether it seemed accurate).
- Give Ss time to read the quiz individually. Tell Ss to circle unfamiliar words.
- Elicit or explain any new vocabulary.

Vocabulary

put (something) off: wait until later to do something

face: do something even though it is difficult

avoid: stay away from something

give up: stop doing something because you can't do it

high achiever: a person who always likes to be best or first

cool and steady: calm and not nervous or excited

carefree: not worried about anything

- Explain the task.
- Ss work in pairs. They take turns interviewing each other. Encourage Ss to answer quickly, choosing the answer that fits most situations.
- Then Ss add up their partner's "a", "b", and "c" answers. Ss find their partner's personality type and read it aloud to him or her.

B Group work

- Each pair joins another pair to compare scores. Ss also suggest four characteristics for each of the three personality types in part A.

Interchange activities

INTERCHANGE 1 Personality quiz

A PAIR WORK What is your personality type? Take turns using the quiz to interview each other. Then tally your answers and find out which category best describes you.

What's your personality type?

1. When you fail a test, do you:

- a. get really upset and decide to try much harder next time?
- b. go over your answers and learn from your mistakes?
- c. not care much about it?

2. When you work on a big project, do you:

- a. try to finish it as quickly as possible?
- b. work at it over a long period of time?
- c. put it off as long as possible?

3. When you do an assignment, do you:

- a. try to do a first-class job so people will notice?
- b. do it as well as you can without worrying too much?
- c. do only what you must to get it done?

4. When faced with a difficult challenge, do you:

- a. look forward to facing it?
- b. worry about dealing with it?
- c. try to avoid it?

5. Do you think the best way to get the most out of a day is to:

- a. do as many things as possible?
- b. take your time to get things done?
- c. only do those things you really have to?

6. When something doesn't work out the way you want it to, do you:

- a. get angry with yourself and others?
- b. think calmly about what to do next?
- c. give up, because it wasn't important anyway?

7. When people take a long time to finish something, do you:

- a. get impatient and do it yourself?
- b. gently ask them to do it more quickly?
- c. let them take their time?

8. When you are learning a new skill, do you:

- a. work very hard to master it quickly?
- b. do your best and often ask for help?
- c. take your time and enjoy the learning experience?

9. If you compare your goals with your friends' goals, do you:

- a. want to accomplish greater things than they do?
- b. hope to achieve similar things in life?
- c. not care if they set higher goals for themselves than you do?

10. When people are late for appointments, do you:

- a. get angry and stressed out?
- b. remember that you are sometimes late, too?
- c. not worry, because you are usually late, too?

11. When people are talking to you, do you:

- a. not listen and think about other things?
- b. listen and participate in the conversation?
- c. let them talk and agree with everything they say?

Scoring
Count how many a, b, and c answers your partner has. If there are ...

| |
|--|
| mostly a answers: This person is a high achiever but can get very stressed. |
| mostly b answers: This person is the cool and steady type. |
| mostly c answers: This person is the easygoing or carefree type. |

B GROUP WORK Compare your scores. Then suggest four characteristics of each personality type.

"A high achiever is the kind of person who He or she can't stand it when"

- Write the example phrases on the board. Ask Ss to complete them. Elicit phrases for the other two personality types. Write them on the board (e.g., *The cool and steady person is someone who The person who is easygoing doesn't mind it when*). Remind Ss to use the language from the Grammar Focus boxes on pages 3 and 6.
- Groups discuss their scores and whether they feel the test was accurate.
- Bring the class back together, and help Ss summarize the scores. Ask how many people had more than six "a" answers? more than seven? more than eight? Then ask about "b" and "c" answers.

INTERCHANGE 2 Networking

A PAIR WORK Imagine you and your partner are organizing a dinner party for new entrepreneurs and potential investors.

Read about each person on the guest list.

The screenshot shows a website with a navigation bar (Home, About, News, Business, Community, Sign in) and two columns of profiles.

ENTREPRENEURS

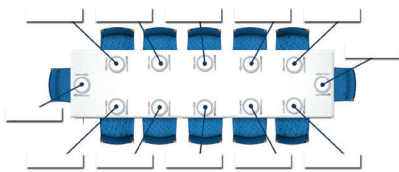
- Gaston Lafont** is 25, single, and a promising chef. He's friendly and ambitious, but he can be very moody. He's coming to the party to get celebrities and powerful business executives to invest in his restaurant.
- Melissa Dominguez** is 28, single, and a computer wizard. She puts her career ahead of her personal life and has few interests apart from her work. She needs funding for a new start-up company.
- Don Hart** is 32, married, and an environmentalist. He's egotistical, outspoken, and tends to start arguments. He wants to run for mayor and needs funding for his campaign.
- Emma Stewart** is 30, single, and a medical researcher. She's shy and introverted and has devoted her life to helping children around the world. She's currently developing a new vaccine for a widespread tropical disease.

INVESTORS

- Mike Hunter** is 54, a widower, and an oil tycoon. This millionaire is bossy and straightforward. His companies have been accused of destroying the environment in many countries.
- Paola Di Matteo** is 23, single, and a world-famous movie star. She's very private about her personal life, and she is interested in investing in young talent.
- Joanne Parson** is 42, single, and an art and nature lover. Wealthy and sociable, she takes part in several volunteer projects and gives substantial amounts of money to various causes around the world.
- Ren Okawa** is 38, married, and a stockbroker. He likes to invest in new companies and has helped many startups and young entrepreneurs succeed. He's smart, ambitious, and has sophisticated taste in art and food.

B PAIR WORK Discuss the possible seating arrangements for the party. Then complete this seating plan.

- A:** Let's seat Gaston next to Ren. Gaston is interested in finding investors for his new restaurant.
- B:** It might be better to put Ren next to Melissa. Ren likes to invest in start-ups, so . . .



Interchange 2 115

startup: a small business that has just been started

environmentalist: a person who is interested in or studies the environment and who tries to protect it from being damaged by human activities

egotistical: considering yourself to be better or more important than other people

outspoken: always saying what one thinks

mayor: a person who is elected or chosen to lead the group who governs a town or city

introverted: quiet and shy

widower: a man whose wife has died

tycoon: a very powerful, rich business owner

straightforward: direct

entrepreneur: a business owner

B Pair work

- Ask two Ss to model the conversation.
- Explain the task. Ss will complete a seating plan. They should seat guests next to people they will want to talk to and will not argue with.
- Ss work with the same partner from part A. Tell Ss to make brief notes about their decisions.
- Each pair joins another pair to compare seating plans, or call on a few pairs to present their plans to the class. Ss should give reasons for their choices.
- Option:** Ss form new pairs and work out seating plans for groups of students in the class or for a group of popular celebrities. Ss share their plans with another pair.

INTERCHANGE 2

Learning Objective: speak more fluently about people's personalities using comparisons

A Pair work

- Explain the task. Elicit or explain that professional party planners plan and organize important social events. Ss read about the guests. In part B, Ss will decide where these people should sit at the dinner party.
- Ss can read individually, or pairs can take turns reading paragraphs aloud. Encourage

Ss to work together to figure out new vocabulary. If they can't figure out a word, they can check with you, another pair, or a dictionary.

- Elicit or explain any new vocabulary.

Vocabulary

guest list: a list of people that are coming to a party

ambitious: having a strong desire for success

moody: often unfriendly because of feeling angry or unhappy

computer wizard: an expert on computers

INTERCHANGE 3

Learning Objective: speak more fluently about borrowing and lending using modals, *if* clauses, and gerunds

A

- Books closed. As a warm-up and review, go around the classroom asking different Ss if you can borrow certain items (e.g., a pen, watch, comb, dictionary, moped):

T: Can I borrow your watch for a minute?

S1: Well, OK, but please be careful with it.

T: I will. Thanks. And, uh, Joe, don't you come to school on a moped?

S2: Yes, I do.

T: Would you mind lending it to me for about half an hour? I need to take a book back to the library.

S2: Gee, I'm sorry, but . . .










- Books open. Explain the task. Make sure Ss understand that *be willing* means "would agree to do something."
- Discuss the pictures. Ask different Ss to read the names of the items. Point out the same two choices under each item.
- Give Ss time to decide whether they would be willing to lend each item. Remind Ss to check one of the two boxes. Tell Ss to make sure they have at least three items checked they would rather not lend.

B Class activity

- Ask two Ss to model the conversation. Elicit additional responses to the request about borrowing the tent. Write them on the board.
- Ss go around the class and take turns asking to borrow the items in part A.
- Set a time limit of ten minutes. Tell Ss to make requests of as many classmates as possible. Remind Ss to give the reason they need to borrow each item.

INTERCHANGE 3 Beg and borrow

A Imagine you own these items. Which ones would you be willing to lend to a friend? Which ones wouldn't you lend? Check (✓) a response for each item.

| | | |
|---|---|---|
| TENT  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend | TABLET  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend | CAR  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend |
| MOUNTAIN BIKE  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend | POWER DRILL  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend | CLASS NOTES  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend |
| CAMERA  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend | SLEEPING BAG  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend | HEADPHONES  <input type="checkbox"/> wouldn't mind lending <input type="checkbox"/> wouldn't want to lend |

B CLASS ACTIVITY Go around the class and take turns asking to borrow each item in part A. Explain why you want to borrow it. When responding, say if you are willing to lend the item or not. If you won't lend something, say why.

A: Would you mind lending me your tent for the weekend?
I want to go camping, but I got a hole in my tent.

B: I'm sorry, but I don't think I can. I might want to go camping this weekend, too!

OR

B: Sure. Just come over tonight and pick it up.

C CLASS ACTIVITY Who was able to borrow the most items?

Also remind Ss to give an excuse for not lending something.

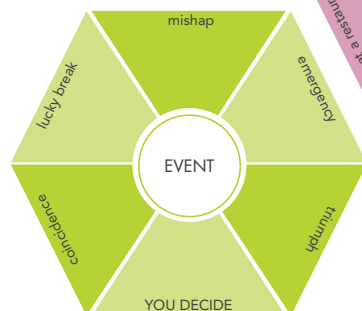
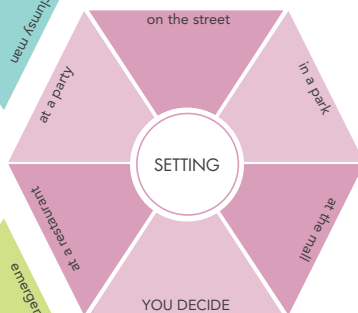
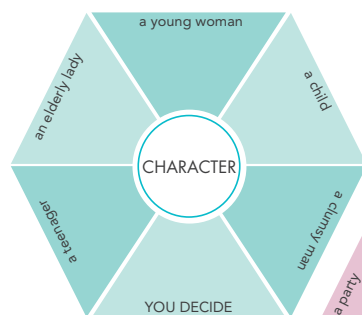
- Tell Ss to check off each item that someone agrees to lend them.
- Go around and note problems Ss are having. When time is up, go over the most common problems with the class.

C Class activity

- Find out who was able to borrow every item or the most items on the list.
- Option:** If time allows, ask Ss to give quick summaries of who was willing to lend them each item and why they needed to borrow it.

INTERCHANGE 4 Spin a yarn

A GROUP WORK Place a pen on the CHARACTER spinner and spin it. Repeat for the other two spinners. Use the elements the pen points at to create a story. If the pen points at YOU DECIDE, you can use any element from that spinner, or you can invent a new one.



"One day a clumsy man was having dinner at a restaurant when . . ."

B CLASS ACTIVITY Share your group's stories with your classmates. Who created the most interesting story? the most unexpected? the most creative?

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INTERCHANGE 4

Learning Objective: discuss, take notes on, and complete a story using various past tenses

A Group work

- Explain the task. Ss will select a character, a setting, and an event from the spinners. Remind Ss that there is no story yet. They will have to create a story with the elements.
- Divide Ss into small groups. Ss come up with a story orally and one S can take notes.
- Elicit or explain any new vocabulary.

- Give groups about five minutes to think of a story. Walk around the class, helping with structure and vocabulary when needed.

Vocabulary

clumsy: awkward in movement or manner

B Class activity

- Explain the task. Ss share their stories with the class. Ask groups to ask follow-up questions and make comments.
- **Option:** Have each group act out their story for the class.
- After all the stories are told, vote on which was the most creative, interesting, or unexpected.

INTERCHANGE 5

Learning Objective: speak more fluently about customs using *if* and *when* clauses

A

- Focus Ss' attention on the pictures. Ask: "What do you think is happening in each picture? Do you have similar customs in your country?"
- Model the task by reading the first two or three statements. Ss check those statements that apply to their own culture.
- Ss work individually. Remind Ss to mark any words they are unable to guess from context. They can consult their dictionary after they finish. Go around the class and give help as needed.
- Elicit or explain any new vocabulary.

Vocabulary

hug: put your arms around someone and hold them

drop by: visit someone without calling first

split the cost: share the bill

bargain: ask a store owner to lower the price of something

B Pair work

- Ss compare their answers with a partner. They discuss how many answers are the same and how many are different.
- **Option:** If your background is different from your Ss', go through the chart and explain which statements are true in your own culture.

INTERCHANGE 5 Cultural dos and taboos

A These statements are generally true about cultural behavior in the United States. Check (✓) those that are true in your country.

COMPARING CULTURES

Find out how typical U.S. cultural behavior compares to yours!



SOCIALIZING AND ENTERTAINING

- ☐ 1. It's OK to start a conversation with a stranger when waiting in line.
- ☐ 2. People aren't supposed to stand too close to other people when talking.
- ☐ 3. In general, people wear outdoor shoes inside their homes.
- ☐ 4. Women often hug their female friends when they meet.
- ☐ 5. It's not acceptable to ask people how much money they earn or how much they paid for things.
- ☐ 6. People are expected to call or text before dropping by a friend's house.
- ☐ 7. When invited to someone's home for dinner, people usually arrive on time.
- ☐ 8. Gifts are normally opened when received.



DINING AND SHOPPING

- ☐ 9. It's acceptable to eat while walking outside.
- ☐ 10. Eating is not allowed while shopping in most stores.
- ☐ 11. When eating in a restaurant, friends either split the cost of the meal or take turns paying.
- ☐ 12. It's the custom to leave a 15–20% tip for the server at a restaurant.
- ☐ 13. It's uncommon to bargain when you buy things in stores.

AT WORK AND SCHOOL

- ☐ 14. In an office, people usually prefer to be called by their first names.
- ☐ 15. Students remain seated when the teacher enters the classroom.

DATING AND MARRIAGE

- ☐ 16. It's acceptable for most teenagers to go out on dates.
- ☐ 17. People usually decide for themselves who they will marry.

B **PAIR WORK** Compare your answers with a partner. For the statements you didn't check, why do you think these behaviors are different in your country?

INTERCHANGE 7 Take action!

A Read about these issues. Which one would you most likely protest?

A baby food company has been using genetically modified fruit and vegetables in their recipes to lower costs.

Congress is discussing a law that allows the government to shut down any website it considers inappropriate.

The city is going to close a public park to build a new bus terminal.

B **GROUP WORK** Find other students who chose the same issue. Then look at methods of protest. Which are the most effective for the issue you chose? Complete the chart.



| METHOD OF PROTEST | VERY EFFECTIVE | SOMEWHAT EFFECTIVE | NOT EFFECTIVE |
|---|--------------------------|--------------------------|--------------------------|
| start an online campaign | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| stage a sit-in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| organize a demonstration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| boycott a product or service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ask people to sign an online petition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| contact local news stations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| contact your local government representative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| distribute pamphlets about the issue | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hold an awareness campaign in the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| create posters and signs to hang up around town | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Develop a strategy to make your voices heard using the above methods or your own ideas.

C **CLASS ACTIVITY** How did you decide to deal with the issue? Present your group's strategy to the class.

Interchange 7 121

- Groups complete the chart. Encourage Ss to discuss their ideas before checking (✓) any boxes. Explain that it is OK for Ss in the same group to check different columns.
- Ask the groups to plan a strategy for their protest. Tell the groups to choose one S as a secretary to write down the group's ideas.

C Class activity

- Group secretaries take turns sharing their group's solutions for each problem. Let other Ss ask questions.
- Option:** Take a quick class poll (through a show of hands) to find out which solution is the best for each problem.

INTERCHANGE 7

Learning Objective: speak more fluently about social, public, and environmental problems using infinitive clauses and phrases

A

- Explain the task. Give Ss time to read the issues.
- Elicit or explain any new vocabulary.

Vocabulary

genetically modified:

Genetically modified plants or animals have had some of their genes (= parts of cells which control particular characteristics) changed.

shut down: stop something from operating

- Ask Ss to check (✓) the issue that would upset them the most.
- Books closed. Ask the class to brainstorm methods of protest. You may need to give them one or two examples (use ones from the book) to get them started. Write Ss' ideas on the board.

B Group work

- Books open. Ask Ss to go around the class to find other Ss who chose the same issue. Limit group size to five Ss.
- Read the methods of protest in the chart. Note which are the same as the ones the class came up with. Answer any vocabulary questions.

INTERCHANGE 6A/B

Learning Objective: speak more fluently about problems using *keep* and *need* with gerunds and *need* with passive infinitives

A

- Books closed. Read the subtitle, "Home makeover." Ask Ss to guess what it means. (It describes the process of suddenly improving the appearance of a home.)
- Divide the class into pairs, and assign A/B roles. Tell Student As to look at Interchange 6A, and Student Bs to look at Interchange 6B.
- Give Ss a few minutes to look at their picture. Tell Ss not to look at their partner's picture.

TIP

In information gaps, have partners sit across from each other so they can't see their partner's page. Alternatively, have them sit back-to-back.

- Explain the task. Say that the instructions and conversations in Interchange 6A and 6B are the same; only the pictures have slight variations.
- Model the task. Write these examples on the board:
What's wrong in the living room?
The walls *need painting*. OR
The walls *need to be painted*.
- Then Ss work individually. Set a time limit of about five minutes to list all the problems they see. Ss may use their dictionaries if necessary.
- Go around the class and give help as needed.

INTERCHANGE 6A Home makeover

Student A

A Look at this apartment. What's wrong with it? First, make a list of as many problems as you can find in each room.



B **PAIR WORK** Compare your lists. What are the similarities and differences in the problems between your picture and your partner's picture? Ask questions to find the differences.

A: What's wrong in the bedroom?

B: Well, in my picture, the walls need painting. And the curtains . . .

A: Oh, really? In my picture, the walls need to be painted, but the curtains . . . , and the window . . .

INTERCHANGE 6B Home makeover

Student B

A Look at this apartment. What's wrong with it? First, make a list of as many problems as you can find in each room.



B PAIR WORK Compare your lists. What are the similarities and differences in the problems between your picture and your partner's picture? Ask questions to find the differences.

A: What's wrong in the bedroom?

B: Well, in my picture, the walls need painting. And the curtains...

A: Oh, really? In my picture, the walls need to be painted, but the curtains..., and the window...

120 Interchange 6b

What's wrong in the kitchen?

Student A: 1. The refrigerator door is falling off./The refrigerator needs to be repaired./The refrigerator needs repairing. (D) 2. The stove is damaged./The stove needs to be repaired./The stove needs repairing./The stove doesn't work. (D)

Student B: The sink is leaking./The sink has a leak./The sink needs to be fixed./The sink needs fixing. (D)

What's wrong in the bedroom?

Student A and Student B:

The paint on the wall is coming off./The walls need to be painted./The walls need painting. (S)

Student A: 1. The curtains are torn./The curtains need to be repaired./The curtains need repairing. (D) 2. There's a crack in the window./The window is broken./The window needs to be fixed./The window needs fixing. (D)

What's wrong in the bathroom?

Student A: The pipe is leaking./The pipe needs to be fixed./The pipe needs fixing. (D)

Student B: The toilet is broken./The toilet needs to be repaired./The toilet needs repairing. (D)

B Pair work

- Explain the task. Ask two Ss to read the conversation. Ss find similarities and differences between the two pictures.
- Ss work in pairs. Set a time limit of ten minutes. Tell Ss to make notes on their lists about which problems are the same (S) and which are different (D).

TIP

To check answers at the end of an information gap activity, it's helpful to ask Ss to exchange answers, rather than going over the answers as a class.

Possible Answers

Two problems are the same (S) and nine are different (D):
What's wrong in the living room?

Student A and Student B:

The couch has a hole in it./The couch needs to be fixed./The couch needs fixing./The couch needs to be repaired./The couch needs repairing. (S)

Student A: The wallpaper is peeling./The wallpaper needs to be replaced./The wallpaper needs replacing. (D)

Student B: The carpet is dirty./The carpet needs to be cleaned./The carpet needs cleaning. (D)

INTERCHANGE 8

Learning Objective: speak more fluently about learning new things using *would rather* and *would prefer*

A

- Explain the task. Ask Ss to read the items in the chart. Focus Ss' attention on the first item on the list. Ask: "What are some artistic skills you can think of? Which one would you like to learn? Why?" (e.g., *paint, draw, sing, act, play an instrument*)
- To help Ss get started, model like this:
T: I'd like to learn how to paint because. . . . Let's see, . . . I've always wanted to learn how to paint. I think it must be nice to be able to capture a moment. And how about you, Cecilia?
S: Well, some day I'd really like to learn how to draw . . .
- Ss complete the chart individually. Tell Ss to use dictionaries to check spelling and pronunciation of new words they want to use.
- Go around the class and give help as needed.

B Class activity

- Explain the task. Ss ask three classmates for help choosing between things in part A. Ss write classmates' preferences and reasons in the chart. Ask two Ss to model the conversation.
Would you rather . . . ?
Would you prefer to . . . ?
- Ss go around the class interviewing one another. Remind Ss to include the interviewees' names in the chart. Set a time limit of about ten minutes.
- Go around the class and give help as needed. Make sure Ss are completing their charts.

INTERCHANGE 8 Making choices

A Complete this chart with information about yourself. Add one idea of your own.



two artistic skills I'd like to develop
two adventurous activities I'd like to try
two dances I'd like to learn
two topics I'd like to learn more about
two foreign languages I'd like to speak
two dishes I'd like to learn how to cook
two volunteer activities I'd like to do
two courses I'd like to take
two sports I'd like to play
two skills I'd like to improve
two _____

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

B **CLASS ACTIVITY** Ask three classmates to help you choose between the things you wrote down in part A. Write their recommendations in the chart.

| Names: | | | |
|----------------------|--|--|--|
| artistic skill | | | |
| adventurous activity | | | |
| dance | | | |
| topic | | | |
| foreign language | | | |
| dish | | | |
| volunteer activity | | | |
| course | | | |
| sport | | | |
| skill | | | |

A: I don't know if I'd rather be a graffiti artist or a painter. What do you think?

B: Hmm. If I were you, I'd choose graffiti.

A: Why graffiti and not painting?

B: Well, that kind of street art is very popular nowadays. You could become famous, and . . .

C **GROUP WORK** What are your final choices? Who gave the best advice? Why?

C Group work

- Give Ss some time to read over their charts and decide who gave the best advice.
- Ask Ss to tell the class about the best advice they received. In a large class, Ss can do this activity in groups.

INTERCHANGE 9 Absolutely not!

A PAIR WORK Read these comments made by parents. Why do you think they feel this way? Think of two arguments to support each point of view.



A: Why do you think they won't let their son go camping with his friends?

B: They probably think he's too young to take care of himself.

A: They may also feel that he . . .

B PAIR WORK Discuss the parents' decisions. Think of arguments for and against their points of view.

A: I think the parents should let their son go camping with his friends.

B: Why?

A: Because his friends are going, and he needs to learn to take care of himself.

B: I don't agree. I think he's too young. Teens shouldn't travel without an adult.

C CLASS ACTIVITY Take a vote. Do you agree with the parents? Why?

Interchange 9 123

- Ss work in pairs. Remind Ss to think of two arguments to support each point of view. Ss can take notes of their arguments.
- Each pair joins another pair to compare arguments.
- **Option:** Ask Ss to share their arguments with the whole class or write them on the board.

B Pair work

- Ss think of arguments for and against the decisions. Elicit some examples from the first situation.
- Ss work with the same partner from part A. Ss can take notes of their arguments.
- Each pair joins another pair to compare arguments.
- **Option:** Ask Ss to share their arguments with the whole class or write them on the board.
- **Option:** Ss suggest additional parent-child conflicts for the class to discuss and vote on.

C Class activity

- For each issue, have a class vote on whether Ss agree with the parents. Tally the results on the board for each issue.
- Ask Ss to share their reasons with the class.

INTERCHANGE 9

Learning Objective: speak more fluently about having things done and giving reasons using causatives

A Pair work

- Explain the task. Ss will think of reasons to support the parents' views.
- Give the class some time to read the parents' comments.
- Elicit or explain any new vocabulary.

Vocabulary

barber: a person who cuts men's hair and boys' hair

have (a computer)

upgraded: get new, up-to-date software or hardware for a computer

have (a person's) nails done:

get one's fingernails painted at a salon

have (a person's) ears

pierced: have holes made in one's ears for earrings

get (a person's) hair dyed:

have one's hair colored

- Model the conversation with a S. Complete the conversation with an idea of your own. Then elicit other ideas from the class.

INTERCHANGE 10A/B

Learning Objective: speak more fluently about world events using time references

A Pair work

- Find out if any Ss know what *history buff* means. (Answer: A history buff is someone who is interested in and knows a lot about history.)
- Explain the task.
- Divide the class into pairs, and assign A/B roles. Ask the Student As to look at Interchange 10A and the Student Bs to look at Interchange 10B. Tell Ss not to look at their partner's page.
- Tell Ss to read their ten quiz questions. Ask Ss to mark any words they don't understand or know how to pronounce. Point out that the quiz answers are in boldface.
- Now gather all the Student As and quietly explain any words they ask about. Ss may also use their dictionary.
- Elicit or explain any new vocabulary.

Vocabulary

Student A's quiz (Interchange 10A)

play: perform as a character in a play or movie

activist: a person who believes strongly in political or social change and takes part in activities such as public protests

penicillin: a type of antibiotic (= a medicine that kills bacteria)

thermometer: a device used for measuring temperature, especially of the air or in a person's body

- Model rising and falling intonation patterns in these questions of choice. If needed, ask the Student As to repeat quietly in unison. Remind Ss not to give away the correct answer by reading it differently from the other choices.

INTERCHANGE 10A History buff

Student A

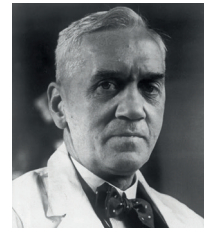
A PAIR WORK Ask your partner these questions. Put a check (✓) if your partner gives the correct answer. (The correct answers are in **bold**.)



Frida Kahlo



Volkswagen Beetle



Alexander Fleming

TEST YOUR KNOWLEDGE

☐ 1. What nationality was the painter Frida Kahlo? Was she Spanish, **Mexican**, or Argentinian?

☐ 2. What was the first capital of the United States? Was it **Philadelphia**, New York, or Boston?

☐ 3. Who played 007 in the first James Bond movie? Was it Roger Moore, **Sean Connery**, or Pierce Brosnan?

☐ 4. When was the first Volkswagen Beetle car built? Was it during the 1920s, **1930s**, or 1940s?

☐ 5. Was Nelson Mandela a political activist from India, Angola, or **South Africa**?

☐ 6. When did the British return Hong Kong to China? Was it in 1987, **1997**, or 2007?

☐ 7. Who discovered penicillin? Was it **Alexander Fleming**, Charles Darwin, or Albert Einstein?

☐ 8. Which planet is closest to the sun? Is it Mars, **Mercury**, or Venus?

☐ 9. What Italian astronomer invented the thermometer in 1593? Was it Copernicus, Isaac Newton, or **Galileo**?

☐ 10. When did the first MP3 player hit the market in the US? Was it in 1978, 1988, or **1998**?

B PAIR WORK Answer the questions your partner asks you. Then compare quizzes. Who has the most correct answers?

C CLASS ACTIVITY Think of three more questions of your own. Can the rest of the class answer them?

124 Interchange 10a

- Now work with the Student Bs in the same way.
- Elicit or explain any new vocabulary.

Vocabulary

Student B's quiz (Interchange 10B)

former: of an earlier time, but not now

magnetic compass: an instrument used for finding direction as it always points to magnetic north

lightbulb: a rounded glass container with a thin thread of metal inside that produces light when an electric current goes through it

- Set a time limit of about five minutes. Ask the Student As to start. Tell Ss to read each question on their quiz to their partner. Remind Ss to write a check (✓) when their partner gives the correct answer.

INTERCHANGE 10B History buff

Student B

A PAIR WORK Answer the questions your partner asks you.

B PAIR WORK Ask your partner these questions. Put a check (✓) if your partner gives the correct answer. (The correct answers are in **bold**.) Then compare quizzes. Who has the most correct answers?



Mona Lisa



a compass



Berlin Wall

TEST YOUR KNOWLEDGE

☐ 1. What was the former name of New York City? Was it New England, New London, or **New Amsterdam**?

☐ 2. What artist painted the Mona Lisa? Was it **Leonardo da Vinci**, Michelangelo, or Raphael?

☐ 3. When did Walt Disney make his first cartoon movie? Was it in 1920, **1937**, or 1947?

☐ 4. Who used the first magnetic compass? Was it **the Chinese**, the Portuguese, or the Dutch?

☐ 5. Constantinople was an earlier name of what city? Was it Cairo, Mumbai, or **Istanbul**?

☐ 6. When did the Berlin Wall come down? Was it in 1979, **1989**, or 1999?

☐ 7. Where was Marie Curie, the first woman to receive a Nobel Prize, born? Was it in **Poland**, France, or England?

☐ 8. Who was the first human in space? Was it **Yuri Gagarin**, Neil Armstrong, or John Glenn?

☐ 9. What did Thomas Edison invent in 1879? Was it the television, the telephone, or the **lightbulb**?

☐ 10. In which year did Mexico gain its independence? Was it in 1721, **1821**, or 1921?

C CLASS ACTIVITY Think of three more questions of your own. Can the rest of the class answer them?

B Pair work

- Now tell the Student Bs to ask their quiz questions. Again, set a time limit of about five minutes.
- When time is up, tell pairs to total their quiz scores to find out who had more correct answers.
- Designate these winners as the class "history buffs."
- Remind Ss to tell their partners the correct answers to items they missed.

C Class activity

- Explain the task. Ss write three more questions of choice like those in the quiz.
- Ss work individually or in pairs to write the questions.
- Ss take turns standing up and asking their questions. Tell Ss to call on others who have raised their hands to answer the questions.

INTERCHANGE 11

Learning Objective: speak more fluently about regrets and hypothetical situations using *would have* + past participle and *if* clauses in the past

A Pair work

- Explain the task. Read the example sentences as a model. Then show Ss how to toss a coin and advance on the game board.
- Ss play the board game in pairs.
- Go around the class and give help as needed.

B Class activity

- Read the questions. Elicit or explain the meaning of *responsible* (showing good judgment, making good choices) and *rebellious* (refusing to follow rules).
- Give Ss time to plan what they will say.
- Ask different Ss if they were responsible or rebellious when they were younger. Encourage Ss to give examples to explain why, and encourage other Ss to ask follow-up questions.
- **Option:** Ss write a paragraph about things people have done that they wish they could change. Ss hand it in to you to check, or ask Ss to share their paragraphs in pairs or small groups.

INTERCHANGE 11 Good choices, bad choices

A PAIR WORK Play the board game. Follow these instructions.

1. Use small pieces of paper with your initials on them as markers.
2. Take turns tossing a coin:



Heads

Move one space.



Tails

Move two spaces.

3. When you land on a space, tell your partner what is true. Then say how things would have been different. For example:
"When I was younger, I didn't pay attention in class. If I had paid attention in class, I would have gotten better grades."
OR
"When I was younger, I paid attention in class. If I hadn't paid attention in class, I wouldn't have won a scholarship."

WHEN I WAS YOUNGER, . . .

| | | | | |
|---------------------------------------|---|--|---|------------------------------------|
| START | | | | |
| I paid/didn't pay attention in class. | I was/wasn't very careful with my school stuff. | I learned/didn't learn foreign languages. | I was/wasn't very responsible with money. | I had/didn't have a part-time job. |
| FINISH | | I traveled/didn't travel with my family during summer vacations. | I got/didn't get along with my parents. | |
| | | I spent/didn't spend a lot of time playing video games. | I was/wasn't very argumentative. | |
| I enjoyed/didn't enjoy reading books. | My family moved/didn't move every year or two. | I ate/didn't eat a lot of junk food. | I was/wasn't good at communicating. | I played/didn't play sports. |

B CLASS ACTIVITY Who was responsible when they were younger? Who was rebellious? Tell the class.

INTERCHANGE 12 Advertising taglines

A PAIR WORK Read these popular slogans for products. Match the slogans with the product types.

- | | |
|---|-------------------------|
| 1. Think different. _____ | a. a soft drink |
| 2. Unforgettable happens here. _____ | b. a technology company |
| 3. Taste the feeling. _____ | c. an amusement park |
| 4. All the news that's fit to print. _____ | d. sports clothing |
| 5. Impossible is nothing. _____ | e. potato chips |
| 6. Bet you can't eat just one. _____ | f. a daily newspaper |
| 7. Stay with us, and feel like home. _____ | g. fast food |
| 8. Reach out and touch someone. _____ | h. automobiles |
| 9. I'm loving it. _____ | i. a game console |
| 10. Live in your world. Play in ours. _____ | j. a hotel |
| 11. Melts in your mouth, not in your hands. _____ | k. a telephone service |
| 12. Built for the road ahead. _____ | l. chocolate candy |

B PAIR WORK Join another pair and compare your answers. Then check your answers at the bottom of the page.

C GROUP WORK Think of a product. Then create your own slogan for it and add a logo. Consider a design and colors that are suitable for the product.

- A:** Any ideas for a product?
B: What about an online store for used toys?
C: Sounds interesting. Let's try to think of some catchy slogans.
D: How about, "Play again!"? Or maybe . . .

D CLASS ACTIVITY Present your slogans to the class. Who has the catchiest ones?



1. b; 2. c; 3. a; 4. f; 5. d; 6. e; 7. j; 8. k; 9. g; 10. i; 11. l; 12. h

Interchange 12 **127**

C Group work

- Explain the task. Elicit or explain that a logo is a picture, design, or symbol that represents a business or helps to advertise a product.
- Have four Ss read the example conversation.
- Tell Ss they can imagine the slogan, logo, and any other design elements as part of a print ad, an online ad, or some other type of ad.
- **Option:** To further prepare Ss for the task, show examples of advertisements with slogans and logos. Have Ss discuss what they like and dislike about them, including the design and colors, or have Ss find their own examples outside of class and bring them in for discussion.
- Ss work in groups to think of a product, slogan, and logo. One S records the group's ideas. Go around the room and offer help as needed.

D Class activity

- Groups present their ideas to the class. Give Ss time to practice their presentations. Encourage Ss to draw a mock-up or draft of the advertisement.
- Each S presents a different aspect of their advertising campaign (the slogan, the logo, and the design and color of the ad). Encourage Ss to ask for more information.
- **Option:** The class votes on the business that is (1) most interesting and (2) most likely to succeed.

INTERCHANGE 12

Learning Objective: speak more fluently about advertising products using various ways of giving reasons

- Note: Bring some magazine ads to class, or ask Ss to bring some.

A Pair work

- Focus Ss' attention on the title. Elicit or explain that *tagline* means "a short, easily remembered phrase that a company uses in its advertisements."
- Explain the task. Ss try to identify what product each slogan is advertising.

- Ask Ss to read the slogans. Point out that these slogans are real. All have been used to advertise well-known companies or products.
- Ss work in pairs to match the slogans to the products. Set a time limit of about seven minutes. Go around the class and give help as needed.

B Pair work

- Ss join another pair and compare their answers. Then they check their answers at the bottom of the page.

INTERCHANGE 13

Learning Objective: speak more fluently when speculating about what might have happened using past modals

A Pair work

- Explain the task. Focus Ss' attention on the pictures. Ask two Ss to model the conversation.
- Write questions on the board to help guide Ss:

Describe the situation or event

What's the situation in the first picture?

What is the man doing?

Guess what happened

What do you think happened?

Why did it happen?

- Read the useful expressions.
- Ss work in pairs. Ss take turns talking about what might have happened.
- **Option:** After pairs discuss the pictures, they choose one of the pictures and write a paragraph about what might have happened.
- Set a time limit of about ten minutes. Go around the class and give help as needed.
- **Option:** If pairs have trouble coming up with vocabulary, brainstorm with the whole class on each picture. Write Ss' suggestions on the board.
- **Option:** Ss can do part A for homework. In the next class, pairs compare their interpretations and stories. Then they choose the four most interesting ones for part B.

B Group work

- Explain the task.
- Each pair joins another pair. Ss take turns telling their stories for each picture.

INTERCHANGE 13 Think of the possibilities!

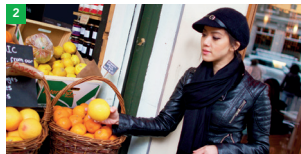
A PAIR WORK What do you think might have happened in each situation? Talk about possibilities for each situation.



Pete made a fortune in the stock market. He's now working at a burger joint.



Lisa went grocery shopping yesterday afternoon. She hasn't come back home yet.



Jim was the best salesperson in the company for the past 10 years. He just got fired.



Clara had everything ready for her dream vacation in Tahiti. She's on the bus heading to her parents' home.

- A:** Maybe Pete made some bad investments.
B: Or he might have spent all his money on ...

useful expressions

Maybe he/she was ... when ... He/She may have ... when ...
 Or perhaps he/she was ... He/She might have ...

B GROUP WORK Agree on one explanation for each situation and share it with the class. Be ready to answer any questions.

- Groups choose their favorite story about each situation. Groups practice telling their stories.
- Groups then take turns sharing their best stories around the class.
- **Option:** Take a quick class poll to find out which group's story was the best or most creative for each picture.

INTERCHANGE 14 Celebrities

A Prepare to play a guessing game.

- Write the names of five celebrities on slips of paper. Names can include people in history, movie stars, singers, politicians, writers, etc.
- Mix all the slips in a bag.

| |
|-------|
| Adele |
| |
| |
| |
| |



B GROUP WORK Each player takes turns picking a slip for his or her group to guess.

A: She's a celebrity who was born in London.

B: Is she a movie star?

A: No, she's a singer and songwriter who has a beautiful voice.

C: I think I know the answer. It's . . .

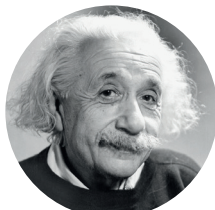
C CLASS ACTIVITY Which celebrities were easier to guess? Which were the most difficult? Who gave the best clues?



Nico Rosberg



Sofia Vergara



Albert Einstein



Sally Ride

Interchange 14 129

INTERCHANGE 14

Learning Objective: speak more fluently about the entertainment industry using defining and non-defining relative clauses

A

- Explain the task.
- Give Ss time to think of famous people and write five names on individual slips of paper.
- Go around the class and give help as needed.

B Group work

- Explain the task. Ask three Ss to model the conversation.
- Ss work in groups and try to guess the celebrity.

- Set a time limit of about seven minutes. Go around the class and listen in. Note any problems, especially with relative clauses.
- When time is up, write some of the problems on the board. Elicit Ss' help in correcting them.

C Class activity

- Explain the task. Give groups time to plan what to say.
- Ask the groups to present their ideas to the class. Ask Ss to share the speaking.
- **Option:** Each group writes up a description of celebrities to hand to you.

INTERCHANGE 15

Learning Objective: speak more fluently about and give different opinions on offenses and punishments using passive modals

A Pair work

- Explain the task. Ask Ss to read the offenses and possible punishments. Ask two Ss to model the conversation.
- Elicit or explain any new vocabulary.

Vocabulary

disabled: having an illness, injury, or condition that makes it difficult to do the things that other people do

permit: an official document that allows you to do something

fare: the price that you pay to travel on an aircraft, train, bus, etc.

pickpocketing: stealing things from people's pockets

seat belt: a strap that you fasten across your body when traveling in a vehicle

- **Option:** Ask Ss to identify as many offenses as they can in the pictures.
- Ss work in pairs to discuss ideas and complete the chart. Tell Ss they can write more than one punishment if they wish.

B Group work

- Explain the task. With the class, brainstorm useful phrases for agreeing, disagreeing, and convincing others.
- Each pair joins another pair. Remind Ss to use a variety of expressions. Go around the class and give help as needed.
- **Option:** Ask groups to come to an agreement on one punishment for each offense. Then ask groups to share a few punishments they agreed on. Ask Ss to explain their choices. This can be done as a written assignment and turned in.

INTERCHANGE 15 On the wrong side of the law

A PAIR WORK What punishment (if any) is appropriate for each possible offense? Why? Complete the chart.



OFFENSE

- 1 parking in a disabled parking space without a permit
- 2 posting offensive comments online
- 3 leaving trash on public streets
- 4 riding the subway without paying the fare
- 5 failing to clean up after a dog
- 6 pickpocketing
- 7 scratching paint off another person's car
- 8 crossing the street in dangerous places
- 9 driving without a seat belt
- 10 riding a motorcycle without a helmet
- 11 hacking into a government computer
- 12 (your own idea)

PUNISHMENT

- A:** What do you think should be done about people who park in a disabled parking space without a permit?
B: They should be required to pay a heavy fine because it may cause problems for people with disabilities.
A: I don't agree. I think . . .

B GROUP WORK Join another pair of students. Then compare and discuss your lists. Do you agree or disagree? Try to convince each other that you are right!

possible punishments

- receive a warning
- spend some time in jail
- pay a fine
- lose a driver's license
- get suspended
- do community service
- be banned from using the Internet

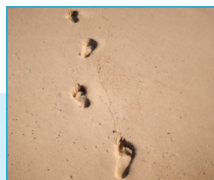
INTERCHANGE 16 A digital nomad

A PAIR WORK Interview your partner. Would he or she be a happy digital nomad?

Is the digital nomad lifestyle right for you?

Do you dream of working from a beach paradise? Are you ready to hit the road and make a living while traveling the world? Take our quiz and find out.

1. Have you traveled much before?
 - ☐ a. I've traveled with my family in our country.
 - ☐ b. Not yet, but I hope to have seen more of the world by the time I retire.
 - ☐ c. I've been to a couple of continents and seen some amazing things!
2. Are you resourceful?
 - ☐ a. Well, I can always count on my friends to help me when I need it.
 - ☐ b. Yes, and I can always find the answers I need on the Internet.
 - ☐ c. Yes, I'm good at finding opportunities everywhere.
3. When you pack for a long weekend, what do you take with you?
 - ☐ a. A big suitcase with everything I might need – you never know what might happen.
 - ☐ b. A small bag with the essentials.
 - ☐ c. A toothbrush and a change of clothes. I like to travel light.
4. Are you flexible and adaptable?
 - ☐ a. I try to be, but I don't always succeed.
 - ☐ b. Yes, if you give me some time to adjust.
 - ☐ c. Definitely. I've managed to survive under the most challenging circumstances.
5. Have you ever traveled all by yourself?
 - ☐ a. Of course not. I need family and friends around at all times.
 - ☐ b. No, but I think I'd enjoy it.
 - ☐ c. Sure. I often take vacations alone. It's a great opportunity to meet new people.
6. Are you ready to give up a fixed salary?
 - ☐ a. No. I need to have a steady income. It's important for me to know how much money I'll be making for the next 12 months.
 - ☐ b. Well, I can live on very little money – I've done it before.
 - ☐ c. I'm good at managing my money, and I always have some savings, so that wouldn't be a problem.
7. Are you self-motivated, or do you depend on others to get you going?
 - ☐ a. I need to know that my boss or my teachers are around and that I can count on them.
 - ☐ b. It depends. If I'm really involved with a project, I'm more independent; if not . . .
 - ☐ c. Definitely. I know what I have to do, and I always finish the work on time.
8. How do you feel about changes?
 - ☐ a. I like to have a set routine. Changes make me feel uncomfortable.
 - ☐ b. They can be a challenge, but they also help me grow.
 - ☐ c. Changes are always welcome. New things inspire and motivate me.



Score the quiz by counting the number of a's, b's, and c's.

Mostly a's: The digital nomad lifestyle is not for you.

Mostly b's: You'd probably be happy being a digital nomad, but you might miss your current life.

Mostly c's: What are you doing here? Go grab your things and hit the road!

B CLASS ACTIVITY Compare your findings. Who is ready to become a digital nomad?

- Tell pairs to take turns interviewing each other and check (✓) one of the three choices for each question.
- Go around the class and give help as needed.

B Class activity

- Explain the task.
- Conduct a class poll. Ask Ss to read each question and the three choices while you count how many Ss (through a show of hands) checked each one.

INTERCHANGE 16

Learning Objective: speak more fluently about the challenges, frustrations, and rewards of accomplishments using the present perfect and simple past

A Pair work

- Explain the task. Read the title. Elicit or explain that a "digital nomad" is a person that earns money off the Internet, so they can work from anywhere in the world. Ask Ss to read the survey questions.
- Elicit or explain any new vocabulary.

Vocabulary

retire: leave your job and stop working, usually because you are old

resourceful: good at finding ways to solve problems

count on my friends: be confident that you can depend on someone

pack: put your things into bags

succeed: achieve a goal

steady: at a regular or constant rate

savings: money that you have saved, usually in a bank

self-motivated: able and willing to work without being told what to do

Grammar plus

UNIT 1

1 Relative pronouns page 3

- A relative pronoun – *who* or *that* – is necessary when the pronoun is the subject of the clause: I'd love to meet someone **who/that** is considerate. (NOT: I'd love to meet ~~someone is considerate~~.)
- When the pronoun is the object of the clause, *who* and *that* can be left out: I'd like a roommate **who/that** I have a lot in common with. OR I'd like a roommate I have a lot in common with.

Complete the conversation with *who* or *that*. Put an **X** when a relative pronoun isn't necessary.

A: Ana, have you met Clint – the guy **X** Laurie is going to marry?

B: Oh, Clint and I have been friends for years. In fact, I'm the one _____ introduced Laurie and Clint.

A: Do you think they're right for each other?

B: Definitely. They're two people _____ have a lot in common – but not too much.

A: What does that mean?

B: Well, you don't want a partner _____ doesn't have his or her own interests. Couples _____ do everything together usually don't last very long.

A: I guess you're right, but the opposite isn't good, either. My last girlfriend was someone _____ I had nothing in common with. She wasn't the kind of girl _____ I could talk to easily.

B: Well, you can talk to *me* easily. . . .

2 It clauses + adverbial clauses with *when* page 6

- In sentences with an *it* clause + an adverbial clause with *when*, the word *it* refers to and means the same as the adverbial clause with *when*. The *it* in these sentences is necessary and cannot be left out: I hate **it when** people talk on a cell phone in an elevator. (NOT: ~~I hate when~~ people . . .) **It** bothers me **when** people talk on a cell phone in an elevator. (NOT: ~~Bothers~~ me when people . . .)

Rewrite the sentences using the words in parentheses.

1. I can't stand it when people call me before 8:00 A.M. (it really bothers me)

It really bothers me when people call me before 8:00 a.m.

2. It upsets me when I don't have enough time to study for an exam. (I hate it)

3. I don't mind it when friends talk to me about their problems. (it doesn't bother me)

4. I don't like it when I forget a co-worker's name. (it embarrasses me)

5. It makes me happy when my friends send me videos. (I love it)

6. I hate it when I have to wait for someone. (it upsets me)

UNIT 2

1 Gerund phrases page 9

- A gerund phrase as a subject takes a singular verb: Taking care of children **is** a rewarding job. (NOT: Taking care of children **are** a rewarding job.)
- There are some common verb + preposition expressions (for example, *dream about*, *feel like*, *talk about*, *think about*) and adjective + preposition phrases (for example, *good/bad at*, *excited by/about*, *interested in*, *tired of*, *used to*) that are followed by a gerund: I'm **thinking about looking for** a new job. I'm **tired of working** long hours.

Complete the sentences with the correct gerund forms of the verbs in the box.

| | | | | |
|----------|-------|-------|-------|--------|
| ✓ become | have | make | stand | travel |
| change | learn | solve | take | work |

1. My brother's very interested in becoming a flight attendant.
He dreams about _____ to new places.
2. I'm excited about _____ a Japanese class next semester.
I enjoy _____ languages.
3. You wouldn't like _____ in a restaurant. You'd get tired of
_____ on your feet throughout the long shifts!
4. Our teacher is very good at _____ problems. Maybe she should
think about _____ careers to become a guidance counselor.
5. _____ a living as a photographer could be challenging.
_____ an impressive portfolio is really important to attract
new clients and employers.

2 Comparisons page 11

- When making general comparisons with count nouns, use *a/an* + singular noun or no article + plural noun: **A pilot** earns more than **a flight attendant**. **Pilots** earn more than **flight attendants**. (NOT: The pilots earn more than the flight attendants.)

Make comparisons with the information below. Add articles and other words when necessary.

1. architect / more education / hairstylist
An architect needs more education than a hairstylist.
2. college professor / earn more / elementary school teacher

3. nurses / worse hours / psychiatrists

4. working as a police officer / as dangerous / being a firefighter

5. taxi driver / not as well paid / electrician

6. being a tour guide / less interesting / being an actor

UNIT 3

1 Requests with modals, *if* clauses, and gerunds page 17

- Use the simple past form – not the gerund or simple present form – after *if* with *Would you mind . . . ?* and *Would it be all right . . . ?*: **Would you mind if I used** your car? **Would it be all right if I used** your car? (NOT: *Would you mind if I using* your car? OR *Would it be all right if I use* your car?)

Read the situations. Then complete the requests.

1. You want to borrow a friend's underwater camera for a diving trip.
A: I was wondering if I could borrow your underwater camera.
B: Sure. That's fine. Just please be careful with it.
2. You want to use your roommate's computer.
A: Is it OK _____
B: You can use it, but please don't drink near it.
3. Your neighbor has a car. You need a ride to class.
A: Would you mind _____
B: I'd be glad to. What time should I pick you up?
4. You want your brother to help you move on Saturday.
A: Can you _____
B: I'm sorry. I'm busy all weekend.
5. You would like a second piece of your aunt's cherry pie.
A: Would it be all right _____
B: Yes, of course! Just pass me your plate.
6. You want to borrow your cousin's red sweater.
A: Could you _____
B: Sorry. I don't like it when other people wear my clothes.

2 Indirect requests page 20

- In indirect requests with negative infinitives, *not* comes before – not between – the infinitive: Could you tell Allie **not to be** late? (NOT: Could you tell Allie ~~to not be~~ late?)

Complete the indirect requests. Ask someone to deliver the messages to Susie.

- | | | |
|-------------------------------------|---|--|
| 1. Are you busy this weekend? | → | Could <u>you ask Susie if she's busy this weekend?</u> |
| 2. Do you want to hang out with me? | → | Can _____ |
| 3. Text me. | → | Can _____ |
| 4. Do you know my address? | → | Can _____ |
| 5. Don't forget to write. | → | Could _____ |
| 6. What are you doing Saturday? | → | Can _____ |
| 7. Do you have plans on Sunday? | → | Could _____ |

UNIT 4

1 Past continuous vs. simple past page 23

■ Verbs for non-actions or states are rarely used in the past continuous: I **wanted** to stop, but I couldn't. (NOT: I ~~was wanting~~ to stop . . .)

Circle the best forms to complete the conversations.

1. **A:** How **did you break** / **were you breaking** your arm?
B: It's a crazy story! Ramon and I **rode** / **were riding** our bikes in the park when a cat **ran** / **was running** out in front of me. I **went** / **was going** pretty fast, so when I **tried** / **was trying** to stop, I **went** / **was going** off the road and **fell** / **was falling**.
A: That's terrible! **Did you go** / **Were you going to** the hospital after it **happened** / **was happening**?
B: Yes. Luckily, we **weren't** / **weren't being** too far from City Hospital, so we **went** / **were going** there.
2. **A:** You'll never guess what **happened** / **was happening** to me this morning!
B: What?
A: Well, I **brushed** / **was brushing** my teeth when suddenly the water **went** / **was going** off. I **had** / **was having** toothpaste all over my mouth, and I couldn't wash it off.
B: So what **did you do** / **were you doing**?
A: Fortunately, I **had** / **was having** a big bottle of water in the refrigerator, so I **used** / **was using** that water to rinse my mouth.

2 Past perfect page 25

■ Use the past perfect to show that one past action happened before another past action:

I **wasn't able to** pay for lunch because I **had left** my wallet at work.
 PAST ————— X ————— X ————— NOW
 had left my wallet wasn't able to pay

Combine the two ideas into one with a past event and a past perfect event. Use *when* or *because*.

1. The museum closed. A thief stole a famous painting earlier.
The museum closed because a thief had stolen a famous painting earlier.
2. We finished cleaning the house. Then our guests arrived.

3. Someone robbed my house yesterday. I left the window open.

4. There was no food in the house. We forgot to stop at the supermarket.

5. I called her three times. She finally answered.

6. I knew about the problem. Your brother told me about it.

UNIT 5

1 Noun phrases containing relative clauses page 31

- The relative pronoun *who* or *that* can be left out in noun phrases as subjects and as objects. These four sentences have exactly the same meaning: One thing I'd be nervous about is getting lost. One thing that I'd be nervous about is getting lost. Getting lost is one thing I'd be nervous about. Getting lost is one thing that I'd be nervous about.

Answer the questions using the words in parentheses. Write each sentence two ways. Leave out the relative pronouns.

If you went to live in a foreign country, . . .

1. Who would you miss a lot? (person: my best friend)
 - a. One person I'd miss a lot is my best friend.
 - b. My best friend is one person I'd miss a lot.
2. What would you be very interested in? (things: the food and the music)
 - a. _____
 - b. _____
3. What would you be worried about? (something: not understanding the customs)
 - a. _____
 - b. _____
4. Who would you stay in touch with? (people: my brother and sister)
 - a. _____
 - b. _____
5. What would you feel insecure about? (thing: speaking a new language)
 - a. _____
 - b. _____

2 Expectations page 33

- Use the base form of a verb – not the gerund – after these expressions for expectations: *be the custom to*, *be supposed to*, *be expected to*, *be acceptable to*: It's the custom to **arrive** a little late. (NOT: It's the custom to **arriving** a little late.)

Complete the sentences with the clauses in the box.

it's not acceptable to show up without calling first.
it's the custom for them to sit across from each other.
you're expected to reply within a few days.
you're supposed to bring a gift.
✓ you're supposed to shake his or her hand.

1. When you meet someone for the first time, you're supposed to shake his or her hand.
2. When a friend sends you an email, _____
3. If you want to visit someone, _____
4. If you invite a married couple to dinner, _____
5. When you go to a birthday party, _____

UNIT 6

1 Describing problems 1 page 37

- The simple past and the past participle of regular verbs are the same: I **chipped** the vase. The vase is **chipped**. BUT Many irregular verbs have different simple past and past participle forms: I **tore** my jacket. My jacket is **torn**.

Complete the conversations with the correct words from the box.

| | | | | |
|-------------|-------------|---------------|------------|--------------|
| are stained | has a dent | ✓ have a tear | is broken | is scratched |
| has a chip | has a stain | is a hole | is leaking | some damage |

1. **A:** Oh, no! These jeans _____ *have a tear* _____ in them.
B: And they _____, too.
2. **A:** This table has _____ on top.
B: I know. The wood _____ because my son drags his toy cars on it.
3. **A:** Why are you drinking out of that glass? It _____ in it.
B: Oh, I didn't see it. That's why it _____.
4. **A:** Someone hit my car today. Look! The door _____ in it.
B: I see that. Your back light _____, too.
5. **A:** I bought this blouse yesterday, but I have to take it back. There _____ in it.
B: It's really cute, but that's not the only problem. It _____ on it, too.

2 Describing problems 2 page 39

- Use the past participle – not the present participle or gerund – with passive forms:
 The oven needs to be **fixed**. (NOT: The oven needs to be *fixing*.)

A Complete the conversation with the verbs in parentheses.

Use *need* + passive infinitive in A's lines and *need* + gerund in B's lines.

- A:** Look at this place! A lot of work _____ *needs to be done* (do) before we move in.
B: You're not kidding. Let's make a list. First, the walls _____ *need painting* (paint).
A: Right. And the windows _____ (wash). Add the rug to your list:
 It really _____ (clean). Do you think it _____ (dry-clean)?
B: No, I think we can do it ourselves. It _____ (shampoo).
 We can rent a machine for that.
A: And what about the ceiling fan? I think it _____ (replace).
 Fans aren't too expensive.
B: OK. I've added it to the list. And what should we do with all this old furniture?
A: It _____ (throw out)! I think the landlord should take care of that, though.

B Complete the blog with the correct form of *keep* and the verb in parentheses.

I _____ *keep having* (have) technical problems. My computer _____ (crash),
 and my printer _____ (jam). I have to _____ (put) a new
 battery into my mouse because it _____ (die). The letters on my keyboard
 _____ (stick), too. I _____ (think) things will get better,
 but they just _____ (get) worse. Time for some new electronics!

UNIT 7

1 Passive with prepositions page 45

- The prepositions *by, as a result of, because of, though, and due to* have similar meanings. They are used in sentences that describe cause and effect; they introduce the cause.

Match phrases from each column to make sentences. (More than one answer may be possible.)

| Subject | Effect | Cause |
|---------------------------|---------------------------------|---|
| 1. The environment | is being contaminated due to | improper disposal of medical waste. |
| 2. Our soil | is being harmed by | deforestation to make paper products. |
| 3. Infectious diseases | are being endangered due to | hybrid cars. |
| 4. Many different species | has been affected because of | the use of pesticides on fruits and vegetables. |
| 5. Our air quality | has been reduced as a result of | the destruction of their habitats. |
| 6. Smog pollution | have been spread through | climate changes like global warming. |

2 Infinitive clauses and phrases page 47

- The form of *be* that follows the first infinitive must agree with the subject:
The best way to reduce pollution **is** to improve public transportation.
BUT The best ways to reduce homelessness **are** to build more public housing and provide free health care.

A Match the phrases.

- | | |
|--|--|
| 1. What are the best ways to make <u> e </u> | a. people safer is to make the air healthier. |
| 2. And the best way to do that is _____ | b. to create a larger police force. |
| 3. The best ways to reduce _____ | c. people's quality of life is to help them feel safe. |
| 4. One way to improve _____ | d. air pollution are to ban cars and control industry. |
| 5. Another way to make _____ | e. this city a better place to live? |

B Complete the conversation with the sentences above.

- A: What are the best ways to make this city a better place to live?
- B: Well, _____
- A: That's right. _____
- B: I agree. _____
- A: Yes. Good air quality is key. _____
- B: Maybe it's time to share our ideas with the mayor. Get out your phone.

UNIT 8

1 Would rather and would prefer page 51

- In negative statements with *would rather* and *would prefer*, the word *not* comes after the verbs: **I'd rather not/I'd prefer not** to take any courses this semester. (NOT: *I wouldn't rather/I wouldn't prefer* to . . .)

Write questions and responses using the words in parentheses.

- A:** Would you prefer to take classes during the day or at night?
(prefer / take classes / during the day / at night)
B: _____
(rather / take classes / at night)
- A:** _____
(rather / study / business / education)
B: _____
(prefer / become / a teacher)
- A:** _____
(prefer / sign up for / an art course / a computer course)
B: _____
(prefer / not / take / any classes this semester)
- A:** _____
(rather / take up / an individual sport / a team sport)
B: _____
(rather / not / take up / either)

2 By + gerund to describe how to do things page 53

- In negative sentences that express comparison with *by* + gerund and *but*, *not* comes before *by*: A good way to improve your accent is **not by watching TV but by talking** to native speakers. In negative sentences with *by* that give advice without a comparison, *not* comes after *by*: A good way to improve your accent is **by not imitating** non-native speakers.

Combine the two ideas into one sentence using *by* + gerund.

- You can build your vocabulary. Write down new words and expressions.
One way to build your vocabulary is by writing down new words and expressions.
- There is a good way to improve your accent. You can mimic native speakers.

- Students can improve their listening skills. They can listen to English-language podcasts.

- Hardworking students improve their grammar. They don't repeat common mistakes.

- You can become fluent. Don't translate everything. Try to think in English.

- You can become a good conversationalist. Don't just talk with others.
Talk to yourself when you're alone, too.

UNIT 9

1 Get or have something done page 59

- Sentences with *get/have* + object + past participle are passive. BUT Don't use any form of *be* before the past participle: Where can I **have** my watch **fixed**? (NOT: Where can I have my watch ~~be~~ fixed?)

Rewrite the statements as questions with *Where can I get/have . . . ?*

Then complete B's answers with the information in parentheses.

- I want to have someone shorten these pants.
A: Where can I have these pants shortened?
B: You can have them shortened at Tim's Tailoring. (at Tim's Tailoring)
- I need to get someone to repair my computer.
A: _____
B: _____ (at Hackers Inc.)
- I need to have someone prepare my taxes.
A: _____
B: _____ (by my accountant)
- I'd like to get someone to cut my hair.
A: _____
B: _____ (at Beauty Barn)
- I need to have someone paint my apartment.
A: _____
B: _____ (by Peter the Painter)

2 Making suggestions page 61

- Use the base form of a verb – without *to* – after *Maybe you could . . .* and *Why don't you . . . ?*: Maybe you could **join** a book club. (NOT: Maybe you could ~~to~~ join a book club.) Why don't you **join** a book club? (NOT: Why don't you ~~to~~ join a book club?)

Complete the conversations with the correct form of the verbs in parentheses.

- A: I'm having trouble meeting people here in the city. Any ideas?
- B: I know it's hard. Why don't you _____ (join) a gym? That's usually a good place to meet people. Or maybe you could _____ (take) a class at the community college.
- A: What about _____ (check out) the personal ads? Do you think that's a good way to meet people?
- B: I wouldn't recommend doing that. People never tell the truth in those ads. But it might be a good idea _____ (find) a sports team. Have you thought about _____ (play) a team sport – maybe baseball or volleyball?
- A: I'm not very good at most sports, but I used to play tennis.
- B: There you go! One option is _____ (look up) tennis clubs in the city and see which clubs have teams people can join.
- A: Now, that's a great idea. And I could always use the exercise!

UNIT 10

1 Referring to time in the past page 65

- Use *since* with a particular time: The UN has been in existence **since** 1945.
Use *for* with a duration of time: The UN has been in existence **for** about the last 70 years.
- Use *in* and *during* with a specific period of time: Rock 'n' roll became popular **in/during** the 1950s.
- Use *from* and *to* to describe when something began and ended: World War II lasted **from** 1939 **to** 1945.

Complete the conversation with the words in the box. (Use some of the words more than once.)

ago during for from in since to

A: Hey, Dad. Did you use to listen to the Beatles?

B: Of course. In fact, I just listened to one of their records a few days ago. Do you realize that the Beatles's music has influenced other musicians over 50 years? They were the greatest!

A: Well, I just found some interesting information about them. I'll read it to you: "The Beatles were a well-known British band _____ the 1960s. They performed together _____ 10 years – _____ 1960 _____ 1970. _____ 2003, the Beatles released *Let it Be*, even though one of the original members had been dead _____ 1980 and another had died _____ 2001. The original album had been recorded _____ 1969 and was in the studio safe _____ 34 years before the new, remixed album was released."

B: That is interesting. It's pretty amazing that people have listened to the Beatles _____ both the twentieth and the twenty-first centuries, isn't it?

2 Predicting the future with will page 67

- In sentences referring to time, the preposition *by* means “not later than.” Don’t confuse *by* with *within*, which means “some time during.” Use *by* with points in time; use *within* with periods of time: **By** 2050, we will have eliminated starvation around the world. (NOT: ~~Within~~ 2050, . . .) **Within** the next five years, people will have invented mobile phone apps for nearly everything! (NOT: ~~By~~ the next five years, . . .)

Circle the correct verb forms to complete the conversation.

A: What do you think you **will do / will be doing** five years from now?

B: I'm not sure. Maybe I **will get** / **will have gotten** married by then. How about you?

A: I will be finishing / will have finished medical school, so I **will be doing / will have done** my internship five years from now.

B: So you **won't be living / won't have lived** around here in five years, I guess. Where do you think you **will live / will have lived**?

A: Wherever I get my internship.

UNIT 11

1 Time clauses page 73

- Use the past perfect in the main clause with *until* and *by the time*. This shows that one of the past events happened before the other: Until I got my driver's license, I **had** always **taken** public transportation. By the time I got my driver's license, all of my friends **had** already **gotten** theirs.

Circle the correct time expression to complete each sentence.

1. **After** / **Until** I traveled overseas, I hadn't known much about different cultures.
2. **After** / **Before** I got a full-time job, I had to live on a very limited budget.
3. **By the time** / **Once** I finished high school, I had already taken three college courses.
4. **As soon as** / **Before** I left for college, my mother turned my room into her office.
5. **Once** / **Until** I left home, I realized how much my family meant to me.
6. **By the time** / **The moment** you have a child, you feel totally responsible for him or her.

2 Expressing regret and describing hypothetical situations page 75

- Conditional sentences describing hypothetical situations often refer to both the present and the past:
If I'd **finished** college, I'd **have** a better job now.
past present
(NOT: If I'd finished college, I'd ~~have had~~ a better job now.)

A Write sentences with *should (not) have* to express regret about each person's situation.

1. Sarah was very argumentative with her teacher, so she had to stay after school.
Sarah shouldn't have been argumentative with her teacher.
2. Ivan didn't save up for a car, so he still has to take public transportation.

3. Jon was very inactive when he was in college, so he gained a lot of weight.

4. Lisa didn't stay in touch with her high school classmates, so now she has very few friends.

5. Tony didn't study Spanish in school, so he's not bilingual now.

B Rewrite your sentences in part A, changing them to hypothetical situations.

1. If Sarah hadn't been argumentative with her teacher, she wouldn't have had to stay after school.
2. _____
3. _____
4. _____
5. _____

UNIT 12

1 Describing purpose page 79

- Don't use *for* immediately before an infinitive: **To have** a successful business, you need a lot of luck. (NOT: **For** to have a successful business, you need a lot of luck.)

A Complete the sentences with *in order to* or *in order for*.

1. In order for a supermarket to succeed, it has to be clean and well organized.
2. _____ stay popular, a website needs to be accurate and visually attractive.
3. _____ run a profitable furniture store, it's important to advertise on TV.
4. _____ a restaurant to stay in business, it needs to have "regulars" – customers that come often.
5. _____ establish a successful nail salon, it has to have a convenient location.
6. _____ an online business to survive, it needs to have excellent pictures of the merchandise it's selling.

B Rewrite the sentences in part A without *In order*.

1. For a supermarket to succeed, it has to be clean and well organized.
2. _____
3. _____
4. _____
5. _____
6. _____

2 Giving reasons page 81

- *Because* and *since* have the same meaning, and they can begin or end a sentence: **Because/Since** the food is always fantastic, Giorgio's is my favorite restaurant. = Giorgio's is my favorite restaurant **because/since** the food is always fantastic.
- Don't confuse *because* and *because of*. *Because* introduces an adverb clause and is followed by a subject and verb, while *because of* is a preposition and is followed by a noun object: **Because** Giorgio's is so popular, we should get there early. Giorgio's is popular **because of** its food and service.

Circle the correct words to complete the conversation.

- A:** I had to go downtown today **because / because of / due to** I needed to mail a package at the post office. **Due to / For / Since** I was only a few blocks from Main Street, I went over to Martin's. Did you know that Martin's has gone out of business? I'm so upset!
- B:** That's too bad, but I'm not surprised. A lot of family-owned shops are closing **because / because of / since** the construction of shopping malls.
- A:** Yeah, and don't forget about all the megastores that are popping up everywhere. **Because / For / The reason why** people prefer to shop there is to save money. Everyone loves a megastore **because / due to / since** the low prices and the huge selection.
- B:** Not me! I loved Martin's **for / since / the reason that** their beautiful clothes and friendly salespeople. When you were there, you almost felt like family. You'll never get that at a megastore!

UNIT 13

1 Past modals for degrees of certainty page 87

■ Use the past modal *could have* to express possibility. BUT Use *couldn't have* when you are almost 100% sure something is impossible: I suppose he **could have gotten** stuck in traffic, but he **couldn't have forgotten** his own birthday party.

Complete the conversations with past modals *must (not) have*, *could (not) have*, or *may/might (not) have*. Use the degrees of certainty and the verbs in parentheses. (More than one answer may be possible.)

1. **A:** Yoko still hasn't called me back.
B: She might not have gotten your message. (it's possible – not get)
2. **A:** What's wrong with Steven?
B: Oh, you _____ the news. His dog ran away. (it's almost certain – not hear)
3. **A:** I went to see the Larsens today, but they didn't answer the door.
B: Was their car there? If so, they _____ in the backyard. (it's possible – be)
4. **A:** Fabio said he was going to the party last night, but I didn't see him.
B: Neither did I. He _____ there then. (it's not possible – not be)
5. **A:** I can't find my glasses, but I know I had them at work today.
B: You _____ them at the office. (it's possible – leave)
6. **A:** Marc's new car looks really expensive.
B: Yes, it does. It _____ a fortune! (it's almost certain – cost)

2 Past modals for judgments and suggestions page 89

■ In advice with *would have*, the speaker means, "If I were you, . . ."

Read each situation and choose the corresponding judgment or suggestion for an alternative past action.

Situation

1. Sue forgot her boyfriend's birthday. b
2. Tim got a speeding ticket. _____
3. Ruth still hasn't paid me back. _____
4. Bill lied to us. _____
5. I spent an hour making Joe dinner, and he didn't even thank me. _____
6. Carol came over for dinner empty-handed. _____

Judgment/Suggestion

- a. I wouldn't have lent her money.
- b. She should have put it on her calendar.
- c. He should have told the truth.
- d. He shouldn't have gone over the limit.
- e. She should have brought something.
- f. I wouldn't have cooked for him.

UNIT 14

1 The passive to describe process page 93

- The modals *have to* and *need to* must agree with the subject; other modals, like *may be*, have only one form: Each character **has to/needs to** be drawn by the animators.

Put the words in the correct order to make sentences.

1. overnight / business / A / started / small / isn't / .
A small business isn't started overnight.
2. to / plan / business / a / written / First, / be / has / .

3. research / Next, / done / be / market / should / .

4. needs / competition / to / the / Then / identified / be / .

5. online / ads / posted / be / Classified / may / .

6. work / are / employees / hired / can / start / the / so / Finally, / .

2 Defining and non-defining relative clauses page 96

- Use either *who* or *that* in defining relative clauses about people: A set designer is an artist **who/that** makes important contributions to a theater production. BUT Use only *who* in non-defining relative clauses about people: A set designer, **who** makes important contributions to a theater production, has to be very creative. (NOT: A set designer, **that** makes . . .)
- Use commas before and after a non-defining clause: A gossip columnist, who writes about celebrities and scandals, often gets to go to fabulous parties.

Combine these sentences with *who* or *that*. Add a comma wherever one is necessary.

1. A cartoon animator creates animated scenes for movies and games. He or she needs to have a high level of technical know-how.
A cartoon animator, who needs to have a high level of technical know-how, creates animated scenes for movies and games.
2. A screenwriter is a talented person. He or she develops a story idea into a movie script.
A screenwriter is a talented person that develops a story idea into a movie script.
3. Voice-over actors are usually freelancers. They give voice to characters in animated movies and video games.

4. Casting directors choose an actor for each part in a movie. They have usually been in the movie business for a long time.

5. High-budget movies always use big stars. The stars are known around the world.

6. Movie directors are greatly respected. They "make or break" a film.

UNIT 15

1 Giving recommendations and opinions page 101

■ *Ought to* has the same meaning as *should*, but it's more formal:
Traffic signs **ought to** be obeyed. = Traffic signs **should** be obeyed.

A student committee is discussing rules for their school. Complete speaker B's sentences with appropriate passive modals. (More than one answer is possible.)

1. **A:** Students must be required to clean off the cafeteria tables after lunch.
B: I disagree. Students shouldn't be required to do that. That's what the cafeteria workers are paid to do.
2. **A:** Teachers shouldn't be allowed to park in the student parking lot.
B: Why not? Teachers _____ to park wherever a space is available. After all, they're here for us.
3. **A:** A rule has to be made to ban the use of cell phones in school.
B: I don't think a rule _____. Students may need their phones for emergency purposes.
4. **A:** Students mustn't be permitted to use calculators during math exams.
B: Sometimes we _____ to use them, especially when we're being tested on more complicated concepts than simple arithmetic.
5. **A:** Something has got to be done to control the noise in the hallways.
B: Students _____ to talk to each other between classes, though. They aren't disturbing anyone when classes aren't in session.
6. **A:** Teachers must be required to remind students about important exams.
B: That's unnecessary. On the contrary, students _____ to follow the syllabus and check important dates on the course websites.

2 Tag questions for opinions page 103

■ Tag questions added to statements in the simple present and simple past use the corresponding auxiliary verb in the tag: You **agree** with me, **don't** you? You **don't agree** with me, **do** you? You **paid** the rent, **didn't** you? You **didn't pay** the electric bill, **did** you?

Check (✓) the sentences if the tag questions are correct. If they're incorrect, write the correct tag questions.

1. Food is getting more and more expensive, is-it? isn't it
2. Supermarkets should try to keep their prices down, shouldn't they? ✓
3. People don't buy as many fresh fruits and vegetables as they used to, don't they? _____
4. We have to buy healthy food for our children, don't we? _____
5. Many children go to school hungry, won't they? _____
6. Some people can't afford to eat meat every day, don't they? _____
7. We can easily live without eating meat every day, can we? _____
8. A lot of people are having a hard time making ends meet these days, haven't they? _____

UNIT 16

1 Talking about past accomplishments page 107

- When talking about past accomplishments and including a specific time, use the simple past – not the present perfect: I **was** able to complete my degree last year. (NOT: I've been able to complete my degree last year.)

Complete the sentences about people's accomplishments. Use the verbs in parentheses. (More than one answer is possible.)

In the last 5 years, Ana . . .

1. managed to finish (finish) college.
2. _____ (pay) all her college loans.
3. _____ (start) her own company.
4. _____ (move) to the city.
5. _____ (make) some new friends.

In the past year, Bill . . .

6. _____ (buy) a new car.
7. _____ (take) a vacation.
8. _____ (get) a promotion at work.
9. _____ (learn) to cook.
10. _____ (visit) his grandparents in the south.

2 Describing goals and possible future accomplishments page 109

- When talking about future accomplishments and goals, use *in* to refer to a period of time: I hope I'll find a new job **in** the next two months. Use *by* to talk about a time limit in the future: I hope I'll find a new job **by** the end of September. = I hope I'll find a new job not later than the end of September.

Complete the conversation. Use the verbs in parentheses. (Sometimes more than one answer is possible.)

Louise: So, Mike, what do you hope you will have accomplished (accomplish) five years from now?

Mike: I hope I _____ (complete) medical school, and I _____ (start) my residence in a good hospital.

Louise: What about your personal goals? What _____ (achieve) by then?

Mike: Well, I _____ (meet) that special someone, and, maybe, I _____ (get) married by then. What about you? What are your goals?

Louise: Well, I hope I _____ (finish) culinary school in the next five years, and I _____ (manage) to work with some famous chef.

Mike: Good plan! What about opening your own restaurant?

Louise: That will take some more time, but by the time I'm 35, I hope I _____ (open) my own bistro – Chez Louise.

Mike: I can hardly wait. I just love your food.

Grammar plus answer key

Unit 1

1 Relative pronouns

- A: Ana, have you met Clint – the guy **X** Laurie is going to marry?
B: Oh, Clint and I have been friends for years. In fact, I'm the one **who/that** introduced Laurie and Clint.
A: Do you think they're right for each other?
B: Definitely. They're two people **who/that** have a lot in common – but not too much.
A: What does that mean?
B: Well, you don't want a partner **who/that** doesn't have his or her own interests. Couples **who/that** do everything together usually don't last very long.
A: I guess you're right, but the opposite isn't good, either. My last girlfriend was someone **X** I had nothing in common with. She wasn't the kind of girl **X** I could talk to easily.
B: Well, you can talk to *me* easily. . . .

2 It clauses + adverbial clauses with when

2. I hate it when I don't have enough time to study for an exam.
3. It doesn't bother me when friends talk to me about their problems.
4. It embarrasses me when I forget a co-worker's name.
5. I love it when my friends send me videos.
6. It upsets me when I have to wait for someone.

Unit 2

1 Gerund phrases

1. My brother's very interested in **becoming** a flight attendant. He dreams about **traveling** to new places.
2. I'm excited about **taking** a Japanese class next semester. I enjoy **learning** languages.
3. You wouldn't like **working** in a restaurant. You'd get tired of **standing** on your feet throughout the long shifts!
4. Our teacher is very good at **solving** problems. Maybe she should think about **changing** careers to become a guidance counselor.
5. **Making** a living as a photographer could be challenging. **Having** an impressive portfolio is really important to attract new clients and employers.

2 Comparisons

Answers may vary. Some possible answers:

2. A college professor earns more than an elementary school teacher.
3. Nurses have worse hours than psychiatrists.
4. Working as a police officer is as dangerous as being a firefighter.
5. A taxi driver isn't as well paid as an electrician.
6. Being a tour guide is less interesting than being an actor.

Unit 3

1 Requests with modals, if clauses, and gerunds

Answers may vary. Some possible answers:

2. A: Is it OK **if I use your computer**?
B: You can use it, but please don't drink near it.
3. A: Would you mind **giving me a ride to class**?
B: I'd be glad to. What time should I pick you up?
4. A: Can you **help me move on Saturday**?
B: I'm sorry. I'm busy all weekend.
5. A: Would it be all right **if I had another piece of pie**?
B: Yes, of course! Just pass me your plate.
6. A: Could you **lend me your red sweater**?
B: Sorry. I don't like it when other people wear my clothes.

2 Indirect requests

2. Can you ask Susie if she wants to hang out with me?
3. Can you ask/tell Susie to text me?
4. Can you ask Susie if she knows my address?
5. Could you tell Susie not to forget to write?
6. Can you ask Susie what she's doing on Saturday?
7. Could you ask Susie if she has plans on Sunday?

Unit 4

1 Past continuous vs. simple past

1. A: How **did you break** your arm?
B: It's a crazy story! Ramon and I **were riding** our bikes in the park when a cat **ran** out in front of me. I **was going** pretty fast, so when I **tried** to stop, I **went** off the road and **fell**.
A: That's terrible! **Did you go** to the hospital after it **happened**?
B: Yes. Luckily, we **weren't** too far from City Hospital, so we **went** there.
2. A: You'll never guess what **happened** to me this morning!
B: What?
A: Well, I **was brushing** my teeth when suddenly the water **went** off. I **had** toothpaste all over my mouth, and I couldn't wash it off.
B: So what **did you do**?
A: Fortunately, I **had** a big bottle of water in the refrigerator, so I **used** that water to rinse my mouth.

2 Past perfect

2. We had finished cleaning the house when our guests arrived.
3. Someone robbed my house yesterday because I had left the window open.
4. There was no food in the house because we had forgotten to stop at the supermarket.
5. I had called her three times when she finally answered.
6. I knew about the problem because your brother had told me about it.

Unit 5

1 Noun phrases containing relative clauses

2. a. Two things (that) I'd be very interested in are the food and the music.
b. The food and the music are two things (that) I'd be very interested in.
3. a. Something (that) I'd be worried about is not understanding the customs.
b. Not understanding the customs is something (that) I'd be worried about.
4. a. Two people (who/that) I'd stay in touch with are my brother and sister.
b. My brother and sister are two people (who/that) I'd stay in touch with.
5. a. One thing (that) I'd feel insecure about is speaking a new language.
b. Speaking a new language is one thing (that) I'd feel insecure about.

2 Expectations

2. When a friend sends you an email, **you're expected to reply within a few days**.
3. If you want to visit someone, **it's not acceptable to show up without calling first**.
4. If you invite a married couple to dinner, **it's the custom for them to sit across from each other**.
5. When you go to a birthday party, **you're supposed to bring a gift**.

Unit 6

1 Describing problems 1

1. A: Oh, no! These jeans **have a tear** in them.
B: And they **are stained**, too.
2. A: This table has **some damage** on top.
B: I know. The wood **is scratched** because my son drags his toy cars on it.
3. A: Why are you drinking out of that glass? It **has a chip** in it.
B: Oh, I didn't see it. That's why it **is leaking**.
4. A: Someone hit my car today. Look! The door **has a dent** in it.
B: I see that. Your back light **is broken**, too.

5. A: I bought this blouse yesterday, but I have to take it back. There **is a hole** in it.
B: It's really cute, but that's not the only problem. It **has a stain** on it, too.

2 Describing problems 2

A

- A: Look at this place! A lot of work **needs to be done** before we move in.
B: You're not kidding. Let's make a list. First, the walls **need painting**.
A: Right. And the windows **need to be washed**. Add the rug to your list: It really **needs to be cleaned**. Do you think it **needs to be dry-cleaned**?
B: No, I think we can do it ourselves. It **needs shampooing**. We can rent a machine for that.
A: And what about the ceiling fan? I think it **needs to be replaced**. Fans aren't too expensive.
B: OK. I've added it to the list. And what should we do with all this old furniture?
A: It **needs to be thrown out!** I think the landlord should take care of that, though.

B

I **keep having** technical problems. My computer **keeps crashing**, and my printer **keeps jamming**. I have to **keep putting** a new battery into my mouse because it **keeps dying**. The letters on my keyboard **keep sticking**, too. I **keep thinking** things will get better, but they just **keep getting** worse. Time for some new electronics!

Unit 7

1 Passive with prepositions

Answers may vary. Some possible answers:

- Our soil is being contaminated due to the use of pesticides on fruits and vegetables.
- Infectious diseases have been spread through improper disposal of medical waste.
- Many different species are being endangered due to the destruction of their habitats.
- Our air quality has been affected because of deforestation to make paper products.
- Smog pollution has been reduced as a result of hybrid cars.

2 Infinitive clauses and phrases

A

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

B

- B: Well, **one way to improve people's quality of life is to help them feel safe**.
A: That's right. **And the best way to do that is to create a larger police force**.
B: I agree. **Another way to make people safer is to make the air healthier**.
A: Yes. Good air quality is key. **The best ways to reduce air pollution are to ban cars and control industry**.
B: Maybe it's time to share our ideas with the mayor. Get out your phone.

Unit 8

1 Would rather and would prefer

- A: Would you prefer to take classes during the day or at night?
B: I'd rather take classes at night.
- A: Would you rather study business or education?
B: I'd prefer to become a teacher.
- A: Would you prefer to sign up for an art course or a computer course?
B: I'd prefer not take any classes this semester.
- A: Would you rather take up an individual sport or a team sport?
B: I'd rather not take up either.

2 By + gerund to describe how to do things

- A good way to improve your accent is by mimicking native speakers.
- Students can improve their listening skills by listening to English-language podcasts.
- Hardworking students improve their grammar by not repeating common mistakes.
- You can become fluent not by translating everything but by trying to think in English.
- You can become a good conversationalist not just by talking with others but by talking to yourself when you're alone, too.

Unit 9

1 Get or have something done

- A: Where can I get/have my computer repaired?
B: You can get/have it repaired at Hackers Inc.
- A: Where can I get/have my taxes prepared?
B: You can get/have them prepared by my accountant.
- A: Where can I get/have my hair cut?
B: You can get/have it cut at Beauty Barn.
- A: Where can I get/have my apartment painted?
B: You can get/have it painted by Peter the Painter.

2 Making suggestions

- A: I'm having trouble meeting people here in the city. Any ideas?
B: I know it's hard. Why don't you **join** a gym? That's usually a good place to meet people. Or maybe you could **take** a class at the community college.
A: What about **checking out** the personal ads? Do you think that's a good way to meet people?
B: I wouldn't recommend doing that. People never tell the truth in those ads. But it might be a good idea **to find** a sports team. Have you thought about **playing** a team sport – maybe baseball or volleyball?
A: I'm not very good at most sports, but I used to play tennis.
B: There you go! One option is **to look up** tennis clubs in the city and see which clubs have teams people can join.
A: Now, that's a great idea. And I could always use the exercise!

Unit 10

1 Referring to time in the past

- A: Hey, Dad. Did you use to listen to the Beatles?
B: Of course. In fact, I just listened to one of their records a few days **ago**. Do you realize that the Beatles's music has influenced other musicians **for** over 50 years? They were the greatest!
A: Well, I just found some interesting information about them. I'll read it to you: "The Beatles were a well-known British band **during/in** the 1960s. They performed together **for** 10 years – **from** 1960 **to** 1970. **In** 2003, the Beatles released a new version of their classic album *Let it Be*, even though one of the original members had been dead **since** 1980 and another had died **in** 2001. The original album had been recorded **in** 1969 and was in the studio safe **for** 34 years before the new, remixed album was released."
B: That is interesting. It's pretty amazing that people have listened to the Beatles **in** both the twentieth and the twenty-first centuries, isn't it?

2 Predicting the future with will

- A: What do you think you **will be doing** five years from now?
B: I'm not sure. Maybe I **will have gotten** married by then. How about you?
A: I **will have finished** medical school, so I **will be doing** my internship five years from now.
B: So you **won't be living** around here in five years, I guess. Where do you think you **will live**?
A: Wherever I get my internship.

Unit 11

1 Time clauses

- Before** I got a full-time job, I had to live on a very limited budget.
- By the time** I finished high school, I had already taken three college courses.
- As soon as** I left for college, my mother turned my room into her office.
- Once** I left home, I realized how much my family meant to me.
- The moment** you have a child, you feel totally responsible for him or her.

2 Expressing regret and describing hypothetical situations

A

- Ivan should have saved up for a car.
- Jon shouldn't have been inactive when he was in college.
- Lisa should have stayed in touch with her high school classmates.
- Tony should have studied Spanish in school.

B

Answers may vary. Some possible answers:

- If Ivan had saved up for a car, he wouldn't have to take public transportation.
- If Jon hadn't been inactive when he was in college, he wouldn't have gained a lot of weight.
- If Lisa had stayed in touch with her high school classmates, she wouldn't have very few friends.
- If Tony had studied Spanish in school, he would be bilingual now.

Unit 12

1 Describing purpose

A

- In order to** stay popular, a website needs to be accurate and visually attractive.
- In order to** run a profitable furniture store, it's important to advertise on TV.
- In order for** a restaurant to stay in business, it needs to have "regulars" – customers that come often.
- In order to** establish a successful nail salon, it has to have a convenient location.
- In order for** an online business to survive, it needs to have excellent pictures of the merchandise it's selling.

B

- To stay popular, a website needs to be accurate and visually attractive.
- To run a profitable furniture store, it's important to advertise on TV.
- For a restaurant to stay in business, it needs to have "regulars" – customers that come often.
- To establish a successful nail salon, it has to have a convenient location.
- For an online business to survive, it needs to have excellent pictures of the merchandise it's selling.

2 Giving reasons

- A: I had to go downtown today **because** I needed to mail a package at the post office. **Since** I was only a few blocks from Main Street, I went over to Martin's. Did you know that Martin's has gone out of business? I'm so upset!
- B: That's too bad, but I'm not surprised. A lot of family-owned shops are closing **because of** the construction of shopping malls.
- A: Yeah, and don't forget about all the megastores that are popping up everywhere. **The reason why** people prefer to shop there is to save money. Everyone loves a megastore **due to** the low prices and the huge selection.
- B: Not me! I loved Martin's **for** their beautiful clothes and friendly salespeople. When you were there, you almost felt like family. You'll never get that at a megastore!

Unit 13

1 Past modals for degrees of certainty

Answers may vary. Some possible answers:

- A: What's wrong with Steven?
B: Oh, you **must not have heard** the news. His dog ran away.
- A: I went to see the Larsens today, but they didn't answer the door.
B: Was their car there? If so, they **could have been** in the backyard.
- A: Fabio said he was going to the party last night, but I didn't see him.
B: Neither did I. He **couldn't have been** there then.
- A: I can't find my glasses, but I know I had them at work today.
B: You **might have left** them at the office.
- A: Marc's new car looks really expensive.
B: Yes, it does. It **must have cost** a fortune!

2 Past modals for judgments and suggestions

2. d 3. a 4. c 5. f 6. e

Unit 14

1 The passive to describe process

- First, a business plan has to be written.
- Next, market research should be done.
- Then the competition needs to be identified.
- Classified ads may be posted online.
- Finally, employees are hired so the work can start.

2 Defining and non-defining relative clauses

- Voice-over actors, who give voice to characters in animated movies and video games, are usually freelancers.
- Casting directors, who have usually been in the movie business for a long time, choose an actor for each part in a movie.
- High-budget movies always use big stars that are known around the world.
- Movie directors, who "make or break" a film, are greatly respected.

Unit 15

1 Giving recommendations and opinions

Answers may vary. Some possible answers:

- A: Teachers shouldn't be allowed to park in the student parking lot.
B: Why not? Teachers **should be allowed** to park wherever a space is available. After all, they're here for us.
- A: A rule has to be made to ban the use of cell phones in school.
B: I don't think a rule **has to be made**. Students may need their phones for emergency purposes.
- A: Students mustn't be permitted to use calculators during math exams.
B: Sometimes we **should be permitted** to use them, especially when we're being tested on more complicated concepts than simple arithmetic.
- A: Something has got to be done to control the noise in the hallways.
B: Students **should be allowed** to talk to each other between classes, though. They aren't disturbing anyone when classes aren't in session.
- A: Teachers must be required to remind students about important exams.
B: That's unnecessary. On the contrary, students **should be required** to follow the syllabus and check important dates on the course websites.

2 Tag questions for opinions

- | | |
|---------------|----------------|
| 3. do they | 6. can they |
| 4. ✓ | 7. can't we |
| 5. don't they | 8. aren't they |

Unit 16

1 Talking about past accomplishments

Answers may vary. Some possible answers:

- has managed to pay
- has been able to start
- was able to move
- managed to make
- was able to buy
- has managed to take
- has managed to get
- has been able to learn
- has managed to visit

2 Describing goals and possible future accomplishments

- Louise: So, Mike, what do you hope you will have accomplished five years from now?
- Mike: I hope I'll **have completed** medical school and I'll **have started** / **'d like to have started** my residence in a good hospital.
- Louise: What about your personal goals? What **would you like to have achieved** by then?
- Mike: Well, I'd **like to have met** that special someone, and, maybe I'll **have gotten** married by then. What about you? What are your goals?
- Louise: Well, I hope I'll **have finished** culinary school in five years, and I'll **have managed** / **'d like to have managed** to work with some famous chef.
- Mike: Good plan! What about opening your own restaurant?
- Louise: That will take some more time, but by the time I'm 35, I hope I'll **have opened** my own bistro – Chez Louise.
- Mike: I can hardly wait. I just love your food.

Appendix

IRREGULAR VERBS

| Present | Past | Past Participle | Present | Past | Past Participle |
|-----------------|----------------|-----------------|---------|--------------|-----------------|
| (be) am/is, are | was, were | been | leave | left | left |
| become | became | become | lend | lent | lent |
| begin | began | begun | let | let | let |
| bite | bit | bitten | light | lit | lit |
| blow | blew | blown | lose | lost | lost |
| break | broke | broken | make | made | made |
| bring | brought | brought | meet | met | met |
| build | built | built | pay | paid | paid |
| burn | burned | burned | put | put | put |
| buy | bought | bought | quit | quit | quit |
| catch | caught | caught | read | read | read |
| choose | chose | chosen | run | ran | run |
| come | came | come | say | said | said |
| cost | cost | cost | see | saw | seen |
| cut | cut | cut | sell | sold | sold |
| do | did | done | send | sent | sent |
| dream | dreamed/dreamt | dreamed/dreamt | shine | shined/shone | shined/shone |
| drink | drank | drunk | shoot | shot | shot |
| drive | drove | driven | show | showed | shown |
| eat | ate | eaten | sink | sank | sunk |
| fall | fell | fallen | sit | sat | sat |
| feel | felt | felt | speak | spoke | spoken |
| fight | fought | fought | spend | spent | spent |
| find | found | found | stand | stood | stood |
| fly | flew | flown | steal | stole | stolen |
| forget | forgot | forgotten | stick | stuck | stuck |
| forgive | forgave | forgiven | sweep | swept | swept |
| get | got | gotten | swim | swam | swum |
| give | gave | given | take | took | taken |
| go | went | gone | teach | taught | taught |
| grow | grew | grown | tear | tore | torn |
| have | had | had | tell | told | told |
| hear | heard | heard | think | thought | thought |
| hold | held | held | throw | threw | thrown |
| hurt | hurt | hurt | upset | upset | upset |
| keep | kept | kept | wake | woke | woken |
| know | knew | known | wear | wore | worn |
| lay | laid | laid | write | wrote | written |

1

Language summary

VOCABULARY

Nouns

accomplishment
advice
background
belief
entrepreneur
marriage
play-date
respect
roommate
sense of humor

Pronouns

herself
himself
someone
something

Adjectives

Personalities

direct
easygoing
egotistical
encouraging

friendly
helpful
inflexible
modest
outgoing
(un)predictable
(un)reliable
sensitive
serious
steady
stingy
stubborn
supportive
temperamental

Other

close (friend)
endless
ideal

Verbs

Modals

can
should
would

Other

accomplish
bother
brag
can't stand
find
get (angry/annoyed)
go out (with)
have (a sense of humor/in common/
fun [with])
hope
improve
keep (up with)
make (friends)
pursue
remove
suit
treat (someone to dinner)

Adverb

anytime

Preposition

during (a movie)

EXPRESSIONS

Expressing likes and dislikes

What kind of . . . do you like?
I like people who/that . . .
I'd like someone who/that . . .
I like/love (it when) . . .
I don't mind it when . . .
It makes me happy when . . .

Asking for more information

What else?
Complaining
I can't stand it when . . .
It annoys/bothers/upsets me when . . .
. . .
I hate it when . . .

Expressing agreement and disagreement

For me, . . .
I think . . .
I agree.
I'm not sure I agree.
I feel the same way.

VOCABULARY

Nouns

Jobs/Occupations/Careers

(guidance) counselor
 (software) developer
 (marketing) director
 doctor
 entrepreneur
 environmentalist
 fashion designer
 firefighter
 flight attendant
 game tester
 hairstylist
 intern
 (freelance) journalist
 (project) manager
 mayor
 politician
 psychiatrist
 (news) reporter
 researcher
 stockbroker
 (kindergarten) teacher
 (computer) technician
 tour guide

tycoon
 veterinarian

Other

(dis)advantage
 computer wizard
 field (of research)
 greenhouse
 guest list
 (job) lead
 membership
 perk
 stability
 startup
 volunteer work
 widower

Adjectives

ambitious
 awful
 challenging
 demanding
 fantastic
 frustrating
 luxurious
 moody

outspoken
 rewarding
 social
 stimulating
 straightforward
 stressful
 tedious
 tiny

Verbs

be worth
 earn
 make up for
 picture
 seem
 sound
 train

Adverbs

furthermore
 perhaps
 probably

Conjunctions

as
 but

EXPRESSIONS

Giving an opinion

In my opinion, . . .

Interpreting information

It sounds like . . .

Expressing personal preferences

I'd be interested in . . .
 I'd get tired of . . .
 I'm very excited by . . .
 I'd enjoy . . .
 I think I'd be good at . . .
 I wouldn't be very good at . . .

Disagreeing

I'm not so sure.

That's not true.
 I disagree!

Beginning a series

First of all, . . .

Adding information

In addition, . . .
 For example, . . .
 Furthermore, . . .
 However, . . .
 On the other hand, . . .
 In conclusion, . . .

Expressing surprise

Really?

Expressing enthusiasm

Guess what . . .
 That's great!

3

Language summary

VOCABULARY

Nouns

apology
favor
matter
sleeping bag

Adjectives

bored
cool
important

Verbs

accept (an apology/an invitation/a request)
act (out)
decline (a request)
do (a favor)
find (out)
finish
get along
give (a gift)
give up

handle
have (a party)
help (out)
ignore
keep (quiet)
look at
lose (interest)
make (a phone call/a request/noise)
move (away)
offer (an apology)
owe (an apology)
pick up
receive (a compliment/a gift/an invitation/a phone call)
return (a favor/a phone call/a compliment)
spend
take care (of)
turn down (an invitation)
worry

Adverb

almost

EXPRESSIONS

Talking on the telephone

Hi, . . . This is . . .
Oh, hi, . . . What's up?

Making, accepting, and declining requests

Can I . . . ?/Could you . . . , please?
Yes./Sorry, but . . .
Is it OK if I . . . ?
Of course.
Would it be all right/OK if I . . . ?
No problem.
Do you mind if I . . . ?/Would you mind if I . . . ?
No, I don't mind.
I was wondering if I could . . .
Sure, that's fine.

Thanking someone

Thanks a million./Thanks. I really appreciate it.
Sure.

Making indirect requests

Could you tell . . . (that) . . . ?
Please tell . . . (that) . . .
Would you ask . . . if/whether/to . . . ?
Can you tell . . . (not) to . . . ?
Can/Could you ask . . . if/whether . . . ?
Please ask . . . if/whether . . .
Can/Could you ask . . . what/when . . . ?

Apologizing

I'm sorry.
I'm really sorry.
Sorry.

Language summary

VOCABULARY

Nouns

Events

coincidence
dilemma
disaster
emergency
lucky break
mishap
mistake
mystery
triumph

Other

achievement
brain
desire
destruction
driver
Earth
elevator
(good) fortune
"ick" factor
lice
outbreak
package

podcast
police
runner
selfies
sidewalk
sleep deprivation
suffering
thrift shop
trashcan
trip
weight loss

Adjectives

believable
complex
connected
dangerous
healthy
inaccurate
incredible
puzzling
quick
satirical
several
sudden
suspicious

trustworthy
understandable
unexpected

Verbs

Modals

be (un)able to
might

Other

burn off (calories)
gain
interrupt
involve
lock up
look for
run into
run out (of)
work out

Adverbs

as
unfortunately
while

Preposition

off

EXPRESSIONS

Reacting to a story

What happened?
That's terrible!

5

Language summary

VOCABULARY

Nouns

behavior
challenge
cheek
chopsticks
cooking
concern
culture
culture shock
custom
elbow
expectation
eye-opener
handshake
host
language
meal
outsider
pamphlet
taboo

Adjectives

Feelings

anxious
(un)comfortable
confident
curious
embarrassed
enthusiastic
excited
fascinated
homesick
insecure
nervous
uncertain
worried

Other

lively
passionate
picky

Verbs

drop by
feel

get used to
get sick
go out (on a date)
greet (someone)
hang out with
have (a baby)
hug
miss
plan
point out
split (= divide evenly)
take (photographs)
take off
tip
turn down

Adverbs

abroad
along
appropriately
especially
(the) most

Preposition

in (public)

EXPRESSIONS

Expressing emotions

One thing/Something (that) I'd be (anxious/excited/ . . .) about is . . .

Asking for permission

Is it all right to . . . ?

Describing expectations

You're supposed to . . .
You aren't supposed to . . .
You're expected to . . .
It's the custom to . . .
It's not acceptable to . . .

Expressing an opinion/ a feeling

Oh, how (nice/awful/ . . .)!

VOCABULARY

Nouns

Electronics

battery
computer (screen)
oven
printer
refrigerator
remote/temperature control
TV (screen)
washing machine

Other

charge
complaint
crack
damage
lens(es)
(suitcase) lining
mug
pick-up
pitcher
receipt
refund
scratch
seller
shirt
stain
store credit
tablecloth

tear
temperature
tenant
vase
warranty

Pronoun

everything

Adjectives

Past participles

chipped
cracked
damaged
dented
made
scratched
stained
torn

Other

dirty
reliable
throwaway

Verbs

bill
book
break
crash
deliver
die
drop
flicker
freeze
have (an eye for)
highlight
jam
leak
pick up
pretend
purchase
repair
replace
rip
rush
skip
spot
state
work (= function)

Adverbs

hardly ever
right away/now

EXPRESSIONS

Offering help

Can I help you?
What can I do for you?

Describing problems

What's wrong with it?
It's torn/stained/damaged/scratched/cracked/chipped/worn.
What exactly is the problem?
It has a tear/a hole/a stain/some damage.
There are a few scratches.
There's a crack.
It's leaking./It has a leak.

VOCABULARY

Nouns

World problems

e-waste
extinction
famine
global warming
government corruption
(the) homeless
infectious diseases
overbuilding
political unrest
pollution
poverty
unemployment
violence

The Earth

air
birds
coral reef
ecosystem
fish
marine life
oil
plant
rain forest
river
soil
wildlife

Other

chemical
demonstration
destruction
executive

factory
farm(land)
health
industry
lack
landfill
law
livestock
management
petition
politician
(training) programs
publicity
recession
recycling
reduction
shelter
sit-in
(news) station
(heavy) traffic

Adjectives

accountable
affordable
clear
destructive
hungry
innovative
invasive
low-income
poisonous
underground
unemployed
unforgettable
urban

vocational

Verbs

boycott
contaminate
create
decompose
deplete
displace
dive
educate
fight
harm
hunt
ignore
improve
make (a living)
provide
pump
reduce
run (a story)
threaten
trash
voice (= share/talk about)

Adverbs

outside
too

Prepositions

against (the law)
as a result of
because of
due to
on (the street)

EXPRESSIONS

Describing problems

The ... are being ... by ...
(The) ... is being ... because of/due to ...
The ... have been ... through ...
(The) ... has been ... as a result of ...

Offering solutions

One thing to change things is to ...
Another way to stop them is to ...
The best way to help is to ...

Talking about what will happen

What if ... ?
Well, then ...

Identifying something

What's the name of ... ?
It's called ...

Language summary

VOCABULARY

Nouns

Language learning

accent
idiom
pronunciation
vocabulary

Learning paths and study methods

conference
internship
job shadowing
language course
lecture
online course
professional course
study group
traditional course
(private) tutor

Personal qualities and skills

artistic skills
communication skills
competitiveness
concern for others
cooperation
creativity
money management

perseverance
problem solving
self-confidence
self-discipline
time management
tolerance

Other

application (of skills)
approach
attorney
budget
clutter
curriculum
daily planner
dish
finance
foreign language
martial arts
outdoors
play
public defender
public speaking
sitcom
surrounding
volunteer activities

Adjectives

identical
native
practical
private
right (= correct)
shy
useful

Verbs

attend
claim
concentrate
expect
get (a degree/a raise/license)
improve
join
learn (about)
manage
prefer
set up
sing along
study (on your own)
take (a class/a course [on/in])
volunteer

Adverbs

correctly
totally

EXPRESSIONS

Asking about preferences

Would you rather ... or ... ?
I'd rather (not) ...
Would you prefer to ... or ... ?
(I think) I'd prefer ... to ...
I'd prefer (to) ...
Let's ...
I'd rather not./I'd prefer not to.

Asking for personal information

How's (your French class/ ...) going?
Not bad.

Talking about learning methods

You could ... by ...
That's a good idea.
I ... by ...
Maybe I should try that!
A good way to ... is by ...

Admitting something

To tell you the truth, ...

Language summary

VOCABULARY

Nouns

Services

car wash
(carpet/house) cleaning
dry cleaning
language tutoring
laundry
(home) repairs

Other

(home) appliance
assignment
belongings
budget
disease
fiancée
groceries
jogging

perseverance
portrait
self-confidence
stage
weeknight

Adjectives

affordable
annual
capable
ground-breaking
lethal
optimistic
overweight

Verbs

Phrasal verbs

break up with
come up with

cut down on
get along with
keep up with
look forward to
put up with
take care of

Other

argue
post
spend (time)
upgrade

Adverbs

absolutely
constantly
deeply
easily
endlessly

EXPRESSIONS

Talking about things you need to have done

Where can I have/get . . . ?
You can have/get . . .

Asking for and giving advice

What can I do?
What about . . . ?
Have you thought about . . . ?
Why don't you . . . ?
Maybe you could . . .
One option is (to) . . .
It might be a good idea to . . .

Replying to advice

Um, I don't think so.

Expressing frustration

This is so depressing!

VOCABULARY

Nouns

Historic events

achievement
assassination
catastrophe
discovery
election
epidemic
invention
natural disaster
terrorism/terrorist act

Other

billion
century
compass
debut
existence
fad

human
humankind
impact
penicillin
roof garden
sensation
space
speculation
trend

Adjectives

biodegradable
major
overnight

Verbs

alter
appreciate
become
come on

cure
hit
hold
release
retain
rip
set up
spread
steal
take place

Adverb

quickly

Prepositions

during
for (50 years)
in (existence/1989)
since
within (the next 5 years)

EXPRESSIONS

Talking about historical events

When did . . . begin?
During/In the (1910s/ . . .).
About . . . years ago.
How long was the . . . ?
From . . . to . . . /For . . . years.
How long has the . . . been in existence?
Since . . . /For about the last . . . years.
For over . . . years.

Making a prediction

I guess . . .

VOCABULARY

Nouns

apology
bank account
blackmail
crush
driver's license
essay
financial advisor
grade
high school
importance
internship
(student) loan
milestone
paycheck
promotion
regret
relationship
sabotage
sense
sleepover
teamwork
turning point

Pronouns

myself
yourself

Adjectives

Behavior and personality

ambitious
argumentative
carefree
(im)mature
naive
pragmatic
rebellious
(ir)responsible
selfish
short-fused
sophisticated
wise

Other

heartfelt
tough

Verbs

blame
borrow
become (a parent)
feel
get (a credit card/a paycheck/
married)
hurt
look something up
lose
move away
reject
retire
save (money)
spend (time)
stay (in touch)
take care of (yourself)
take out (a loan)
yell

Adverbs

not . . . anymore
seriously
somehow

EXPRESSIONS

Describing yourself in the past

By the time I, . . .
The moment I . . .
Before I got my first job, . . .
Once I left home, . . .
After I traveled overseas, . . .
As soon as I left home, . . .
Until I moved to (Alaska), . . .

Describing regrets about the past

I should have . . . / I shouldn't have . . .

Describing hypothetical situations

If I had . . . , I would have . . .
If I had . . . , I wouldn't be . . .

Asking for clarification

How do you mean?

VOCABULARY

Nouns

Businesses

(clothing) boutique
coffee shop
health club
megastore
supermarket

Other

advertising
barrage
concept
goddess
package
puzzle
reason
self-discipline
slogan
tagline
time-span
(personal) trainer
upset stomach
wait

Adjectives

Qualities for success

affordable
athletic
attractive
charming
clever
convenient
dependable
effective
entertaining
industrious
informative
knowledgeable
muscular
persuasive
tough
unforgettable
well written

Other

brand new
catchy
crowded
ever-changing
everlasting
flexible
funny
inexpensive
packed
profitable
shocking
trendy

Verbs

attract
be seen
dive
grab
succeed

Adverbs

directly
importantly
worldwide

EXPRESSIONS

Describing the purpose of something

In order to . . . , you need to . . .
(In order) for a/an . . . to . . . , it has to . . .
To . . . , it's a good idea to . . .

Giving reasons

I like . . . because . . .
It's so popular because of the . . .
The reason people . . . is to . . .
Due to . . .

Hypothesizing

I think another reason why . . . is . . .
It could be . . .

Accepting an invitation

I thought you'd never ask!

VOCABULARY

Nouns

Reactions

assumption
criticism
demand
excuse
prediction
suggestion
suspicion
warning

Other

announcement
cafeteria
check
doorbell
explanation
fear
fight
flare
haircut
hint
in-laws
mess
nephew
pet peeve

pipe
sci-fi
sewer
sister-in-law
spaceship
trumpet

Pronoun

one

Adjectives

complicated
dated
giant
high-pitched
inconsiderate
overnight
tricky
understanding

Verbs

argue
baffle
blame
borrow
chew
clean up

cut
fall (asleep)
fire
flee
hear
interrupt
lend
make up (an excuse)
pack
pretend
ring
slip (one's mind)
squeal
take place
turn
wash (the dishes)
withdraw
yawn

Adverbs

besides
constantly
previously

Conjunction

however

EXPRESSIONS

Judging past actions

You should/shouldn't have ...
I wouldn't have ...

Suggesting alternative past actions

You could have ...
I would have ...

Expressing approval of someone's action

... did the right thing.

VOCABULARY

Nouns

Movies

character
detail
film
location
role
scene
script
set
shot
special effects
storyboard
studio
(movie) theater

Media professions

actor
band manager
club DJ
(game) designer
(production/technical/editorial)
director

editor
game animator
gameplay programmer
(art/photo) editor
news photographer
quality assurance analyst
songwriter
storyboard artist
stunt person
talk show host
(lighting/sound-effects) technician
web content manager

Other

clerk
computer graphics
crowd
jury
stage
thousands (of)

Adjectives

amazing
challenging

computer-animated
entirely
final
full-length
in-demand
nonexistent
rude
standard

Verbs

beat
complete
deal (with)
depend
pack
rehearse
run
shoot (the movie)

Adverb

simultaneously

Preposition

on (stage)

EXPRESSIONS

Explaining or identifying someone

... is the person who/that ...

Asking for an explanation

Can I ask why that is?

Saying you haven't decided yet

I'm considering ...

Talking about an opportunity

You get to ...

VOCABULARY

Nouns

Social issues

bullying
child care
health care
homelessness
noise pollution
parental leave
stray animal
street crime
trash collection
vandalism

Other

big deal
citizen
fare
fur
helmet
(health) insurance
key
leash
mayor

ownership
permit
plagiarism
rail
research
royalties
seat belt
shelter
sidewalk
source

Adjectives

affordable
(un)attended
disabled
inadequate
irregular
offensive
organic
overcrowded
soundproof
unmarried

Verbs

assume
ban
belong
critique
deserve
face
fail
feed
litter
make ends meet
pass
permit
pickpocket
pretend
require
ride (a bike)
spot

Adverbs

fairly
nowadays
unfortunately

EXPRESSIONS

Making a recommendation

People ought to/should be required to ...
People shouldn't be allowed to ...
Something has (got) to be done to ...
A rule has to be made to ...
Laws must be passed to ...
People mustn't be permitted to ...

Acknowledging an opinion and offering a different one

That sounds interesting, but ...
I think ...
That's not a bad idea. On the other hand, I feel that ...
You may have a point. However, I think ...

Asking for and giving reasons

Why?/Why not?
Well, I don't think ...
Well, for one thing, ...

VOCABULARY

Nouns

accomplishment
best seller
competition
degree
discipline
eagle
goal
goggles
grade
hurdle
internship
lifetime
marathon
nomad
pleasure
promotion
savings
skill
personal statement
wish

Adjectives

adaptable
compassionate
courageous
cynical
dependent
downhill
healthy
(un)imaginative
insensitive
resourceful
rigid
self-motivated
self-sufficient
steady
timid
upbeat

Verbs

achieve
count (on someone)

deliver
develop
manage (to)
pack
proud
quit
retire
share
soar
succeed
switch

Adverbs

ahead
elsewhere
plenty
pretty

Pronouns

myself
yourself

EXPRESSIONS

Describing challenges, frustrations, and rewards

The most unusual/realistic/ambitious/rewarding thing about . . . is . . .

Describing past accomplishments

I've managed to . . .
I managed to . . .
I've been able to . . .
I was able to . . .

Talking about future accomplishments

What do you hope you'll have achieved?

I hope I'll have . . .
I'd like to have . . .

Audio scripts

1 That's my kind of friend!

2 Conversation (p. 2)

B Listen to Joe and Roy discuss Lisa after they had dinner together. What did Roy think of her?

Joe: So, what did you think of Lisa?

Roy: Well, I was worried at first – especially when I saw that she rode a motorcycle. I thought she might be one of those girls who is into heavy metal music and stuff like that. You know what I mean?

Joe: But she's pretty normal, right?

Roy: Yeah, and she's smart and funny . . . and very pretty, too.

Joe: I knew you'd like her.

Roy: Yeah, I do. She's my kind of girl.

Joe: So are you two going to get together again?

Roy: I hope so. I got her number, and I'll text her tomorrow. Do you think she liked me?

Joe: I think so. She seemed to be having a good time, too. But I guess you're going to have to get in touch with her and find out.

5 Listening (p. 4)

A Listen to conversations that describe three people. Are the descriptions positive or negative? Check the box.

1. Emma

Rob: So Courtney, how are things with your new roommate? Emma, right?

Courtney: Yeah, Emma. Things are OK.

Rob: That doesn't sound good.

Courtney: Well, I'm a little annoyed.

Rob: What happened?

Courtney: So we take turns cleaning the apartment. It was her turn this week, and she still hasn't done anything. Then today she left for her parents' house for the entire weekend.

Rob: Do you think she forgot?

Courtney: Well, I asked her about it before she left, and she wasn't very nice. She said she didn't need another mom and that she'd do things when she had time. She's not easy to talk to.

Rob: Well, she might do it Sunday night when she gets back. If she doesn't, then talk to her.

Courtney: Yeah, I'll wait and see. Thanks, Rob.

2. Mrs. Leblanc

Natalie: Hey Jen. What's new with that internship in Paris? Did your French teacher help you with the application?

Jen: Mrs. Leblanc? Yeah, she was a huge help. She reviewed my French and even gave me some good ideas.

Natalie: That's great! She sounds so helpful.

Jen: She really is. I often tell her that, and she just laughs. She won't take credit for anything.

Natalie: You know, my sister says she's the best teacher she's ever had. She's taking a French class now with another teacher, but she still writes Mrs. Leblanc with questions.

Jen: And Mrs. Leblanc doesn't mind?

Natalie: Nope. She says she's happy to help.

Jen: She's so sweet. It's people like her that make me want to be a teacher.

Natalie: Oh, yeah? Would you teach French?

Jen: French? Hmm. I'm not so sure. Let's see if I get this internship in Paris first.

3. Pablo

Man 1: Hey, remember that it's Pablo's birthday next Friday.

Man 2: Oh, that's right! What's the plan?

Man 1: I haven't heard of anything. He's always organizing parties for other people. Let's plan something for him this time.

Man 2: Great idea! Would he get mad if we invited all his friends?

Man 1: No, he'd love it! And Pablo never gets mad, anyway. Let's do dinner at his favorite Indian restaurant. You know how he loves curry.

Man 2: Perfect. I'll invite his friends, and you can take care of the dinner reservation.

Man 1: OK, but for how many people?

Man 2: He has a lot of friends. Let's say fifteen for now, and I'll let you know if it changes.

Man 1: He's going to love this!

B Listen again. Write two adjectives that describe each person in the chart.

2 Working 9 to 5

7 Conversation (p. 11)

B Listen to the rest of the conversation. What is Tyler going to do at the resort?

Emma: So, what will you be doing at the beach resort?

Tyler: Nothing that great, actually. I'll be working with the entertainment staff, you know, making sure the guests are having a good time.

Emma: That sounds interesting to me. What exactly will you have to do?

Tyler: Well, during the day, I'll have to organize activities and games for adults and children. And then we have to take part in evening activities, you know, shows, parties . . .

Emma: I see. It sounds like your days will be pretty long.

Tyler: For sure. And the job is six days a week.

Emma: Wow! You mean you only have one day off?

Tyler: Yeah. But the resort is in such a beautiful place that I think it's worth it. Besides, the pay is really good.
 Emma: You know what? I'm beginning to think that the job at the website isn't so bad after all.

10 Listening (p. 12)

A Listen to Caden talk to Janelle about his job as a video game tester. Which parts of the job does he like and dislike? Check *Like* or *Dislike*.

Janelle: Hey, Caden!

Caden: Janelle! Hey!

Janelle: I haven't seen you in awhile. How have you been?

Caden: Oh, all right. I'm so happy it's Friday.

Janelle: Oh, yeah? Hard week?

Caden: Every week is a hard week. I feel like time goes by so slowly at work.

Janelle: Do you still have that job testing video games?

Caden: Yeah. I think the last time I saw you, I was just starting and I was really excited about it. But honestly, Janelle, it's just not as fun as I thought it would be.

Janelle: Why is that?

Caden: I mean, I don't want to sound ungrateful. I know it's better paid than a lot of jobs, and my hours are more flexible than most, but it's making me hate video games. I thought I was going to play the games and suggest ways to improve them, but I have to play the same parts over and over again and make mistakes to see what happens. I basically run hundreds of tests on every detail of the game.

Janelle: Oh, I guess that wouldn't be very fun.

Caden: And when I play video games on the weekends, I keep noticing little things that I would report for work. I can't play games like I used to and just enjoy them.

Janelle: So, do you think you want to change fields?

Caden: Well, that's the thing. Because I am always playing them, I'm constantly thinking of new ideas for games. I have lists at home. So, I'm still passionate about video games, but I'm just tired of testing other people's ideas.

Janelle: Why don't you go back to school so you can become a software developer? You know, you could develop your own games. I think with the experience you have now, you'd be really good at that.

Caden: Yeah, I've thought of that. If I keep working at this job for a while, I could afford to go back to school. Do you think that's a good idea?

Janelle: Definitely. Then when you finish school, you can look for a job designing games. Who knows? Maybe this company where you're working now would hire you.

Caden: Hey, anything's possible! Thanks for the talk, Janelle. I'm going to look at universities this weekend.

B Listen again. What does Caden decide to do?

Units 1–2 Progress check

2 Listening (p. 14)

A Listen to Suki and Andy discuss these topics. Complete the chart.

1. Websites

Andy: I can't stand it when you want to read an article on a website and they make you sign up. What if I don't like it? Why don't they let you read a few articles before making you subscribe?

Suki: Yeah, that's annoying. Then you sign up, and they send you emails every day. I don't need more emails!

2. Children

Suki: I love children, but I hate it when people let kids cry in a restaurant. I know children cry, but parents should try to calm them down in a restaurant.

Andy: Yeah, or when you're on a bus or plane and the kid behind you keeps kicking your seat.

3. Taxi drivers

Andy: Doesn't it bother you when taxi drivers are dishonest? They'll take longer routes to charge you more money. I always feel like I have to pay attention.

Suki: I know what you mean! Or sometimes they say they don't know the area, and you don't know if they're lying. Every taxi should have a GPS!

4. Restaurant servers

Suki: It upsets me when restaurant servers get annoyed if you order something cheap off the menu. I understand they want a bigger tip, but they shouldn't be impolite.

Andy: I hate it when they don't write down your order. They think they can memorize it, and then they get it wrong. And I never complain because I think they might do something to my food.

3 Lend a hand.

2 Conversation (p. 16)

B Listen to two more calls Keiko makes. What else does she need help with? Do her friends agree to help?

1.

Hunter: Hi, Keiko.

Keiko: Hi, Hunter. I was wondering if you could do me a favor.

Hunter: That depends.

Keiko: Well, I'm moving this weekend, so I'll be really busy taking everything over to my new apartment. Would it be OK if I left my goldfish at your place for the weekend?

Hunter: Your fish? Sure. I'll be around all weekend, and I love watching those little guys swim around in the tank.

Keiko: Thanks a lot. Is it OK if I come by with them on Friday?

Hunter: That's fine.

2.

Claire: Claire Dawson.

Keiko: Hi, Claire. It's Keiko.

Claire: Oh, hello. How are you?

Keiko: Pretty good, thanks. Listen, the reason I'm calling is I have a really big favor to ask you.

Claire: OK. What is it?

Keiko: Remember I told you that I'm moving this weekend?

Claire: Yeah, I remember.

Keiko: Well, I was wondering if you could help me pack my stuff.

Claire: Gee, Keiko, I'd really love to help you out, but I'm going away this weekend. It's my mother's birthday, and I promised to go visit her.

Keiko: Oh, OK. I understand. Anyway, how are things? I haven't seen you for ages.

Claire: Oh, you know, work, work, work!

5 Listening (p. 18)

A Listen to three telephone conversations. Write down what each caller requests. Does the other person agree to the request? Check Yes or No.

1. Jesse

Maria: Hello?

Jesse: Hi, Maria. This is Jesse.

Maria: Oh, hi. How's it going?

Jesse: It's going well! Listen, I was wondering if I could borrow your electric mixer.

Maria: My mixer? Don't tell me you are going to bake!

Jesse: I know. I'm having my friends from my study group over this weekend, and I want to make dessert. And I want it to be perfect! I love that chocolate cake recipe you have. So, what do you say?

Maria: Well, I have bad news. It's broken. I've been meaning to get it fixed, but I haven't gotten around to it yet. But you know, you can buy a cheap mixer at the store.

Jesse: Hmm. I don't know. Maybe I'll just go to a bakery.

2. Liz

Samuel: Hello?

Liz: Hi, Samuel. It's Liz.

Samuel: Hi, Liz. What's up?

Liz: Do you remember talking about that book yesterday? The one about that man's trip through Asia?

Samuel: Yeah, of course.

Liz: Would it be all right if I borrowed it? I need a good book for my vacation next week.

Samuel: No problem. But you'll have to tell me what you think!

Liz: Definitely! Thanks, Samuel.

3. Min-jun

Silvia: Hello?

Min-jun: Hi, Silvia. It's Min-jun.

Silvia: Hey! What's up?

Min-jun: Not much. I was wondering if I could ask you for a favor.

Silvia: Sure.

Min-jun: Well, I have to go out of town next week. Could you watch Daisy while I'm gone?

Silvia: Who's Daisy?

Min-jun: You know – Daisy, my cat.

Silvia: Oh. Your cat. I don't know, Min-jun. I'm not crazy about cats. Their hair gets everywhere, and . . .

Min-jun: Not Daisy. She's really clean . . . and loving. I bet you'll love cats after watching her.

Silvia: Yeah, maybe, but I'm not sure about my roommate.

Min-jun: Oh, that's right. I forgot you live with someone now. Well, what if I gave you the keys to my place and you stayed here?

Silvia: Well, I guess that would work. You do live close by.

Min-jun: Great! I really appreciate it. Why don't you come over tonight so I can show you where everything is?

Silvia: OK, but you owe me one!

4 What happened?

5 Listening (p. 24)

A Listen to three news stories. Number the pictures from 1 to 3. There is one extra picture.

1.

Man: A teenagers' soccer game in Australia took an unexpected turn on Saturday when an escaped bull decided to join the game. The players were running toward the goal when the bull charged the field. It began chasing the 14-year-old boy who had the ball. Luckily, the boy was fast, and managed to get out of the way. Apparently bored with the soccer game, the bull left the field as suddenly as it had entered it, leaving players and viewers shocked at what they had just witnessed.

2.

Woman: A 19-year-old by the name of Matt is lucky to be alive and well. Matt was watching TV at his grandmother's home in Missouri last Thursday when a terrible storm started. While he was talking to his grandmother, the storm intensified into a tornado, ripping the walls off the house and sucking him in. The tornado took Matt over 1,300 feet before dropping him in an abandoned field. After flying through the air at 150 miles per hour, it's safe to say that Matt had the ride of his life!

3.

Man: Early Tuesday morning in Ontario, two police officers were chasing a car thief when they suddenly lost control of their vehicle and drove into a river. Surprisingly, the thief went back to the scene of the accident and helped rescue the officers from the river. The local police department dropped all charges against the thief for saving the officers' lives.

B Listen again. Take notes on each story.

7 Conversation (p. 25)

B Listen to the rest of the conversation. What did Milo have stolen once? Where was he?

Milo: I had something similar happen last year.

Carol: Really?

Mio: Yeah. It was when I was overseas. I was on my way to the airport, so I was standing on the side of the road with my bags, trying to figure out the bus schedule. Anyway, this group of guys came by and asked if they could help me. Their English wasn't very clear, and I couldn't really understand what they were saying. Finally, they left, and when I looked down, I realized my carry-on bag had disappeared. It had my wallet in it with all my money, my credit card, and my phone. Luckily, I had put my airline ticket and my passport in my backpack.

Carol: How awful! So what did you do?

Milo: I went inside a restaurant and asked to use their phone. First, I called the police and reported the theft. Then I called my credit card company. I was able to get some cash, and by the time I got home, I had a new credit card waiting for me.

Units 3–4 Progress check

4 Listening (p. 29)

Listen to each situation. Number the events from 1 to 3.

1.

Man 1: Even though she had gotten sick while she was on vacation, she went back to work on Monday.

2.

Woman 1: John called me last week, but I never got the message. I'd changed phone numbers.

3.

Woman 2: I'd been really nervous about the job interview, so when I left the office, I felt relieved.

4.

Man 2: When my cousin stopped by, I was watching a movie. We went out for coffee to catch up when the movie was over.

5 Expanding your horizons

7 Conversation (p. 33)

B Listen to the rest of the conversation. If you are invited to someone's house in Germany, when are you expected to arrive? What can you bring as a gift?

Olivia: What are some of the customs in Germany?

Klaus: Well, when you're invited to someone's house, you can also take flowers. Not red roses, chrysanthemums, carnations, or lilies, but most other flowers are fine.

Olivia: When should you arrive? Should you arrive a little early?

Klaus: No, never. You're expected to arrive on time.

Punctuality is very important in Germany. If you're going to be more than 15 minutes late, it's important to call the host. It's also the custom to write a short thank-you note the following day.

Olivia: I like that. I wish we did that here more often. To me, it shows good manners.

9 Listening (p. 34)

A Listen to people describe customs they observed abroad. Complete the chart.

1. Carla

Carla: I lived in Saudi Arabia for a while. Women put something over their head and wear clothing that covers the whole body. At first, I felt uncomfortable and found it a real nuisance, but after a while, I got used to it and even started to like it. You feel really secure, and you also don't have to worry about what to wear all the time.

2. Nate

Nate: When I lived in Spain, I was surprised at how late in the evening people eat. When you're invited to dinner, you're expected to come around nine o'clock, and you usually don't start dinner until ten. And people stay really late – sometimes until two in the morning or even later. I found that difficult. How do you get up and go to work the next day after eating and talking until three in the morning?

3. Shauna

Shauna: One thing that I had to get used to when I was traveling in South Korea was the way people make noise when they drink soup. I think it's because they want to show that they're really enjoying their food so they make a slurping noise. It bothered me at first, but then I got used to it. I guess it's because when I was growing up, it wasn't acceptable to make noise at the dinner table.

6 That needs fixing.

4 Listening (p. 38)

A Listen to three customers return items they purchased. Complete the chart.

1. Evie

Store clerk: Hello. How can I help you?

Evie: Yes, I bought this dress yesterday. Here's the receipt. I was at an important business dinner, bent over to pick something up, and the zipper in the back ripped! See?

Store clerk: Oh, my. Yes, I see.

Evie: Luckily, I was sitting down, but I had to pretend I was cold and wear my husband's jacket all night. Then the server turned up the heat because he thought I was cold! I was sweating all night!

Store clerk: I'm so sorry, ma'am. Let me take care of this and give you your money back.

2. Darren

Manager: Welcome to Electronics City!

Darren: I'd like a refund for this broken coffeemaker.

Manager: Hmm. It's pretty stained and damaged. Do you have the receipt?

Darren: How can I have a receipt for something I bought four years ago?

Manager: Sir, without a receipt, we can't give you a refund. And the warranty on these is two years, so if it's been four, we can't help you.

Darren: Just give me a new one then. I need my coffee!

Manager: Unfortunately, we can't give away coffeemakers, but I can show you some on sale. Just follow me.

3. Gisela

Gisela: Excuse me. I bought this laptop two days ago, opened it, and found this scratch on the screen!

Employee: Oh, that is a bad scratch! But we don't sell this brand.

Gisela: That's impossible. I was here last week. Look at this receipt.

Employee: Ma'am, this is from Electronics City, our competitor. We're Electronics World.

Gisela: Oh, that's right! I bought my tablet here and my laptop there! How embarrassing!

Employee: Don't worry! I'm sure Electronics City will take care of it. And let us know if you need any help with your tablet.

Gisela: Will do! Thank you!

6 Conversation (p. 38)

B Listen to another tenant's call with Mr. Leroy. What's the tenant's problem?

Mr. Leroy: Hello?

Mr. Harris: Hello. Is this the manager?

Mr. Leroy: Yes, this is Mr. Leroy.

Mr. Harris: This is Carl Harris in Apartment 10C.

Mr. Leroy: Yes. How can I help you, Mr. Harris?

Mr. Harris: I'm having a problem with the electricity.

Mr. Leroy: What sort of problem with the electricity?

Mr. Harris: Well, it keeps going off and coming back on again.

Mr. Leroy: I see. Is it just the lights, or is it the appliances, too?

Mr. Harris: Let me check. . . . No, the refrigerator is OK, so it must be just the lights.

Mr. Leroy: I guess the fuse box needs to be checked. I'll come up and take a look at it right away.

Mr. Harris: Thanks so much.

10 Listening (p. 40)

A Listen to a conversation between two friends. Answer the questions.

Aaron: Hayley! Where have you been? I've been texting you all morning.

Hayley: Sorry, Aaron. My phone keeps freezing. And the camera isn't working! I'm going to go buy a new phone after class.

Aaron: You'll spend a ton of money on a new phone.

Why don't you just fix it?

Hayley: I don't trust repair technicians. They charge you for parts you don't need, or they supposedly fix it, but a few days later, the same problem comes back! I don't have time for that.

Aaron: I agree there are a lot of dishonest ones, but I know someone. My phone kept shutting off, and this guy only charged me \$50 to fix it! And my phone has worked perfectly ever since.

Hayley: Yeah, Aaron, but we have different phones. Everyone says mine is more complicated.

Aaron: This guy is a genius. He won't charge you if he can't fix it. Plus, Hayley, you shouldn't throw electronics away if you can fix them. It's terrible for the environment. I read this article about how we're becoming a throwaway culture.

Hayley: A throwaway culture?

Aaron: Yeah, we throw things away instead of trying to fix them.

Hayley: Well, I think companies don't make things, especially electronics, as well as they used to. The quality of everything just isn't as good as before.

Aaron: Oh, I agree. The article mentioned that, too, but it made a good point. If the companies are making things worse than before, why should we buy more? That's what the companies want. It's better to give a local repair technician some money and help small businesses. And you'll spend less, too.

Hayley: I guess I see your point. So this guy guarantees his work?

Aaron: Yep! Why don't we stop by his shop after class?

Hayley: All right, you convinced me, Aaron.

B Listen again. What is a "throwaway culture"?

Units 5–6 Progress check

3 Listening (p. 43)

A Listen to three tenants complain to their building manager. Complete the chart.

1.

Tenant 1: Hello, Mr. Frost. I was wondering if you could change the lightbulb out front. It keeps flickering, and it's going to go out.

Mr. Frost: I'll take care of it later. I'm really busy right now, and besides, it's still light outside.

Tenant 1: But it'll be dark when I get home tonight.

Mr. Frost: I'd love to help, but somebody borrowed my ladder.

Tenant 1: Well, you know, I have a chair! And if you give me a lightbulb, I can ask my son to change it. OK?

Mr. Frost: Oh! OK. Here . . . take a lightbulb from one of my lamps so you know it works.

Tenant 1: Thank you!

2.

Tenant 2: Uh, excuse me, Mr. Frost.

Mr. Frost: Yeah?

Tenant 2: Uh, I was wondering if you could do something about my next-door neighbor's dog? It's been barking and keeping me up all night.
 Mr. Frost: Dogs bark. That's what they do.
 Tenant 2: Yes, but they don't have to bark all night. This is three nights in a row.
 Mr. Frost: Have you seen the size of that dog? You want me to go up there? That dog could hurt me!
 Tenant 2: Well, I need my sleep!
 Mr. Frost: Look, look. I tell you what. I'll call your neighbor and ask if he can keep his dog quiet.
 Tenant 2: OK. Thank you!

3.

Tenant 3: Mr. Frost.
 Mr. Frost: Mrs. Albano.
 Tenant 3: I have a problem.
 Mr. Frost: What is it now?
 Tenant 3: It's my kitchen window. It's jammed shut. I can't open it anymore.
 Mr. Frost: Mrs. Albano, I'm not sure how I can help you.
 Tenant 3: Well, it needs to be opened. Can you try?
 Mr. Frost: That's not really part of my job. Maybe you could try putting some vegetable oil on it.
 Tenant 3: I don't think so. I'll call my cousin George to come over to take a look at it. He's a weightlifter.

7 What can we do?

5 Listening (p. 46)

A Listen to three people describe some serious environmental problems. Check the problem each person talks about.

1. Morgan

Morgan: Wait, don't throw that out!
 Man: Why not?
 Morgan: Recycle it. I've been reading a lot about how much trash we produce and what happens to all of it – and it really has me worried.
 Man: Why?
 Morgan: Well, it seems that the easiest way to dispose of trash is by burying it in landfills – land that could be used by farmers to grow food and other things. The problem is that in many countries the dumping areas have already been filled up, and it's hard to find places to start new ones. Of course, no one wants trash buried in their neighborhood, but it has to go somewhere!
 Man: So what's the solution?
 Morgan: Well, there is no easy solution; however, many cities are trying to do more recycling so that they can reduce the amount of stuff that goes into the landfills.

2. Dalton

Woman: I love my new computer, but I don't know what to do with my old one. It's so outdated. I know I shouldn't just throw it away.
 Dalton: Well, you're right about that. Not disposing of electronic devices and other appliances properly is a huge problem these days, not just here but all over

the world. Many people don't know what to do with their old phones, computers, video game systems, TV sets, refrigerators. . . . There are dangerous chemicals in these products, and they have to be handled in the right way.

Woman: So what are we supposed to do?

Dalton: Well, e-waste is not going away. With all the new technology these days, there's more e-waste than ever before. The solution is to dispose of it responsibly.

The good news is that there are more and more e-waste processing centers where professionals take these products and separate them into their various parts. Many of the parts can be reused, of course.

3. Kendall

Kendall: You know, you always hear about air pollution, but not many people are aware of the problem of water pollution.

Man: You mean in the oceans?

Kendall: No. I mean polluted drinking water. It's a problem in almost every major city in the world. Almost all our rivers and lakes – where we get our drinking water – are being polluted in some way by businesses, farms, homes, industries, and other sources. And even though the water most of us drink is treated, it's still not a hundred percent pure.

Man: So what's the solution?

Kendall: Well, it's a complicated problem to solve, but basically what's involved is treating all waste products more carefully so that dangerous chemicals and bacteria don't get into our water supply.

B Listen again. What can be done to solve each problem? Complete the chart.

7 Conversation (p. 47)

C Listen to the rest of the conversation. What do Cindy and Otis decide to do?

Otis: Wait a minute. Before we do anything, shouldn't we make sure that we've got our facts straight?
 Cindy: Absolutely. The best thing to do is to monitor the situation over the next couple of weeks to see what exactly is happening.
 Otis: How do we do that?
 Cindy: Well, we can take pictures of the river and even take water samples to see how bad the situation is. We can get some friends to help.
 Otis: OK. And then maybe I should talk to my uncle about it.
 Cindy: That would be fantastic.

8 Never stop learning.

2 Perspectives (p. 50)

A Listen to a survey that a school is conducting about student preferences. Check the student's answers.

Interviewer: OK. Let's start. 1. Would you rather study on your own or join a study group?

- a. I'd rather study on my own.
- b. I'd rather join a study group.
- c. I'd rather do both.

Man: I guess I'd rather join a group.

Interviewer: 2. Would you rather take an art course or a professional course?

- a. I'd rather take an art course.
- b. I'd rather take a professional course.
- c. I'd rather not take either.

Man: Hmm. I'd rather not take either. . . . I think I'd rather take a language course.

Interviewer: 3. Would you prefer to take an online course or a traditional course?

- a. I'd prefer to take an online course.
- b. I'd prefer to take a traditional course.
- c. I'd prefer not to take either. I'd prefer to hire a private tutor.

Man: Let's see. . . . I'd prefer to take an online course.

5 Listening (p. 52)

A Listen to a conversation between a student and his guidance counselor. Check the suggestions the guidance counselor gives.

Ms. Mooney: Hello, Ivan! How great to see you. How are your classes going?

Ivan: Well, OK, Ms. Mooney, but I think I'd rather be studying psychology. I chose civil engineering as my major, but this psychology class that I took was amazing. I'd even stay after class to talk to the professor about the material. I never do that in my other classes.

Ms. Mooney: That's great! But psychology is a big change from civil engineering.

Ivan: Exactly! What if I change majors and regret it later? I'm getting good grades in my engineering classes, but I'm bored. Psychology was really interesting, but it wasn't as easy. Maybe I should just do what's easy.

Ms. Mooney: Don't do what's easy. Do what you love. But you only took one psychology class, right? Perhaps you need to learn more about the field.

Ivan: So you think I should take more classes?

Ms. Mooney: Yes, you could. Have you ever heard of informational interviews? That's an option, too.

Ivan: What are they?

Ms. Mooney: You find people with jobs in the fields you're interested in and sit down with them and ask them about their work. You know, the day-to-day stuff, what they like, what they don't like, how many years they had to study. It's like an interview, but just to learn about the job.

Ivan: That sounds great! So I could talk with a civil engineer and a psychologist?

Ms. Mooney: Sure. And you could even shadow some of these professionals.

Ivan: Shadow them?

Ms. Mooney: Job shadowing is when you follow someone around at their job and experience it from their perspective. Think of it like an internship, but you're only watching. You can shadow someone for a few hours or several times if you'd prefer. You

know, before I became a guidance counselor, I was a banker.

Ivan: You were a banker, Ms. Mooney?

Ms. Mooney: Yes, for 10 years. But after doing some volunteer work with finance students, I realized I'd rather help people than crunch numbers. So I did informational interviews and job shadowing, and here I am! And I love being a guidance counselor! So, what do you say? Shall we find some professionals you can talk to?

Ivan: Yes, please! I need all the information I can get.

8 Conversation (p. 52)

B Listen to two other students, Rick and Nia, explain how they learn new words. Who uses technology to study? Who organizes words by category?

Rick

I keep a record of new words I come across. Then I make up study cards. I write the word on one side of the card and the meaning on the other side. Oh, and I always include at least one sentence with the word in it. Then I go through the cards whenever I have some spare time – like when I'm waiting for my laundry to dry or on the bus – and study the words until I know them by heart. Every week or so, I organize the cards into categories: You know, I put all the words together that have to do with food . . . or work . . . or home . . . or school . . . whatever I can find that my new words have in common.

Nia

I keep a vocabulary list on my phone. It's organized alphabetically. Whenever I hear or read a new word, I add it to the list. I also try to put down some key information about the word – you know, whether it's a noun or a verb, and some examples of how it's used. I go through the list and study the words as often as I can. I really believe that the only way to learn new words – even in your own language – is by memorizing them.

10 Discussion (p. 53)

A Listen to James and Sophia describe how they developed two skills. How did they learn? Complete the chart.

1. James

James: I have a huge fear of speaking in front of people. Seriously, I'd rather do anything else. And I'm a lawyer, so it's all about *how* you speak and present your case. I decided to take a public speaking course, and the teacher taught me some great tips. By memorizing the first line of my speech, by looking out in the audience and focusing on just one person at a time, and, of course, by practicing a ton in that class, I was finally able to improve. Oh, and I always exercise before a presentation to calm my nerves!

1. Sophia

Sophia: I love to speak in public. People think if you love public speaking, then it's easy – but that's not true. I work for a non-profit organization, so I give lots

of speeches to convince people to donate money. I would tell stories and jokes, ask the audience questions, but they wouldn't donate money. I was too spontaneous, and I wasn't reaching them. So I started to organize my ideas. By putting my stories at the beginning of my speech and ending with numbers and facts, I had a bigger impact. I'm still spontaneous, but hard facts and data are hard to forget, so I always end with those.

2. James

James: I remember I was so excited to learn how to drive. I was 15 when my dad gave me my first lesson in a parking lot. He taught me the basics and then wanted me to drive home on a busy street that first day! He said that by learning on the road with other drivers, I would never forget the basics. That was my dad. My mom was another story. She was so nervous that we never left the parking lot! I never practiced with her again. And it took her six months to get in the car with me, even after I got my license!

2. Sophia

Sophia: I'm from New York City, where most people don't even learn to drive until they're older. But not me. I first tried when I was 16 with my mom. I wanted to visit a friend, so we went in my mom's car. I thought by going slowly, I'd be fine. But I hadn't thought about parking, and in the city, parking is impossible! After 30 minutes of trying to park and almost hitting two cars, I just wanted to go home. But my mom insisted we keep practicing, so we drove outside the city, where I finally could relax and get comfortable driving!

Units 7–8 Progress check

3 Listening (p. 57)

A Listen to people talk about recent events and activities in their lives. What events and activities are they talking about? What two qualities does each person's behavior demonstrate? Complete the chart.

1. Kate

Kate: I did it! I did it!

Man: Did what, Kate? What happened?

Kate: I can't believe it!

Man: Kate! Calm down! What happened?

Kate: I got it! I got into the company I auditioned for!

Man: Really? That's fantastic! But I thought you auditioned and didn't make it.

Kate: That's right. And I felt really sad about it for a while because I know I have potential. I started thinking maybe I just needed to work harder, so I started dancing again on my own. And by practicing every day, I got better and better. Then I saw in the newspaper that auditions were being held again. I knew I could do it, so I went in, auditioned, and made it!

Man: That's great. Congratulations!

2. Mark

Mark: I could just kick myself.

Woman: Come on, Mark, it could happen to anyone.

Mark: I lost the game for us. All I had to do was kick it past the goalie.

Woman: Yeah, but that goalie is tough to get by.

Mark: No way. There was no one in the way. Everyone else was at the other end of the field.

Woman: Yeah, but we all miss one sometimes.

Mark: Well, my teammates aren't going to lose another game because of me.

3. Iris

Man: Iris, when did you start doing this?

Iris: Oh, a few months ago.

Man: What made you start?

Iris: Well, it was my brother who inspired me. I've always wanted to paint or draw, but he was the artistic one. His paintings have been sold for big money at galleries, and, well, I had never even picked up a brush. But I started saving money every month until I had enough for this painting class. I'm so glad I did.

Man: You're not bad, you know. I love the colors in this portrait.

Iris: Thanks.

Man: Who is it?

Iris: It's you.

9 Getting things done

10 Listening (p. 62)

A Listen to a conversation between three friends on New Year's Eve. Check the resolution each person has and write their friends' suggestions.

Edward: That food was delicious, you guys. How many years have we all spent New Year's Eve together, Hannah?

Hannah: Five years! I just posted our annual picture. Your mom already liked it, Selena.

Selena: Of course she did! And now my favorite part: New Year's resolutions! Edward?

Edward: I need to stop procrastinating on my big project for grad school. I still haven't started it because I get so easily distracted.

Hannah: I've said this before, Edward, but you need to cut down on those distractions. How can you work with the TV on? And your roommate's music! I could never put up with that.

Edward: I know. It's hard because I get along with him so well. But he is a big distraction. And well, you know how I love TV.

Selena: Yeah, but you'd finish your project a lot faster without them. Have you thought about going to the library? Work hard for a few hours, then go home and watch all the TV you want!

Edward: Hmm, that's not a bad idea. I've never tried working at the library. What about you, Selena?

Selena: I want the energy I used to have at school! Now I'm just always tired at work.

Hannah: I think you need to exercise, Selena. You sit down all day at a desk and then go home and sit more. Of course you're tired! I found this great app that has quick and effective exercises you can do in your living room!

Edward: Yeah, but she needs to leave the living room. Selena, maybe you could start some outdoor exercise, like hiking, swimming, or jogging. You need to take better care of yourself.

Selena: I hate jogging, but I've always liked swimming. You swim, don't you, Edward?

Edward: Yes, and I love it. Why don't you come with me to the pool this week? Push yourself to start exercising three times a week, and I'll push myself to go to the library.

Selena: Perfect. That leaves us with Hannah, our social media queen.

Hannah: Ugh, I need to come up with an idea to save my relationship. I think my boyfriend might break up with me.

Selena: What happened?

Hannah: He says I'm addicted to my phone and social media, but it's my job! I'm a social media analyst! I have to constantly be online.

Edward: Yeah, but you shouldn't be working online ALL the time, Hannah. Everyone needs a break.

Selena: What about taking a couple hours off from your phone every night?

Hannah: Every night?

Edward: Hannah, work is important, but it isn't everything.

Hannah: I just don't want my work to suffer and lose my job.

Selena: You'll be better at your job if you're not always working. Try it for a few nights.

Hannah: Yeah, maybe you're right. Guys, why can't life be easy like it used to be?

Edward: Like when we were 12?

Selena: Welcome to being an adult! Happy New Year!

10 A matter of time

11 Listening (p. 68)

A Listen to people discuss changes that will affect these topics in the future. Write down two changes for each topic.

1. Crime

Woman: Well, I think crime will completely change in the future.

Man: How so?

Woman: Nowadays people use their debit and credit cards more than they use cash. How we spend money is changing. I think there will be less street crime in the future. Crime will become more intelligent and digital. There will be more computer hacker criminals.

Man: That sounds more serious.

Woman: I know! Crimes will definitely become more severe. Instead of stealing some cash from my purse, a criminal could go online to my bank account and steal a lot more. It's scary to think about.

2. Space travel

Woman: Do you really think people will live in space in the future? I don't know if I believe that.

Man: Oh definitely. I think within 100 years, people will be living on other planets.

Woman: Really? Like you and I could be living on another planet?

Man: Well, not in our lifetime. But I think within the next 50 years, humans will have traveled to other galaxies.

Woman: Yes, I agree with that. And what about extraterrestrial life? Will we have made contact with aliens from other galaxies?

Man: I don't know, but if we do, I sure hope they're friendly!

3. Environment

Man: Every time I read the newspaper, there's another environmental disaster. Do you think environmental problems will eventually become a thing of the past?

Woman: Definitely. There are some amazing ideas to clean up our oceans. I think in the next 20 years, we will have cleaned up all the trash in the oceans.

Man: I sure hope so. Some of those garbage patches in the ocean are larger than some countries!

Woman: I know. I read that nonbiodegradable trash is the biggest problem in the oceans and on land.

Man: Nonbiodegradable trash, like plastic?

Woman: Exactly. I think in the next 30 years, we will have eliminated plastic and found materials to use that are better for the environment.

4. Energy

Man: You know, I was reading this article about energy of the future. Fossil fuels like oil and coal have become our main energy sources.

Woman: Yeah, but we need safer energy.

Man: This article says we're making progress with other kinds of energy. It predicts that in 50 years, we will be using only green energy sources, like wind and solar energy.

Woman: Wouldn't that be wonderful?

Man: And it said that with electronic devices, we won't have to wait for them to charge. We'll be able to charge our phones or computers in just a few minutes.

5. Money

Man: With all the technology we use every day, sometimes it feels strange that we're still using paper money that can rip or get damaged.

Woman: Yeah, it seems old-fashioned next to credit cards with chips and sensors, doesn't it? It's just a matter of time before paper money isn't made at all anymore.

Man: You think so?

Woman: Definitely. No one will use cash and everyone will have cards.

Man: If that happens, then I think everyone in the world will eventually use the same currency.

Woman: So only one currency and no more cash? It sounds a lot easier, but I'm sure there will be new problems, too.

Man: Oh, there always are!

Units 9–10 Progress check

3 Listening (p. 71)

A Listen to people discuss the questions. Write the correct answers.

1.

Man: Did I ever tell you that when I was little, I wanted to be an astronaut?

Woman: No, you didn't.

Man: I remember watching Neil Armstrong land on the moon. Do you remember the date?

Woman: July 20, 1969, right?

Man: That's right!

2.

Man: Hey, we should start planning a trip for the next World Cup.

Woman: Yeah! That would be exciting.

Man: I was watching this documentary. Did you know that in the first World Cup in Uruguay, only 13 countries participated?

Woman: Wow, what a difference! I think there were 32 countries in the last tournament.

Man: Yeah, a lot has changed since 1930!

3.

Man: What are you reading?

Woman: It's an article about the Chernobyl nuclear disaster. They're talking about what the contaminated area is like now. Did you know that a few hundred elderly people never left Chernobyl? They didn't want to leave their homes.

Man: I can't believe that. It seems so dangerous.

Woman: Do you remember the year?

Man: It was in 1986, right?

Woman: Yep! Good memory.

4.

Boy: Mom, can you help me with this project?

Woman: Sure, what is it about?

Boy: I'm talking about the *Titanic*, but I need one more fact.

Woman: Let me see. Ah, I know that they took from 1909 to 1911 to build it. More than 3,000 people helped build it.

Boy: Really? That's perfect! Thanks, Mom!

5.

Man: It's almost the anniversary of the Indian Ocean tsunami. Do you remember that?

Woman: Oh, yeah! How could I forget?

Man: Did you know it took only 15 minutes after the quake for the waves to reach the coast of Sumatra?

Woman: Wow, that's fast! Let me see if I remember the date. It was in 2004, right?

Man: Yep, December 26, 2004.

Woman: I read the waves were 100 feet high in some places. Can you imagine?

11 Rites of passage

2 Conversation (p. 72)

B Listen to the rest of the conversation. What was an important turning point for Jim? for Luke?

Luke: So that was a turning point in your life.

Jim: One of them. But the most important was becoming a parent. When your cousin Bella was born, my life changed completely, and I changed, too. Before that, I never used to worry about the future. But then I realized I was responsible for another person and that made me take life more seriously. What about you? Have you had any life-changing experiences yet?

Luke: Well . . . I guess making the basketball team really changed my life. For the first time, other people really depended on me to do my best. Since I'm an only child, I hadn't had much experience working with others before I joined the team.

Jim: That's great.

Luke: Yeah, I learned how to be a team player and not be so selfish. And our team, we really grew up together over the past four years. It was so rewarding when our hard work paid off, and we won the championship last year!

4 Listening (p. 74)

A Listen to three people describe important events in their lives. Complete the chart.

Mark: Good morning, listeners! I'm Mark Markinson and we're back talking about turning points – those moments when something happens in our lives and afterward we're never quite the same. Let's go to our first caller, Nari.

Nari: Hi, Mark! I'm South Korean and came to Boston by myself when I was 17. Transitioning was hard. I had studied English, but had never practiced with anyone. I was so nervous at first, and the second week I had to buy a cell phone. I was terrified, but the salesperson understood my first question and I understood his answer! The moment that happened, I knew I was going to be OK with my English and get my dream job in Boston. So I guess buying a cell phone was my turning point with my English.

Mark: Thank you, Nari! And your English sounds great! Let's go to Anthony.

Anthony: Hi, Mark! Well, I started working for myself one year ago.

Mark: What made you decide to do it, Anthony?

Anthony: I was doing graphic design for this company, and I was bored. I didn't like the company or town I lived in. I wanted to work for myself. I'd say my turning point was the day I started looking for my own clients online. As soon as I did that, I knew I was serious. I started doing freelance work, saving money, and one year later I quit my job and moved to Chicago.

Mark: Love those entrepreneur stories! We have time for one more call.

Karina: Hi, I'm Karina. I'm a doctor, but I didn't always know that was my calling. My aunt had cancer and I took care of her during the hardest part of her treatment. After she finished treatment, she told me I had taken better care of her than any doctor. That's when I knew I wanted to help people like her. So my aunt's sickness was my turning point to decide my career.

Mark: And I'm sure your aunt is very proud. Thank you for sharing, Karina. And listeners, that's all the time we have for today. I'm Mark Markinson; Have a great day!

B Listen again. What do these three people have in common?

11 Listening (p. 76)

A Listen to a conversation between three friends about regrets. Write two regrets that each person has.

Ray: Hey, Ariana! You should come to the movies with Kira and me on Saturday.

Kira: Yeah, come with us, Ariana! It'll be fun!

Ariana: I wish I could, but I have to write a paper for that writing course I'm taking.

Kira: What's it about?

Ariana: My biggest regret in life. I mean, that's a big question! I have regrets, but just one?

Ray: Well, what are they?

Ariana: I've always said I should have spent more time with my grandma while she was alive. And I shouldn't have waited so long to start learning Arabic. If I'd talked more with my extended family, I could have learned it ages ago. I guess I have lots of regrets. What about you guys?

Ray: Hmm. I think my biggest regret is from when I was a kid. There was this really mean bully at school. I mean, every day he would tease me because of my glasses, or my grades, or something I was wearing. There was always a reason. And I never defended myself. I just let him say what he wanted and make me feel terrible. And I regret that. I should've talked to him. I should've been more confident.

Kira: Don't be so hard on yourself, Ray. You were a kid. And what's important is that you learned from that situation, and you won't let people bully you again.

Ray: True. So, do you have regrets, Kira?

Kira: Well, I didn't take many difficult classes in high school. I should have been more ambitious. And I didn't do any activities after school. I could've done more volunteer work and helped people more in my spare time. But honestly, I don't believe in regrets. I've learned lessons from my mistakes and have become a better person. No regrets, just lessons learned.

Ariana: You know what, Kira? I like that idea for my paper. "No regrets, just lessons learned."

Ray: Perfect! Now go work on your paper so you can go to the movies with us!

B Listen again. Which friend feels differently about regrets? How does he or she feel?

12 Keys to success

9 Listening (p. 82)

A Listen to radio commercials for three different businesses. What are two special features of each place?

Fitness For Life

Announcer: You said you'd start working out next month, right? Or after you finish that big project at work? Did you know that you can make something a habit in 21 days? Take our bet at Fitness For Life. Sign up for one month and we'll throw in a personal trainer for your first 21 days. That's right, your own personal trainer free for 21 days! People love Fitness For Life because of our qualified trainers, state-of-the-art fitness equipment, dynamic group classes, and nutritional guidance to start eating and feeling better as soon as possible. Fitness For Life, where you come first.

Beauty To Go

Woman 1: So what time are we meeting for dinner tomorrow?

Woman 2: I don't know if I'll have time! I have to go to the hair salon after work. And I have no idea when I'll get home because traffic has been horrible lately. I wish I had a good beauty salon closer to home.

Woman 1: What about Beauty To Go? They go to your house!

Woman 2: My house? But I don't have all the equipment and products.

Woman 1: No, they bring everything with them. Just go online to their site, select what you want, where you live, and the time you want them there, and that's it! The professionals are amazing!

Woman 2: What a great idea! But isn't it expensive? I mean, since they come to me with all the supplies, they must charge a lot.

Woman 1: Not at all. Since they don't pay for a fancy hair salon, they're actually cheaper! And you can't beat the convenience! They even brought magazines for me to look at while they did my nails.

Announcer 2: Beauty To Go. When and where you want, beauty has never been this easy.

Like-New Repair Services

Announcer: Cracked screen? Slow camera? Short battery life? You depend on your smartphone every day to live your life. So why should you let it slow you down? But don't go buy a new smartphone! Let trusted repair technicians at Like-New Repair Services fix your phone for a fraction of the cost. We'll diagnose the problem for free. And if we can't fix it, you don't pay for it. So what have you got to lose? Like-New Repair Services. Don't let your phone slow you down.

B Listen again. Complete the slogan for each business.

Units 11–12 Progress check

3 Listening (p. 85)

A Listen to a career coach discuss some factors necessary to work for yourself. Write down the three factors that you hear.

Woman: Many of us dream about working for ourselves.

No boss, working at home . . . sounds great, right?

It is, but it's also difficult. You'll work harder than you ever have and not only that, a lot of it will be for free.

What do I mean? The first factor in your success is knowing your field. I'm talking about becoming an expert in your type of work. Know your competition. Be ready to explain why you are better than them. Learn how potential clients can find you. Be on every site for freelancers in your field. Remember: Research is knowledge and knowledge is power. If your clients trust that you know what you're talking about, they will come back to you.

Have you ever heard the saying, "It's not *what* you know, but *who* you know"? Networking is everything! Sure, it's important to have a strong online presence, but never underestimate the people you already know. I'm talking about old colleagues and bosses, family, friends, acquaintances, neighbors. These are people who know you and often know your work. You never know who may be a potential client.

Feeling overwhelmed yet? That's OK! And that's why it's so important to establish small goals every week.

You have a lot of work to do. The third factor in your success is organizing all of your work into small goals, or realistic tasks. Don't write down a goal to "learn about competition." Find out the names of three competitors and find out all you can about those three. Goals should be realistic. Only then can you accomplish them, make progress, and be a successful freelancer!

B Listen again. In your own words, write why each factor is important.

13 What might have been

2 Conversation (p. 86)

B Listen to the rest of the conversation. What happened?

Ava: Look! There's Tyler coming down the street.

Chris: Hey, Tyler, what happened?

Tyler: You won't believe how stupid I was. I came outside to take the trash to the garbage can, and I locked myself out. And worst of all, my cell phone was locked inside.

Chris: So that's why you didn't answer my call.

Tyler: Yeah, and I couldn't call you because I didn't remember your number.

Chris: That's the trouble with smartphones! Nobody remembers anyone's number anymore. So, what did you do?

Tyler: I walked to the gas station and called a locksmith. He said he would arrive in about half an hour. He

must be on his way. I'm sorry for all this. You guys must be starved.

Ava: Well, I brought some dessert. . . . Would anyone care for a piece of pie?

5 Listening (p. 87)

B Listen to the explanations for the two events in part A and take notes. What *did* happen? How similar were your explanations?

1.

Woman: Last Saturday was a long day! We were going to my grandparents' 50th anniversary party, and we had to catch a plane at 7 a.m. We planned to get there early to spend time with my family. But during the night we lost power, so our alarm clock never woke us up. We got up two hours late, missed our flight, and had to catch the next plane. We even changed into our clothes for the party at the airport to save time! It was a close call, but we arrived just when everyone was sitting down to dinner. I'm so glad we made it, but what a stressful trip!

2.

Man: You wouldn't guess it from her size, but our little dog Sheba is really adventurous. She loves to play in our backyard and chase birds, but when we come home, she is always waiting for us by the door. But yesterday when my daughter and I got home, we couldn't find Sheba anywhere. My poor daughter was so upset she couldn't stop crying! Someone must've left the back gate open, and she must've escaped. Luckily, my neighbor saw her running down the street and was able to pick her up. Ten minutes after we got home, she knocked on the door with Sheba in her arms. What a relief!

11 Listening (p. 90)

A Listen to descriptions of three situations. What would have been the best thing to do in each situation? Check the best suggestion.

1.

Simon: Hey, what's this? Wow! A gold ring!

Woman: Simon found a gold ring on a busy sidewalk. It looked like an expensive ring. He wanted to give it back to the owner, but he thought the person who lost it might return to look for it. So he left the ring on the sidewalk.

2.

Jana: No one is ever going to want to hire me.

Man: Jana got fired from her last job because she was rude to a customer. She just applied for a new job, but she lied and said she had quit her last job. The manager called her old boss and found out what really happened.

3.

Martin: I trusted my boss.

Woman: Martin discovered that \$1,000 was missing from the company account, so he asked his boss about it. His boss admitted he borrowed the money without permission, but he promised to return it next week. Three days later, Martin's boss disappeared, and now more money is missing from the company account.

14 Creative careers

2 Conversation (p. 92)

B Listen to the rest of the conversation. Who helps Clara choose the voice actors?

Clara: I see there's another question. You, in the red shirt, please.

Jill: Yes. I'm curious: Do you, as the director, get to choose the actors for the voices?

Clara: I do. But for big-budget animated movies, I often get help from a casting director.

Jill: Can I ask why that is?

Clara: A casting director can help you get big names. And when popular stars are used, it can bring a wider audience to an animated film, which, of course, means more money can be made.

Jill: Is it pretty hard to get movie stars? Wouldn't they rather be working on live action movies?

Clara: Actually, no! You'd be surprised. Some big names in Hollywood want to work on animated films because they want to do a movie their kids will love. And I love that!

4 Listening (p. 93)

A Listen to Casey and Grant talk about things that often happen in movies. Number the parts of a movie in the order they are mentioned.

Grant: So, what did you think of the movie?

Casey: Well, the acting was good, but I thought it was too predictable.

Grant: What do you mean, predictable?

Casey: I could tell what was going to happen, even before it happened on screen! All of these action movies have the same basic story.

Grant: I don't think so! What about *Star Wars*? That movie is totally different from this one.

Casey: Well, OK, this movie is set in Washington, D.C., not in space – but the basic formula is the same. First, the main character is introduced – the good guy.

Grant: Right. We had Luke Skywalker in *Star Wars*, and in this one, we have the president of the United States.

Casey: Exactly. Then a problem is presented. Right? Usually, the problem is bad guys who do something wrong, and the good guys have to stop them. That's when the action really starts.

Grant: Of course – because it's an action movie!

Casey: Right. So, like Luke has to save Princess Leia and fight Darth Vader. Or, like in this movie, the president has to fight enemy soldiers trying to take over the White House.

Grant: And then . . . something bad happens, and it seems like all hope is lost.

Casey: Exactly! In this movie, it seemed like the president was winning, but then the bad guys kidnapped his family.

Grant: And in *Star Wars*, Princess Leia's planet was destroyed.

Casey: But it's all really just a test of our heroes' strength and determination!

Grant: Wow! OK, it really does seem like there are some similarities. So then, finally, we get to some good stuff. Like the president setting a trap for the enemy soldiers!

Casey: Yes! A new plan is put into action. Remember how the Death Star spaceship had one weakness? Luke and the rebels planned to destroy the ship.

Grant: And in the end, the bad guy is defeated. Luke destroys the Death Star, Princess Leia is safe, and Darth Vader is spun off into space!

Grant: Thank goodness, right? And in this movie, the president's family is saved and the soldiers are sent to jail. It's a feel-good ending.

Casey: And that's the most important part!

B Listen again. For each movie part above, write an example from the movies the friends discuss.

Units 13–14 Progress check

1 Listening (p. 98)

A Listen to three conversations. Where do you think each conversation takes place? What do you think might have happened? Take notes.

1.

Man: Help! Help! Can anyone hear me? Help! Please call the manager!

Woman: Hello? Is someone in there?

Man: Yes! I'm stuck between the second and third floors! Please help me get out!

Woman: Won't it open?

Man: No! Get the manager, please!

Woman: OK! I'll get some help! Stay right there!

2.

Man: Oh, no! Not again! I thought you got it fixed.

Woman: Yeah, I did! And they said that it shouldn't freeze anymore.

Man: Well, something's not right. And it's too late to call anyone. Maybe there's something we can do.

Woman: Let's just wait until morning and see how it is then.

3.

Man: Well. I'll certainly never eat here again! And I'll tell all my friends not to come here either!

Man: I do apologize. I . . . I'm afraid he's just started working here, but I don't think he's going to last long . . . not after this!

15 A law must be passed!

5 Listening (p. 102)

A Listen to people discuss annoying situations. Number the situations they describe in the correct order from 1 to 3. (There are three extra situations.)

1.

Woman: Well, that was a great movie, but that guy in front of us texting the whole time was really annoying!

Man: I agree! The light from his cell phone really distracted me.

Woman: I think people shouldn't be allowed to text at all in the movie theater. Our phones should have a movie mode that people should be required to turn on. You know – like airplane mode when you're on a plane, but for movies!

Man: Hey, movie mode! The screen wouldn't light up and distract other people. I love that idea!

2.

Man: Ouch! That woman just stepped on my foot trying to take a selfie. I can't believe we're at this historic monument, and I'm being bothered with other people's selfies!

Woman: Something has really got to be done about this whole selfie phenomenon.

Man: You know, I read that selfies have been banned at many tourist destinations, like at museums and monuments.

Woman: Really? I think that's great! Selfies ought to be prohibited at any place with big crowds of people. Whatever happened to just asking people to take a picture of you?

3.

Woman: I thought I was going to go crazy in that waiting room!

Man: Why? Was it crowded?

Woman: No, there was only one other man in there, but he was talking with his phone on speaker the whole time! I could hear his entire conversation with his co-worker. A rule has to be made that prohibits people from talking on speaker indoors in public places. It's so unnecessary!

Man: I agree. Offices and public buildings should be required to post signs that prohibit that. It's very disrespectful.

B Listen again. What solutions do they suggest for each situation?

8 Conversation (p. 103)

B Listen to the rest of the conversation. What is Ted concerned about?

Mara: Oh, listen to me. I'm always complaining, aren't I? Anyway, how are things with you?

Ted: Oh, not bad, but I'm still not sure what I'm going to do after I graduate.

Mara: Yeah, it's hard to find a job these days, isn't it?

Ted: It's not that. I'm just not sure if going to engineering school was the right thing to do.

Mara: What do you mean?

Ted: I only have a few more months before I graduate, and now I'm wondering why I did this. I don't want to be an engineer. It all seems like a waste of time now.

Mara: So what are you going to do?

Ted: Well, I'd like to move to Hawaii and set up a surfing school, but I think my parents would flip.

11 Listening (p. 104)

A Listen to people give their opinions about issues in the news. What issues are they talking about?

1.

Woman: Wow, that documentary about animals in entertainment was a little hard to watch. I mean, I love watching animals do tricks at amusement parks and circuses, but I had no idea how much they can suffer.

Man: Yeah, some of those animals are kept in horrible conditions. That's just not right! Then they're punished and abused if they don't do what they're supposed to. And the only benefit is that the owners are making money. In most cases, they're not trying to improve the animals' living conditions. If it weren't for those animals, they wouldn't make any of that money!

Woman: I know. It's awful, isn't it? But I feel like some places have the right idea, too. They use the animals for entertainment, but they make sure the animals are taken care of, and they use part of the profits to rescue other animals and do research. Research, rescue, and protection of the animals. That seems more acceptable, doesn't it?

Man: I guess, but how do we make sure that all places are acting responsibly and doing those things? I still think that animals should be in their natural habitats, not in some small space so they can help humans make money. It's just not natural.

2.

Man: I just read in the paper that a supercenter is going to open just five minutes outside of town.

Woman: A supercenter? Like a drugstore, supermarket, and discount store all combined into one?

Man: Exactly. I think it's great. The products are cheaper, and it will provide a lot of jobs for the community.

Woman: I agree that the products are cheaper and it does create jobs, but what about the smaller family-owned stores in town? All those small markets and clothing stores and pharmacies will now have to compete with this supercenter. And a lot of those smaller businesses will lose a lot of money because, let's face it, they can't compete.

Man: I guess I hadn't thought about the impact on the small businesses in town.

Woman: And not only that, but I think we'll lose a lot of variety. If these smaller businesses start losing money, they will either close down or start limiting their

products. Then we'll have fewer choices when we go shopping.

Man: Yeah, I guess big companies aren't always good for small businesses, are they?

B Listen again. Write the different opinions that you hear.

16 Reaching your goals

5 Listening (p. 108)

A Listen to two people answer two interview questions. Write the obstacles they faced and what they did about them in the chart.

Interviewer: Thank you, Mr. Sandberg. Can you tell me about an accomplishment that you are proud of?

Mr. Sandberg: I was lucky to have my parents' help paying for my education. But when I decided I wanted to study abroad in Italy, both my parents thought it was a complete waste of my time. I tried to convince them, but in the end they told me that if I went, they wouldn't help me financially. So I decided I would pay for it myself. I was able to get two jobs and for one year before my trip, all I did was work and study. But I did it! I managed to save enough money and study in Italy like I wanted. That experience taught me that I could do anything I wanted if I worked hard enough.

Interviewer: Ms. Rowe, please tell me about an obstacle you managed to overcome.

Ms. Rowe: Well, one thing you must know about me is that I love soccer. Unfortunately, I'm not very good at playing it, and it took me years to finally accept that. But I didn't want to give up on soccer. I just needed a new approach. I started investigating and managed to find a job coaching a kids' soccer league. I discovered I was really good at it. I understood their frustration and energy. That experience taught me that we have to be creative dealing with problems. We shouldn't give up on what we love, but sometimes we have to think about what we love with a different perspective to find a solution.

B Listen again. What did each person learn from his or her experience? Complete the chart.

10 Listening (p. 110)

A Listen to three young people describe their plans for the future. What do they hope they will have achieved by the time they're 30?

1. Hugo

Hugo: Protecting the environment is something that is really important to me. We only have one chance with our planet, so we need to keep finding new ways to live that don't destroy it. By the time I'm 30, I'd like to have established my career as a green architect. I have lots of ideas for building with recycled materials, and there are so many environmentally friendly ways to create energy. I think green building is the

architecture of the future, and I want to be a huge part of that!

2. Erin

Erin: I know what makes people happy and I know about luxury. That's why by the time I turn 30, I'll have opened the world's biggest luxury hotel chain, and it'll be a huge success! I don't have any money right now, but I know I can convince rich people to invest in my hotel. I'll start with one hotel in every major European city. And then, by the time I'm 40, I'd like to have retired so I can travel all over the world and stay in my hotels.

3. Danny

Danny: Ever since I was little, I've loved animals. We always had pets in my family – cats, birds, even snakes – and they always made me so happy. That's why I'm going to veterinary school. I want to take care of animals so they can make other people happy. I hope that by the time I'm 30, I'll have started working full time as a veterinarian. My dream is to have my own clinic five years after that.

B Listen again. Why does each person have his or her specific dream? List one reason for each person.

Units 15–16 Progress check

2 Listening (p. 112)

A Listen to people give opinions about their city. Check the correct responses to agree with their statements.

1.

Woman: The city should have more nighttime buses, shouldn't it?

2.

Man: It isn't easy to find good housing, is it?

3.

Woman: There aren't enough taxis in the city, are there?

4.

Man: The community center has great exercise classes, doesn't it?

5.

Woman: We need to raise money for the new soccer field, don't we?

6.

Man: There isn't much crime in this neighborhood, is there?

Workbook answer key

1 That's my kind of friend!

Exercise 1

2. The Wongs like meeting new people and having friends over for dinner. They're one of the most outgoing couples I know.
3. You can't trust Alice. She always promises to do something, but then she never does it. She's pretty unreliable.
4. James wants to be an actor. It's hard to break into the business, but his family is very supportive of his dream.
5. I never know how to act around Lisa! One minute she's in a good mood, and the next minute she's in a bad mood. She's so temperamental.

Exercise 2

A

Opposites with -in

incompetent, independent, inexperienced, inflexible, informal, insensitive

Opposites with un-

unattractive, uncooperative, unhelpful, unpopular, unreasonable, unreliable

B

Answers will vary.

Exercise 3

A: I'm looking for someone x I can go on vacation with.

B: Hmm. So what kind of person are you looking for?

A: I want to travel with someone who / that is easygoing and independent.

B: Right. And you'd probably also like a person who / that is reliable.

A: Yeah, and I want someone x I know well.

B: So why don't you ask me?

A: You? I know you too well!

B: Ha! Does that mean you think I'm someone who / that is high-strung, dependent, and unreliable?

A: No! I'm just kidding. You're definitely someone x I could go on vacation with. So, . . . what are you doing in June?

Exercise 4

Answers will vary.

Exercise 5

A

introvert, extrovert, thinker, feeler, sensor, and intuitive

B

Answers will vary.

C

Answers will vary.

Exercise 6

1. b I like it when people are easygoing and friendly.
2. d I don't mind it when people are a few minutes late for an appointment.
3. c It upsets me when rich people are stingy.
4. a It embarrasses me when someone criticizes me in front of other people.

Exercise 7

Answers will vary. Possible answers:

2. I love it when someone gives me a gift.
3. It bothers me when someone listens to loud music on the bus.
4. It makes me happy when I finish work for the day.
5. I can't stand it when I'm stuck in traffic.
6. It upsets me when people talk on their phones at the movies.

Exercise 8

Answers will vary. Possible answers:

2. It bothers me when someone wants to argue with me. I can't stand it when someone gets angry about something unimportant.
3. I don't mind it when someone looks at their phone during mealtime. It doesn't bother me when someone does work while they eat.
4. It upsets me when my kids leave their toys all over the apartment. It makes me angry when people don't clean up their mess.

Exercise 9

Answers will vary.

Exercise 10

1. I can tell Simon anything, and I know he won't tell anyone else. I can really trust him.
2. Kay has a very high opinion of herself. I don't like people who are so egotistical.
3. It bothers me when people are too serious. I prefer people who are easygoing and have a good sense of humor.
4. I like it when someone expresses strong opinions. Hearing other people's views can really make you think.
5. Lisa is very rich, but she only spends her money on herself. She's very stingy.

2 Working 9 to 5

Exercise 1

A

- green researcher a
- guidance counselor b
- organic food farmer e
- social media manager c
- software developer d

B

Answers will vary. Possible answers:

- An accountant is someone who manages people's finances and money.
- A fashion designer is someone who creates clothes.
- A flight attendant is someone who takes care of passengers on a plane.

Exercise 2

A

- | | |
|----------------------|----------------------|
| awful <u>N</u> | fantastic <u>P</u> |
| boring <u>N</u> | fascinating <u>P</u> |
| challenging <u>P</u> | frightening <u>N</u> |
| dangerous <u>N</u> | interesting <u>P</u> |
| difficult <u>N</u> | rewarding <u>P</u> |

B

Answers will vary.

Exercise 3

A

- | | |
|------|---|
| work | with computers – learn new software programs |
| | as a high school coach – teach discipline and fitness |
| be | a university professor – do research |
| | a writer – work independently |

B

Teri: So, what kind of career would you like, Jack?

Jack: Well, I'm not exactly sure. Being a writer could be interesting. Maybe blogging about something I'm interested in.

Teri: Hmm. I don't know if I'd like that because I'd have to write every day.

Jack: What do you want to do, then?

Teri: Well, I'm not sure either! I'd love working as a high school coach. I'd really enjoy being with teenagers all day and teaching discipline and fitness. On the other hand, I'd be interested in working for an airline.

Jack: Really? What would you like about that?

Teri: Well, I'd love traveling to different countries all over the world.

Jack: Oh, I could never do that! I think it would be very tiring work.

C

Answers will vary. Possible answers:

A: So, what kind of career would you like?

B: Well, I'm not exactly sure. Working with computers might be fun.

A: That sounds interesting. But I wouldn't like it because learning new software programs seems complicated.

B: What do you want to do then?

A: Well, I'd love being a university professor.

B: Really? Why do you think you would like that?

A: I really like doing research.

Exercise 4

A

- architect
- freelance artist
- house painter
- website designer
- bus driver
- preschool teacher

B

- making things, building, space needs to be constructed, at the office
- working for yourself, paint pictures
- rooms, colors that customers choose
- show on the Internet, good eye for art, knowledge of the latest technology
- attention on the road
- take care of children, I teach, I play games, I read books

Exercise 5

- A chef's assistant has worse hours than a waiter.
- A dog walker is better paid than a student intern.
- A house painter earns more than a camp counselor.
- A park ranger is not as well paid as a landscaper.
- Being a yoga instructor is not as difficult as being a professor.
- Being an interior decorator is more interesting than being a sales assistant.
- A guidance counselor has more responsibility than a gardener.

Exercise 6

- Chonglin works at / in the best Chinese restaurant in Los Angeles.
- I think working with other people is more fun than working alone.
- I would hate working in / with the media. It would be nerve-racking!
- Working with / as a dance instructor sounds great.
- Working in / at an office is less interesting than working on a cruise ship.

Exercise 7

Answers will vary. Possible answers:

- A: Working in a travel agency provides better benefits than working as a tutor.
B: Yes, but working as a tutor is more challenging than working in a travel agency.
- A: A tour guide doesn't make as much money as a tennis instructor.
B: That's true. And a tour guide has to work longer hours than a tennis instructor.
- A: Taxi drivers have a shorter workweek than office assistants.
B: Yes, and being an office assistant sounds less boring than being a taxi driver.

Exercise 8

Answers will vary.

3 Lend a hand.

Exercise 1

A

- Would you mind giving me a ride home after class?
- Is it OK if I turn down your TV?
- Do you mind if I use your cell phone?
- I was wondering if I could borrow your car for the weekend.
- Could you tell me how to get to the subway?

B

Answers will vary. Possible answers:

- Would you mind feeding my cat?
- I was wondering if you could collect my mail.
- Do you mind checking on my house a few times?
- Could you water my plants?

Exercise 2

Answers will vary.

Exercise 3

Answers will vary. Possible answers:

- A: Would you mind washing the dishes? I'm late for class.
B: Sorry, but they're your dirty dishes.
- A: I was wondering if you could do these chores over the weekend. I have to prepare for my meeting on Monday.
B: I'd like to, but I have a lot of work to do this weekend.

Exercise 4

A

Less formal: make a statement with *need*; use an imperative.
More formal: ask about ability; be polite – use *may*; ask for permission, express curiosity; state the request negatively; apologize; give a hint.

B

| | Less formal | More formal | Type |
|---|-------------|-------------|------|
| 1. Close the door. | ✓ | | 2 |
| 2. It's really cold in here. | | ✓ | 9 |
| 3. Could you possibly move your car? | | ✓ | 3 |
| 4. May I borrow your dictionary? | | ✓ | 4 |
| 5. I was wondering if you could help me with this assignment. | | ✓ | 6 |
| 6. I need some help moving to my new apartment. | ✓ | | 1 |
| 7. I'm sorry, but I can't stand loud music. | | ✓ | 8 |
| 8. I don't suppose I could borrow your camera. | | ✓ | 7 |

Exercise 5

A

| Noun | Verb | Noun | Verb |
|-------------|-------------------|------------|----------------|
| apology | <u>apologize</u> | invitation | <u>invite</u> |
| compliment | <u>compliment</u> | permission | <u>permit</u> |
| explanation | <u>explain</u> | request | <u>request</u> |

B

- accepting an apology
- giving a compliment
- asking for a favor
- declining a request
- making a request

Exercise 6

- My phone didn't work for a week. The phone company offered an apology and took \$20 off my bill.
- A friend of mine really loves to receive compliments, but he never gives anyone else one. I don't understand why he's like that.
- Diane is always talking on the phone. She makes a lot of calls, but she rarely returns mine. Maybe she never listens to her voice mail!
- I need to ask for a favor. Could you please give me a ride to school tomorrow? My bike has a flat tire!

Exercise 7

- A: Is Silvia Vega there, please?
B: No, she isn't. Would you like to leave a message?
A: Yes, please. This is Karen Landers calling from Toronto. Could you tell her that my flight arrives at 7:00 P.M. on Tuesday? Would she mind meeting me in the International Arrivals area?
B: OK, I'll give her the message.
- A: Can I speak to Mark, please?
B: I'm afraid he's not here. Do you want to leave a message?
A: Yes, please. This is Ed. Please ask him if I can borrow his scanner. And if it's OK, could you ask him when I can pick it up?
B: Sure, I'll leave him the message.
- A: Could I speak to Mike, please?
B: I'm sorry, but he's not here right now.
A: Oh, OK. This is Mr. Maxwell. I'd like to leave a message. Could you tell him that the meeting is on Thursday at 10:30 A.M.? Could you also tell him not to forget to bring his report?
- A: I'd like to speak to Katy, please.
B: She's not here right now. Can I take a message?
A: Yeah. This is Andy Chow. Can you ask her if she's going to the conference tomorrow? And would you ask her what time it starts?
B: OK, I'll give Katy your message.

Exercise 8

Dan: So, is there anything I can do to help for the party?
Mark: Yeah. I have a list here. Would it be all right if I borrowed your Bluetooth speaker? Mine isn't working very well.
Dan: Sure. And I'll bring two extra speakers. We'll have amazing sound.
Mark: Thanks.
Dan: No problem. Now, what about food?
Mark: Well, I thought maybe a salad. Would you mind bringing a big salad, too?
Dan: Well, OK. And how about drinks?
Mark: Well, could you ask Kelly to get some soda? And please tell her not to be late. Last time we had a party, she didn't arrive till eleven o'clock, and everyone got really thirsty!
Dan: I remember.
Mark: One more thing – I was wondering if you could buy dessert.
Dan: Um, sure. All right. But, uh, would you mind if I borrow some money to pay for it?

Exercise 9

Answers will vary. Possible answers:

- Would you ask Annie to stop by and talk to me?
- I was wondering if I could borrow your guitar.
- Could you ask Mitch when he's coming over?
- Would you mind lending me your hairbrush?

4 What happened?

Exercise 1

1. A 69-year-old grandmother in Paris went to the bathroom – and stayed there for twenty days. What happened? As she was locking the door, the lock broke. She could not open the door. She shouted for help, but no one heard her because her bathroom had no windows. After nearly three weeks, the woman's neighbors wondered where she was. Firefighters broke into her apartment and found her in a "very weakened" state. While she was waiting to be rescued, she drank warm water.
2. A woman was behaving strangely when she entered the Bangkok airport. While she was checking in for an overseas flight, she had difficulty with a very large bag. The check-in clerk became suspicious and decided to X-ray the bag. The X-ray showed an image that looked like an animal. When airport staff opened the bag, they saw that a baby tiger was sleeping under lots of toy tigers. The tiger was taken to a rescue center for wildlife, and the woman was arrested.

Exercise 2

Answers will vary. Possible answers:

2. I was using my computer when it suddenly stopped working.
3. While we were playing tennis, my racket broke.
4. As I was taking a shower, the water got cold.
5. I was cooking dinner when I burned my finger.

Exercise 3

1. A: Guess what happened to me last night! As I was getting (get) into bed, I heard (hear) a loud noise like a gunshot in the street. Then the phone rang (ring).
B: Who was it?
A: It was Luisa. She always calls me late at night, but this time she had a reason. She was driving (drive) right past my apartment when she got (get) a flat tire. It was very late, so while we were changing (change) the tire, I invited (invite) her to spend the night.
2. A: I'm sorry I'm so late, Erin. I was at the dentist.
B: Don't tell me! While you were sitting (sit) in the waiting room, you met (meet) someone interesting. I know how you are, Matt!
A: Well, you're wrong this time. The dentist was cleaning (clean) my teeth when she suddenly got (get) called away for an emergency. So I just sat there waiting for two hours with my mouth hanging open!

Exercise 4

A

The story is about Andre Botha and Evan Geiselman. It took place at the Pipeline in Oahu, Hawaii.

B

1. Andre Botha is a two-time champion in bodyboarding.
2. Evan Geiselman excels at surfing.
3. The Pipeline is located in Oahu, Hawaii.
4. You can help an unconscious person start breathing by breathing into their mouth / by hitting their chest.
5. Two lifeguards brought Evan Geiselman to the hospital.
6. Respect and care for people help make bodyboarding and surfing such wonderful sports.

Exercise 5

Answers will vary.

Exercise 6

Andy and I had just gotten engaged, so we went to a jewelry store to buy a wedding ring. We had just chosen a ring when a masked man came in. After the robber took Andy's wallet, he demanded the ring. I had just handed it to him when the alarm started to go off, and the robber ran off. We were so relieved! But then the sales assistant told us we had to pay for the ring because I gave it to the robber. We had just told her that we wouldn't pay for it when the police arrived and arrested us! What a terrible experience!

Exercise 7

A

1. What an emergency!
2. What a triumph!
3. What a dilemma!

B

Answers will vary. Possible answers:

remote: far away

mainland: larger land close to an island

skip: miss

remarkably: amazingly

promotion: a higher position

resign: quit

Exercise 8

1. In 2011, two divers discovered the remains of a 200-year-old shipwreck while they were diving off the coast of Rhode Island, in the eastern United States.
2. After an art show opened in New York, it was discovered that someone had hung a famous painting by Henri Matisse upside down.
3. In 2015, workers found a chemistry lab from the 1840s while they were repairing a building at the University of Virginia in the United States. The lab was behind a wall of the current building.
4. Chile's Calbuco volcano surprised residents of Santiago when it erupted in 2015. Before that, an eruption of Calbuco had not happened for over 40 years.

Exercise 9

| | | |
|---------|-------------------------------|---------------------------|
| Sunday | Name: <u>Mr. Simpson</u> | Name: _____ |
| | Country: <u>Singapore</u> | Country: _____ |
| Monday | Name: <u>Ms. Johnson</u> | Name: <u>Mr. Grant</u> |
| | Country: <u>United States</u> | Country: <u>Mexico</u> |
| Tuesday | Name: <u>Mr. James</u> | Name: <u>Ms. Marshall</u> |
| | Country: <u>Australia</u> | Country: <u>Brazil</u> |

5 Expanding your horizons

Exercise 1

2. The first time I traveled abroad, I felt really depressed. I was alone, I didn't speak the language, and I didn't make any friends.
3. I just spent a year in France learning to speak French. It was a satisfying experience, and I was fascinated by the culture.
4. At first I really didn't like shopping in the open-air markets. I felt uncomfortable because so many people were trying to sell me something at the same time.
5. When I arrived in Lisbon, I was nervous because I couldn't speak any Portuguese. As I began to learn the language, though, I became more confident about living there.
6. Before I went to Alaska last winter, I was very worried about the cold. But it wasn't a problem because most buildings there are well heated.
7. When I was traveling in Southeast Asia, I couldn't believe how many different kinds of fruit there were. I was curious to try all of them, so I ate a lot of fruit!
8. It was our first trip to Latin America, so we were uncertain about what to expect. We loved it and hope to return again soon.

Exercise 2

Answers will vary.

Exercise 3

A

Answers will vary. Possible answers:

Try new things.; Talk to locals.; Read about the country's history and current events.; Go to museums, concerts, and other cultural events.

B

Answers will vary. Possible answers:

You can find articles like this in travel magazines, travel blogs, brochures for study abroad programs, training materials for international workers, etc.

It was written for people who are traveling to a foreign country.

C

Answers will vary. Possible answers:

1. culture: the way of life of a particular people that reflects their attitudes and beliefs
2. culture shock: a feeling of confusion that results from suddenly experiencing a culture with customs that are not familiar to you
3. appreciate: to be aware of something, or to understand that something is valuable
4. stereotypes: ideas that are used to describe a particular type of person or thing

D

Answers will vary.

Exercise 4

Answers will vary. Possible answers:

2. it's the custom to send a card.
3. it's the custom to return it as soon as possible.
4. it's the custom to bring dessert or a beverage.

Exercise 5

A

2. Denmark and Spain
3. Egypt and New Zealand
4. France and the United States

B

1. In Spain, you're expected to arrive to dinner a few minutes late.
2. In France, it's not the custom to tip at a restaurant.
3. In Egypt, when you're invited to dinner, you're not supposed to offer to pay for your dinner.
4. In Japan, you're not supposed to kiss your friends.
5. In Bali, Indonesia, it's not acceptable to wear shorts and a T-shirt in a temple.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

6 That needs fixing.

Exercise 1

A

Answers may vary.

| | | | |
|------------------|----------------|---------------|----------------|
| chipped | cracked | dented | leaking |
| glasses | chair | bike | car |
| plate | glasses | car | sink |
| sink | plate | chair | |
| | sink | | |
| scratched | stained | torn | |
| bike | blouse | blouse | |
| car | carpet | carpet | |
| chair | chair | tablecloth | |
| glasses | tablecloth | | |
| plate | | | |

B

- The blouse is torn. or There's a tear in the blouse.
- The carpet is stained. or There's a stain on the carpet.
- The bicycle is dented. or There's a dent in the bicycle.
- The sink is leaking. or There's a leak in the sink.
- The chair is cracked. or There's a crack in the chair.
- The plate is chipped. or The plate has a chip in it.
- The tablecloth is torn. or There's a tear in the tablecloth.
- The glasses are cracked. or There's a crack in the glasses.

Exercise 2

A

Answers will vary. Possible answer:

Average people who have problems with products or conflicts with companies / organizations would read articles like these. The magazine can give them tips on how to deal with the problems and solve the conflicts.

B

| | Problems | What Consumer magazine did | Received money? |
|--------------------|---|---|-----------------|
| | | | Yes No |
| 1 George's trip | delay in Madrid missed connections in NY | contacted airline in Madrid and discovered European airlines pay for delays | ✓ |
| 2 Diane's vacation | stolen car responsible for paying for car | contacted rental car agency and discovered that credit card company will pay for stolen car | ✓ |

Exercise 3

- The screws on these glasses are too loose. They need to be tightened. or They need tightening.
- The blades on these scissors are too dull. They need to be sharpened. or They need sharpening.
- This faucet is too tight. It needs to be loosened. or It needs loosening.
- These pants are too long. They need to be shortened. or They need shortening.
- This street is too narrow. It needs to be widened. or It needs widening.

Exercise 4

Jack: Guess what? Someone broke into my car last night!

Mia: Oh, no. What did they take?

Jack: Nothing! But they did a lot of damage. The lock needs to be repaired. And the window needs to be replaced / needs replacing.

Mia: It was probably some young kids having "fun."

Jack: Yeah, some fun. I think they had a party in my car! The seats need to be cleaned / need cleaning.

Mia: How annoying. Does the car drive OK?

Jack: No, it feels strange. The gears keep sticking, so they need to be fixed / need fixing. And the brakes need to be checked / need checking right away.

Mia: Well, I guess you're lucky they didn't steal it!

Jack: Yeah, lucky me.

Exercise 5

Answers will vary.

Exercise 6

A

- c
- b
- e
- d
- a

B

- A DVD is stuck in the DVD player. The DVD needs to be removed. (or The DVD needs removing.)
- The speaker wire is damaged. It needs to be repaired (or It needs repairing.)
- The dresser mirror is cracked. It needs to be replaced (or It needs replacing.)
- The stove door is scratched. It needs to be repainted (or It needs repainting.)
- The table legs are loose. They need to be tightened and glued (or They need tightening and gluing.)

C

Answers will vary.

Exercise 7

- Your computer screen is so dirty. It needs to be cleaned.
- Something is wrong with your TV screen. It keeps flickering. It's time to get a new one.
- I hate this printer. It keeps jamming. The copies won't come out.
- Be careful – your cup is chipped. I don't want you to cut yourself.
- The buttons on this remote control keep sticking. Do you have something to clean it with?
- Do you realize your jeans are torn in the back?
- Your bathroom faucet keeps leaking. Do you want me to try to fix it?
- My new glasses already have a scratch on one of the lenses. How did that happen?
- Did your laptop freeze again? I find that so annoying.
- This old scanner doesn't work at all anymore. It needs to be fixed.
- The battery in my cell phone keeps dying. I should buy a new one.

7 What can we do?

Exercise 1

- The taste of drinking water has been ruined by chlorine and other additives.
- New illnesses have been caused by certain agricultural pesticides.
- Our crops are being destroyed because of pollution from cars and trucks.
- Dangerous chemicals are being released by factories.
- Many people's health has been damaged as a result of breathing smog every day.
- More severe droughts have been created through the lack of rainfall.
- Our forests and wildlife are being threatened by global warming.

Exercise 2

A

| Verb | Noun | Verb | Noun |
|--------------------|---------------------|----------------|-------------------|
| <u>contaminate</u> | contamination | educate | <u>education</u> |
| contribute | <u>contribution</u> | <u>pollute</u> | pollution |
| <u>create</u> | creation | populate | <u>population</u> |
| deplete | <u>depletion</u> | protect | <u>protection</u> |
| <u>destruct</u> | destruction | <u>reduce</u> | reduction |

B

Answers will vary.

Exercise 3

- One way to inform the public about factories that pollute the environment is through educational programs on TV.
- In many countries around the world, threatened animal and plant species are being protected by strict laws.
- Agricultural pesticides are damaging the soil in many countries.
- Poverty is an enormous problem in many large cities where whole families can only afford to live in one room.

Exercise 4

A

Answers will vary. Possible answer:

Fleece is an inexpensive, lightweight synthetic fiber used to make clothing. Common fleece items are shirts, jackets, pants, and blankets.

B

- False. In the developing world, 70% of people buy fleece.
- True.
- True.
- False. More than 1,500 particles of fleece may separate during washing.
- False. Fish do consume particles of fleece.
- False. We still do not know what people are going to do about this problem.

Exercise 5

A

2. i 3. g 4. e 5. f 6. c 7. b 8. a 9. h

B

- During the recent recession, 30 percent of the businesses in my town closed, and a large part of the population didn't have jobs.
- It seems like there are more dangerous infectious diseases these days, like swine flu and the Zika virus.

- There's so much violence in this city. I'm afraid to walk on the streets alone at night because I don't feel safe.
- Before you travel to a foreign country, make sure there are no dangerous political situations going on there. It can be unsafe to visit countries that are experiencing political unrest.
- In the 1800s, a large portion of Irish potato crops were destroyed by disease. Because potatoes were a major part of the Irish diet, there was a major famine and over 1.5 million people died.
- People in this country don't trust the police or city officials because there is a lot of government corruption.

Exercise 6

- A: A big housing developer wants to build an apartment complex in Forest Hill Park. I think that's terrible, but what can we do?
B: One thing to do is to complain to the Parks Department about it.
A: That's a good idea.
B: Another thing to do is to organize a public meeting to protest the threat to public property.
- A: Personally, I'm worried about violence in the city. The streets are not safe at night.
B: One thing to do is to educate young people about its dangers.
- A: You know, there's a lot of corruption in our city government.
B: The best way to fight government corruption is to report it to the local newspaper.
A: Yeah, the bad publicity might help to clean things up a bit.
- A: There are so many unemployed people in this city. I just don't know what can be done about it.
B: One thing to do is to create more government-funded jobs.
- A: What worries me most is the number of homeless people on the streets.
B: One way to help is to create more public housing projects.
A: I agree.
B: Another thing to do is to donate money to charities that provide shelters and food.

Exercise 7

Answers will vary. Possible answers:

- These days, a lot of endangered animals are being killed by hunters and poachers.
The best way to stop this practice is to strengthen hunting and poaching laws.
- During the past few years, lots of trees have been destroyed by acid rain. One thing to do about it is to minimize industrial pollution.
- Underground water is being contaminated by agricultural pesticides.
The best way to deal with the problem is to make sure factories are not polluting the groundwater.
- Too many people have been affected by infectious diseases in the past few years.
The best way to stop this is to educate people about diseases and vaccinations.

Exercise 8

Answers will vary.

8 Never stop learning.

Exercise 1

1. I'm interested in human behavior, so I'm planning to take a class in psychology.
2. I want to take a course in business, such as commerce or accounting.
3. I'd prefer not to study nursing because I'm not very comfortable in hospitals.
4. I'd really like to work in Information Technology, so I'm thinking of taking courses in computer science.

Exercise 2

A

2. Would you rather/Would you prefer to study part time or full time?
3. Would you rather/Would you prefer to have a boring job that pays well or an exciting job that pays less?
4. Would you rather/Would you prefer to take a long vacation once a year or several short vacations each year?

B

Answers will vary.

Exercise 3

A

Answers will vary.

B

Answers will vary.

Exercise 4

Answers will vary.

Exercise 5

A

Answers will vary.

B

1. (par. 1) Massive Online Open Courses (MOOCs for short) are designed for students who cannot afford, cannot get to, or simply don't want to attend classes in a university classroom.
2. (par. 3) Because a MOOC doesn't cost anything, students don't have to worry about losing money if they decide to drop the class. And many of them ultimately do.
3. (par. 2) However, almost half of the professors who have taught a MOOC believe that the coursework is as demanding as the work done in a traditional university class.
4. (par. 4) Some professors fear that in the future there may be two kinds of university courses: expensive and superior courses at a traditional university where small groups of students meet in classes with their professors, and inexpensive and inferior massive online courses where students will never meet their professors nor even their fellow students.

C

Answers will vary.

D

Answers will vary.

Exercise 6

2. A good way to keep in touch with old friends is by using social media.
3. You can make new friends by going out more often.
4. The best way to save money is by cooking at home.
5. You could stay in shape by exercising regularly.
6. I stay healthy by eating good food.
7. One way to learn self-confidence is by studying dance.

Exercise 7

1. Robin shows her concern for others by volunteering to help people with cancer.
2. When I was young, I didn't understand the importance of money management. But when I started paying my own bills, I realized it's an important skill.
3. I learned creativity from my parents. They taught me the importance of using my imagination and making art.
4. Gina always gets upset with people who disagree with her. I wish she would show more tolerance.
5. I recently joined a choir, and I love it. But you need a lot of perseverance, because you have to practice the same piece of music for weeks before you're ready to perform it!

Exercise 8

A

1. Alex is always on time for everything. He's never even five minutes late. He keeps track of everything on his calendar. I wish I were as good at time management as Alex is.
2. Frank finds school very hard, but no one tries harder than he does. He always spends the whole weekend at the library trying to keep up with his studies. He shows great perseverance.
3. Melissa always wants to do better than everyone else. In school, she always tries to get the best grades. Her favorite sport is field hockey because she's the best player in the school. No one needs to teach Melissa competitiveness.
4. Jennifer has more creativity than any of her classmates. She writes fascinating stories that show she has a wonderful imagination. She's also very artistic and does very interesting paintings.

B

Answers will vary.

Exercise 9

A

Answers will vary.

B

Answers will vary.

9 Getting things done

Exercise 1

- house painting
- dry cleaning
- computer repair
- language tutoring
- home repairs

Exercise 2

A

- check my blood pressure
- do my nails
- fix my computer
- print my photos
- remove a stain
- shorten my pants

B

Answers will vary. Possible answers:

- A: Where can I get my blood pressure checked?
B: You can get it checked at Dr. Fieldstone's office.
- A: Where can I get my nails done?
B: You can get them done at Super Nails.
- A: Where can I have my computer fixed?
B: You can have it fixed at Seabreeze Computer Repair.
- A: Where can I get my photos printed?
B: You can get them printed at Main Street Photo.
- A: Where can I have a stain removed?
B: You can get it removed at Mike's Cleaners.
- A: Where can I get my pants shortened?
B: You can have them shortened at the tailor shop on Lily Street.

Exercise 3

- You can have your shoes repaired at Kwik Fix.
- You can have your clothes dry-cleaned at Dream Clean.
- You can have your carpets cleaned by Carpet World.
- You can have your nails done at Nail File.
- You can have your car washed at Jimmy's.
- You can have your washing machine fixed by Hal's Repairs.
- You can have your eyes examined at Eye to Eye.

Exercise 4

A

Answers will vary.

B

- False. Adult children no longer enjoy receiving furniture from their parents.
- False. Boomers are Americans born after World War II.
- True.
- True.
- False. The next step in downsizing could be for millennials to share houses and large apartments.

Exercise 5

Answers will vary.

Exercise 6

- I don't know how my grandmother keeps up with all the new technology. She's better at understanding new gadgets than I am!
- My cousin didn't know what to do for her mother's 60th birthday, but she finally came up with the idea of a surprise picnic with the whole family.
- Ilene has done it again! She only met Chris two months ago, and already she has broken up with him. Why doesn't she try to work out any problems?
- After Michelle saw her doctor, she decided to cut down on eating fast food. She wants to lose some weight and start exercising again in order to keep fit.
- We're really lucky in my family because we all get along with each other very well.
- I've done pretty badly in my classes this semester, so I'm not really looking forward to receiving my grades.
- I can't put up with that loud music anymore! I can't stand hip-hop, and I'm going to tell my neighbor right now.
- I've been getting sick a lot lately, and I often feel tired. I really need to start taking care of my health.

10 A matter of time

Exercise 1

2. discovery
3. terrorist act
4. achievement
5. assassination
6. natural disaster

Exercise 2

2. The cell phone was invented about 45 years ago.
3. Brasília has been the capital city of Brazil since 1960.
4. The first laptop was produced in 1981.
5. Mexico has been independent for more than 200 years.
6. World War II lasted from 1939 to 1945.
7. Vietnam was separated into two parts for about 20 years.
8. East and West Germany have been united since 1990.

Exercise 3

A

| Noun | Verb | Noun | Verb |
|----------------|---------------------|----------------|------------------|
| achievement | <u>achieve</u> | existence | <u>exist</u> |
| assassination | <u>assassinate</u> | exploration | <u>explore</u> |
| demonstration | <u>demonstrate</u> | explosion | <u>explode</u> |
| discovery | <u>discover</u> | invention | <u>invent</u> |
| discrimination | <u>discriminate</u> | transformation | <u>transform</u> |
| election | <u>elect</u> | vaccination | <u>vaccinate</u> |

B

2. In World War I, many soldiers were vaccinated against typhoid, a deadly bacterial disease.
3. Aung San, the man who led Myanmar to independence, was assassinated in 1947. No one is certain who killed him.
4. The European Union has existed since 1957.
5. Until the 1960s, there were many laws that discriminated against African Americans in certain regions of the United States.
6. In 1885, Louis Pasteur discovered a cure for rabies when he treated a young boy who was bitten by a dog.
7. In recent years, teams of experts in countries such as Cambodia and Angola have been safely exploding land mines in order to rid those countries of these dangerous weapons.
8. One of the few parts of the world that has not been explored much is Antarctica. The extreme climate makes it dangerous to travel far from research centers.

Exercise 4

A

Vaccinations are injections given to people to prevent a disease. They usually contain a weakened or dead form of the disease.

B

| Date | Event |
|----------------------------|--|
| 1. Early 16th century | <i>Smallpox killed much of the native population in South America.</i> |
| 2. End of the 18th century | Smallpox was responsible for the death of about one in ten people around the world. |
| 3. 1796 | Dr. Edward Jenner vaccinated a boy with cowpox and, two months later, with smallpox. The boy did not get smallpox. |
| 4. 1800 | The Royal Vaccine Institution was founded in Berlin, Germany. |
| 5. 1801 | Napoleon opened a vaccine institute in Paris, France. |
| 6. 1967 | The World Health Organization started a vaccination program. |
| 7. 1977 | The last known case of smallpox was recorded in Somalia. |
| 8. Future challenge | The future of vaccinations aims at eradicating malaria, Zika virus, and dengue. |

Exercise 5

A

2. many people will be wearing temperature-controlled body suits.
3. most people will be driving cars that run on fuel from garbage.
4. people will be competing in a new Olympic event – mind reading.
5. Answers will vary.
6. Answers will vary.

B

2. ties for men will have gone out of fashion.
3. scientists will have discovered a cheap way of getting drinking water from seawater.
4. medical researchers will have found a cure for cancer.
5. Answers will vary.
6. Answers will vary.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

Exercise 8

Answers will vary.

11 Rites of passage

Exercise 1

A

Answers will vary.

B

Answers will vary.

Exercise 2

- I just spent a horrible evening with Patricia. She questioned and criticized everything I said. I wish she weren't so argumentative.
- My sister is very naive. She trusts everyone and thinks everyone is good.
- Once I turned 16, I became less rebellious, and my parents started to let me do what I wanted.
- Eric is really ambitious. He wants to own his own business by the time he's 25.
- I wish I could be like Susie. She's so carefree and never seems to worry about anything.

Exercise 3

Answers will vary.

Exercise 4

A

He learned that he is ambitious because he loves to compete and to win. He doesn't want to be a runner-up.

B

Answers will vary. Possible answers:

- launched himself into: began for first time
- record time: fast enough to break a record
- prestigious: very important
- sprint: a short, very fast foot-race
- runners-up: those who didn't win first place / those who won second, third, or fourth place
- ecstatic: very happy

C

Answers will vary.

Exercise 5

Answers will vary. Possible answers:

- I shouldn't have been so argumentative.
- I should have gotten a different job.
- I shouldn't have bought the TV.
- I should have studied computer science.
- I shouldn't have been so rebellious.
- I should have refused to let my friend copy my homework.
- I should have put the date in my calendar.
- I shouldn't have been so naive.
- I should have told my friend that I liked her hair.

Exercise 6

A

- If we'd made a reservation, we would have eaten already.
- If I'd put on sunscreen, I wouldn't have gotten a sunburn.
- If you had let me drive, we would have arrived by now.
- If I'd ignored your text in class, I wouldn't have gotten in trouble.

B

Answers will vary.

Exercise 7

Hector: I've made such a mess of my life!

Scott: What do you mean?

Hector: If I hadn't accepted a job as soon as I graduated, I would have traveled around South America all summer – just like you did. You were so carefree.

Scott: You know, I shouldn't have gone to South America. I should have taken the great job I was offered. After I returned from South America, it was too late.

Hector: But my job is so depressing! The moment I started it, I hated it – on the very first day! That was five years ago, and nothing's changed. I should have looked for another job right away.

Scott: Well, start looking now. I posted my résumé online last month, and five companies contacted me right away. If I hadn't posted my résumé, no one would have contacted me. I accepted one of the job offers.

Hector: Really? What's the job?

Scott: It's working as a landscape gardener. The moment I saw it, I knew it was right for me.

Hector: But for me right now, the problem is that I get a very good salary and I just bought a house. If I hadn't bought the house, I would be able to take a lower paying job.

Scott: Well, I guess you can't have everything. If I had a better salary, I would buy a house, too.

12 Keys to success

Exercise 1

2. In order for a movie to be entertaining, it has to have good actors and an interesting story.
3. In order to succeed in business, you often have to work long hours.
4. In order to attract new members, a sports club needs to offer inexpensive memberships.
5. In order to speak a foreign language well, it's a good idea to use the language as often as possible.
6. In order for a clothing store to succeed, it has to be able to find the latest fashions.

Exercise 2

2. For a clothes store to be profitable, it has to have talented salespeople.
3. In order to manage your own business, you have to work extremely long hours.
4. In order for an advertisement to be persuasive, it has to be clever and entertaining.
5. In order to run a successful automobile company, you have to provide excellent customer service.
6. In order for a reality TV show to be successful, it has to have drama and interesting characters.

Exercise 3

2. I learned a lot about how to run a successful bookstore from taking that class. I found it very informative.
3. Annie has so many interesting ideas, and she's always thinking of new projects. She's very clever.
4. Debra is a salesperson, and she's good at her job. She's so persuasive that she sells three times as much as her co-workers.
5. Matthew is one of the top models in Milan. He goes to the gym every day, so he looks really muscular.
6. Before opening a new store, it's important to think through all of your ideas and have a clear business plan.
7. My new job has great benefits. We have unlimited time off, excellent health insurance, and flexible working hours.

Exercise 4

Answers will vary.

Exercise 5

A

Answers will vary.

B

Answers will vary.

Exercise 6

A

The secret that the company sells is the three indigenous Latin-American plants that were replaced by wheat: chia seeds, amaranth, and quinoa.

B

Answers will vary. Possible answers:

1. comeback: something that returns to favor
2. indigenous: native, original of a place
3. to prominence: become popular or well-known
4. superfood: a very healthy food
5. went out of favor: no longer popular
6. rumor has it: people are saying

Exercise 7

Answers will vary.

Exercise 8

A

1. I'm not knowledgeable enough about tools to be a successful salesperson in a hardware store. I'm familiar with some common tools, but I don't know how to use most tools.
2. To be successful, personal trainers need to be fit and muscular.
3. *Weekend Talk* ran for only three months because it was so boring. For a TV show to be successful on Saturday evenings, it really has to be entertaining.
4. I wouldn't be a good salesperson because I'm not very persuasive.
5. I found a fantastic news website this morning. It's really informative. It has very detailed stories about local and international news.
6. For a salesperson to be persuasive, he or she has to be clever with words.
7. Kate is so athletic. She plays soccer, tennis, and basketball, and she's excellent at all three sports.
8. I like this store, but it's not very affordable. Even the small items are expensive.

B

Answers will vary. Possible answers:

1. To apply for a job, you should write a good résumé.
2. To be an effective personal trainer, you have to listen to your clients' needs.
3. For a restaurant to be successful, it has to have delicious food at good prices.
4. For students to get good grades, they should study hard and do their best.
5. To learn a new language, it's a good idea to practice every day.

13 What might have been

Exercise 1

Answers will vary. Possible answers:

2. They might have gone to get a cup of coffee.
3. A friend might not have come to his birthday party.
4. Someone must have hit her car.
5. They must have won the game.
6. It must have been in the oven too long.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary. Possible answers:

2. They could have built it for ceremonies and celebrations.
3. They could have drawn pictures.
4. They may have learned the languages.
5. They may have built rowboats.
6. They might have used sailboats.

Exercise 4

A

Answers will vary.

B

Answers will vary. Possible answers:

1. Bigfoot is a gigantic, hairy, mysterious man-like creature that lives in the forests of the Pacific Northwest and avoids people.
2. Answers will vary.
3. The most popular possibility is Gigantopithecus.
4. Most scientists believe that Gigantopithecus walked on its hands and legs because its weight would have been too much for the legs and ankles to carry. or The bones of this ape have only been found in Asia.
5. Answers will vary.

Exercise 5

A

Answers will vary.

B

Answers will vary. Possible answers:

2. I would have slept in my car until the morning.
3. I would have asked them to throw away their trash.
4. I would have asked them not to make any noise in the evenings.
5. I wouldn't have loaned it to him.

Exercise 6

A

| Noun | Verb | Noun | Verb |
|------------|------------------|-------------------|----------------|
| assumption | assume | <u>prediction</u> | predict |
| criticism | <u>criticize</u> | suggestion | <u>suggest</u> |
| demand | <u>demand</u> | suspect | <u>suspect</u> |
| excuse | <u>excuse</u> | warning | <u>warn</u> |

B

2. Christopher shouldn't have suggested having a beach party. It was so dark, I stepped in a hole and hurt my ankle.
3. Andy bought an expensive ring and gave it to Millie for her birthday. A year later, he asked her to marry him. When she said no, he made an outrageous demand. He said he wanted his ring back!
4. I shouldn't have warned my co-worker not to be late for work so often. It was really none of my business.
5. Lori said she was late because she got caught in traffic. Hmm. I've heard that excuse before.
6. Kevin shouldn't have assumed I would still be awake at midnight. I was asleep when he called.
7. I thought that my roommate had taken my wallet, but I found it at the bottom of my bag. I shouldn't have suspected that my roommate took it. He would never do something like that.
8. James shouldn't have criticized me for wearing jeans and a T-shirt to a friend's party. He always has negative things to say.

Exercise 7

Answers will vary. Possible answers:

2. A: Judy never responded to my invitation.
B: She must not have received it. You should have called her.
3. A: Matt hasn't answered his phone for a week.
B: He could have gone on vacation. He might not have told you, though – sometimes he's very inconsiderate.
4. A: I can never get in touch with Kathy. She never returns phone calls or answers texts!
B: Yeah, I have the same problem with her. Her voice mail may have run out of space. She should have gotten a new phone service by now.
5. A: Thomas is strange. Sometimes he works really hard, but sometimes he seems pretty lazy. Last week, he hardly did any work.
B: Well, you know, he might not have felt well. Still, he should have told you that he was sick.
6. A: I ordered a book online a month ago, but it still hasn't arrived.
B: They could have had a problem with the warehouse, but they should have let you know.

14 Creative careers

Exercise 1

Anna: Putting on a fashion show must be really fun!

Marcus: Yeah, but it's also challenging. All the clothes have to be numbered so that the models wear them in the right sequence. And they also have to be marked with the name of the right model.

Anna: What happens if something is worn by the wrong model?

Marcus: Well, if it doesn't fit, it looks terrible! First impressions are very important. A lot of clothes are sold because they look good at the show.

Anna: Do you have to rehearse for a fashion show?

Marcus: Of course! There's more involved than just models and clothes. Special lighting is used, and music is played during the show.

Anna: It sounds complicated.

Marcus: Oh, it is. And at some fashion shows, a commentary may be given.

Anna: A commentary? What do you mean?

Marcus: Well, someone talks about the clothes as they are shown on the runway by the models.

Anna: It sounds like timing is really important.

Marcus: Exactly. Everything has to be timed perfectly! Otherwise, the show may be ruined.

Exercise 2

1. Often, special music has to be written for a film.
2. A play may be rehearsed for several weeks before it is shown to the public.
3. Designing clothes for actors to wear requires a lot of creativity.
4. Newspapers are delivered to stores after they are printed.
5. Sound effects are added after the film has been put together.

Exercise 3

1. Nowadays, all sorts of things are produced in factories, including lettuce! At one food factory, fresh green lettuce is grown without sunlight or soil. Here is how it is done.
2. Lettuce seedlings are placed at one end of a long production line. Conveyor belts are used to move the seedlings slowly along. The tiny plants are exposed to light from fluorescent lamps.
3. They have to be fed through the roots with plant food and water that is controlled by a computer.
4. Thirty days later, the plants are collected at the other end of the conveyor belts.
5. They may be delivered to the vegetable market the same day.

Exercise 4

A

1. has been created
2. are concerned
3. was passionately interested in
4. was soon noticed
5. be interviewed
6. were relevant, intelligent, and inspired

B

1. False. He moved to London around 2007.
2. False. His family and friends read his blog.
3. True
4. True
5. False. They started after *The Business of Fashion*.
6. False. Passionate interest is fundamental to success in blogging.

Exercise 5

Answers will vary. Possible answers:

1. An editorial director, who tells the reporters what news stories to cover, chooses only the most interesting stories.
2. A game animator, who creates detailed graphics for computer games, is a skilled artist.
3. A storyboard artist, who illustrates plans for individual scenes for a movie, is a creative person.
4. Stunt people perform dangerous moves in films and TV shows that have a lot of action scenes.
5. TV sitcoms include actors and actresses that are recognized by television viewers around the world.

Exercise 6

2. c
3. a
4. h
5. b
6. f
7. d
8. e

Exercise 7

Answers will vary.

Exercise 8

2. Next, new walls are built.
3. Then the walls are painted.
4. After that, new lighting is installed.
5. Then new furniture is delivered.
6. Finally, the restaurant is reopened.

15 A law must be passed!

Exercise 1

Answers will vary. Possible answers:

2. People shouldn't be allowed to eat on the subway.
3. People shouldn't be permitted to play loud music in their apartments.
4. Dogs should be required to wear leashes.

Exercise 2

Answers will vary. Possible answers:

2. Something must be done to reduce traffic on the freeways.
3. Bicyclists must have their own bike lanes.
4. A law has got to be passed to stop people from looking at their phones when they're crossing the street.

Exercise 3

Answers will vary.

Exercise 4

Answers will vary. Possible answers:

2. A: People mustn't be allowed to write unkind things about others on social networking sites.
B: That's not a bad idea. On the other hand, I feel that people should be allowed to express their opinions about anything.
3. A: Public transportation should be provided free of charge.
B: That's interesting, but I think that free public transportation would result in increased taxes for everyone.
4. A: I think people ought to be required to buy hybrid cars.
B: Do you? I'm not sure everyone can afford a hybrid car.
5. A: In my opinion, all plastic containers should be banned.
B: You may have a point. However, I think that some plastic containers, such as food storage containers, are necessary.

Exercise 5

A

Possible answer:

A revenge story describes an action someone took to get back at someone who was hurting or taking advantage of him or her in some way. It's usually a mean or controversial action. Marcy's friend was taking advantage of Marcy's kindness and generosity and forcing her to pay for meals when they ate out together, so Marcy did the same thing to her. Jonathan's neighbors were neglecting the rabbits, so he stole them to protect and save them. Chad's neighbor didn't care that the leaky air conditioner was making it difficult for Chad to sleep, so Chad turned the air conditioner off without telling the neighbor.

B

Answers will vary.

C

Answers will vary.

Exercise 6

3. You can easily spend all your money on food and rent, can't you?
4. Some unemployed people don't really want to work, do they?
5. Health care is getting more and more expensive, isn't it?
6. There are a lot of homeless people downtown, aren't there?
7. Some schools have overcrowded classrooms, don't they?
8. Laws should be passed to reduce street crime, shouldn't they?

Exercise 7

A

| Noun | Verb | Noun | Verb |
|--------------------|------------------|--------------------|-----------------|
| advertisement | <u>advertise</u> | <u>pollution</u> | pollute |
| <u>bully</u> | bully | prohibition | <u>prohibit</u> |
| <u>improvement</u> | improve | provision | <u>provide</u> |
| offense | <u>offend</u> | <u>requirement</u> | require |
| permission | <u>permit</u> | <u>vandalism</u> | vandalize |

B

Answers will vary.

Exercise 8

Answers will vary. Possible answers:

2. For: It might stop children from being bullies.
Against: Parents, not schools, should be responsible for their children's behavior.
3. For: It's important to keep the city clean.
Against: There are other more important things to spend tax money on.
4. For: Every animal's life is important.
Against: There aren't enough animal shelters to care for every stray animal.

Exercise 9

Gina: You know, I just moved into this new apartment building, and I thought everything would be really great now.

Alec: What's the problem?

Gina: Well, yesterday, the manager gave me a copy of the house rules. I found out that I can't park my moped on the sidewalk in front of the building anymore.

Alec: But people shouldn't be permitted to park their bikes or mopeds there.

Gina: Why not? There isn't any other place to park, is there? I guess I'll have to park on the street now.

Alec: I'm sorry that parking somewhere else will be inconvenient, but don't you agree that people shouldn't be allowed to block the sidewalk or the entrance to the building?

Gina: Well, you may have a point, but parking spaces for all types of cycles need to be provided for renters here. All renters with a car have a parking space, don't they?

Alec: Well, yes, you're right. You should go to the next renters' meeting and discuss the issue with everyone else.

Gina: That's not a bad idea. My voice ought to be heard as much as anyone else's – I think I will!

16 Reaching your goals

Exercise 1

2. volunteer
3. student
4. actor
5. parent
6. nurse

Exercise 2

A

Answers will vary. Possible answers:

1. social worker: help people, get to know the community
2. university professor: educate people, write books
3. small-business owner: be your own boss, help the community
4. emergency-room nurse: help people, have an exciting job

B

Answers will vary. Possible answers:

1. As a social worker, Jane hopes she'll have helped poor and elderly people in her community. She'd also like to have made a lot of good friends.
2. As a university professor three years from now, Paul hopes he'll have effectively educated people about world history. He'd also like to have written a book within five years.
3. By this time next year, Jake, a small business owner, would like to have hired three new employees. In addition, he hopes he'll have opened two additional stores in the next three years.
4. In the next five years, Amy, an emergency-room nurse, hopes she'll have helped save a lot of lives. In addition, she'd like to have gotten promoted to head nurse.

Exercise 3

Answers will vary.

Exercise 4

A

Rupert Isaacson is from London. His parents are from Africa. He went to visit the Bushmen of the Kalahari Desert.

B

Challenge: Rupert faced the challenge of his son's autism.

Solution: One of the solutions was to use horses to help his son.

C

1. Autism affects people's ability to communicate and interact socially.
2. They went to Mongolia to help with Rowan's autism.
3. The Horse Boy Foundation is a school that teaches people how to use horses for healing.
4. Rowan is the host of *Endangered*.
5. Answers will vary. Possible answers: He wrote the books *The Healing Land* and *The Long Ride Home*. He produced the documentaries *Horse Boy* and *Endangered*. He started The Horse Boy Foundation to help people with autism.

Exercise 5

1. It's not good to be timid if you're an emergency-room nurse.
2. If teachers are going to be successful, they have to be resourceful.
3. You have to be adaptable if you work as a volunteer.
4. If you take a job far from your family and friends, you have to be self-sufficient.
5. One of the most important things about working with children is being positive and not cynical.
6. Being a role model for troubled youths requires someone who is strong and compassionate.

Exercise 6

1. A
2. G
3. A
4. G
5. G
6. G

Exercise 7

A

2. get a promotion / a house
3. learn new skills
4. make a change
5. meet someone special
6. pay off debts / a house

B

Answers will vary.

Exercise 8

A

Answers will vary.

B

Answers will vary.