

TOP NOTCH **3**

THIRD EDITION

TEACHER'S EDITION and LESSON PLANNER

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LEARNING OBJECTIVES

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>UNIT 1</p> <p>Make Small Talk PAGE 2</p>	<ul style="list-style-type: none"> • Make small talk • Describe a busy schedule • Develop your cultural awareness • Discuss how culture changes over time 	<ul style="list-style-type: none"> • Asking about proper address • Intensifiers • Manners and etiquette 	<ul style="list-style-type: none"> • Tag questions: use, form, and common errors • The past perfect: Statements <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Tag questions: short answers • Verb usage: present and past: overview
<p>UNIT 2</p> <p>Health Matters PAGE 14</p>	<ul style="list-style-type: none"> • Show concern and offer help • Make a medical or dental appointment • Discuss types of treatments • Talk about medications 	<ul style="list-style-type: none"> • Dental emergencies • Describing symptoms • Medical procedures • Types of medical treatments • Medications 	<ul style="list-style-type: none"> • Drawing conclusions with <u>must</u> • <u>Will be able to</u>: Modals <u>may</u> and <u>might</u> <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Other ways to draw conclusions: <u>probably</u> and <u>most likely</u> • Expressing possibility with <u>maybe</u>
<p>UNIT 3</p> <p>Getting Things Done PAGE 26</p>	<ul style="list-style-type: none"> • Offer a solution • Discuss how long a service will take • Evaluate the quality of service • Plan an event 	<ul style="list-style-type: none"> • Ways to indicate acceptance • Services • Planning and running an event 	<ul style="list-style-type: none"> • The causative • The passive causative <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Causative <u>make</u> to indicate obligation • <u>Let</u> to indicate permission • Causative <u>have</u>: common errors • The passive causative: the <u>by</u> phrase
<p>UNIT 4</p> <p>Reading for Pleasure PAGE 38</p>	<ul style="list-style-type: none"> • Recommend a book • Ask about an article • Describe your reading habits • Discuss online reading 	<ul style="list-style-type: none"> • Genres of books • Ways to describe a book • Some ways to enjoy reading 	<ul style="list-style-type: none"> • Noun clauses: usage, form, and common errors • Noun clauses: Embedded questions <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Verbs that can be followed by clauses with <u>that</u> • Adjectives that can be followed by clauses with <u>that</u> • Embedded questions <ul style="list-style-type: none"> ◦ <u>with whether</u> ◦ usage and common errors ◦ punctuation
<p>UNIT 5</p> <p>Natural Disasters PAGE 50</p>	<ul style="list-style-type: none"> • Convey a message • Tell someone about the news • Describe natural disasters • Prepare for an emergency 	<ul style="list-style-type: none"> • Severe weather and other natural disasters • Reactions to news • Adjectives of severity • Emergency preparations and supplies 	<ul style="list-style-type: none"> • Indirect speech: Imperatives • Indirect speech: <u>Say</u> and <u>tell</u>—tense changes <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Direct speech: punctuation rules • Indirect speech: optional tense changes

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> • Talk about the weather to begin a conversation with someone you don't know • Use question tags to encourage someone to make small talk • Ask about how someone wants to be addressed • Answer a <u>Do you mind</u> question with <u>Absolutely not</u> to indicate agreement • Say <u>That was nothing!</u> to indicate that something even more surprising happened • Use <u>Wow!</u> to indicate that you are impressed 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen to summarize • Confirm the correct paraphrases <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation of tag questions 	<p>Texts</p> <ul style="list-style-type: none"> • A business meeting e-mail and agenda • An online article about formal dinner etiquette of the past • A survey about culture change • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Apply prior knowledge • Draw conclusions • Understand from context 	<p>Task</p> <ul style="list-style-type: none"> • Write a formal and an informal e-mail message <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Formal e-mail etiquette
<ul style="list-style-type: none"> • Introduce disappointing information with <u>I'm sorry, but . . .</u> • Show concern with <u>Is there anything wrong?</u> and <u>That must be awful</u> • Begin a question of possibility with <u>I wonder if . . .</u> • Use <u>Let's see . . .</u> to indicate you are checking for something • Confirm an appointment with <u>I'll / We'll see you then</u> • Express emphatic thanks with <u>I really appreciate it</u> 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to activate vocabulary • Listen for details • Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation of lists 	<p>Texts</p> <ul style="list-style-type: none"> • A travel tips website about dental emergencies • A brochure about choices in medical treatments • A medicine label • A patient information form • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Understand from context • Relate to personal experience • Draw conclusions 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay comparing two types of medical treatments <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Comparisons and contrasts
<ul style="list-style-type: none"> • Use <u>I'm sorry, but . . .</u> and an excuse to politely turn down a request • Indicate acceptance of someone's excuse with <u>No problem.</u> • Suggest an alternative with <u>Maybe you could . . .</u> • Soften an almost certain <u>no</u> with <u>That might be difficult</u> • Use <u>Well, . . .</u> to indicate willingness to reconsider 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to confirm • Listen for main ideas • Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> • Emphatic stress to express enthusiasm 	<p>Texts</p> <ul style="list-style-type: none"> • A survey about procrastination • A business article about how to keep customers happy • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Infer point of view • Activate language from a text 	<p>Task</p> <ul style="list-style-type: none"> • Write an essay expressing a point of view about procrastination <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Supporting an opinion with personal examples
<ul style="list-style-type: none"> • Use <u>Actually</u> to show appreciation for someone's interest in a topic • Soften a question with <u>Could you tell me . . . ?</u> • Indicate disappointment with <u>Too bad</u> • Use <u>I'm dying to . . .</u> to indicate extreme interest • Say <u>Are you sure?</u> to confirm someone's willingness to do something 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen to take notes • Listen to infer a speaker's point of view and support your opinion <p>Pronunciation</p> <ul style="list-style-type: none"> • Sentence stress in short answers with <u>so</u> 	<p>Texts</p> <ul style="list-style-type: none"> • An online bookstore website • A questionnaire about reading habits • A magazine article about the Internet's influence on our habits • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Recognize point of view • Understand meaning from context 	<p>Task</p> <ul style="list-style-type: none"> • Write a summary and review of something you've read <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Summarizing
<ul style="list-style-type: none"> • Use <u>I would, but . . .</u> to politely turn down an offer • Say <u>Will do</u> to agree to a request for action • Use <u>Well</u> to begin providing requested information • Say <u>What a shame</u> to show empathy for a misfortune • Introduce reassuring contrasting information with <u>But, . . .</u> • Say <u>Thank goodness for that</u> to indicate relief 	<p>Listening Skills</p> <ul style="list-style-type: none"> • Listen for main ideas • Listen for details • Paraphrase • Listen to infer meaning <p>Pronunciation</p> <ul style="list-style-type: none"> • Direct and indirect speech: Rhythm 	<p>Texts</p> <ul style="list-style-type: none"> • News headlines • A textbook article about earthquakes • Statistical charts • A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> • Paraphrase • Confirm facts • Identify cause and effect • Interpret data from a chart 	<p>Task</p> <ul style="list-style-type: none"> • Write a procedure for how to prepare for an emergency <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> • Organizing detail statements by order of importance

	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 Life Plans PAGE 62	<ul style="list-style-type: none"> • Explain a change of intentions and plans • Express regrets about past actions • Discuss skills, abilities, and qualifications • Discuss factors that promote success 	<ul style="list-style-type: none"> • Reasons for changing plans • Qualifications for work or study 	<ul style="list-style-type: none"> • Expressing intentions and plans that changed: <u>Was / were going to</u> and <u>would</u> • Perfect modals <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Expressing the future: review • The future with <u>will</u> and <u>be going to</u>: review • Regrets about the past: <ul style="list-style-type: none"> ◦ <u>Wish</u> + the past perfect ◦ <u>Should have</u> and <u>ought to have</u>
UNIT 7 Holidays and Traditions PAGE 74	<ul style="list-style-type: none"> • Wish someone a good holiday • Ask about local customs • Exchange information about holidays • Explain wedding traditions 	<ul style="list-style-type: none"> • Types of holidays • Ways to commemorate a holiday • Some ways to exchange good wishes on holidays • Getting married: events and people 	<ul style="list-style-type: none"> • Adjective clauses with subject relative pronouns <u>who</u> and <u>that</u> <ul style="list-style-type: none"> ◦ Usage, form, and common errors • Adjective clauses with object relative pronouns <u>who</u>, <u>whom</u>, and <u>that</u> <ul style="list-style-type: none"> ◦ Form and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Adjective clauses: common errors • Reflexive pronouns • <u>By</u> + reflexive pronouns • Reciprocal pronouns: <u>each other</u> and <u>one another</u> • Adjective clauses: <u>who</u> and <u>whom</u> in formal English
UNIT 8 Inventions and Discoveries PAGE 86	<ul style="list-style-type: none"> • Describe technology • Take responsibility for a mistake • Describe new inventions • Discuss the impact of inventions / discoveries 	<ul style="list-style-type: none"> • Describing manufactured products • Descriptive adjectives 	<ul style="list-style-type: none"> • The unreal conditional: Review and expansion • The past unreal conditional <ul style="list-style-type: none"> ◦ Usage, form, and common errors <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Real and unreal conditionals: review • Clauses after <u>wish</u> • <u>Unless</u> in conditional sentences • The unreal conditional: variety of forms
UNIT 9 Controversial Issues PAGE 98	<ul style="list-style-type: none"> • Talk about politics • Discuss controversial issues politely • Propose solutions to global problems • Debate the pros and cons of issues 	<ul style="list-style-type: none"> • Political terminology • A continuum of political and social beliefs • Some controversial issues • Ways to agree or disagree • How to debate an issue politely 	<ul style="list-style-type: none"> • Non-count nouns that represent abstract ideas • Verbs followed by objects and infinitives <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Count and non-count nouns: review and extension • Gerunds and infinitives: <ul style="list-style-type: none"> ◦ form and usage ◦ usage after certain verbs
UNIT 10 Beautiful World PAGE 110	<ul style="list-style-type: none"> • Describe a geographical location • Warn about a possible risk • Describe a natural setting • Discuss solutions to global warming 	<ul style="list-style-type: none"> • Geographical features • Compass directions • Ways to recommend or criticize a place • Ways to describe risks • Dangerous animals and insects • Geographic nouns and adjectives • Describing natural features • Energy and the environment 	<ul style="list-style-type: none"> • Prepositional phrases of geographical places • <u>Too</u> + adjective and infinitive <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> • Prepositions of place: more usage • Proper nouns: capitalization • Proper nouns: use of <u>the</u> • Infinitives with <u>enough</u>

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Reference Charts	page 122
Grammar Booster	page 127

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Say No kidding! to indicate delight or surprise Say How come? to ask for a reason Express a regret with I should have . . . Use You never know . . . to reassure someone Accept another's reassurance with True 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details Listen to classify information Listen to infer a speaker's motives <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction of have in perfect modals 	<p>Texts</p> <ul style="list-style-type: none"> Career and skills inventories A magazine article with tips for effective work habits A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Understand from context Confirm content 	<p>Task</p> <ul style="list-style-type: none"> Write a short autobiography <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Dividing an essay into topics
<ul style="list-style-type: none"> Show friendliness by wishing someone a good holiday Reciprocate good wishes with Thanks! Same to you! Preface a potentially sensitive question with Do you mind if I ask you . . . Ask about socially appropriate behavior in order to avoid embarrassment Express appreciation with Thanks. That's really helpful 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Infer information <p>Pronunciation</p> <ul style="list-style-type: none"> "Thought groups" 	<p>Texts</p> <ul style="list-style-type: none"> Factoids on holidays A magazine article about holidays around the world Proverbs about weddings A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Scan for facts Compare and contrast Relate to personal experience 	<p>Task</p> <ul style="list-style-type: none"> Write a detailed description of two holidays <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Descriptive details
<ul style="list-style-type: none"> Congratulate someone for a major new purchase Apologize for lateness and provide an explanation Indicate regret for a mistake by beginning an explanation with I'm ashamed to say . . . Reduce another's self-blame with That can happen to anyone and No harm done 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to draw conclusions Listen to summarize Listen to infer meaning Infer the correct adjective <p>Pronunciation</p> <ul style="list-style-type: none"> Contractions with 'd in spoken English 	<p>Texts</p> <ul style="list-style-type: none"> Case studies of poor purchasing decisions A book excerpt about antibiotics Factoids on famous inventions A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Find supporting details Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write an essay about the historical impact of an important invention or discovery <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Summary statements
<ul style="list-style-type: none"> Ask for permission when bringing up a topic that might be controversial Use So . . . to begin a question clarifying someone's statement Politely indicate unwillingness with No offense, but . . . Apologize for refusing with I hope you don't mind Use How do you feel about . . . to invite someone's opinion Offer an explanation for one's opinion. Use Actually, . . . to introduce a different point of view 	<p>Listening Skills</p> <ul style="list-style-type: none"> Infer a speaker's political and social beliefs Infer a speaker's point of view Listen to summarize Auditory discrimination <p>Pronunciation</p> <ul style="list-style-type: none"> Stress to emphasize meaning 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of political literacy A textbook introduction to global problems A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Activate language from a text Critical thinking 	<p>Task</p> <ul style="list-style-type: none"> Write an essay presenting the two sides of a controversial issue <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Contrasting ideas
<ul style="list-style-type: none"> Show interest in someone's plans by asking follow-up questions Indicate possible intention with I've been thinking about it Qualify a positive response with Sure, but . . . Elaborate further information using Well, . . . Express gratitude for a warning 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen to summarize Listen for details Infer a speaker's point of view <p>Pronunciation</p> <ul style="list-style-type: none"> Voiced and voiceless th 	<p>Texts</p> <ul style="list-style-type: none"> Maps An online article about ways to curb global warming A photo story <p>Skills/Strategies</p> <ul style="list-style-type: none"> Interpret maps Understand from context Critical thinking Summarize 	<p>Task</p> <ul style="list-style-type: none"> Write a geographic description of your country, state, or province <p>WRITING BOOSTER</p> <ul style="list-style-type: none"> Organizing by spatial relations

Writing Booster page 146

Top Notch Pop Lyrics page 154

TO THE TEACHER

What is *Top Notch*? *Top Notch* is a four-level communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.



The goal of ***Top Notch*** is to make English unforgettable through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

The ***Top Notch*** course has two beginning levels—***Top Notch Fundamentals*** for true beginners and ***Top Notch 1*** for false beginners. ***Top Notch*** is benchmarked to the Global Scale of English and is tightly correlated to the Can-do Statements of the Common European Framework of Reference.

Each full level of ***Top Notch*** contains material for 60–90 hours of classroom instruction.

NEW This third edition of ***Top Notch*** includes these new features: Extra Grammar Exercises, digital full-color Vocabulary Flash Cards, Conversation Activator videos, and Pronunciation Coach videos.

Award-Winning Instructional Design*

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated practical communication goal closely aligned to the Common European Framework's Can-do Statements. All activities are integrated with the goal, giving vocabulary and grammar meaning and purpose. *Now You Can* activities ensure that students achieve each goal and confirm their progress in every class session.

Explicit vocabulary and grammar

Clear captioned picture-dictionary illustrations with accompanying audio take the guesswork out of meaning and pronunciation. Grammar presentations containing both rules and examples clarify form, meaning, and use. The unique *Recycle this Language* feature continually puts known words and grammar in front of students' eyes as they communicate, to make sure language remains active.

High-frequency social language

Twenty memorable conversation models provide appealing natural social language that students can carry "in their pockets" for use in real life. Rigorous controlled and free discussion activities systematically stimulate recycling of social language, ensuring that it's not forgotten.

Linguistic and cultural fluency

Top Notch equips students to interact with people from different language backgrounds by including authentic accents on the audio. Conversation Models, Photo Stories, and cultural fluency activities prepare students for social interactions in English with people from unfamiliar cultures.

Active listening syllabus

All Vocabulary presentations, Pronunciation presentations, Conversation Models, Photo Stories, Listening Comprehension exercises, and Readings are recorded on the audio to help students develop good pronunciation, intonation, and auditory memory. In addition, approximately fifty carefully developed listening tasks at each level of ***Top Notch*** develop crucial listening comprehension skills such as listen for details, listen for main ideas, listen to activate vocabulary, listen to activate grammar, and listen to confirm information.

*We wish you and your students enjoyment
and success with **Top Notch 3**.*

We wrote it for you.

Joan Saslow and Allen Ascher

* ***Top Notch*** is the recipient of the Association of Educational Publishers' *Distinguished Achievement Award*.



ActiveTeach

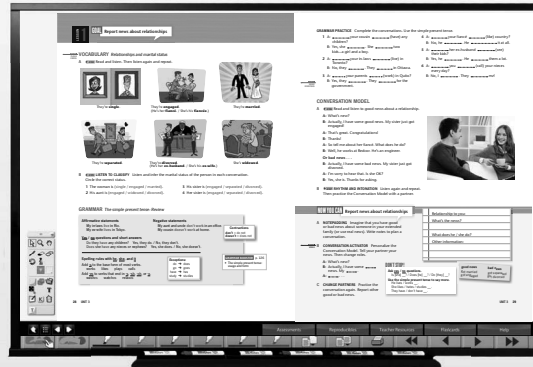
Maximize the impact of your **Top Notch** lessons. This digital tool provides an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of digital and printable features.

For class presentation . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Pronunciation Coach videos: facilitate clear and fluent oral expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
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PLUS

-  Clickable Audio: instant access to the complete classroom audio program
-  **Top Notch Pop Songs and Karaoke:** original songs for additional language practice



For planning . . .

- *A Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Top Notch Pop* language exercises

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in the ActiveTeach

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Wells, *The War of the Worlds*, Atria Books, 2012, (short stories) Paul Negri, *Great Short Short Stories*, Dover Publications, 2005, (biographies) Donna Faulkner, *Mandela*, New Word City, Inc., 2014, (autobiographies) Nelson Mandela, *Long Walk to Freedom*, Abacus, 1995, (travel) Bill Bryson, *Notes from a Small Island*, William Morrow Paperbacks, 2001, (self-help) Eric R. 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USING YOUR *TOP NOTCH* TEACHER'S EDITION AND LESSON PLANNER

The **Teacher's Edition and Lesson Planner** provides detailed notes for planning and presenting your lessons, plus ideas for extending them. You will find additional support in *ActiveTeach*, a digital tool that goes hand in hand with the Teacher's Edition. *ActiveTeach* provides an interactive classroom experience with or without an interactive whiteboard (IWB).

The instructions here will guide you as you use the teaching suggestions in the Lesson Plans, and explain the printable and digital resources in *ActiveTeach*.

In addition, the authors recommend you consult the **Methods Handbook** for support in developing effective techniques for teaching in a communicative classroom and for teaching tips for achieving the best results with the *Top Notch* course.

Overview

Starting with Unit 1, each two-page lesson is designed for a period of 45 to 60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times as a guide when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. Your actual teaching time may vary according to your students' needs, your program schedule, and your teaching style. Write your actual teaching time in the space provided for future reference.

Activities labeled *Option* include suggested teaching times that should be added to the lesson.

In addition, these optional digital activities referenced throughout this Teacher's Edition are available in *ActiveTeach* to enrich your lesson.

Vocabulary Flash Card Player

By clicking on the icon, you will have instant access to digital full-color vocabulary flash cards for dynamic presentation, practice, or review.

More Exercises

Additional exercises are provided for each grammar presentation and each reading. The Extra Grammar Exercises can be printed out and distributed as handouts. The Extra Reading Comprehension Exercises can also be presented in the classroom, to be done in class as an oral activity, or they can be printed out as handouts for written responses.

Conversation Activator Video

This extra speaking support is provided to encourage students to change, personalize, and extend the Conversation Models. This exciting video tool accompanies the Conversation Activator activities in each unit.

The Conversation Activator has two scenes. In Scene 1, actors demonstrate how to change and personalize the Conversation Model. In Scene 2, the actors extend their conversation, saying as much as they can.


Pronunciation Coach Video

This extra pronunciation support features a coach who models and expands the pronunciation topic. The video provides animated examples to further clarify the topic and offers further spoken practice.

Top Notch Pop Song Video and Karaoke Video

Designed to provide targeted practice of unit language and improve students' pronunciation, the *Top Notch Pop* songs are accessible in two video formats: first, with a vocalist, and then karaoke-style, without the vocalist. Both videos feature the song lyrics with a "bouncing ball," enabling students to sing or "rap" the songs. Both formats are also available in audio only by clicking the audio icons on the *Top Notch Pop* Lyrics page at the end of the Student's Book. *Top Notch Pop* song activities are available for each unit's song. The activities provide practice of the unit grammar and vocabulary in the songs as well as comprehension exercises of the lyrics. Access the activities from the "Top Notch Pop Songs" menu in *ActiveTeach*.

 **Open Printable extension activities and other resources in *ActiveTeach***

A multitude of additional activities and resources can be viewed and printed from the *ActiveTeach*. Throughout the Lesson Plan notes, the following printable extension activities and resources are referenced with the print icon  at the suggested point of use in the lesson: Conversation Activator Pair Work Cards, Conversation Activator Video Script, Speaking Activities, “Find Someone Who” Activities, Graphic Organizers, Inductive Grammar Charts, Learning Strategies, Pronunciation Activities, Writing Process Worksheets, Extra Grammar Exercises, Extra Reading Comprehension Exercises. Other available resources, listed at the end of each unit, include Unit Study Guides, Supplementary Pronunciation Lessons, “Just for Fun” Activities, and Oral Progress Assessment Charts.

Other Supplements

In addition to the digital and printable extras listed, *Top Notch 3* offers even more supplements. The **EXTRAS** icon throughout the Lesson Plan pages lists additional supplementary components and materials available to support the lesson or individual units.

Supplementary components include:













Workbook Lesson-by-lesson written exercises.

Assessment Ready-made unit and review achievement tests, with options to edit, add, or delete items.

Full Course Placement Tests Accurately place your students into *Top Notch*. Includes detailed instructions for administering the test, and guidelines for scoring and placement.

Student’s Book icons and *ActiveTeach* icons

The icons used in the Student’s Book and *ActiveTeach* are different. Here are the corresponding icons:

	Student’s Book icon	<i>ActiveTeach</i> icon
Vocabulary Flash Card Player		
Extra Grammar Exercises		
Extra Reading Comprehension Exercises		
Conversation Activator Video		
Pronunciation Coach Video		
<i>Top Notch</i> Pop Song Video and Karaoke Video		

Grammar Readiness

SELF-CHECK

The Grammar Readiness Self-Check is optional. Complete the exercises to confirm that you know this grammar previously taught in *Top Notch*.

QUANTIFIERS FOR INDEFINITE QUANTITIES AND AMOUNTS

A PRACTICE Circle the correct quantifiers.

- 1 There isn't (much) / many / some) milk in the fridge.
- 2 There are (much / (many) / any) beautiful figures in the Gold Museum.
- 3 We need to go shopping. We don't have (much) / many / some) shampoo for the trip.
- 4 She doesn't use (many / (a lot of) / some) toothpaste when she brushes her teeth.
- 5 I'm on a diet. I just want to have (much / any / (some) soup for lunch.
- 6 There aren't (much / (many) / some) calories in a salad.

B USE THE GRAMMAR Complete each statement with real information. Use an affirmative or negative form of there is / there are and the quantifiers some, any, a lot of, many, or much. Answers will vary.

- 1 In my bathroom, right now, but
- 2 In my fridge, right now, but

THE REAL CONDITIONAL

A PRACTICE Complete the statements and questions with the simple present tense or the future with will.

- 1 If you call me tomorrow morning, I will give / I'll give you the information you need.
you / call I / give
- 2 Will the hotel gift shop be open if I arrive after 6:00 P.M.?
the hotel gift shop / be I / arrive
- 3 If you do not hurry / you don't hurry . . . , the fitness center won't be / will not be ... open.
you / not / hurry the fitness center / not / be
- 4 Will we miss the express train if we arrive at the station after 4:00?
we / miss we / arrive
- 5 If you click on the scroll bar, the screen will move up and down.
you / click the screen / move

B USE THE GRAMMAR Complete each statement, using the real conditional. Answers will vary.

- 1 If I go on a trip to New York, I
- 2 I if it rains tomorrow.

THE UNREAL CONDITIONAL

A PRACTICE Choose the correct way to complete each unreal conditional sentence.

- 1 If you something in a store, would you pay for it?
a would break (b broke) c break
- 2 What if your computer crashed?
(a would you do) b were you doing c did you do

- 3 If I found someone's wallet in a restaurant, I the server.
 a would tell b will tell c told
- 4 I would go to Sam's Electronics if I to get a great deal on a new tablet.
 a would want b want c wanted
- 5 How if your husband got cosmetic surgery?
 a do you feel b would you feel c will you feel
- 6 If I to New York, I would go to the top of the Empire State Building.
 a go b went c would go

B USE THE GRAMMAR Complete these unreal conditional statements in your own words. Answers will vary.

- 1 If I had a lot of money,
- 2 I would stop studying English if

COMPARISON WITH AS . . . AS

A PRACTICE Combine each pair of statements, using comparisons with as . . . as and the adverb in parentheses.

- 1 London is exciting. Rome is exciting too.
 (just) London is just as exciting as Rome. / Rome is just as exciting as London.
- 2 The ceramic vase is beautiful. The glass vase is much more beautiful.
 (not / nearly) The ceramic vase is not nearly as beautiful as the glass vase.
- 3 I'm very rebellious. My sister is much more rebellious.
 (not / quite) I'm not quite as rebellious as my sister.
- 4 The Green Hotel is expensive. The Chelton Hotel is a little more expensive.
 (almost) The Green Hotel is almost as expensive as the Chelton Hotel.
- 5 The movie *Kill Bill* was violent. *War of the Worlds* was violent too.
 (just) The movie *Kill Bill* was just as violent as *War of the Worlds*. / The movie *War of the Worlds* was just as violent as *Kill Bill*.

B USE THE GRAMMAR Write statements with comparisons with as . . . as. Answers will vary.

- 1 Compare two people in your family.

- 2 Compare two products, such as cars or electronics.

GERUNDS AND INFINITIVES

A PRACTICE Complete the advice by choosing a gerund or infinitive form of each verb.

Are you an introvert? Are you afraid of (1 speaking / to speak) in front of a group of people? Are you tired of (2 worrying / to worry) about what other people think? Let me give you some tips for (3 changing / to change) how you feel. First of all, enjoy (4 being / to be) who you are. There's nothing wrong with (5 getting / to get) nervous in social situations. If you want (6 feeling / to feel) comfortable in those situations, you can learn how. Finally, learn (7 accepting / to accept) that you have unique strengths.

B USE THE GRAMMAR Complete each personal statement with a gerund or infinitive phrase. Answers will vary.

1 After I finish my English studies, I hope

2 I dislike, but I really don't mind

THE PASSIVE VOICE

A PRACTICE Change each sentence from active voice to passive voice. Use a by-phrase if it is important to mention who performs the action.

1 Gabriel García Márquez wrote *One Hundred Years of Solitude* in 1967.

One Hundred Years of Solitude was written by Gabriel García Márquez in 1967.....

2 People eat fried cheese balls for lunch or snacks.

Fried cheese balls are eaten for lunch or snacks.....

3 The Spanish artist Diego Velázquez painted *Las Meninas* in 1656.

Las Meninas was painted by the Spanish artist Diego Velázquez in 1656.....

4 People turn down the beds every night at the Gates Hotel.

The beds are turned down every night at the Gates Hotel.....

5 They grow mangos in many countries around the world.

Mangos are grown in many countries around the world.....

B USE THE GRAMMAR Write two facts about your city or country, using the passive voice. For example: *In my country, fish is usually served with rice.* Answers will vary.

1

2

THE PAST CONTINUOUS

A PRACTICE Complete the paragraph with the past continuous or the simple past tense.

I^{had}_{1 have} a problem yesterday. While I^{was looking up}_{2 look up} some information on the Internet, I^{found}_{3 find} a great website with some cool applications. So I^{decided}_{4 decide} to download one of

them. While I ⁵ was doing that, my computer ⁶ crashed. I ⁷ tried restarting, but nothing happened. While I ⁸ was trying to solve the problem, the phone ⁹ rang. It was my friend Mark. He ¹⁰ said that the website I found had a virus.

B USE THE GRAMMAR Complete the statements, using the past continuous or the simple past tense. *Answers will vary.*

- 1 While I was leaving home for class today,
- 2 Someone called me while

USE TO / USED TO

A PRACTICE Complete each sentence with the correct affirmative or negative form of use to or used to.

- 1 I (like) ^{didn't use to like} to eat seafood, but now I do.
- 2 My school (be) ^{used to be} near the mall, but it moved to another location.
- 3 ^{Did} you (go) ^{use to go} to the beach a lot when you were a kid?
- 4 I (be) ^{used to be} kind of an introvert, but now I like being with lots of people.
- 5 There (be) ^{didn't use to be} so many hotels on Bliss Street, but now there are lots of them.

B USE THE GRAMMAR Complete the statements with real information. *Answers will vary.*

- 1 There didn't use to be in our city.
- 2 I used to when I was a kid.
- 3 I didn't use to like , but now I do.

THE PRESENT PERFECT

A PRACTICE Choose the present perfect or simple past tense verb phrase to complete each conversation.

- 1 **A:** I'm worried we're going to be late. Has Tom taken a shower yet?
B: No. Actually, he hasn't gotten up/ didn't get up) yet!
- 2 **A:** Did you get Mr. Bland's message this morning?
B: Yes, I did. But I didn't have / haven't had time to respond yet.
- 3 **A:** Have you seen DiCaprio's new movie?
B: Actually, I saw/ have seen) it last night. It wasn't great.
- 4 **A:** Have you stayed at the Greenvale Hotel before?
B: Not at the Greenvale. But I stayed / 've stayed at the Huntington next door twice.

B USE THE GRAMMAR Complete the statements about yourself. *Answers will vary.*

- 1 I haven't yet, but I'd like to.
- 2 I've more than three times.
- 3 I've since
- 4 I haven't for

COMMUNICATION GOALS

- 1 Explain a change of intentions or plans.
- 2 Express regrets about past actions.
- 3 Discuss skills, abilities, and qualifications.
- 4 Discuss factors that promote success.

UNIT

6

Life Plans

PREVIEW

What's the best career for you?

Take the preference inventory to see which fields might be a good match for you. Check the activities you like (or would like) to do.

- work on experiments in a science laboratory
- write songs
- manage a department of a large business corporation
- repair furniture
- be a doctor and care for sick people
- design the stage scenery for a play
- teach adults how to read
- study a company's sales
- restore antique cars
- teach science to young people
- help families with problems
- manage a company's sales representatives
- make clothes to sell
- interpret X-rays and other medical tests
- make paintings and sculptures
- help couples with their new babies
- start my own business
- build houses

Write the number of check marks you have by each color.

Field: BUSINESS SCIENCE CRAFTS
 SOCIAL WORK ARTS



A DISCUSSION Talk about the questions.

- Which field or fields did you have the most check marks in?
- Were you surprised by your results? Explain.
- What are some jobs or professions in that field?

PREVIEW

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the preference inventory.

- Help students become interested in the topic. Ask *What is this inventory about?* (People's interests.) *How do you think it could be useful?* (It could help people choose a suitable occupation.) *What jobs or occupations do the pictures represent?* Elicit the jobs or occupations, not the objects that represent them. (Possible answers: Construction worker or engineer, painter or artist, scientist or doctor, businessperson.)
- Ask students if they have ever taken an inventory like this one before. Have volunteers tell the class about their experiences. Encourage students to describe the inventory and tell whether it was useful or not.
- Have students check the activities they are interested in, count up the check marks according to color, and write the totals at the bottom.

A Discussion

Suggested teaching time:	13–15 minutes	Your actual teaching time:	
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- Before students work together in groups, give them a few minutes to read the questions and write notes as they prepare their answers.
- As students discuss the questions, encourage them to give reasons for their choices and to ask each other follow-up questions. For example:

Student A: *I really want to be a doctor.*

Student B: *A doctor? Why?*

Student A: *I like learning about the body and how it works.*

Student C: *But are you interested in working with people?*

Student A: *Yes. I especially want to work with children.*
- Take a poll to see which fields students have more jobs in, or which fields students are most interested in.

- Have several volunteers tell the class why they were or weren't surprised by their results. Ask students if their present jobs match the results of their inventories. If your students have not yet entered the workforce, ask them to talk about someone they know or what kind of job or career they are thinking about in the future.
- To review the jobs and professions, draw the following chart on the board (without the possible responses). Have students say the jobs in each field and write them on the board.

Business	Science	Crafts
manager sales analyst accountant sales director stockbroker	scientist researcher doctor technician biologist	woodworker builder carpenter architect jewelry designer
Social Work	Arts	
teacher social worker therapist counselor	musician painter sculptor graphic designer	

Option: (+5 minutes) To extend the activity, form small groups and have students take turns talking about the jobs and occupations of family members and friends; for example, *Are most of them happy in their jobs? Are they doing what they dreamed about when they were young?*

Language and culture

- Crafts include furniture, clothing, jewelry making, etc.
- Career inventories can help people get a better understanding of what their job or career options are. These inventories and assessments are designed to measure someone's interests or skills, indicate personality preferences, and identify work-related and life values. Career guidance companies and some schools use these tools with the goal of helping people make successful career choices.

B ▶ 3:19 Photo story

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- As a warm-up, have students cover the text and look at the pictures. Ask them to make predictions for the following questions: *Where are the women?* (Possible answers: In a doctor's office, in a hospital.) *Who are the two women?* (Possible answer: They could be friends or relatives.)
- To check comprehension after reading and listening, write on the board:
 1. *What is the reason for Charlotte's visit?*
 2. *What does Dr. Miller suggest? Why?*
- Have students discuss the questions in pairs and listen again to the Photo Story if necessary.
- To review, ask volunteers for their answers. (1. Charlotte needs some advice. She's interested in the health field, but wants to study something that doesn't take very long. 2. Dr. Miller suggests that she become a physical therapist because she can help people and there are always jobs available.)

C Focus on language

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Encourage students to identify who says the phrases and to use the context of the conversation to help figure out the meaning.
- Then have students compare answers with a partner and review with the class.

SPEAKING

A Have you ever changed . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the list of areas in which people change their minds. As a class, brainstorm topics for the category *other* and write them on the board; for example, *buying a car, taking a trip, making an investment*.
- Have students check the areas and take notes of reasons why they have changed their mind.

B Discussion

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Ask students to work in small groups and use their notes as a guide to talk about their experiences. Encourage the students who are listening to ask follow-up questions.
- To review, write the six areas on the board and take a poll to find out how many people have changed plans in each area. Have volunteers give a brief description of the plan they have changed and explain why.

Option: (+5 minutes) For a challenge, write on the board:
Think of something that has been on your mind for some time.

Think of reasons why you have been having trouble making up your mind.

Think of someone whose brain you could pick to help you make a decision.

Have students individually write notes to prepare to discuss the topics on the board and then tell a partner about their responses. Encourage students to use the language from the Photo Story. To review, have volunteers share their responses with the class.

Language and culture

- A *job* is something a person does to earn money. A *career* is a chosen profession that involves long-range planning and makes use of special skills, training, and education.

EXTRAS

Workbook

AUDIOSCRIPT for page T65 (C Listen to activate vocabulary)

CONVERSATION 1 [M = U.S. regional]

M: So what did you want to be when you grew up?

F: Me? I actually wanted to be a sculptor. And I was one for about five years.

M: Really? So how come you're an architect now?

F: I guess it was just impossible to make a living.

M: I can imagine.

CONVERSATION 2 [M = British English]

F: Weren't you going to marry that American girl — what was her name — Jessica??

M: You remember! You're amazing!

F: Who could forget Jessica?

M: Hmm. Well, she was lovely!

F: What made you change your mind?

M: I never really changed my mind. My parents convinced me not to do it.

CONVERSATION 3 [F = Russian]

M: I always thought you would become a lawyer.

F: What do you mean?

M: Well, you love to argue, and you love to win.

F: To tell you the truth, I really thought I would become a lawyer too, but I couldn't pass the entrance exam. I took it twice.

M: You're kidding!

F: Well, there's more to law than arguing and winning.

CONVERSATION 4

F1: I remember that Romanian skier you were going to marry.

F2: Oh, yes. Andrei. He was so nice.

F1: Whatever happened?

F2: When you get older, your tastes just change, I guess. That's why I married Jerome.

B ▶ 3:19 **PHOTO STORY** Read and listen to a conversation about a career choice.



Charlotte: Dr. Miller, I wonder if I could pick your brain.

Dr. Miller: Sure, Charlotte. What's on your mind?

Charlotte: Well, I always thought I would go to engineering school, but now I'm not so sure anymore.

Dr. Miller: Well, it's not so unusual for a person your age to change her mind . . .



Dr. Miller: I must have changed mine ten times before I settled on medicine! Have you decided on something else?

Charlotte: Well, actually, I've developed an interest in the health field, and since you're a doctor . . .

Dr. Miller: Are you thinking of medicine?

Charlotte: Not specifically. Something related that doesn't take that long to study . . .



Charlotte: I know there are some good options, but I'm having trouble making up my mind.

Dr. Miller: Well, have you given any thought to becoming a physical therapist? It's a great field. You help people, and there's always a job available.

Charlotte: Hmm. Physical therapy. I should have thought of that. I'll keep that in mind.

C FOCUS ON LANGUAGE Find the following expressions in the Photo Story. Use the context to help you match the expressions and their meanings.

...d... 1 make up one's mind

...b... 2 keep something in mind

...c... 3 be on one's mind

...f... 4 settle on

...a... 5 change one's mind

...e... 6 pick someone's brain

a decide to do something else

b remember something

c think of something

d decide to do something after considering conflicting choices

e ask someone about something

f make a final decision that won't change

SPEAKING

A Have you ever changed your mind before settling on something?

Check any areas in which you have changed your mind.

a career or job choice

a flat or other place to live

a field of study

the choice of a school or college

a marriage

other

B DISCUSSION Survey the class. How many classmates checked each box?

Discuss the reasons why people changed their plans.



CONVERSATION MODEL

A ▶ 3:20 Read and listen to a conversation about a change in plans.

A: So what are you doing these days?

B: Well, I'm in dental school.

A: No kidding! I thought you had other plans.

B: That's right. I was going to be an artist, but I changed my mind.

A: How come?

B: Well, it's hard to make a living as a painter!

B ▶ 3:21 RHYTHM AND INTONATION Listen again and repeat.

Then practice the Conversation Model with a partner.

GRAMMAR Expressing intentions and plans that changed: Was / Were going to and would

Express and ask about past intentions and plans that changed with was / were going to + a base form.

I was going to get married (but I didn't).

Was she going to take the course?

They were going to study art (but they didn't).

Were you going to study with Dr. Mellon?

Weren't you going to study law? (Yes, I was. / No, I wasn't.)

Where were they going to work? (In Kuala Lumpur.)

Who was going to teach this class? (My sister was.)

You can also use would (the past of will) + a base form to express plans and intentions that changed, but only in a noun clause following verbs such as thought, believed, or said.

She thought she would be a doctor (but she changed her mind).

We always believed they would get married (but they never did).

They said they would pay for their daughter's studies (but they didn't).

Note: You can also use was / were going to in a noun clause after thought, believed, or said.

They said they were going to arrive before noon (but they didn't).

Be careful!

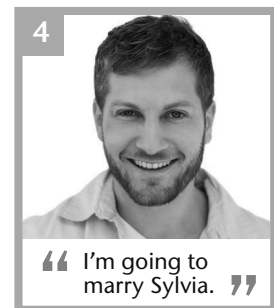
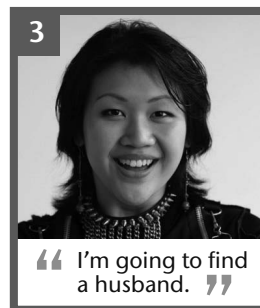
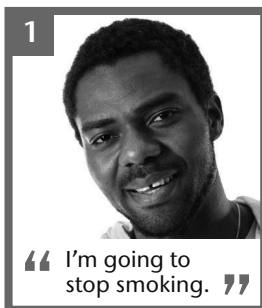
Don't use would + a base form alone. It must be used in a noun clause. Use was / were going to instead.

She was going to be a doctor.
NOT She would be a doctor.

GRAMMAR BOOSTER p. 135

- Expressing the future: review
- The future with will and be going to: review

GRAMMAR PRACTICE Write what each person said he or she was going to do. See page T64 for answers.



1. He said he was going to ...

CONVERSATION MODEL

A ▶ 3:20 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Say “No kidding!” to indicate delight or surprise.
- Say “How come?” to ask for a reason.
- Point out to students the title of the lesson, *Explain a change of intentions or plans*. Then have students look at the photograph and ask *What do you think the men are talking about?* (Possible answers: Someone wants to change his career or move to a different place.)
- After students read and listen, check comprehension by asking *What school is the man attending?* (Dental school.) *Why is his friend surprised?* (Because he thought he wanted to do something else.) *Why did the man change his mind?* (He wanted to make more money.)

B ▶ 3:21 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *So what are you doing these days?* and *How come?*
 - put extra stress on *other* in *I thought you had other plans.*

Language and culture

- **From the Longman Corpus:** A person can *make a living as a [doctor / cook, etc.] or make a living by [teaching / selling cars, etc.]*. Use of *as* and a job title is said most frequently.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students’ attention to the chart and have them read the first explanation and study the examples. To help clarify, say *Use “was going to” or “were going to” to express intentions and plans that changed.*
- To check comprehension, direct attention to the first example and ask *What plans did this person have?* (To get married.) *Did he or she get married?* (No.)
- To review the structure, write on the board: *was / were going to + base form of the verb.*
- To provide practice, have students work in small groups and say one thing they wanted to do, but didn’t. Ask them to give the reason why they didn’t. Encourage students to ask each other detailed questions using the future in the past. For example:
 - Student A:** *We were going to go on vacation, but my sister broke her leg.*
 - Student B:** *Where were you going to go?*

- Have students read the second explanation and study the examples. To help clarify, say *After verbs of belief or reporting verbs, you can use would followed by a base form to talk about plans and intentions that changed.*
- To check comprehension, have students identify the verbs of belief (thought, believed) and the reporting verb (said) in the examples.
- To provide practice, write on the board:
 1. *She thought he was going to the party.*
 2. *They knew they were going to be late.*
- Ask students to rewrite these sentences using *would + base form* to express future in the past. (1. *She thought he would go to the party.* 2. *They knew they would be late.*)
- Direct attention to the *Be careful!* box. Be sure students understand that *would* can only be used to express intentions or plans that changed after verbs of belief or reporting verbs.
- Have students read the Note. To help clarify, say *Was / were going to can also be used after verbs of belief (thought, believed) and reporting verbs (said).*
- To provide practice, have students restate the examples from the second explanation using *was / were going to*. (She thought she was going to be a doctor. We always believed they were going to get married. They said they were going to pay for their daughter’s studies.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T135)



Inductive Grammar Charts

GRAMMAR PRACTICE

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class.
 - Have students compare and explain their answers in pairs. Then review with the class.
- Option: (+5 minutes) To extend the activity, form small groups and have students compare the plans and beliefs they had about their own futures at an earlier time in their lives; for example, **Student A:** *When I was a child, I thought I would be a teacher.* **Student B:** *That’s interesting. I thought I was going to be a teacher, too, but I changed my mind.* Then ask students from different groups to say whether they had similar or different plans and beliefs.

Answers for Grammar practice

- He said he was going to stop smoking. (He said he would stop smoking.)
- She said she was going to apply to law school. (She said she would apply to law school.)
- She said she was going to find a husband. (She said she would find a husband.)
- He said he was going to marry Sylvia. (He said he would marry Sylvia.)

Option: (+5 minutes) Ask students to change each statement, using *would* instead of *was going to*.



Extra Grammar Exercises

VOCABULARY

A 3:22 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students listen and read the sentences. Then have them listen and repeat chorally.
- To check comprehension, ask students to identify the vocabulary that corresponds to each of the statements:
I studied really hard, but I failed the exam. (I didn't pass the exam.)
I have to work two jobs now to earn enough money. (It's hard to make a living.)
I was going to travel, but my family thought I was crazy, so I'm not going. (My family talked me out of it.)
I used to collect stamps; now I collect coins. (My tastes changed.)
I was going to go out to dinner after class, but I think I'll just go home. (I changed my mind.)

Language and culture

- In the United States, the person who practices law is called a *lawyer* or an *attorney*. In England and Wales, a *barrister* handles legal matters inside the court, and a *solicitor* advises clients as to their legal rights. In Canada and Australia, the terms *lawyer*, *barrister*, and *solicitor* are all used. In India, the official term for *lawyer* is *advocate*.

B Vocabulary / grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Point out that there can be many correct reasons.

Answers for Exercise B

Answers will vary, but may include the following:

1. Laura thought she would be a doctor, but she changed her mind.
2. I thought I would become an astronaut, but I didn't pass the exam.
3. We were sure Bill would go to the local university, but his family talked him out of it.
4. Joe always believed he would become a writer, but it's hard to make a living as a writer.

C 3:23 Listen to activate vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students listen to the conversations and take notes about each person's plans. Then ask students to complete the blanks in each sentence.

AUDIOSCRIPT See page T63.

NOW YOU CAN Explain a change of intentions or plans

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to write at least one intention or plan for each category. Allow them to write about other types of intentions or plans if they want to.

B Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 189 of this Teacher's Edition.
- Remind students to use the conversation strategies; for example, make sure students express *No kidding!* with enthusiasm.

DON'T STOP! Extend the conversation. Have students give examples of questions they can ask. Remind them that they can also use tag questions. For example:

So where do you live now?

You don't get much free time, do you?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

C Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Assign students new partners and remind them to use other life choices and plans.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 6, Activity 1

VOCABULARY *Reasons for changing plans*

A ▶ 3:22 Read and listen. Then listen again and repeat.



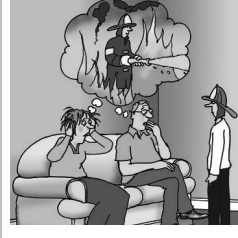
I wanted to be a pop star, but **my tastes changed**.



I was going to be an artist, but **it's hard to make a living as an artist**.



I thought I would be a lawyer, but **I didn't pass the exam**.



I wanted to become a firefighter, but my family **talked me out of it**.



I was going to marry George, but **I changed my mind**.

B **VOCABULARY / GRAMMAR PRACTICE** Complete each sentence, using would and a reason from the Vocabulary. Then compare reasons with a partner. See page T65 for answers.

- 1 Laura thought / be / a doctor, but . . .
- 2 I thought / become / an astronaut, but . . .
- 3 We were sure / Bill / go / to the local university, but . . .
- 4 Joe always believed / become / a writer, but . . .

C ▶ 3:23 **LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations. Complete each statement about the decision each person made. Then listen again and use the Vocabulary to write the reason each person changed his or her mind.

- 1 She wanted to be a sculptor , but she changed her mind because it was impossible to make a living . . .
- 2 He was going to marry Jessica, but he didn't because his parents convinced him not to . . .
- 3 He always thought she would become a lawyer , but she didn't because she couldn't pass the entrance exam . . .
- 4 She was going to marry a Romanian named Andrei, but she didn't because her tastes changed . . .

NOW YOU CAN Explain a change of intentions or plans

A **NOTEPADDING** On the notepad, write some intentions or plans you had in the past but changed your mind about. Write the reasons for the changes, using the Vocabulary or other reasons.

for my life:

for my studies:

for my career:

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model, using the information on your notepad. Then change roles.

- A: So what are you doing these days?
 B: Well,
 A: No kidding! I thought you had other plans.
 B: That's right. I was going to , but
 A: How come?
 B: Well,

C **CHANGE PARTNERS** Practice the conversation again about other intentions or plans from your notepad.

DON'T STOP!

- Ask more questions.
- Explain your choices and decisions.
- Discuss the future.

GRAMMAR *Perfect modals*

Use perfect modals to express feelings and beliefs about past actions and events:

- **Regrets or judgments: should have + past participle**
I should have studied medicine. (But unfortunately, I didn't.)
She shouldn't have divorced Sam. (But unfortunately, she did.)
- **Possibility: may have / might have + past participle**
I may (OR might) have failed the final exam. It was really hard.
He may (OR might) not have been able to make a living as a painter.
- **Ability (OR possibility): could have + past participle**
He was the driver. He could have prevented the accident.
The museum was closed, but she couldn't have known that. It's usually open on Tuesdays.
- **Certainty: would have + past participle**
You should have gone to Rio. You would have loved it.
It's good they didn't move to Europe. They wouldn't have been happy there.
- **Conclusions: must have + past participle**
Beth isn't here. She must have gone home early.
(I think that's what happened.)
They didn't buy the house. The price must not have been acceptable.
(I think that's the reason.)



GRAMMAR BOOSTER p. 136

Regrets about the past: wish + the past perfect; should have and ought to have

A GRAMMAR PRACTICE Choose the modal that logically completes each sentence. Write that modal and the verb in the perfect modal form.

- 1 I don't know why she took that job. It must have been the only one available.
(must OR should) be
- 2 I should have studied architecture. I would have been really good at it.
(should OR may) study (must OR would) be
- 3 Jenna's not studying Chinese anymore. It might have been too hard to learn Chinese and Japanese at the same time.
(should OR might) be
- 4 We didn't know we were going to have five children. We should not have bought such a small house.
(could not OR should not) buy
- 5 Ella still loves big cities. She should not have moved to the countryside.
(must not OR should not) move
- 6 When I was young, everyone thought I was a great singer. But I decided to become a lawyer instead. Looking back, I think I may have decided on the wrong career.
(may OR should) decide

B PAIR WORK Provide three possible reasons for each statement. Use may / might have, must have, and could have. Follow the example.

Example: John is late for dinner.

“ He might have gotten stuck in traffic. ”

“ And he must not have taken his cell phone. ”

“ Or he could have had an important meeting at work. ”

- 1 My brother never got married.
- 2 All the classes were canceled today.
- 3 Michael is forty, and he just became a doctor.
- 4 Rachel grew up in New York, but now she lives in São Paulo.
- 5 They had one child, and then they had three more.
- 6 They had their honeymoon in the U.S. instead of in France.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation. To point out how a perfect modal is formed, say *A perfect modal is a modal followed by have and the past participle.* Write on the board:
perfect modal = modal + have + past participle

should			been	
may / might			have	gone
could			walked	
would				
must				

- Have students read the second explanation and study the examples. To help clarify meaning, write on the board: *I should have brought my raincoat. Say I didn't bring a raincoat. Now I regret it.* To check comprehension, ask students to turn to a classmate and use *should have* to express a regret or judgment; for example, *I should have studied more. I should have taken a taxi this morning.*
- Have students read the third explanation and study the examples. To help clarify meaning, write on the board: *I decided not to go sailing, but I may have enjoyed it. Say I didn't go sailing. Now I look back and think that I may have enjoyed it.* To check comprehension, say *I may have been a good nurse* and have students explain the meaning of your sentence. (You are not a nurse, but now you look back and think that if you were a nurse, maybe you would be a good one.) Be sure students understand that *may* and *might* have the same meaning and can be used interchangeably.
- Have students read the fourth explanation and study the examples. To help clarify meaning, write on the board: *I was good at science. I could have been a scientist.* To check comprehension, ask students to turn to a classmate and use *could have* to express an ability or possibility; for example, *I could have studied more.*
- Have students read the fifth explanation and study the examples. To help clarify meaning, write on the board:
I should have taken the entrance exam. → I would have passed.
- Ask *Did I take the entrance exam? (No.) Am I sure that I would have gotten a passing grade? (Yes.)*
- Have students read the last explanation and study the examples. To help clarify meaning, write on the board: *Susan didn't call back. She must have forgotten.* Tell students that using *must* means you are saying why you think or believe something happened or why someone did something.
- To check comprehension, write on the board: *[Lucy] was late for class today.* Ask students to turn to a classmate and draw conclusions about why that person was late to class today. Have students use *must*. (Possible answers: He or she must have come by car and not by bus. He or she must have missed the bus. He or she must have met a friend on his or her way. He or she must have overslept.)

- To point out how the negative is formed, say *The negative is formed by adding not after the modal.* Have students look back at the examples and identify negative statements. Write on the board: *I should have taken the train.* To provide practice, have students turn the sentence on the board into the negative. (I should not / shouldn't have taken the train.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T136)

 Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- Call on students to read their sentences aloud.

B Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To focus students' attention, have them read and study the example and the three possible reasons. Ask them to identify the types of feelings and beliefs in the speech balloons (Possibility. Conclusion. Possibility.)
- Point out that students should provide three reasons for each of the items: they should speculate with *may have* or *might have*, draw a conclusion with *must have*, and state a possibility with *could have*.
- As students work in pairs, walk around the room and provide help as needed.
- Ask volunteers to share their answers to each of the situations.

  Extra Grammar Exercises

PRONUNCIATION

A ▶ 3:24 Notice the reduction . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples. Ask if they notice the reduction of *have*. To check understanding, direct attention to item 1 and ask *Is should have pronounced as two words or just one word?* (One word.) Direct attention to item 3. Point out that in negative perfect modals, *not* and *have* are pronounced together.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Before students practice, read the first item aloud and have students repeat chorally after you. Make sure students use the reduced pronunciation of *have*.

Language and culture

- The auxiliary *have* is reduced in spoken English because it is a function word. Function words—for example, auxiliaries (*have*), articles (*a, an, the*), prepositions (*on, in, at, for, etc.*), pronouns (*he, his, him, etc.*), conjunctions (*and, or, but, etc.*), and forms with *be* (*he's, they're, etc.*)—are often reduced because they do not provide important information in a sentence. Content words—such as nouns, verbs, adjectives, and adverbs—are generally not reduced.

Pronunciation Activities

CONVERSATION MODEL

A ▶ 3:25 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Express a regret with “I should have . . .”
- Use “You never know . . .” to reassure someone.
- Accept another’s reassurance by saying “True.”

- To introduce the conversation, have students look at the photograph. Ask *Do you think the women are talking about something serious?* (Yes.) *Why?* (They are not smiling.)
- To check comprehension after students read and listen, ask *What does the first woman / speaker regret?* (That she didn’t marry Steven.) *Why?* (She wants children. She thinks she would have children by now.)
- Point out that *Could be* means *That could be true*.

B ▶ 3:26 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - put extra stress on *Steven* in *I should have married Steven*.
 - put extra stress on *that* in *Why do you think that?*
 - pause slightly after *Well*.
 - put extra stress on *know* in *But you never know*.

NOW YOU CAN Express regrets about past actions

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class. Brainstorm more ideas for the last column and write them on the board. Encourage the use of different perfect modals; for example, *I would have made a lot of money. I may have traveled to different countries. I could have been a chef.*
- Encourage students to write three or four regrets. They can be real or imaginary. Remind students to use perfect modals to express how things might have been different. Walk around and provide help as needed.

B Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 190 of this Teacher’s Edition.
- Be sure to reinforce the use of the conversation strategies; for example, encourage students to reassure their partners.

DON'T STOP! Extend the conversation. Review the language in the Recycle box. Have several students provide options to speculate about what happened and complete the questions and suggestions. For example:

You could have had a quieter life.

You would have been happier.

Why didn't you get married?

Why don't you try to get a new job?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student.

Option: (+5 minutes) To challenge students, combine pairs to form groups of four and have students take turns reporting their partners’ regrets and adding their opinions. For example:

Student A: *[Brandon] says he should have moved to the mountains. I think he might have had a boring life there.*

Student B: *But I think I might have been happier there than here in the city.*

Student C: *And you would have had a quieter life.*

Student D: *I agree.*

Conversation Activator Video Script; Conversation Activator Pair Work Cards

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 6, Activity 2

PRONUNCIATION Reduction of have in perfect modals

A ▶ 3:24 Notice the reduction of have in perfect modals. Read and listen. Then listen again and repeat.

1 I should həv married Marie.

3 We may nɒt həv seen it.

2 They might həv left.

4 She could həv been on time.

B **PAIR WORK** Take turns reading the sentences with perfect modals in Exercise A. Use correct reduction of have.

CONVERSATION MODEL

A ▶ 3:25 Read and listen to a conversation between two people discussing a regret about the past.

A: I should have married Steven.

B: Why do you think that?

A: Well, I might have had children by now.

B: Could be. But you never know. You might not have been happy.

A: True.



B ▶ 3:26 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Express regrets about past actions

A **NOTEPADDING** Write about some regrets you have about past actions. Say how you think things might have been different in your life today.

Past action	Regret	How might things have been different?
a job / career choice	I didn't take the job at MacroTech.	I might have been CEO by now!
Past action	Regret	How might things have been different?
a job / career choice		
a field of study		
a marriage / divorce		
a choice of house or apartment		
a move from one place to another		

B **CONVERSATION ACTIVATOR** With a partner, personalize the Conversation Model. Discuss your regrets and speculate on how things might have been different. Use information from your notepad and perfect modals. Then change roles.

A: I should (OR I shouldn't) have

B: Why do you think that?

A: Well, I

B: Could be. But you never know. You might

A:

DON'T STOP!

- Ask your partner more questions about his or her regrets.
- Speculate about what happened.
- Offer advice.



RECYCLE THIS LANGUAGE.

Why did / didn't you ___?
 Why don't you ___?
 How about ___?
 must (not) have ___
 may / might (not) have ___
 could have ___

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

A ▶ 3:27 **VOCABULARY • Qualifications for work or study** Read and listen. Then listen again and repeat.

- talents** abilities in art, music, mathematics, etc., that you are born with
She was born with talents in both mathematics and art.
- skills** abilities that you learn, such as cooking, speaking a foreign language, or driving
She has several publishing skills: writing, editing, and illustrating.
- experience** time spent working at a job
Martin has a lot of experience in sales. He has worked at three companies.
- knowledge** understanding of or familiarity with a subject gained from experience or study
James has extensive knowledge of the history of film. You can ask him which classics to see.
- qualifications** talents, skills, experience, and knowledge that make a person a good candidate for a job
I have two qualifications for the English teaching position: I have a teaching certificate, and I have taught English for two years.

B **THINK AND EXPLAIN** Explain the following in your own words. Use examples from your life.

- the difference between a talent and a skill
- the difference between experience and knowledge

LISTENING COMPREHENSION

A ▶ 3:28 **LISTEN FOR DETAILS** Listen to nine people being interviewed at an international job fair. Stop after each interview and match the interviewee with his or her qualification for a job. Listen again if necessary.

Interviewee	Qualifications
...h... 1 Sonia Espinoza	a a good memory
...d... 2 Silvano Lucastro	b artistic ability
...f... 3 Ivan Martinovic	c mathematical ability
...i... 4 Agnes Lukins	d logical thinking
...e... 5 Elena Burgess	e compassion
...b... 6 Karen Trent	f manual dexterity
...g... 7 Ed Snodgrass	g common sense
...c... 8 Akiko Uzawa	h athletic ability
...a... 9 Mia Kim	i leadership skills



B **PAIR WORK** With a partner, classify each qualification from Exercise A. Do you agree on all the classifications? Discuss and explain your opinions.

a talent	a skill
athletic ability	

“ I think athletic ability is a talent. You're born with that. ”

“ I don't agree. I think if you train and work at it, you can develop into a great athlete. I think it's a skill. ”

BEFORE YOU LISTEN

A 3:27 Vocabulary

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words and the definitions. Then have them listen and repeat chorally.
- To check comprehension, write the following sentences on the board and ask students to fill in the blanks with the vocabulary words:

1. *He has done this kind of job before, so he has _____.*
2. *She types fast and knows at least five computer programs. She has the _____ we need for this position.*
3. *She has many _____. She sings and plays the violin.*
4. *I've met the job _____ and think I'd be a good candidate.*
5. *They studied twentieth-century politics. I'm sure they have a lot of _____ about World War II.*

(1. experience; 2. skills; 3. talents; 4. qualifications; 5. knowledge)

Learning Strategies

B Think and explain

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students work in pairs to explain the difference between the words. Encourage them to take notes and to contribute an example for each word.
- To help students give correct examples, point out the prepositions that usually follow the words. Write on the board:

have skills in / at
have knowledge of
have experience in / with
have a talent for

LISTENING COMPREHENSION

A 3:28 Listen for details

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
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- Have students listen to the first interview and review the example. Ask students to listen again for the information that supports the correct answer. (She plays tennis, golf, and she's on a basketball team. She's won a few swimming contests, and she teaches swimming.)
- Ask students to take notes as they listen to the other interviews. Have them listen for jobs the people are interested in and the qualifications for that job. Draw the following graphic organizer on the board (without the answers) or print it out and distribute to students.

Conversation	Job applying for	Qualifications
Sonia Espinoza	Director of a sports program	plays tennis, golf, basketball won swimming contests teaches swimming
Silvano Lucastro		
Ivan Martinovic		
Agnes Lukins		
Elena Burgess		
Karen Trent		
Ed Snodgrass		
Akiko Uzawa		
Mia Kim		

Option: (+5 minutes) To extend the activity, have pairs tell each other which qualifications they have or don't have and give reasons; for example, *I have a good memory for numbers. I can easily remember people's phone numbers.*

Graphic Organizers

AUDIOSCRIPT

[Interviewer = British English]

CONVERSATION 1 [F = Spanish]

M: Good morning.

F: Hello. I'm Sonia Espinoza. I'm interested in the job as director of the sports program. The one on the cruise ship.

M: Do you have any experience with sports programs or any special athletic ability?

F: Yes. I play tennis, golf, and I'm on a basketball team. I've won a few swimming contests, and I've been teaching swimming at a club for five years. I actually thought I would be an Olympic swimmer, but I'm not good enough for that.

CONVERSATION 2 [M2 = Italian]

M1: Good morning. Please come in.

M2: Thank you. I'm Silvano Lucastro. I'm interested in working in an international company, but I'm not sure what jobs might be available.

M1: OK. Tell me something about yourself. What do you see as your strengths?

M2: Well, I'm very logical. I can figure things out when other people can't. Whenever there is a problem, people bring it to me to look for an answer. I write everything down in a list and then think about every solution. It's a good way to solve problems.

AUDIOSCRIPT continues on page T69.

B Pair work

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Review the difference between a talent and a skill by asking *Which one is an ability you learn?* (Skill.) *What is an example of a talent?* (Art, music.)
- Role-play the speech balloons with a student. Point out that it's not necessary to agree with your partner. Encourage students to give reasons for their answers.
- To review, have volunteers express their opinions.

NOW YOU CAN Discuss skills, abilities, and qualifications

A Frame your ideas

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students read the skills inventory to familiarize themselves with it. Ask *What's this inventory for?* (To prepare you for a job or school interview.) *What kind of information does it ask for?* (Your interests, your qualifications, your background experience.)
- Before students take the inventory, brainstorm and write on the board a list of useful skills; for example, *problem-solving skills, communication skills, planning skills, organizational skills.*
- As students take the inventory, walk around and help them with vocabulary they might need in order to write about their experiences.

B Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class.
- Point out that there is a list of qualifications in the skills inventory in Exercise A. Brainstorm other qualifications with the class and write them on the board; for example, *time management, enthusiasm, motivation, professionalism, responsibility, reliability, honesty.*
- Encourage students to write four or five qualifications and examples for each.

C Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Form pairs and have students choose one role play from the list.
- Role-play the speech balloons with a volunteer. Review the language in the Recycle box.
- Encourage students to use their imaginations as well as the vocabulary and grammar from this unit. Remind them to include information from their skill inventories and notepads.

D Group work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read the speech balloon aloud.
- Form small groups and have students share what they learned about their partners. Encourage students to express their opinions. If their partners already have a job or are already taking a course, ask them to explain why they think their partners have / don't have the right job or are /aren't taking the right course. If their partners don't have a job or are not taking a course, ask students to offer some career advice or suggestions for the future.
- Ask several students to report the results of their interviews to the class.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 3

AUDIOSCRIPT for page T68 (A Listen for details)

CONVERSATION 3 [M2 = Serbian]

- M1:** Hello. Please come in and have a seat.
M2: Thanks.
M1: Which job are you interested in?
M2: Well, I'm not sure. I don't have a family yet, and my English is pretty good. I'd love to work somewhere outside of the country for a while, but I don't have much work experience.
M1: That's OK. We have jobs for people at every level. Please tell me about your qualifications.
M2: Well, ever since I was a child, I've been great with my hands.
M1: Hmm. Manual dexterity . . . Can you tell me a little more?
M2: Sure. People always tell me that I'm good at fixing things. I love to fix things that are broken.
M1: That's great. I actually know of a nice position that might be just right for you . . . in the U.S., working for a Ukrainian piano company. Let me get your personal information. Please spell your name.
M2: It's Ivan Martinovic. That's M-A-R-T-I-N-O-V-I-C.

CONVERSATION 4

- M:** Good afternoon.
F: Hi! I'm Agnes Lukins, and I'm a people person.
M: A people person. Could you please explain what you mean, Ms. Lukins?
F: I just love working with people. And, actually, people like working with me . . . and for me. They say I'm a good boss.
M: So would you say you have strong leadership qualities?
F: I guess so. I manage people well and my last two jobs have been in management. I'd like to know if there's anything available abroad . . . maybe in Mexico? I can speak Spanish.
M: Let's have a look at the possibilities there.

CONVERSATION 5 [F = Australian English]

- M:** Come in. You're Elena Burgess, aren't you?
F: Yes, that's right. I see you have two jobs available for psychologists. I just finished my studies, and I'm not sure which job to apply for. This would be my first job.
M: Well, please tell me about yourself. What do you see as your strengths?
F: Strengths? Hmm . . . Well, people say I have a lot of compassion.
M: You're compassionate? In what way?
F: I'm able to understand other people's feelings—to put myself in their shoes. I think I must have gotten that from my parents. Both my parents are psychologists, too.

CONVERSATION 6

- M:** Good afternoon. You must be Karen Trent.
F: Yes . . . I'm looking for a job.
M: Certainly, Ms. Trent. What kind of experience do you have?
F: Well, I'm a painter. I painted the murals at the new Design Center reception area.
M: Really? Those are beautiful! I understand they won a prize. You do have a lot of talent.
F: Thanks! I actually have a teaching certificate in art, and I'd love to work with children. Is there anything available in Europe? I speak French and German as well as English, and I'd love a chance to practice!

AUDIOSCRIPT continues on page T70.

NOW YOU CAN Discuss skills, abilities, and qualifications

A FRAME YOUR IDEAS Take the skills inventory.

Preparing for an Interview

Whether you're looking for a job or interviewing for a school, interviewers expect you to answer questions about your interests, talents, skills, and experience. Take this inventory to prepare yourself for those questions.

Interests

Check the fields that interest you:

- business art
 science manufacturing
 education other _____

Qualifications

Check the qualifications you believe you have:

- manual dexterity artistic ability
 logical thinking compassion
 mathematical ability a good memory
 common sense leadership skills
 athletic ability other _____ (advanced computer skills, for example)

Experience

Briefly note information about your experience, skills, and any special knowledge you have.

Experience: _____

Skills: _____

Special knowledge: _____

B NOTEPADDING On your notepad, write specific examples of your qualifications. Then share and discuss your skills, abilities, and qualifications with a partner.

Qualification	Example
mathematical ability	I'm great at number puzzles.

Qualification	Example

C PAIR WORK Use the information on your notepad to do one of the following activities.

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional (or other kind of) school.

RECYCLE THIS LANGUAGE.

I have experience in [teaching].
 I don't have much experience, but ____.
 I'm good at [math].
 I have three years of [French].

“ Please come in. / Have a seat. ”

“ Tell me something about your [skills]. ”

“ What [work experience] do you have? ”

“ Do you have any special [skills]? ”

D GROUP WORK Tell your class what you learned about your partner in the interview.

“ My partner has a lot of experience in . . . ”



BEFORE YOU READ

A WARM-UP How important do you think the following factors are to career success? Number the factors in order of importance, making 1 the most important and 6 the least important.

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> skills | <input type="checkbox"/> talent | <input type="checkbox"/> work habits |
| <input type="checkbox"/> prior experience | <input type="checkbox"/> job knowledge | <input type="checkbox"/> other |
| <input type="checkbox"/> physical appearance, dress, etc. | | |

B DISCUSSION Explain the reasons for your most important and least important choices. Use concrete examples.

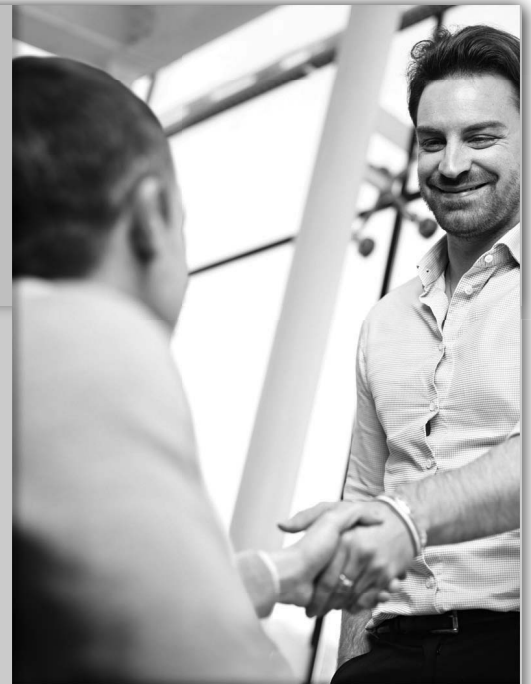
READING ▶ 3:29

The Five Most Effective Work Habits Advice to new workers from a CEO

If you are new to the working world, you are eager to demonstrate your skills and knowledge. However, in addition to those, some basic work habits may be even more effective in promoting your success. Read the following advice to new workers, written by the head of a company.

- 1 Volunteer for assignments** One of the best ways to signal that you are a keen learner and are not afraid of hard work is to volunteer for assignments. However, before volunteering for a task, be sure you have the skills and knowledge to accomplish it successfully.
- 2 Be nice to people** Be nice to people regardless of their rank or position. When you are nice to people, they go out of their way to help you, and every new worker needs help in order to get ahead.
- 3 Prioritize your work** We all love to start work on things that are close to our hearts. However, these may not be the most urgent and important in our list of tasks to do. Have a list of things to do according to their strategic importance to your company. When you prioritize your work, you are more productive, and that increases your chances of career success.
- 4 Stay positive** As someone new in the working world, you are not used to office culture. And there may be office politics that complicate things. Try to stay above politics and remain positive in the face of challenges. When you are positive, you stay focused on your goals. You make better decisions and, therefore, get more things done.
- 5 Highlight a problem but bring solutions** Offer a solution each time you highlight a problem to your boss or management. You need to remember that when you bring problems and not solutions, people may think of you as a “complainer.”

These five work habits, at first glance, may seem like common sense. However, in actual working environments, people tend to forget the basics. I counsel new workers in our company to internalize this behavior and consistently use it to increase their chances of career success.



Source: Adapted from www.career-success-for-newbies.com.

BEFORE YOU READ

A Warm-up

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Give students a few minutes to put the career success factors in order of importance. Point out that there isn't one correct answer. For the last item, *other*, tell students they can also include one of the skills and qualifications they discussed in the previous lesson.

B Discussion

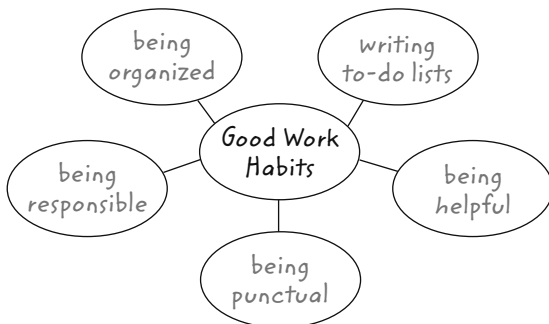
Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Form small groups. Have students share their rankings and discuss their choices using the notes they made in the previous exercise.
- Have several students share their views with the class. Ask them to support their choices of the most important factor and the least important factor; for example, *I think that the most important factor for career success is having prior experience. If you have prior experience, you know what the job will be like.*

▶ 3:29 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Before students read and listen, have them scan the text so they can answer the following questions: *What is it about?* (Effective work habits.), *Who wrote it?* (A CEO/ the head of a company.), and *Who is it written for?* (New workers.)
- To access students' prior knowledge, draw the following diagram (without the possible answers) on the board and write *Good Work Habits* in the center circle. Have students close their books and give their own examples of good work habits and write them in the surrounding circles.




- After students read the article, have five volunteers each summarize a tip from the article and add them to the diagram on the board. Encourage students to be brief; for example, *you should volunteer for assignments.*
- Elicit opinions by having students explain why they think the work habits in the text are or aren't important.

Option: (+10 minutes) For a different approach, write the following questions on the board and have students listen for the answers:

1. *When should you not volunteer for assignments?*
2. *Why is it important to be nice to people?*
3. *Why shouldn't you start with the tasks you like?*
4. *What should you do so office politics don't affect you?*
5. *What should you do if you need to tell your boss about a problem?*

To review, have five volunteers each answer a question. (1. When you don't have the skills and knowledge to do them well. 2. Because they will go out of their way to help you. 3. You might become less productive because some tasks may not be important to the company. 4. Rise above them and be positive. 5. You should offer a solution.)

 **Learning Strategies**

AUDIOSCRIPT for page T68 (A Listen for details)

CONVERSATION 7 [M2 = U.S. regional]

- M1:** Please come in and have a seat.
M2: Thank you. I'm Ed Snodgrass, and I'm a student. I'm looking for some kind of a summer job . . . maybe in Thailand? Would that be possible?
M1: Asia. Well, let's see. Tell me something about your skills and abilities.
M2: Well, I'm pretty young, but people have always said I have a lot of common sense.
M1: Now that DOES sound good. What specifically do you mean?
M2: Well, I don't really have a lot of experience or skill, but I have a talent for just knowing what to do. Things seem pretty simple to me. I just seem to be able to figure out what to do when others can't.

CONVERSATION 8 [F = Japanese]

- M:** Please come in and have a seat.
F: Thank you very much. I'm Akiko Uzawa. I've been working as a computer programmer, but I'm interested in moving to information technology. I see there's a job available with a multinational.
M: Yes, that's right. This would be a change for you, Ms. Uzawa. What makes you feel you would be good at information technology?
F: Well, I went into programming because I was always good at math. I think with my background in mathematics I understand the needs and problems of people in IT.

CONVERSATION 9

- M:** Hello. Are you Mia Kim?
F: Yes, that's right. I'm currently working as a receptionist at a law firm, but I've just finished a course as a legal secretary and I'd like to apply for the opening in Paris.
M: Paris? Do you speak French?
F: Yes. I have a good knowledge of French. My parents both worked in France for a Korean company, and I went to a French-speaking school.
M: What do you see as your strengths?
F: Well, I have a great memory for details. Also for faces and facts. I hope you'll consider me for this job.

A Understand from context

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Ask students to underline the words in the article on page 70.
- If students need help writing the definitions, write the following sentences on the board and have students complete them:
A habit is something that ____.
If you find a solution to a problem, you ____.
To volunteer for a task is to ____.
To prioritize a task is to ____.
- Ask several volunteers to read their definitions aloud.

B Confirm content

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, have them identify the sentences or paragraphs in the article that provide the answer to each question. Then have students write notes to support their answers.
- Form small groups. Encourage students to use their notes to support their answers with information from the article.
- To review, have students from several groups share their answers.

Answers for Exercise B

1. Work habits.
2. To show that they are keen learners and are not afraid of hard work.
3. Because if you are nice to people, they will go out of their way to help you.
4. You become more productive, and that increases your chance of career success.
5. You stay focused on your goals so you make better decisions and get more things done.
6. People may think of you as a “complainer.”



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss factors that promote success

A Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example with the class. Tell students that they can also talk about other people. Suggest ways that younger students can adapt this exercise; for example, *managing my home* could change to *managing my room / bedroom*.
- As students write notes, encourage them to include as many factors as possible. Ask them to think of specific examples that have helped and hurt them.
- Have students compare notepads with a partner. Encourage them to find differences and similarities.

B Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To prepare students for the discussion, review the language in the Recycle box. Ask students to relate the language there to each area on their notepads. Start with the first area—my personal life—and provide options to complete some of the sentences; for example, *I thought I would get married, but I didn't. I should have been more patient with my [kids / parents].* Then ask students to think about the second area—managing my home—and do the same; for example, *I was going to have someone help me clean my house, but it was too expensive. I could have asked [my husband] to pay the bills.* Follow the same procedure with the third area—my studies / work; for example, *My parents talked me out of it. I might have been a good photographer. I could have studied French.*
- To help students have an organized discussion, ask them to discuss one area at a time. Remind students to talk about plans that changed and things they regret. Have students ask follow-up questions to find out why their partners changed their plans or why they regret something about the past. Encourage them to give their partners advice.

Option: (+5 minutes) To extend the activity, ask students from different groups to report about a past plan made by someone in their group that changed, or about a decision made by someone in their group that he or she regrets.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] *prioritize your work.*
Be nice to people regardless of [].
 [] *increases your chances of career success.*
 [] *office politics.*
In the face of challenges, [].

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 6, Activity 4; “Find Someone Who . . .” Activity

A UNDERSTAND FROM CONTEXT Find and underline the words below in the Reading. Use context to help you write a definition for each. Then compare definitions with a partner.
 Answers will vary, but may include the following:

a habit	something that you often do, usually without thinking about it
a solution	a way to solve a problem
volunteer	offer to do something
prioritize	put your tasks in order of strategic importance

B CONFIRM CONTENT Answer the questions, according to what the CEO suggests. See page T71 for answers.

- 1 Which may be most important in determining a new worker's success: knowledge, work habits, or skills?
- 2 Why should workers volunteer to do tasks?
- 3 Why is "being nice" a valuable habit to develop?
- 4 What is the value of prioritizing tasks?
- 5 How does staying positive help you be more productive?
- 6 What's wrong with stating a problem without proposing a solution?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss factors that promote success

A NOTEPADDING On your notepad, write some factors that have helped you be successful in your life, studies, or work, and some factors that have prevented you from being successful. (You can choose one, some, or all areas to comment on.) Then compare notepads with a partner.

Area	Factors that helped 😊	Factors that hurt ☹️
my personal life	love, patience, common sense!	not listening to or paying attention to others
Area	Factors that helped 😊	Factors that hurt ☹️
my personal life		
managing my home		
my studies / work		

B DISCUSSION Discuss factors that you think promote success and factors that don't. Use your notepad for support, but expand on it with specific examples from your life to illustrate each factor. Talk about plans that changed and any regrets you may have.



RECYCLE THIS LANGUAGE.

Factors

talents
 skills
 experience
 knowledge
 common sense

Changes in plans

I thought I would __, but __.
 I was going to __, but I changed my mind.
 __ talked me out of it.
 It's hard to make a living as __.
 My tastes changed.

Regrets

I should have __.
 I could have __.
 I might have __.
 I would have __.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
 For example: "prioritize your work."

REVIEW

A ▶ 3:30 Listen to the conversations between people talking about life changes. Write information on the notepad. Listen again if necessary.

	Why did the person change his or her mind?	Any regrets?
1	Because his parents convinced him it would be hard to have a family.	No
2	Because she didn't want to cancel her trip to Canada.	Yes
3	She wasn't getting paid enough, and she likes law.	No
4	His English wasn't good enough.	Yes

B Explain the meaning of each of the qualifications. Then write an occupation or course of study for a person with each qualification. Answers will vary, but may include the following:

	Qualification	Definition	Occupation or Study
1	athletic ability	able to play sports well	professional tennis player
2	artistic ability	showing skill and imagination in art	painter
3	mathematical ability	showing skill with numbers	mathematician
4	logical thinking ability	able to think carefully, using formal methods	philosophy professor
5	a good memory	able to recall information easily	scientist
6	leadership skills	be good at leading a team, organization, or country	business management

C Complete each statement of belief, using would.

- When I was a child, I thought I
- My parents believed
- My teachers were sure
- When I finished school, I didn't know

D Read each sentence. Complete the statement in parentheses, using a perfect modal. See page T72 for answers.

- Marie was very unhappy in her marriage. (She should . . .)
- After Sylvia moved to another country, she discovered she liked her own better. (She could . . .)
- My parents were sorry they sold their country house. (They shouldn't . . .)
- I can't understand how she learned to speak Italian so fast. (She might . . .)
- Look at John's car. It's all smashed up. (He must . . .)

1. She should have tried to communicate more with her husband.
--

WRITING

Write a short autobiography. Include information about one or all of the topics below. If you have any regrets, express them, using perfect modals.

- your birth
- your studies
- your childhood
- other aspects of your life

WRITING BOOSTER p. 150

- Dividing an essay into topics
- Guidance for this writing exercise

For additional language practice . . .

🎵 **TOP NOTCH POP** • Lyrics p. 154
 "I Should Have Married Her"

DIGITAL SONG DIGITAL KARAOKE

A 3:30 Listen to the conversations . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for listening, review the reasons for changing plans from the Vocabulary on page 65.
- Pause after each conversation to allow students time to write their answers. Encourage them to use vocabulary from this unit.
- To review, have students compare answers with a partner.

Option: (+5 minutes) To extend the activity, have students listen to the recording again and take notes about the plan that each person changed. (1. He was going to get married. 2. She was going to accept a bank manager's position. 3. She was going to be an art teacher. 4. He was going to be an interpreter at the United Nations.)

AUDIOSCRIPT

CONVERSATION 1

- F:** What happened? Weren't you going to get married?
M: Yes, but my parents were against the marriage.
F: How come?
M: My fiancée had to travel all the time for her work, and my parents convinced me that it would be hard to have a family. In the end, I agreed with them.
F: No regrets?
M: None.

CONVERSATION 2 [M = Spanish]

- F:** I really wish I'd accepted that bank manager's position last year.
M: I thought you were going to take it. Why didn't you?
F: Well, I'd already planned to spend a couple of weeks with my relatives in Canada, and I really didn't want to have to cancel that trip. By the time I got back, it was too late. They'd given the job to someone else.
M: Well, in any case, you've got a great job now.
F: True. But it'll take a long time before I get a job in management. I think I sort of missed the boat.

CONVERSATION 3

- M:** Didn't you use to teach painting?
F: Yes. I thought I would always teach art.
M: So how come you're a lawyer?
F: I have pretty expensive tastes. And I wasn't getting paid enough. . . . And it turns out that I really like law.
M: So all's well that ends well!
F: You bet!

CONVERSATION 4 [M = French]

- F:** I thought you were going to be an interpreter at the United Nations?
M: Well, I was, but I tried twice, and my English wasn't good enough, so I couldn't. The exam is extremely hard.
F: That's too bad.
M: Yes, I wish I had studied more.

B Explain the meaning . . .

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To help students with their definitions, write on the board: *If you have [athletic ability], you . . .* Have students complete the sentence on the board for the first item. (Possible answer: If you have athletic ability, you are

- able to play sports well.) Continue in the same manner with the other qualifications. Encourage students to use the sentences on the board to write the definitions of the other qualifications. Then ask students to think of an occupation or field of study for each ability. (Possible answers are included in the teacher annotations within the chart. Other possible answers: 1. Professional athlete, athletic director; 2. photographer, artist, musician, designer; 3. engineer, architect; 4. lawyer, scientist; 5. doctor, salesperson, police officer; 6. manager, teacher.)
- Call on students to share their answers with the class.

C Complete each statement . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, brainstorm different options to complete the first sentence; for example, *When I was a child, I thought I would be a doctor / would be famous / would travel all over the world / would be rich.*
- Then have students exchange papers with a partner. Have them ask questions if the statements are not clear.

D Read each sentence . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Review the example with the class. Have students write other ways to complete the statement; for example, *She should have gotten divorced. She should have looked for professional advice. She should not have married that man.*
- Have students compare answers with a partner and review with the class.

Answers for Exercise D

Answers will vary, but may include the following:

2. She could have been happy at home.
3. They shouldn't have sold it.
4. She might have taken a crash course.
5. He must have had an accident.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- After reading the list of topics, brainstorm other aspects of life students can write about. List them on the board; for example, *trips, friends, celebrations, adventures, family reunions.*
- Have students choose the topics and take notes about them. Remind students to include information about any regrets they may have.
- Walk around as students write and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T150)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Give students a few minutes of silent time to explore the pictures and become familiar with them.

Story in pairs

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- To check comprehension, ask *Who are the main characters in the stories?* (Michael and Carlota.) *When do their stories start?* (When they were born in 1980.) *When do the stories end?* (Now, when they are grown-ups.)
- Form pairs and have each student choose a different character to tell about.
- To help students prepare their stories, draw the following chart on the board and tell them to write the name of the character they chose (Michael or Carlota).

The character I chose:	
Mother and father's dream for him or her	
Child's dream when he or she was young	
The actual choice and any regrets	
Reasons why he or she may have changed his or her mind	

- Have students copy the chart and write in the chart notes about the character they chose. Tell students that they will need to infer information from the pictures and use their imaginations. Encourage students to use the grammar from this unit to express Michael and Carlota's regrets and to offer reasons why they may have changed their minds. For example:
Michael thinks he could have been a good pilot.
His mother must have talked him out of being a pilot.
Carlota thinks she would have enjoyed being a photographer.
She might have thought it was hard to make a living as a photographer.
- Encourage students to use time expressions as they tell their stories; for example, *When Michael was a baby . . . / After graduating from medical school . . .*
- Walk around the room as students tell their stories and provide help as needed.
- Have students change partners and then describe the other character. Ask students to copy the chart again and write notes about the new character.
- Walk around the room as students tell their stories and provide help as needed.

Possible responses . . .

When Michael was born, his father thought he should be a pilot. His father must have been a pilot. Michael's mother thought he should be a doctor. She might have been a doctor. When Michael was a schoolboy he was going to be a pilot, but he did not become one. He

might have changed his mind. His mother must have persuaded him to become a doctor. Now Michael thinks he should have been a pilot. He thinks he would have been happier if he had become a pilot. When Carlota was a baby, her mother thought she should be a photographer. Carlota's mother might have been a doctor. Carlota's father thought she should be a doctor. Carlota's father must have admired doctors. When Carlota was a young girl, she believed she would be a photographer, but she did not become one. She may have thought it was hard to make a living as a photographer. Her father must have talked her out of it. Now Carlota thinks she should have been a photographer. She thinks life would have been much more exciting.

Option: Oral Progress Assessment

Use the illustrations on page 73. Encourage students to use the language practiced in this unit and previous units.

- Tell the student you are going to ask questions about Michael's dreams and his parents' plans for him. Ask the student to answer in full sentences. Ask *What did Michael's father think Michael should be? What did his mother believe he should be? When Michael was a boy, what did he think he was going to be?*
- Ask the student to choose a character and role-play a discussion with you about his or her life choices and regrets. You play the other character. Start like this:
T: *So what did you want to be when you were a child?*
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have small groups of students write job advertisements.

Idea: Ask students to research jobs on the Internet or in newspapers to use as models. Have them look for advertisements in their professions or in a field they would like to work in. Form groups of four. Ask each group to write two advertisements. Place the ads on the board, and have students walk around and read them. Then ask volunteers to say which job(s) they would apply for and why.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

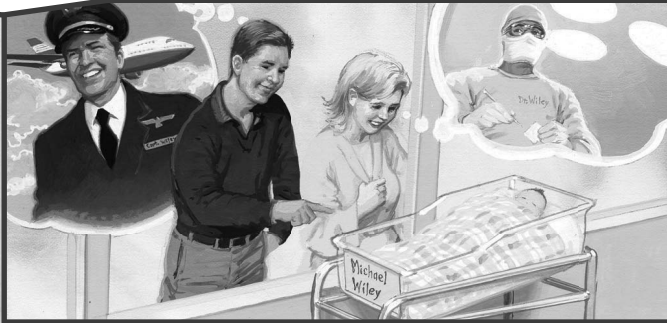
STORY IN PAIRS Choose one of the characters: Michael or Carlota. Look at the pictures for each of the three dates. Tell the story of your character to your partner. Then change partners and choose a different character.

Michael

Carlota

1980

Their parents' plans and dreams for them



1990

Their wishes and dreams for themselves



NOW

Their actual choices and regrets



NOW I CAN

- Explain a change of intentions or plans.
- Express regrets about past actions.
- Discuss skills, abilities, and qualifications.
- Discuss factors that promote success.

COMMUNICATION GOALS

- 1 Wish someone a good holiday.
- 2 Ask about local customs.
- 3 Exchange information about holidays.
- 4 Explain wedding traditions.

UNIT

7

Holidays and Traditions

PREVIEW



Japan

People picnicking and viewing the cherry blossoms at a *Hanami* party in Japan



United States

Thanksgiving dinner in the United States, featuring the traditional main dish of roast turkey



Mexico

Friends who have come together for *Quinceañera* to celebrate a girl's fifteenth birthday and her entry into adulthood in Mexico



Korea

A couple dressed in the traditional hanbok during the Korean holiday of *Chuseok*



Brazil

Performers in the fantastic costumes of Brazil's world-famous yearly celebration of *Carnaval*

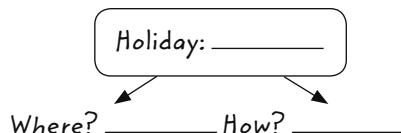
- A** Look at the photos. Which traditions are you already familiar with? Which ones would you like to know more about? Why?
- B DISCUSSION** Why do people keep traditions alive? Do you think it's important to learn about the customs of other cultures? Explain your reasons.

PREVIEW

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the photos and the captions.

- To help students focus on main ideas, draw the following diagram on the board:



- Ask pairs to look at the photos and the captions to identify the name of each holiday, where it is celebrated, and how people celebrate it.
- To review, have volunteers describe a holiday; for example, *Carnaval is celebrated in Brazil. The performers wear fantastic costumes and have a great time.*

A Look at the photos . . .

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To get students to share prior knowledge, have them turn to a partner and tell what they already know about the traditions pictured. You can also have them ask each other questions about the photos and captions. For example:
 - Student A:** *Do you know when Thanksgiving is celebrated?*
 - Student B:** *I think it is celebrated in November each year.*
 - Student C:** *Do you know where in Brazil people celebrate Carnaval?*
 - Student D:** *I think it is celebrated all over the country, but the most famous one is in Rio de Janeiro.*
- To review, ask several students to name one tradition they would like to know more about and why. For example:
 - I want to know more about Quinceañera because I'm interested in how people celebrate birthdays.*
 - I'd like to know if Korean couples wear hanbok when they get married.*
 - I'd like to know why the Japanese celebrate Hanami.*
- Encourage students who may know the answers to their classmates' questions to raise their hands and provide the answers.

FYI: You may want to use the information in the *Language and Culture* box to answer some of the questions yourself.

Language and culture

- Hanami*, or the Cherry Blossom Festival, is celebrated each spring when the trees are in bloom. It lasts for two weeks. It is a tradition for family and friends to visit parks, shrines, and temples to have picnics and view the flowers.
- In some Latin American countries, people celebrate a girl's transition from childhood to womanhood. They call this celebration the *Quinceañera* (/kin-sɛ-an-'yɛ-ra/), or 15th birthday. The girl and her friends get dressed up in formal clothes, and the celebration ends with a party that often includes food and music.
- (Chuseok or Chu Suk is described in the Photo Story on page 75.)
- Thanksgiving is a national holiday in the United States. It is celebrated on the fourth Thursday in November. Families and friends get together and "give thanks" for all they have as they share a large meal. The traditional foods served on Thanksgiving—turkey, potatoes, and vegetables—are symbols of a successful harvest. Thanksgiving is also celebrated in Canada on the second Monday of October.
- Carnaval* is an annual festival celebrated in Brazil, in February or March. It includes colorful parades with music. There are also similar types of carnivals in many other countries, including Venezuela, Argentina, Spain, and the United States.

B Discussion

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, write on the board: *An old tradition in my country is _____.* Have students complete the sentence on a separate sheet of paper and write notes about the importance of the tradition.
- Brainstorm with the class reasons why we keep traditions alive. Write a list on the board. For example:
 - Traditions bring families and communities together.*
 - They remind or teach us about important historical events.*
 - Traditions are dependable, something we can rely on.*
 - They represent our culture.*
- Then discuss why it is important to learn about other cultures' customs and traditions; for example, *It can help us understand other cultures. Learning about others helps teach respect for different ways of thinking and doing things.*
- Have students work in small groups. Ask them to share their opinions about why it is important to keep traditions alive and learn about other people's traditions. Ask volunteers to share their responses with the class.

C ▶ 4:02 Photo story

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students, have them look at the photographs and the first line of the dialogue. Ask *What are the women doing?* (Looking at a book / photographs together. Talking about something.) *Are they having a good time?* (Yes.) *Why do you think so?* (They are smiling and laughing.)
- After students read and listen, check comprehension by asking *How many holidays do the women talk about?* (Two.) *What are they called?* (Chuseok and Eid al-Adha.)
- To help students focus on details, have them read and listen again and look for the similarities between the two holidays.
- To review, have several students each name a similarity. Write their answers on the board. (Possible answers: People wear special clothes. They visit their relatives. They eat a lot. They visit the graves of their ancestors.)
- To personalize, ask students if they have any similar traditions. Encourage them to describe those traditions.

Language and culture

- Harvest is the time when crops (vegetables, fruits, grains, etc.) are ripe and then picked or taken from the field. Harvest is often a time for celebration in many different cultures all over the world.
- Eid al-Adha, or the Festival of Sacrifice, is a religious holiday celebrated by Muslims around the world. It commemorates the willingness of Ibrahim (known as Abraham by Jews and Christians) to sacrifice his son as an act of obedience to God.

D Paraphrase

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Encourage students to identify who says the phrases and to use the context of the conversation to help figure out the meanings.
- To model the activity, complete the first item with the class.
- Have students compare answers with a partner and then review with the class.

E Focus on language

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class.
- Before students write their sentences, write the following collocations on the board:
takes place in [May] / [Spring]
takes place on [date]
get together with our friends / relatives / parents
airports / stations / stores / streets are mobbed with people
the traffic / airports / highways is / are impossible
reminds me of [a celebration] / [a special dish] / [a time of the year] / my childhood
- Tell students they can use the words and phrases to describe one holiday or a few holidays. To review, have several students read one or two of their sentences aloud. You may want to write some of them on the board.

Language and culture

- Songkran marks the start of the Buddhist New Year in Thailand. It is a wild festival in which people of all ages have fun throwing water at each other.

SPEAKING

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have pairs write notes about a tradition.
- Then ask volunteers to present their information to the class. Elicit follow-up questions about what is new or unusual; for example, **Student A:** *In a Greek wedding, plates are smashed on the floor.* **Student B:** *Why?*
Student A: *It's supposed to bring good luck.*

EXTRAS

Workbook

C ▶ 4:02 **PHOTO STORY** Read and listen to a conversation about holiday traditions.



Basma: Wow! That dress your sister's wearing is gorgeous! What was the occasion?

Mi-Cha: Oh, that was for Chuseok. The dress is called a hanbok.

Basma: Did you say Chuseok? What's that—a holiday?

Mi-Cha: That's right. It's a traditional Korean holiday. It takes place in September or October each year to celebrate the harvest.

Basma: So does everyone dress up like that?

Mi-Cha: Some people do.

Basma: So what else does everyone do on Chuseok?

Mi-Cha: We get together with our relatives. And we eat a lot!

Basma: Well, that sounds nice.

Mi-Cha: Not only that, but we go to our hometowns and visit the graves of our ancestors.

Basma: So I suppose the airports and train stations are mobbed with people, right?

Mi-Cha: Totally. And the traffic is impossible. It takes hours to get anywhere.

Basma: I think every country's got at least one holiday like that!

Mi-Cha: What holiday comes to mind for you?

Basma: It reminds me of Eid al-Adha, a four-day religious holiday we celebrate where I come from.

Mi-Cha: In what way?

Basma: Well, people put on their best clothes, and we eat a ton of great food. We also travel to be with our relatives and visit the graves of our loved ones who have died.

Mi-Cha: How about that! Sounds just like our holiday.

D PARAPHRASE Find each underlined expression in the Photo Story. Write each sentence in your own words.

1 "It takes place in September or October."
..... happens / occurs

2 "We get together with our relatives."
..... visit / gather with

3 "The train stations are mobbed with people."
..... are very crowded

4 "The traffic is impossible."
..... is very bad

5 "It reminds me of Eid al-Adha."
..... makes me remember / brings up memories of

E FOCUS ON LANGUAGE Write five sentences about a holiday or a tradition in your country, using the underlined language from Exercise D.

Songkran takes place in April.

SPEAKING

Complete the chart about traditions in your country. Present your information to the class.

A special type of clothing	Explain when it is worn.
A type of music	Explain when it is played.
A special dish	Explain when it is eaten.
A traditional song	Explain when it is sung.
A special event	Explain what happens.

GOAL Wish someone a good holiday**CONVERSATION MODEL**

A ▶ 4:03 Read and listen to a conversation about a holiday.

A: I heard there's going to be a holiday next week.

B: That's right. The Harvest Moon Festival.

A: What kind of holiday is it?

B: It's a seasonal holiday that takes place in autumn. People spend time with their families and eat moon cakes.

A: Well, have a great Harvest Moon Festival!

B: Thanks! Same to you!

B ▶ 4:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.

▶ 4:05 **Types of holidays**

seasonal
historical
religious



a moon cake



DIGITAL
FLASH
CARDS

VOCABULARY Ways to commemorate a holiday

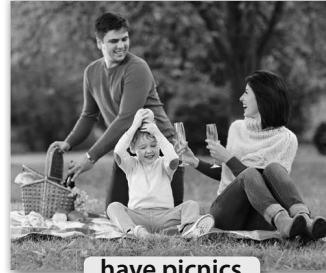
A ▶ 4:06 Read and listen. Then listen again and repeat.



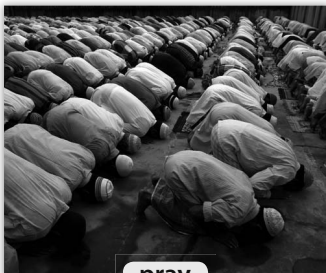
set off fireworks



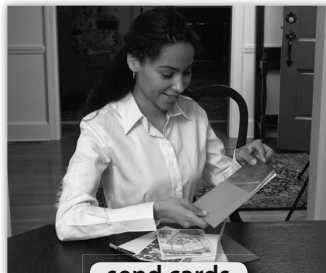
march in parades



have picnics



pray



send cards



give gifts



wish each other well



remember the dead



wear costumes

B **PAIR WORK** Match the Vocabulary with holidays and celebrations you know.

“ Everyone wears costumes on . . . ”

CONVERSATION MODEL

A ▶ 4:03 Read and listen . . .

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Show friendliness by wishing someone a good holiday.
- Reciprocate good wishes with “Thanks! Same to you!”

- To prepare students for the Conversation Model, review the seasons (winter, spring, summer, fall / autumn). Have students call them out and write them on the board.
- To check comprehension, after students read and listen to the conversation, ask *What’s special about next week?* (It’s a holiday, the Harvest Moon Festival.) *What do people do during this holiday?* (They spend time with their families / get together with their relatives and eat moon cakes.)

▶ 4:05 Types of holidays

- Have students read and listen to the different types of holidays listed in the box. Then have students listen again and repeat. To clarify the meaning of a seasonal holiday, ask *What kind of holiday is the Harvest Moon Festival?* (Seasonal.) *Why?* (Because people celebrate it each year in autumn.)

Option: (+3 minutes) To extend the activity, form small groups and have students write one or two examples they know for each type of holiday. To review, write students’ responses on the board.

Language and culture

- In China, the Harvest Moon Festival celebrates the end of the summer harvesting season, under the biggest, brightest full moon of the year. Other Asian countries have their own versions of this holiday, such as Chuseok in Korea.
- **From the Longman Corpus:** *With, in, and on* are the prepositions that most frequently follow *spend time*. It is also common to say *spend time (doing something)*.

B ▶ 4:04 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *What kind of holiday is it?*
 - stress new and important information such as *seasonal and autumn* in *It’s a seasonal holiday that takes place in autumn.*

VOCABULARY

A ▶ 4:06 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the vocabulary. Then have them listen and repeat chorally.
- To provide practice and reinforce collocations, have pairs play a game: Student A says a verb from the exercise. Student B does not look at the book and says the verb plus a phrase to go with that verb; for example,

Student A: *march.* **Student B:** *march in parades.*

Student B: *wear.* **Student A:** *wear costumes.*

Language and culture

- The people in the photo for *pray* are praying in the Muslim tradition.
- The people in the photo for *wish each other well* are dressed for a New Year’s Eve party in the U.S.
- The people in the photo for *wear costumes* are celebrating Halloween—a U.S. holiday mainly for children every October 31st. Many adults also enjoy dressing up in costumes for Halloween parties. In British English a *fancy dress* is the term used for a *costume*.
- **From the Longman Corpus:** While both are used, *have a picnic* is used more frequently than *go on a picnic*.

📖 Learning Strategies

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To model the activity, read the speech balloon aloud and brainstorm ways to complete it.

FYI: The example uses the preposition *on*, but students can make any necessary changes for local or other holidays; for example, *Everyone wears costumes on Halloween / at Carnival / when its Halloween.*

- Encourage pairs to write down one occasion or holiday for each vocabulary phrase.
- To review, ask students to say their examples in complete sentences; for example, *We set off fireworks and march in parades on Independence Day.*

Option: (+5 minutes) To extend the activity, have pairs discuss some of their favorite traditions for special events or holidays. Encourage students to use the vocabulary and their own ideas; for example, *going on a picnic for [my birthday], preparing traditional food for [a holiday], wearing traditional costumes on [a holiday], visiting my relatives on [a holiday], setting off fireworks on [a holiday], sending cards to [relatives].* To review, have volunteers share their favorite traditions with the class. You may want to make a list on the board.

C 4:07 Listen to activate vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- First, have students study the chart. If there is a world map in the classroom, point out the countries indicated.
- As students listen, stop the recording after each description to allow them time to write.

AUDIOSCRIPT See page T80.

GRAMMAR

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and examples. Write on the board: *My sister is the girl who is wearing a costume.* Have students identify the adjective clause and underline it. (Who is wearing a costume.) Then ask *Who is the adjective clause giving more information about?* (The girl.) *Can that be used instead of who to introduce the clause?* (Yes.) Add *that* below *who* on the board.
- Have students read the second explanation and study the examples. Write on the board: *The Harvest Moon Festival is a holiday that takes place in autumn.* Have students identify the adjective clause and underline it. (That takes place in autumn.) Then ask *What is the adjective clause giving more information about?* (The holiday.) *Can who be used instead of that?* (No.)
- Have students read the *Be careful!* note and study the example. To check comprehension, write on the board:
 1. *Carnaval is a holiday that it usually comes in February.*
 2. *My brother is the boy who he is carrying the flag.*
- Have students correct the sentences by crossing out the unnecessary word in each adjective clause. (1. it; 2. he.)

Option: **GRAMMAR BOOSTER** (Teaching notes p. T136)

Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- First, write on the board: *The costume is for the person who leads the parade.* Have students identify the adjective clause, *who leads the parade.*
- Then have them identify the relative pronoun (*who*) and the noun or pronoun it describes (*the person*).

Language and culture

- (See the Reading on page 80 for information about Ramadan.)
- On April Fool's Day people play tricks on one another. It takes place on April 1 in various English-speaking countries, such as the United Kingdom, the United States, Australia, and Canada.
- The Dragon Boat Festival originated in China. People race in boats that are decorated with a Chinese dragon head and tail while someone beats a drum.

B Grammar practice

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Point out the examples. Remind students to use adjective clauses and relative pronouns as they write.

Extra Grammar Exercises

NOW YOU CAN Wish someone a good holiday

A Conversation activator

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 190 of this Teacher's Edition.
- To reinforce the use of the conversation strategies, be sure that students sound friendly when wishing someone a good holiday. Point out the *Some ways . . .* box. Explain that good wishes are appropriate for only celebratory holidays, not for a serious holiday.

DON'T STOP! Extend the conversation. Have students give examples of questions they can ask. For example:

Do people give each other gifts?

What kinds of costumes do they wear?

Then have students give examples of sentences that use adjective clauses to provide extra information; for example, *It is a seasonal holiday that takes place in spring. Children put up decorations that they make with paper.*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Choose a more confident student and role-play and extend the conversation.

Conversation Activator Video Script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Assign students new partners. Remind them to use other holidays.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 7, Activity 1

C ▶ 4:07 **LISTEN TO ACTIVATE VOCABULARY** Listen and use the Vocabulary to complete the chart.

	Type of holiday	What people do to celebrate
Mardi Gras (U.S.)	religious	wear costumes, walk in a huge parade, throw necklaces and candy to people, eat all kinds of foods
Bastille Day (France)	historical	eat in the streets, have military parades, set off fireworks
Tsagaan Sar (Mongolia)	seasonal	clean house, wear new clothes, make traditional food, give gifts, watch wrestling matches and horse races

GRAMMAR Adjective clauses with subject relative pronouns who and that

Adjective clauses identify or describe people or things. Introduce adjective clauses about people with the relative pronouns who or that.

- A mariachi singer is someone **who (OR that) sings traditional Mexican music.**
- Carnaval is a great holiday for people **who (OR that) like parades.**
- Families **who (OR that) want to watch the fireworks go to the park.**

Use that, not who, for adjective clauses that describe things.

- Thanksgiving is a celebration **that takes place in November.**
- The parade **that commemorates Bastille Day is very exciting.**

Be careful!

Don't use a subject pronoun after the relative pronouns who or that.

Don't say: Thanksgiving is a celebration that it takes place in November.

GRAMMAR BOOSTER p. 136

- Adjective clauses: common errors
- Reflexive pronouns
- By + reflexive pronouns
- Reciprocal pronouns: each other and one another

A UNDERSTAND THE GRAMMAR Underline the adjective clauses and circle the relative pronouns. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.

- 1 Ramadan is a religious tradition that begins on a different day every year.
- 2 Chuseok is a Korean seasonal holiday that celebrates the yearly harvest.
- 3 The woman who designed those amazing costumes for the parade is really talented.
- 4 The celebrations that take place in Brazil during Carnaval are really wild!
- 5 People who remember April Fool's Day every April 1st have a lot of fun.
- 6 The Dragon Boat Festival in China is a holiday that takes place in May or June.

B GRAMMAR PRACTICE On a separate sheet of paper, write five sentences with adjective clauses to describe some holidays and traditions in your country.

... is a religious tradition that ...
... is a great holiday for people who ...

NOW YOU CAN Wish someone a good holiday

A CONVERSATION ACTIVATOR Use your chart from page 75 to role-play the Conversation Model with a visitor to your country. Wish each other a good holiday. Then change roles.

- A: I heard there's going to be a holiday next
- B: That's right.
- A: What kind of holiday is it?
- B: It's a holiday that takes place People
- A: Well, !
- B:

B CHANGE PARTNERS Exchange wishes about other holidays.

Some ways to exchange good wishes on holidays

- Have a [nice / great / happy] holiday!
- Enjoy yourself on [Chuseok]!
- You too! / Same to you!

DON'T STOP!

Ask and answer more questions. Use the Vocabulary.

- What else do people do?
- Do people [send cards]?
- What kinds of [food do you eat / music do they play]?
- Where do people [march in parades]?

People celebrate the Holi Festival in India by throwing colored powder and water on each other.

CONVERSATION MODEL

A ▶ 4:08 Read and listen to a conversation about local customs.

A: Do you mind if I ask you about something?

B: Of course not. What's up?

A: I'm not sure about the customs here. If someone invites you for dinner, should you bring the host a gift?

B: Yes. It's a good idea. But the gift that you bring should be inexpensive.

A: Would it be appropriate to bring flowers?

B: Definitely!

A: Thanks. That's really helpful.

B ▶ 4:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR Adjective clauses with object relative pronouns who, whom, and that

In some adjective clauses, the relative pronoun is the subject of the clause. In other adjective clauses, the relative pronoun is the object of the clause.

who as subject = (The people are the guests.)

who as object = (You invite the people.)

The people who are the guests should bring gifts. The people who you invite should bring gifts.

When a relative pronoun is an object of a clause, use who, that, or whom for people and that for things. The relative pronoun is often omitted, especially in speaking. (Note: whom is very formal.)

The people who (OR that / whom) you invite should bring gifts. / The people you invite should bring gifts. The gifts that you bring should be inexpensive. / The gifts you bring should be inexpensive.

Be careful!

When the relative pronoun is the subject of the clause, it can NOT be omitted.

Don't say: ~~The people are the guests~~ should bring gifts.

Do not use an object pronoun after the verb.

Don't say: The people who you invite ~~them~~ should bring gifts.

GRAMMAR BOOSTER p. 138

- Adjective clauses: who and whom in formal English

A **UNDERSTAND THE GRAMMAR** Correct the error in the adjective clause in each sentence.

Explain each correction.

1 Putting butter on a child's nose is a birthday tradition ^{that} ~~who~~ people observe on the Atlantic coast of Canada.

“ Only use who for people. ”

2 On the Day of the Dead, Mexicans remember family members ~~who they~~ have died.

^{They is not necessary because who is the subject of the clause.}

3 The tomatoes ~~that~~ people throw ~~them~~ at each other during La Tomatina in Buñol, Spain, make a terrible mess. Do not use an object pronoun after the verb.

4 The performer ^{who} sang ~~that~~ traditional holiday song is world-famous. You cannot omit the relative pronoun when it is the subject of the clause.

5 The fireworks people set ~~them~~ off during the summer festivals in Japan are very beautiful.

Do not use an object pronoun after the verb.

CONVERSATION MODEL

A ▶ 4:08 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Preface a potentially sensitive question with “Do you mind if I ask you . . .”
- Ask about socially appropriate behavior in order to avoid embarrassment.
- Express appreciation with “Thanks. That’s really helpful.”

- After students read and listen, ask *What custom is the man asking about?* (The customs for dinner guests.) *What kind of gift does the woman say he should bring?* (An inexpensive one.) *What is the woman’s opinion about giving flowers?* (She thinks it’s a very good idea.)

FYI: It’s acceptable to answer affirmatively (such as with *Sure*) to a question with *Do you mind if I ask you . . .*

B ▶ 4:09 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Do you mind if I ask you about something?*
 - stress *really* and *helpful* in *That’s really helpful*.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students’ attention to the chart and have them read the first explanation and study the first example. To help clarify, write on the board: **1. The friend who sent me flowers lives in Paris.** Ask students to identify and underline the adjective clause. (Who sent me flowers.) Ask students to identify the subject of the verb *sent* in the clause. (Who.) Circle *who* and add the word *subject* below *who* on the board:

1. The friend who sent me flowers lives in Paris.
 subject

- Have students read and study the second example. To help clarify, write on the board: **2. The flowers that he sent me are really beautiful.** Ask students to identify and underline the adjective clause. (That he sent me.) Ask students to identify the subject of the verb *sent* in the clause. (He.) Circle *he* and add the word *subject* below *he* on the board. Then circle *that* and add the word *object* below *that* on the board.

2. The flowers that he sent me are really beautiful.
 object subject

- Point out that in this sentence, the relative pronoun is not the subject, but the object, of the sentence. Write on the board: *He sent me flowers. (that = flowers)*

- Have students read the examples in which the relative pronoun is omitted. (The people you invite should bring gifts. The gifts you bring should be inexpensive.) Direct students’ attention to example 2 on the board. Point out that *that* can be omitted because it is the object of the clause. Then read the example aloud without it. (The flowers he sent me are really beautiful.)

- To check comprehension, write the following sentence on the board and have students say which pronouns are correct and why.

The woman that / who / whom I met at the party is from Canada.

(*that / who / whom*; because the relative pronoun is the object of the clause.)

- Emphasize that *whom* is used only in very formal situations.
- Have students read the *Be careful!* notes. To check comprehension of the first note, direct students’ attention to example 1 on the board. Ask *Can who be omitted in example 1?* (No.) *Why not?* (Because it is the subject of the clause.) To check comprehension of the second note, write on the board: *The gift that I bought it is a traditional decoration.* Have students indicate the unnecessary word in the sentence. (It.)

Language and culture

- Both *who* and *whom* can be used in the object position, but *who* is much more common in everyday speech.
- **From the Longman Corpus:** *That* is used much more frequently as a subject relative pronoun than *who*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T138)



Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- To model the activity, review the speech balloon and the first item with the class. Have students explain why *who* is not correct. (Because *who* is only for people.)
- Remind students that if the relative pronoun is the object of the clause, we don’t need another pronoun as object.

Language and culture

- The Day of the Dead is a holiday that is celebrated primarily in Mexico and Central America on November 1st and 2nd. It is a festive time in which people honor the memory of their dead ancestors and decorate their graves.
- La Tomatina is a wild week-long festival held at the end of August in the Valencia region of Spain with music, parades, and fireworks. On the last day of the festival, people throw tomatoes at each other.

B Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To help students understand, review the first item with the class. Ask students if the relative pronoun can be omitted. (Yes, because *that* is the object of the clause.)
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To extend the activity, write the following statements on the board:

1. *Carnaval is a holiday that is very popular in Brazil.*
2. *Carnaval is a holiday that I have always enjoyed.*
3. *I gave her the flowers that I picked from my garden.*
4. *I can't find the gift that she gave me.*
5. *I saw some friends who were marching in a parade.*

Ask students to identify and cross out relative pronouns that can be omitted. (Sentences 1 and 5: relative pronouns can't be omitted; sentences 2, 3, 4: they can be omitted.)

Language and culture

- Anzac Day is a day of remembrance in Australia and New Zealand that takes place on April 25. *Anzac* stands for Australian and New Zealand Army Corps. It marks the day in which these two military forces fought at Gallipoli in Turkey during the First World War.



Extra Grammar Exercises

PRONUNCIATION

A ▶ 4:10 "Thought groups" . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- First listening: Have students listen and study the examples. Ask students if they noticed the pauses between the *thought groups* as they listened.
- Clarify that a *thought group* is a group of words said together in the rhythm of a sentence in order to help convey meaning. Point out that adjective clauses form natural *thought groups*.
- Second listening: Have students listen and repeat. Be sure students pause slightly between thought groups.

B Practice reading . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, call on a student to read the first sentence aloud. Make any necessary corrections.
- To review, have volunteers read the other sentences aloud.



Pronunciation Activities

NOW YOU CAN Ask about local customs

A Conversation activator

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 190 of this Teacher's Edition.
- Have students read the *Ideas* in the box and ask them to write a question someone might ask about each situation. Write a list on the board. For example:
Someone invites you out for dinner: Should I offer to pay the check?
Someone invites you to a party: Should I bring the host a gift?
Someone gives you a gift: Should I open it in front of the person?
Someone makes a special effort to help you: Should I give the person a gift?
- Ask students to suggest more ideas and write them on the board.
- Brainstorm answers to the question *Do you mind if I ask you about something?* (Possible answers: Sure. Not at all. No problem.)

DON'T STOP! Extend the conversation. Elicit examples of more questions students can ask. For example:

- Is it OK if I take off my shoes?*
- Would it be impolite to leave earlier?*
- Should I eat everything on my plate?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Choose a more confident student and role-play and extend the conversation.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students sound like they mean it when they express appreciation.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students to form new pairs by working with the person on their left. Remind them to ask about local customs in other situations.
- Walk around and provide help as needed. Make note of any errors you hear. Write some errors on the board and ask the class to correct them.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 2

B GRAMMAR PRACTICE Complete the adjective clause in each sentence, using the cues. Omit the relative pronoun when possible.

- The traditional Chinese dress *she's wearing* is called a cheongsam.
She's wearing the dress.
- The man *you met yesterday* plays in a mariachi band.
You met the man yesterday.
- The young people *you saw in the parade* were all wearing traditional costumes.
You saw the young people in the parade.
- People *who visit other countries* should find out the local customs.
People visit other countries.
- Anzac Day is a holiday *people celebrate in Australia* to remember the soldiers who died in wars.
People celebrate the holiday in Australia.



A Chinese woman wearing a traditional cheongsam

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION “Thought groups”

A ▶4:10 “Thought groups” clarify the meaning of sentences. Notice how sentence rhythm indicates how thoughts are grouped. Read and listen. Then listen again and repeat.

- The person who comes for dinner should bring flowers.
- The man we invited to the party is from Senegal.
- The song that you were listening to is fado music from Portugal.
- The Cherry Blossom Festival is a tradition that people observe in Japan every spring.

B Practice reading aloud the sentences you completed in Exercise B above, breaking the sentences into thought groups.

NOW YOU CAN Ask about local customs

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Role-play a conversation in which you ask about local customs. Use the Ideas from the box. Then change roles.

A: Do you mind if I ask you about something?

B: What's up?

A: I'm not sure about the customs here. If , should ?

B:

A: Would it be appropriate to ?

B:

A: Thanks. That's really helpful.

- Ideas**
- Someone invites you out for dinner.
 - Someone invites you to a party.
 - Someone gives you a gift.
 - Someone makes a special effort to help you.
 - Your own idea: ____

DON'T STOP!

Ask and answer other questions.
Is it OK if ____?
Would it be [customary / impolite / offensive] to ____?
Should I ____?

B CHANGE PARTNERS Ask about local customs in other situations.



BEFORE YOU READ

WARM-UP Look at the photos and the names of the holidays in the Reading. How would you categorize each holiday—historical, seasonal, or religious? Are you familiar with any of these holidays? What do you know about them?

READING ▶ 4:11

Holidays

Around the World

Ramadan, the Month of Fasting

“May you be well throughout the year” is the typical greeting during Ramadan, the ninth month of the Islamic calendar, a special occasion for over one billion Muslims throughout the world. According to Islamic tradition, Ramadan marks the time when Muhammad received the word of God through the Koran. Throughout the month, Muslims fast—totally abstaining from food and drink from the break of dawn until the setting of the sun. It is also a time of increased worship and giving to the poor and the community. Ramadan ends with the festival of Eid ul-Fitr—three days of family celebrations—and eating!



Worshippers pray during Ramadan.

The Chinese New Year

The Chinese New Year is celebrated by Chinese around the world and marks the beginning of the first month in the Chinese calendar. The celebration usually takes place in February and lasts for fifteen days. Before the holiday begins, families clean out their houses to sweep away bad luck, and they decorate their doors with red paper and big Chinese characters for happiness, wealth, and longevity. The night before, families gather together for a delicious meal. Outside, people set off firecrackers that make loud noises all through the night. In the morning, children wish

their parents a healthy and happy new year and receive red envelopes with money inside. It is customary for people to give each other small gifts of fruits and sweets and to visit older family members.



On the last day, people have a parade in the street carrying a large cloth dragon.

Simón Bolívar's Birthday

Simón Bolívar was born on July 24, 1783, in Caracas, Venezuela. He is known throughout Latin America as “The Liberator” because he led the fight for independence from Spain. His armies freed Venezuela, Bolivia, Colombia, Ecuador, and Peru. He is memorialized in many ways, but two countries celebrate his birthday every July 24th—Venezuela and Ecuador. On that day, schools and most general businesses are closed, and there are military parades and government ceremonies. But the malls are open, and people usually use the holiday to go shopping.



Bolívar led the fight for independence.

BEFORE YOU READ

Warm-up

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have pairs of students look at the photos and read the captions to determine what type of holidays the Reading will describe. (Religious, seasonal, historic.) Remind them not to read the text yet. Encourage them to explain their choices.
- To review, have three volunteers say how they would categorize each holiday. Ask them to support their choices. For example:
The first photo shows a religious holiday, Ramadan. I think it is a religious holiday because the people are praying.
The second photo shows a seasonal holiday in China. People are celebrating the beginning of a new year.
The third photo shows an important man in the history of a country. His name is Simón Bolívar. Celebrating his birthday must be a historical holiday.
- To elicit prior knowledge, ask students to say what they may already know about each holiday. Encourage them to be brief. For example:
Ramadan is celebrated by Muslims.
People set off fireworks on the Chinese New Year.
Simón Bolívar is an important man in the history of some Latin American countries.

4:11 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students focus on the main ideas as they read, draw the following chart on the board. After students read and listen, have them complete the chart with notes from the Reading.

Name of holiday	Time of the year	Location	Reason

- To review, ask students to give their answers in complete sentences. (Possible answers: Ramadan takes place in the ninth month of the Islamic calendar. It is celebrated by Muslims around the world. It commemorates the time when Muhammad received the word of God through the Koran. / The Chinese New Year takes place in February each year. It is celebrated by Chinese people around the world. It marks the beginning of the first month in the Chinese calendar. / Simón Bolívar’s birthday is celebrated on July 24th in Venezuela and Ecuador. People honor him because he led the fight for independence for their country.)

Language and culture

- The *Koran* is the holy book of Islam. To *abstain* means to not do something or to stop doing something. *Longevity* means long life. A *liberator* is a person who frees another person or country from someone’s control.

Learning Strategies

AUDIOSCRIPT for page T77 (C Listen to activate vocabulary)

LISTENING 1

M: There are Mardi Gras celebrations in many places in the world, but the Mardi Gras celebrations in New Orleans in the United States are world famous. Mardi Gras means “fat Tuesday,” and usually occurs in February. It began as a religious holiday in which people could really enjoy themselves before the more solemn Catholic celebration of Lent. Now it’s considered to be “the biggest party in the world,” and people travel from all over to enjoy the celebrations. On this day, people wear really wild costumes and parade to New Orleans’s famous music. Along the huge parade route, people in the parade throw purple-, green-, and gold-colored necklaces, candy, and other things to the people who are watching.

LISTENING 2

F: Celebrated on July 14th, Bastille Day is France’s most important national holiday. It celebrates the attack on the hated Bastille prison, which marked the beginning of the French Revolution that led to modern France. It’s a joyous holiday in which people celebrate being French. You can see people in the streets eating all kinds of food. Usually in the morning there are military parades with French flags flying all over. And in the evening, fireworks are set off and families sit together to watch them.

LISTENING 3

M: Tsagaan Sar—or White Month—is a celebration of the lunar new year in Mongolia. It’s held for three days in February or March. Before the first day of the celebration, families clean every corner of their house. During this time, people wear new clothes—usually traditional Mongolian clothing—and they make lots of traditional foods. They also give each other gifts, and especially enjoy giving gifts to their children. One of the ways Mongolians really enjoy themselves during this holiday is to watch wrestling matches and horse races. All these activities symbolize starting the new year clean, rich, and happy.

A Scan for facts

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- To help students practice the reading strategy of scanning, ask them to scan the article for the traditions that people observe for each celebration. You may want to ask students to underline the information.
- Have students complete the chart individually and then compare answers with a partner.
- To review, have volunteers each explain one tradition. Encourage them to support their answers, giving additional information about each tradition; for example, *The Chinese give gifts. They give small gifts of fruits and sweets.*

B Compare and contrast

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Encourage students to think of reasons to support their choices. You may want to ask them to make notes of the reasons. Have pairs compare choices with a partner.
- Review one holiday at a time and have students who made the same choice share their reasons with the class; for example, *I find Ramadan a very interesting holiday. It's a long holiday, and it's a time in which people pray and give to others.*

C Relate to personal experience

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students work in pairs to match the traditions in the chart with holidays they know. Encourage them to write sentences; for example, *We give gifts at Christmas.*
- Then have several students give their own examples for the same tradition.



Extra Reading Comprehension Exercises

NOW YOU CAN Exchange information about holidays

A Notepadding

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Encourage students to write notes rather than complete sentences on the notepad.
- Ask students to use the vocabulary they learned in this unit. Point out that they can use the chart on this page and the Vocabulary on page 76 for reference.
- You may want to encourage students to point out what they like or dislike about the customs and traditions of holidays as they write about them on their notepads.
- Walk around and provide help as needed.

B Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Form groups of three to six students.
- Review the language in the Recycle box. Brainstorm ways to complete the sentences. For example:
Traditionally, people decorate their homes with the national flag.
It's customary to get together with relatives.
It's probably best not to go into town because the traffic is impossible.
It's offensive to open someone's gift when you receive it.
Purple is taboo. You shouldn't give purple flowers.
It's impolite to leave food on your plate.
- Brainstorm questions students can ask to find out more about the holidays. For example:
How many days is it?
What kinds of gifts do people give?
Do people go out for dinner with their families?
What kinds of food do they eat?
Do people go to their hometowns / travel to see their relatives?
Is the traffic impossible?
Are train and bus stations or airports mobbed with people?
Do people wear their best clothes?
Do children wear costumes?

Option: (+5 minutes) Take a poll to find out which holidays your students chose to write notes about. Then have a few volunteers say what they like about those holidays.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

[] is a special occasion.
[] at the break of dawn.
[] takes place in autumn.
It is customary for [].
They led the fight for [].

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 3

A SCAN FOR FACTS Complete the chart. Check the holidays on which each tradition is observed, according to the information in the Reading. Explain your answers.

On this holiday, people...	Ramadan	Chinese New Year	Bolívar's Birthday
give gifts.	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
wear costumes.	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
pray.	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>
wish each other well.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
get together with their families.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
decorate their homes.	<input type="radio"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
celebrate for several days.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
give away money.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>
have parades.	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
avoid eating during the day.	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>

Which holiday is celebrated in more than one country?

Ramadan Chinese New Year Simón Bolívar's Birthday

DIGITAL
MORE
EXERCISES

B COMPARE AND CONTRAST Which holiday or tradition from the Reading do you find the most interesting? Why?

C RELATE TO PERSONAL EXPERIENCE Name one holiday you know for each tradition in the chart.

NOW YOU CAN Exchange information about holidays

A NOTEPADDING With a partner, choose three holidays in your country. Discuss the traditions of each holiday and write notes about them on your notepads.



RECYCLE THIS LANGUAGE.

Traditionally, people ___. It's offensive to ___.
 It's customary to ___. ___ is taboo.
 It's probably best to ___. It's impolite to ___.

	A historical holiday	A seasonal holiday	A religious holiday
name of holiday			
purpose			
typical food			
typical music			
typical clothing			
other traditions			

B GROUP WORK Choose a holiday from your notepad and present it to your class. Your classmates ask questions.

Text-mining (optional)
 Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work.
 For example: "a special occasion."

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDSA ▶ 4:12 VOCABULARY • *Getting married* Read and listen. Then listen again and repeat.

THE EVENTS

an engagement an agreement to marry someone—**get engaged** v.**a (marriage) ceremony** the set of actions that formally makes two single people become a married couple—**get married** v.**a wedding** a formal marriage ceremony, especially one with a religious service**a reception** a large formal party after a wedding ceremony**a honeymoon** a vacation taken by two newlyweds after their wedding

B DISCUSSION Read about wedding traditions in many countries. How are these similar to or different from traditions practiced in your country?

**The bride** throws the bouquet after the wedding ceremony. The woman who catches it is believed to be the next to get married.**The newlyweds** cut the cake together at the wedding reception.**The groom** carries the bride “across the threshold,” through the doorway to their new home. Soon after the wedding, they go on their honeymoon.

LISTENING COMPREHENSION

A ▶ 4:13 LISTEN FOR MAIN IDEAS Listen to Part 1 of a lecture about a traditional Indian wedding. Which of the statements best summarizes the information?

- a An Indian couple gets engaged long before the wedding.
- b There’s a lot of preparation before an Indian wedding.
- c An Indian wedding lasts for days.

B ▶ 4:14 LISTEN FOR DETAILS Listen again to Part 1 and circle the best way to complete each statement.

- 1 A traditional Hindu wedding celebration can last for more than (two / five) days.
- 2 The bride’s and groom’s birthdates are used to choose the (engagement / wedding) date.
- 3 Before the wedding, musicians visit the (bride’s / groom’s) home.
- 4 The (bride / groom) is washed with oil.
- 5 An older relative offers the (bride / groom) money.
- 6 Relatives spend a lot of time painting the (bride’s / groom’s) skin.

BEFORE YOU LISTEN

A ▶ 4:12 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen and study the words that describe *The events*. Then have students listen and repeat chorally.
- Follow the same procedure for the words that describe *The people*.
- To check comprehension, write the following phrases on the board: *a reception, an engagement, a honeymoon, a wedding (a marriage ceremony)*. Have students close their books and put these events in the order in which they take place. Ask volunteers to explain the order of the events. (1. An engagement; 2. a wedding (a marriage ceremony); 3. a reception; 4. a honeymoon.)
- To review, have several students explain the order of the events using the Vocabulary. For example:
The engagement comes first because it is when a man and a woman agree to marry.
After the engagement, the couple becomes the fiancé and the fiancée.
The wedding comes next. / This is the occasion when the bride and the groom get married. During the wedding is the marriage ceremony.
After the wedding, the newlyweds are given a reception.
After the wedding, the couple takes a trip called a honeymoon.

B Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students look at the photographs and read the captions.
- To check comprehension, ask:
What does the bride do after the wedding ceremony? (She throws the bouquet and a guest catches it.)
What do the newlyweds do at the reception? (They cut the cake together.)
What does the groom do after the reception? (He carries the bride through the doorway to their new home.)
Where do they go after that? (On their honeymoon.)
- Form small groups. Encourage students to find differences and similarities with the traditions that are familiar to them. To help students generate ideas, write these questions on the board:
Do newlyweds go on a honeymoon?
Does the groom carry the bride through the doorway?
Do the bride and groom cut the cake together?
Does the bride throw the bouquet?

LISTENING COMPREHENSION

A ▶ 4:13 Listen for main ideas

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To help students prepare for listening, have them read the statements. Point out that all of the statements may be true, but students should decide which one is the best summary.
- To review, have students support their choices. (The best summary is “b” because the lecture gives information about the different activities that the couple and their families do before the wedding.)

AUDIOSCRIPT

PART 1

F: In India, Hindu wedding traditions vary from state to state. But most families are known to go out of their way to make a wedding a huge celebration which can last for as long as five days or more. It is common for wedding preparations to start a year before the actual date. After a couple gets engaged to be married, the date for the wedding is chosen very carefully based on the bride and groom’s birthdays—and other details—to bring good luck.

Two days before the wedding, celebrations begin at the groom’s home. This is called “Making the Groom.” Musicians visit his home as early as four in the morning and play traditional music while the groom’s relatives and neighbors come to see him. While there, they make decorations from mango leaves, which will later be used at the wedding ceremony. Next, someone washes the groom with coconut or olive oil. His face is painted with a black dot on each cheek and a spot between his eyes. Then an older person in the family offers the groom money as a gift.

The bride goes through a ceremony before the wedding called “Making the Bride.” Her face, arms, hands, and feet are painted attractively by her relatives, leaving her skin a red color. This process takes many hours to do and requires a lot of patience.

B ▶ 4:14 Listen for details

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them read the statements before listening again.
- Ask students to compare answers with a partner and then review with the class.
- Ask students what other details they can add from the listening passage. They can listen again if necessary.

C ▶ 4:15 Listen for main ideas

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Follow the same procedure as in Exercise A Listen for Main Ideas on page 82.
- To review, have students support their choices. (The correct answer is “a” because the lecture gives information about the traditions that are observed during the wedding ceremony—from beginning to end.)

AUDIOSCRIPT

PART 2

F: The wedding ceremony is usually held in the evening. When the bride and groom arrive, there is a lot of noise and music. Members of the family wash their feet and sprinkle flowers and water on them. The couple sits in chairs under a special roof made of leaves and flowers. While the bride is seated behind a cloth so the groom can't see her, the guests eat and enjoy the wedding feast. Then when it's near the end of the feast, the cloth is removed and the music is played again. It is considered bad luck to sneeze at this moment. All the guests clap their hands while the music is playing. Then one by one the guests come to the couple and throw rice grains at their heads for prosperity. Everyone wishes the couple well. Then the couple gives each other rings made of flowers and handfuls of rice. The groom places a golden necklace over the bride's neck.

Finally, the groom places a second necklace around the bride's neck to signify the end of the wedding.

D ▶ 4:16 Listen for details

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Follow the same procedure as in Exercise B Listen for Details on page 82.
- Ask students what other details they recall from the listening passage. Permit them to listen again if necessary.

Option: (+10 minutes) To challenge students, have pairs discuss which tradition from the listening passage was the most interesting. Encourage students to offer follow-up comments; for example, *I think it's interesting and fun that the wedding celebration lasts so long, especially for guests who have to travel far to get there.* To review, have volunteers share their views with the class.



Learning Strategies

NOW YOU CAN Explain wedding traditions

A Frame your ideas

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Before students read the sayings and proverbs, point out the difference in meaning between a *wedding* or *marriage ceremony* and *marriage* by itself. Call on a student to describe what a *wedding* or *marriage ceremony* is. (The ceremony in which two people become married.) Explain that the word *marriage* on its own refers to the relationship between two people who are married; for example, *After the wedding, they had a long and happy marriage.*

- To review, encourage pairs to use some of the vocabulary on page 82 to discuss what the sayings and proverbs mean. Then have volunteers each explain a proverb or saying. (Possible answers: Italian saying—Girls should find a husband as soon as possible; boys can wait if they want to. Irish saying—Getting married is easy; it's living together that's difficult. South African proverb—Having children makes a marriage more complete. Polish saying—Women cry before the wedding because they are happy; men cry after because they regret their decision to marry. British saying—The bride should have these things for good luck.)

Language and culture

- The proverb from the U.K. expresses superstitions associated with weddings. If the bride wears something old, her old friends will remain close. If she wears something new, the newlyweds will have a prosperous future. If someone lends her something to wear, the couple will have a happy marriage. If the bride wears something blue, the couple will be faithful to each other.

B Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To personalize, have students choose two proverbs and write notes about why they agree or don't agree with them and why they find or don't find them offensive.
- Ask students to share other proverbs, sayings, or superstitions they know about weddings and marriage.

C Notepadding

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- As students complete their notepads individually, encourage them to use the vocabulary they learned in this unit including the words and phrases in the Recycle box.

D Pair work

Suggested teaching time:	6–7 minutes	Your actual teaching time:	
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- To model the activity, review the speech balloons with the class.
- Before students create their role play, brainstorm questions “the visitor” can ask. You may want to write some of them on the board. For example:
How do the bride and the groom choose the date?
How long is the wedding ceremony?
What do the bride and the groom usually wear?
Are there any things to avoid?
What happens during the reception?
Do the newlyweds go on honeymoon trips?

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 7, Activity 4; “Find Someone Who . . .” Activity

C ▶4:15 **LISTEN FOR MAIN IDEAS** Now listen to Part 2 of the lecture. What is the information mainly about?

- a the wedding ceremony b the honeymoon c the reception after the wedding

D ▶4:16 **LISTEN FOR DETAILS** Listen again to Part 2 and check the statements that are true. Correct the statements that are false.

- 1 Relatives wash the bride's and groom's ^{feet} hands.
- 2 The bride is seated behind a cloth so the groom cannot see her.
- 3 Relatives throw rice grains at the bride and groom.
- 4 The couple gives each other rings made of flowers.
- 5 The groom places a ^{golden} flower necklace around the bride's neck.

NOW YOU CAN Explain wedding traditions

A **FRAME YOUR IDEAS** With a partner, read each saying or proverb about weddings and marriage. Discuss what you think each one means.

"Marry off your son when you wish. Marry off your daughter when you can."
Italy

"Marriages are all happy. It's having breakfast together that causes all the trouble."
Ireland

"Marriage is just friendship if there are no children."
South Africa

"The woman cries before the wedding and the man after."
Poland

Advice to the bride: "Wear something old, something new, something borrowed, and something blue."
United Kingdom

B **DISCUSSION** Do you find any of the sayings or proverbs offensive? Why or why not? What sayings or proverbs about weddings do you know in your own language?

C **NOTEPADDING** On your notepad, make a list of wedding traditions in your country. Compare your lists with those of other groups.

D **PAIR WORK** Role-play a conversation in which you describe local wedding traditions to a visitor to your country. Ask and answer questions about the details. Use the Vocabulary.

RECYCLE THIS LANGUAGE.

[a religious] tradition
[a huge] celebration
the bride / the groom / the newlyweds

take place in
spend time with [someone]

It's [customary / common / appropriate] to ___.

“ Well, before they get engaged, they have to . . . ”

“ So how does a couple get engaged here? ”

	Before the wedding:
	At the wedding ceremony:
	After the wedding:

REVIEW

A ▶4:17 Listen to each conversation and circle the occasion or the people they are talking about. Then listen again and circle T if the statement is true or F if it is false. Correct any false statements. Listen again if necessary.

- 1 (an engagement / a reception / a honeymoon)
- 2 (an engagement) / a reception / a honeymoon)
- 3 (a bride) / a groom / relatives)
- 4 (a bride / a groom / relatives)

- | | | |
|-------------------------|------------------------------------|--|
| <input type="radio"/> T | <input type="radio"/> F | The man who is speaking is the groom. |
| <input type="radio"/> T | <input type="radio"/> F | The man who is speaking will be the groom. |
| <input type="radio"/> T | <input checked="" type="radio"/> F | The woman who is speaking is the ^{a guest} bride. |
| <input type="radio"/> T | <input type="radio"/> F | The woman who is speaking is a guest. |

B Complete each statement, using verbs from the unit Vocabulary. Then write the name of a holiday you know for each statement.

Name a holiday when people . . .	Examples
1 <u>set off</u> fireworks.	Answers will vary.
2 <u>march</u> in parades.	
3 <u>have</u> picnics.	
4 <u>spend</u> time with their families.	
5 <u>wear</u> costumes.	
6 <u>give</u> gifts.	
7 <u>wish</u> each other well.	

C Complete each sentence with an adjective clause. Find the information in this unit, if necessary.

- 1 A groom is a man ..who has just gotten married..... Answers will vary, but may include the following:
- 2 Eid ul-Fitr is a religious holiday ..that lasts four days.....
- 3 A honeymoon is a vacation ..that people take after they get married.....
- 4 A hanbok is a traditional dress ..that Korean people wear during Chuseok.....
- 5 A wedding reception is a party ..that people give after the wedding ceremony.....
- 6 Chuseok is a holiday ..that people celebrate in Korea.....

D On a separate sheet of paper, complete each statement about local traditions in your country.

- 1 If someone invites you to his or her house for dinner, you should . . .
- 2 If someone gives you an expensive gift, you should . . .
- 3 If you are invited to a formal wedding, you should wear . . .
- 4 If a friend or colleague gets engaged, you should . . .
- 5 If someone wants to get married, he or she should . . .

WRITING

Describe two different holidays that are celebrated in your country. Include as many details as you can about each.

- What kind of holiday is it?
- When is it celebrated?
- How is it celebrated?
- What do people do / eat / say / wear, etc.?

WRITING BOOSTER p. 151

- Descriptive details
- Guidance for this writing exercise

A 4:17 Listen to each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To review the vocabulary, you may want to call on volunteers to give a brief definition or description of each word.
- First listening: Have students listen and circle the occasion or people mentioned. Pause after each conversation to allow students time to write their answers.
- Second listening: Have students listen and decide if the statements are true or false.
- To review, have students support their answers. (1. The groom is talking about his honeymoon in Tahiti. 2. The man is going to be a groom, but there is no date yet. 3. The woman who is speaking is a guest. 4. The couple is talking about the bride's family.)

Language and culture

- *Tie the knot* is an informal expression meaning "to get married."

AUDIOSCRIPT

CONVERSATION 1

- M:** Check out these pictures we took in Tahiti.
F: Oh, these are really nice! Is that your wife?
M: Yes. We took off right after the reception.
F: How romantic! How long were you there?
M: Ten days.

CONVERSATION 2

- F:** Hey, congratulations! I heard the news!
M: Thanks. I guess everyone knows now.
F: That's great! So when's the date?
M: In September. We've got a lot of planning to do.
F: Well, the great thing is that you've decided to tie the knot. Congratulations!

CONVERSATION 3

- M:** Is it true what I hear—that you caught the bouquet?
F: Uh-huh. She threw it right to me.
M: Well, you've been great friends since childhood, right?
F: Yeah, we have. I'm so happy for her!

CONVERSATION 4

- F:** Can you believe how much money they paid for this reception?
M: I know. It's unbelievable! It must have cost a fortune.
F: I heard the parents and grandparents all wanted a really big wedding. They must have a lot of money!
M: Well, you know what they say. Weddings are really for the family.
F: I guess so. Everyone does seem to be having a wonderful time.

B Complete each statement . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.
- As students do the activity, tell them that they can refer to information about holidays and traditions found throughout the unit.

C Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students read their complete sentences aloud. Make necessary corrections.

D On a separate sheet of paper . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Do an example together first: *If someone invites you to his or her house for dinner, you should arrive on time.*
- Encourage students to write two or three sentences for each item.
- Then have students share their statements with a partner. Ask several students to read their statements aloud.

WRITING

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- To help students prepare for writing, brainstorm the kind of information that can be used to answer each question:
 - *What kind of holiday is it?* (Seasonal, religious, historical.)
 - *When is it celebrated?* (Date / time of the year; how long it lasts.)
 - *How is it celebrated?* (Do people celebrate in public places? Do they celebrate in their homes? Do they get together with their families? Do they travel long distances to see their relatives? Do they decorate their homes? Are there any parades / fireworks?)
 - *What do people do / eat / say / wear, etc.?* (Do people give gifts? Do they send cards? Do they perform any ceremonies? Do they eat traditional foods? What do they say to wish each other a good holiday? Do they wear traditional costumes?)
- Encourage students to write a paragraph for each holiday. You may want to tell them to finish each paragraph by saying what people enjoy the most about that holiday.

Option: **WRITING BOOSTER** (Teaching notes p. T151)



Writing Process Worksheets

ORAL REVIEW

Pair work challenge

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To model the activity, review the example with the class. Have students brainstorm questions about a holiday. (Possible answers: What kind of holiday is it? Where do people celebrate it? How long does it last? What do people do? What do they eat?)
- Form pairs and divide the class into Students A and Students B. Students A will read about *Songkran* and Students B will read about *Mexican Independence Day*.
- To begin, ask students to open their books and look at the Fact Sheet for one minute.
- Then have students close their books and discuss the holidays in pairs.

Pair work 1

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the first conversation, have them work in pairs. Tell each pair to imagine that one of them is a visitor to Thailand or Mexico and wants to know more about a local holiday. The other student is from, or working or studying in, that country.
- Encourage students to ask what kind of holiday it is, when it takes place, and what people do. Remind them to wish each other a good holiday.

Possible responses . . .

A: I heard there's going to be a holiday. **B:** That's right. Mexican Independence Day. **A:** What kind of holiday is it? **B:** It's a historical holiday that takes place in September each year. People march in parades and do traditional performances. **A:** Do they set off fireworks? **B:** Lots of them. **A:** Well, have a great Independence Day! **B:** Thank you!

A: I heard there's going to be a holiday. **B:** That's right. It's Songkran next week. **A:** What kind of holiday is it? **B:** It's a seasonal holiday that lasts for three days. People have lots of fun throwing water at each other in the streets. **A:** Well, enjoy yourself on Songkran! **B:** Thanks!

Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Follow the same procedure as in Pair Work 1. Direct attention to the Notes at the end of each Fact Sheet.
- Have students discuss the holiday they did not use for the first conversation. Point out that students should ask if a custom is appropriate.

Possible responses . . .

A: Do you mind if I ask you about something? **B:** Of course not. What's up? **A:** I'm not sure about the customs here. I know that people throw water at each other during Songkran. Is it OK to throw water at a complete stranger? **B:** Definitely! You should feel free to throw water at anyone. People never get offended. **A:** Thanks. That's really helpful.

A: Do you mind if I ask you about something? **B:** Sure. What's up? **A:** I'm not sure about the customs here. I know that people shout "Viva México" to celebrate their country's independence. Would it be appropriate for a foreigner to shout it also? **B:** Definitely! Even if you're not Mexican, you can join in. **A:** Thanks. That's really helpful.

Group presentation

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Review the example with the class.
- Ask students to write as many statements as they can about the holidays using adjective clauses.
- Have students give a presentation to their group or to the class using the sentences they wrote as a guide.

Option: (+10 minutes) To challenge students, ask them to write eight statements about the holidays, some of which should be false. Have them keep their books closed. Students then exchange sheets of paper with a partner and mark the statements *true* or *false*.

Option: Oral Progress Assessment

Use the photographs on page 85. Encourage students to use language practiced in this unit and previous units.

- Tell the student to describe the holidays and the pictures using three adjective clauses; for example, *Songkran is a seasonal holiday that people celebrate in Thailand. In the first picture, there is a woman who is making an offering. In the second picture, there are people who are throwing water at each other.*
- Ask the student to choose one of the pairs of people in the photos. Tell the student that together you are going to role-play a conversation.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Have students create a presentation about a holiday or a wedding tradition.

Idea: Have students work in small groups and choose a holiday or wedding tradition from another country. Ask each group to use the library or the Internet to research information. Ask groups to include visuals such as photographs from magazines or the Internet.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

PAIR WORK CHALLENGE For one minute, look at the Fact Sheet for one of the holidays. Your partner looks at the other Fact Sheet. Then close your books. Ask and answer questions about each other's holidays. For example:

Why do people celebrate Songkran?

PAIR WORK Create conversations for the people.

1 Ask about one of the holidays. Start like this:

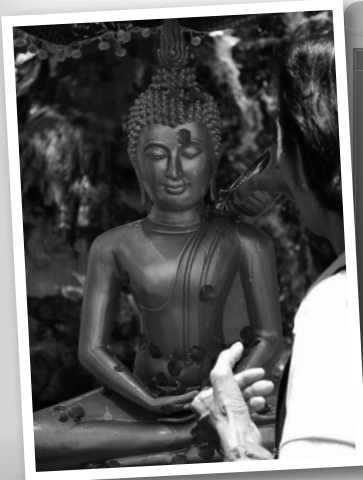
I heard there's going to be a holiday.

2 Ask about local customs during the holiday. Start like this:

Do you mind if I ask you something?

GROUP PRESENTATION Choose one of the holidays and give a presentation to your group or class. Use adjective clauses.

Songkran is a seasonal holiday that . . .



FACT SHEET

Songkran Water Festival

Celebrated in Thailand. Lasts for three days.

Marks the . . .

- start of the Buddhist New Year.
- beginning of the farming season.

People . . .

- clean their homes.
- make offerings at temples.
- sing in the street.
- throw lots of water at each other!



NOTE: Don't worry! It's customary for people to throw lots of water at complete strangers on this holiday.

FACT SHEET

Mexican Independence Day

Celebrated on September 15 and 16.

Commemorates . . .

- the beginning of the War of Independence.
- Mexico's independence from Spain.

People . . .

- march in parades.
- perform traditional music.
- decorate with the colors of the Mexican flag (red, white, and green).
- set off fireworks.
- eat special dishes (sometimes red, white, and green).



NOTE: It's customary for people to shout, "Viva México!" Even if you are not Mexican, you can join in.



✓ NOW I CAN

- Wish someone a good holiday.
- Ask about local customs.
- Exchange information about holidays.
- Explain wedding traditions.

COMMUNICATION GOALS

- 1 Describe technology.
- 2 Take responsibility for a mistake.
- 3 Describe new inventions.
- 4 Discuss the impact of inventions / discoveries.

UNIT

8

Inventions and Discoveries

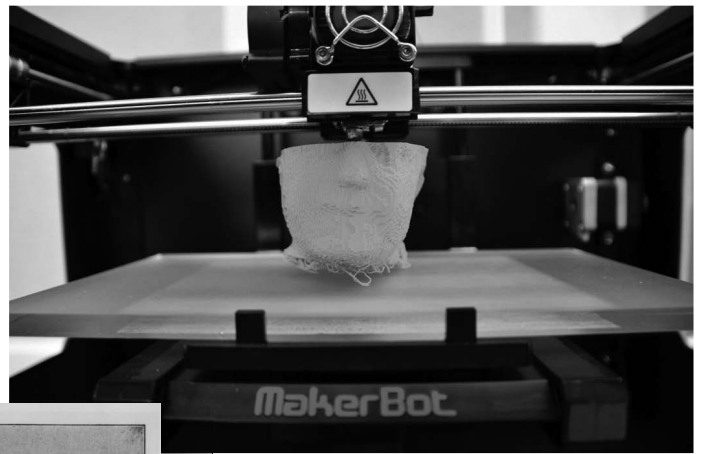
PREVIEW

The wheel



Penicillin:
the first “wonder drug”

The 3-D printer



The mosquito net



The X-ray



Josef Albert, München, 1896.
Hand des Anatomen Geheimrath von Kölliker.
Im Physikal. Institut der Universität Würzburg
mit X-Strahlen aufgenommen
von Professor Dr. W. C. Röntgen.

The television



- A DISCUSSION** Most of the pictures represent inventions. Do you know which one(s) resulted from a discovery? How would you explain the difference between an invention and a discovery? Provide some examples of inventions and discoveries.

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the pictures and read the captions.

- To draw on students' prior knowledge, have pairs share what they know about the inventions or discoveries represented in the pictures. Encourage students to imagine what life was like before these inventions or discoveries. For example:
 - Before the X-ray was invented, doctors could only examine patients' bones by feel.*
 - Many people used to die of diseases that now can be cured with penicillin.*
 - The wheel was invented thousands of years ago. Before the wheel, people had to carry things themselves or on animals.*
 - Before the invention of the television, people got their news from the radio or newspapers.*
- To review, have volunteers explain the importance of one of these inventions / discoveries; for example, *To me, penicillin is important because it has saved and continues to save millions of lives. I think the television is an important invention because it shows us what is happening all over the world.*

Language and culture

- Alexander Fleming in London, England, accidentally discovered penicillin in 1928. The use of penicillin (once also called the "miracle drug") to treat diseases and illness began in the 1940s. Read more about penicillin in the Reading on page 94.
- The oldest wheel, discovered in Mesopotamia, has been dated back to 4000–3500 B.C.E. Before the discovery of the wheel, people moved heavy objects by placing logs under them and pushing and pulling.
- A German scientist named Wilhelm Conrad Rontgen discovered the use of X-rays in 1895. In his discovery, Roentgen found that the X-ray would pass through the tissue of humans leaving the bones and metals visible. One of Roentgen's first experiments was a film of his wife Bertha's hand with a ring on her finger (shown on page 86). The news of Roentgen's discovery spread quickly. Soon scientists around the world began duplicating his experiment, and within a year, X-rays were being utilized clinically in the United States for examining injuries, including bone fractures and gunshot wounds.
- Inventors from Germany, England, Russia, and the United States contributed to the invention of the television. In 1926, Scottish inventor John Logie Baird was the first to transmit a live moving image. Televisions have been available to the public since the 1930s.
- Developed in the early 1980s, 3-D printing is a process in which an object is created in layers based on a scanned model and other input. Once only an industrial tool, 3-D printers have made their way into the consumer market, with the price dropping to as little as \$500. They can produce a wide range of objects, from rocket engines and circuit boards to sculptures and jewelry.

A Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have students discuss the questions in small groups. If students need help explaining the difference between an *invention* and a *discovery*, write the following definitions on the board:
 - Something that was designed or created for the first time*
 - Something that already existed but was not known before*
- Ask students to match the definitions with the correct terms. (Invention / discovery.)
- To review, draw the following chart on the board (without the possible responses):

Inventions	Discoveries
television computer airplane telephone 3-D printer	fire gold gravity dinosaurs the cell that the Earth is round penicillin

- Have volunteers classify the objects represented by the pictures and place them under the correct headings. Then ask students to give their own examples. List them in the correct column.
- Explain that penicillin and the X-ray were results of discoveries: the X-ray, from the discovery of radium, and penicillin, from the discovery of Penicillium. Students will learn more about penicillin in the Reading.

B ▶ 4:20 Photo story

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students read and listen to the Photo Story, ask questions about the photos. *What are the women doing? (Shopping.) How can you tell? (They are in a shopping mall. They are carrying shopping bags.)*
- To check comprehension after students read and listen, ask *What happened during Leslie's trip? (She was bitten by mosquitoes. / She got a lot of mosquito bites.) What product does Jody say Leslie should have brought? (Insect repellent.) Did Leslie bring some? (Yes.) Why didn't it work? (Because it had no poison.)*
- To personalize, ask students if they've ever gotten a lot of mosquito bites. Encourage them to say where they were and whether they could have prevented the bites.

C Paraphrase

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Encourage students to identify which woman says each of the phrases and to use the context of the conversation to help figure out their meaning.
- Have students compare answers with a partner and then review with the class. Students should support their answers with a reason based on the Photo Story.

Answers for Exercise C:

Answers will vary, but may include the following:

1. got a lot of mosquito bites
2. bit us a lot
3. a lot of
4. have to use it even if you don't like it
5. You may not want to use the poison repellent, but . . .
6. . . . won't agree

D Think and explain

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students answer the questions individually. You may want to ask them to underline the information that supports their answers.
- To review, have volunteers read their answers aloud.

Answers for Exercise D

1. itching
2. in the mountains
3. through a hole in the screen
4. because it isn't organic or natural
5. mosquito nets to hang over the bed

SPEAKING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- First, have students add an important invention or discovery to the list.
- Ask students to rank the items and take notes about why they ranked them the way they did. Tell students they can base their choices on what is important for them or for people in general. Clarify that both criteria are valid as long as they can support their choices.
- To review, write the items on the board and keep a tally of the invention / discovery that students consider the most important. Then have volunteers explain their choices of the most important inventions.

EXTRAS

Workbook

AUDIOSCRIPT for page T88 (B Listen to activate vocabulary)

AD 1

M: Need the newest technology? The Strawberry palmtop is a smart phone with 10,000 applications, and room enough for 10,000 more. Get the latest technology for the lowest price—now that's smart!

AD 2

F: For the most reliable workhorse in digital office phones, order the classic and traditional Blackstone. The Blackstone uses familiar, time-proven technology—no gimmicks or hard-to-understand buttons. No other office phone provides unfailing service and sound quality that's clear enough for a conference call with fifty people in the room.

AD 3

M: The Micro Scanner enables you to scan images from a remote source. Clear-as-a-bell color images transmitted from anywhere in your phone network can be instantly uploaded onto your PC. No more old-fashioned two-step processes. The Micro Scanner is simple and inexpensive and makes all low-tech scanners obsolete.

AD 4

F: What's better than a camera phone? What about a phone camera? The Digicon B1X Beta permits you to talk to people on site in wide angle and telephoto scenes, permitting you to direct them to get the best shot. Talk right into the lens. It's always ready. This all-in-one device uses ideas that most people haven't yet imagined. And it's available today for people who simply have to have all the latest applications.

AD 5 [M = British English]

M: Available today from Teknicon: the 17-inch LCD monitor—the latest in Teknicon's award-winning monitors. This model has a beautiful, sleek design and enhanced virtual surround-sound speakers. Impress your guests! They'll know just by seeing it that you have purchased the very best in the Teknicon line.

B ▶ 4:20 **PHOTO STORY** Read and listen to a conversation about how an invention might have helped someone.



Leslie: This itching is driving me crazy!

Jody: Look at your arm! Are those mosquito bites?

Leslie: Yeah. Ben and I got eaten alive last weekend. We went away for a second honeymoon at this cute little bed and breakfast in the mountains, but the mosquitoes were brutal.

Jody: That doesn't sound very romantic. Didn't they have screens in the windows?



Leslie: Well, they did, but ours had a big hole, and we didn't realize it until the middle of the night. What a nightmare!

Jody: Too bad you didn't bring any insect repellent. There are tons of mosquitoes in the mountains this time of year. Hello!

Leslie: We actually *did* have some, but it just didn't work that well. You know how Ben is—everything has to be organic and natural and . . .



Jody: Well, with all due respect to Ben, you just have to bite the bullet once in a while and use the stuff that works. Whether you like it or not, the poison *is* effective.

Leslie: I agree, but Ben won't hear of it. You know, next time we go away for a romantic weekend, I'm packing one of those mosquito nets to hang over the bed.

C PARAPHRASE Say each of the underlined expressions from the Photo Story in your own way. See page T87 for answers.

- 1 "Ben and I got eaten alive last weekend."
- 2 ". . . the mosquitoes were brutal."
- 3 "There are tons of mosquitoes in the mountains this time of year."
- 4 ". . . you just have to bite the bullet once in a while and use the stuff that works."
- 5 "Whether you like it or not, the poison *is* effective."
- 6 "I agree, but Ben won't hear of it."

D THINK AND EXPLAIN Answer the questions, according to the Photo Story. See page T87 for answers.

- 1 What effect does a mosquito bite cause?
- 2 Where were Leslie and Ben when they got the mosquito bites?
- 3 How did mosquitoes get into their bedroom?
- 4 Why would Ben object to "the stuff that works"?
- 5 What is another preventive measure against mosquitoes?

SPEAKING

Read the list of important inventions and discoveries and add another important one to the list. Then rank them in order of importance from 1 (most important) to 10 (least important). With a partner compare rankings and explain your reasons for ranking one the most important.

Rank	Item	Rank	Item
	air travel		the printing press
	antibiotics		the Internet
	smart phones		vaccination
	insect repellents		water purification systems
	mosquito nets		other:

VOCABULARY Describing manufactured products

A ▶4:21 Read and listen. Then listen again and repeat.

Uses new technology	Offers high quality	Uses new ideas
high-tech OR	high-end OR	innovative OR
state-of-the-art OR	top-of-the-line OR	revolutionary OR
cutting-edge	first-rate	novel

B ▶4:22 LISTEN TO ACTIVATE VOCABULARY Listen to the ads and choose the correct word or phrase.

- The Strawberry smart phone is (state-of-the-art) / top-of-the-line).
- The Blackstone is a (revolutionary) / (high-end) device.
- The Micro scanner is a (high-end) / (cutting-edge) product.
- The Digicon B1X Beta is a (novel) / first-rate) camera.
- The 17-inch LCD monitor is (innovative) / (top-of-the-line).

Contractions

I / you would → I'd / you'd
 he / she would → he'd / she'd
 we / they would → we'd / they'd

GRAMMAR The unreal conditional: Review and expansion

Remember: Unreal conditional sentences describe unreal conditions—conditions that don't exist. Use the simple past tense or were in the if clause. Use would or could in the result clause.

if clause (unreal action or condition)	result clause (if it were true)
If I <u>wanted</u> a cutting-edge phone,	I'd <u>look</u> for one at TechnoWorld. (But I <i>don't</i> want one.)
If you <u>were</u> here,	we <u>could</u> study together. (But you are <i>not</i> here.)

The if clause can occur first or last. If the if clause comes first, use a comma.

If it weren't so expensive, they would buy it. OR They would buy it if it weren't so expensive.

Be careful!

Never use would in an if clause.
 Don't say: If you ~~would~~-be here . . .

Questions

- If you saw a lighter laptop, would you buy it? (Yes, I would. / No, I wouldn't.)
 Where would you go if there were an affordable cruise?
 If your car died on the highway, who would you call?

GRAMMAR BOOSTER p. 139

- Real and unreal conditionals: review
- Clauses after wish
- Unless in conditional sentences

A UNDERSTAND THE GRAMMAR Check the statements that describe unreal conditions.

- 1 If they see something first-rate, they buy it.
- 2 If you turned off your phone in the theater, it wouldn't bother the other theatergoers.
- 3 I'll save a lot of money on gas if I rent the Alva.
- 4 She could show us how to use the Digicon remote keyboard if she were here.

B GRAMMAR PRACTICE Choose the correct forms to complete the unreal conditional sentences.

- If the Teknicon 17-inch monitor (were) / would be) on sale, I (will / would) buy it right away.
- If they (would invent / invented) a safe way to text-message while driving, people (will / would) be happy.
- If she (knew) / would know) about the Pictopia camera watch, she (will / would) use it on her trip.
- What (will / would) you do if your laptop (broke) / would break)?

VOCABULARY

A ▶ 4:21 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- To introduce the topic, tell students they will learn words to describe manufactured products. Point out that manufactured products are goods or items such as cameras and cars that are made in large quantities in factories. Ask students to name additional examples.
- Point out that the words are all adjectives (words that describe nouns); for example, *a cutting-edge monitor*, *a revolutionary camera*, *a novel invention*. Explain that the words in each column are synonyms with no real difference in meaning.

Language and culture

- Compound adjectives are hyphenated when they precede nouns. *I want a high-tech computer. She bought a first-rate camera.* However, they are not hyphenated when they are subject complements. *My computer is high tech. Her camera is first rate.*
- Top-of-the-line* and *state-of-the-art* are usually hyphenated both before nouns and after the verb *be*.

B ▶ 4:22 Listen to activate vocabulary

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- First listening: Ask students to take notes of the key words that might support their choices. Stop after each ad to allow them time to choose the correct adjectives.
- Second listening: Have students listen again to confirm their choices and make any necessary corrections.

AUDIOSCRIPT See page T87.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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Option: (+10 minutes) Before introducing the Grammar chart, review real (or factual) conditionals. Write on the board:

- Present real conditional
1. If you buy first-rate products, you spend more money.
- If clause Result clause
- Future real conditional
2. If he gets a raise, he'll buy lots of high-tech products.
- If clause Result clause

- To review conditional sentences, point out the *if* clauses and the *result* clauses. You may also want to point out the comma after the *if* clause and tell students that if the *if* clause is second, a comma is not used.

- To review the verb forms of present real conditionals, ask *What verb form does sentence 1 use in the if clause?* (Simple present.) *And in the result clause?* (Simple present.) To clarify, say *We use the present real conditional to express habits or general truths.*
- To review the verb forms of future real conditionals, ask *What verb form does sentence 2 use in the if clause?* (Simple present.) *And in the result clause?* (*Will* + base form.) To clarify, say *We use the future real conditional to say what will happen under a certain condition.* Then ask *What is the condition in sentence 2?* (Getting a raise.) *And its result?* (Buying lots of high-tech products.)
- Have students look at the chart and study the first set of examples. Write on the board:
If I needed a new car, I would / could buy a high-end model.
- To review the verb forms of unreal conditionals, ask *What verb form does this sentence use in the if clause?* (Simple past.) *And in the result clause?* (*Would* / *could* + base form.)
- To review, say *We use the unreal conditional to express an imagined condition and its imagined result.* Then ask *What is the imagined condition?* (Needing a car.) *And its imagined result?* (Buying one.)
 - To provide practice, ask several students to say which car they would buy if they had enough money to buy a new top-of-the-line car; for example, *If I had enough money for a new car, I'd buy a Futura 360.*
 - Have students read the *Contractions* and *Be careful!* notes. Explain that unlike *would*, *could* can't be contracted to 'd.
- Have students read the second explanation and examples.
 - Have students read the examples under *Questions* and ask students questions; for example, *Would you take a job in another country if it were offered to you? If you were an inventor, what would you invent?*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T139)

Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Have students identify the verb forms in each clause (Simple present.) and which type of conditional sentence it is. (Present real conditional.)

Language and culture

- In American English, the fuel for a car is *gasoline*, or *gas*. In British English, *gas* only refers to something to cook with or heat a home. *Petrol* is the fuel for cars.

B Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To review answers, ask several students to read a sentence aloud. Make necessary corrections.

C Use the prompts . . .

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Tell students that they should only use *would* (not *could*) in these sentences.
- Have students compare answers with a partner and then review with the class.

Answers for Exercise C:

1. **Most people would buy** high-end products if **they had** enough money.
2. If **there were** an Internet connection in her room, **could she send** her office the report now?
3. **I would not get** a Lunetti phone if **I had** all the money in the world.
4. If **you went** to Airport Electronics, **would you pay** a lot less for a top-of-the-line tablet?

D Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To model the activity, brainstorm different ways to complete the first item; for example, *If money were not a problem, I'd travel around the world / I'd buy a new house.*
- Have students explain their sentences to a partner and then review with the class.

Option: (+5 minutes) To extend the activity, have pairs take turns saying where they would travel if they could go anywhere in the world, and then have them ask follow-up questions.

Have volunteers share their travel wishes with the class.



Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 4:23 Read and listen . . .

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Congratulate someone for a major new purchase.

- After students read and listen, ask *What kind of car did the woman buy?* (The Alva 500 / a top-of-the-line Alva.) *Would her friend like to buy a new car?* (Yes, if she had the money.)

Language and culture

- *To treat oneself to something* is to buy something special for yourself. *She treated herself to a state-of-the-art computer.* You can also treat someone else to something; for example, *He treated us to dinner.*

B ▶ 4:24 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *What kind?*
 - put extra stress on *myself* in *I'd get a new car myself.*

NOW YOU CAN Describe technology

A Notepadding

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- Review the example with the class. Have students identify the product (Hairdryer/cell phone.) and the adjective to describe it (State-of-the-art.).
- Before students complete their notepads, encourage them to be creative and invent new products. Point out that they can write about *dream products* they would like to have.
- Remind students to use the vocabulary they learned in this unit. Walk around and provide help as needed.

B Conversation activator

Suggested teaching time:	5 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 191 of this Teacher's Edition.
- Remind students that they need to display enthusiasm when they congratulate someone.
- Direct attention to the last sentence in the conversation and remind students that they should use the unreal conditional to say what they would do. Brainstorm ways to complete the sentence. Encourage students to use contractions. You may want to write some examples on the board:
If I needed a [phone], I'd buy that one, too.
If I could afford it, I'd get the [Alva 700].
If I had the money, I'd go [to Japan].

DON'T STOP! Extend the conversation. Have students give more examples of questions they can ask. For example:

Where did you buy it?
Have you tried it?
That's a first-rate product, isn't it?
Is it easy to use?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- To model the activity, role-play and extend the conversation with a more confident student. As students interact, walk around the room and provide help as needed.



Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

C Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Make sure students personalize the activity and use other products.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 1

- C** Use the prompts to create unreal conditional sentences. See page T89 for answers.
- 1 (Most people / buy) high-end products if (they / have) enough money.
 - 2 If (there / be) an Internet connection in her room, (she / send) her office the report now?
 - 3 (I / not / get) a Lunetti phone if (I / have) all the money in the world. They say it's cutting-edge, but I don't think it's first-rate.
 - 4 If (you / go) to Airport Electronics, (you / pay) a lot less for a top-of-the-line tablet?
- D PAIR WORK** Complete the statements. Then share and explain your statements with your class.
- 1 If money were not a problem, . . .
 - 2 People would stop getting infected with diseases if . . .
 - 3 I would stay up all night tonight if . . .

DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

- A** ▶4:23 Read and listen to a conversation about new technology.
- A:** I just got a new car.
B: No kidding! What kind?
A: The Alva 500. The 500 model is top-of-the-line. I thought I'd treat myself.
B: Well, congratulations! If I had the money, I'd get a new car myself.
- B** ▶4:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Describe technology

- A NOTEPADDING** Write one product you've recently gotten (OR would like to have) for each category.

Quality	Product name	Adjective
Uses new technology:	<i>the Whisper combination</i>	<i>state-of-the-art</i>
	<i>hairdryer / cell phone</i>	

Quality	Product name	Adjective
Uses new technology:		
Offers high quality:		
Uses new ideas:		

DIGITAL
VIDEO

- B CONVERSATION ACTIVATOR** With a partner, role-play a new conversation, changing the Conversation Model with one of the products and adjectives on your notepad. Use the unreal conditional. Then change roles.
- A:** I just got
B: No kidding! What kind?
A: It's I thought I'd treat myself.
B: Well, congratulations! If I , I'd

DON'T STOP!

Discuss another product and use other adjectives. Ask questions about it:

- What does it look like?
- How does it work?
- How [fast / accurate / powerful] is it?
- Does it work well?
- Is it guaranteed?

- C CHANGE PARTNERS** Personalize the conversation again, using other products on your notepad.

CONVERSATION MODEL

A ▶ 4:25 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Apologize for lateness and provide an explanation.
- Indicate regret for a mistake by beginning an explanation with “I’m ashamed to say . . .”.
- Reduce another’s self-blame with “That can happen to anyone.” and “No harm done.”

- Have students look at the photograph. Ask *How many people are in the photograph?* (Three.) *Where are they?* (At work. In a meeting.)
- To check comprehension after students read and listen, ask *Why was the man sorry?* (Because he was late for the meeting.) *What was his colleague’s reaction?* (He said not to worry.) *Why was he late for the meeting?* (Because he forgot to put it on his calendar.)

Language and culture

- It is common to say “Sorry I’m late” instead of “I’m sorry I’m late.”

B ▶ 4:26 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - put extra stress on *happen* and *anyone* in *That can happen to anyone.*
 - pause slightly after *well* in *Well, if I had written it down.*
 - put extra stress on *wouldn’t* and *forgotten* in *I wouldn’t have forgotten.*

GRAMMAR

Suggested teaching time:	10–13 minutes	Your actual teaching time:	
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- Direct attention to the chart and have students read the first explanation and study the examples. Write on the board:
If he had remembered the meeting, he would have arrived on time.
- To review the verb forms of the past unreal conditional, ask *What form do you see in the if clause?* (Past perfect.) *And the result clause?* (*Would + have + past participle.*) Point out that *could + have + past participle* is also possible. To clarify, say *We use the unreal conditional to talk about an unreal or untrue condition and its possible result.* Then ask *What is the unreal condition in the example?* (That he remembered the meeting—unreal, because he didn’t.) *And its result?* (He would have arrived on time.)
- To provide practice, ask students to say how they would have reacted if they had been the man’s boss. For example:
If I had been his boss:
I would have gotten angry, but I wouldn’t have let him know.

I would have told him not to worry.
I would have understood.

- Have students read the *Questions and answers*. To provide practice, have pairs take turns asking each other if they would have made up an excuse or told the truth if they had been the man who was late for the meeting. For example:
Student A: *Would you have made up an excuse?*
Student B: *Maybe I would have blamed the traffic. And you? What would you have done?*
Student A: *I would have told the truth.*
- Have students read the *Be careful!* box. Point out that this is a common error.

Option: (+5 minutes) To challenge students, write the following sentences on the board and ask them to correct the mistakes in the past unreal conditional.

1. *If I had remembered it was her birthday, I would call her.*
2. *If I would have had my credit card, I would have bought it.*
3. *What would you have done if you knew the truth?*

Review with the class. (1. Would have called; 2. had had; 3. had known.)

FYI: The use of *might + have + past participle* in the *result clause* for past unreal conditional sentences is covered in *Summit*.

Language and culture

- **From the Longman Corpus:** A common error of learners across all language backgrounds is to say *would had* instead of *would have*, and *had have* instead of *had had*.

Option: GRAMMAR BOOSTER (Teaching notes p. T140)



Inductive Grammar Charts

A Understand the grammar

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. You may want to ask *Why did she go to class?* (Because she didn’t know she had the flu.)

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To review, ask several volunteers to share their answers with the class.
Option: (+5 minutes) To extend the exercise, ask pairs to imagine past unreal conditions and take turns saying how their lives would have been different. For example:
If I had gone to another school, I wouldn’t have learned any English.
If I had bought that new sports car, I would have made a big mistake.

C Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To clarify the task, say *Read each situation aloud and discuss what you would have done.*
- To model the activity, read the first situation aloud and ask several students to say what they would have done. Point out that they can change the verb *seen* in the example, if necessary.
- Encourage students to give reasons for the actions they would have taken.

D Apply the grammar

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Tell students to use the past unreal conditional, for example, *If they'd stayed inside, Leslie and Ben . . .*



Extra Grammar Exercises

PRONUNCIATION

A ▶ 4:27 Notice the pronunciation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Explain that these contractions represent spoken English, but are not used in writing.
- First listening: Have students listen and study the examples. Be sure students notice that *Where'd*, *Who'd*, and *we'd* are pronounced as one syllable and that there is an additional syllable in *It'd*.
- Second listening: Have students listen and repeat chorally.

B ▶ 4:28 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To clarify the task, tell students that they will listen to contracted forms, but they will write full forms.
- To model the activity, pause after the first item and have students repeat what they hear. (*Where'd* they go?) Ask *What verb is the 'd a reduction of in Where'd?* (Did.) Then have a volunteer write the full question on the board. (*Where did they go?*)
- Before students write their sentences, remind them that the reductions they hear can be *had*, *would*, or *did*.

AUDIOSCRIPT

- 1 **F:** Where'd they go?
- 2 **M:** Who'd they talk to?
- 3 **F:** When'd you buy that car?
- 4 **M:** If I'd wanted that laptop, we would have gotten it.
- 5 **F:** If we'd known we couldn't use that scanner, we wouldn't have tried.
- 6 **M:** Why'd they try to fix the coffeemaker?



Pronunciation Activities

NOW YOU CAN Take responsibility for a mistake

A Conversation activator

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 191 of this Teacher's Edition.
- Review the list of mistakes and reasons for making them in the *Ideas* box. Encourage students to think of more mistakes and more reasons.
- To help students generate ideas, ask them to use the unreal conditional to explain how things could have been different for some of the mistakes. For example:
 - You were late:
If I had gotten up earlier, I wouldn't have been late.
 - You forgot someone's birthday:
If I had looked at the calendar, I would have remembered.
 - You forgot to pay a bill:
If I had been more organized, I wouldn't have forgotten to pay it.
 - You forgot to call someone:
If I had written it down, I wouldn't have forgotten.
 - You broke something you borrowed:
If I'd been more careful, I wouldn't have dropped it.
- To reinforce the use of the conversation strategies, brainstorm ways to respond to an apology and to reduce someone's self-blame; for example, *It can happen to anyone. Don't worry. It's not a problem. It's OK.*
- Choose a more confident student and role-play a conversation.

DON'T STOP! Encourage students to continue the conversation beyond the script. Suggest that the person who says, "No harm done." then goes on to take some responsibility; for example, *If I had called to remind you, you wouldn't have forgotten.*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.



Conversation Activator Video script; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Pair students with classmates who don't usually talk. Remind them to take responsibility for a different mistake.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 2

C PAIR WORK Read each case study and complete the statements with your own ideas and the past unreal conditional.

1 On Monday you bought a new Blendini sports car because its advertising said it was very economical. However, on Friday you read this headline in the newspaper: "Blendini Company fined for lying about statistics. Car uses more fuel than all others of its class."

If I had seen
.....

3 There was a big sale at the Morton Street Mall. Everything in every store was half-price. You didn't know, and you went shopping somewhere else. When you got home, a friend called to tell you about all the bargains she got.

If I
.....

2 You forgot to close the windows in your house before a weekend trip. There was a terrible rainstorm. When you got home, some of your furniture was damaged by the water. Your family blamed you because you were the last to leave the house.

If I hadn't forgotten
.....

4 You bought some insect repellent for a trip to the mountains. When you got there, the mosquitoes were brutal. Before you sprayed the repellent on yourself and your children, you looked at the label. It said, "Caution. Not for use on children under 12."

If I
.....

D APPLY THE GRAMMAR Reread the Photo Story on page 87. Complete this statement:

If, Leslie and Ben wouldn't have gotten eaten alive by mosquitoes.

DIGITAL
MORE
EXERCISES

PRONUNCIATION Contractions with 'd in spoken English

DIGITAL
VIDEO
COACH

A ▶ 4:27 Notice the pronunciation of the spoken contractions of had, would, and did. Read and listen. Then listen again and repeat.

1 Where did you go? → ^{/wɛrd/} Where'd you go?

3 It would be OK. → ^{/ɪtəd/} It'd be OK.

2 Who did you see? → ^{/hud/} Who'd you see?

4 If we had had a map, we wouldn't have gotten lost. → ^{/wid/} If we'd had a map, we wouldn't have gotten lost.

Note: Where'd, Who'd, and It'd are contracted in speech, but not in writing.

B ▶ 4:28 **LISTENING COMPREHENSION** Write the sentences you hear. Write full, not contracted, forms.

1 Where did they go?

4 If I had wanted that laptop, we would have gotten it.

2 Who did they talk to?

5 If we had known we couldn't use that scanner, we wouldn't have tried.

3 When did you buy that car?

6 Why did they try to fix the coffeemaker?

NOW YOU CAN Take responsibility for a mistake

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR Role-play a new conversation with a partner, taking responsibility for a different mistake. Use the Ideas (OR your own ideas) and the past unreal conditional. Then change roles.

A: Sorry I

B: What happened?

A: I'm ashamed to say I just

B: Don't worry. That can happen to anyone.

A: Well, if I, I have

B: No harm done.

DON'T STOP!

Continue the conversation.

B CHANGE PARTNERS Take responsibility for another mistake.

Ideas

Some mistakes you can make

- You were late for something.
- You forgot to do something.
- You missed a meeting.
- You missed someone's birthday.
- You didn't call someone.
- You didn't return someone's call.
- Another mistake: _____

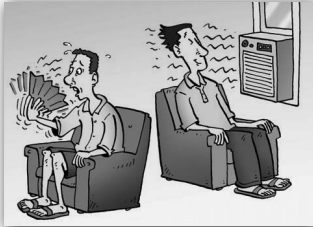
Some reasons for a mistake

- You accidentally deleted an e-mail.
- You forgot to write something down.
- You wrote down the wrong date or time.
- You just got too busy, and it slipped your mind.
- Someone stole your [phone / purse / date book].
- Another reason: _____

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶ 4:29 VOCABULARY • *More descriptive adjectives* Read and listen. Then listen again and repeat.



low-tech / high-tech



wacky



unique



efficient / inefficient

B Complete the chart with the correct adjective and one product or invention you know.

Definition	Adjective	A product or invention
the only one of its kind	unique	Answers will vary.
pretty silly	wacky	
doesn't use modern technology	low-tech	
uses modern technology	high-tech	
doesn't waste time, money, or energy	efficient	
wastes time, money, or energy	inefficient	

LISTENING COMPREHENSION

A ▶ 4:30 LISTEN TO DRAW CONCLUSIONS Listen and write the number of the conversation next to the invention each person should have had.

4

THE ROBO-TILLER

3

The All Body Umbrella

1

The Pet Exit

2

The VAC-BOT

B ▶ 4:31 LISTEN TO SUMMARIZE Listen again and then write each problem in your own words.

- The cats woke her up three times last night.
- The floor is dirty, and they have one hour to clean up.
- Cars splashed water on her skirt.
- He has to get the soil ready for the tomatoes, and he has a lot of work to do in the home.

C DISCUSSION Describe each of the inventions. Use one or more of the adjectives from the Vocabulary above and from page 88. Listen again if necessary.

“ It’s not a novel idea, but the Pet Exit is both low-tech and efficient. It doesn’t need electronics or machinery. ”

BEFORE YOU LISTEN

A ▶ 4:29 **Vocabulary**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- Have students listen and study the words and phrases. Then have students listen and repeat chorally.
- To check comprehension of the vocabulary, ask the following questions and have students look at the pictures and answer them.
 - Why is the fan low tech?* (Because it is simple and old-fashioned.)
 - Why is the air conditioner high tech?* (Because it uses modern technology.)
 - Why do you think the glasses are wacky?* (Because they are silly and have windshield wipers.)
 - Why is the red car unique?* (Because it has an unusual shape, and it is not like the others.)
 - Why is the machine efficient?* (Because it can decorate many cakes in an orderly way.)
 - Why is the man inefficient?* (Because he is decorating just one cake at a time and making a mess.)

Language and culture

- *Wacky* is an informal word mainly used in spoken English.
- **From the Longman Corpus:** The adjective *unique* is frequently modified by adverbs such as *very* and *really* in spoken English.

Learning Strategies

B Complete the chart . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students complete the chart individually. Point out that they can refer to brands to describe the products in the last column. They can write about products they have or products they know about.
- Ask students to compare answers with a partner.
- To review, have students say complete sentences; for example, *My new Xenox printer is very efficient. At home I have a twenty-year-old low-tech radio.*

LISTENING COMPREHENSION

A ▶ 4:30 **Listen to draw conclusions**

Suggested teaching time:	2–4 minutes	Your actual teaching time:	
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- To prepare students for listening, have them look at the pictures and say what each invention does. (Possible answers: The Robo-Tiller—It prepares the soil / ground / earth for planting. It’s a garden tool. The All-Body Umbrella—It protects your whole body from the rain because it reaches the floor. The Pet Exit—It’s a small door

for pets to come in and go out of by themselves. The Vac-Bot—It is a vacuum cleaner that cleans by itself without someone pushing it.)

- As students listen, ask them to write the number of the conversation for each invention and take notes to support their answers.
- To review with the class, have students explain their choices. (Possible answers: Conversation 1—The woman should have had the Pet Exit because the cats woke her up three times last night. Conversation 2—They should have had the Vac-Bot because the floor was dusty / dirty, and they had just one hour to clean up. Conversation 3—The woman should have had the All-Body Umbrella because cars had splashed water on her skirt. Conversation 4—The man should have had the Robo-Tiller because he had to get the soil ready for tomatoes, and he had a lot of work to do in his home.)

Language and culture

- In British English, a *vacuum cleaner* is called a *hoover*.

B ▶ 4:31 **Listen to summarize**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Pause after each conversation to allow students time to write each problem. Encourage them to write short, simple sentences.
- Have students compare answers with a partner and then review with the class.

AUDIOSCRIPT See page T93.

C Discussion

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, read the speech balloon aloud and ask them to write a few sentences describing each invention. Encourage them to use the vocabulary.
- Divide students into small groups. In their discussions, encourage group members to say if they would use the inventions and to explain why.
- To review, have volunteers describe the inventions and say if they would use them if they had them. (Possible answers—The Robo-Tiller is high tech. It looks fast and efficient. I wouldn’t use it if I had it because my garden is very small. The All-Body Umbrella is really wacky. But it’s also low tech and efficient. If I had it, I wouldn’t use it because I don’t want to look silly. The Pet Exit is low tech and efficient. I don’t have a pet, so I wouldn’t use it if I had one in my house. The Vac-Bot is unique. It looks very efficient! I would use it if I had it because I don’t have much time to clean my house.)

NOW YOU CAN Describe new inventions

A Frame your ideas

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- First have students write their own ideas. Help them brainstorm by suggesting general categories such as healthcare, education, transportation, and recreation.
- Encourage them to check categories that they're interested in and to use a dictionary for words they don't know if needed.

B Notepadding

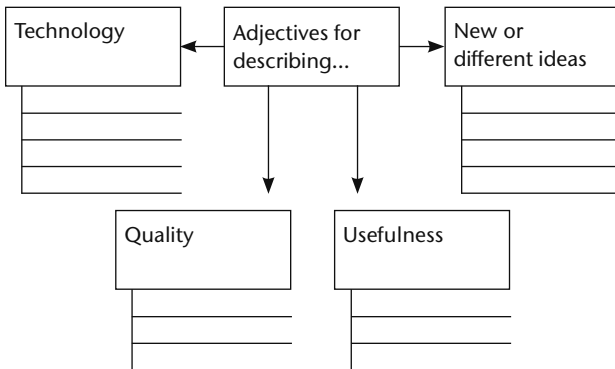
Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the example first. Point out the impersonal use of *you*, which students might also want to use to describe their new inventions. Say *So you don't fall asleep while driving means so people don't fall asleep while driving.*

C Project

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To review adjectives, draw the following graphic organizer on the board or print it out and distribute to students.



- Have students complete the graphic organizer with the adjectives from the Recycle box. (Possible answers: Technology—high-tech, state-of-the-art, cutting-edge, low-tech. Quality—top-of-the-line, high-end, first-rate. Usefulness—efficient, inefficient, practical. New or different ideas—innovative, wacky, unique, novel, revolutionary.)
- To review real and unreal conditionals, read the examples and have students identify the type of conditional used in each. (The first example uses the unreal conditional and the second example uses the past unreal conditional.) Have students suggest other conditional sentences; for example, *If you had our cutting-edge Smart Planner, your weekdays would be as organized as ever. / No time for cooking? If you get the revolutionary Efficient Home Cook, you'll get your meals done in no time.*
- As groups work, walk around to provide help as needed.

Graphic Organizers

D Group work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Have groups present their ads to the class. Encourage the class to ask follow-up questions. For example:
 - Is it expensive?*
 - Does it use high-end technology?*
 - How does it work?*
 - What does it look like?*
 - Is it guaranteed?*
 - Where can you get it?*
 - Does it use batteries?*
- To finish, have several students say which products they would like to have and why.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 8, Activity 3

AUDIOSCRIPT for page T92 (A Listen to draw conclusions)

CONVERSATION 1

F1: I'm going crazy. I didn't sleep a wink last night.

F2: How come?

F1: It's my cats again. If they're out, they want to come in. And if they're in, they want to go out. Like T.S. Eliot said: "They're on the wrong side of every door." Last night they woke me up three times.

CONVERSATION 2

F: Oh, no! Look at the time! It's already six o'clock and your mother is coming at seven!

M: This place is a mess. Look at the dust on the floor! What'll we do?

F: Relax. I'll clean up while you make dinner.

M: We'll never be ready in time. Maybe she won't notice the dust.

CONVERSATION 3 [F2 = French]

F1: Georgette! What happened to your skirt? You look like you fell in the river.

F2: I might as well have. I had to wait a long time for the bus, and every car that passed by splashed water on me.

F1: Yeah! The puddles from the rain are enormous.

F2: And filthy!

CONVERSATION 4

M: Thanks so much for the tomato plants! I love homegrown tomatoes.

F: You're welcome. Just be sure to plant them within a couple of days. They're getting a little too big for their pots.

M: I will. See you soon!

F: Bye now.

M: Oh, my gosh. I don't have time to get the soil ready for so many plants! I have a lot of work to do in the house this weekend.

NOW YOU CAN Describe new inventions

- A FRAME YOUR IDEAS** Read the checklist and check the boxes of at least five categories where you think new inventions are needed.

WHAT DO WE NEED NEW INVENTIONS FOR?

- | | |
|---|---|
| <input type="checkbox"/> for safety in the car | <input type="checkbox"/> for reading faster |
| <input type="checkbox"/> for safety at home | <input type="checkbox"/> for preparing for a natural disaster |
| <input type="checkbox"/> for organizing things at home | <input type="checkbox"/> for writing at the office |
| <input type="checkbox"/> for cooking and preparing food | <input type="checkbox"/> for training office staff |
| <input type="checkbox"/> for eating or snacking | <input type="checkbox"/> for communicating with colleagues |
| <input type="checkbox"/> for getting into shape | <input type="checkbox"/> for learning new English words and grammar |
| <input type="checkbox"/> for raising children | <input type="checkbox"/> for preparing for tests |
| <input type="checkbox"/> for taking care of pets | <input type="checkbox"/> (your own idea) _____ |
| <input type="checkbox"/> for relaxing at home | |

- B NOTEPADDING** Imagine an invention for five situations you checked. On the notepad, write a description and benefit of each invention.

	Descriptions of your inventions	Benefits
	a wake-up alarm in the car	so you don't fall asleep while driving
1		
2		
3		
4		
5		

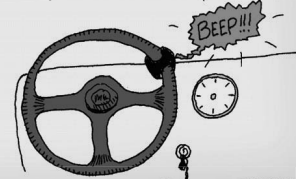
- C PROJECT** Work in small groups. Choose one invention from someone's chart. Give it a name, draw a picture of it, and write an advertisement for it. Include real and unreal conditional sentences in your ad. (For fun, the invention can be low-tech, high-tech, wacky, or even impossible! The name can be funny.)

RECYCLE THIS LANGUAGE.

top-of-the-line	innovative
high-tech / low-tech	wacky
high-end	unique
state-of-the-art	efficient / inefficient
cutting-edge	novel
first-rate	revolutionary

- D GROUP WORK** Present your ads to the class.

If I were you, I'd get the new revolutionary "Drive Awake" alarm. You'll never have to worry about falling asleep while driving your car. Be safe. Stay awake with the Drive Awake Alarm.



If she had bought the state-of-the-art "EAR-RINGS," she would have gotten your phone call. Very practical!



BEFORE YOU READ

WARM-UP In your opinion, what has been the most important medical discovery in history? Explain your reason(s).

READING ▶ 4:32

Antibiotics

Today, vaccines can prevent some of the infectious diseases that in the past resulted in serious illness and death. Fortunately, for diseases caused by bacteria (tiny organisms that can only be seen by microscope), vaccines can make the difference between life and death.

What are antibiotics?

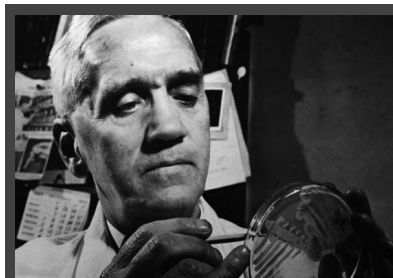
Antibiotics are substances that work in one of two ways. Some antibiotics, such as penicillin, kill disease-causing bacteria. Others, such as tetracycline, stop them from multiplying.

History

In 1675, Dutch scientist Antonie Van Leeuwenhoek, using a microscope, discovered the existence of microorganisms. However, it wasn't known that they could cause disease until French scientist

Louis Pasteur confirmed that approximately 200 years later. Finally, in 1928, British scientist Alexander Fleming noticed that a mold, penicillium, growing in one of his petri dishes, was capable of killing bacteria, and the development of antibiotics became possible. Fleming named the active agent in the mold "penicillin" but was unable to create a drug from it.

In 1940, during the Second World War, two scientists working at Oxford University, Ernst Chain and Howard Florey, were able to make an antibacterial powder from penicillin that was safe to use on humans. Penicillin was mass-produced for use on soldiers in the war. If there had been no penicillin, many would have died from bacterial



Fleming examines the behavior of penicillium in a petri dish.

infections caused by their injuries and wounds. Soon penicillin was used for serious diseases such as pneumonia and tuberculosis, which had always caused many deaths. Fleming, Florey, and Chain received the Nobel Prize in 1945. Antibiotics changed medicine and continue today to enable people to survive conditions that would have killed them before the antibiotic age.

Overuse of antibiotics

Since their discovery and widespread use, antibiotics have been considered a wonder drug. Many common diseases, however, are caused by viruses, not bacteria, and antibiotics are not effective against them. Nevertheless, too many people use antibiotics regularly, believing they will cure viral illnesses such as common upper respiratory infections, colds, and sore throats. Why is this a problem?

First, it is a waste of money to use antibiotics to treat viruses. Our body's immune system eventually combats most viruses, and we recover without treatment. But more importantly, bacteria exposed to an antibiotic can become resistant to it, making the antibiotic less effective, or even useless. If antibiotics no longer work against infections and diseases, people will begin to die from them again.

If scientists had recognized that bacteria could develop resistance, perhaps they would have warned doctors not to use antibiotics unless a patient has a bacterial infection. Hopefully, worldwide awareness of this threat to an important class of drugs will convince us to avoid using them for conditions that don't require them.



Van Leeuwenhoek used a microscope to observe microorganisms.

Some diseases caused by bacteria

Tuberculosis
Plague
Pertussis
Streptococcal sore throat (or "strep throat")

Some diseases caused by viruses

Influenza (or "the flu")
Polio
AIDS
The common cold
Hepatitis

BEFORE YOU READ

Warm-up

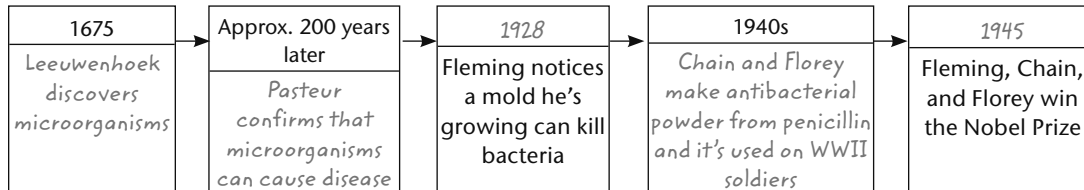
Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Before students decide on the most important medical discovery in history, brainstorm and discuss various discoveries as a class. Allow inventions as well. (Possible ideas: antibiotics, prosthetic limbs, mosquito nets, hearing aids, the polio vaccine.)
- Have several students explain their choice to the class.

4:32 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Encourage students to identify events and dates related to the discovery of penicillin.
- After students read, draw the following graphic organizer on the board (without the answers) or print it out for students. Have student complete it with the events and dates related to the discovery of penicillin. To review with the class, complete the diagram as students provide answers.



FYI: Students will be discussing these events in detail in the exercises that follow.

Option: (+10 minutes) To challenge students, ask them to scan the text to find the sentences that give information about each picture. Have students compare answers with a partner and then review with the class. (Possible answers: Alexander Fleming examining petri dish—first paragraph under “History”; microscope—first paragraph under “History”; background image of bacteria—multiple mentions including introductory paragraph / first paragraph under “What are antibiotics?” / last paragraph under “Overuse of antibiotics”.)

Language and culture

- Fleming, Chain, and Florey shared the 1945 Nobel Prize in Physiology or Medicine, in the category of Chemotherapy / Drug Development. In his acceptance speech, Fleming—a life-long scientist—credited “destiny” for the series of events that led to the discovery of penicillin. “It may be that while we think we are masters of the situation,” Fleming said, “we are merely pawns being moved about on the board of life by some superior power.”



Learning Strategies; Graphic Organizers

A Find supporting details

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Before students answer the questions, encourage them to identify the paragraph from the Reading that provides each answer and to underline relevant information.
- To review, have students take turns reading their answers with a partner.

Answers will vary, but may include the following:

1. They kill or stop bacteria from multiplying.
2. Because it's caused by a virus.
3. Because it's caused by bacteria.
4. Resistance of bacteria can render the antibiotic less effective or useless. In turn, people may begin to die from those bacteria.

B Understand from context

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review, ask several volunteers to share their answers with the class.
- Ask students to find the paragraph that includes the correct answer.



Extra Reading Comprehension Exercises

NOW YOU CAN Discuss the impact of inventions / discoveries

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students look at the pictures and read the captions. If necessary, clarify vocabulary: *crops* (Plants you grow to eat or make things.); and *era* (A period in time marked by notable events.).
- To check comprehension, ask the following questions about each invention. Encourage students to answer in their own words.

What is a plow used for? (Getting the soil / land ready for planting crops.)

What change did the printing press bring? (The ability to make multiple copies at a time.)

Why are vaccinations important? (Because they protect people from serious diseases.)

Why do people prefer zippers to buttons? (Because they are easier to use.)

Why is the invention of the computer important? (Because it started a new era of communications.)

B Notepadding

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- To help students generate ideas, write the following questions on the board and have students use them as a guide to complete their notepads.

How did it improve the quality of (daily) life?
Did it lead to other inventions? Which ones?

Did it create economic growth? How?
What other positive outcomes did the invention create?

- Walk around the room as students write their notes, providing help as needed. (Possible answers: Plow—(life before) people had to dig by hand using a simple tool; (life after) people could use more land to grow things. The printing press—(life before) there weren't many reading materials; (life after) with more reading materials, literacy improved and information was more easily shared. Vaccines—(life before) a lot of people died of infectious diseases; (life after) saved a lot of lives, many diseases were stopped from spreading. Zipper—(life before) more time-consuming to get dressed, it took longer to make clothes because people had to sew on many buttons and make button holes; (life after) it made getting dressed easier, it took less time to make clothes because zippers are easier to sew on. Computer—(life before) research not available to everyone and harder to get, more difficult to share information and ideas; (life after) communication improved throughout the world, making it more accessible and faster.

C Group report

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
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- Read the speech balloon aloud.
- To help students organize, write the following steps on the board:
 1. Share the information on your notepads.
 2. Choose an invention or discovery.
 3. Create a report: Include information about its impact (life before and after the invention) and a conclusion (what life would have been like without it).
 4. Share your report with the class.
- Encourage students to use the past unreal conditional; for example, *If the plow hadn't been invented, farms would have remained small.*

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner. *For example:

Infections [____].
 [____] is safe to use.
 [____] are mass-produced.
 There's widespread use of [____].
 [____] is a waste of money.

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 8, Activity 4; "Find Someone Who . . ." Activity

A FIND SUPPORTING DETAILS Answer the questions in your own words. Explain your answers, based on information in the Reading. See page T95 for answers.

- 1 What is the benefit of antibiotics?
- 2 Why are antibiotics not effective against the common cold?
- 3 Why are antibiotics effective against strep throat?
- 4 What problem has overuse of antibiotics caused?

B UNDERSTAND FROM CONTEXT Choose the correct word to complete the sentence.

- 1 (An antibiotic / A vaccine) prevents diseases from occurring.
- 2 (Bacteria / Tetracycline) can cause infectious diseases.
- 3 Bacteria are small organisms that can only be seen (in a petri dish / with a microscope).
- 4 (Penicillium / Penicillin) is a drug that kills bacteria.
- 5 The common cold and influenza are common (bacterial / upper respiratory) infections.
- 6 Some antibiotics are no longer effective because certain bacteria have developed (overuse / resistance) to antibiotics.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss the impact of inventions / discoveries

A FRAME YOUR IDEAS Look at some key inventions and discoveries and how they changed people's lives.



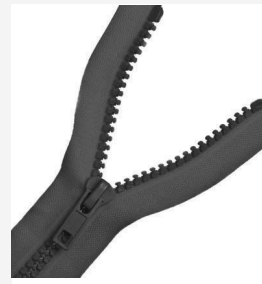
2000 BCE: The plow loosens and turns the soil so crops can be planted efficiently.

15th Century: Johannes Gutenberg invents typecasting, resulting in the printing press, which could print more than one copy of a book.



1796: The discovery by Edward Jenner of the process of vaccination made the first successful vaccine possible.

1914: The modern zipper permits the opening and closing of clothes without buttons and buttonholes.



1940–1945: The first electronic computers, the size of a large room, enabled users to organize and examine information. The computer opened a new era of communications and research technology.

B NOTEPADDING Write your ideas about how life was before and after each invention or discovery.

	What was life like before?	What was life like after?
the plow		
the printing press		
vaccination		
the zipper		
the computer		


Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Report. For example: "infections."

C GROUP REPORT Present a report about an invention or a discovery to your class. Describe its impact in history. Use the past unreal conditional.

“ After the plow was invented, farmers could plant large areas. If it hadn't been invented, they couldn't have planted enough food to sell. ”

REVIEW

A  4:33 Listen to people talking about new products. Match the name of each product with the best adjective to describe it.

Name of product	Adjective
<u>d</u> 1 The Ultraphone	a top-of-the-line
<u>c</u> 2 Dinner-from-a-distance	b unique
<u>b</u> 3 Kinder-TV	c efficient
<u>a</u> 4 Ten Years Off	d cutting-edge

B Check the statement that is true for each situation.

1 We wouldn't have gotten lost if we had remembered to bring our portable GPS device.

- We brought it, and we got lost.
- We brought it, and we didn't get lost.
- We didn't bring it, and we got lost.
- We didn't bring it, and we didn't get lost.

2 If the salesclerk were here, she would explain how the Omni works.

- The salesclerk is here, so she will explain how the Omni works.
- The salesclerk is here, but she won't explain how the Omni works.
- The salesclerk isn't here, but she will explain how the Omni works.
- The salesclerk isn't here, so she won't explain how the Omni works.

3 If Ron had brought the Ultraphone with him, he would have already sent those e-mails.

- Ron brought the Ultraphone, and he has already sent those e-mails.
- Ron brought the Ultraphone, but he hasn't sent those e-mails yet.
- Ron didn't bring the Ultraphone, but he has already sent those e-mails.
- Ron didn't bring the Ultraphone, so he hasn't sent those e-mails yet.

C Complete each conditional sentence with your own ideas. Answers will vary, but may include the following:

- 1 If the computer hadn't been invented, ...I wouldn't have been able to book my vacation online.....
- 2 If I had to decide what the most important scientific discovery in history was, ...I would say it was penicillin.....
- 3 If most people cared about the environment, ...there wouldn't be so much pollution.....
- 4 Would new cars be less expensive if ...CEOs of car companies were paid less..... ?
- 5 If Ella had known that being a teacher was so hard, ...she would have chosen a different career..... ?


WRITING

Choose one of the inventions or discoveries on pages 86, 94, or 95, or another invention or discovery. Describe the advantages, disadvantages, and historical impact of the invention or discovery you chose.



WRITING BOOSTER p. 152

- Summary statements
- Guidance for this writing exercise

For additional language practice . . .

 **TOP NOTCH POP** • Lyrics p. 155

"Reinvent the Wheel"

A 4:33 Listen to people talking . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the information in the lists. Point out that they will hear descriptions of the products, not the adjectives in the list.
- Pause after each conversation to allow students time to match the products and the adjectives.
- Have students listen again and write information that supports their answers; for example, *Ten Years Off is top-of-the-line because it is the best one Lake makes*. Ask students to compare their answers and reasons with a partner. Review with the class.

Option: (+5 minutes) To extend the activity, have students listen again and identify each product and what it does. (1. A phone that can read your lips and permits you to create documents in your office. 2. A machine operated by a remote (control) that keeps food cold and then cooks it. 3. A special TV that permits you to remove the programs you don't want your children to watch. 4. A face cream that makes you look younger.)

AUDIOSCRIPT

CONVERSATION 1

- M:** I want one of those phones that does everything: takes pictures, does e-mail, pays bills . . . I'm tired of my old-fashioned phone. All you can do is call people and talk!
- F:** Well, have you seen the Ultraphone? It's got the latest technology. You just talk into it, and it can create documents at your office.
- M:** How does it do that?
- F:** It can read your lips. You just speak into the lens of the camera so it can see your lips.
- M:** You're pulling my leg. That sounds impossible!
- F:** No. Just step this way. I'll show you how it works.
- M:** Wow! The Ultraphone . . .

CONVERSATION 2

- F1:** I need a faster way to get dinner ready. It takes too long to start after I get home from work.
- F2:** Well, let me show you something better—remote-controlled cookware. You combine the ingredients the night before and just plug it in. The cookware keeps everything cold until you press the button on this remote. Then the cookware heats up and cooks everything. When you get home, dinner is ready!
- F1:** “Dinner-from-a-Distance” sounds like a lot less work in a lot less time!

CONVERSATION 3 [M2 = U.S. regional]

- M1:** We're worried about what our children are watching on TV. There are so many terrible programs. What can we do?
- M2:** Well, have you heard about Kinder-TV? It takes the worry out of TV for parents.
- M1:** No. What's that?
- M2:** Well, you buy this special TV and then you register by e-mail. Once a week, you receive an e-mail describing daytime TV programs for that week. You just check off the programs you don't want and Kinder-TV simply removes them.
- M1:** Unbelievable. I've never heard of anything like that.
- M2:** It's absolutely the only one that exists.

CONVERSATION 4

- F1:** This face cream is great. It makes me look ten years younger.
- F2:** You DO look great. What's it called?
- F1:** “Ten Years Off.”
- F2:** Who makes it?
- F1:** Lake.
- F2:** Well, Lake is the best brand, so I'm not surprised that “Ten Years Off” is great.
- F1:** They make a lot of creams, but they told me “Ten Years Off” is absolutely the best one they make.

B Check the statement . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students that the present and past unreal conditionals express imagined conditions and results—things that do / did not actually happen / happened.
- Have students compare answers with a partner and then review with the class.

C Complete each conditional . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Model item 1 by saying a sentence; for example, *If the computer hadn't been invented, we would have to send letters by mail.*
- To review, call on students to read their sentences aloud.

WRITING

Suggested teaching time:	9–12 minutes	Your actual teaching time:	
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- Encourage students to write two paragraphs. Have one paragraph describe the advantages and disadvantages of the invention or discovery. Have the other paragraph explain the historical impact, what would have happened if it hadn't been invented.
- If necessary, have students review the grammar for conditionals on pages 88 and 90.
- You may want to ask students to conclude their writing with a third paragraph about their own use of the invention. Walk around and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T152)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Have students write the uses in a list.
- After the task, ask students to compare their lists in small groups.
- When students have finished the contest, review the uses of the wheel with the class. Students earn one point for each correct use that they listed.

Language and culture

- A *potter's wheel* enabled potters to make pots in less time and with less effort. The earliest known use of a potter's wheel was in Mesopotamia around 4000–3500 B.C.E. Some scholars have suggested that it could have been invented even earlier in Egypt or China.

Pair work 1

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To model the activity, read the example aloud.
- Have pairs choose one use of the wheel and discuss life before and after its invention. You may want to ask them to write a few sentences.
- To review, have several students present their ideas to the class. (Possible answers: Before the invention of the wooden wagon wheel, it took a long time to travel short or long distances. People used animals to carry and move things, or they carried things on their back. After the invention of the wheel, people could travel long distances more quickly. People could use carts to transport things, thereby expanding trade. Before the invention of the car, people traveled by tram or train. After the invention of the car, people started using public transportation less often.)

Pair work 2

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- To prepare students for this exercise, direct their attention to the picture of the people in the car and brainstorm reasons they are going to be late. (Possible answers: They were delayed by the rain or a storm. They got stuck in traffic. There was an accident on the highway. They forgot about the invitation. The man or woman had to work late. The man or woman had a problem at work.)
- As students role-play, walk around the room monitoring their work. Encourage students to use the unreal conditional.

Possible responses . . .

A: Hello, Mom. I'm sorry. We're going to be late. If I hadn't had to work late, we would have been there already. **B:** Don't worry. Your father hasn't gotten home yet. **A:** We'll be there soon. **B:** That'll be fine.

A: Hello, Mom. I'm sorry. We're going to be late. **B:** What happened? **A:** There was an accident on the highway. If there hadn't been an accident, we would have been there on time. **B:** That's OK. It's still early. Dinner is at 8:00. **A:** Great.

Option: Oral Progress Assessment

Use the pictures on page 97. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to look at the *Uses of the Wheel* and answer these questions: *Is the wheel an invention or a discovery?* (An invention.) *Why do you think it is an important invention?* (Because before the invention of the wheel, it was very difficult to carry heavy objects, and it took a very long time to travel great distances.) Then ask the student to use some of the adjectives from this unit to describe the two-wheeled cart and the car. (The two-wheeled cart is low-tech, but very useful. The car in the picture is an old-fashioned car.)
- Point to the second picture. Ask the student to tell a short story about what happened.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Ask students to prepare a presentation about an invention or discovery that has appeared during their lifetimes and that has changed their lives. Encourage students to do some research on the invention or discovery.

Idea: Point out that the invention / discovery can be a small and simple product that affected them in some way. Ask students to create visuals for the presentation (photographs, drawings, charts, etc.). Tell them to include the following details in their presentation:

- Name of the invention / discovery
- How old they were when it was invented / discovered
- Why it changed their lives / Why it is important for them
- How their lives would be different if it hadn't been invented / discovered

EXTRAS

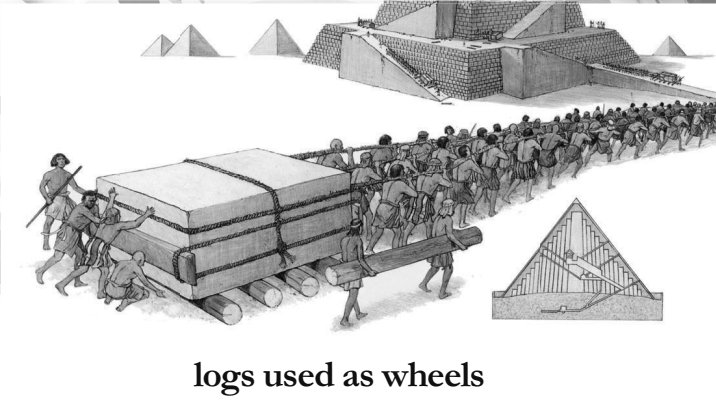
Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

① Uses of the WHEEL



the wagon wheel



logs used as wheels



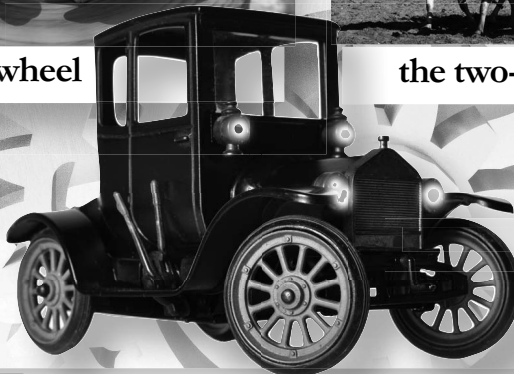
the horse-drawn chariot



the potter's wheel



the two-wheeled cart



the automobile

ORAL REVIEW

CONTEST Look at the pictures about the uses of the wheel for one minute. Then close your books and try to remember all the uses of the wheel in the pictures. You get a bonus point for thinking of another use.

PAIR WORK

1 Choose one use of the wheel. Discuss how it changed history and people's lives. Present your ideas. For example:

The log helped people move heavy objects over great distances. They could build more easily with stone.

2 The family in the picture below is late. Create a conversation for the two women. For example:

A: Hello, Mom. I'm sorry. We're going to be late. If we hadn't...

2



✓ NOW I CAN

- Describe technology.
- Take responsibility for a mistake.
- Describe new inventions.
- Discuss the impact of inventions / discoveries.

COMMUNICATION GOALS

- 1 Talk about politics.
- 2 Discuss controversial issues politely.
- 3 Propose solutions to global problems.
- 4 Debate the pros and cons of issues.

UNIT

9

Controversial Issues

PREVIEW

How politically literate are you? Test yourself to find out.

Choose the correct term for each definition. Then look at the answers to see how you did.

- 
- 1 A group of people who govern a country or state
 a government a constitution
 - 2 The art or science of government or governing
 a constitution politics
 - 3 A set of basic laws and principles that a country is governed by, which cannot easily be changed by the political party in power
 a constitution a democracy
 - 4 An occasion when people vote to choose someone for an official position
 a government an election
 - 5 Show, by marking a paper or using a machine, etc., which person you want in a government position
 govern vote
 - 6 Lead or take part in a series of actions intended to win an election for a government position
 campaign vote
 - 7 A system of government in which every citizen in the country can vote to elect its government officials
 a monarchy a democracy
 - 8 A system in which a country is ruled by a king or queen
 a dictatorship a monarchy
 - 9 Government by a ruler who has complete power
 a democracy a dictatorship
 - 10 A country ruled by a king or a queen whose power is limited by a constitution
 a dictatorship a constitutional monarchy

ANSWERS: 1 a government 2 politics 3 a constitution 4 an election 5 vote 6 campaign 7 a democracy 8 a monarchy 9 a dictatorship 10 a constitutional monarchy

A ▶ 5:02 **VOCABULARY • Political terminology** Read and listen. Then listen again and repeat.

a government	politics	a constitution	an election	vote
campaign	a democracy	a monarchy	a dictatorship	a constitutional monarchy

B **PAIR WORK** How much do you know about world politics? On the chart, discuss and write the name of at least one country for each type of government. Then compare charts with other classmates.

A democracy	A monarchy	A constitutional monarchy	A dictatorship

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

Before Exercise A, give students a few minutes of silent time to look at the test.

- Direct students' attention to the unit title. Elicit or explain that *controversial issues* are problems or topics that can cause a lot of disagreement because people have strong personal opinions about them. Ask students to name some topics that they feel are controversial; for example, *politics, family traditions, values, religious beliefs, environmental problems, smoking in public places, etc.* Explain any unfamiliar words or topics.
- Give students a few minutes to answer the questionnaire and check the answer key.
- Ask students how well they did.

A ▶ 5:02 Vocabulary

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Ask students to listen and study the words. Then have them listen and repeat chorally.
- To provide practice, write the Vocabulary words on the board and have pairs take turns reading definitions from the questionnaire aloud and matching the words. Ask the student who is identifying the words to keep his or her book closed. Point out that students don't need to give the complete definition. For example:

Student A: *A set of laws and principles that cannot easily be changed.*

Student B: *A constitution.*

Student A: *A country that is ruled by a king.*

Student B: *A monarchy.*

Option: (+5 minutes) To extend the activity, play a memory game with the class. Have students look back at the questionnaire for one minute as you write the following questions on the board:

1. Which four words are systems of government?
2. Which three words are related to a democracy?
3. Which word means a set of laws?
4. Which word means a group of people who govern?
5. Which word means the art or science of governing?

Then have students close their books and write the answers for each question. Ask students to compare answers with a partner. (1. Democracy, monarchy, constitutional monarchy, dictatorship; 2. election, vote, campaign; 3. constitution; 4. government; 5. politics.)

Language and culture

- *Democracy, dictatorship, and monarchy* can be used to describe both a form of government (non-count noun) and a country having that form of government (count noun); for example, *Some countries are slowly moving toward democracy. Argentina is a democracy.*
- The United Kingdom of Great Britain and Northern Ireland is an example of a *constitutional monarchy*. A *monarch* is the head of state. Democratic elections choose the government, including a prime minister who is the head of the government.

B Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Encourage pairs to write one to three countries for each type of government.
- To review, draw the chart on the board and complete it as students call out names of countries. If you or your students are unsure about a country, ask them to research the question for the next time the class meets. (Possible answers: democracy—The United States, France, Argentina, Switzerland, Mexico, Brazil, India, Turkey; monarchy—Brunei, Oman, Saudi Arabia; constitutional monarchy—The United Kingdom, Spain, Morocco, Japan, Norway, Swaziland; dictatorship—North Korea, Myanmar (Burma), Libya, Niger.)

C 5:03 Photo story

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To help students focus on main ideas, write the following questions on the board:
 1. *What situation does Carlo need help with?*
 2. *What does Paul say?*
- After students read and listen to the Photo Story, have pairs discuss the questions.
- Then ask volunteers to say their answers aloud. (Possible answers: 1. He wants to know if he can ask Paul a political question. Specifically, he wants to know who Paul is planning to vote for in the election. 2. He says it might not be a good idea to ask just anyone about politics. But since they're friends, it's ok.)

Language and culture

Phrasal verbs comprise a significant portion of verbs in spoken and informal English. Examples include expressions such as *catch up*, *be up to*, *make up (one's mind)*, and *lean toward*. Unlike regular verb + preposition expressions (*depend on*, *refer to*, *pay for*), phrasal verbs (constructed with a verb + one or two particles, usually prepositions or adverbs) undergo a change in the meaning of the verb when the particle is added.

D Paraphrase

Suggested teaching time:	7–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To practice the reading skill of understanding vocabulary from context, encourage students to use the information in the text to help them figure out the meaning of the expressions.
- To model the activity, complete the first item with the class. Review other ways to suggest having a conversation: *I'd like to hear what's going on with you.*
- Have students compare answers with a partner and then review with the class.

Answers for Exercise D

Answers will vary, but may include the following:

1. I want to hear what's going on with you.
2. What have you been doing lately?
3. Some people might be offended by that question.
4. Don't worry about it.
5. To tell the truth, I haven't decided.
6. I'm considering voting for Clancy.

E Think and explain

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students answer the questions individually and then discuss them with a partner.

Answers for Exercise E

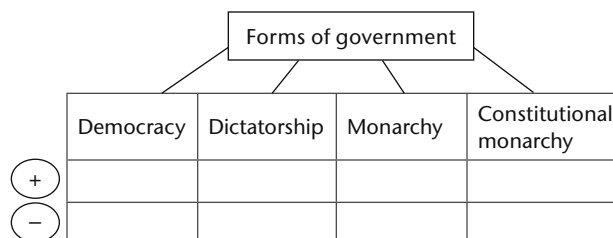
Answers will vary slightly, but may include the following:

1. Because he is surprised to meet the person he had been meaning to call.
2. There's been a lot of activity at his workplace lately.
3. Because he is not sure it's polite to ask political questions in the U.S.
4. Because they're friends and he doesn't want Carlo to offend anyone.

SPEAKING

Suggested teaching time:	15 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- To help students prepare to discuss question 1, have them write notes about reasons why they like or don't like to talk about politics and why politics is or isn't a good topic for discussion with certain people / in certain situations. Do they feel that a person's politics is personal?
- To help students prepare to discuss question 2, draw the following graphic organizer on the board or print it out and distribute to students.



- Have students think of some advantages and disadvantages for each form of government and write notes in the chart.
- As students discuss the questions in groups, remind them that they don't have to agree. Encourage them to give reasons for their answers and ask each other follow-up questions. For example:
Student A: *I don't like to talk about politics.*
Student B: *Really? Why not?*
- To review, ask several students to say if they think every country should have the same form of government. (Possible answers: Every country couldn't have the same form of government because people's values and beliefs affect the way in which they want to be governed. All countries don't have the same form of government because they all have a different history.)
- Then ask several students to say which form of government they think is best and to give their reasons.
- To finish the activity, ask several students to say what they would tell a visitor to their country about talking about politics at the dinner table.

Graphic Organizers

EXTRAS

Workbook

C ▶ 5:03 **PHOTO STORY** Read and listen to a conversation about discussing politics.



Paul: What a coincidence! I was just thinking about calling you. It's been such a long time.

Carlo: It sure has. Let's sit down and catch up. . . . What are you up to these days?

Paul: Busy, busy. The office has been crazy, with the election coming up next month. You can imagine.



Carlo: But I'll bet working at a TV station is exciting. . . . Hey, Paul, do you mind if I ask you a political question? I hope it's not inappropriate. I'm not sure it's polite to ask about politics here in the U.S.

Paul: That's funny. They always say not to talk about religion or politics, but everyone does. Shoot.



Carlo: OK. Who are you planning to vote for in the election?

Paul: Well, because we're friends, I'll answer. But I should warn you that it might not be a good idea to ask just anyone that question. Some people might find it a little personal.

Carlo: Oops.

Paul: No worries. Actually, I haven't made up my mind. I'm leaning toward Clancy, though. I think he's better than the other guy.

D PARAPHRASE Restate each of the following sentences from the Photo Story in your own words.

See page T99 for answers.

- | | |
|--|--|
| 1 "Let's sit down and catch up." | 4 "No worries." |
| 2 "What are you up to these days?" | 5 "Actually, I haven't made up my mind." |
| 3 "Some people might find it a little personal." | 6 "I'm leaning toward Clancy . . ." |

E THINK AND EXPLAIN Answer the questions, based on your understanding of the Photo Story.

See page T99 for answers.

- Why does Paul say "What a coincidence!" when he sees Carlo?
- What does Paul mean when he says, "Busy, busy. The office has been crazy."
- Why does Carlo ask whether Paul minds if he asks him a political question?
- Why does Paul warn Carlo not to ask some people about their political opinions?

SPEAKING Discussion topics

- Do you like to talk about politics? Do you think politics is a good topic for discussion with "just anybody"? Or is politics always "a little too personal"? Explain.
- Review the types of government from page 98. Do you think every country should have the same form of government? Why don't all countries have the same form of government? In your opinion, is there a "best" form of government? Explain.



Do you like to discuss politics at the dinner table?

GRAMMAR *Non-count nouns that represent abstract ideas*

Nouns that represent abstract ideas are always non-count nouns.

Education is an important issue.

NOT: The education is an important issue.

NOT: Educations are an important issue.

News about politics is always interesting.

NOT: News about the politics is always interesting.

NOT: News about politics are always interesting.

Nouns for abstract ideas

advice	justice	progress
crime	life	proof
education	news	success
health	patience	time
help	peace	work
information	politics	
investment	poverty	

GRAMMAR BOOSTER p. 141

- Count and non-count nouns: review and extension

A GRAMMAR PRACTICE Choose the correct form of the nouns and verbs.

- Our (advice) / advices) to you (is) / are) to avoid discussing politics.
- (Poverty) / The poverty) (was) / were) the topic of the international conference.
- Both candidates have programs for (the health / health) and (educations / education).
- Making (peace) / the peace) takes a lot of (work) / works) and a long time.
- Good news (is) / are) hard to find in the newspaper these days.

B GRAMMAR PRACTICE Correct the errors.

Here's some political ^{information} informations about the election. The good news ^{is} are that both candidates have programs for the education. The liberal candidate, Bill Slate, says financial ^{help} helps for the schools are a question of the justice. The ^{Poverty} poverty has affected the quality of the schools, and students from schools in poor areas don't have a success. Joanna Clark, the conservative candidate, disagrees. She believes a progress has been made by investing in the teacher education. Her ^{advice is} advices are to keep the old policy. "Creating better schools takes the time and a patience," she says.

DIGITAL
MORE
EXERCISES

DIGITAL
FLASH
CARDS

VOCABULARY *A continuum of political and social beliefs*

A ▶ 5:04 Read and listen. Then listen again and repeat.

radical *adj.* supporting complete political or social change —**a radical** *n.*

liberal *adj.* supporting changes in political, social, or religious systems that respect the different beliefs, ideas, etc., of other people —**a liberal** *n.*

moderate *adj.* having opinions or beliefs, especially about politics, that are not extreme and that most people consider reasonable or sensible —**a moderate** *n.*

conservative *adj.* preferring to continue to do things as they have been done in the past rather than risking changes —**a conservative** *n.*

reactionary *adj.* strongly opposed to political or social change —**a reactionary** *n.*

B ▶ 5:05 **LISTEN TO INFER AND ACTIVATE VOCABULARY** Listen to each conversation. Then, with a partner, complete the chart. Listen again, if necessary, to check your work or settle any disagreements.

	radical	liberal	moderate	conservative	reactionary
1 He's	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 She's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3 He's	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 She's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5 He's	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- To draw on students' prior knowledge, ask them to say non-count nouns they already know and write them on the board; for example, *butter, money, bread, love*. Ask *Do these nouns have a plural form?* (No.) *Do they need singular or plural verbs?* (Singular verbs.) You may want to ask students to use them in sentences.
- Have students read the explanation and study the correct and incorrect examples. Ask *Why is the wrong in the first example?* (Because non-count nouns cannot be preceded by *a, an, or the*.) *What's wrong with the second example?* (Non-count nouns have no plural form and need a singular verb.) Do the same with the last two examples.
- Review the nouns in the *Nouns for abstract ideas* box. Point out that the word *news* is always singular. A news report is called *the news*. To provide practice, have pairs write three simple sentences with nouns from the box.
- Review the nouns *democracy, monarchy, dictatorship, and government* and point out that they can be count or non-count, depending on how they are being used; for example, *The best system of government is democracy. There are many democracies in the world today.*

Option: **GRAMMAR BOOSTER** (Teaching notes p. T141)

 **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class.

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Ask students to read their paragraphs aloud to a partner.

  **Extra Grammar Exercises**

VOCABULARY

A ▶ 5:04 **Read and listen . . .**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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 **Vocabulary Flash Card Player**

- To help students understand the Vocabulary, draw the following diagram on the board (without the answers)

and clarify that a continuum shows different degrees of something. Have students copy the diagram:



- Ask students to listen and study the Vocabulary. Then have them listen and repeat chorally.
- To check comprehension, ask students to name the two words that are defined in the diagram. (Strong supporter of change: radical; Strong opposer of change: reactionary) Have students add the words to the diagram.
- Then ask students to close their books. Say the remaining words: *moderate, conservative, liberal* and have students write them in the correct order on the continuum.

Language and culture

- The vocabulary words are both adjectives and nouns; for example, *She has radical views. She's a radical.*
- *Left-wing (radical, liberal), centrist, and right-wing (reactionary, conservative)* are also common ways to describe political beliefs. *Liberal, moderate, and conservative* are used to describe beliefs that are not extreme.

B ▶ 5:05 **Listen to infer and activate vocabulary**

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students listen, point out that they should pay attention to the pronouns at the beginning of each statement to identify which person's opinions they are evaluating.
- For the first listening, stop after each conversation to ask students to identify the topic of each discussion. (1. marriage; 2. an election; 3. roles for men and women; 4. violence in movies / rules for children; 5. an election.)
- Have students listen again to confirm their answers.
- To review with the class, ask students to give reasons for their choices. (Possible answers: 1. He's a radical because he wants to end the institution of marriage. 2. She's conservative because she wants to vote for a political party that doesn't make any changes. 3. He's liberal because he thinks change that helps people is good. 4. Her views are reactionary because she thinks the old laws should be brought back. 5. His views are moderate because he's not going to vote for a liberal, but for someone who is not so extreme.)

FYI: Answers may vary depending on personal judgment.

AUDIOSCRIPT See page T106.

CONVERSATION MODEL

A 5:06 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Ask for permission when bringing up a topic that might be controversial.
- Use “So . . .” to begin a question clarifying someone’s statement.
- Politely indicate unwillingness with “No offense, but . . .”.
- Apologize for refusing with “I hope you don’t mind.”

- To introduce the conversation, have students look at the photograph. Ask *Do the men look angry?* (No.)
- To check comprehension after students read and listen, ask *What does the man want to know about his colleague?* (If he’s a liberal or a conservative.) *Does he ask the question right away?* (No, he asks if he can ask a political question first.)

B 5:07 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Do you mind if I ask you a political question?* and *So, would you say you’re an independent?*
 - use falling intonation for *What would you like to know?*
 - use rising intonation for *Well, are you a liberal* and falling intonation for *or a conservative?*

PRONUNCIATION

A 5:08 Listen to the different intonations . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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Pronunciation Coach Video

- Have students listen and study the examples. Review the information in parentheses and be sure students understand that changing the stress in a sentence affects its meaning.
- Have students listen again and repeat chorally.

B Pair work

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- To prepare students for the activity, write the question on the board and identify three words or word parts you want students to stress as they practice:
 1. *Would you say you’re an indePendent?*
 2. *Would YOU say you’re an independent?*
 3. *Would you say YOU’re an independent?*
- Have students take turns asking the question and identifying the information that is stressed. Encourage students to discuss the different meanings.
- To review, discuss the meanings with the class. (1. I am surprised that you would consider yourself an independent, so I’m asking this question to confirm it. 2. Other people might say you’re an independent, but what is your opinion—would you say the same? 3. Other people say they are independent. But what about you?)

Option: (+5 minutes) To extend the activity, write on the board:

1. *Did TOM buy a car?*
2. *Did Tom BUY a car?*
3. *Did Tom buy a CAR?*
4. *Did Tom buy a SPORTS car?*

Ask pairs to write possible answers for each of the questions based on the stressed information. Complete the first item with the class. Point out the stress is on Tom, which means the speaker is surprised (or clarifying that) it was Tom who bought a car. Write on the board: *No, Tim bought a car.* (Possible answers: 2. No, he rented a car. 3. No, he bought a motorcycle. 4. No, he bought a convertible.)

Pronunciation Activities

NOW YOU CAN Talk about politics

A Which political questions . . .

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Have students check the questions individually. Point out that there are no wrong answers.
- Have pairs of students explain their choices; for example, *I think the last question is OK if you’re not in a work situation.*

B Conversation activator

Suggested teaching time:	5–8 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 192 of this Teacher’s Edition.

DON’T STOP! Extend the conversation. Encourage students to ask more questions. Write these prompts on the board.

- What don’t you like about ___?*
Why don’t ___?
Do you think ___ will win the election?

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Point out that Partner B can decline the question.
- To model the activity, role-play and extend the conversation with a more confident student.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

C Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to discuss another political subject.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 9, Activity 1

CONVERSATION MODEL

A ▶ 5:06 Read and listen to a conversation about politics.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, are you a liberal or a conservative?

B: Actually, I'm neither. I like to make up my mind based on the issue.

A: So, would you say you're an independent?

B: I guess you could say that.

If you don't want to answer . . .

B: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.

A: Absolutely not. It's a good thing I asked.

B ▶ 5:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



DIGITAL
VIDEO
COACH

PRONUNCIATION *Stress to emphasize meaning*

A ▶ 5:08 Listen to the different intonations of the same sentence. Then listen again and repeat.

1 Are you a conservative? (normal stress—no special meaning)

2 Are you a conSERVative? (I'm surprised that you would have such a belief.)

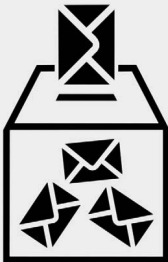
3 Are YOU a conservative? (I'm surprised that you, among all people, would be a conservative.)

4 ARE you a conservative? (I think you might be a conservative, and I'd like to be sure.)

B **PAIR WORK** Practice varying the stress in this statement: "Would you say you're an independent?" Discuss the different meanings.

NOW YOU CAN Talk about politics

A **PAIR WORK** Which political questions do you think would be too personal or controversial to ask?



- What advice would you like to give the president / prime minister / king / queen?
- What do you think about the president / prime minister / king / queen?
- What do you think about our government's policies?
- Are you liberal or conservative?
- Who are you voting for in the election?

DIGITAL
VIDEO

B **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to bring up a topic that might be controversial. Partner B can answer or decline to discuss the question. Then change roles.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, ?

B: Actually,

DON'T STOP!

Ask other political questions.

C **CHANGE PARTNERS** Discuss another political subject.

CONVERSATION MODEL

A ▶ 5:09 Read and listen to a polite conversation about a controversial issue.

A: How do you feel about capital punishment?

B: I'm in favor of it. I believe if you kill someone, you deserve to be killed. What about you?

A: Actually, I'm against the death penalty. I think it's wrong to take a life, no matter what.

B: Well, I guess we'll have to agree to disagree!

B ▶ 5:10 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

C DISCUSSION Are you in favor of capital punishment? Explain.

▶ 5:11 Disagreement

I guess we'll have to agree to disagree.
Really? I have to disagree with you there.
Do you think so? I'm not sure I agree.
Well, I'm afraid I don't agree.
No offense, but I just can't agree.

▶ 5:12 Agreement

I agree with you on that one.
I couldn't agree more.
I couldn't have said it better myself.
That's exactly what I think.

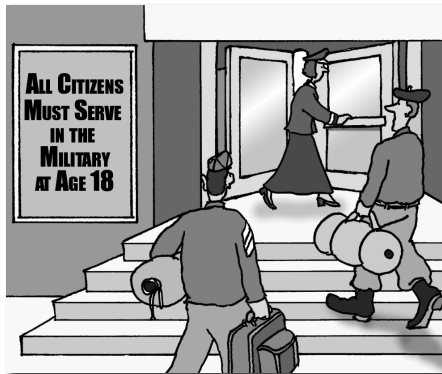
DIGITAL
FLASH
CARDS

VOCABULARY Some controversial issues

A ▶ 5:13 Read and listen. Then listen again and repeat.



censorship of books and movies



compulsory military service



lowering the driving age



raising the voting age



prohibiting smoking indoors

CONVERSATION MODEL

A ▶ 5:09 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use “How do you feel about . . .” to invite someone’s opinion.
- Use “Actually,” to introduce a different point of view.
- To check comprehension after students read and listen, ask them to summarize how each woman defends her opinion. (Possible answers: Speaker A thinks there is never a good reason for killing someone. Speaker B believes the death penalty is the right way to punish someone for killing another person.)
- Point out that the expression *No matter what* means “in any or all circumstances or situations” and that *death penalty* (the legal punishment of being killed) and *capital punishment* are synonyms.

▶ 5:11 Disagreement / ▶ 5:12 Agreement

- Have students listen and read ways to express agreement and disagreement. Then have them repeat what they heard.

Option: (+5 minutes) To extend the activity and practice the ways to agree and disagree, have pairs take turns role-playing short discussions: Student A makes a *position statement* for a controversial issue. Student B agrees or disagrees. Then they change roles. Point out that the purpose of the activity is not to express personal opinions, but to practice the expressions. For example:

Student A: *I believe monarchies are the best form of government.*

Student B: *Really? I have to disagree with you there.*

Language and culture

- *Death penalty* is almost always preceded by *the* (the *death penalty*) but *capital punishment* is a non-count noun.

B ▶ 5:10 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
 - use falling intonation for *How do you feel about capital punishment?*
 - use emphatic stress with *against* in *I’m against the death penalty.*

C Discussion

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students prepare for the discussion, ask them to take notes about the reasons why they are in favor of or against capital punishment.
- As students discuss in small groups, encourage them to use the ways to agree and disagree from the boxes.

VOCABULARY

A ▶ 5:13 Read and listen . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students listen, study the phrases, and look at the pictures. Then have students listen and repeat chorally.
- To check comprehension, ask:
 - Do you know of any books that have been censored?*
 - Is military service compulsory in this country?*
 - What’s the driving age in this country?*
 - When can people vote in this country?*
 - When did smoking become a controversial issue?*
- Then take a poll and ask each student to say which controversial issue concerns him or her the most.

Language and culture

- **From the Longman Corpus:** *Prohibit* and *compulsory* are formal words that are used more frequently in writing than in speech. It is more common in spoken English to say that something is *not allowed* or that someone *can’t* (*do something*) than that something is *prohibited*. And it is more common to say that someone *has to* (*do something*) than that something is *compulsory*.

AUDIOSCRIPT for page T103 (B Listen to activate vocabulary)

- 1
F: Oh, no! I can’t believe how inconsiderate people are. My eyes are burning, and I can’t taste the food. I really think smoking should be outlawed in restaurants.
- 2 [M = French]
M: I’m a pacifist. I am against all wars, no matter what. I really think governments would be less likely to go to war if there weren’t so many soldiers to send! Let’s change the law so the government doesn’t have such a large military force.
- 3
F: Look at this article in the newspaper. It says research has proved that sixteen-year-olds are not mature enough to drive cars. People shouldn’t be permitted to drive until they’re at least eighteen. I think we should change the driving age.
- 4
M: I think it’s ridiculous that people can go in the army at eighteen, but they can’t vote until they’re twenty-one. Eighteen-year-olds are smart enough to vote.
- 5 [F = Indian]
F: Some of the things you see on TV these days are horrible. I don’t want my children watching so much violence and immoral behavior. Can’t we stop the TV stations from showing such terrible stuff?

B ▶ 5:14 Listen to activate vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for listening, point out that they will not hear the exact phrases from Exercise A. Instead, they will listen to people giving their opinions of the issues.
- Have students listen for the issues and complete the first column in the chart, using the exact phrases from Exercise A.

AUDIOSCRIPT See page T102.

C ▶ 5:15 Listen to infer

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students listen for each person's opinion and check the correct column in the chart.

GRAMMAR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and have them read the explanation and examples. To check comprehension, write the following sentences on the board:
 1. I agreed to plan the party.
 2. I advised him to stay home.
 3. I reminded them not to be late.
 4. I pretended not to see her.
- Ask *Which verbs are followed directly by an infinitive?* (Agreed, pretended.) *Which verbs are followed by an object before an infinitive?* (Advised, reminded.)
- Point out that in items 3 and 4 on the board the negative is formed by adding *not* before the infinitive.
- Ask students to study the lists of verbs in the boxes.

Language and culture

- **From the Longman Corpus:** In the list *Verbs followed by an object before an infinitive*, learners across all language backgrounds make the most errors with the verbs *permit*, *allow*, and *advise*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T141)

Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- To model the activity, read the first item aloud.
- Have students compare answers with a partner.

B Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students choose verbs from the boxes and write sentences, using their own ideas.

Option: (+10 minutes) To extend the activity, write the following statements on the board.

1. I decided — the train.
2. I reminded — the invitations.
3. I can't afford — that car.
4. I warned — to strangers.
5. I convinced — on vacation with us.

Have students decide whether to use an infinitive or an object and an infinitive after the underlined verbs, and then complete the statements with their own ideas.

Extra Grammar Exercises

NOW YOU CAN Discuss controversial issues politely

A Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 192 of this Teacher's Edition.
- Brainstorm topics students can discuss and write them on the board. Help students with words they might not know in English. (Possible answers: divorce, drug addiction, discrimination, genetic engineering, pollution, animal testing.)
- Review the language in the Recycle box.
- Remind students to explain why they are in favor of or against an issue.

DON'T STOP! Extend the conversation. Before they practice, have students brainstorm examples of questions they can ask. For example: *What about you? So, would you say ___? Are you in favor of ___?*

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- As students interact, walk around the room and provide help as needed.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Assign students new partners. Remind them to discuss another issue.

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 9, Activity 2

B ▶ 5:14 LISTEN TO ACTIVATE VOCABULARY Listen to people's opinions about controversial issues. Complete the chart with each issue they discuss. Use the Vocabulary.

	The issues they discuss	For	Against
1	prohibiting smoking indoors	✓	
2	compulsory military service		✓
3	raising the driving age	✓	
4	lowering the voting age	✓	
5	censorship of books and movies	✓	

C ▶ 5:15 LISTEN TO INFER Now listen again and check For or Against in the chart, according to what the person says.

GRAMMAR Verbs followed by objects and infinitives

Certain verbs can be followed by infinitives, but some verbs must be followed by an object before an infinitive.

The newspaper reminded **all eighteen-year-olds** to vote.
We urged **them** to write letters against the death penalty.

These verbs cannot be followed by an object. However, they can be followed directly by an infinitive.

agree	can't wait	hope	need	pretend
appear	decide	learn	offer	refuse
can't afford	deserve	manage	plan	seem

Verbs followed by an object before an infinitive:

advise	encourage	remind	urge
allow	invite	request	warn
cause	permit	require	
convince	persuade	tell	

GRAMMAR BOOSTER p. 141

Gerunds and infinitives: review of
 • form and usage
 • usage after certain verbs

A GRAMMAR PRACTICE Complete each statement or question with an object and an infinitive.

- The newspaper advised ~~all voters to register~~ early for the next election.
all voters / register
- Did you remind ... ~~your daughter to complete~~ ... her voter registration card?
your daughter / complete
- We persuaded ~~our friends to vote~~ for our candidate.
our friends / vote
- Our teacher always encourages ~~students to study~~ every night, not just the day before the exam.
students / study
- Can't we convince ~~legislators to lower taxes~~ taxes on property?
legislators / lower

B GRAMMAR PRACTICE Write two sentences using verbs that can be followed directly by an infinitive and two sentences with verbs that must have an object before an infinitive.

DIGITAL
MORE
EXERCISES

NOW YOU CAN Discuss controversial issues politely

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model, giving a reason for your point of view. Use the Vocabulary and expressions of Agreement and Disagreement from page 102. Then change roles and issues.

- A: How do you feel about ?
 B: I What about you?
 A: Actually, I I think
 B:

DON'T STOP!

Ask your partner's opinion of other issues.

RECYCLE THIS LANGUAGE.

I'm against ____.
 I'm in favor of ____.
 I think / believe / feel:
 it's wrong.
 it's right.
 it's wrong, no matter what.
 it depends.

B CHANGE PARTNERS Discuss another issue, giving reasons to support your opinion.



BEFORE YOU READ

EXPLORE YOUR IDEAS What is the difference between a problem and a global problem? Do you think your generation faces more serious global problems than the generation of your parents or grandparents? Explain.

READING ▶ 5:16

The following issues were most frequently mentioned in a global survey about current world problems.

CORRUPTION People all over the world complain about the corruption of police, government officials, and business leaders. Two examples of corruption are:

- A police officer takes money (a “bribe”) from a driver so he doesn’t give the driver a ticket for speeding.
- A company that wants to do business with a government agency offers a public official money or a gift to choose that company for the job.

Some people feel that power promotes corruption and that corruption is unavoidable. But an independent media—for example, non-government-backed newspapers, television stations, and Internet blogs—can also play an important role in exposing corruption.

POVERTY Approximately one-fifth of the world’s population, over 1 billion people, earns less than US \$1 a day. Each day, over a billion people in the world lack basic food supplies. And according to UNICEF, each day, 25,000 children under the age of five die of starvation or preventable infectious disease.

There are many causes of poverty, ranging from catastrophic natural events to bad economic and agricultural policies, so there’s no one solution to poverty worldwide. Some people feel that wealthy nations must send aid to poorer nations, while others are concerned that nothing will help unless local corruption is reduced and bad government policies are changed.

TERRORISM Every day, we see or hear about suicide bombings and other violent acts committed against innocent people for religious or political reasons. Many ask why terrorism is on the rise.

Some social scientists believe that television and movies may contribute to growing anger. They claim that some people may feel frustrated and powerless when they measure their lives against the lives of extremely wealthy people they see in the media.

However, views about what causes terrorism can be very controversial, and many people disagree about its causes or possible solutions. While some feel that terrorism can be met with military force, others believe

that people’s extreme poverty and powerlessness must be reduced to make a difference.

RACISM AND DISCRIMINATION Racism (the belief that one’s own race or ethnic group is superior to others) and racial and ethnic discrimination (treating members of other groups unfairly) exist in many places. These two common problems cause human rights violations all over the world. In some cases a more powerful ethnic or racial group justifies the domination and, horribly, even the complete destruction of ethnic or racial minorities they consider to be inferior. When taken to this extreme, genocides such as the European Holocaust and the massacre in Sudan have threatened to wipe out entire peoples.

Can racism and discrimination be eliminated—or are these simply unfortunate features of human nature? Many people believe that education can help build tolerance of the “other” and may contribute to creating a more peaceful world.

A UNDERSTAND FROM CONTEXT Match each definition with a word from the box.

- ...c.... 1 a lack of necessary money to survive
- ...b.... 2 the attempt to destroy all members of a racial or ethnic group
- ...e.... 3 judging or harming people because of their racial or ethnic heritage
- ...a.... 4 money paid or some other reward given to a person to perform a dishonest or unethical act or to provide a favor
- ...d.... 5 the abuse of power by people in government or business
- ...f.... 6 the belief that other racial or ethnic groups are inferior to one’s own

- a a bribe
b genocide
c poverty
d corruption
e discrimination
f racism

BEFORE YOU READ

Explore your ideas

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Give students a few minutes to think about the questions individually.
- Then ask a student to explain the difference between a problem and a global problem. (Possible answer: A global problem affects the whole world.)
- Have students brainstorm issues they consider to be serious and make a list on the board. For example:

education	epidemics	wars
vaccination	famine	pollution
censorship	clean water	poverty
infectious diseases	natural disasters	genetic manipulation
- To finish, have several students evaluate which issues they consider to be the most serious today.

▶ 5:16 READING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Ask students to scan the text for the four problems discussed in the article. (Corruption, poverty, terrorism, racism / discrimination.)
- FYI:** If students do not know the meanings of the words, tell them that they will learn the meanings in the Reading.
- To give students a focus for reading, ask them to find information that describes causes and solutions for each problem. You may want to ask them to underline this information as they read.
 - To review, draw the following graphic organizer (without the answers) on the board or print it out and distribute to students. Complete it with the class as you get feedback.

Causes ↗ **Global problem** ↘ **Solutions**

<ul style="list-style-type: none"> • having power • human nature 	corruption	<ul style="list-style-type: none"> • independent media can help expose it
<ul style="list-style-type: none"> • catastrophic natural events • bad economic and agricultural policies 	poverty	<ul style="list-style-type: none"> • sending aid • reducing corruption • changing bad government policies
<ul style="list-style-type: none"> • growing anger due to frustration and powerlessness 	terrorism	<ul style="list-style-type: none"> • using military force • reducing extreme poverty and powerlessness
<ul style="list-style-type: none"> • believing that one race is superior to other races 	racism and discrimination	<ul style="list-style-type: none"> • educating to build tolerance of others

Option: (+5 minutes) As an alternate approach, use the Reading as a listening activity. Ask students to close their books. Write the following questions on the board and have students listen for the answers.

1. *Corruption: What are two common examples?*
2. *Poverty: What are some consequences of this problem?*
3. *Terrorism: What is a possible reason why it might be increasing?*
4. *Racism: What are some consequences of this belief?*

Encourage students to take notes as they listen. Then have students reread the text to check their answers. (Possible answers: 1. A driver gives money to a police officer so he doesn't get a ticket. A company gives money to a public official so the company is chosen for a job. 2. A lot of people die of starvation or infectious diseases. 3. Some people may feel frustrated and powerless when they measure their lives against the lives of wealthy people they see in the media. 4. The domination over ethnic and racial minorities and possibly genocide.)

Language and culture

- *Starvation* is suffering or death due to the lack of food; *unavoidable* means impossible to prevent; *powerlessness* is the inability to stop or control something because one does not have the power or strength to do it.
- *Genocide* is a count noun in the Reading because it refers to specific occurrences of genocide in history.



Learning Strategies; Graphic Organizers

A Understand from context

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students find the words in the text. Encourage them to complete the items they know first.
- Have students compare answers with a partner. Then review with the class.

B Activate language from a text

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Elicit or explain that *politics* does not refer to people. Then ask *Does ethnic groups relate to people? (Yes.) Does races relate to people? (Yes.)*
- As students complete the activity, encourage them to write notes to support their choices.
- Have students compare answers with a partner. To review with the class, ask students to give the reason for each answer. (Possible answers: 2. Other words are related to money; 3. other words are things that are illegal; 4. other words are related to not having food; 5. other words refer to negative attitudes or actions against people.)

Language and culture

- *Domination* is the power or control over someone or something; *prejudice* is an unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, sex, or religion.

C Critical thinking

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Give students a few minutes to look back at the text and take notes for each question individually.
- As students discuss the questions in small groups, encourage them to use the vocabulary they learned on page 102 to agree and disagree.
- To review, have students from different groups share their views with the class.



Extra Reading Comprehension Exercises

NOW YOU CAN Propose solutions to global problems

A Frame your ideas

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students rank the ideas individually. Then ask a few students to share their rankings and explain their reasons to the class.
- Take a poll to find out which issues ranked highest in importance and which ranked highest in difficulty to accomplish.

B Notepadding

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Point out that students can include solutions for local or global problems. They can also include some of the solutions offered in the text on page 104.
- Encourage students to write notes, not full sentences. (Possible answers: reducing poverty and hunger—help poor countries grow food, raise money for the poor, teach

the poor how to use their land; preventing terrorism—change foreign policy, reduce poverty, promote freedom in all countries, guarantee human rights in all countries; avoiding war—promote peace, respect others; ending or reducing corruption—promote moral values, enforce stricter legal punishments; wiping out racism and ethnic discrimination—teach children to respect others, teach children to value diversity; protecting human rights—teach democratic values, help international organizations that protect them.)

- As students write their notes, walk around and provide help as needed.

C Discussion

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Before students begin, ask them to review the Conversation Model on page 102 for ways to agree and disagree.
- Encourage students to use their rankings from Exercise A to give their opinions of the most important issues and their notes from Exercise B to give their suggestions for solutions to the problems.

Text-mining: Have students share their Text-mining examples and use them to create new statements with a partner.

- As students discuss the questions in small groups, remind them to acknowledge their partner's opinion (agree / disagree), give their reasons, and state their own opinion and reason(s). For example:

Student A: *I'm very concerned about poverty and hunger. I think it's shocking that some people die of starvation while others throw away food.*

Student B: *I agree with you on that one. Governments could spend less money on wars and use that money to help prevent this problem.*

OR

Student C: *To me, the most important issue is preventing terrorism.*

Student D: *Really? I'm afraid I don't agree. Many more people die of hunger.*

Student C: *That may be true, but . . .*

Option: (+10 minutes) To extend the activity, choose ideas from the list in Exercise A and ask several groups for solutions they discussed. Make a list on the board.

Option: (+15 minutes) For a challenge, have students write a paragraph about one or more topics from Exercise A. Ask them to explain the problem and suggest solutions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 9, Activity 3

B ACTIVATE LANGUAGE FROM A TEXT Based on the information in the Reading, cross out the one word or phrase in each row that is unrelated to the others. Explain your reasoning.

1	people	politics	ethnic groups	racism
2	money	property	income	racism
3	bribe	corruption	discrimination	money
4	hunger	starvation	domination	lack of food
5	racism	business	discrimination	prejudice

C CRITICAL THINKING Discuss each of the following.

- Reread the section on corruption in the Reading. What do all acts of corruption have in common? Do you think it is possible to end corruption, or do you feel that it is a part of human nature? Use specific examples in your discussion.
- What are some of the causes of poverty, and what are its effects?
- In your opinion, why do people engage in acts of terrorism? Is terrorism an expression of power or powerlessness and frustration? Provide examples to support your opinion.
- What reasons do people have to hate other groups? Is hatred of another group ever understandable, appropriate, or justified? Explain the reasons for your opinion.
- Do you see a single problem connecting all four issues in the Reading? If so, what is it?

DIGITAL
MORE
EXERCISES

NOW YOU CAN Propose solutions to global problems

A FRAME YOUR IDEAS On a scale of 1 to 6, put the goals in order of importance and difficulty to accomplish (1 = most important or most difficult).

ORDER OF IMPORTANCE	GOAL	ORDER OF DIFFICULTY TO ACCOMPLISH
<input type="checkbox"/>	reducing poverty and hunger	<input type="checkbox"/>
<input type="checkbox"/>	preventing terrorism	<input type="checkbox"/>
<input type="checkbox"/>	avoiding war	<input type="checkbox"/>
<input type="checkbox"/>	ending or reducing corruption	<input type="checkbox"/>
<input type="checkbox"/>	wiping out racism and ethnic discrimination	<input type="checkbox"/>
<input type="checkbox"/>	protecting human rights	<input type="checkbox"/>



B NOTEPADDING Write some possible solutions to global problems.

Problem	Possible solutions

C DISCUSSION Discuss the solutions to the global problems you proposed. Do you all have the same concerns?

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a bribe."

DIGITAL
FLASH
CARDS

BEFORE YOU LISTEN

A ▶ 5:17 VOCABULARY • *How to debate an issue politely* Read and listen. Then listen again and repeat.

1



“ I think smoking is a disgusting habit. ”



“ That may be true, but if you only smoke in your own house, you’re not hurting anyone but yourself. ”

2



“ I think more people should be active in politics. That way, we would have better governments. ”



“ I see what you mean, but it’s not realistic to expect everyone to care. ”

3



“ I think our president is doing an excellent job. ”



“ Well, on the one hand, he’s not corrupt. But on the other hand, he hasn’t done much to improve the country. ”

4



“ I think we should just vote against everyone who’s in office now. That’s a good way to get change. ”



“ That’s one way to look at it, but how do we know inexperienced candidates will be any better than what we already have? ”

B PAIR WORK Take turns saying and responding to each opinion. Use the Vocabulary above to disagree politely. Or, if you agree with the opinion, use the language of agreement from page 102. For example:

1 “In some countries, dictatorship has helped stop corruption.”

“ I couldn’t agree more. Countries with dictatorships are better off. ”

OR

“ That may be true, but no one should have to live under a dictatorship. ”

2 “There is no real democracy. All governments are controlled by a few powerful people.”

3 “I think moderates are the only people you can trust in government.”

4 “I’m not going to vote. All the candidates are corrupt.”

5 “Terrorism is getting worse and worse all over the world.”

6 “I don’t think it’s important to vote. Nothing ever changes.”

BEFORE YOU LISTEN

A ▶ 5:17 **Vocabulary**

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students listen and study the captions. Then have students listen and repeat the phrases chorally.
- Point out that the phrases in boldface type are used by the second speaker to tell the first speaker that he or she disagrees with the first speaker’s opinion.
- To reinforce the Vocabulary, write a position on the board; for example, *I feel that military action is the only way to stop terrorism.* Encourage students to disagree with you politely using the vocabulary they have learned. (Possible answers: That may be true, but I’m against violence. / Well, that’s one way to look at it. I think that it might be better to fight its causes.)

Language and culture

- *On the one hand* is always used together with *on the other hand*. However, *on the other hand* is often used alone to present a conflicting idea.

B Pair work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Review the first item and speech balloons with the class. Point out that students can agree or disagree with each other.
- You may want to have students review ways to agree and disagree from page 102.

AUDIOSCRIPT for page T100 (B Listen to infer and activate vocabulary)

CONVERSATION 1

- M:** I’m completely against medication. I don’t think it’s useful at all!
- F:** What are you talking about?
- M:** What good is it? Drugs can cause a lot of side effects that are harmful to the body. I think pharmacies should be banned, and we should always use herbal medication.
- F:** Those are pretty extreme ideas.

CONVERSATION 2

- M:** Well, you’re finally old enough to vote, Marianne. Who are you going to vote for?
- F:** I’m going to vote for the Constitution Party.
- M:** The Constitution Party? Wow, is that a surprise! You’re so young. Don’t you want to see change? The Constitution Party just has the same old ideas election after election.
- F:** So? What’s wrong with the same ideas? They’re better than some of the new ones! I think it’s safer to stick with policies that have been successful. If it isn’t broke, don’t fix it.

CONVERSATION 3

- M:** You know—I used to be afraid of change. I thought there was only one way to look at things. That the way we did things when I was young was the only way.
- F:** How have you changed?
- M:** Well, for instance, I used to think there should be certain roles for men and certain roles for women. Now I’ve come to think I was silly.
- F:** You mean you’re turning out to be a radical in your old age?
- M:** Come on. I’m no radical, just more thoughtful. I’m not in favor of big changes, but a little change is good. Especially when it makes people more free.
- F:** That sounds reasonable.

CONVERSATION 4

- F:** I can’t imagine bringing children into this twenty-first century world.
- M:** What do you mean?
- F:** Well, there are no rules anymore. You can buy anything . . . anywhere. You can see all kinds of disgusting stuff on TV and in the movies! Anything goes. There’s no respect.
- M:** I can’t believe anyone so young can have such old ideas!
- F:** I think we should bring back some of the old laws.

CONVERSATION 5

- F:** Who are you going to vote for?
- M:** I think I’m going to vote for Bartlett Nardone.
- F:** I thought you liked Al Smith.
- M:** No. He’s too liberal for me. But Nardone, he’s not so extreme. He’s a pretty sensible guy.

LISTENING COMPREHENSION

▶ 5:18 Listen to summarize

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- **First listening:** To provide practice with listening for main ideas, have students listen and write down which form of government is discussed in each conversation. Review with the class. (Conversation 1: dictatorship; Conversation 2: democracy; Conversation 3: monarchy.)
- **Second listening:** To provide practice with listening for details, have students listen for the arguments for and against the different types of government and take notes. Stop the recording after each conversation to allow students time to write.

AUDIOSCRIPT

CONVERSATION 1

M: You know, I feel that some countries don't deserve democracy. The citizens are just incapable of living in peace.

F: Well, what form of government would be best for them?

M: I hate to say it, but some places need dictatorships. Even military dictatorships. They're effective. They're efficient. They make people live in peace.

F: I totally disagree. I believe dictatorships are morally wrong. The people have no rights in a dictatorship. If the government does something terrible, the people can't replace it.

CONVERSATION 2 [F = Australian English]

F: Which party are you going to vote for in the election?

M: The Liberal Party.

F: Why?

M: Because they want to change the election laws so there can be only two candidates for president.

F: But that's not democratic. This is a democracy. The people have the power. They can vote for who they like. That's what's good about democracy.

M: That's one way to look at it. But one of the disadvantages of democracy is that we can get a president who only has a small percentage of the votes. We're supposed to have majority rule, not minority rule.

CONVERSATION 3 [F = Dutch]

M: How do you feel about the royal family?

F: Me? Well, on the one hand, I like the royals as people—they do a lot of important charity work, like visiting sick children and raising money for hospitals. But on the other hand, I believe that in this day and age, monarchy is wrong. The monarchs aren't the real government and they cost us a lot of money.

M: That's true, but if you didn't have the monarchy, you'd lose your tradition and your history.

F: I see what you mean, but with all the problems we have, we should use all that money to help people with their problems.

Answers for Listen to summarize

Answers will vary, but may include the following:

Dictatorship: In favor—effective, efficient, and people live in peace; Against—morally wrong, people have no rights.

Democracy: In favor—people have the power to vote for who they want; Against—a president who only has a small percentage of the votes.

Monarchy: In favor—traditions and history; Against—not the real government, costs a lot of money.

Learning Strategies

NOW YOU CAN Debate the pros and cons of issues

A Group work

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Ask students for suggestions about political issues or other issues to add to the choices.
- Take a poll to see which issue will be debated.

FYI: If you think your students will find it difficult to debate, use Exercises B and C to help prepare them.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Encourage students to use the vocabulary and grammar from this unit to write their reasons. Tell students to include specific examples to support their arguments.

C Debate

Suggested teaching time:	15 minutes	Your actual teaching time:	
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- Before dividing the class in half, point out that students will be supporting one of the arguments— regardless of their personal opinion.
- Review the language in the Recycle box. Encourage students to review and use the vocabulary from the unit.
- To help students plan their debate, draw the following graphic organizer on the board or print it out and distribute to students. Ask students to write notes about the pros and cons of the issue they have chosen.

Issue: _____

Pros	Cons
• _____	• _____
• _____	• _____
• _____	• _____

- Encourage a friendly and polite debate.

FYI: If students are role-playing, have them work in groups of two or three. Ask them to role-play a debate for each topic. Then ask several groups to perform in front of the class.

Learning Strategies; Graphic Organizers

EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 9, Activity 4; “Find Someone Who . . .” Activity

LISTENING COMPREHENSION

► 5.18 **LISTEN TO SUMMARIZE** Listen to three conversations about dictatorship, democracy, and monarchy. Then listen again and, on a separate sheet of paper, take notes about the arguments in favor of and against each system of government. Then work in pairs. Partner A: Summarize the arguments in favor. Partner B: Summarize the arguments against. See page T107 for answers.

NOW YOU CAN Debate the pros and cons of issues

A GROUP WORK Choose an issue that you'd like to debate.



B NOTEPADDING On your notepad, write arguments in favor and against.

	Issue:
	Arguments in favor:
	Arguments against:

C DEBATE Divide the group into two teams, with one team in favor and the other team against. Take turns presenting your views. Use the Vocabulary from page 106. Take turns and disagree politely. Then continue the discussion.



RECYCLE THIS LANGUAGE.

Discuss controversies

Are you in favor of ___?
 I'm against / in favor of ____.
 I think / believe / feel:
 it's wrong.
 it's right.
 it's wrong, no matter what.
 it depends.

Express agreement

I agree with you on that one.
 I couldn't agree more.
 I couldn't have said it better myself.
 That's exactly what I think.

Express disagreement

I guess we'll have to agree to disagree!
 I have to disagree with you there.
 I'm not sure I agree.
 I'm afraid I don't agree.
 No offense, but I can't agree.

REVIEW

A ▶ 5:19 Listen to the news report about four news stories. Then listen again and circle the correct word or phrase.

- 1 Sorindians and Ramays are two (ethnic groups) / governments) that occupy land areas next to each other.
- 2 (Sorindians) / Ramays) want to be able to observe their dietary laws and traditional clothing customs.
- 3 The problem between the Sorindians and the Ramays is an example of (corruption / ethnic discrimination).
- 4 A package left in the bathroom at the central post office raised fears of (terrorism) / corruption).
- 5 Poor people are migrating into the (city from the countryside) / countryside from the city).
- 6 Another story in the news is the reported (corruption) / poverty) of a police captain.

B Complete the paragraph about an election, using verbs and count and non-count nouns correctly.

Many candidates running for election make promises about
 1 candidate / candidates 2 promise / promises
 education But progress comes slowly, and information
 3 education / the education 4 progress / the progress 5 information / informations
 is hard to get. Voters would like to see proof that their
 6 is / are 7 proof / proofs
 advice is being followed. For instance, we are just now
 8 advice / advices 9 is / are
 receiving news of education statistics and it's not very good.
 10 news / the news 11 it's / they're
 Help is needed, and time is necessary to improve our schools.
 12 Help / The help 13 the time / time

C Complete each sentence.

- 1 The law doesn't allow the Constitution.
 a the president change **(b)** the president to change c change
- 2 Our friends advised disappointed about the election.
 a not to be **(b)** us not to be c us to be not
- 3 The Constitution requires office after two terms.
 a to leave **(b)** senators to leave c senators leave
- 4 The election committee permitted about their educational policies.
(a) the candidates to speak b the candidates speak c to speak

D Disagree politely with each statement, using a different way to disagree each time. Then add a reason why you disagree with each statement.

- 1 Monarchies are dictatorships.
 (YOU)
- 2 There's no such thing as a real democracy anywhere in the world.
 (YOU)
- 3 All people with power are corrupt.
 (YOU)

1. *That's one way to look at it, but...*

For additional language practice...

TOP NOTCH POP • Lyrics p. 155
 "We Can Agree to Disagree"

DIGITAL SONG DIGITAL KARAOKE

WRITING

Write at least two paragraphs about one of these issues: compulsory military service, capital punishment, or censorship of books and movies. Include both the pros and cons of the issue.

WRITING BOOSTER p. 152

- Contrasting ideas
- Guidance for this writing exercise

A ▶ 5:19 Listen to the news report . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- To prepare students for listening, review words for global problems that were discussed in this unit; for example, *corruption, terrorism, racism, discrimination, poverty, war, hunger, drug abuse, etc.*
- Pause after each report to allow students time to choose their answers.
- To review, have students compare answers with a partner and then with the class.

AUDIOSCRIPT

F: Good evening. Fighting has broken out again tonight on the border between the Sorindian and Ramay provinces. Ethnic Sorindians say they are not permitted to observe their dietary laws and that their children are not permitted to wear traditional dress at school.

On another note, a package containing a large amount of explosive material was discovered at the central post office today. Authorities are searching for the person or persons who left it in the men's restroom.

In the central city, volunteers are opening soup kitchens to feed the large numbers of homeless poor who have recently arrived from the countryside. The government is making funds available to help this growing population.

And finally, a police captain in Spartock has been accused of taking bribes to permit engineers to build buildings that don't conform to safe construction laws. A report will be issued tomorrow.

B Complete the paragraph . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, review what they learned about non-count nouns. Ask *Are nouns that refer to abstract ideas count or non-count?* (Non-count.) *Do non-count nouns have plural forms?* (No.) *Are they normally used with articles?* (No.) *Do they need plural or singular verbs?* (Singular verbs.)
- Point out that not all the nouns in the paragraph are non-count nouns.
- Ask volunteers to read their paragraphs aloud.

C Complete each sentence . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner.

D Disagree politely . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To prepare students for the activity, read the example aloud. Then have volunteers say the phrases that they remember to express agreement and disagreement. For example:

I agree with you on that one.

I couldn't agree more.

I have to disagree with you there.

I'm not sure I agree.

- To review with the class, have several students express their views about each issue.

WRITING

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Ask students to write notes about the pros and cons of the issue they have chosen.
- Walk around the room as students write, helping as needed.
- Explain that students should organize their writing so that one paragraph discusses the pros of the issue and one paragraph discusses the cons of the issue.
- Encourage students to add a third paragraph stating their opinion of whether they are for or against the issue and explaining their reasons, summarizing the details they included in the first two paragraphs.

Option: **WRITING BOOSTER** (Teaching notes p. T152)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	6 minutes	Your actual teaching time:	
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- Clarify the task. Tell students they will look at the pictures for one minute and then turn to a partner and take turns identifying what the people are talking about in each picture.
- After students have finished the contest, review the news with the class by having several students say as much as they can about the pictures. (Possible answers: In the first picture, the people are talking about a case of corruption. A judge took bribes. It was discovered and he was sent to prison. In the second picture, the women are talking about terrorism. A car exploded in a public place. A lot of innocent people were hurt. An unknown terrorist group seems to be responsible. In the third picture, the men are discussing elections in Senegal. Senegal is a democracy. A president will be elected.)

Pair work 1

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Encourage students to express their concerns about the problem and about how it could be solved.
- Remind students to use the ways to agree and disagree they learned in this unit.

Possible responses . . .

A: Look at this article. It says a judge who was taking bribes in court is being sent to prison. **B:** A judge? I'm concerned about so much corruption. I think we need stricter laws to reduce it. **B:** I see what you mean, but we also need to teach traditional moral values. **A:** I couldn't agree more.

Pair work 2

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Encourage students to express their concerns about the problem and discuss its causes and possible solutions.

Possible responses . . .

A: Look! Another terrorist bombing. **B:** That's terrible! Why would anyone do something like that? **A:** Well, I think some people in poorer countries feel angry about their poverty and that makes them violent. **B:** That may be true, but I believe we need to bring back capital punishment.

Pair work 3

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- Review the vocabulary to describe the continuum of political and social thought. (Radical, liberal, moderate, conservative, reactionary.) Ask students to choose where their character belongs on the continuum.

- As students role-play, encourage them to express their opinions based on their own choices.

Possible responses . . .

A: Do you mind if I ask you a question about the elections in Senegal? **B:** Sure, what's up? **A:** Who are you in favor of? **B:** I'm for Leon Mubumba because he's a moderate. He's against radical change but he thinks a little change will be good. What about you? **A:** Actually, I'm in favor of Sam Bombasa. **B:** Really? But he's so conservative. **A:** True, but I don't think Senegal needs too much change. Things are not so bad right now. **B:** Well, that's one way to look at it, but how will things ever get better?

Option: (+5 minutes) For a challenge, ask students to role-play a conversation between the elected candidate and the TV reporter. Have the student playing the TV reporter ask the candidate how his party is planning to solve different world problems.

Option: Oral Progress Assessment

Use the illustrations on page 109. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to choose one of the world issues the people are talking about: *corruption, terrorism, or elections*. Give the student one minute to propose some solutions to one of the problems; for example, *I believe that teaching moral values to young people can help stop corruption. Children should be taught the importance of being honest at school*. Ask two follow-up questions about the student's proposed solutions.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Ask students to make a presentation about an international organization.

Idea: Have students form small groups. Ask each group to research an international organization; for example, the United Nations, the World Bank, or Oxfam. Ask students to visit the organization's website and international news websites, such as the BBC or CNN, to gather information. Find out how these organizations are trying to solve some of the problems discussed in this unit. Ask students to take notes so that they can report their findings to the class. Encourage them to explain whether they agree or disagree with what the organization is doing and give supporting reasons.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

CONTEST Look at the pictures for one minute. Then close your books and name the three issues depicted in the news.

PAIR WORK Create conversations.

1 Create a conversation between the man and woman in Picture 1. Continue the conversation, discussing corruption in general. Start like this:

Look at this article about the judge who was taking bribes in court.

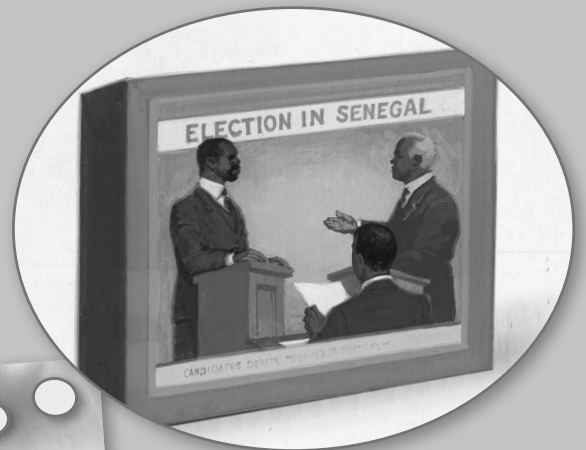
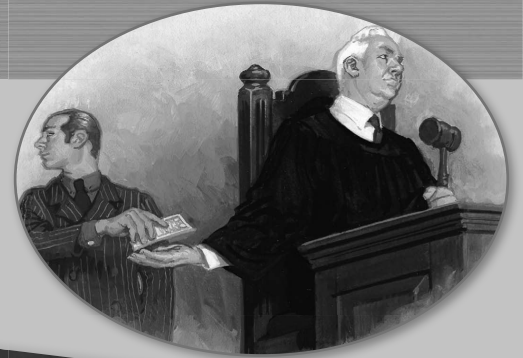
2 Create a conversation between the two women in Picture 2. Start like this and continue the conversation, discussing terrorism in general:

A: Look! Another terrorist bombing.

B: Terrible! What do you think causes this?

3 Create a conversation between the two men discussing the election in Senegal in Picture 3. Start like this and continue the conversation:

Do you mind if I ask you a question about the elections in Senegal?



✓ NOW I CAN

- Talk about politics.
- Discuss controversial issues politely.
- Propose solutions to global problems.
- Debate the pros and cons of issues.

UNIT 10

Beautiful World

COMMUNICATION GOALS

- 1 Describe a geographical location.
- 2 Warn about a possible risk.
- 3 Describe a natural setting.
- 4 Discuss solutions to global warming.

PREVIEW

The waterfall at La Fortuna

The Arenal Volcano

Map Labels: Lake Nicaragua, NICARAGUA, Liberia, Lake Arenal, Arenal Volcano, La Fortuna, COSTA RICA, Puntarenas, San José, Irazu Volcano, Puerto Limón, Caribbean Sea, Pacific Ocean, Quepos, Coronado Bay, Gulf of Nicoya, Gulf of Dulce, PANAMA.

Legend:

Mountain Ranges	National Parks
1 Guanacaste Range	4 Santa Rosa
2 Central Volcanic Range	5 Braulio Carrillo
3 Talamanca Range	6 Tortuguero
▲ = Volcano	7 Chirripó
● = City	8 La Amistad
★ = Capital City	9 Corcovado

Scale: 0, 50, 100 kilometers / 0, 31, 62 miles

A ▶5:22 **VOCABULARY • Geographical features** Read and listen. Then listen again and repeat. Find these features on the map.

- a gulf
- a bay
- a lake
- an ocean
- a sea
- a volcano
- a mountain range
- a national park

B Use the map to answer the questions about Costa Rica.

- 1 What two countries share a border with Costa Rica?
- 2 In what mountain range is Costa Rica's capital located?
- 3 What is Costa Rica's largest national park?

See page T110 for answers.

- 4 What is Costa Rica's largest lake?
- 5 Approximately how far is Puntarenas from San José?
- 6 What bodies of water are on Costa Rica's two coasts?

PREVIEW

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Before Exercise A, give students a few minutes of silent time to look at the maps and the photos.

- Ask students to study the map legend and encourage them to use the map labels, photos, and captions to figure out the meaning of unknown words.
- To check comprehension, ask:
 - What country is featured on the map?* (Costa Rica.)
 - What other countries are there on the map?* (Nicaragua and Panama.)
 - What are some cities in Costa Rica?* (Liberia, La Fortuna, Puntarenas, San José, Puerto Limón, Quepos.)
 - What does a star indicate?* (The capital city.)
 - What symbol shows a volcano?* (A triangle.)
 - What is a mountain range?* (A group of mountains.)
 - How many mountain ranges are there in Costa Rica?* (Three.)
 - How many national parks are shown on the map?* (Six.)
- Point out the scale for distance under the legend. Ask *Is Costa Rica a small or a large country?* (A small country.)
- To draw on students' prior knowledge, ask them what they know about Costa Rica. Then have students share their impressions or experiences with the class.

Language and culture

- Costa Rica, which means “Rich Coast,” is a tropical country with a variety of habitats and microclimates. Over a million people visit Costa Rica annually. It is a popular spot for eco-tourists, who come to see the diverse flora and fauna—mountains, rainforests, volcanoes, 850 species of birds, and 200 species of mammals.
- In American English, some words that end in *-ter*, such as *kilometer*, *center*, and *theater* are spelled with *-tre* in British English; *kilometre*, *centre*, and *theatre*.

A ▶ 5:22 Vocabulary

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students listen and study the words. Then ask them to listen and repeat chorally.
- To provide practice, have pairs take turns saying a vocabulary word and giving an example from the map; for example, **Student A:** *sea*. **Student B:** *Caribbean Sea*.

Language and culture

- A *sea* is a large body of salt water that is smaller than an ocean or is enclosed by land; a *gulf* or *bay* is an inlet of the sea almost surrounded by land. A *bay* is usually, but not always, smaller than a gulf.

B Use the map . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students answer the questions individually and then compare answers with a partner. For question 5, point out that students should figure out the approximate distance by using the scale.
- Review the answers with the class.

Option: (+5 minutes) For a challenge, have pairs take turns describing a location on the map and guessing that location. For example:

Student A: *This national park is between Coronado Bay and the Gulf of Dulce.*

Student B: *Corcovado.*

Answers for Exercise B

1. Nicaragua and Panama
2. Central Volcanic Range
3. La Amistad
4. Lake Arenal
5. Approximately 80 km / 48 miles
6. The Pacific Ocean and the Caribbean Sea

C ▶ 5:23 Photo story

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Before students read and listen to the conversation, have them look at the photos. Ask *Where are the men?* (At a resort. By the pool.)
- After students read and listen, ask:
 - Where are Max and Frank from?* (Max is from Italy and Frank is from Hong Kong.)
 - What places is Max planning to visit?* (The La Fortuna waterfall and the Arenal Volcano.)
 - Is the waterfall worth visiting?* (Yes, it's spectacular.)
 - What does Frank warn Max about?* (The path down to the bottom of the falls—it can get wet and slippery.)
 - What's Frank's opinion about visiting both places in the same day?* (He doesn't think it's a problem.)
- To personalize, direct students' attention to the pictures of the La Fortuna waterfall and the Arenal Volcano on page 110. Have students turn to a partner and say if they would like or wouldn't like to visit these places and give reasons. To review, have several volunteers share their opinions with the class. (Possible answers: I'd love to visit the waterfall. It looks really beautiful. / I'd like to go to the waterfall, but I'm not sure I'd enjoy getting there. It might be difficult.)

Language and culture

- *You wouldn't happen to know . . . , would you?* is used to make the question seem less direct than *Do you know*, and therefore more polite.
- **From the Longman Corpus:** *Get a look, take a look*, and *have a look* at something mean the same thing, but *take a look* is the most frequently used.

D Focus on language

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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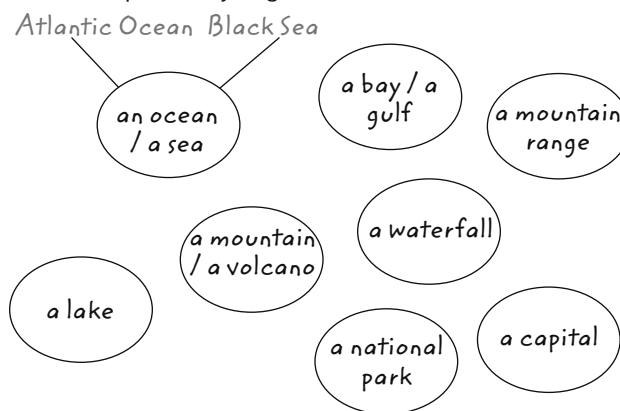
- Encourage students to identify which person says each of the phrases and to use the context of the conversation to help figure out the meaning.
- Have students support their answers with a reason based on the Photo Story, and then have them compare answers with a partner.

SPEAKING

A Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Encourage students to write the names of one or two places for each geographical feature. Point out that they can name places in different countries. Students should include names in English if they know them.
- To review with the class, draw the following diagram on the board. Then draw lines from each circle and write the names of places as you get feedback from students.



B Guessing game

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask them to think of three geographical features and write sentences to describe them. Point out that if students choose a place in a country not their own, they should include the country's name in their descriptions.
- To model the activity, read the speech balloons and brainstorm ways to complete them. (Possible answers: It's a beautiful lake. It's between two mountain ranges / a mountain range and a small town. It's a volcano. It's near a big city / the sea.)
- Form small groups and have students take turns describing the places and guessing the names. Walk around, monitoring students' work.

EXTRAS

Workbook

C ▶ 5:23 **PHOTO STORY** Read and listen to two tourists talking about Costa Rica.



Max: Have you folks been here long?
Frank: A little over a week. Unfortunately, we've only got two days left. You?
Max: We just got here yesterday, actually.
Frank: I'm Frank, by the way. Frank Lew. From Hong Kong.
Max: Max Belli. From Labro, Italy. Have you heard of it?
Frank: I can't say I have.
Max: It's a very small town about 20 kilometers north of Rome.



Max: Hey, you wouldn't happen to know anything about the La Fortuna waterfall, would you? We plan on driving up there this weekend.
Frank: Actually, we just got back from there yesterday.
Max: What a coincidence! Was it worth seeing?
Frank: Spectacular. You don't want to miss it.



Frank: But be sure to take it slow on the path down to the bottom of the falls. It can get pretty wet and slippery.
Max: Thanks for the warning. What if we want to get a look at the Arenal Volcano, too? Do you think that's doable in two days?
Frank: No problem. The volcano's only about twenty minutes west of La Fortuna by car. So I'm sure you could handle them both.

D FOCUS ON LANGUAGE Write each of the following statements from the Photo Story in your own way. Use the context of the story to help you restate each one. Answers will vary, but may include the following:

- 1 "I can't say I have." ... No, I haven't.
- 2 "What a coincidence!" ... Really?
- 3 "Was it worth seeing?" ... Was it worth the trouble of visiting?
- 4 "You don't want to miss it." ... You should go.
- 5 "... be sure to take it slow." ... go slowly / take your time
- 6 "Do you think that's doable in two days?" ... Can I do that in two days?
- 7 "... I'm sure you could handle them both." ... I'm sure you can do them both.

SPEAKING

A PAIR WORK Brainstorm and write the names of places you know for each of the following geographical features.

an ocean or sea		a national park	
a bay or gulf		a lake	
a mountain or volcano		a waterfall	
a mountain range		a capital	

B GUESSING GAME Describe a geographical feature of your country. Your classmates guess what place it is.

“ It's a beautiful lake. It's between ... ”

“ It's a volcano. It's near ... ”

GRAMMAR *Prepositional phrases of geographical place*

Look at the map and study the examples.

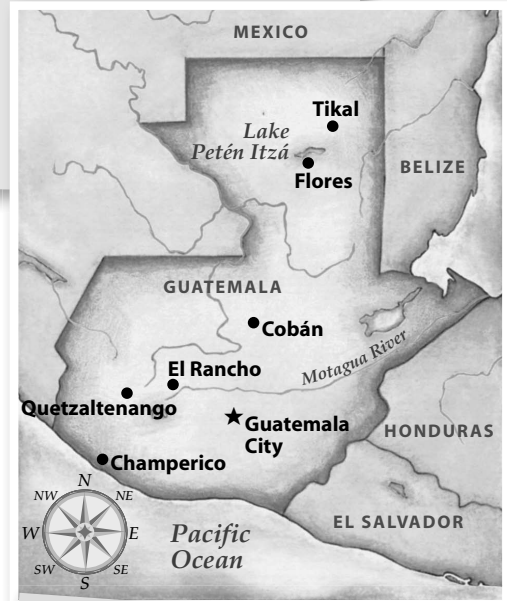
Mexico is **north of** (OR **to the north of**) Guatemala.
Honduras and El Salvador are located **to the south**.

Tikal is **in the north**. Guatemala City is **in the south**.
Cobán is located **in the central part of** Guatemala.

El Rancho is located **on the** Motagua River.
Champerico is **on the west coast of** Guatemala.
Flores is **on the south shore of** Lake Petén Itzá.

GRAMMAR BOOSTER p. 143

- Prepositions of place: more usage
- Proper nouns: capitalization
- Proper nouns: use of the

▶ 5:24 **Compass directions**

N = north NE = northeast
S = south NW = northwest
E = east SE = southeast
W = west SW = southwest

Note: the **east coast** (OR **eastern coast**)
Also: the [northern / southern / western] coast

A GRAMMAR PRACTICE Complete the sentences with the correct prepositions.

- 1 Vladivostok is located ...on... the eastern coast ...of... Russia.
- 2 Barranquilla is ...in... the northern part ...of... Colombia.
- 3 Haikou is ...on... the northern coast ...of... Hainan Island in China.
- 4 Machu Picchu is located about 100 kilometers northwest ...of... Cuzco.
- 5 Vietnam is located south ...of... China.
- 6 Kota Kinabalu is ...on... the north coast of Borneo, a part of Malaysia.
- 7 Manaus is located ...on... the Amazon River in Brazil.
- 8 Canada is ...to... the north ...of... the United States.

B PAIR WORK With a partner, choose five places you know in or near your country. Then describe and write where they are, using prepositional phrases of geographical location.

DIGITAL
MORE
EXERCISES

DIGITAL
VIDEO
COACH

PRONUNCIATION *Voiced and voiceless th*

A ▶ 5:25 Read and listen. Then listen again and repeat.

Voiced <u>th</u>	Voiceless <u>th</u>
1 there	thanks
2 this	think
3 northern	north
4 southern	south
5 the west	southwest

B PAIR WORK Take turns reading the sentences you wrote in Exercise B above, paying attention to voiced and voiceless th sounds.

GRAMMAR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Direct students’ attention to the chart and have them study the examples and find the places on the map.

▶ 5:24 **Compass directions**

- Ask students to read and listen to the words in the *Compass directions* box. Have them listen and repeat. Then have students find the directions on the compass on the map.
- Direct students’ attention to the note in the *Compass directions* box. Be sure students understand that there is no change in meaning between *the east coast* and *the eastern coast*. The same applies to the other directions.
- To provide practice with prepositions and directions, ask questions about the map: *Where is Guatemala—to the south of Mexico or to the north of Mexico?* (To the south of Mexico.) *Is Guatemala City in the north or in the south of the country?* (In the south.) *Is Champerico on the eastern coast or on the western coast?* (On the western coast.) *Is Flores on the southern shore or on the northern shore of a lake?* (On the southern shore of a lake.)

Language and culture

- *North, south, east, and west* can be used as nouns (They live in the east.) or as adjectives (They live on the east coast.). *Northern, southern, eastern, and western* are only used as adjectives (They live on the eastern coast, not They live in the ~~eastern~~.).
- **From the Longman Corpus:** It is a common error for learners across all language backgrounds to use *from* instead of *in* directions (*It is a small city west from Munich*). Be sure students use *of* instead.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T143)

 **Inductive Grammar Charts**

A Grammar practice

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- To model the activity, complete the first item with the class. Point out that students can refer to the information in the grammar box if necessary.
- Have students compare answers with a partner. Then review with the class.

B Pair work

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have pairs write the five places (cities or geographical features) they want to describe.
- To model the activity, give some examples. *Cancún is located on the eastern coast of Mexico. New York is north of Washington, D.C. Mt. Fuji is located west of Tokyo.*
- Have pairs discuss the locations of the places they chose and then write sentences.

- To review with the class, have several students describe the location of a place.

  **Extra Grammar Exercises**

PRONUNCIATION

A ▶ 5:25 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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 **Pronunciation Coach Video**

- Have students read and listen to the examples. Point out that if a sound is voiced, there is vibration in the throat and that if a sound is voiceless, there is no vibration. You may want to have students put a hand on their throats to compare the vibration with the voiced *th-* (the) and the lack of vibration with the voiceless *th-* (thanks). (See the *Language and culture* box below.)
- Have students listen again and repeat chorally.

B Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Before students practice reading the sentences, ask them to identify the voiced and voiceless *th-* sounds. Have them circle the voiced sounds and underline the voiceless sounds. Be sure students have circled and underlined the sounds correctly.

Option: (+5 minutes) To extend the activity, draw the chart and write the words *Thursday, that, those, these, path, think, and breathe* on the board.

Voiceless <i>th-</i>	Voiced <i>th-</i>

Ask students to write the words in the correct columns. Then have pairs take turns reading the words. (Answers: Voiceless *th*—*Thursday, path, think*; Voiced *th*—*that, breathe, those, these*.)

Language and culture

- Students often have difficulty pronouncing the sound /ð/, as in *there*, and substitute a sound like /z/ or /d/. Demonstrate the position of the tongue: The tongue is placed loosely between the upper and lower teeth. The tip of the tongue lightly touches the upper teeth and vibrates. The sound /ð/ is voiced, which means the vocal cords vibrate, and the voice is used to produce the sound. Also difficult for many students is the voiceless *th-* sound /θ/, as in *thin*. They often substitute a sound like /s/ or /t/. To pronounce the sound /θ/, the tongue is placed between the upper and lower teeth. The tip of the tongue very lightly touches the upper teeth (and doesn’t vibrate). The sound /θ/ is voiceless; the vocal cords do not vibrate and the voice is not used. Although it is worthwhile to help students create these sounds, their mispronunciation rarely interferes with comprehensibility.

 **Pronunciation Activities**

CONVERSATION MODEL

A ▶ 5:26 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Show interest in someone’s plans by asking follow-up questions.
- Indicate possible intention with “I’ve been thinking about it.”

- Before listening to the conversation, have students describe what is in the thought bubble. (A map of Japan. The location of Sanzen-In temple.)

▶ 5:28 Recommendations / ▶ 5:29 Criticisms

- Have students listen and read the *Recommendations* and *Criticisms* boxes. If necessary, clarify the meaning of the expressions: *It’s a must-see* and *You don’t want to miss it*. (It is so good, exciting, interesting, etc., that you think people should not fail to see it or visit it.) *It’s overrated*. (It is not as good or important as some people say it is.) *It’s a waste of time*. (It is not worth the time to visit it.)
- To personalize, ask students to use the expressions in the boxes to describe things they have seen and places they have visited; for example, [*Name of a movie*] *is overrated—I fell asleep watching it*.

Language and culture

- It is possible to say *plan to do something* or *plan on doing something*.
- *Sanzen-in Temple* is the main attraction of Ohara, a small village north of Kyoto, the old capital city of Japan. It was built in 784 and is famous for its beautiful gardens.

B ▶ 5:27 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *Where exactly is the temple located?*
 - put extra stress on *Kyoto* in *About 15 kilometers north of Kyoto*.
 - stress both *must* and *see* in *It’s a must-see*.

NOW YOU CAN Describe a geographical location

A Conversation activator

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 193 of this Teacher’s Edition.
- To draw on students’ prior knowledge, ask them to say what they already know about Australia.

- To help students become familiar with the places shown in the photos, have pairs write sentences about them. Encourage students to write one sentence describing what they can see and one sentence describing what they think can be done in that place. (See the *Language and culture* box below.) For example:

Ayers Rock is a big red rock in the middle of a desert. It is a good place for climbing.

The Snowy Mountains reach high up into the air. They must be a good place for hiking and climbing.

- Remind students to ask follow-up questions with interest and enthusiasm.

DON’T STOP! Extend the conversation. Have students give more examples of questions a tourist could ask. For example:

It isn’t overrated, is it?

What are some activities you can do?

What’s the best way to get there?

What kinds of animals are there?

Encourage students to be creative and point out that if necessary, they can invent the answers to the questions as they role-play.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards; Learning Strategies

B Change partners

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Make sure students switch roles when they change partners and describe other places.

Language and culture

- Canberra is the capital of Australia. Sydney, the largest city in Australia, is known as an important seaport and commercial center. It is home of the famous Sydney Opera House. Melbourne is the second largest city and the cultural center of the country. Perth is a modern isolated city on the west coast of Australia with beautiful beaches and great surfing.
- Ayers Rock is 348 meters (1,142 feet) high and changes color according to the time of the day.
- The Great Barrier Reef is 2,000 kilometers (1,243 miles) long. There are many types of beautiful coral and fish.
- In Kakadu National Park, you can go hiking, boating, or fishing, but canoes are prohibited because of crocodiles.
- In the Snowy Mountains you can enjoy spectacular views.
- In Tasmania there are several national parks that offer beautiful scenery.

EXTRAS

Workbook or MyEnglishLab

 Speaking Activities: Unit 10, Activity 1

CONVERSATION MODEL

A ▶ 5:26 Read and listen to someone describing a geographical location.

A: Where exactly is the temple located?

B: About 15 kilometers north of Kyoto.
Are you planning to go there?

A: I've been thinking about it.

B: It's a must-see. Be sure to take pictures!

▶ 5:28 **Recommendations**

It's a must-see.
You don't want to miss it.

▶ 5:29 **Criticisms**

It's overrated.
It's a waste of time.

B ▶ 5:27 **RHYTHM AND INTONATION** Listen again and repeat.
Then practice the Conversation Model with a partner.



NOW YOU CAN Describe a geographical location

DIGITAL VIDEO

A **CONVERSATION ACTIVATOR** With a partner, change the Conversation Model to talk about the location of an interesting place. Use the map and the pictures or a map of your own country. Then change roles.

A: Where exactly located?

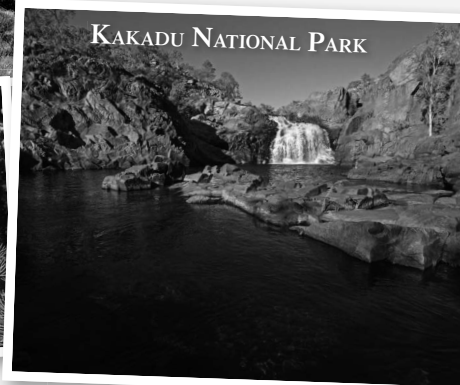
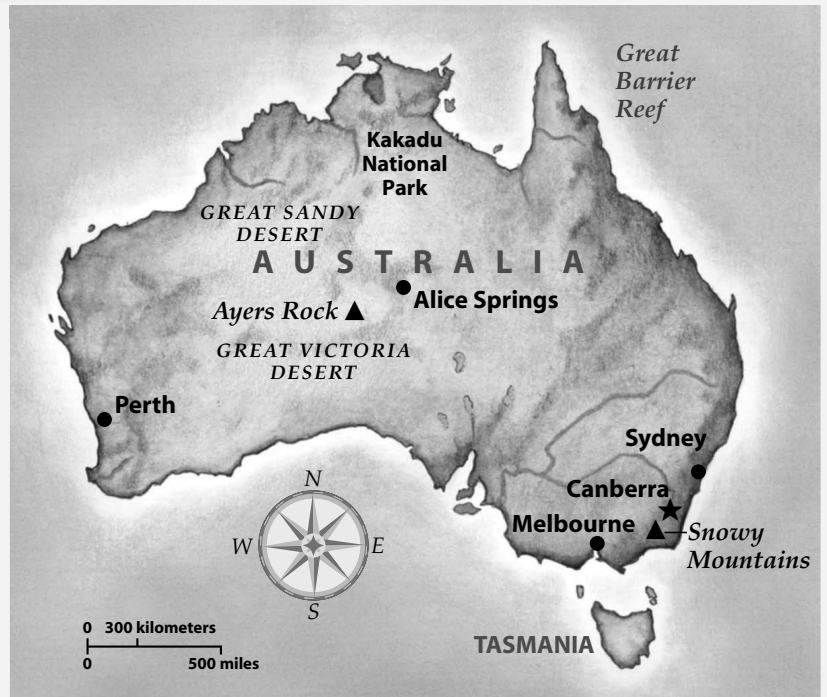
B: Are you planning to go there?

A: I've been thinking about it.

B:

DON'T STOP!

- Ask more questions about the place.
[Is it / Are they] worth seeing?
Is [it / the trip] doable in [one day]?
- Ask about other places.



B **CHANGE PARTNERS** Describe other places.

DIGITAL FLASH CARDS

VOCABULARY Describe risks

A ▶ 5:30 Read and listen. Then listen again and repeat.



It can be quite **dangerous**.



It can be very **rocky**.



It can be extremely **steep**.



It can be so **slippery**.



It can be pretty **dark**.



It can be terribly **exhausting**.



It can be really **foggy**.

▶ 5:31 Some places

a path

a cliff

a cave

▶ 5:32 Dangerous animals and insects

“ Watch out for [snakes]. ”

“ Keep an eye out for [bears]. ”



a snake



a shark



a jellyfish



a bear



a scorpion



a mosquito

B ▶ 5:33 LISTEN TO INFER Listen to the conversations. Check if the speaker thinks the place is risky or not.

	risky	not risky
1 He thinks hiking around the waterfall is . . .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 She thinks climbing the mountain is . . .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 She thinks swimming in the bay is . . .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 He thinks walking on the cliffs is . . .	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C ▶ 5:34 LISTEN TO ACTIVATE VOCABULARY Listen again. Complete each statement with the risks.

- 1 He warns that the path is sometimes really slippery and there may be mosquitoes.
- 2 She warns that there may be bears and that the path can be quite exhausting.
- 3 He's worried that there will be a lot of scorpions and there may be jellyfish.
- 4 He warns that the cliffs are really steep and there may be snakes.

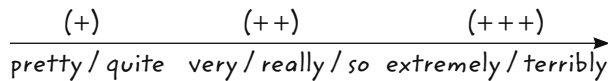
VOCABULARY

A ▶ 5:30 Read and listen . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students study the pictures and read the captions. Then ask them to listen and repeat chorally.
- Write the following continuum on the board and tell students that the adverbs express different degrees of intensity. (Note: these degrees can vary depending on the speaker’s intonation.)



▶ 5:31 Some places

- Have students read the *Some places* box. Then ask them to listen and repeat chorally.
- To provide practice with adjective and adverb placement, draw the following diagram on the board and have pairs make different combinations to describe places. Encourage students to write four or five combinations.



- To review with the class, have several students read their combinations. You may want to write some of them on the board; for example, *an extremely steep cliff, a very dark cave, a pretty slippery path, a quite dangerous road.*

▶ 5:32 Dangerous animals and insects

- Have students read the names of *Dangerous animals and insects*. Then have them listen and repeat chorally.
- Draw students’ attention to the warnings in the speech balloons *Watch out for . . .* and *Keep an eye out for . . .*. Give examples and explain their meanings: *Watch out for snakes.* (Be careful because there are snakes in the area.) *Keep an eye out for bears.* (Be careful because there may be bears.)
- To provide practice, write the sentences on the board and have pairs complete them with their own ideas.
In [place], you should watch out for ____ / keep an eye out for ____.

Option: (+10 minutes) For a challenge, form small groups and have students take turns describing places and experiences, using the vocabulary in Exercise A. Ask the other students to guess the place.

Language and culture

- *Jellyfish* is both the singular and plural form (a jellyfish / many jellyfish).
- Snakes, sharks, bears, and mosquitos bite. Jellyfish and scorpions sting.
- *Watch out* can also be used without *for* to mean “be careful;” for example, *Watch out! There’s a snake!*

B ▶ 5:33 Listen to infer

Suggested teaching time:	2–5 minutes	Your actual teaching time:	
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- To prepare students for listening, point out that each conversation is between a man and a woman. Ask students to pay attention to the *He* or *She* at the beginning of each statement, and listen to this person’s opinion of each place.
- As students listen, stop after each conversation to allow them time to choose their answers.

FYI: Do not go into details at this stage. Students will be discussing the risks in the next exercise.

AUDIOSCRIPT

CONVERSATION 1 [F = Spanish]

- F:** I can’t wait to see the waterfall. They say it’s really beautiful.
M: Oh, it’s a must-see. But be careful.
F: Why?
M: Just watch out on your way down. The path can be really slippery. You don’t want to fall.
F: Don’t worry. I’ll be careful.
M: And make sure you bring something for the mosquitoes. They can be terrible this time of year.
F: OK, I will.

CONVERSATION 2 [M = Korean]

- M:** Well, I’ll be heading off for Sorak Mountain tomorrow morning.
F: Wow! That’s great. First time?
M: Uh-huh.
F: Well, keep an eye out for bears, OK? They say it’s good to make a lot of noise while you’re hiking there.
M: I’ll do that.
F: And make sure you bring a lot of water. They say that hiking the path can be quite exhausting if you’re not used to it.
M: OK.

CONVERSATION 3 [M = British English]

- M:** Is it OK to go swimming in the bay here?
F: Definitely, it’s beautiful. The water is great.
M: I heard there are a lot of scorpions, though. Is that true?
F: On the beach? I don’t think so.
M: Are you sure? Someone said I should be careful.
F: Who told you that? We go to the beach there all the time.
M: What about jellyfish?
F: Don’t worry about it. We’ve gone swimming there for years and we’ve never had a problem.

CONVERSATION 4 [F = U.S. regional]

- F:** I’d like to take a walk north of the town to see the cliffs.
M: Great idea! The views of the ocean are fantastic. But make sure you stay on the path, OK? The cliffs are really steep and it’s dangerous to stand too close to the edge.
F: Thanks for the warning.
M: One other thing. I’m sure you won’t have a problem, but keep an eye out for snakes.
F: You’re kidding. For real?
M: Well, there are snakes in the area. Just be careful and I’m sure you’ll be fine.

C ▶ 5:34 Listen to activate vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To help students focus on the correct details, ask them to listen for the reasons why each place is or might be risky.
- Have students compare answers with a partner.

GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Direct students' attention to the chart and have them read the first explanation and study the examples. To help clarify, write on the board:

It's *too foggy to drive fast.*
 ↓ ↓ ↓
too + adj. + infinitive

- Point out that *too + an adjective + an infinitive* is used to give an explanation, reason, or warning. Restate the sentence on the board: *Don't drive fast because it is very foggy.*
- Have students read the second explanation and study the examples. To help clarify, tell students to use *for + the person or people for whom the explanation or warning is given*. Point out that when a pronoun is used after *for*, an object pronoun must be used. Write on the board:

It's *too dangerous for* *children to climb that mountain.*
them (NOT they).

Option: **GRAMMAR BOOSTER** (Teaching notes p. T145)

Inductive Grammar Charts

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- After students complete the exercise, have them check answers with a partner.

Extra Grammar Exercises

CONVERSATION MODEL

A 5:35 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Qualify a positive response with "Sure, but . . .".
- Elaborate further information with "Well, . . .".
- Express gratitude for a warning.

- Direct students' attention to the illustration of the undertow. If necessary, explain that an *undertow* is a current under the water's surface that pulls away from the land when a wave comes onto the shore; it can pull a swimmer out to sea.

B 5:36 Rhythm and intonation

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use rising intonation for *Can you tell me the way to the beach?*, *Is it safe to go swimming there?*, and *Really?*
 - pause slightly after *That way.* and *Sure.*

Language and culture

- **From the Longman Corpus:** The verbs *tell*, *show*, and *know* are frequently used with the noun *way*. You can *know the way* (to a place) or *tell* or *show someone the way*.

NOW YOU CAN Warn about a possible risk

A Conversation activator

Suggested teaching time:	10 minutes	Your actual teaching time:	
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Conversation Activator Video

- *Note:* You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 193 of this Teacher's Edition.
- Review the lists of Places to go and Things to do. Encourage students to think of more places and activities.
- Tell students they should use *the* in the first blank in the conversation, unless they use a proper noun that doesn't require *the*.
- Be sure to reinforce the use of the conversation strategies; for example, make sure students sound like they mean it when they express gratitude for a warning.

DON'T STOP! Extend the conversation. Have students give more examples of questions they can ask. For example:

Are the cliffs [dangerous]?

Should I keep an eye out for [snakes / scorpions]?

Then have students give examples of risks they can warn others about. Encourage students to provide examples using the vocabulary from page 114 or *too + adjectives + infinitives*. For example:

Keep an eye out for bears.

It's too dangerous to go swimming because of the sharks.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation and extend it with a more confident student.

Conversation Activator Video Scripts; Conversation Activator Pair Work Cards

B Change partners

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- To review, ask a few students *What did your partner warn you about?*

EXTRAS

Workbook or MyEnglishLab

Speaking Activities; Unit 10, Activity 2

GRAMMAR *Too* + adjective and infinitive

Use **too** + an adjective and an infinitive to give a warning or an explanation.

It's **too dark** to go hiking now. = Don't go hiking now because it's dark.

Those cliffs are **too steep** to climb. = You shouldn't climb those cliffs because they're very steep.

Use a **for** phrase to further clarify a warning or explanation.

It's too dangerous **for children** to go swimming there. (Only adults should swim there.)

GRAMMAR BOOSTER p. 145

- Infinitives with enough

GRAMMAR PRACTICE Complete the sentences, using **too** + an adjective and a **for** phrase + an infinitive.

- 1 It's *too dangerous for you to go* to that neighborhood alone.
dangerous / you / go
- 2 The pyramid at Teotihuacán is *too steep for older tourists to climb*
steep / older tourists / climb
- 3 It's *too late for your friends to catch* the last train to the capital.
late / your friends / catch
- 4 The path is *too rocky for your children to walk on* safely.
rocky / your children / walk on
- 5 It's really *too hot for us to go* hiking to the waterfall today.
hot / us / go
- 6 Don't you think this map is *too confusing for them to understand* ?
confusing / them / understand

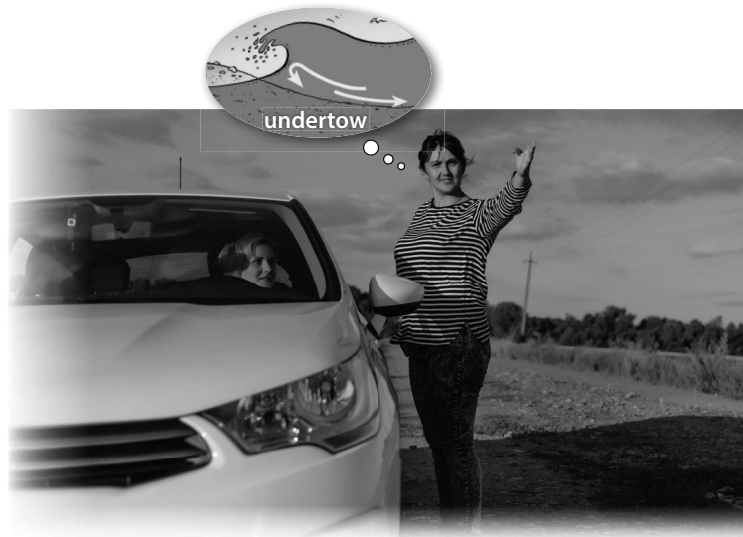
DIGITAL
MORE
EXERCISES

CONVERSATION MODEL

A ▶5:35 Read and listen to someone warning about a risk.

- A: Excuse me. Can you tell me the way to the beach?
 B: That way. It's not very far.
 A: Thanks. Is it safe to go swimming there?
 B: Sure, but be careful. There's sometimes an undertow.
 A: Really?
 B: Well, it's too dangerous for children to go swimming there. But I'm sure you'll be fine.
 A: Thanks for the warning.

B ▶5:36 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Warn about a possible risk

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Ask for directions to another place. Warn about possible risks. Then change roles.

- A: Excuse me. Can you tell me the way to ?
 B:
 A: Thanks. Is it safe to there?
 B:

B CHANGE PARTNERS Warn about another place.

DON'T STOP!

- **Ask for more information.**
 Do I need to watch out for [jellyfish / sharks]?
 Are there a lot of [snakes / bears]?
 Is the path very [steep / rocky / slippery]?
 [Is it / Are they] worth seeing?
- **Warn about other risks.**
 Watch out for [scorpions].
 It's too [dangerous / dark] [for ___] to ___ there.

Places to go	Things to do
a waterfall	go swimming
a path	go hiking
a cave	go climbing
a beach	go biking
cliffs	go skiing
a volcano	
a national park	

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

- A ▶ 5:37 **VOCABULARY • Describing natural features** Read and listen.
Then listen again and repeat.

▶ 5:38 **Strong positive adjectives**
The scenery was **breathtaking**.
The views were **spectacular**.
The sights were **extraordinary**.

Geographic nouns



a forest

a jungle



a valley

a canyon



an island

a glacier

Geographic adjectives



mountainous



hilly



flat



dry / arid



lush / green

- B **PAIR WORK** Talk about places you know, using the nouns and adjectives from the Vocabulary.

“ The north of this country is pretty flat and arid, but in the south it’s really mountainous. The green valleys and forests are spectacular. ”

LISTENING COMPREHENSION

- A ▶ 5:39 **LISTEN FOR MAIN IDEAS** Read the questions. Listen to a description of a memorable trip and answer the questions.

- What country did Mr. Yamagichi visit?
a the U.S. b Australia c Canada d the U.K.
- What kind of place did he visit?
 a a park b a beach c an island d a jungle
- What activity did he and his wife do the most?
a go skiing b go swimming c go hiking d go hang gliding
- What geographical adjective best describes this place?
a flat b arid c hilly d mountainous



Mitsuhiro Yamagichi

BEFORE YOU LISTEN

A ▶ 5:37 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students look at the photographs and read the geographic nouns. Then have them listen and repeat chorally.
- To provide practice with the nouns, describe a place. Ask students to call out the noun.
 - It's an area of land completely surrounded by water.*
(An island.)
 - It's a large mass of ice.* (A glacier.)
 - It's between two mountains or mountain ranges.*
(A valley.)
- Have students look at the photographs and read the geographic adjectives. Then have them listen and repeat chorally.
- To provide practice with the adjectives, describe a type of geography. Ask students to call out the adjective.
 - When it hardly ever rains and there are very few plants.*
(Dry / arid.)
 - When there are no mountains or hills.* (Flat.)

▶ 5:38 Strong positive adjectives

- Have students read the *Strong positive adjectives*. Ask them to listen and repeat. To clarify the meaning of the adjectives, point out that they all mean *very impressive* or *exciting*. To clarify the meaning of the nouns, point out that *scenery*, *view*, and *sights* are often used to describe nature. If necessary, provide definitions of the nouns: *scenery* (The natural features of a place, such as mountains, forests, and deserts.); *views* (The area that you can see from a place.); and *sights* (Things that you can see.).

Language and culture

- **From the Longman Corpus:** The adjective *lush* frequently collocates with the adjective *green* (*lush green valleys / lawns / hills*).

Learning Strategies

B Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To model the activity, read the speech balloon with the class.
- Encourage students to talk about places they know or other places they may have read about. You may want to ask pairs to write four or five sentences describing these places.
- To review, have several students describe the places they discussed.

LISTENING COMPREHENSION

A ▶ 5:39 Listen for main ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for listening, have them read the questions to know what information to listen for.
- Encourage students to take notes as they listen.
- To review, have students compare answers with a partner and then review with the class.

AUDIOSCRIPT

MITSUHIKO YAMAGICHI [Japanese]

Last July, my wife and I took a trip to Canada to visit a place called Banff National Park. We flew from Tokyo to Vancouver, which is a beautiful city in the west of Canada, and we rented a car and drove to Banff. It's about eight hundred kilometers to the east of Vancouver, so it took about nine hours to get there. The park is located in the southwest corner of the province of Alberta.

In Banff, we stayed at a huge old hotel right on Lake Louise. The Lake Louise Hotel is really famous—you can see it in pictures on the internet. It was pretty expensive, but worth it. Lake Louise was breathtaking—it's a beautiful greenish blue color and surrounded by mountains. Even in July, you could still see snow at the top of many of the mountains. The lake was like a mirror—when we hiked around it, we could actually see the mountains and the hotel in the lake. And at the far end of the lake, at the foot of Mount Victoria, you can see Victoria Glacier. It was really spectacular. That's where a lot of the water in Lake Louise comes from.

There are lots of hiking paths from Lake Louise, and we hiked every day. The fresh, clean air and the green forests were amazing. One day we actually saw a bear! Another time we followed the path to Fairview Mountain, which has amazing cliffs—really high up. When you get to the top, the views are fantastic.

We also visited Johnson Canyon, a short drive from Lake Louise. There are seven different waterfalls you can visit. Near some of the falls, the path was a little slippery, so we had to be careful. But each one was extraordinary. My wife couldn't stop taking pictures.

We spent four days there, and it was an unforgettable trip.

Learning Strategies

B ▶ 5:40 Listen for details

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the adjectives and the nouns in the box.
- Ask students to match the words as they listen. Then have them listen again to confirm their choices and take notes to support their answers.
- To review, have pairs compare their answers and support their choices. Then review with the class.

C Pair work

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To help students focus on main ideas, have them review their answers in Exercises A and B.
- On the board, write the names of some of the places.

Tokyo	Lake Louise
Vancouver	Fairview Mountain
Banff National Park	Johnson Canyon
- If necessary, play the recording again while students take notes about each place.

Option: (+10 minutes) To extend the activity, ask several volunteers to present their summaries to the class.

NOW YOU CAN Describe a natural setting

A Frame your ideas

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, ask them to look at the photographs. Call out a place and brainstorm words (nouns and adjectives) to describe it. Students should say words or phrases rather than complete sentences; for example, **T:** *The Galapagos Islands*. **S:** *lush, green, fresh, natural, beauty*.
- Encourage students to use the vocabulary they learned in this unit.

Language and culture

- The Galapagos Islands, a group of volcanic islands in the Pacific Ocean, are located about 1,050 kilometers (650 miles) to the west of Ecuador (South America). Some wildlife species, such as giant tortoises and lizards, are found only on these islands.
- With unique granite peaks and a moderate year-round climate, China's Yellow Mountain is the destination of millions of tourists every year. Located in eastern China and featured in traditional Chinese paintings and photography, the range features striking sunrises and ancient trees. In 1990, it became a UNESCO World Heritage site because of its scenery and the habitat it provides for endangered species.
- Alaska, the largest state in the U.S., has spectacular scenery, with mountains, glaciers, volcanoes, and forests.

- Tahiti, an island in the southern Pacific Ocean, is a popular tourist destination. Mountains, waterfalls, and lush vegetation cover the island.
- Iguazu Falls is located between Brazil (Iguaçu) and Argentina (Iguazú). It means "big water." It is considered to be one the most spectacular waterfalls in the world.

B Notepadding

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Point out that students can write about a place they have visited or read about.
- To help students generate ideas, brainstorm the kinds of information that can be included under the headings *Description* and *Things you can do there*. Write on the board (without the possible answers):

Description	Things you can do there
<i>location</i> <i>natural features</i> <i>adjectives to describe the features</i> <i>wildlife</i> <i>weather</i> <i>advice</i> <i>warnings</i>	<i>places to go: towns, waterfalls, mountains, beaches, cliffs, caves, paths, forests</i> <i>activities: hiking, climbing, swimming, taking pictures, canoeing, resting, relaxing, snorkeling, diving, skiing, surfing, lying on the beach</i>

- As students complete their notepads, walk around the room, providing help as needed.

C Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Review the language in the Recycle box. Remind students to use the language they learned in this unit.
- Encourage the students who are listening to ask their partner follow-up questions.

Option: (+10 minutes) For a challenge, have students give presentations about the places they chose to the class. Ask them to use their notepads as a guide. Have their classmates ask follow-up questions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 10, Activity 3

B ▶ 5:40 **LISTEN FOR DETAILS** Listen again and pay attention to how Mr. Yamagichi describes what he saw on his trip. Complete each phrase with a word from the box.

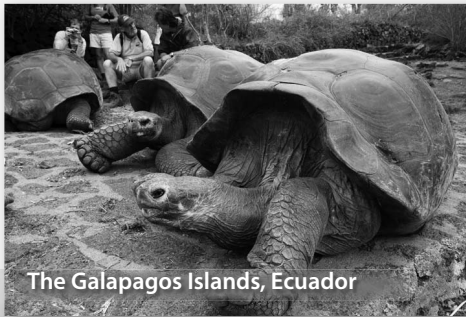
- | | |
|--|-----------------------------------|
| 1 amazing forests | 5 fantastic views |
| 2 breathtaking lake | 6 fresh, clean air |
| 3 extraordinary waterfalls | 7 slippery path |
| 4 famous hotel | 8 spectacular glacier |

air	lake
canyon	mountains
cliffs	path
forests	views
glacier	water
hotel	waterfalls

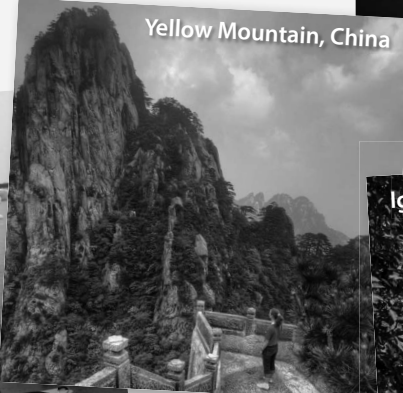
C PAIR WORK With a partner, summarize Mr. Yamagichi's trip in your own words by restating key details. Listen again if necessary.

NOW YOU CAN Describe a natural setting

A FRAME YOUR IDEAS Choose a photo. Describe the place and what a person could do there. Your partner guesses which place you chose.



“ It's a lush island in a beautiful ocean. You can lie on the beach and do nothing or go snorkeling. ”



B NOTEPADDING On your notepad, write about a spectacular place you know or a place you'd like to visit. What does it look like? What can you do there?

Name of place:	Things you can do there:
Description:	

C PAIR WORK Tell your partner about the place you wrote about on your notepad. Use the Vocabulary.

RECYCLE THIS LANGUAGE.

<p>It's in the [north] / on the [coast]. It's located on the [Orinoco River]. It's located on the [shore / east coast] of [Lake Victoria]. It's south of ____. It's in the central part of ____. It's a must-see.</p>	<p>You don't want to miss it. [Bash Bish Falls] is overrated, but [Niagara Falls] is breathtaking. [Saw Valley] is a waste of time, but [Pine Valley] is extraordinary. It's very [rocky / steep / slippery].</p>
--	--

BEFORE YOU READ

DIGITAL
FLASH
CARDSA ▶ 5:41 **VOCABULARY • Energy and the environment** Read and listen. Then listen again and repeat.**the environment** *n.* the air, water, and land in which people, animals, and plants live**pollution** *n.* the act of causing air, water, or land to become dirty and unhealthy for people, animals, and plants**climate change** *n.* a long-term change in the Earth's temperatures and weather patterns**power** *n.* electricity or other force that can be used to make machines, cars, etc., work**renewable energy** *n.* power from natural resources, such as wind power or solar power (from the sun), that is continually available for human use**energy-efficient** *adj.* using as little power as possibleB **DISCUSSION** What do you already know about global warming? What causes it? What effect is it having on the environment?▶ 5:42 **Stress in verbs and nouns****increase** *v.* to become larger in amount
an increase in [temperature] *n.***decrease** *v.* to become smaller in amount
a decrease in [pollution] *n.*

READING ▶ 5:43

Choose Clean Energy and Help Curb Global Warming



Compact fluorescent light bulbs use less electricity.

Fossil fuels such as oil, coal, and natural gas provide energy for our cars and homes, but increase the amount of carbon dioxide (CO₂) in the air, contributing to climate change in the form of global warming. However, there are choices we can make that can lessen their negative impact on the environment.

Get moving—Take good care of your car and keep your tires properly inflated with air. You will use less gasoline and save money. Better yet, skip the drive and walk, take public transportation, or ride a bicycle when you can.

Upgrade—Replace your old refrigerator or air conditioner with a new energy-efficient model. Not only will you save money on your electric bill, but you'll contribute to cutting back on the pollution that causes global warming.

See the light—Use new energy-saving compact fluorescent light bulbs. They produce the same amount of light as older incandescent bulbs, but they use 75% less electricity and last much longer.

Cut back—Try to reduce the amount of water you use for showers, laundry, and washing dishes. And turn the

temperature on your hot water heater down.

Recycle—Use products that are recycled from old paper, glass, and metal to reduce energy waste and pollution by 70 to 90%. And before you toss things in the garbage, think about what you can reuse.

Think local—Shipping foods over long distances is a waste of energy and adds to pollution. In addition, the pesticides and chemicals used to grow them are bad for the environment. So buy locally grown fruits and vegetables instead.

Speak out—Talk to lawmakers about your interest in curbing global warming. Support their attempts to improve standards for fuel efficiency, to fund renewable and clean energy solutions, such as wind and solar power, and to protect forests.

The effects of global warming

- An increase in floods, droughts, tornadoes, and other extreme weather conditions
- A rise in sea levels, causing flooding in coastal areas
- Higher sea surface temperatures, endangering sea life
- The shrinking of glaciers, leading to a decrease in fresh water for rivers and less energy production
- A loss of tropical forests, an increase in arid lands, more forest fires, and a loss of animal and plant species
- A decrease in agricultural yields, leading to famine

Clean, renewable energy solutions like wind power can help curb global warming.

BEFORE YOU READ

A ▶ 5:41 **Vocabulary**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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V **Vocabulary Flash Card Player**

- Ask students to read the words and their definitions. Then have them listen and repeat chorally.

▶ 5:42 **Stress in verbs and nouns**

- Follow the same procedure with the words in the box. Point out the change in stress between the verb forms and noun forms. (The verb forms have the stress on the second syllable. The noun forms have the stress on the first.)
- To check comprehension, write the following definitions on the board.
 1. *uses little power*
 2. *force that makes machines work*
 3. *to become larger in amount*
 4. *air, water, and land*
 5. *power that doesn't run out*
 6. *act of damaging air, water, or land*
 7. *new and ongoing differences in the planet's weather*
 8. *to become smaller in amount*
- Ask students to study the vocabulary words for a minute and then close their books. Ask them to work in pairs to write the correct word for each definition. To review, have them open their books and check their answers. (1. Energy-efficient; 2. power; 3. increase; 4. the environment; 5. renewable energy; 6. pollution; 7. climate change; 8. decrease.)

B Discussion

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students what global warming is. (Possible answer: *Global warming is an increase in Earth's temperature.*)
- To help students visualize the main points of their discussion, write the following on the board:

Global Warming
Causes Effects
- In small groups, have students discuss global warming's causes and effects. Encourage them to take notes, using the Vocabulary from Exercise A.
- To review, call on students from different groups to share their ideas with the class. As you get feedback from students, list some causes and effects on the board. (Possible answers: Causes—pollution, cars, and factories. Effects—storms are worse, oceans rise, summers are hotter.)

Language and culture

- The term *global warning* is increasingly being referred to as *climate change*.


READING ▶ 5:43

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- To help students practice the reading strategy of skimming, write the following questions on the board and have students skim quickly through the text to decide which question best describes what the article is about. Then review with the class.
 1. *What is global warming?*
 2. *What are the main causes and effects of global warming?*
 3. *What can be done to reduce global warming?*
 4. *Why is Earth's temperature rising so quickly?*
 (Question 3.)
- After students have read the article, call attention to the sidebar. Review the effects of global warming. Ask students if any of these match the effects students discussed in Exercise B.

Option: (+5 minutes) To extend the activity, write on the board the following tips for helping to curb global warming. Have students read the tips and then put them in the order in which they occur in the Reading. Ask students to reread the text to confirm their answers.

1. *Buy recycled products and recycle the products you already have.*
 2. *Try to use less water.*
 3. *Express your concern and support those who take action.*
 4. *Try to use less gasoline.*
 5. *Get new light bulbs that use less electricity.*
 6. *Buy foods that are produced locally.*
 7. *Get a new energy-efficient refrigerator or air conditioner.*
- (4, 7, 5, 2, 1, 6, 3)

 **Learning Strategies**

A Understand from context

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to find and underline the words in the text. Encourage them to complete the items they are confident about first.
- Have students compare answers with a partner. Then review with the class. Ask students to explain why they made their choices.

B Critical thinking

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Give students a few minutes to look back through the text and take notes for each question individually.
- As students discuss the questions in small groups, encourage them to use the Vocabulary in Exercise A on page 118.
- For question 2, if necessary, clarify the meaning of *disaster relief*. (Food and clothes given to people who need help after a natural disaster.)
- To review, have students from different groups share their answers with the class.

C Summarize

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To prepare students for the activity, have them look back at the text and count the number of ways to curb global warming given in the article. (Approximately ten.)
- Elicit these ways from students and write them on the board. Have students use them as a guide to write their summaries.
- Walk around as pairs write their summaries, providing help as needed. Make sure students use their own words rather than copy from the article.
- Ask students to include other ways to curb global warming.

Extra Reading Comprehension Exercises

NOW YOU CAN Discuss solutions to global warming

A Notepadding

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Have students include activities that increase energy waste and pollution. Encourage students to write at least

two ideas for each category on their notepads. (Possible answers: At home—I use old light bulbs. I don't have an energy-efficient refrigerator. I don't always buy locally-grown products. I keep my home too warm. I take long showers. I use a lot of water to wash dishes and clothes every day; At work—We never turn the lights off when we leave. We use a lot of energy for air-conditioning; At school—We don't recycle paper. We put lots of things in the garbage without considering if they can be reused; Transportation—I never walk or ride my bike to school. I usually drive to work. I never take public transportation; Other—I buy things with a lot of packaging. I don't usually express my concerns about the environment.)

B Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- To model the activity, review the speech balloons with the class.
- To help students with the language they will need for the activity, you may want to write some ways to give suggestions on the board:
(Maybe) you should . . .
Why don't you try . . . ?
You should / could . . .
If I were you, I'd . . .
Have you ever thought of . . . ?
You might want to . . .
- As students share their ideas, encourage them to give each other as many suggestions as they can.

C Discussion

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- To prepare students for the activity, review the language in the Recycle box.
- Text-mining:** Have students share their Text-mining examples and use them to create new statements with a partner.
- As students discuss the topics in small groups, remind them to acknowledge their partner's opinions and state their own opinions and reasons.
 - Ask volunteers from different groups to report their conclusions to the class.

EXTRAS

Workbook or MyEnglishLab

-  **Speaking Activities: Unit 10, Activity 4; "Find Someone Who . . ." Activity**

A UNDERSTAND FROM CONTEXT Find and underline each of the following words or phrases in the Reading. Then use your understanding of the words to write definitions. Answers will vary, but may include the following:

- | | |
|--|---|
| 1 fossil fuels oil, coal, natural gas | 4 reduce make smaller in amount |
| 2 global warming negative changes to the environment | 5 curbing limiting |
| 3 inflated resulting from climate change .. | 6 a rise an increase |
| filled | |

B CRITICAL THINKING Discuss the questions.

- The article mentions fossil fuels as a major source of energy. What two other sources of energy are mentioned? How are they different from fossil fuels?
- Look at the list of the effects of global warming in the Reading. What impact could they have on these aspects of your country's economy: tourism, food production, housing, and disaster relief?

DIGITAL
MORE
EXERCISES

C SUMMARIZE Review the Reading again. Then close your book. With a partner, discuss and make a list of the ways the Reading suggests you can help curb global warming.

NOW YOU CAN Discuss solutions to global warming

A NOTEPADDING What do you do in your daily life that might contribute to the energy waste and pollution that causes global warming? Make a list on your notepad.

at home:
at work:
at school:
in transportation:
other:

C DISCUSSION Do you agree with the suggestions in the Reading? Discuss the value of trying to take personal actions to help curb global warming. Talk about:

- what you are doing now.
- what you'd like to do in the future.
- what you think is not worth doing.

RECYCLE THIS LANGUAGE.

Are you in favor of ___?
I think / don't think it's a good idea to ___.
I'm against ___.
That's true, but ___.
I see what you mean, but ___.
Well, on the one hand, ___. But, on the other hand, ___.
That's one way to look at it, but ___.
That depends.
We'll have to agree to disagree.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: "a waste of energy."

B PAIR WORK Compare notepads with a partner. Discuss what you think each of you could do to help cut down on energy waste and pollution.

“ I don't really recycle everything I can right now, but I'd like to. I think it would be better for the environment if I did. ”

“ I want to buy energy-efficient light bulbs, but they're more expensive than the regular kind. ”



REVIEW

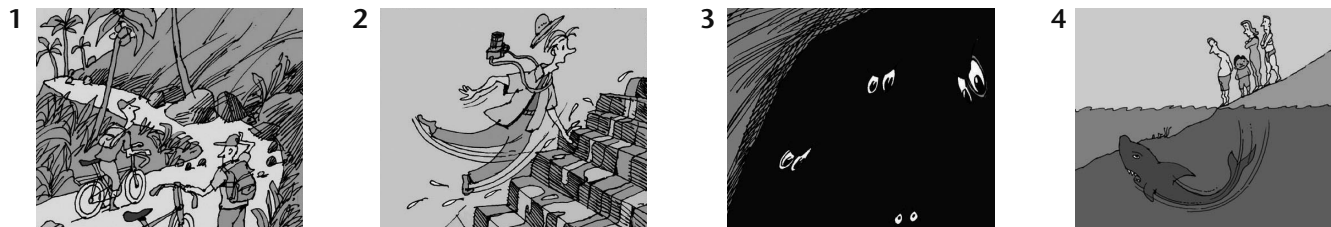
A ▶5:44 Listen to the conversations. Write the type of place each person is talking about, choosing words from the box. Then check whether or not the person recommends going there.

a canyon	a desert	an island	a volcano
a cave	a glacier	a valley	a waterfall

Type of place	Recommended?
1 a canyon	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
2 a waterfall	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no

Type of place	Recommended?
3 an island	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
4 a valley	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no

B Look at the pictures. Complete the warnings about each danger, using too.

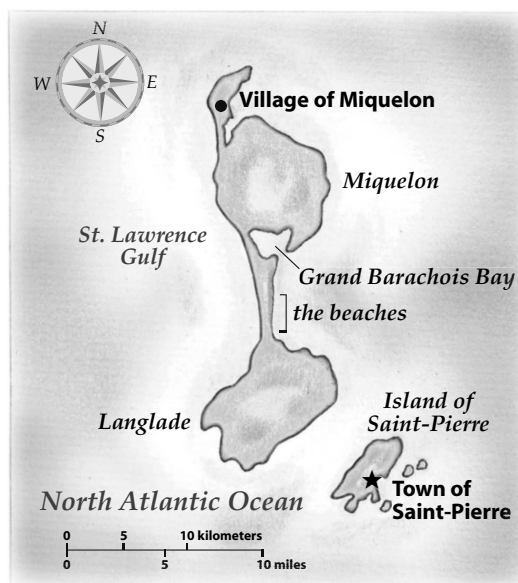


Answers will vary, but may include the following:

- That road is too rocky to ride on if you're not careful.
- Those steps are too slippery to climb safely after a rain.
- It's too dark to go in the cave without a flashlight.
- It's too dangerous to go swimming in the bay.

C Complete the locations, using the map.

- The town of Saint-Pierre is on the shore of the island of Saint-Pierre.
- Grand Barchois Bay is south of ... the village of Miquelon.
- The island of Saint-Pierre is southeast of Langlade.
- The village of Miquelon is about 33 km / 21 miles from the town of Saint-Pierre.
- The beaches are on the east / eastern coast.



WRITING

Write a description of your country, state, or province. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.

quiet / noisy	humid / foggy	spectacular
crowded	dry / arid	breathtaking
hot / warm	lush / green	extraordinary
cold / cool	steep / rocky	beautiful
mountainous	high / low	gorgeous
flat / hilly	green / blue	unique

WRITING BOOSTER p. 153

- Organizing by spatial relations
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH **POP** • Lyrics p. 155
 "It's a Beautiful World"
 DIGITAL SONG **DIGITAL KARAOKE**

REVIEW

A ▶ 5:44 Listen to the conversations . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To prepare students for listening, review the words in the box.
- As students listen, pause after each conversation to allow them time to answer.
- To review, have students compare answers with a partner.

Option: (+5 minutes) To extend the activity, have students listen to the passage again and write the speakers' negative or positive comments about each place. Encourage students to listen for the expressions they learned in this unit. (1. It's a little overrated. 2 It's a must-see. 3. You don't want to miss it. 4. It's a waste of time.)

AUDIOSCRIPT

CONVERSATION 1

F: Have you ever gone to Morton's Pass?

M: Oh, yeah.

F: I heard it's a pretty nice canyon to visit. How far is it?

M: Oh, I'd say about 50 miles south of the city.

F: Would you recommend it?

M: Well, if you ask me, it's a little overrated. I'd pick something else to see, instead.

F: Thanks for letting me know.

CONVERSATION 2

M: Terry tells me that you've been to Bash Bish Falls.

F: Did she tell you that?

M: Yeah. I'm thinking of going next week. I love waterfalls. So what do you think? Is it worth it?

F: In my opinion, it's a must-see. You'd be crazy not to go.

M: Really!

CONVERSATION 3

F: Have you ever been to Treasure Island?

M: A bunch of times. Why?

F: Well, I'm wondering if it's worth a trip. I'm not sure if I'd like being on an island.

M: In my opinion?

F: Yes, I'd love to hear your opinion.

M: You don't want to miss it.

F: That's all you have to say?

M: That's all I have to say.

CONVERSATION 4

M: So in the last days of my vacation, I'm thinking of spending some time in Pipo Valley. Tom told me it was spectacular.

F: Oh, yeah?

M: What do you mean, "Oh, yeah?"

F: Well, if you ask me, I'd say it was a waste of time.

M: You've been there?

F: I've been there. There's Mount Pi on one side. And Mount Po on the other side.

M: And?

F: I still don't think it's worth it. But to each his own.

B Look at the pictures . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To model the activity, complete the first item with the class. Point out that students should use *too* + adjective + infinitive.
- Have students compare answers with a partner and then review with the class.

C Complete the locations . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Before students begin the activity, tell them that Saint-Pierre and Miquelon are small rocky islands off the coast of Newfoundland, Canada. They are the last possessions of France.
- Point out that they also need to write the correct form of *be* in items 2 through 5.
- Call on students to share their answers with the class.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Have students choose the country, state, or province they want to write about.
- To help students generate ideas, write the following checklist on the board.

<i>Location</i>	<i>Wildlife</i>
<i>Cities</i>	<i>Activities</i>
<i>Geographical features</i>	<i>Possible risks</i>
- Before they write, ask students to take notes about each category from the checklist. Encourage them to use the adjectives in the box and to refer to the grammar and vocabulary from the unit.
- Walk around the room and provide help as needed.

Option: **WRITING BOOSTER** (Teaching notes p. T153)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the map, chart, and pictures and become familiar with them.

Game

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- To model the activity, review the examples with the class.
- To prepare students, ask them to write four sentences describing a location or a natural feature. Point out that there are many ways to describe a place.
- Form small groups and have students use the sentences they wrote to play the guessing game. (Possible answers: It's located south of Katmai National Park. [Kodiak Island.]; It's to the east of Alaska. [Canada.]; It's a large area of water southwest of Alaska. [The Bering Sea.]; It's a capital. [Juneau.]; It's north of Anchorage. [Denali National Park / Fairbanks.]; It's a large area of water to the north of Alaska. [The Arctic Ocean.]
- To review, say *Juneau* and have several students share with the class a sentence they used to describe it. (Possible answers: It's a capital city. It's a city to the east of a park. It's on the coast of Alaska. It's near some glaciers.) Follow the same procedure with the other cities and geographical features shown on the map.

Pair work

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- To prepare students for the conversation, ask them to imagine that they are visitors to Alaska; one of them asks directions to a place and the other explains the way and warns about a possible risk.
- Direct attention to the icons under *Explore Alaska!* and have students name the risks or lack of risks in each place. (Possible answers: Watch out for bears in Denali National Park. There are a lot of mosquitoes in Katmai National Park. Don't worry, there aren't any snakes on Kodiak Island.)
- Ask students to choose one of the places under *Explore Alaska!* for their conversations.

Possible responses . . .

A: Where is Katmai National Park? **B:** About three hours southwest of Anchorage by car. Are you planning to go there? **A:** I've been thinking about it. **B:** You don't want to miss it. Be sure to take some insect repellent. **A:** Are there mosquitoes? **B:** Yes, a lot. You'll get eaten alive if you don't have any.

Possible responses . . .

A: Excuse me. Could you tell me the way to Denali National Park? **B:** That way. It is about 100 kilometers north of here. **A:** I'm thinking of going today. Is it worth it? **B:** Absolutely. The views are spectacular. **A:** Is it safe to go to the park with children? **B:** Sure, but keep an eye out for bears. There are a lot in the area. **A:** Really? **B:** Yes. Just be careful.

Option: (+10 minutes) For a challenge, ask students to visit the official websites of the Denali National Park or the Kodiak National Wildlife Refuge and find and report interesting information about them.

Language and culture

- Alaska is the largest state in the United States.
- Anchorage, the largest city in Alaska, is a modern city, but you can see wild animals such as moose wandering around town. Fairbanks is the second largest city.
- The tallest mountain in North America, Mt. McKinley (or Denali), is in Denali National Park.
- Katmai National Park is an ideal place for viewing brown bears in their natural habitat.
- Glacier Bay National Park has spectacular mountain ranges, beaches, and glaciers. Visitors go kayaking, river rafting, glacier viewing, and whale watching.
- Kodiak Island is a beautiful island with rugged mountains and the largest brown bears in North America.

Option: Oral Progress Assessment

Use the images on page 121. Encourage students to use the language practiced in this unit and previous units.

- Tell the student to look at the map and pictures and describe the geographical features of Alaska.
- Tell the student to give at least three warnings about the risks in Alaska, using the pictures, the *Explore Alaska!* brochure, and his or her imagination. Ask the student to also use *too* if possible. For example:
The mountains at Glacier Bay National Park are too high to climb.
- Evaluate the student on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



Oral Progress Assessment Charts

Option: Top Notch Project

Form small groups of three or four students and have them create a travel brochure.

Idea: Ask students to choose a place from this unit, or another interesting place. Have them do research and take notes. Then ask students to prepare a brochure that includes pictures and maps. Encourage students to give reasons why their classmates should plan a trip to that particular place. Then have groups present their brochures to the class.

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

GAME Using the map and the pictures, describe a location or natural features. Your classmates guess the place. For example:

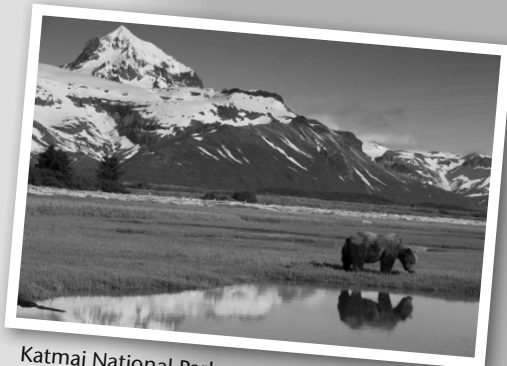
It's located south of Denali National Park. OR It has spectacular glaciers.

PAIR WORK Use the map and the "Explore Alaska!" chart to create conversations for the man and the woman. Start like this:

Where exactly is ___? OR Excuse me. Could you tell me the way to ___?



Glacier Bay National Park



Katmai National Park



Explore Alaska!



	bears	mosquitos	snakes	fog
Denali National Park	✓	✓	x	✓
Kodiak Island	✓	✓	x	✓
Katmai National Park	✓	✓	x	x
Glacier Bay National Park	x	x	x	✓



✓ NOW I CAN

- Describe a geographical location.
- Warn about a possible risk.
- Describe a natural setting.
- Discuss solutions to global warming.

Reference Charts

PRONUNCIATION TABLE

Vowels		Consonants			
Symbol	Key Words	Symbol	Key Words	Symbol	Key Words
i	beat, feed	p	pack, happy	z	zip, please, goes
ɪ	bit, did	b	back, rubber	ʃ	ship, machine, station, special, discussion
eɪ	date, paid	t	tie	ʒ	measure, vision
ɛ	bet, bed	d	die	h	hot, who
æ	bat, bad	k	came, key, quick	m	men
ɑ	box, odd, father	g	game, guest	n	sun, know, pneumonia
ɔ	bought, dog	tʃ	church, nature, watch	ŋ	sung, ringing
oʊ	boat, road	dʒ	judge, general, major	w	wet, white
ʊ	book, good	f	fan, photograph	l	light, long
u	boot, food, flu	v	van	r	right, wrong
ʌ	but, mud, mother	θ	thing, breath	y	yes
ə	banana, among	ð	then, breathe		
əː	shirt, murder	s	sip, city, psychology		
aɪ	bite, cry, buy, eye	tʃ	butter, bottle		
aʊ	about, how	tʰ	button		
ɔɪ	voice, boy				
ɪr	deer				
ɛr	bare				
ɑr	bar				
ɔr	door				
ʊr	tour				

IRREGULAR VERBS

base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	lend	lent	lent
become	became	become	let	let	let
begin	began	begun	lose	lost	lost
bite	bit	bit / bitten	make	made	made
bleed	bled	bled	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned / burnt	burned / burnt	quit	quit	quit
buy	bought	bought	read /rɪd/	read /rɛd/	read /rɛd/
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	rise	rose	risen
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed / dreamt	dreamed / dreamt	send	sent	sent
drink	drank	drunk	sew	sewed	sewn
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	spread	spread	spread
fit	fit	fit	stand	stood	stood
flee	fled	fled	steal	stole	stolen
fly	flew	flown	stick	stuck	stuck
forbid	forbade	forbidden	sting	stung	stung
forget	forgot	forgotten	strike	struck	struck
get	got	gotten	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake up	woke up	woken up
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written
leave	left	left			

1 THE PRESENT OF BE

Statements

I	am / am not	late.
You We They	are / aren't	
He She It	is / isn't	

2 THE SIMPLE PRESENT TENSE

Statements

I You We They	speak / don't speak	English.
He She	speaks / doesn't speak	English.

Yes / no questions

Do / Don't	I you we they	know	them?
Does / Doesn't	he she	eat	meat?

Short answers

Yes,	I you we they	do.
	he she it	does.
No,	I you we they	don't.
	he she it	doesn't.

Information questions

What	do	I you we they	need?
When	does	he she it	start?
Who	does	she	like?
Who		wants needs likes	this book?

3 THE PRESENT CONTINUOUS

Statements

I	am	watching TV.
You We They	are	studying English.
He She It	is	arriving now.

Yes / no questions

Am	I	going too fast?
Are	you we they	
	he she it	

Short answers

Yes,	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not. we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	doing?
When	is	he she it	leaving?
Where	am	I	staying tonight?
Who	is		driving?

4 THE PAST CONTINUOUS

Statements

I	was / wasn't	singing that song.
You We They	were / weren't	playing the piano.
He She It	was / wasn't	leaving from Central Station.

Yes / no questions

Was	I he she it	landing in Sydney when the storm began?
Were	we you they	

(The past continuous—continued)

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

When	was	I he she	speeding?
Where	were	we you they	going?
Who	was		arriving?

5 THE PAST OF BE

Statements

I He She It	was	late.
We You They	were	early.

Yes / no questions

Was	I he she it	on time?
Were	we you they	in the same class?

Short answers

Yes,	I he she it	was.	No,	I he she it	wasn't.
	we you they	were.		we you they	weren't.

Information questions

Where	were	we? you? they?	
When	was	he she it	here?
Who	were	they?	
Who	was	he? she? it?	

6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

Statements

I You He She It We They	stopped / didn't stop	working.
---	--------------------------	----------

Yes / no questions

Did	I you he she we they	make a good dinner?
-----	-------------------------------------	---------------------

Short answers

Yes,	I you he she it	did.
	No, we they	didn't

Information questions

When	did	I you he she we they	read that?
Who	did	they	see?
Who			called?

7 THE FUTURE WITH WILL

Affirmative and negative statements

I You He She It We They	will / won't	stop at five o'clock.
---	-----------------	-----------------------

Yes / no questions

Will	I you he she it we they	be on time?
------	---	-------------

Affirmative and negative short answers

Yes,	I you he	will.
No,	she it we they	won't

Information questions

What will	I you he she it we they	do?
Who will		be there?

8 THE FUTURE WITH BE GOING TO

Statements

I'm You're He's She's It's We're They're	going to / not going to	be here soon.
--	----------------------------	---------------

Yes / no questions

Are	you we they	going to	want coffee?
Am	I	going to	be late?
Is	he she it	going to	arrive on time?

Short answers

Yes	I	am.	No,	I'm not.
	you	are.		you aren't / you're not.
	he she it	is.		he isn't / he's not. she isn't / she's not. it isn't / it's not.
	you we they	are.		you aren't / you're not we aren't / we're not. they aren't / they're not.

Information questions

What	are	you we they	going to	see?
When	is	he she it	going to	stop?
Where	am	I	going to	stay tomorrow?
Who	is		going to	call?

9 THE PRESENT PERFECT

Affirmative and negative short answers

I You We They	have / haven't	left.
He She It	has / hasn't	

Yes / no questions

Have	I you we they	said enough?
Has	he she it	already started?

Affirmative and negative short answers

Yes,	I you	have.
No,	we they	haven't.
Yes,	he	has.
No,	she it	hasn't.

Information questions

Where	have	I you we they	seen the book?
How	has	he she it	been?
Who	has		read it?

10 THE PASSIVE VOICE

Form the passive voice with a form of <u>be</u> and the past participle of the verb		
	ACTIVE VOICE	PASSIVE VOICE
simple present	Art collectors buy famous paintings	Famous paintings are bought by art collectors.
present continuous	The Cineplex is showing that film.	That film is being shown by the Cineplex.
present perfect	All the critic have reviewed that book.	That book has been reviewed by all the critics.
simple past	Vera Wang designed this dress.	This dress was designed by Vera Wang.
past continuous	Last year, World Air was still selling tours to the Ivory Coast.	Last year, tours to the Ivory Coast were still being sold .
future with <u>will</u>	The children will return the books tomorrow.	The books will be returned tomorrow.
<u>be going to</u>	Bar's Garage is going to repair my car this afternoon.	My car is going to be repaired by Bart's Garage this afternoon.

GERUNDS AND INFINITIVES

Verbs followed by a gerund

acknowledge	delay	escape	keep	propose	risk
admit	deny	explain	mention	quit	suggest
advise	detest	feel like	mind	recall	support
appreciate	discontinue	finish	miss	recommend	tolerate
avoid	discuss	forgive	postpone	report	understand
can't help	dislike	give up	practice	resent	
celebrate	endure	imagine	prevent	resist	
consider	enjoy	justify	prohibit		

Verbs followed directly by an infinitive

afford	choose	hesitate	need	promise	volunteer
agree	consent	hope	neglect	refuse	wait
appear	decide	hurry	offer	request	want
arrange	deserve	intend	pay	seem	wish
ask	expect	learn	plan	struggle	would like
attempt	fail	manage	prepare	swear	yearn
can't wait	grow	mean	pretend		

Verbs followed by an object before an infinitive*

advise	convince	get*	order	remind	urge
allow	enable	help*	pay	request	warn
ask*	encourage	hire	permit	require	want*
cause	expect*	invite	persuade	teach	wish*
challenge	forbid	need*	promise*	tell	would like*
choose*	force				

* In the active voice, these verbs can also be followed by the infinitive without an object (example: *want to speak* or *want someone to speak*).

Verbs followed by either a gerund or an infinitive

begin	hate	remember*
can't stand	like	start
continue	love	stop*
forget*	prefer	try*
	regret	

* There is a complete difference in meaning when these verbs are followed by a gerund or an infinitive.

I forgot **closing** the window. (= I forgot that I did it.)

I forgot **to close** the window. (= I didn't do it because I forgot.)

I remembered **locking** the door. (= I have a memory of having locked it.)

I remembered **to lock** the door. (= I didn't forget to lock it.)

I stopped **smoking**. (= I stopped the habit.)

I stopped **to smoke**. (= I stopped what I was doing in order to smoke.)

Adjectives followed by an infinitive*

afraid	curious	disturbed	fortunate	pleased	shocked
alarmed	delighted	eager	glad	proud	sorry
amazed	depressed	easy	happy	ready	surprised
angry	determined	embarrassed	hesitant	relieved	touched
anxious	disappointed	encouraged	likely	reluctant	upset
ashamed	distressed	excited	lucky	sad	willing

* EXAMPLE: I'm willing **to accept** that.

Grammar Booster
and
Writing Booster

Grammar Booster

Note about the Grammar Booster

Many will elect to do the Grammar Booster as self-study. However, if you choose to use the Grammar Booster with the classroom activity instead, teaching notes are included here.

UNIT 1 Lesson 1

Tag questions: short answers

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students study the presentation and the examples.
- To check comprehension, write the following on the board:
He is Canadian, isn't he? Yes, he is. / No, he isn't.
He went to Brazil, didn't he? Yes, he did. / No, he didn't.
- Ask students to name the main verb in the first statement (Is.) and the verbs used in the short answers. (Is, isn't.) Follow the same procedure with the second statement. (Went, did, didn't.)
- Point out that the tense of the verb or auxiliary in the short answer should match the verb tense in the statement.
- Be sure students understand that the listener should agree or disagree with the information in the statement, not in the tag question.

A Complete each conversation . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students that when the statement is affirmative, the tag question is negative, and that when the statement is negative, the tag question is affirmative.

Grammar Booster

The Grammar Booster is optional. It offers more information and extra practice. Sometimes it further explains or expands the unit grammar and points out common errors. In other cases, it reviews and practices previously learned grammar that would be helpful when learning new grammar concepts. If you use the Grammar Booster, you will find extra exercises in the Workbook in a separate section labeled Grammar Booster. The Grammar Booster content is not tested on any *Top Notch* tests.

UNIT 1 Lesson 1

Tag questions: short answers

Tag questions are **yes / no** questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all **yes / no** questions, use the same tense or modal as the question. Following are the short answers to the tag questions from page 4.

Short answers

You're Lee, aren't you?	Yes, I am. / No, I'm not.
You're not Amy, are you?	Yes, I am. / No, I'm not.
She speaks Thai, doesn't she?	Yes, she does. / No, she doesn't.
I don't know you, do I?	Yes, you do. / No, you don't.
He's going to drive, isn't he?	Yes, he is. / No, he isn't.
We're not going to eat here, are we?	Yes, we are. / No, we aren't.
They'll be here later, won't they?	Yes, they will. / No, they won't.
It won't be long, will it?	Yes, it will. / No, it won't.
There are a lot of rules, aren't there?	Yes, there are. / No, there aren't.
He wasn't driving, was he?	Yes, he was. / No, he wasn't.
There isn't any sugar, is there?	Yes, there is. / No, there isn't.
We didn't know, did we?	Yes, you did. / No, you didn't.
You were there, weren't you?	Yes, I was. / No, I wasn't.
She hasn't been here long, has she?	Yes, she has. / No, she hasn't.
They left, didn't they?	Yes, they did. / No, they didn't.
You wouldn't do that, would you?	Yes, I would. / No, I wouldn't.
It's been a great day, hasn't it?	Yes, it has. / No, it hasn't.
He can't speak Japanese, can he?	Yes, he can. / No, he can't.
Ann would like Quito, wouldn't she?	Yes, she would. / No, she wouldn't.
They can hear me, can't they?	Yes, they can. / No, they can't.

A Complete each conversation by circling the correct tag question and completing the short answer.

- A: Mary would like to study foreign cultures, (would / wouldn't) she?
B: Yes, she would
- A: It's a long time until dinner, (is / isn't) it?
B: No, it isn't
- A: We met last summer, (did / didn't) we?
B: Yes, we did
- A: They're starting the meeting really late, (haven't / aren't) they?
B: No, they aren't
- A: There weren't too many delays in the meeting, (wasn't it / were there)?
B: No, there weren't
- A: You don't know what to do, (do / don't) you?
B: No, I don't
- A: There isn't any reason to call, (is / isn't) there?
B: No, there isn't
- A: It's awful to not have time for lunch, (isn't it / aren't you)?
B: Yes, it is
- A: When you know etiquette, you can feel comfortable anywhere, (can / can't) you?
B: Yes, you can
- A: It's really getting late, (is it / isn't it)?
B: No, it isn't

B Correct the error in each item.

- 1 They'd both like to study abroad, ~~would~~ they? ^{wouldn't}
- 2 It's only a six-month course, ~~is~~ it? ^{isn't}
- 3 Clark met his wife on a rafting trip, ~~didn't~~ Clark? ^{he}
- 4 Marian made three trips to Japan last year, ~~hasn't~~ she? ^{didn't}
- 5 There were a lot of English-speaking people on the tour, ~~wasn't~~ it? ^{weren't there}
- 6 The students don't know anything about that, ~~do~~ they? ^{do}
- 7 There isn't any problem with my student visa, ~~isn't~~ there? ^{is}
- 8 It's always interesting to travel with people from other countries, ~~aren't~~ they? ^{isn't it}
- 9 With English, you can travel to most parts of the world, ~~can~~ you? ^{can't}
- 10 I'm next, ~~don't~~ I? ^{aren't}

UNIT 1 Lesson 2

Verb usage: present and past (overview)

Use the simple present tense (but NOT the present continuous):

- for facts and regular occurrences
I study English. Class meets every day. Water boils at 100 degrees Celsius.
- with frequency adverbs and time expressions
They never eat before 6:00 on weekdays.
- with stative ("non-action") verbs
I remember her now.
- for future actions, especially those indicating schedules
Flight 100 usually leaves at 2:00, but tomorrow it leaves at 1:30.

Use the present continuous (but NOT the simple present tense):

- for actions happening now (but NOT with stative or non-action verbs)
They're talking on the phone.
- for actions occurring during a time period in the present
This year I'm studying English.
- for some future actions, especially those already planned
Thursday I'm going to the theater.

Use the present perfect or the present perfect continuous:

- for unfinished or continuous actions
I've lived here since 2012. OR I've been living here since 2012.
We've lived here for five years. OR We've been living here for five years.

Use the present perfect (but NOT the present perfect continuous):

- for completed or non-continuing actions
I've eaten there three times.
I've never read that book.
I've already seen him.

Use the simple past tense:

- for actions completed at a specified time in the past
I ate there in 2010. NOT I've-eaten there in 2010.

Use the past continuous:

- for one or more actions in progress at a time in the past
At 7:00, we were eating dinner.
They were swimming, and we were sitting on the beach.

Use the past continuous and the simple past tense:

- for a continuing action in the past that was interrupted
I was eating when my sister called.

Use use to / used to:

- for past situations and habits that no longer exist
I used to smoke, but I stopped.
They didn't use to require a visa, but now they do.

Use the past perfect:

- to indicate that one past action preceded another past action.
When I arrived, they had finished lunch.

Stative (non-action) verbs

appear	notice
be	own
believe	possess
belong	prefer
contain	remember
cost	see
feel	seem
hate	smell
have	sound
hear	suppose
know	taste
like	think
look	understand
love	want
need	weigh

B Correct the error . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Write the following on the board: *Sam isn't here, is he?*
- Point out *Sam* in the statement and *he* in the tag question. Remind students that pronouns rather than names or nouns are used in tag questions.
- Point out that affirmative statements with *I am* require negative tag questions with *aren't*, as in item 10.
- As students complete the exercise, encourage them to underline the verb or verb phrase (auxiliary plus main verb) in each statement to help them write the correct tag question. (1. 'd like; 2. 's; 3. met; 4. made; 5. were; 6. don't know; 7. isn't; 8. 's; 9. can travel; 10. 'm.)

UNIT 1 Lesson 2

Verb usage: present and past (overview)

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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The simple present tense . . .

- Have students read the first rule and examples.
- To review, ask *Which sentence expresses a scientific fact? (Water boils at 100 degrees Celsius.) What do the other two sentences express? (Things that happen regularly.)*
- To check comprehension, ask pairs to write two examples of facts and two examples of regular occurrences.
- Ask groups to read their sentences aloud.
- Ask students to name the frequency adverb in the second example. (Never.) Elicit other examples of frequency adverbs: *usually, often, sometimes, occasionally, rarely.*
- Have students find the two time expressions in the statement. (Before 6:00 / on weekdays.) Then elicit other time expressions; for example, *at night, in the morning, after lunch, at weekends, on Saturdays.*
- Direct students' attention to the list of Stative verbs. Ask them if it's possible to perform the action "feel." (No.) Explain that non-action verbs cannot be used in the present continuous.
- Have pairs make sentences using the simple present tense for future actions; for example, *The train leaves at 2:00 tomorrow. The meeting starts at 6:00 tonight.*

The present continuous . . .

- Write on the board:
 1. *this Friday / next weekend*
 2. *this week / month / year*
 3. *now / right now*
- To check comprehension, have students match each set of time expressions on the board with the three uses of the present continuous presented. (1. Future actions; 2. actions occurring during a time in the present; 3. actions happening now.)

The present perfect or the present perfect continuous

- Point out that with *for* or *since*, there is no difference in meaning between the present perfect and the present perfect continuous. Write the following on the board:
since I was born
for a long time
- Have pairs make statements about themselves, using the phrases on the board and the present perfect or the present perfect continuous; for example, *I've lived / I've been living in the same house since I was born. I've studied / I've been studying English for a long time.*

The present perfect (but NOT . . .)

- Have volunteers tell the class how many meals or snacks they have had so far today.

The simple past tense

- Point out that past time expressions help make it clear when that action happened; for example, *We went to Tokyo last year. We were at the game on Sunday.*
- Write the following on the board: *What did you do [past time expression]?*
- Have pairs take turns asking and answering questions using the simple past tense. For example:
A: *What did you do last June?*
B: *Last June I took a trip to Paris.*

The past continuous

- To review, ask *How do we form the past continuous? (Was or were plus the present participle.)*
- To check comprehension, say *At 8:00 this morning I was eating breakfast.* Then ask several students *What were you doing at 8:00 this morning?*

The past continuous and the simple past . . .

- Point out that the action in the simple past tense interrupts the action in the past continuous.
- To check comprehension, ask several students to say what they were doing when you— or another person— arrived earlier today; for example, *I was talking with Sarah when you walked into the classroom. I was taking out my books when you came in.*

Use to / used to

- Point out the affirmative *used to* + base form of the verb. (Smoke.) Then point out the negative form *didn't + use to* and make sure students notice the spelling.
- To check comprehension, ask several students to say something they did in the past but no longer do now.

The past perfect

- Point out that the past perfect is used for the event that happened / finished first.
- To review how to form the past perfect, ask *How do we form the past perfect? (Had + past participle.)*
- Have students share with the class what they had done by [10:00 o'clock] this morning; for example, *By ten o'clock this morning I had walked the dog and read the newspaper.*

A Correct the verbs . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to think about what each statement expresses—a fact, a regular occurrence, an action happening now, a description of a schedule, OR a future action.
- Encourage students to take note of frequency adverbs, time expressions, and stative verbs.

B Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- This exercise provides practice with the present perfect continuous.
- To review, ask *When do we use the present perfect continuous?* (For unfinished or continuing actions.)
- After students complete the exercise, have them compare answers. Then review with the class.

Option: (+3 minutes) To provide more practice, ask students to change phrases with *for* to *since* and phrases with *since* to *for* in items 1, 2, and 3. (Possible answers: 1. We have been coming to this spa since [2008]. 2. *Life of Pi* has been playing at the Classic Cinema for [one week]. 3. Robert has been waiting for an admissions letter from the language school since [last month].)

C Check the sentences . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Review the instructions with the class to make sure students understand that there are two tasks: identifying items with actions that are unfinished or continuing and then changing the tense in the identified sentences.
- Review the example with the class. Point out that *have lived* and *since* tells us that the Averys are still living in New York. (An unfinished / continuing action.) Point out that the present perfect continuous tells us that an action started in the past and is still happening now. (Have been living.)
- Complete item 1 with the class. Point out that *already* tells us that the call was made and it's finished. Point out that the present perfect continuous is not used for finished actions.
- Have students compare answers with a partner. Then review with the class.

UNIT 2 Lesson 1

Draw conclusions with . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the rules, the examples, and the *Be careful!* note.

- To check comprehension of the use of *probably* and *most likely* with the verb *be*, write the following on the board:
 1. He's probably / most likely in his office.
 2. He's probably / most likely going to come.
 3. He probably / most likely isn't going to see a doctor.
 4. He's probably / most likely not going to see a doctor.
- Ask *Do we use probably and most likely to express facts or to draw conclusions?* (To draw conclusions.)
- Direct students' attention to the first two examples. Ask *Do probably and most likely come before or after be?* (After.)
- Direct students' attention to the next two examples. Ask *Are these affirmative or negative statements?* (Negative.) *Where do probably and most likely come in negative sentences?* (Before *isn't* OR between *is* and *not*.)
- To provide practice, write the following on the board: *They're going to make a new appointment.* Ask students to write the sentence inserting *probably* or *most likely* and then rewrite it in the negative. (They're probably / most likely going to make a new appointment. They probably / most likely aren't going to make a new appointment. OR They're probably / most likely not going to make a new appointment.)
- To check comprehension of the placement of *probably* / *most likely* with other verbs, write the following on the board: *She probably / most likely got a prescription.*
- Ask *Do probably and most likely come before or after verbs that are not be?* (Before.)
- Point out that *probably* and *most likely* can also be used at the beginning of a sentence. Make it clear that we can use *most likely* in all the same positions as *probably*.

On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Have students provide the four possible answers.
- Point out that students can choose to use *probably* and *most likely* at the beginning or in the middle of sentences.
- Review with the class.

Answers for Unit 2, Lesson 1

1. He probably / most likely has a terrible cold. / Probably / Most likely he has a terrible cold.
2. She's probably / most likely feeling very nauseous. / Probably / Most likely she's feeling very nauseous.
3. They probably / most likely don't like going to the dentist. / Probably / Most likely they don't like going to the dentist.
4. The dentist probably / most likely isn't in her office today. / Probably / Most likely the dentist isn't in her office today.
5. Acupuncture is probably / most likely very popular in Asia. / Probably / Most likely acupuncture is very popular in Asia.
6. A conventional doctor probably / most likely has to study for a long time. / Probably / Most likely a conventional doctor has to study for a long time.

A Correct the verbs in the sentences.

- | | |
|---|--|
| 1 I talk on the phone with my fiancé right now. | 6 Today we all study in the library. |
| 2 She usually avoids sweets. | 7 The train is never leaving before 8:00. |
| 3 They eat dinner now and can't talk on the phone. | 8 Water is freezing when the temperature goes down. |
| 4 Every Friday I go to the gym at 7:00. | 9 We like coffee. |
| 5 Burt is wanting to go home early. | 10 On most days I am staying home. |

B Complete each sentence with the present perfect continuous.

- We have been coming to this spa for two years.
- Life of Pi* has been playing at the Classic Cinema since last Saturday.
- Robert has been waiting for an admissions letter from the language school for a week.
- The tour operators have been worrying about weather conditions for the rafting trip.
- He has been talking about that tour with everyone.

C Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.

The Averys have lived in New York since the late nineties.

The Averys have been living in New York since the late nineties.

- | | |
|---|---|
| <input type="checkbox"/> 1 Their relatives have already called them. | <input type="checkbox"/> 6 Has he ever met your father? |
| <input checked="" type="checkbox"/> 2 We have waited to see them for six months. | <input checked="" type="checkbox"/> 7 How long have they studied Arabic? |
| <input type="checkbox"/> 3 I haven't seen the Berlin Philharmonic yet. | <input type="checkbox"/> 8 My husband still hasn't bought a car. |
| <input type="checkbox"/> 4 This is the first time I've visited Dubai. | <input type="checkbox"/> 9 The kids have just come back from the soccer game. |
| <input checked="" type="checkbox"/> 5 We have eaten at that old Peruvian restaurant for years. | |

UNIT 2 Lesson 1

Draw conclusions with probably and most likely

You can draw conclusions with less certainty than **must** by using **probably** or **most likely**.

Probably and **most likely** frequently occur after the verb **be** or when **be** is part of a verb phrase.

They're probably (OR They're most likely) at the dentist's office.
It's probably (OR It's most likely) going to rain.

Be careful! Don't use probably or most likely after verbs other than be.

Don't say: He forgot probably about the appointment.
Don't say: He forgot most likely about the appointment.

Use **probably** or **most likely** before **isn't** or **aren't**. With **is not** or **are not**, use **probably** before **not**.

She probably (OR They're most likely) isn't feeling well.
She's probably (OR It's most likely) not feeling well.

Use **probably** or **most likely** before other verbs.

He probably (OR most likely) forgot about the appointment.
The dentist probably (OR most likely) doesn't have time to see a new patient.

You can also use **Probably** or **Most likely** at the beginning of a sentence to draw a conclusion.

Probably (OR Most likely) she's a teacher.
Probably (OR Most likely) he forgot about the appointment.

On a separate sheet of paper, rewrite each sentence with **probably** or **most likely**. See page T129 for answers.

- | | |
|--|---|
| 1 He must have a terrible cold. | 4 The dentist must not be in her office today. |
| 2 She must be feeling very nauseous. | 5 Acupuncture must be very popular in Asia. |
| 3 They must not like going to the dentist. | 6 A conventional doctor must have to study for a long time. |

UNIT 2 Lesson 2

Expressing possibility with maybe

Maybe most frequently occurs at the beginning of a sentence.

Maybe he'll need an X-ray. (= He may need an X-ray.)

Be careful! Don't confuse maybe and may be.

She may be a doctor.

NOT She maybe a doctor.

Maybe she's a doctor.

NOT May be she's a doctor.

On a separate sheet of paper, rewrite each sentence with maybe. See page T130 for answers.

- 1 His doctor may use herbal therapy.
- 2 Conventional medicine may be the best choice.
- 3 The doctor may want to take a blood test.
- 4 She may prefer to wait until tomorrow.
- 5 They may be afraid to see a dentist.

UNIT 3 Lesson 1

Causative make to indicate obligation

The causative make is used to express the idea that one person forces another to do something. Use a form of make + an object and the base form of a verb.

	object	base form	
They make	their kids	finish	their homework before dinner.
She made	him	sign	the form.

A Complete the statements and questions, using the causative make. Use the correct form of make. See page T130 for answers.

- 1 Yesterday, (Nick's mother / make / apologize / him) for his mistake.
- 2 (you / be going to / make / tell / your friends) the truth?
- 3 (our teacher / might / make / turn off / us) our phones.
- 4 (we / should / make / pay / your sister) for dinner?
- 5 (no one / not can / make / come / Gail) to the meeting if she doesn't want to.
- 6 If you go to that restaurant, (they / will / your husband / make / wear) a tie.
- 7 The movie was awful! (we / can / make / give / the theater) our money back?

Let to indicate permission

Use an object and the base form of a verb with let.

object	base form
She let her sister	wear her favorite skirt.

Let has the same meaning as permit. Use let to indicate that permission is being given to do something.

My boss let me take the day off.

I don't let my children stay out after 9:00 P.M.

Be careful!

Don't say: She let her sister ~~to wear~~ her favorite skirt

Don't use an infinitive after let.

B On a separate sheet of paper, rewrite each sentence, using let. See page T130 for answers.

- 1 Don't permit your younger brother to open the oven door.
- 2 You should permit your little sister to go to the store with you.
- 3 We don't permit our daughter to eat a lot of candy.
- 4 I wouldn't permit my youngest son to go to the mall alone.
- 5 Will you permit your children to see that movie?
- 6 You should permit them to make their own decision.
- 7 We always permit him to stay out late.

UNIT 2 Lesson 2

Expressing possibility with *maybe*

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- To check comprehension, write the following on the board:
 1. *She may need a blood test.*
 2. *Maybe she'll need a blood test.*
- Ask *Do both examples have the same meaning? (Yes.) Do they express certainty or possibility? (Possibility.) Which example uses a modal? (1) Is maybe a modal, too? (No.) Where does maybe usually appear in a sentence? (At the beginning.)*
- To summarize, write the following on the board:

maybe

 - expresses possibility
 - is not a modal
 - occurs at the beginning of a sentence

On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students to spell *maybe* as one word (*maybe* not *may be*).
- Review with the class.

Answers for Unit 2, Lesson 2

1. Maybe his doctor uses herbal therapy. **OR** Maybe his doctor will use herbal therapy.
2. Maybe conventional medicine is the best choice.
3. Maybe the doctor wants to take a blood test. **OR** Maybe the doctor will want to take a blood test.
4. Maybe she prefers to wait until tomorrow.
5. Maybe they are afraid to see a dentist.

UNIT 3 Lesson 1

Causative *make* to indicate obligation

A Complete the statements . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Remind students of the causative *have*. Explain that *make* functions in a similar way (*make* + object + base verb), but that the meaning is stronger.
- Have students read the examples. Ask them how the meaning would change with *have*. (With *have*, the kids and the person signing the form aren't being forced.)
- Ask for examples of things the students *make* other people do.

Answers for Exercise A

1. Yesterday, Nick's mother made him apologize for his mistake.
2. Are you going to make your friends tell the truth?
3. Our teacher might make us turn off our phones.

4. Should we make your sister pay for dinner?
5. No one can make Gail come to the meeting if she doesn't want to.
6. If you go to that restaurant, they will make your husband wear a tie.
7. The movie was awful! Can we make the theater give our money back?

Let to indicate permission

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out that *let* is used to talk about giving or asking for permission.
- Remind students that *let* is an irregular verb: the base form, the simple past, and the past participle are all *let*.
- Write the following on the board: *They let me go.*
- Ask *How is this sentence formed? (Let + object + base form.)*
- Point out that the object can be a noun (or noun phrase) or object pronoun. Provide an example with a noun and a noun phrase: *He let Kate go. He let his daughter go.*
- To provide practice, ask several students *What did your parents let you do when you were a child? What didn't they let you do?* (Possible answers: My parents let me walk to school by myself. They let me go to bed late on Saturday nights. They didn't let me ride my bike in the street. They didn't let me stay out late at night.)

B On a separate sheet of paper, . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- As students work on the exercise, remind them to pay attention to necessary changes in verb forms.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise B

1. Don't let your younger brother open the oven door.
2. You should let your little sister go to the store with you.
3. We don't let our daughter eat a lot of candy.
4. I wouldn't let my youngest son go to the mall alone.
5. Why don't you let your children see that movie?
6. You should let them make their own decision.
7. We always let him stay out late.

Causative *have*: common errors

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students study the presentation, write the following on the board: *I have them fix it.*
- Review with students that the causative can occur in different tenses. Ask *In what tense is the statement on the board?* (Simple present.)
- Have students change the statement on the board to the simple past (*I had them fix it.*) and then to the future. (*I will have them fix it.*)
- Have students study the *Be careful!* note and examples in the presentation.
- To check comprehension, ask *In the first example, who called before 10:00?* (They / the other people.) *In the second example, who called before 10:00?* (The speaker / I.) *Which example uses the simple past tense causative?* (The first.) *What tense does the second example use?* (The past perfect.)
- Write the following on the board:
 1. *Steven had the air conditioner repaired before the party.*
 2. *Steven had repaired the air conditioner before the party.*
- Ask students to explain the difference between the two examples on the board. (1. Someone else repaired the air conditioner for Steven. 2. Steven repaired the air conditioner himself.)

C Who did what? Read each . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the first example with the class. Ask *Did the people fix the car themselves, or did someone else do it?* (Someone else.)
- Ask students to explain how we know that *had* is causative in the first sentence. (Because it is followed by an object and a base form.)
- Have students compare answers with a partner. Then review with the class.

UNIT 3 Lesson 2

The passive causative: the *by* phrase

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Before students study the presentation, write the following on the board:
I had the document copied.
got
- Review the passive causative by asking *How do we form the passive causative?* (*Have* or *get* + object + the past participle.)
- Review the use of the passive causative by brainstorming everyday services the students use; for example, *have a document copied, get a sweater dry-cleaned, have your house cleaned, etc.*

- Have students study the first rule and example. Point out that the *by* phrase in the example (*by someone*) does not add any specific or helpful information, so it is not necessary.
- Then have students study the second rule and example. Point out that the *by* phrase in the example sentence (*by someone at the hotel front desk*) adds specific information. The listener learns who performed the action.
- Point out that if students want to say the location where a service is received, they need to use *at*; for example, *at the garage, at the bank, at the hair salon.*
- To review the structure, ask *Where do we place the by (or at) phrase in the sentence?* (After the past participle.)
- Write the following on the board:

<i>photos printed</i>	<i>documents copied</i>
<i>hair colored</i>	<i>clothes cleaned</i>
<i>car repaired</i>	<i>checks cashed</i>
- To check comprehension, ask students to say who offers these services or where they can get them done. You may want to point out they can use *by* plus a person or *at* plus a place; for example, *I have my photos printed by my sister. I have my photos printed at the drugstore.*

On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Review the example with the class. Point out that the example includes *by* plus a person and *at* plus a place.
- To review, ask several students to read their sentences aloud. Make necessary corrections.

Option: (+5 minutes) To extend the activity, have students form groups of three. Ask them to share good or bad experiences they have had arranging a service; for example, *I got my report copied by Quick Copy. But it was two days late.* To finish the activity, ask a few volunteers to share one of their experiences with the class.

UNIT 4 Lesson 1

Verbs that can be followed by noun clauses with *that*

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Write the following on the board: *I dreamed that I was sailing around the world.*
- Have students identify the noun clause and underline it. (That I was sailing around the world.)
- Ask students to identify the verb of mental activity in the example. (Dreamed.) You may want to remind students that the noun clause functions as the direct object of the verb of mental activity.
- Ask students *Can that be omitted?* (Yes.) Write parentheses () around *that* on the board.
- To check comprehension, say or write verbs from the list one by one and ask students to make sentences with the verb and a noun clause. Make necessary corrections.
- Students can complete this activity in pairs or small groups.

Causative have: common errors

Be careful! Don't confuse the simple past tense causative have with the past perfect auxiliary have.

I had them call me before 10:00. (They called me.)

I had called them before 10:00. (I called them.)

C Who did what? Read each sentence. Complete each statement. Follow the example.

We had them fix the car before our trip.

...They... fixed the car.

We had fixed the car before our trip.

...We... fixed the car.

1 Janet had already called her mother.

...Janet... called her mother.

Janet had her mother call the train station.

Her mother... called the train station.

2 Mark had his friends help him with moving.

His friends... helped Mark.

Mark had helped his friends with moving.

...Mark... helped his friends.

3 My father had signed the check for his boss.

My father... signed the check.

My father had his boss sign the check.

His boss... signed the check.

4 Mr. Gates had them open the bank early.

...They... opened the bank.

Mr. Gates had opened the bank early.

Mr. Gates... opened the bank.

UNIT 3 Lesson 2

The passive causative: the by phrase

Use a by phrase to add specific or important information. If knowing who performed the action is not important, you don't need to include a by phrase.

I had my dress shortened by someone at the shop next to the train station. (not necessary)

I had my luggage delivered to my room by someone at the hotel front desk. (specific information)

On a separate sheet of paper, use the cues to write advice about services, using You should and the passive causative get or have. Use a by phrase if the information is specific or important.

Answers will vary, but may include the following:

shoe / repair / Mr. B / at the Boot Stop

You should get your shoes repaired by Mr. B at the Boot Stop.

1 picture / frame / Lydia / at Austin Custom Framing

1. You should have / get that picture framed by Lydia at Austin Custom Framing.

2 hair / cut / one of the great hairdressers / at the Curl Up Hair Salon

2. You should have / get your hair cut at the Curl Up Hair Salon.

3 photos / print / someone / at the mall

3. You should have / get your photos printed at the mall.

4 a suit / make / Luigi / at Top Notch Tailors

4. You should have / get a suit made by Luigi at Top Notch Tailors.

5 sweaters / dry-clean / someone / at Midtown Dry Cleaners

5. You should have / get your sweaters dry-cleaned at Midtown Dry Cleaners.

UNIT 4 Lesson 1

Verbs that can be followed by noun clauses with that

The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, it is optional to include that.

She agrees
thinks
believes
feels
(that) the students should work harder.

I assume
suppose
doubt
guess
(that) they made reservations.

We hear
see
understand
hope
(that) the government has a new plan.

He forgot
noticed
realized
remembered
knew
(that) the stores weren't open.

They decided
discovered
dreamed
hoped
learned
(that) everyone could pass the test.

Adjectives that can be followed by clauses with that

Use a clause with that after a predicate adjective of emotion to further explain its meaning.

I'm	afraid angry	(that) we'll have to leave early.	He's	sorry unhappy	(that) the flight was canceled.
We're	worried ashamed	(that) we won't be on time to the event.	She's	surprised disappointed	(that) the news spread so fast.
They're	happy sad	(that) the teacher is leaving.			

On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.

See page T132 for answers.

- 1 When I was young, I couldn't believe . . .
- 2 Last year, I decided . . .
- 3 This year, I was surprised to discover . . .
- 4 I'm really happy . . .
- 5 Last week, I forgot . . .
- 6 Recently, I heard . . .
- 7 In the future, I hope . . .
- 8 Now that I study English, I know . . .
- 9 In the last year, I learned . . .
- 10 Not long ago, I remembered . . .
- 11 Sometimes I'm worried . . .
- 12 Recently, I dreamed . . .
- 13 (Your own idea)
- 14 (Your own idea)

UNIT 4 Lesson 2

Embedded questions with whether

You can also use whether to begin embedded yes / no questions. Whether has the same meaning as if.

Tell me if that magazine is interesting. = Tell me whether that magazine is interesting.

I'd like to know if he liked the article. = I'd like to know whether he liked the article.

Could you tell me if you've finished that newspaper? = Could you tell me whether you've finished that newspaper?

A On a separate sheet of paper, rewrite each embedded question, using whether. See page T132 for answers.

- 1 I can't remember if there's a test today.
- 2 We're not sure if the restaurant is still open at 10:00 P.M.
- 3 Could you tell me if the movie has started yet?
- 4 I wonder if this hotel has 24-hour room service.
- 5 Would she like to know if there's an express train?
- 6 Do you know if this book has a happy ending?

Embedded questions: usage and common errors

You can use an embedded question to ask for information more politely.

Are we late? → Can you tell me if we're late?

What time is it? → Can you tell me what time it is?

Why isn't it working? → Could you explain why it isn't working?

Where's the bathroom? → Do you know where the bathroom is?

How do I get to the bank? → Would you mind telling me how I get to the bank?

Be careful! Do not invert the subject and verb in embedded questions. Use regular statement word order.

Do you know why she won't read the newspaper?

Don't say: Do you know why won't she read the newspaper?

Can you tell me whether this bus runs express?

Don't say: Can you tell me does this bus run express?

Phrases that are often followed by embedded questions

I don't know . . .	Do you know . . . ?
I'd like to know . . .	Can you tell me . . . ?
Let me know . . .	Can you remember . . . ?
I can't remember . . .	Could you explain . . . ?
Let's ask . . .	Would you mind telling me . . . ?
I wonder . . .	
I'm not sure . . .	

Adjectives that can be followed by clauses . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Point out that predicate adjectives of emotion follow verbs such as *be*; for example, *I'm afraid that I won't finish the project*. Write the following on the board:
I + *am* + *afraid* + *that I won't finish the project*.
- Then write the following on the board:
 1. *They were sure that they would miss the plane.*
 2. *I'm sorry to hear that you didn't get the job.*
- Have students identify the adjectives and the noun clauses in the examples. (1. *sure* + [that] *they would miss the plane*; 2. *sorry* + [that] *you didn't get the job*.)

Option: (+3 minutes) If students need more controlled practice before starting the next exercise, write the following sentences on the board:

We hear that the class ____.
I noticed that the teacher ____.
He forgot that the assignment ____.
We were happy that everyone ____.

Ask students to complete the noun clauses; for example, *We hear that the class is difficult*. You may want to write their sentences on the board as well.

On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Have students compare their answers.
- Review with the class by having several students read one of their sentences aloud. Make necessary corrections.

Option: (+5 minutes) To provide more practice, ask students to work in pairs or small groups and think about important moments and first-time experiences in their lives; for example, their first day of school or college, their first job interview, their first day at work, their first time on an airplane, etc. Write the following on the board:

I was ____ *that* ____.
My parents were ____ *that* ____.

Ask students to take turns expressing their feelings about these moments or experiences by completing the sentences on the board. Encourage students to use the expressions in the presentation; for example, *When I started my new job, I was afraid that I would make mistakes. My parents were disappointed that I didn't want to play sports in school*. Walk around and provide help as needed.

Answers for Unit 4, Lesson 1

Answers will vary, but may include the following:

1. (that) I would be tall one day.
2. (that) I would go back to school.
3. (that) I can play the piano pretty well.
4. (that) I had a doctor's appointment.
5. (that) they were planning a trip.
6. (that) we go on an exciting vacation.
7. (that) I enjoy learning new languages.
8. (that) I liked to cook.
9. (that) I used to ride horses.
10. (that) I was traveling to the moon.

UNIT 4 Lesson 2

Embedded questions with *whether*

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- To review embedded questions, ask students to read and underline the embedded question in each statement on the left. (If that magazine is interesting, if he liked the article, if you've finished the newspaper.)
- Explain that *whether* is used in the same manner as *if*.
- Have students read the *whether* half of the pairs of examples aloud. Ask *Is there any difference in meaning?* (No.)

Answers for Exercise A

- 1 I can't remember whether there's a test today.
- 2 We're not sure whether the restaurant is still open at 10:00 p.m.
- 3 Could you tell me whether the movie has started yet?
- 4 I wonder whether this hotel has 24-hour room service.
- 5 Would she like to know whether there's an express train?
- 6 Do you know whether this book has a happy ending?

Embedded questions: usage and common errors

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the presentation, the examples, and the *Be careful!* note.
- To check comprehension, write the following on the board:
 1. *I know where he is.*
 2. *I know where is he.*
 3. *I don't know what did he buy.*
 4. *I don't know what he bought.*
- Ask students to say which statements on the board are correct. (1 and 4.) Remind students that embedded questions require normal word order.
- Have students study the phrases that are often followed by embedded questions.
- Point out that phrases with embedded questions are more polite than direct questions. They are often used when asking for a favor, for information, or when talking to people we don't know.
- To provide practice, ask several students to make statements using a phrase with an embedded question; for example, *I don't know when they are coming. I wonder where I put my jacket. Can you tell me what time it is?*

Option: (+3 minutes) For a different approach, have students take turns role-playing a tourist visiting this city or town and someone who lives here. Encourage the tourist to use embedded questions; for example, **Student A:** *Hello. Can you tell me how to get to the train station from here?* **Student B:** *Sure. Walk up this street two blocks.*

Embedded questions: punctuation

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Write the following on the board:
 1. *Do you know why she's not here*
 2. *I wonder why she's not here*
- To check comprehension, ask students to tell which punctuation is needed for each item. (1. a question mark; 2. a period.)

B On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers. Then review with the class.

C On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Tell students they can refer to the presentation for phrases to use. Also point out that more than one phrase can be correct for each item.
- Review with the class by having several students write their questions on the board. Make necessary corrections.

D Correct the wording . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that the first sentence could be *Could you please tell me if this train goes . . .* or *Could you please tell me whether this train goes . . .*
- Have students compare answers. Then review with the class.

UNIT 5 Lesson 1

Direct speech: punctuation rules

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students study the rules and examples.
- Remind students that in direct speech we are quoting the exact words someone said.
- Write two incorrect direct speech sentences on the board:
 1. *Sandra "said don't call me before six."*
 2. *He said, I have a meeting next Monday.*
- Have pairs identify the errors and rewrite the sentences correctly. (1. Sandra said, "Don't call me before six."
2. He said, "I have a meeting next Monday.")
- Review with the class.

Embedded questions: punctuation

Sentences with embedded questions are punctuated according to the meaning of the whole sentence.

If an embedded question is in a statement, use a period.

I don't know (something). → I don't know who she is.

If an embedded question is in a question, use a question mark.

Can you tell me (something)? → Can you tell me who she is?

- B** On a separate sheet of paper, combine each phrase and question to write a statement or question with an embedded question.
- 1 Please let me know (When does the movie start?) Please let me know when the movie starts.
 - 2 I wonder (Where is the subway station?) I wonder where the subway station is.
 - 3 Can you tell me (How do you know that?) Can you tell me how you know that?
 - 4 We're not sure (What should we bring for dinner?) We're not sure what we should bring for dinner.
 - 5 They'd like to understand (Why doesn't Pat want to come to the meeting?) They'd like to understand why Pat doesn't want to come to the meeting.
 - 6 Please tell the class (Who painted this picture?) Please tell the class who painted this picture.
- C** On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions. Begin each one with a different phrase. Follow the example. Answers will vary slightly, but may include the following:
- Where's the airport? *Can you tell me where the airport is?*
- 1 What time does the concert start? *Would you mind telling me what time the concert starts?*
 - 2 How does this new e-reader work? *Could you explain how this new e-reader works?*
 - 3 Why is the express train late? *Do you know why the express train is late?*
 - 4 Where is the nearest bathroom? *Can you tell me where the nearest bathroom is?*
 - 5 Who speaks English at that hotel? *I wonder who speaks English at the hotel.*
 - 6 When does Flight 18 arrive from Paris? *I'm not sure when Flight 18 arrives from Paris.*
- D** Correct the wording and punctuation errors in each item.
- 1 Could you please tell me ^{whether} does this train ^{goes} to Nagoya?[?]
 - 2 I was wondering ^{if} can I ^{can} get your phone number?.
 - 3 I'd like to know what time ^s does the next bus arrive?[?]
 - 4 Can you tell me how much ^s does this magazine cost ^s?[?]
 - 5 Do you remember where ^d did he use ^d to live?
 - 6 I'm not sure why ^{if} do they keep calling me.
 - 7 I wonder ^{if} will she ^{will} come on time?.

UNIT 5 Lesson 1

Direct speech: punctuation rules

When writing direct speech, use quotation marks to indicate the words the speaker actually said.

Put final punctuation marks before the second quotation mark.

Jeremy said, "Don't answer the phone."

Use a comma after the verb or verb phrase that introduces the quoted speech.

They said, "Call me after the storm."

Begin the quoted speech with a capital letter.

I said, "Please come to dinner at nine."

A On a separate sheet of paper, write and punctuate each of the statements in direct speech. Follow the example.

They said tell us when you will be home

See page T134 for answers.

They said, "Tell us when you will be home."

- 1 Martin told me don't get a flu shot
- 2 My daughter said please pick me up after school
- 3 The English teacher said read the newspaper tonight and bring in a story about the weather
- 4 We said please don't forget to listen to the news
- 5 They said don't buy milk
- 6 We told them please call us in the morning
- 7 She said please tell your parents I'm sorry I can't talk right now

B On a separate sheet of paper, change each statement in indirect speech to direct speech.

They told us to be home before midnight.

See page T134 for answers.

They told us, "Be home before midnight."

- 1 The sign downtown said to pack emergency supplies before the storm.
- 2 Your daughter called and told me to turn on the radio and listen to the news about the flood.
- 3 Your parents said not to call them before 9 A.M.
- 4 Mr. Rossi phoned to tell me not to go downtown this afternoon.

UNIT 5 Lesson 2

Indirect speech: optional tense changes

When the reporting verbs **say** or **tell** are in the simple past tense, it is not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:

When the statement refers to something JUST said:

I just heard the news. They said a storm is coming. OR

I just heard the news. They said a storm was coming.

When the quoted speech refers to something that's still true:

May told us she wants to get a flu shot tomorrow. OR

May told us she wanted to get a flu shot tomorrow.

When the quoted speech refers to a scientific or general truth:

They said that English is an international language. OR

They said that English was an international language.

Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.

They say a big storm is expected to arrive tomorrow morning. OR

Don't say: They say a big storm was expected to arrive tomorrow morning.

On a separate sheet of paper, write each direct speech statement in indirect speech. Change the verb in the indirect speech only if necessary. See page T134 for answers.

- 1 Last Friday my husband said, "I'm going to pick up some things at the pharmacy before the storm." (The storm hit on Saturday.)
- 2 My next-door neighbors said, "We're going to Spain on vacation this year."
- 3 She told them, "This year's flu shot is not entirely protective against the flu."
- 4 He just said, "The danger of a flood is over."
- 5 We always say, "It's easier to take the train than drive."
- 6 When I was a child, my parents told me, "It's really important to get a good education." (They still believe that today.)
- 7 The National Weather Service is saying, "Tonight's weather is terrible."
- 8 Your parents just told me, "We want to leave for the shelter immediately." (The storm is almost here.)

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Before students start the exercise, write the following on the board:
 1. *Brandon said, "I'm hungry."*
 2. *Brandon said he was hungry.*
- Ask *Do the two sentences on the board have the same meaning? (Yes.) What's the difference between them? (Item 1 uses direct speech—the exact words the speaker said; item 2 uses indirect speech.)*
- Read the example aloud. Have students compare answers with a partner. Then review with the class.

Answers for Exercise A

1. Martin told me, "Don't get a flu shot."
2. My daughter said, "Please pick me up after school."
3. The English teacher said, "Read the newspaper tonight and bring in a story about the weather."
4. We said, "Please don't forget to listen to the news."
5. They said, "Don't buy milk."
6. We told them, "Please call us in the morning."
7. She said, "Please tell your parents I'm sorry I can't talk right now."

B On a separate sheet of paper . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) Ask students to think about instructions they heard today or on a previous day. Encourage them to write three or four statements using direct speech. Have pairs read each other's sentences and make any necessary corrections; for example, *This morning my father said, "Don't forget your umbrella." My boss told me, "I need the report right now."*

Answers for Exercise B

1. The sign downtown said, "Pack emergency supplies before the storm."
2. Your daughter told me, "Turn on the radio and listen to the news about the flood."
3. Your parents said, "Don't call us before 9 A.M."
4. Mr. Rossi phoned to tell me, "Don't go downtown this afternoon."

UNIT 5 Lesson 2

Indirect speech: optional tense changes

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the three rules and corresponding examples.
- Emphasize that the change in verb tense is optional only when the reporting verb is in the simple past. Point out that students should be able to understand and even produce both forms.

- To check comprehension, say several sentences and have students work in pairs to make sentences in reported speech. Encourage students to use both *say* and *tell* as well as *teacher*, *she / he*, and *just*. For example:
 1. *School is closed tomorrow.* (The teacher said the school was closed tomorrow. OR The teacher said the school is closed tomorrow.)
 2. *The weather report says there will be rain tomorrow.* (The weather report said there will be rain tomorrow. OR The weather report says there will be rain tomorrow.)
 3. *You need to work on increasing your active vocabulary.* (The teacher told us we needed to work on increasing our active vocabulary. OR The teacher told us we need to work on increasing our active vocabulary.)
- Have students study the *Be careful!* note.

On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Remind students that the verb tense needs to change because it doesn't meet the three criteria of optional changes in the presentation.
- Have students compare answers with a partner. Encourage them to discuss why the verb tense changes or not based on the presentation.
- Then review with the class.

Answers for Unit 5, Lesson 2

1. Last Friday my husband said he was going to pick up some things at the pharmacy before the storm.
2. My next-door neighbors said they are going to Spain on vacation this year.
3. She told them this year's flu shot is not entirely protective against the flu.
4. He just said the danger of a flood is over.
5. We always say it's easier to take the train than drive.
6. When I was a child, my parents told me it's really important to get a good education.
7. The National Weather Service is saying that tonight's weather is terrible.
8. Your parents just told me they want to leave for the shelter immediately.

UNIT 6 Lesson 1

Expressing the future: review

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the examples of the present continuous.
- Then have them find and say the time words in the examples. (Tomorrow, this afternoon.)
- Point out that including time words when using the present continuous for the future is common but not necessary, unless they are needed for clarity.
- To provide practice, say the following statements and have students restate them using the present continuous for the future. Students should add a time word each time; for example, *I'm going to travel to Spain.* (I'm traveling to Spain [next week].) *I'm going to see Sue.* (I'm seeing Sue tomorrow [at 3:00].) *He's going to leave.* (He's leaving [after supper].)
- Have students study the example of the simple present tense.
- To check comprehension, write the following on the board:
 1. *Our Friday meetings usually start at 10:00.*
 2. *This Friday our meeting starts at 11:00.*
- Ask *Which example shows the simple present tense used with future meaning? (2) How do you know? (Because it says This Friday.)*
- Have students study the modals that can be used with future meaning and the examples.
- Although time words are not necessary to give modals future meaning, provide practice by saying each modal and asking several students to make a sentence including time words to give it future meaning. For example:

You should see her tomorrow.
Maybe we could go to Canada next summer.
He may be late to class on Monday.
She might find a surprise when she gets home.
You have to finish this by Friday.
I can help you with your homework after dinner.

A Read each sentence . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Ask students to underline the time words that give the statements future meaning. (3. tomorrow; 4. later; 5. at 10:00; 6. tonight.)
- If necessary, point out that in item 1, *this month* refers to an action occurring during a present period of time.
- Ask students to find a statement in which the future meaning is given by the context only. (9)
- Have students compare answers with a partner. Then review with the class.

The future with *will* and *be going to*: review

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Be sure students understand that both *will* and *be going to* can be used for predictions. *Be going to* is used for plans. *Will* is used for decisions made at the moment of speaking.
- To review, ask students to work in pairs and provide examples for *will* and *be going to* to express predictions and *be going to* to express plans. Encourage students to give feedback to each other.
- Walk around and provide help as needed.
- Have students study the *Be careful!* note. Make sure students understand that this use of *will* does not refer to the future. It indicates what the person is / is not willing to do.

B Complete the conversations, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Review the correct answers: A: *I'm going to leave*—The person has a plan. B: *'ll meet*—The person has no plan. He / She makes a decision at the moment of speaking.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, write the following on the board:

1. A: *Are you free this Friday?*
B: *No, I ____.*
2. A: *Did you hear the weather report for tomorrow?*
B: *Yes, it ____.*
3. A: *I don't know how to use this copier. Can you give me a hand?*
B: *Sure. I ____.*

Have students work in pairs. Ask them to complete the conversations using *will* or *be going to*. To review, ask several pairs to perform one of their conversations. (Make sure students use: 1. *be going to*—prior plan; 2. *will* / *be going to*—prediction; 3. *will*—no plan, decision made at the moment of speaking.)

Expressing the future: review

These forms can express or imply the future:

The present continuous

My tooth has been killing me all week. I'm calling the dentist tomorrow.
 What are you doing this afternoon? I'm going to the beach.

The simple present tense

The office is usually open until 9:00, but it closes at 6:00 tomorrow.

Although **should, could, ought to, may, might, can, and have to** are not future forms, they often imply a future action.

You could catch the next bus. We should call her next week.

A Read each sentence. Check the sentences that have future meaning.

- | | |
|--|--|
| <input type="checkbox"/> 1 Hannah is studying English this month. | <input checked="" type="checkbox"/> 6 I'm taking my daughter out for dinner tonight. |
| <input type="checkbox"/> 2 Nancy studies English in the evening. | <input type="checkbox"/> 7 I'm eating dinner with my daughter. Can I call you back? |
| <input checked="" type="checkbox"/> 3 You should call me tomorrow. | <input type="checkbox"/> 8 The class always starts at 2:00 and finishes at 4:00. |
| <input checked="" type="checkbox"/> 4 He might have time to see you later. | <input checked="" type="checkbox"/> 9 We may stay another week in Paris. |
| <input checked="" type="checkbox"/> 5 My parents are arriving at 10:00. | |

The future with will and be going to: review

Use **will** or **be going to** to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.

Getting a new car will cost a lot of money. = Getting a new car is going to cost a lot of money.

Use **be going to** to express a plan.

My tooth has been killing me all week. I'm going to call a dentist. NOT I-will-call a dentist.

Be careful! **Will** is also used for willingness. This use of **will** doesn't have a future meaning. **Be going to** cannot be used for willingness.

A: Is it true that you won't go to the dentist?

B: I'll go to the dentist, but I don't like fillings. NOT I'm going to go to the dentist, but . . .

B Complete the conversations, using **will** or **be going to**.

- A: Would you like to go running in the park? I ^{'m going to leave} in about half an hour.
 B: That sounds great. I ^{will meet} you there. ^{leave}
- A: It's midnight. Why are you still reading?
 B: We ^{are going to have} a test tomorrow. ^{have}
- A: Do you have plans for tomorrow?
 B: Yes. I ^{'m going to see} a chiropractor for the first time. ^{see}
- A: I hope you can come tomorrow night. We'd really like you to be there.
 B: OK. I ^{will come} . . . ^{come}
- A: I'm thinking about getting a new laptop.
 B: Really? Well, I ^{will show} you mine. I love it. ^{show}

UNIT 6 Lesson 2

Regrets about the past: wish + the past perfect; should have and ought to have

Wish + the past perfect

I wish I had married later in life. And I wish I hadn't married Celine!
Do you wish you had bought that car when it was available?

Should have and ought to have + past participle

Ought to have has the same meaning as should have.

I should have married later in life. = I ought to have married later in life.
I shouldn't have married Celine. = I ought not to have married Celine.

Note: American English speakers commonly use should have instead of ought to have in negative statements and in questions.

- A** On a separate sheet of paper, rewrite the statements and questions, changing wish + the past perfect to should have or ought to have.

She wishes she had had children. (ought to)
She ought to have had children.

- 1 Do you wish you had studied Swahili? (should) Should you have studied Swahili?
- 2 I wish I had gone to New Zealand instead of Australia. (ought to) I ought to have gone to New Zealand instead of Australia.
- 3 Do you wish you had taken the job at the embassy? (should) Should you have taken the job at the embassy?
- 4 I wish I hadn't studied law. (should) I shouldn't have studied law.

- B** Answer each question with a statement using wish + the past perfect.

- 1 Steven said, "I should have stopped smoking." What does Steven wish? *He wishes he had stopped smoking.*
- 2 Lauren said, "I shouldn't have bought this car." What does Lauren wish? *Lauren wishes she hadn't bought that car.*
- 3 Carl's wife said, "You should have bought a convertible." What does Carl's wife wish? *Carl's wife wishes Carl hadn't bought a convertible.*
- 4 Ms. Baker said, "The students should have studied more for the exam." What does Ms. Baker wish? *Mrs. Baker wishes the students had studied more for the exam.*

UNIT 7 Lesson 1

Adjective clauses: common errors

Remember:

Use the relative pronouns who or that for adjective clauses that describe people. Use that for adjective clauses that describe things.

Don't say: Feijoada is a dish who is famous in Brazil.

Don't use a subject pronoun after the relative pronoun.

Don't say: Feijoada is a dish that it is famous in Brazil.

- A** On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use who whenever possible. When it isn't possible, use that. Follow the example. See page T136 for answers.

The hotel clerk was very helpful. / He recommended the restaurant.
The hotel clerk who recommended the restaurant was very helpful.

- 1 My cousin lives in New Zealand. / She called today.
- 2 We have a meeting every morning. / It begins at 9:30.
- 3 The celebration is exciting. / It takes place in spring.
- 4 The teacher is not very formal. / She teaches the grammar class.
- 5 Patients might prefer homeopathy. / They want to avoid strong medications.
- 6 The copy shop is closed on weekends. / It offers express service.
- 7 The hotel is very expensive. / It has three swimming pools.
- 8 Do you like the teacher? / He teaches advanced English.

UNIT 6 Lesson 2

Regrets about the past: *wish* + the . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Before students study the presentation, write: *I wish I had a car.* Ask students, *Does this sentence express a present or a past regret?* (A present regret.)
- Tell students that to express a present regret, we use the simple past tense after *wish*.
- Then write: *I wish I had gone to the party.* Ask *Does this sentence express a regret about the present or the past?* (A regret about the past.)
- Point out that the past perfect follows *wish* to express a past regret.
- Have students study the first rule and examples.
- Ask several students to make sentences using *I wish* about past actions or decisions they regret; for example, *I wish I had never moved to the city. I wish I had studied French.*
- Have students study the second rule and examples.
- Point out that both *should have* and *ought to have* express regret.
- To provide practice, ask students to work in pairs. Student A uses *I wish* to express a past regret. Then Student B says the same sentence using *I should have* or *I ought to have*. For example:
Student A: *I wish I had listened to my parents about studying.*
Student B: *I should have listened to my parents about studying. OR I ought to have listened to my parents about studying.*
- Make sure to point out the Note. In American English *should have* is more common than *ought to have* in negative statements and in questions.

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) Write the following on the board:
studies trips work / job

Have students form pairs. Ask students to take turns using *wish*, *should have*, or *ought to have* to talk about past decisions they regret making, using the topics on the board. (Possible answers: *I wish I had gone to college. I should have finished my studies. I ought to have gone on vacation when I had the chance. I wish I hadn't spent so much money on my vacation. I should have accepted the first job I was offered. I ought to have taken a part-time job while I was at college.*)

B Answer each question with a statement, . . .

Suggested teaching time:	4 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Then review with the class.

UNIT 7 Lesson 1

Adjective clauses: common errors

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review adjective clauses, write the following on the board: *I just took a trip that I will never forget.*
- Ask students to find and say the adjective clause in the statement. (That I will never forget.)
- Then ask *What do adjective clauses give additional information about?* (A noun / a person or thing.) *What does the clause on the board give additional information about?* (A trip.)
- Have students study the rules and examples.
- To check comprehension, write the following on the board:
 1. *Mexico is a country who I would like to visit.*
 2. *I don't like the food that it is served in that restaurant.*
- Ask students what's not correct in each sentence. Have pairs decide why they are wrong, based on the presentation.
- Review with the class. (1. *That*, not *who*, is used for adjective clauses that describe things. 2. The subject *it* is not necessary because *that* is the subject of the clause.)

A On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Remind students that they should use *who* whenever it is possible.
- Have students compare answers with a partner. Review with the class.

Option: (+5 minutes) To extend the activity, form groups of three. Ask students to use adjective clauses to make sentences about different people they have seen or talked to recently and several things they did this past week. For example:

The friend who / that I saw yesterday used to be my neighbor.

The movie that opened on Saturday was not very good.

Answers for Exercise A

1. My cousin who lives in New Zealand called today.
2. We have a meeting that begins at 9:30 every morning.
3. The celebration that takes place in the spring is exciting.
4. The teacher who teaches the grammar class is not very formal.
5. Patients who want to avoid strong medications might prefer homeopathy.
6. The copy shop that offers express service is closed on weekends.
7. The hotel that has three swimming pools is very expensive.
8. Do you like the teacher who teaches advanced English?

Reflexive pronouns

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Point out the reflexive pronoun in the phrase *Enjoy yourself on [Chuseok!]* in the *Some ways . . .* box on page 77.
- Ask students to read the reflexive pronouns in the box in this presentation.
- To check comprehension, write the following on the board: _____ looked at _____ in the mirror.
- Say subject pronouns in random order and have volunteers use each pronoun plus a reflexive pronoun to complete the sentence on the board; for example,
T: *He.*
S1: *He looked at himself in the mirror.*
T: *We.*
S2: *We looked at ourselves in the mirror.*
- Have students study the common expressions and the examples.
- Answer any questions students may have. Students will practice these expressions in Exercise C.

B Complete the sentences . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students find and underline the subject of the verb *enjoyed*. (*My brother and his wife*.) Make sure students understand that the correct answer is *themselves* because *My brother and his wife* can be replaced by *They*.
- Have students compare answers with a partner. Then review with the class.

C Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Complete the first item with the class.
 - Have students compare answers with a partner. Then review with the class.
- Option: (+3 minutes)* For a challenge, ask several students questions using the expressions with reflexive pronouns in the presentation. Point out that students should use the expressions in their answers. For example:
- Have you ever hurt yourself badly?*
How do you introduce yourself to people you meet?
Have you ever taught yourself to do something?
Do you ever talk to yourself?
Would you like to work for yourself?
Do you ever give yourself gifts?

By + reflexive pronouns

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- To check comprehension, ask students if they can think of other things they or others can and can't do by themselves; for example, *I can't drive by myself yet; I'm still taking driving lessons. My grandparents can't live by themselves anymore; they need help now.*

D Complete each sentence . . .

Suggested teaching time:	3 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Reflexive pronouns

A reflexive pronoun should always agree with the subject of the verb.

People really enjoy **themselves** at Brazil's Carnival celebrations.

My sister made **herself** sick from eating so much.

Reflexive pronouns

myself	itself
yourself	ourselves
himself	yourselves
herself	themselves

Common expressions with reflexive pronouns

believe in oneself	If you believe in yourself , you can do anything.
enjoy oneself	We enjoyed ourselves on our vacation.
feel sorry for oneself	Don't sit around feeling sorry for yourself .
help oneself (to something)	Please help yourselves to dessert.
hurt oneself	Paul hurt himself when he tried to move the fridge.
give oneself (something)	I wanted to give myself a gift, so I got a facial.
introduce oneself	Why don't you introduce yourselves to your new neighbors?
be proud of oneself	She was proud of herself for getting the job.
take care of oneself	You should take better care of yourself .
talk to oneself	I sometimes talk to myself when I feel nervous.
teach oneself (to do something)	Nick taught himself to use a computer.
tell oneself (something)	I always tell myself I'm not going to eat dessert, but I do.
work for oneself	Oscar left the company and now he works for himself .

B Complete the sentences with reflexive pronouns.

- 1 My brother and his wife really enjoyed **themselves** on their vacation.
- 2 My uncle has been teaching **himself** how to cook.
- 3 The food was so terrific that I helped **myself** to some more.
- 4 Instead of staying at home and feeling sorry for **myself** after the accident, I stayed in touch with all my friends.
- 5 I hope your sister's been taking good care of **herself**
- 6 I was too shy to introduce **myself** to anyone at the party.
- 7 Mr. Yu hurt **himself** while lighting firecrackers for the Chinese New Year.

C Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.

- 1 When did your brother **teach himself** how to play the guitar?
- 2 You'd better tell your daughter to stop playing near the stove or she'll **hurt herself**
- 3 I really hope you **enjoy yourself** when you're on vacation.
- 4
- 5

By + reflexive pronouns

Use **by** with a reflexive pronoun to mean "alone."

You cannot put on a kimono **by yourself**. You need help.

Students cannot learn to speak English **by themselves**. They need practice with others in English.

D Complete each sentence with **by** and a reflexive pronoun.

- 1 Very young children shouldn't be allowed to play outside **by themselves**
- 2 Did your father go to the store **by himself** ?
- 3 How old were you when you learned to make breakfast **by yourself** ?
- 4 We got tired of waiting for a table at the restaurant, so we found one **by ourselves**

Reciprocal pronouns: each other and one another

Each other and one another have the same meaning, but one another is more formal.

People give each other (or one another) gifts.

Friends send each other (or one another) cards.

Be careful!

Reciprocal pronouns don't have the same meaning as reflexive pronouns.

They looked at themselves. (Each person looked in a mirror or at a photo.)

They looked at each other. (Each person looked at the other person.)

- E On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own. Follow the example.

On Christmas, in many places in the world, people give and receive presents.

On Christmas, in many places in the world, people give each other presents.

- 1 On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can kiss other people and wish other people a happy new year.
- 2 During the Thai holiday Songkran, people throw water at other people on the street.
- 3 During the Tomato Festival in Buñol, Spain, people have a lot of fun throwing tomatoes at other people for about two hours.
- 4 After a day of fasting during Ramadan, Muslims around the world invite other people home to have something to eat that evening.
- 5 (Your own sentence)

See page T133 for answers.

UNIT 7 Lesson 2

Adjective clauses: who and whom in formal English

In formal written or spoken English, use who for subject relative pronouns and whom for object relative pronouns.

The singer was terrible. + ^{subject} He sang in the restaurant.
The singer who sang in the restaurant was terrible.

The singer was terrible. + ^{object} We heard him last night.
The singer whom we heard last night was terrible.

Remember: An object relative pronoun can be omitted.

The singer we heard last night was terrible.

Complete each formal sentence with who or whom.

- 1 The front desk clerk ...who... works at that hotel is very helpful.
- 2 The man ...whom... I met on the plane has invited us to lunch.
- 3 The manager ...who... lives in Singapore may apply for the job.
- 4 I'm very satisfied with the dentist ...whom... you recommended.
- 5 The guests ...whom... we invited to the dinner were an hour late.
- 6 The sales representative ...whom... you are going to call speaks English.
- 7 The singer ...whom... you told me about is performing tonight.
- 8 My friend ...who... works at the bank can help you.
- 9 Is your colleague someone ...whom... I can ask to help me?

Reciprocal pronouns: each other and . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Call students' attention to the Vocabulary on page 76. Point out that *wish each other well* uses a reciprocal pronoun.
- Write the following on the board:
Friends send each other cards.
Friends send one another cards.
- Point out that the subject *Friends* and the reciprocal pronouns *each other* and *one another* refer to the same people. Tell students that using reciprocal pronouns shows that everyone is doing the same action.
- To provide practice, ask students *When do people give each other gifts in your family or in your circle of friends? When do we send one another cards / write letters?* Encourage students to respond in full sentences and use reciprocal pronouns; for example, *In our family, we give each other gifts on [our birthdays]. My friends and I send one another [postcards] when we go on vacation.*
- Have students study the *Be careful!* note and the examples.
- To help clarify, write the following on the board:
 1. *They looked at themselves in the mirror.*
A → A B → B
 2. *They looked at each other.*
A ↔ B
- Say *In item 1, A looked at A and B looked at B. In item 2, A looked at B and B looked at A.*

E On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
 - Have students compare answers with a partner. Then ask several students to write their sentences on the board.
- Option: (+5 minutes)* To provide more practice, have students think about someone they know. Form pairs. Have students take turns asking each other questions about their partner's choice. Students should use reflexive pronouns in their questions and answers. Write some example questions on the board to guide students.
1. *Where did you meet each other?*
 2. *How do you keep in touch with each other?*
 3. *What do you usually tell each other about?*
 4. *Do you send each other cards or gifts?*
 5. *Do you ever see each other?*

Answers for Exercise E

1. On New Year's Eve in New York City, people wait in Times Square for midnight to come so they can kiss each other / one another and wish each other / one another a happy new year.
2. During the Thai holiday Songkran, people throw water at each other / one another on the street.
3. During the tomato Festival in Buñol, Spain, people have a lot of fun throwing tomatoes at each other / one another for about two hours.

4. After a day of fasting during Ramadan, Muslims around the world invite each other / one another home to have something to eat that evening.

UNIT 7 Lesson 2

Adjective clauses: who and whom . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Point out that most native speakers use *who* instead of *whom*. *Whom* is considered very formal.
- To check comprehension, write on the board:
 1. *The woman who wanted to see you is here.*
 2. *The woman whom you wanted to see is here.*
- Ask students to make two sentences out of each example. (1. The woman is here. She wanted to see you. 2. The woman is here. You wanted to see her.)
- Underline *who* in item 1 and point out that it is the subject of the clause. Underline *you* in item 2 and point out that it is the subject of the clause. Then underline *whom* and point out that it is the object of the clause. Point out that *whom* can be omitted because it is the object of the clause.
- To provide practice, ask students to use these sentence starters to write two sentences:
The man / woman who . . .
The man / woman whom . . .
- Review with the class. (Possible answers: The man who really influenced me in life was my grandfather. The woman who just called is my mother. The man whom you met is my brother. The woman whom you wanted to talk to is here.)

Complete each (formal) sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Remind students to use *whom* for object relative pronouns (not *who*) in this exercise.
- Have students compare answers with a partner. Then review with the class.

UNIT 8 Lesson 1

Real and unreal conditionals: review

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Have students read the first rule and examples.
- To check comprehension, draw the following chart on the board (without the answers).

		If clause	Result clause
Real conditionals	Present results of real conditions	present of <u>be</u> or simple present	present of <u>be</u> or simple present
	Future results of real conditions	present of <u>be</u> or simple present	<u>will</u> or present continuous
Unreal conditionals	Results of conditions that don't exist	<u>were</u> or simple past	<u>would</u> + a base form

- Write *Present results of real conditions* in the first row of the second column, and complete the items for the *if* clause and the result clause in the first row with the class.
- Have students read the rule about future results and the examples.
- Write *Future results of real conditions* in the second row of the second column, and complete the items for the *if* clause and the result clause in the second row with the class.
- Review with the class. (1. A comma is needed after *good*. 2. Don't use *would* in an *if* clause. 3. The simple present form *have* is needed in the *if* clause.)
- Have students read the rule about unreal conditionals and the examples.
- Write *Results of conditions that don't exist* in the third row of the second column, and with the class, complete the items for the *if* clause and the result clause in the third row.
- Have students read the *Remember* notes.
- To check comprehension, write the following examples on the board (do not erase the chart) and have students find the mistake in each example.
 1. *If the price is good I will buy it.*
 2. *If she would have time she would cook dinner.*
 3. *If I will have time, I will call her.*

A Correct the errors . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Complete the first item with the class. Ask *Does this sentence express a real condition or an unreal condition? (A real condition.) Can we use will in the if clause? (No.) What form is needed? (The simple present tense, take.)*
- Have students compare answers with a partner. Then review with the class.

Clauses after wish

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the first rule and examples.
- Remind students that *were* is used for all persons; for example, *I wish I were rich.* (NOT *I wish I was rich.*)
- To check comprehension, ask several students to make (simple) sentences with *I wish + were*; for example, *I wish I were on vacation. I wish my car were faster. I wish laptops were cheaper.*
- Have students study the second rule and examples.
- To check comprehension, write the following on the board: *I wish I had (not) ____.* *I wished I had (not) ____.*
- Ask several students to complete the sentences. Check to make sure they use the past participle; for example, *I wish I had studied more for the test today. John wished he hadn't spent all his money on a new car. I wish I had tried to make my hotel reservations earlier.*
- Have students study the third rule and examples.
- To check comprehension, write the following on the board: *I wish ____ would ____.*
- Ask several students to complete the sentence. They can make sentences about themselves or about someone they know. Tell students they should say two sentences: their wish plus the reason or information why they wish it. For example: *I wish it would be sunny today. I want to go outside. I wish he would come home earlier. I get worried when he's out so late.*
- Have students study the fourth rule and the example.
- To check comprehension, ask volunteers to express wishes they had in the past for the future; for example, *When I was on vacation last summer, I wished the week would never end. When I was in college, I wished I would find a girl to marry.*

B Complete each statement . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Review the first item with the class. Ask students to say what the clause after *wish* expresses. (A desire in the present that something will occur in the future.)
- Before students write their answers, encourage them to figure out which of the four uses in the presentation on page 139 each item refers to.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) To extend the activity, write the following on the board:

1. *something you have but you wish you didn't have*
2. *something you don't have but you wish you had*
3. *something you did but you wish you hadn't done*
4. *something you didn't do but you wish you had done*
5. *something you have to do but you wish you wouldn't have to do*

Ask students to think about each situation and write brief notes for each one. Form small groups. Have students take turns talking about their wishes and regrets using their notes as a guide. Walk around and help as needed.

Real and unreal conditionals: review

- Real (or “factual”) conditionals express the present or future results of real conditions.

Present or everlasting results: Use the present of be or the simple present tense in both clauses.

- If I speak slowly, people understand me.
- If the temperature of water rises above 100 degrees Celsius, it turns to steam.

Future results: Use the present of be or the simple present tense in the if clause. Use a future form (future with will or present continuous for the future) in the result clause.

- If I’m late, I’ll disturb the others at the meeting.

- Unreal conditionals express the results of conditions that don’t exist. Use the simple past tense or were in the if clause. Use would + a base form in the result clause. The order of the clauses can be reversed.

- If I bought a more economical car, I wouldn’t worry so much about the price of gasoline.
- If he were here, he would tell us about his trip.

Remember: The order of the clauses in conditional sentences can be reversed. It’s customary to use a comma after the if clause when it comes first.

- If you buy a food processor, you won’t need to buy a blender.
- You won’t need to buy a blender if you buy a food processor.

Remember: Conditional sentences have two clauses: an if clause and a result clause.

- Don’t use a future form in an if clause. Don’t say: If I ~~will be~~ late, I’ll disturb the others at the meeting.
- Don’t use would in an if clause. Don’t say: If he ~~would be~~ here, he would tell us about his trip.

A Correct the errors in the conditional sentences. More than one correct answer may be possible.

- 1 If you ~~will~~ take a good picture, it can preserve memories of times you might forget. ^{were}
- 2 If I ~~was~~ you, I would send them an e-mail right away.
- 3 If you ~~would~~ go out today, you’ll need an umbrella.
- 4 Most people would eat healthy food if they ~~understand~~ the consequences of eating too much junk food. ^{understood}
- 5 These speakers ~~will be~~ OK if you ~~used~~ them in a smaller room. ^{use}
- 6 If the weather ~~will be~~ better, I’d go for a swim. ^{were}
- 7 If I ~~would~~ have a chance, I would work shorter hours. ^{had}
- 8 ~~Will~~ you ride a bicycle to work if your car broke down? ^{Would}
- 9 What would you do if I ~~would~~ ask you to make dinner? ^{asked}
- 10 He ~~won’t~~ eat at that restaurant if they ~~would~~ tell him he had to wear formal clothes. ^{wouldn’t} ^{told}

Clauses after wish

Use were or the simple past tense after wish to express a regret about something that’s not true now.

- I wish my laptop were top-of-the-line. (But it’s not top-of-the-line.)
- I wish I had a Brew Rite digital coffeemaker. (But I don’t have one.)

Remember: Use the past perfect after wish to express a regret about something that was not true in the past.

- Sean wishes he hadn’t sold his car. (But he did sell it.)
- Sean wished he hadn’t sold his car. (But he did.)

Use the conditional (would + a base form) after wish to express a desire in the present that something will occur in the future or on an ongoing basis.

- I wish it would rain. (a desire for a future occurrence)
- I wish it would rain more often. (a desire for something to occur on an ongoing basis)

Use would and a base form after wished to express a wish one had in the past for a future occurrence.

- Yesterday I wished it would rain, but it didn’t. (a past wish for a future occurrence)

B Complete each statement or question with the correct form of the verb.

- 1 I wish my favorite author ^{would write} a new book. I’ve read all her old books so many times. _{write}
- 2 Pat wished she ^{had spent} more time test-driving cars before she bought that SUV. _{spend}

- 3 Most people wish they^{were}..... rich.
be
- 4 I wish it^{had been}..... possible for me to get a better camera when I bought this one.
be
- 5 They wished they^{had known}..... sooner that their computer was a lemon.
know
- 6 When I was a child, my parents wished I ...^{would become}..... a doctor.
become
- 7 Do you wish you^{had}..... a more comfortable car for the trip tomorrow?
have
- 8 Marie and her friend are going to Germany tomorrow. Does she wish her friend^{had studied}..... German?
study
- 9 I wish you^{would go}..... to bed earlier when you have to get up for work.
go

Unless in conditional sentences

You can use **unless** instead of **if + not**.

Unless they buy a freezer, they'll have to go shopping every day. (= If they don't buy a freezer, . . .)

She wouldn't go for a long drive unless she had a phone with her. (= ...if she didn't have a phone with her.)

Martin doesn't buy electronics unless they're state-of-the-art. (= . . . if they're not state-of-the-art.)

- C On a separate sheet of paper, rewrite the sentences, changing **if + not** statements to **unless** and making any necessary changes. Follow the example. See page T140 for answers.

If you don't buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

Unless you buy the Brew Rite coffeemaker, you'll have to spend a lot more money on another brand.

- 1 If you aren't in a hurry, you should walk.
- 2 If you don't care about special features, you shouldn't consider getting the top-of-the-line model.
- 3 She won't go running in the park if her friends don't go with her.
- 4 Claire won't buy a car if it doesn't have a high-tech sound system.

UNIT 8 Lesson 2

The unreal conditional: variety of forms

Unreal conditional sentences can have a variety of active and passive forms in either clause.

If she had worn a seat belt, she wouldn't have been hurt.

If the car had been badly damaged, he would have bought a new one.

If the automobile hadn't been invented, we would still be using horses.

If horses were still being used, our high-speed highway system would never have been created.

If Marie Claire were getting married today, she wouldn't marry Joe.

If Ellie had married Tom, she would have children today.

On a separate sheet of paper, complete the unreal conditional sentences in your own way, using active and passive forms. Refer to the presentation above for some possibilities. Answers will vary, but may include the following:

- 1 If I were elected ruler of a country, . . . I would raise taxes.
- 2 The car would have been invented earlier if . . . people had had more free time.
- 3 If I were looking for a high-tech smart phone, . . . I would buy one online.
- 4 If this laptop had been available when I was looking for one, . . . I would have bought it.
- 5 . . . , I wouldn't be studying English now. If I didn't want to travel
- 6 If I were going to take a commercial space flight today, . . . I would be very excited.

Unless in conditional sentences

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- Point out that *unless* has the same meaning as *if . . . not*.
- To check comprehension, write the following on the board:
 1. If you don't hurry, you'll be late.
 2. Unless ____, you'll be late.
 3. He won't buy it if it's not on sale.
 4. He won't buy it unless ____.
- Ask students to complete items 2 and 4. (Possible responses: 2. you hurry; 4. it's on sale.)

C On a separate sheet of paper, . . .

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Point out the comma in the example. Remind students to include a comma after the *if* clause or *unless* clause when they come at the beginning of the sentence.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise C

1. Unless you are in a hurry, you should walk.
2. Unless you care about special features, you shouldn't consider getting the top-of-the-line model.
3. She won't go running in the park unless her friends go with her.
4. Claire won't buy a car unless it has a high-tech sound system.

UNIT 8 Lesson 2

The unreal conditional: variety of forms

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the rule and examples.
- To check comprehension of active and passive forms, write the following on the board:
 1. If they had advertised the job, he would have applied for it.
 2. If he had applied for the job, they would have hired him.
- Ask pairs to rewrite the sentences, changing the verbs in the underlined clauses into the passive.
- Review with the class. (1. If the job had been advertised, he would have applied for it. 2. If he had applied for the job, he would have been hired.)
- To check comprehension of continuous verb forms, write the following on the board:
 1. If the car hadn't broken down, we would have been ____.
 2. If we had been ____, we would have heard the news.

- With students, complete the sentences with continuous verb forms and add any other necessary information. (Possible answers: 1. eating out OR swimming at the beach OR playing golf; 2. watching TV OR listening to the radio OR paying attention.)
- To check comprehension of past conditions with present results, write the following on the board:
 1. If she had taken part, she would have won.
 2. If he had gotten a degree, he would have a better job now.
- Ask Which example expresses the present result of a past condition? (2)
- You may want to have students give their own examples of past conditions with present results.

On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students share answers with a partner.
- Then review with the class by having several students write their sentences on the board.

UNIT 9 Lesson 1

Count and non-count nouns: . . .

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the first rule and examples.
- Ask the class to give examples of other count nouns. Have students give the singular form using *a* or *an* and then the plural form; for example, *a book—books, an umbrella—umbrellas, a season—seasons*, etc.
- Have students study the second rule and examples.
- Point out that abstract ideas are also non-count nouns; for example, *progress, help, importance, health, education*.
- Point out that fields of study, some foods, and materials are also non-count nouns; for example, *law, biology, chocolate, juice, wood, cotton, plastic*.
- Write the following on the board:
 1. *paper*
 2. *bread*
 3. *water*
 4. *furniture*
- Ask students to say or write unit expressions for each item. (Possible answers: 1. a piece of; 2. a loaf of, a piece of; 3. a glass of, a pitcher of, a bottle of; 4. a piece of.)
- Have students study the third rule and examples.
- Write the following on the board:
 1. I don't like coffee.
 2. I had a coffee.
 3. I saw a chicken.
 4. I ate chicken.
 5. Turn on the light.
 6. There's very little light in this room.
- Ask students to work in pairs. Have them discuss how the meaning of the underlined words is different in each pair of sentences. Ask students to say if an item is count or non-count.
- Review with the class. (1. Non-count; 2. count; 3. count; 4. non-count; 5. count; 6. non-count.)

Complete each sentence . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that students might need to include an article or the plural form of the noun.
- Have students compare answers with a partner. Then review with the class.

Option: (+5 minutes) If you feel your students need more practice, have them write sentences with the words in the presentation, as well as any words you may have written on the board during the presentation.

UNIT 9 Lesson 2

Gerunds and infinitives: review . . .

Suggested teaching time:	10–12 minutes	Your actual teaching time:	
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- Have students read the spelling rules for gerunds and the examples.
- To check comprehension, write the following on the board:
 1. *write*
 2. *play*
 3. *allow*
 4. *vote*
 5. *put*
 6. *stop*
 7. *admit*
 8. *mix*
- Ask pairs to turn the base forms into gerunds and refer to the presentation if necessary.
- Review with the class. (1. Writing; 2. playing; 3. allowing; 4. voting; 5. putting; 6. stopping; 7. admitting; 8. mixing.)

UNIT 9 Lesson 1

Count and non-count nouns: review and extension

Count nouns name things that can be counted individually. They have singular and plural forms.

a president / presidents a liberal / liberals a candidate / candidates
a government / governments an election / elections a monarchy / monarchies

Non-count nouns name things that are not counted individually. They don't have singular or plural forms and they are not preceded by a or an. To express a specific quantity of a non-count noun, use unit expressions.

a piece of news a cup of tea 2 kilos of rice a time of peace an act of justice

Many nouns can be used as count or non-count nouns, but the meaning is different.

She studied government at the university. (= an academic subject)
That country has had four governments in ten years. (= a group of people who rule the country)
Democracy is the best form of government. (= a type of government)
After the revolution, the country became a democracy. (= a country with a democratic system)
I love chicken. (the food, in general)
I bought a chicken. (one actual bird)
She has blond hair. (in general = all of her hair)
She got a hair in her eye. (= one individual strand of hair)

Complete each sentence with the correct form of each noun.

- The government has made ^{progress} / _{progress} with the economic situation.
- They've given a lot of ^{importance} / _{importance} to making the banks stable.
- Unfortunately, ^{radicals} / _{radical} changed the law.
- ^{Peace} / _{peace} can only come if people stop making war.
- ^{Moderates} / _{moderate} don't favor extreme change.
- He's ^{a reactionary} / _{reactionary} who would like to outlaw freedom of speech.
- If I could give you one piece of ^{advice} / _{advice}, it would be to vote.
- If more people don't find ^{work} / _{work}, people will elect a different president.
- Some ^{governments} / _{government} are more liberal than others.
- It's impossible to end all ^{poverty} / _{poverty}

UNIT 9 Lesson 2

Gerunds and infinitives: review of form and usage

Form

Gerunds: A gerund is a noun formed from a verb. All gerunds end in -ing. To form a gerund, add -ing to the base form of a verb.

discuss → discussing

If the base form ends in a silent -e, drop the -e and add -ing.

vote → voting

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* (CVC) sequence, double the last consonant and then add -ing to the base form.

C V C

s i t → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

blow → blowing fix → fixing say → saying

* Vowels = a, e, i, o, u

* Consonants = b, c, d, f, g, h, j,
k, l, m, n, p, q, r,
s, t, v, w, x, y, z

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

permit → permitting BUT order → ordering

Infinitives: An infinitive is also a verbal noun. It is formed with to + the base form of a verb.

elect → to elect persuade → to persuade

Usage

Gerunds can be subjects, objects, and subject complements within sentences.

- Discussing politics is my favorite activity. (subject)
- I love reading about government. (direct object of verb love)
- I read a book about voting. (object of preposition about)
- My favorite pastime is watching TV news. (subject complement after be)

Infinitives function as subjects, direct objects, and subject complements.

- To hang out all day discussing politics would be my favorite weekend activity. (subject)
- I love to guess who's going to win elections. (direct object of verb love)
- My greatest dream for the future is to work in the government. (subject complement after be)

A Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using the gerunds and infinitives in the two ways shown. See page T142 for answers.

- | | |
|---|--|
| <p>1 voting
a (as the subject of a sentence)
b (as a direct object)</p> <p>2 smoking
a (as a direct object)
b (as an object of the preposition <u>to</u>)</p> <p>3 censoring
a (as the object of the preposition <u>of</u>)
b (as a subject complement)</p> | <p>4 to permit
a (as the subject of a sentence)
b (as a direct object)</p> <p>5 to lower
a (as a direct object)
b (as the subject of a sentence)</p> |
|---|--|

Gerunds and infinitives: review of usage after certain verbs

Certain verbs are followed by gerunds:

avoid, can't stand, discuss, dislike, enjoy, feel like, (don't) mind, practice, quit, sick of, suggest

Other verbs are followed by infinitives:

agree, choose, decide, expect, hope, learn, need, plan, seem, want, wish, would like

Other verbs can be followed by either a gerund or an infinitive:

begin, continue, hate, like, love, prefer

For a review of gerunds and infinitives, see the Reference Charts on page 126.

B Complete the paragraph with gerunds or infinitives. When either a gerund or an infinitive would be correct, fill in the blank with both forms.

I hope^{to make}..... some positive changes in my life, and I would like^{to start}..... right away. I have
_{1 make} _{2 start}
 observed that a lot of people enjoy^{complaining}..... about the political situation, but they don't like
_{3 complain}
^{to do / doing}..... anything about it. They love^{to watch / watching}..... the news and^{to say / saying}..... they care about all
_{4 do} _{5 watch} _{6 say}
 the poor people who don't have enough to eat, but they don't feel like^{doing}..... anything to change the
_{7 do}
 situation. They worry about poverty, but they don't mind^{wasting}..... money on stupid things they don't need
_{8 waste}
^{to have}..... Well, I'm sick of^{reading}..... about how people are suffering, and I've agreed
_{9 have} _{10 read}
^{to join}..... a political action group. I simply hate^{to not do / not doing}..... anything!
_{11 join} _{12 not do}

- Have students read the rule about how infinitives are formed.
- To check comprehension, call on volunteers to name some infinitives. (Possible answers: To write, to play, to allow, etc.)
- Have students study the rule about uses of gerunds and the examples.
- Clarify any questions students might have about the grammatical functions; for example, subjects precede verbs in statements; direct objects follow verbs; objects of prepositions follow prepositions; subject complements follow *be*.
- Write the following on the board:
 1. *You should avoid talking to strangers.*
 2. *Skiing is his passion.*
 3. *I'm not interested in discussing politics.*
 4. *Her favorite pastime is sailing.*
- To check comprehension, ask students to underline the gerunds and identify their function. Ask students to compare answers with a partner.
- Review with the class. (1. *Talking*: direct object; 2. *skiing*: subject; 3. *discussing*: object of preposition *in*; 4. *sailing*: subject complement.)
- Have students study the rule about uses of infinitives and the examples.
- Write the following on the board:
 1. *I hope to see her this weekend.*
 2. *My plan is to go on vacation in July.*
 3. *To be informed is important.*
- Ask pairs to underline the infinitives and identify their function.
- Review with the class. (1. *To see*: direct object; 2. *to go*: subject complement; 3. *to be*: subject.)

A Using the sentences in the grammar . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Encourage students to refer to the presentation if they need help.
- To review, you can have students compare answers and do peer correction. Students should exchange papers and focus on checking for the correct usage of gerunds and infinitives.

Answers for Exercise A

Answers will vary, but may include the following:

1. a Voting is a right people have in democratic countries.
b He felt like voting for the radical candidate.
2. a She quit smoking last month.
b I look forward to smoking a cigarette.
3. a She is in favor of censoring books.
b His occupation is censoring movies.
4. a To permit eighteen-year-olds to vote wouldn't be a wise decision.
b They don't want to permit that kind of behavior.
5. a They need to lower the driving age.
b To lower the amount of fat in your diet is an excellent idea.

Gerunds and infinitives: review . . .

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the first rule and the list of verbs.
- If students do not know the meaning of a verb, you may want to give an example with an explanation.
- Form pairs or small groups. Ask students to take turns making sentences using the verbs and gerunds.
- Have students read the second rule and the list of verbs.
- Answer any questions about meaning.
- Ask students to find new partners and take turns making sentences with infinitives.
- Have students read the third rule and the list of verbs.
- You may want to give examples: *Yesterday I began crying for no reason. Yesterday I began to cry for no reason.*
- Ask students to find new partners. Encourage them to make two sentences, one with a gerund and the other with an infinitive; for example, *I felt really sick, but I continued working. Even though I was sick, I continued to work.*

B Complete the paragraph . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Point out that students can refer to the list in the presentation or an expanded list in the Reference Charts on page 126.
- Have students compare answers with a partner. Then review with the class.

UNIT 10 Lesson 1

Prepositions of place: more usage

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students read the examples with *in*. Provide more examples: *The Galápagos Islands are in the Pacific Ocean. There are many active volcanoes in Ethiopia.* Then ask students to create their own examples.
- Have students read the examples with *on*. Provide more examples: *Cairo is on the Nile River. I spent my vacation on an island in the Caribbean.* Then ask students to create their own examples.
- Have students read the examples with *of*. Provide more examples: *Chile is west of Argentina. Mongolia is north of China.* Then ask students to create their own examples.

A Write the correct prepositions of place . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Complete the first item with the class. Remind students that an island is *in* a body of water, not *on* it.
- Have students compare answers with a partner and then review with the class.

Option: (+5 minutes) To provide more practice, have students choose a place they know well and use the prepositions to describe that place. Students can work in pairs or small groups. Encourage the class to focus on prepositions and to give each other feedback.

Proper nouns: capitalization

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students study the list of names that need capitalization. Say each category aloud and ask for more examples. Make necessary corrections.
- Have students study the information about proper nouns and the examples.
- Ask the class for any examples they know of proper nouns with more than one word; for example, *the Eiffel Tower, Times Square, the Great Wall, Ipanema Beach*, etc.
- Have students study the last explanation and the examples.
- Write the following on the board:
 1. *the story of my life*
 2. *six legends to remember*
 3. *adventures in the mountains*
 4. *tales of the jungle*

- Tell students to imagine the phrases on the board are titles of books. Ask students to say which words should be capitalized. (1. The Story of My Life; 2. Six Legends to Remember; 3. Adventures in the Mountains; 4. Tales of the Jungle.)

B On a separate sheet of paper, . . .

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review the example with the class.
- Have students compare answers with a partner. Encourage them to refer to the presentation if necessary.
- Review with the class.

Answers for Exercise B

1. My cousins are studying French.
2. The Leaning Tower of Pisa is in northern Italy.
3. It's on the southern coast of Australia.
4. I visit the City Museum of Art every Saturday.
5. My uncle Jack works for the United Nations.
6. The Channel Tunnel between England and France was completed in 1994.
7. She graduated from the University of Washington.
8. We liked the movie about the Great Wall of China.
9. My son is in the College of Sciences.
10. His father speaks Korean and Japanese fluently.
11. Their grandson was born last March.

Prepositions of place: more usage

<p>It's in</p> <ul style="list-style-type: none"> Cheju Province. the Rocky Mountains. the Central Valley. the Sahara Desert. the Atlantic Ocean. the state of Jalisco. 	<p>It's on</p> <ul style="list-style-type: none"> the Nicoya Peninsula. Easter Island. the Hudson River. Coronado Bay. the coast. Lake Placid. the Gulf of Aqaba. 	<p>It's in the central part</p> <p>It's southwest</p> <p>It's about 50 kilometers north</p>	<p>of Madrid.</p>
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A Write the correct prepositions of place, using in, on, or of.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 Pisco is<u>on</u>..... the Pacific coast of Peru. 2 Tianjin, in China, is<u>in</u>..... Hebei Province. 3 Desaguadero is<u>on</u>..... Lake Titicaca in Bolivia. 4 The island of Bahrain is<u>in</u>..... the Persian Gulf. 5 Cabimas is<u>on</u>..... Lake Maracaibo in Venezuela. 6 Sapporo is<u>on</u>..... Hokkaido Island in Japan. 7 Riobamba is<u>on</u>..... the Pastaza River in Ecuador. 8 Taiwan's Jade Mountain National Park is east<u>of</u>..... the city of Alishan. | <ol style="list-style-type: none"> 9 Fengkang is<u>in</u>..... the southern part<u>of</u>..... Taiwan. 10 The city of Budapest, Hungary, is<u>on</u>..... the Danube River. 11 Denmark is north<u>of</u>..... Germany. 12 The capital of Chile, Santiago, is located<u>in</u>..... the Central Valley. |
|---|--|

Proper nouns: capitalization

Capitalize names of:

<p>places</p> <p>languages / nationalities</p> <p>buildings and public places</p> <p>organizations</p> <p>names and titles</p> <p>days / months / holidays</p> <p>religions</p> <p>historic times or events</p>	<p>Bolivia, the United Kingdom, Kyoto</p> <p>French, Korean, Arabic</p> <p>the Paramount Theater, the Tower of London, the Golden Gate Bridge</p> <p>the U.N., the World Bank, the European Union</p> <p>Mary, Mary Smith, Dr. Mary Smith</p> <p>Monday, January, the Moon Festival</p> <p>Islam, Buddhism, Christianity</p> <p>the Cold War, the Middle Ages, the Edo Period</p>
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When a proper noun has more than one word, each word is capitalized, except for articles (the) and prepositions (of).

<p>Panama City</p> <p>the University of Buenos Aires</p>	<p>the Gulf of Aqaba</p> <p>Niagara Falls</p>	<p>Mount Fuji</p> <p>the Bay of Biscayne</p>
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Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters.

If an article or a preposition is the first word of a title, capitalize it.

<p><i>The Story of English</i></p> <p><i>The Financial Times</i></p>	<p><i>Looking Back on My Life</i></p> <p><i>I Know Why the Caged Bird Sings</i></p>
--	---

B On a separate sheet of paper, rewrite each sentence with correct capitalization. Follow the example.

See page T143 for answers.

i'm reading one hundred years of solitude.
I'm reading One Hundred Years of Solitude.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1 my cousins are studying french. 2 the leaning tower of pisa is in northern italy. 3 it's on the southern coast of australia. 4 i visit the city museum of art every saturday. 5 my uncle jack works for the united nations. 6 the channel tunnel between england and france was completed in 1994. | <ol style="list-style-type: none"> 7 she graduated from the university of washington. 8 we liked the movie about the great wall of china. 9 my son is in the college of sciences. 10 his father speaks korean and japanese fluently. 11 their grandson was born last march. |
|---|--|

Proper nouns: use of the

When a proper noun includes the word of, use the.

with <u>the</u>	without <u>the</u>
the Republic of Korea	Korea
the Gulf of Mexico	Mexico City
the Kingdom of Thailand	Thailand

When a proper noun uses a political word such as republic, empire, or kingdom, use the.

the United Kingdom	the British Empire	the Malagasy Republic
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When a proper noun is plural, use the.

the Philippines	the United States
the Netherlands	the Andes Mountains

When a proper noun includes a geographical word such as ocean, desert, or river, use the. BUT do not use the with these geographical words: lake, bay, mountain, island, or park.

with <u>the</u>	without <u>the</u>
the Atlantic Ocean	Crystal Lake
the Atacama Desert	Hudson Bay
the Persian Gulf	Yellow Mountain
the Yangtze River	Hainan Island
the Iberian Peninsula	Ueno Park

When words like east or southwest are used as the name of a geographical area, use the. Do not use the when they are used as adjectives.

with <u>the</u>	without <u>the</u>
the Middle East	Western Europe
the Far East	East Timor
the West	Northern Ireland

When a proper noun includes a word that is a kind of organization or educational group, use the. Do not use the with a university or college (unless the name uses of).

with <u>the</u>	without <u>the</u>
the International Language Institute	Columbia College
the United Nations	Chubu University
the World Health Organization	
the University of Adelaide	

Do not use the with acronyms.

- U.C.L.A. (the University of California, Los Angeles)
- NATO (the North Atlantic Treaty Organization)
- OPEC (the Organization of Petroleum Exporting Countries)

C Correct the errors in the sentences. Explain your answers.

- 1 When she went to ~~the~~ Malaysia, she brought her husband with her.
- 2 A lot of people from ~~the~~ United States teach English here.
- 3 ~~The~~ Haiti is the closest neighbor to ~~the~~ Dominican Republic.
- 4 When we arrived in ~~the~~ Berlin, I was very excited.
- 5 ~~The~~ Jordan is a country in ~~the~~ Middle East.
- 6 I introduced our visitors to ~~the~~ University of Riyadh.
- 7 I lived in ~~the~~ People's Republic of China for about two years.
- 8 Mr. Yan is a student at ~~the~~ College of Arts and Sciences.
- 9 She is the director of ~~the~~ English Language Institute.
- 10 She's the most famous actress in ~~the~~ Netherlands.
- 11 He's interested in cultures in ~~the~~ Far East.
- 12 ~~The~~ Poland was one of the first countries in ~~the~~ Eastern Europe to change to democracy.

Proper nouns: use of *the*

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students study the explanations and the examples.
- Point out the last use of *the* in the presentation and explain that an acronym is a word made up from the first letters of the names of something.
- Write the following on the board:
 1. *the Indian Ocean*
 2. *the World Meteorological Organization*
 3. *South Korea*
 4. *the Czech Republic*
 5. *the Pyrenees*
 6. *the Bay of Biscay*
 7. *NASA*
- Ask students to number the rules in the presentation from 1 to 7. Then have them match the examples with the explanations. (1. 4; 2. 6; 3. 5; 4. 2; 5. 3; 6. 1; 7. 7)

Option: (+5 minutes) To provide more practice, form groups of three or four. Bring in newspapers in English. (If no newspapers in English are available, and there's an Internet connection, students can visit the CNN or BBC websites.) Student A scans the text to find three names of countries, organizations, or geographical areas. Then he / she writes them on a slip of paper with no capitalization. If the names include *the*, they can be written with or without *the*. Then he / she gives the slip of paper to Students B and C, who capitalize the names and add *the* wherever necessary. Student A corrects his / her partners' work. Then students change roles.

C Correct the errors . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

UNIT 10 Lesson 2

Infinitives with enough

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the presentation and the examples.
- To check comprehension, write the following on the board:
 1. *strong*
 2. *tall*
 3. *sick*
 4. *old*
 - a. *stay home*
 - b. *reach the shelf*
 - c. *drive on his / her own*
 - d. *lift that suitcase*
- Ask students to work in pairs and match a numbered adjective with a lettered phrase to write statements using *enough* + an infinitive.
- Ask several pairs to read their answers. Make necessary corrections. (Possible answers: 1. He's not strong enough to lift that suitcase. 2. She's tall enough to reach that shelf. 3. I'm sick enough to stay home. 4. She's not old enough to drive on her own.)
- Draw attention to the *Be careful!* note.
- To check comprehension, write the following on the board:
 1. *She's very young. She cannot vote. (young)*
 2. *He's 21 years old. He can vote. (old)*
- Have students combine the sentences using the words in parentheses and *too* or *enough*, as needed. (1. She's too young to vote. 2. He's old enough to vote.)
- Review with the class.

A On a separate sheet of paper, . . .

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Complete the first item with the class. You may want to write students' ideas on the board; for example, *He's tall enough to be a model. He's tall enough to reach the shelf.*
- Have students compare answers with a partner.
- To review with the class, call on volunteers to read their sentences aloud.

Option: (+3 minutes) To provide more practice, ask students to describe people in their family, friends, or other people they know using *too* or *enough* plus an infinitive; for example, *My sister is beautiful enough to be a model. My brother is too lazy to get a job.*

Answers for Exercise A

Answers will vary, but may include the following:

1. He's tall enough to reach the shelf.
2. He isn't strong enough to lift that box by himself.
3. She's thirsty enough to drink three glasses of water.
4. She isn't hungry enough to eat now.
5. The movie was interesting enough to keep me awake.
6. The movie wasn't exciting enough to see again.

B On a separate sheet of paper, . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- You may want to have students write the sentences in pairs.
- To review, ask each pair / student to read a sentence. Encourage the class to make necessary corrections.
- You may want to write the correct sentences on the board.

Infinitives with enough

You can use an infinitive after an adjective + enough to give an explanation.

She's old enough to vote. He's not busy enough to complain.

Be careful! Too comes before an adjective, but enough comes after an adjective.

It's too far to walk.

It isn't close enough to walk. NOT It isn't enough close to walk.

A On a separate sheet of paper, complete each statement in your own way, using an infinitive. See page T145 for answers.

1 He's tall enough . . .

4 She isn't hungry enough . . .

2 He isn't strong enough . . .

5 The movie was interesting enough . . .

3 She's thirsty enough . . .

6 The movie wasn't exciting enough . . .

B On a separate sheet of paper, write ten sentences, using your choice of adjectives from the box. Write five using too and an infinitive and five using enough and an infinitive.

early	heavy	important	old	young	long
expensive	high	loud	sick	scary	short

Answers will vary, but may include the following:

My sister is too young to vote.

They're too sick to come with us.

This smart phone is too expensive to buy.

It's too early to eat lunch.

The meeting is too important to miss.

The volume is not loud enough to hear.

She's not old enough to watch that movie.

That costume is not scary enough to wear on Halloween.

The table is not long enough to seat so many people.

The fence is not high enough to block the view.

Writing Booster

The Writing Booster is optional. It is intended to orient students to the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing exercise from the Unit Review page.

UNIT 1 Formal e-mail etiquette

Social e-mails between friends are informal and have almost no rules. Friends use "emoticons" and abbreviations and don't mind seeing spelling or grammar errors.

Emoticons

- ☺ = I'm smiling.
- ☹ = I'm not happy.

Abbreviations

- LOL = "Laughing out loud"
- LMK = "Let me know"
- BTW = "By the way"
- IMHO = "In my humble opinion"

However, e-mail is also commonly used in business communication between people who have a more formal relationship. When writing a more formal e-mail, it is not acceptable to use the same informal style you would use when communicating with a friend.

For formal e-mails . . .

Do:

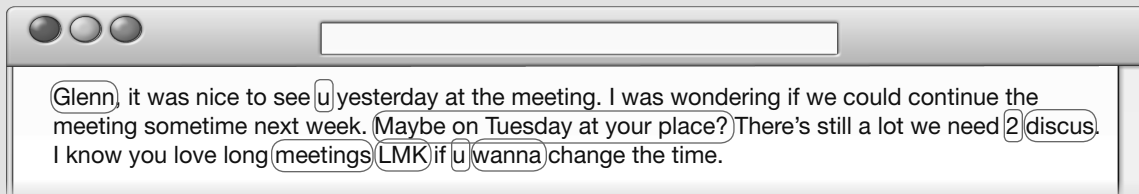
- Use title and last name and a colon in the salutation, unless you are already on a first-name basis:
Dear Mr. Samuelson:
Dear Dr. Kent:
If you are on a first-name basis, it's appropriate to address the person with his or her first name:
Dear Marian:
- Write in complete sentences, not fragments or run-on sentences.
- Check and correct your spelling.
- Use capital and lowercase letters correctly.
- Use correct punctuation.

- Use a complimentary close as in a formal letter, such as:
Sincerely, Cordially, Thank you,
Thanks so much,
- End with your name, even though it's already in the e-mail message bar.

Don't:

- Use emoticons.
- Use abbreviations such as "LOL" or "u" for "you."
- Use all lowercase or uppercase letters.
- Date the e-mail the way you would a written letter. (The date is already in the headings bar.)

- A Circle all the formal e-mail etiquette errors in the e-mail to a business associate. Then explain your reasons. See page T146 for answers.



- B Guidance for the Writing Exercise (on page 12) Use the do's and don'ts for formal e-mails to check the two e-mail messages you wrote.

UNIT 2 Comparisons and contrasts

COMPARISONS: Use this language to compare two things:

To introduce similarities

- **be alike**
Herbal medicine and homeopathy are alike in some ways.
- **be similar to**
Homeopathy is similar to conventional medicine in some ways.

To provide details

- **both**
Both herbal medicine and homeopathy are based on plants. / Herbal medicine and homeopathy are both based on plants.
- **and . . . too**
Herbal medicine is based on plants, and homeopathy is too.

Writing Booster

Note about the Writing Booster

These teaching notes and suggested teaching times are provided if you choose to use the Writing Booster in class.

UNIT 1

Formal e-mail etiquette

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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- Have students read the presentation about e-mails.
- To check comprehension, ask *What is acceptable when communicating with a friend, but unacceptable when writing a business e-mail?* (Making spelling errors, making grammar errors, using emoticons, using abbreviations, writing in informal style.)
- Have students read the *Do's* and *Don'ts* for formal e-mails.
- To check comprehension, write the following on the board:
 1. salutation
 2. sentences
 3. spelling
 4. capital and lowercase letters
 5. punctuation
 6. complimentary close
 7. ending your message
 8. emoticons and abbreviations
 9. dating your e-mail
- Ask students to close their books. Call on volunteers to choose a topic from the board and explain a rule for writing formal e-mails; for example, *If you are on a first-name basis, you can use a person's first name in the salutation.*

FYI: Point out that e-mail can be used as a count noun or a non-count noun; for example, *I sent her an e-mail.* (count) *E-mail is fast and convenient.* (non-count)

A Circle all the formal e-mail . . .

- Have students compare answers with a partner.
- Encourage students to use the information in the box to explain the errors.

Answers for Exercise A

Use “Dear” and “first name” and a colon: “Dear Glenn.”

Don't use abbreviations: “you”

Don't write sentence fragments.

Don't use informal language: “in your office”

Don't use numbers to replace words: “to”

Don't make spelling errors: “discuss”

Use a period at the end of sentences. “I know you love long meetings.”

Don't use abbreviations or informal language: “Let me know if you want to change the time.”

Use a complimentary close and end with your name.

B Guidance for the Writing Exercise (on page 12)

- After students have written their e-mail messages, have them use the *Do's* and *Don'ts* as a checklist to edit their writing.
- Encourage students to make any necessary corrections.

UNIT 2

Comparisons and contrasts

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students study the presentation about comparisons.
- To check comprehension, have pairs write a sentence expressing the similarities between two people, cars, restaurants, etc. For example:

My sister and I are alike in some ways. We both like to sing.
My sister likes swimming, and I like it, too.
- To review, call on pairs to share their sentences with the class.

- Have students study the presentation about contrasts.
- To check comprehension, have the same pairs write new sentences expressing the differences between the two items they previously discussed. Encourage them to provide details. For example:
*I'm also different from my sister in a number of ways.
 I like singing in public, but my sister doesn't.
 I like to wear dresses and skirts. In contrast, my sister wears jeans and sneakers.*
- To review, call on pairs to share their sentences with the class.

FYI: You may want to point out that although it is often heard, it is not correct to say *different than* instead of *different from* since *different* is not a comparative form.

A On a separate sheet of paper, . . .

- Complete the first item with the class.
- Have students compare answers with a partner. Then review with the class.

Answers for Exercise A

1. There's nothing scarier than having a toothache while traveling. Likewise, feeling short of breath while on the road can be a frightening experience.
2. Both painkillers and antihistamines can be bought without a prescription.
3. A broken tooth requires a visit to the dentist, and a lost filling does, too.
4. You may have to wait for the results of an X-ray. Similarly, the results of a blood test may not be ready for several days.
5. An X-ray doesn't take much time to do, and a blood test doesn't either.

B On a separate sheet of paper, . . .

- Complete the first item with the class.
- Have several students write their answers on the board.

Option: (+10 minutes) For further practice of the language of comparisons and contrasts, write the following chart on the board (without the questions):

Food	Getting around	Vacations
<i>How do you like your coffee? Do you like international food?</i>	<i>Do you take the train to work? Do you enjoy driving?</i>	<i>What do you like to do when you are on vacation? What is your favorite destination?</i>

With the class, brainstorm simple interview questions for each topic and write them on the chart. Have pairs of students take turns asking and answering the questions in the chart as well as asking other follow-up questions. Then have students report their findings, using the language of comparisons and contrasts from the presentation on pages 146 and 147. For example:

*Hans doesn't take sugar in his coffee, and Joanna doesn't either.
 Unlike me, Sheila loves Mexican food.
 Samuel enjoys visiting crowded cities. However, Sandra loves going to quiet, isolated places.*

Answers for Exercise B

Answers will vary, but may include the following:

1. If you feel pain in your back, you can try taking a painkiller. On the other hand, if you have pain in your chest, you should see a doctor.
2. While homeopathy is fairly common in Europe, it is not as popular in the United States.
3. Unlike other types of treatments, spiritual healing uses the mind or religious faith to treat illnesses.
4. Conventional medicine and acupuncture have been used for thousands of years, whereas homeopathy was only introduced in the late eighteenth century.
5. Many people choose conventional medicine first when they need medical help. However, about 80% of the world's population uses some form of herbal therapy for their regular health care.

C Guidance for the Writing Exercise (on page 24)

- Draw the following chart on the board:

	Treatment 1: _____	Treatment 2: _____
Similarities	1. 2. 3.	1. 2. 3.
Differences	1. 2. 3.	1. 2. 3.

- Have students copy the chart to write notes about the similarities and differences between the two treatments they chose. Ask them to use the ideas in their charts to write their sentences.
- Walk around the room and provide help as needed.

- **and . . . (not) either**
Herbal medicine doesn't use medications, and homeopathy doesn't either.
- **also**
Many of the medications in conventional medicine also come from plants.
- **as well**
Many of the medications in conventional medicine come from plants as well.
- **Likewise,**
Herbs offer an alternative to conventional medications. Likewise, homeopathy offers a different approach.
- **Similarly,**
Similarly, homeopathy offers a different approach.

CONTRASTS: Use this language to contrast two things: To introduce differences

- **be different from**
Conventional medicine is different from acupuncture in a number of ways.

To provide details

- **but**
Herbal medicine treats illness with herbs, but acupuncture mainly treats illness with needles.
- **while / whereas**
Herbal medicine treats illness with herbs while (or whereas) acupuncture treats illness with needles. OR While (or Whereas) herbal medicine treats illness with herbs, acupuncture treats illness with needles.
- **unlike**
Spiritual healing involves taking responsibility for one's own healing, unlike conventional medicine. OR Unlike conventional medicine, spiritual healing involves taking responsibility for one's own healing.
- **However,**
Conventional doctors routinely treat heart disease with bypass surgery. However, acupuncturists take a different approach.
- **In contrast,**
Herbal doctors treat illnesses with teas made from plants. In contrast, conventional doctors use medicines and surgery.
- **On the other hand,**
Conventional medicine is based on modern scientific research. On the other hand, herbal therapy is based on centuries of common knowledge.

- A** On a separate sheet of paper, make comparisons, using the cues in parentheses. See page T147 for answers.
- 1 There's nothing scarier than having a toothache while traveling. Feeling short of breath while on the road can be a frightening experience. (likewise)
 - 2 Many painkillers can be bought without a prescription. Many antihistamines can be bought without a prescription. (both)
 - 3 A broken tooth requires a visit to the dentist. A lost filling requires a visit to the dentist. (and . . . too)
 - 4 You may have to wait for the results of an X-ray. The results of a blood test may not be ready for several days. (similarly)
 - 5 An X-ray doesn't take much time to do. A blood test doesn't take much time to do. (and . . . not / either)
- B** On a separate sheet of paper, make contrasts, using the cues in parentheses. See page T147 for answers.
- 1 If you feel pain in your back, you can try taking a painkiller. If you have pain in your chest, you should see a doctor. (on the other hand)
 - 2 Homeopathy is fairly common in Europe. It is not as popular in the United States. (while)
 - 3 Spiritual healing uses the mind or religious faith to treat illnesses. Other types of treatments do not. (unlike)
 - 4 Conventional medicine and acupuncture have been used for thousands of years. Homeopathy was only introduced in the late eighteenth century. (whereas)
 - 5 Many people choose conventional medicine first when they need medical help. About 80% of the world's population uses some form of herbal therapy for their regular health care. (however)
- C** **Guidance for the Writing Exercise (on page 24)** Write three statements that show similarities in the two medical treatments you chose to write about and three statements that contrast them. Use the language of comparison and contrast in each statement. Use these statements in your writing.

UNIT 3 Supporting an opinion with personal examples

Use these expressions to state your opinions. Follow the punctuation style in the examples.

- **In my opinion,**
In my opinion, there's nothing wrong with being a procrastinator. People just have different personalities.
- **To me,**
To me, it's better to be well organized. Being a procrastinator keeps a person from getting things done.
- **From my point of view,**
From my point of view, if you aren't well organized, you're going to have a lot of problems in life.
- **I believe**
I believe that people who are procrastinators have other strengths, such as creativity.
- **I find**
I find being well organized helps a person get more done.

Use personal examples to make your opinions clear and interesting to readers.

- **For example,**
I'm usually on time in everything I do. For example, I always pay my bills on time.
- **For instance,**
My brother is usually on time in everything he does, but sometimes he isn't. For instance, last week he completely forgot to get our mother a birthday gift.
- **. . . , such as . . .**
There are a few things I tend to put off, such as paying bills and studying for tests.
- **Whenever**
Some people have a hard time paying their bills on time. Whenever my husband receives a bill, he puts it on the shelf and forgets about it.
- **Every time**
Every time I forget to pay a bill, I feel terrible.
- **When I was . . .**
I had to learn how to be well organized. When I was a child, my parents did everything for me.

Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.

There's nothing wrong with being a procrastinator, **in my opinion.**
Being well-organized helps a person get more done, **I find.**

Be careful!

Do not use for example or for instance to combine sentences. Don't write: I'm usually on time for everything I do, for example, I always pay my bills on time.

Remember:

Use a comma before such as when it introduces a dependent clause.

A On a separate sheet of paper, write a sentence expressing your personal opinion in response to each of the questions. See page T148 for answers.

- 1 Do you think children should study the arts in school?
- 2 Do you think extroverts are better people than introverts?
- 3 Do you think it's OK to wear casual clothes in an office?

B On a separate sheet of paper, provide a personal example for each of the statements. See page T148 for answers.

- 1 I'm (I'm not) a very well-organized person.
- 2 Some (None) of the people I know procrastinate.
- 3 I always (I don't always) pay my bills on time.
- 4 I've always (I've never) had a hard time doing things on time.

C **Guidance for the Writing Exercise (on page 36)** State your opinion on the topic. Then list at least five personal examples to support your view. Use the examples in your writing.

UNIT 3

Supporting an opinion . . .

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the expressions and the examples.
 - Ask *Which expressions are followed by a comma?* (In my opinion, / To me, / From my point of view.) *Which expressions are followed by a clause?* (I believe / I find.) Point out that *that* can be omitted after both *I believe* and *I find*.
 - To provide practice, call on several students to express their opinions about procrastinating; for example, *In my opinion, putting things off is not a problem as long as you get them done in the end. / I believe you can't do a good job if you're not well organized.*
 - Draw students' attention to the Note. Explain that a comma is used for all of the expressions when the expression is at the end of the sentence.
 - Have students read the personal examples.
 - To check comprehension, write the following on the board:
I leave things for the last minute. For example, . . .
For instance, . . .
Whenever . . .
Every time . . .
When I . . .
 - Have pairs complete the sentences on the board with actions; for example, *paying bills, exercising, writing a report, buying gifts, fixing the car, finishing my homework,* etc. Encourage students to be creative.
 - To review, call on a few volunteers to share their sentences with the class.
 - Draw attention to the *Be careful!* and the *Remember* note. Tell students to use a period before *For example* and *For instance* and a comma before *such as*.
- FYI:** It is also permissible to use a semicolon before *for example* and *for instance*. In that case, *for* is not capitalized. However, because many learners tend to overuse semicolons and use them incorrectly, it is recommended that they separate two sentences with a period.

A On a separate sheet of paper, . . .

- Have students answer the questions individually. You may want to encourage them to support their views with an example.
- Have students compare answers with a partner.
- To review with the class, have several students share their answer to each question.

Answers for Exercise A

Answers will vary, but may include the following:

1. From my point of view, children should study the arts in school because it gives them the chance to express themselves freely.

2. In my opinion, extroverts aren't better people than introverts, but they are probably friendlier and more fun to be with.
3. I believe it's OK to wear casual clothes in an office as long as you look clean and neat.

B On a separate sheet of paper, . . .

- Complete the first item with the class. Encourage several students to give examples. You may want to write them on the board; for example, *Every time I start working on a new project, I write a to-do list. For example, I always plan my vacations months ahead.*
- To review with the class, have several students share their examples.

Option: (+5 minutes) For further practice, have students write a sentence describing an aspect of their personality and have them support it with an example. Form pairs and have students share their sentences. To review, call on students to describe their partner, using the information they previously shared. Encourage the use of examples.

Answers for Exercise B

Answers will vary, but may include the following:

1. For example, I always make to-do lists on my calendar.
2. Whenever they have a lot of things to do, they do the easiest things first.
3. When I get a bill, I put it on a shelf, and I often forget about it.
4. I've never had a hard time doing things on time, such as paying bills or calling people on their birthdays.

C Guidance for the Writing Exercise (on page 36)

- Ask students to write a sentence stating their opinion on the topic they chose.
- Encourage them to use different expressions to introduce examples from the presentation on pages 147 and 148.
- Walk around the room and provide help as needed.
- Encourage students to use all or some of their examples in their writing.

UNIT 4

Summarizing

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation about how to write a good summary.
- Direct attention to item 1. With the class, choose a story all students know, such as a fairy tale. One by one, ask the basic *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* questions about the story. Call on volunteers to answer them.
- Direct students' attention to item 2. Call on volunteers to identify the main ideas of the story they discussed in the previous activity. Then ask them to share a few details.
- Finally, direct students' attention to the basic information questions in the note on the right.

A Practice answering basic information . . .

- Have students work in pairs. Have pairs choose a movie they have both seen.
- Ask students to read the questions and then write their own question about the movie.
- Elicit answers to as many questions in the exercise as possible.
- To review with the class, have pairs use the questions as a guide to tell the class about the movie they discussed.

B Practice focusing on main ideas. . . .

- Have students read the article for meaning. Ask them to read it again and underline the main ideas.
- Then have students read it a third time to confirm the main ideas they underlined and then cross out any sentences that are really just details.
- Finally, have students read the summary on the right.
- Ask students to work in pairs. Have them compare the main ideas they underlined with the information in the summary.

C Guidance for the Writing Exercise (on page 48)

- Have students answer as many questions as they can. You may want to ask them to answer the questions in note form instead of in complete sentences.
- Move around the room and provide help as needed.
- Have students use their answers to write the summary within their reviews.

UNIT 4 Summarizing

A good summary provides only the main ideas of a much longer reading, movie, or event. It should not include lots of details. Here are two effective ways to write a summary:

- 1 Answer basic information questions:** For a longer reading, one approach to writing a summary is to think about the answers to the basic questions of: Who?, What?, When?, Where?, Why?, and How?
- 2 Focus on main ideas instead of details:** For a shorter reading, identify the main ideas. Sentences that are main ideas provide enough information to tell the story. After you have identified the sentences that express the main ideas, rewrite them in your own words.

Some basic information questions:

Who is the book about?

The book I read is about Benito Juárez.

Who was Juárez?

Juárez was the president of Mexico from 1861 to 1872.

Why was he important?

He restored the Republic and modernized the country.

A Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.

- 1 Who is the movie about?
- 2 When does the movie take place?
- 3 Where does the movie take place?
- 4 In three to five sentences, what is the movie about?
- 5 What actors are in the movie? Who is the director?
- 6 (Add your own information question.)

B Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

~~—Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and suits and ties were rarely seen in many offices. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office.~~

Then some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Now the etiquette for dress in many companies is beginning to change back again.

After you have completed Exercise B, read this summary of the article. How does it compare with the sentences you underlined in the article?

Thirty years ago, most people in the United States, Canada, and Europe didn't think about what to wear to work in an office. But in the 1990s, that started to change. During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work on Fridays. Then some people began to change their minds about casual dress at work. Now the etiquette for dress in many companies is beginning to change back again.

C **Guidance for the Writing Exercise (on page 48)** Answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary within your review.

- 1 What is the title of the reading material you chose?
- 2 Who is the writer?
- 3 Who is it about?
- 4 What is it about?
- 5 Where does it take place?
- 6 When does it take place?
- 7 Why was it written?
- 8 Why is it important?
- 9 Did you like it? Why or why not?
- 10 Would you recommend it to others? Why or why not?

UNIT 5 Organizing detail statements by order of importance

One way to organize supporting details within a paragraph is by **order of importance**, usually beginning with the most important and ending with the least important. Or, if you wish, it is possible to reverse the order, beginning with the least important and building to the most important.

Imagine you are writing an essay about how to prepare for a trip. Use words and expressions that indicate the relative importance of details to the reader.

First, [OR First and most important,] make sure your passport is up-to-date. Nothing can be worse than arriving at the airport and not being able to get on the plane.

Second, [OR Next, OR Following that,] check the weather for your destination. This will ensure that you bring the right clothes. It's terrible to arrive somewhere and find out that the weather is unusually cold for this time of year. The last thing you want to do is to have to go shopping!

Last, [OR Finally,] write a list of important phone numbers and e-mail addresses of people you have to contact. It can be hard to get that information if you are out of your own country.

- A** On a separate sheet of paper, rewrite the paragraph, inserting words to indicate the relative importance of each item.

Here are some things not to forget when preparing for an emergency. Call your relatives who live in other places, telling them where you are so they don't worry. Have a discussion with all family members about the importance of listening to emergency broadcasts. Keep a supply of blankets and warm jackets in case of power outages or flooding. Be sure to follow all emergency instructions carefully: Your life and the life of your family could depend on it.

- B** **Guidance for the Writing Exercise (on page 60)**
Look at the list of supplies and resources. Number them in order of their importance for the emergency you chose. Write notes about why each one is important. Use your notes to help you write about how to prepare for your emergency.

See page T150 for answers.

Following are two ways to construct the paragraph:

1 Write a topic sentence stating the main idea of the paragraph and then begin describing the details in order of importance.

The severity of an earthquake is determined by several factors. First and most important, the magnitude of the quake can make a huge difference. Really strong earthquakes cause lots of damage, even to well-constructed buildings, no matter where or when they occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, . . . etc.

2 Write a topic sentence that states the details in the order of importance.

The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing. The magnitude of an earthquake is by far the most significant factor in its destructive power . . . etc.

Type of emergency: _____

Supplies and resources	Notes
non-perishable food	
bottled water	
batteries	
smart phones	
GPS devices	
medications	
phone numbers	

UNIT 6 Dividing an essay into topics

Look at the picture in the Oral Review on page 73. The picture tells the story of the lives of Michael and Carlota. It is divided into three topics, each with a date and a topic heading. The headings help the viewer see at a glance how the story will be organized.

Similarly, if a piece of writing contains more than one section or topic, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

UNIT 5

Organizing detail statements . . .

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation about organizing details by order of importance.
- Point out that we can order details by beginning with the most important one first. Ask *What expressions can we use to introduce the most important detail?* (First, First and most important.) *What expressions can we use to introduce details that come next in importance?* (Second, Next, Following that.) *What expressions can we use to introduce details that are less important than the ones already mentioned?* (Last, Finally.)
- Point out that it is also possible to start with the least important detail and build to the most important.
- Have students read the ways to construct a paragraph in the note on the right.
- Ask *What is a topic sentence?* (A sentence that gives information about the main ideas or details contained in a paragraph.) *What are two ways to construct a paragraph that includes supporting details?* (We can state the main idea in the topic sentence and then explain the details in the sentences that follow. OR We can state the details in order of importance in the topic sentence and then give more information about them.)

A On a separate sheet of paper, . . .

- To help students prepare for the exercise, ask them to recall the expressions they have learned that help organize the importance of details. Write them on the board:

<i>First</i>	<i>Second</i>	<i>Last</i>
<i>First and most important</i>	<i>Next</i>	<i>Finally</i>
	<i>Following that</i>	
- Ask students to read the paragraph for meaning.
- Have them read it again and insert words from the board into the paragraph.
- Then have students compare answers with a partner. Finally, review with the class.

Option: (+5 minutes) Form small groups. Have students take turns telling their partners about something they know how to do. It can be a simple activity, such as driving a car or making a sandwich. Encourage them to use the words they practiced in this unit; for example, *Driving a car with an automatic transmission is not difficult. First, check that the car is in “park” and start the engine. Next, put your foot on the brake pedal and move the gear shift to “drive.” Finally, put your foot on the accelerator and press gently.*

Answers for Exercise A

Answers will vary, but may include the following: Here are some things not to forget when preparing for an emergency. First, / First and most important, call your relatives who live in other places, telling them where you are so they don't worry. Second, / Next, / Following that, have a discussion with all family members about the importance of listening to emergency broadcasts. Next, / Following that, keep a supply of blankets and warm jackets in case of power outages or flooding. Last, / Finally, be sure to follow all emergency instructions carefully: your life and the life of your family could depend on it.

B Guidance for the Writing Exercise (on page 60)

- Have students complete the chart individually.
- Place students who have chosen the same or a similar type of emergency in small groups. Ask them to compare their charts and explain their choices.
- Encourage students to use the information in their charts as a guide when writing about how to prepare for an emergency.

UNIT 6

Dividing an essay into topics

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Ask students to look at the pictures in the Oral Review on page 73. Ask *What story do these pictures tell about?* (The lives of Michael and Carlota.)
- Have students read the presentation.
- Have students look at the pictures again. Call on a volunteer to read the headings aloud. (1980. Their parents' plans and dreams for them. / 1990. Their wishes and dreams for themselves. / Now. Their actual choices and regrets.)
- Ask *Why are these headings useful?* (Because they help organize the information in the story.)
- Then ask *In a piece of writing, why are headings useful?* (Because they indicate the topic of each paragraph and they help the reader understand the text.)

A Read the following short biography . . .

- Have students read the biography for meaning.
- Review the example with the class. Ask *Why is Early life an appropriate heading for this paragraph?* (Because it is about Van Gogh's early days—where and when he was born, his childhood, and what he did as he grew up.)
- Have partners discuss the main ideas in each paragraph before writing their own topic headings. Students can write the headings individually or in pairs.
- Review with the class.

B Guidance for the Writing Exercise (on page 72)

- Review the headings in the box.
- Brainstorm other headings with the class. Write them on the board: *My home, My favorite pastimes, My friends, School days, Changes.*
- Ask students to choose suitable headings for their autobiographies and then write notes for each heading they chose. Move around the room and provide help as needed.
- Encourage students to refer to their notes as they write their autobiographies.

UNIT 7

Descriptive details

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Have students read the presentation and study the examples.
- Ask pairs to write an additional example for each of the four senses.
- To review, call on volunteers to read their examples aloud.
- Draw students' attention to the patterns in the box.
- Write the following on the board:
 1. *The clouds / sky / sun look(s) like ____.*
 2. *The buildings / shops / flowers are as ____ as ____.*
 3. *The people / beaches / streets are so ____ that ____.*
- Have pairs complete each sentence with their own ideas.
- To review, call on volunteers to share their sentences with the class.

A On a separate sheet of paper, . . .

- Complete the first item with the class; have several students share their ideas and write them on the board; for example, *Her kitchen always smells like a freshly-baked apple pie.*
- Have students write their sentences individually or in pairs.
- Review with the class by having students share their sentences.

Option: (+5 minutes) For further practice, have pairs choose one of the pictures on page 74 and write a description of what is happening in the picture. Encourage them to use their imaginations and include descriptive details and some of the patterns they learned in this section. To review, call on volunteers to read their descriptions aloud.

B Guidance for the Writing Exercise (on page 84)

- Remind students to use the patterns they previously learned to express some of the details.
- Encourage students to write as many sentences as they can, and then choose the ones they want to include in their writing. Walk around the room and provide help as needed.

- A Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections. Answers will vary, but may include the following:

Early Life

Vincent Van Gogh was born in a small village in Holland on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing—and he was very good at it.

Becoming a Painter / Life in Paris

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

Hard Times / Life in Arles

In 1888, he moved to Arles, a town in southern France. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money. Van Gogh often became sad and could not paint.

A Sad Ending

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Then, in 1890, early on a Sunday evening, Van Gogh went out to the countryside with his paints. He took out a gun and shot himself in the chest. In his short, sad life, Van Gogh painted 200 paintings. He sold only one of them.

- B **Guidance for the Writing Exercise (on page 72)** Use headings like these to organize your autobiography by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your autobiography.

Some headings:

My parents My birth My childhood
My studies (other)

UNIT 7 Descriptive details

To describe an event, be sure to provide descriptive details that express these four senses:

- sight** The fireworks are like beautiful red and yellow flowers in the sky.
There is a huge parade with thousands of people, and everyone is smiling.
- sound** As you walk down the street, you can hear music and people singing.
The fireworks are as loud as thunder, and you have to cover your ears.
- smell** You can smell the meat grilling on the street.
Everything smells delicious, and you can't wait to eat!
- taste** The pastries are as sweet as honey, and you can't stop eating them.
The dish has the sour taste of lemon.

Try using these patterns in some of your details.

like

This traditional dessert looks **like** a beautiful white cloud.

as . . . as

When it is in season, this local fruit is **as sweet as** sugar.

so . . . that

The decorations in the street are **so colorful that** you feel like a child seeing them for the first time.

- A On a separate sheet of paper, write a sentence that expresses one of the four senses for each of the topics. Try to use like, as . . . as, and so . . . that in some of your sentences.

- 1 Describe a smell in someone's kitchen.
- 2 Describe a sound in your classroom.
- 3 Describe the taste of your favorite food.
- 4 Describe the taste of something you liked as a child.
- 5 Describe something you see early in the morning.
- 6 Describe something you hear at a park.
- 7 Describe something you see at a park.

- B **Guidance for the Writing Exercise (on page 84)** Write the names of the two holidays you chose. Then, under the name of each holiday, make a list of sights, sounds, smells, and tastes associated with it. Use these details in your writing.

UNIT 8 Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

After a problem or a breakdown, many drivers say, "If I had only had a spare tire, I would have been able to fix it and be on my way in a few minutes." Here are the things responsible drivers should never forget. First, a flashlight with working batteries can help you repair your car in the dark. Second, a spare tire can save you hours of waiting for help. You can't change that tire without a jack. If your car breaks down at night, flares can warn oncoming traffic that you are stopped. And if your battery dies, jumper cables can help you start the car again.

No matter how high-tech a car you have, breakdowns can happen at a moment's notice. However, we can plan ahead and be equipped with some simple technology to prevent a problem from becoming worse.

A Read the paragraphs and underline the main ideas. Then write your own summary statement.

There are a number of excellent presentation graphics technologies available today. Two well-known ones are Microsoft Office's PowerPoint™ and Macintosh's Keynote™. No matter which technology you use, here are some do's and don'ts that will make your presentation more successful.

First, the do's: Keep your slides concise. Keep the amount of text to a minimum because it's hard for the audience to focus on your main points if there's too much text. Use large letters (from 18 to 48 points) and simple, easy-to-read fonts. Use bullets to separate items in a list. Use just a few colors and keep that color scheme consistent throughout the presentation. If you project your slides in a bright room, light-colored text on dark backgrounds will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read. Never use dark letters on a dark background. The presentation will be hard to see. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

When presenting from a PowerPoint or Keynote presentation, look at your computer screen or handheld notes, not the screen the audience is looking at—to do that you would have to turn away from your audience and you would lose contact with the people you are presenting to.

Your summary statement:

There are a number of do's and don'ts you should consider when preparing a PowerPoint or Keynote presentation. Bearing them in mind will help you make your presentation more successful.

B **Guidance for the Writing Exercise (on page 96)** After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

UNIT 9 Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

in contrast
on the one hand / on the other hand
however
nevertheless
even though

A technique to help organize contrasting ideas is to make two lists: **pros** (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. The actual essay can be organized in two ways:

- 1 the pros and cons are presented together in contrasting sentences in each paragraph, or
- 2 as two paragraphs with the ideas in favor in one paragraph and the ideas against in another.

Pros	Cons
-injuries will be less serious in case of accidents	-it limits a person's freedom
-lives will be saved	-people should drive carefully to prevent most accidents
-medical costs will be lower in case of accidents	-if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
-people don't have good judgment, so the government has to make decisions for them	-the government shouldn't interfere in the decisions of adults
-looks cool	-messes up your hair

UNIT 8

Summary statements

Suggested teaching time:	15–20 minutes	Your actual teaching time:	
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- Ask students to read the presentation.
- To check comprehension, ask *Why is it a good idea to include a summary statement at the end of an essay?* (Because it reminds the reader of the main ideas that were presented.)
- Have students read the short essay on the right.
- To check comprehension, ask *What is the essay about?* (How to plan ahead and prepare for a problem with your car.)
- Have students read the summary statement again. Help them become aware that the main idea of the essay is expressed in the summary statement.

A Read the following paragraphs . . .

- Ask students to read the text for meaning.
- Have students read the text again and underline the main ideas.
- Then ask students to compare the sentences they underlined with a partner.
- Review the main ideas with the class.
- Have students write their summary statements individually or in pairs. Then review with the class.

B Guidance for the Writing Exercise (on page 96)

- Ask students to identify the main ideas in their paragraphs. Encourage them to underline one or two sentences in each paragraph.
- Have students use the information they underlined to write their summary statements in a final paragraph.

UNIT 9

Contrasting ideas

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the presentation.
- Have them read aloud the list of *Pros* and *Cons* to the right of the presentation.
- To check comprehension, ask *What words can we use to tell the reader that a contrasting idea will follow?* Write them on the board as students say them.
 - in contrast*
 - on the one hand / on the other hand*
 - however*
 - nevertheless*
 - even though*

- Clarify any questions students may have about the words.
- Then ask *How can we organize an essay that contrasts ideas?* (We can write the pros in one paragraph and the cons in another paragraph. OR We can write the pros and cons in the same paragraph, using contrasting sentences.)

Option: (+5 minutes) To provide practice of the language used for contrasting ideas, have pairs choose contrasting items from each list (pros and cons) and write sentences using some of the words in the box or their own ideas. For example:

On the one hand, the government should not interfere in the decisions of adults. But on the other hand, if they don't, people who don't have good judgment may make the wrong decision.

Some people think that wearing a helmet messes up their hair. In contrast, other people think that a helmet looks cool.

A The essay is organized . . .

- Have students read each paragraph for meaning.
- Encourage students to write a summary of about 50 words. You can have students write it individually or in pairs.
- To review with the class, call on volunteers to read their summaries aloud.

B Guidance for the Writing Exercise (on page 108)

- Encourage students to write 4–5 items on each list. Walk around the room and provide help as needed.
- Before students write about the issue they chose, ask them to decide if they will present the pros and cons together using contrasting sentences, or write the pros in one paragraph and the cons in the other.

B Guidance for the Writing Exercise (on page 120)

- Point out the examples of the simple maps on the right.
- Have students draw their own maps individually and divide them into sections as they would organize their writing. Encourage students to include as many details as possible such as key cities / towns, lakes, mountains, parks, etc.
- To help students prepare for writing, form pairs and have students take turns describing to their partners the places they chose as they point to the map they have drawn.
- Remind students to use the language of spatial relations.
- Encourage students to use their maps as they write, organizing their ideas by spatial relations.

UNIT 10

Organizing by spatial relations

Suggested teaching time:	20–30 minutes	Your actual teaching time:	
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- Have students read the presentation and the examples.
- Summarize the ideas in the box by writing the following on the board:
 1. Choose a point: [a city, state, province, etc.]
 2. Describe its location. [It is on the west coast, on the Pacific Ocean.]
 3. Describe other things in relation to that point: [To the southeast of ___ is the city of ___.]
- Use an example from your country to give a description using the patterns on the board.
- Have pairs write their own examples for each item.
- To review, call on volunteers to give descriptions of places using the information they wrote.

A On a separate sheet of paper, . . .

- Ask students to find the places on the maps in Unit 10.
- Complete the first item with the class. Write students' ideas on the board.
- Have students write their sentences individually and then compare them with a partner.
- Review with the class.

Answers for Exercise A

Answers will vary, but may include the following:

1. In the middle of the country is the city of Cobán.
2. To the north of Anchorage is Denali National Park.
3. Along the coast are the cities of Sydney and Canberra.
4. To the north of Guatemala is Mexico.
5. In the center of the country is the city of Alice Springs.
6. East of Glacier Bay National Park is the city of Juneau.

A The essay is organized into two paragraphs. Read the essay and write the main idea of each paragraph.

Should motorcycle drivers be required to wear helmets?

Main idea: Some arguments for requiring helmet laws.

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it is well known that motorcycle driving is very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. On the one hand, such injuries are often not survivable. But on the other hand, if a driver is wearing a helmet, the chance of fatal head injury is reduced. Unfortunately, even though drivers know that helmet use could save their lives, many think an accident won't happen to them. However, if there is a law requiring drivers to wear helmets, a lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

Main idea: Some arguments against compulsory helmet-use laws.

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel they have a justification for reckless driving. In contrast, other people object to helmet laws because they feel that the government shouldn't interfere with the decisions of adults. They argue that if they get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often complain about government intrusion in personal freedom.

B **Guidance for the Writing Exercise (on page 108)** Write the issue you chose and make a list of pros and cons. Use your notes to organize and write your essay.

UNIT 10 Organizing by spatial relations

To describe a place, organize details according to spatial relations. Choose a starting point (for example, the capital city or the largest city). Describe its location.

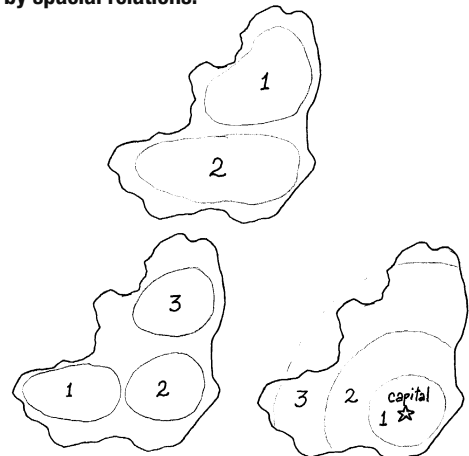
Lima is the capital of Peru. It is located on the west coast, on the Pacific Ocean.

The largest city in China is Shanghai. It is located in the southeast, along the East China Sea.

Describe where things are located in relation to that point. Choose a logical order to follow, such as north to south or west to east, so it is easy for the reader to understand.

- **To the [north] of**
To the north of São Paulo is the city of Campinas.
- **In the [south] of**
In the south of the island is the city of Kaosiung.
- **[East] of**
East of Tokyo is the city of Chiba.
- **Next to**
Next to Washington, D.C., is the city of Baltimore.
- **In the middle / center of**
In the center of the country is the city of Madrid.
- **Along the [coast / river]**
Along the coast, and west of the capital, are the cities of Valparaíso and Viña del Mar.
- **At the start of**
At the start of the Pan-American Highway is the city of Fairbanks, Alaska.
- **At the end of**
At the end of the Volga River is the Caspian Sea.

Here are three possible ways to organize details by spatial relations.



A On a separate sheet of paper, write a description for each of these places, using the language above. (Use the map on the page shown.)

- See page T153 for answers
- | | |
|-----------------------------------|----------------------------|
| 1 Cobán (page 112) | 4 Mexico (page 112) |
| 2 Denali National Park (page 121) | 5 Alice Springs (page 113) |
| 3 Sydney (page 113) | 6 Juneau (page 121) |

B **Guidance for the Writing Exercise (on page 120)** Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

Top Notch Pop Lyrics

▶ 2:17–2:18 I'll Get Back to You [Unit 3]

Your camera isn't working right.
It needs a few repairs.
You make me ship it overnight.
Nothing else compares.
You had to lengthen your new skirt,
and now you want to get
someone to wash your fancy shirts
and dry them when they're wet.
Come a little closer—
let me whisper in your ear.
Is my message getting across
to you loud and clear?

(CHORUS)

**You're always making plans.
I'll tell you what I'll do:
let me think it over and
I'll get back to you.**

You want to get your suit dry-cleaned.
You want to get someone
to shorten your new pair of jeans
and call you when they're done.
I guess I'll have them print a sign
and hang it on your shelf,
with four small words in one big line:
"Just do it yourself."
Let me tell you what this song
is really all about.
I'm getting tired of waiting while you
figure it out.
I've heard all your demands,
but I have a life, too.
Let me think it over and
I'll get back to you.
I'm really reliable,
incredibly fast,
extremely helpful
from first to last.
Let me see what I can do.
Day after day,
everybody knows
I always do what I say.

(CHORUS)

▶ 2:31–2:32 A True Life Story [Unit 4]

The story of our lives
is a real page-turner,
and we both know
what it's all about.
It's a fast read,
but I'm a slow learner,
and I want to see
how it all turns out.

(CHORUS)

**It's a true life story.
I can't put it down.
If you want to know who's in it,
just look around.**

The story of our lives
is a real cliffhanger.
It's hard to follow,

but boy, does it pack a thrill—
a rollercoaster ride
of love and anger,
and if you don't write it,
baby, then I will.

(CHORUS)

You can't judge a book by its cover.
I wonder what you're going to discover.
When you read between the lines,
you never know what you might find.
It's not a poem or a romance novel.
It's not a memoir or a self-help book.
If that's what you like, baby, please
don't bother.
If you want the truth, take another look.

(CHORUS)

▶ 3:17–3:18 Lucky to Be Alive [Unit 5]

(CHORUS)

**Thank you for helping me to survive.
I'm really lucky to be alive.**

When I was caught in a freezing snowstorm,
you taught me how to stay warm.
When I was running from a landslide
with no place to hide,
you protected me from injury.
Even the world's biggest tsunami
has got nothing on me,
because you can go faster.
You keep me safe from disaster.
You're like some kind of hero—
you're the best friend that I know.

(CHORUS)

When the big flood came with the
pouring rain,
they were saying that a natural
disaster loomed.
You just opened your umbrella.
You were the only fellow who kept calm
and prepared.
You found us shelter.
I never felt like anybody cared
the way that you did when you said,
"I will always be there—
you can bet your life on it."
And when the cyclone turned the day
into night,
you held a flashlight and showed me the safe
way home.
You called for help on your cell phone.
You said you'd never leave me.
You said, "Believe me,
in times of trouble you will never be alone."
They said it wasn't such a bad situation.
It was beyond imagination.
I'm just glad to be alive—
and that is no exaggeration.

(CHORUS)

▶ 3:31–3:32 I Should Have Married Her [Unit 6]

She was born with talents
in both literature and art.
It must have been her love of books
that first captured my heart.
We both had experience
with unhappiness before.
I thought we would be together
for rich or for poor.

(CHORUS)

**I should have married her.
She was the love of my life,
but now she's someone else's wife.
I thought we would be happy.
I thought our love was so strong.
I must have got it all wrong.**

It's hard to make a living
when you're living in the past.
I wish we could have worked it out,
but some things just don't last.
I wonder what she's doing
or if she thinks of me.
One day she just changed her mind.
The rest is history.

(CHORUS)

It's too late for regrets.
She's gone forever now.
We make our plans,
but people change,
and life goes on somehow.

(CHORUS)

▶ 4:34–4:35 **Reinvent the Wheel**

[Unit 8]

You've got your digi-camera with
the Powershot,
Four mega pixels and a memory slot.
You've got your e-mail and your Internet.
You send me pictures of your digi-pet.
I got the digi-dog and the digi-cat,
the "digi" this and the "digi" that.
I hate to be the one to break the news,
but you're giving me the "digi" blues,

(CHORUS)

**And you don't know
the way I really feel.**

**Why'd you have to go and
reinvent the wheel?**

You've got your cordless phone and
your microwave,
and your Reflex Plus for the perfect shave.
It's super special, top of the line,
with the latest new, cutting-edge design.
You've got your SLR and your LCD,
your PS2 and your USB.
I've seen the future and it's pretty grim:
They've used up all the acronyms.

(CHORUS)

I keep waiting for a breakthrough innovation:
Something to help our poor communication.
Hey, where'd you get all of that high-tech taste?
Your faith in progress is such a waste.
Your life may be state of the art,
but you don't understand the human heart.

(CHORUS)

▶ 5:20–5:21 **We Can Agree to Disagree**

[Unit 9]

I believe that dogs should be
allowed to wander free.
That may be true, but don't you think
that people have rights, too?
I believe that time has come
for true dog liberty.
I see what you mean, but I don't
share your point of view.

(CHORUS)

**We can agree to disagree
about what's wrong and right.
It wouldn't be cool for you and me
to fight when we don't see eye to eye.**

I think my cat deserves to eat
a treat, no matter what.
Well, on the one hand, yes,
but on the other hand, well, no.
Don't you feel that every meal
should be shared with a pet?
That's one way to look at it,
but I don't think so.

(CHORUS)

You can be a radical.
You can be conservative.
My dog doesn't care, and he won't ask you
to leave.
You can be a moderate.
You can be a liberal.
You can believe what you want to believe.

I urge you to think it over
before you decide.
That your dog is very nice,
I couldn't agree more.
I believe that you and I
should be the best of friends.
That's exactly what I think.
Why weren't we friends before?

(CHORUS)

▶ 5:45–5:46 **It's a Beautiful World**

[Unit 10]

The path is located
half an hour west of here.
I heard it's a must-see,
and that it goes pretty near
to a breathtaking beach
a little farther up the coast.
That's the one that everybody
seems to like the most.

(CHORUS)

**It's a beautiful world.
Be careful as you go.
The road is dark and dangerous.
Be sure to take it slow.
Yes, it's a beautiful world,
from the mountains to the seas.
Through life's lonesome valleys,
won't you come with me?**

Are you planning on going
to see the waterfall?
I've been thinking about it,
and I want to do it all!
Would you happen to know
anything about Rocky Cave?
How do you get there?
Can you show me the way?

(CHORUS)

I can't wait.
I don't want to miss it.
There isn't a place worth seeing
that I don't want to visit.

(CHORUS)

Conversation Activator Video Script

Unit 1, Lesson 1

Scene 1

M1: Good afternoon. Hot day, isn't it?

M2: It really is. By the way, I'm Aaron Black.

M1: I'm Ed Selden. Nice to meet you.

M2: Nice to meet you, too.

M1: How do you prefer to be addressed, Mr. Black?

M2: Please call me Aaron.

M1: And please call me Ed.

Scene 2

F: Good morning. Awful coffee, isn't it?

M: It really is. By the way, I'm Ed Selden.

F: I'm Katherine Green. Nice to meet you.

M: Nice to meet you.

F: Would it be rude to call you Ed?

M: Not at all. Please do. And how do you prefer to be addressed?

F: Please call me Katie.

M: OK, Katie. So what do you do?

F: I'm a teacher.

M: Really? How nice. What do you teach?

F: I teach chemistry. And what about you?

M: Me? I'm a dentist.

F: That's interesting. Where's your office?

M: It's in the Miller Building.

F: Oh, that's on First Street, isn't it?

M: Yes, it is.

Unit 1, Lesson 2

Scene 1

M1: So how was your day?

M2: Incredibly busy. By noon I had gone to the dentist, attended a sales meeting, and completed my monthly report.

M1: That's a lot to do before twelve!

M2: That was nothing! Then I went to the airport to pick up my boss. By four, I had already prepared the presentation for tomorrow.

M1: What did you do about eating?

M2: Well, I didn't have lunch or even a snack.

M1: Wow! I'll bet you're tired and hungry now!

Scene 2

F1: So how was your week?

F2: Well, it was pretty busy. I gave Tom a little party on Friday. By Tuesday morning I had sent out all the e-vites, bought the decorations, cleaned the house, and shopped for the beverages.

F1: That's a lot to do before Tuesday!

F2: That was nothing! I also had a lot of work at the office this week. But by Thursday, I had made all the desserts and set the table so I didn't have to do that on Friday.

F1: What did you do about the rest of the food?

F2: Well, I knew I didn't have a lot of time, so I ordered some stuff from a great restaurant in the neighborhood. Then Thursday I stayed up late, and by midnight I had made three nice salads and baked some bread.

F1: Wow! That sounds great. How was the party?

F2: Actually, it was awesome. Everyone loved the food and had a great time.

Unit 2, Lesson 1

Scene 1

M: I'm sorry, but I don't think I can go sightseeing with you this afternoon.

F: Really? Is there anything wrong?

M: Well, actually, I don't feel very well. I've been vomiting since this morning, and I feel really nauseous.

(continued)

F: That's too bad. That must be awful.
Would you like me to pick up something from the pharmacy?
M: That's really nice of you, but I'm sure I'll be fine.
F: Then call me later and let me know how you feel. OK?
M: OK. Thanks.

Scene 2

F: I'm sorry, but I don't think I can meet you at the restaurant at 6:00.
M: Really? Is there anything wrong?
F: Well, actually, I don't feel very well. I feel a little weak, and I've been sneezing for hours.
M: That's a shame. Would you like me to drive you to a clinic?
F: That's really nice of you, but I'm sure I'll be OK. Actually, I have some pain in my shoulder, too.
M: Oh no. Would you like me to pick up something from the pharmacy?
F: Thanks. I'd really appreciate it.
M: No problem. Write down what you want and I'll go to the pharmacy right away. Then call me later and let me know how you feel. Is there anything else I can do?
F: No, but thank you very much.
M: Well, feel better!

Unit 2, Lesson 2

Scene 1

F: Hello. Doctor Morton's office. Can I help you?
M: Hello. This is Dan Smith. I need to make an appointment for an EKG. I wonder if I might be able to come in early next week.
F: Let's see if I can fit you in. How about Friday?

M: Could I come in after 3?
F: Let me check. Would you be able to be here at 3:30?
M: That would be perfect.
F: We'll see you then.
M: Excellent! I really appreciate it.

Scene 2

M: Hello. Doctor Morton's office. Can I help you?
F: Good morning. I need to make an appointment for an examination. I wonder if I might be able to come in the week of the fourth.
M: The week of the fourth? Let's see if I can fit you in. How about the sixth?
F: The sixth? Hmm . . . Oh, I'm sorry, I can't. I have classes all day on the sixth. What about the seventh?
M: Let me check . . . Would you be able to be here at noon?
F: At noon on the seventh? Just a minute. I'm sorry. I'm in classes until one that day. How about in the afternoon?
M: I have something at 2. Is that OK?
F: Perfect! Thank you.
M: Great. Could I have your name?
F: It's Stacey Keefe. That's K-E-E-F-E.
M: OK. We'll see you then.
F: That's great. I really appreciate it.

Unit 3, Lesson 1

Scene 1

M1: Do you think I could borrow your laptop for about an hour? Mine's not working, and I have to finish a report.
M2: Gee, I'm sorry, but I'm working on a report, too. I have to finish it by three o'clock.
M1: That's OK. I'll think of something.

M2: Hey, I have an idea. Maybe you could get David to lend you his laptop. He'll be at a meeting all afternoon.

M1: Good idea. I'll go ask him.

Scene 2

F: Do you think you could pick up some lunch for me? I'm starving. But I'm really busy and I can't leave my desk right now.

M: Gee, I'm sorry, but I'm not coming back. I have an appointment.

F: No sweat. I'll think of something.

M: Hey, I have an idea. Maybe you could get Peter to pick up something for you.

F: Actually, I already asked him, but he's really busy, too.

M: Oops. Hey, why don't you ask Tina? She usually goes to lunch around now.

F: That's a great idea. I will.

M: Next time, I'll pick up lunch for you. My treat!

F: Sounds great. Deal!

Unit 3, Lesson 2

Scene 1

M: Could I have this picture framed by Monday?

F: Monday? That might be difficult.

M: I'm sorry, but it's pretty urgent. This is a gift for my wife, and it's her birthday on Monday.

F: Well, I'll see what I can do. But it won't be ready until the afternoon.

M: That's perfect! You're a lifesaver. Thanks!

Scene 2

F: Excuse me. Could I have these shoes repaired by the weekend?

M: This weekend? That might be difficult.

F: I'm sorry, but it's pretty urgent. I'm going on vacation for two weeks. My flight is on Saturday.

M: Well, I'll see what I can do. But they won't be ready until Saturday morning.

F: But my flight is at ten in the morning. I'm sorry . . . I know this is last minute, but I really need these shoes. Do you think you could repair them earlier?

M: Well, you could pay a little more for faster service.

F: How much?

M: Three fifty.

F: No problem.

M: OK, then. They'll be ready on Friday after 5.

F: Great! What time do you close on Friday?

M: At 6.

F: I really appreciate it! Thanks a million!

M: You're welcome.

F: Well, I won't keep you any longer. See you Friday!

Unit 4, Lesson 1

Scene 1

F: Have you read anything interesting lately?

M: Actually, I'm reading a travel book called *A Small Island*.

F: I've never heard of that one. Is it any good?

M: Oh, I think it's a hilarious book. And it's a fast read. I highly recommend it.

F: Well, do you think I could borrow it when you're done? I love fast reads.

M: Sure! I doubt I'll finish it before Friday though.

F: That's OK. I can wait.

(continued)

Scene 2

- M:** Have you read anything interesting lately?
- F:** Actually, I'm reading a science fiction book called *War of the Worlds*.
- M:** I've never heard of that one. Is it any good?
- F:** Oh, I think it's a pretty scary book. And it's a real page-turner. I highly recommend it.
- M:** What's it about?
- F:** Well, the U.K. is attacked by beings from another planet.
- M:** Sounds cool. Do you think I could borrow it when you're done? I love real page-turners.
- F:** Sure! I doubt that I'll finish it before the end of the month though.
- M:** That's fine. I can wait.
- F:** So how about you? Have you read anything interesting?
- M:** I'm reading a self-help book called *Younger You*.
- F:** *Younger You*? What's it about?
- M:** It's about doing things to stay young.
- F:** Really? Sounds interesting.

Unit 4, Lesson 2

Scene 1

- F1:** Is that last week's *People* magazine?
- F2:** Yes, it is.
- F1:** Could you tell me where you bought it? I can't find it anywhere.
- F2:** At the pharmacy next door. But I think it's sold out.
- F1:** Too bad. There's an article in there about the singer Adele. I'm dying to read it.
- F2:** I can understand why. It was great. Listen. Take *my* copy. I'm done with it.
- F1:** Are you sure?
- F2:** Of course.

Scene 2

- M1:** Is that today's *Times*?
- M2:** Yes, it is.
- M1:** Could you tell me where you bought it? I can't find it anywhere.
- M2:** At the newsstand downstairs. But I think it's sold out.
- M1:** Too bad. There's an article in the sports section about the World Cup. I'm dying to read it.
- M2:** I can understand why. It was amazing. Actually, there are two articles about the World Cup. I'm reading the other one now.
- M1:** Could you tell me what it's about?
- M2:** Of course. It's about who the best players are.
- M1:** I'm curious if the article talks about that new player from France, Charles Dubois?
- M2:** No. I don't see anything about him.
- M1:** Really? I'm surprised that he isn't in there.
- M2:** Me, too. Listen. Take my copy. I'm done with it.
- M1:** Really? Aren't you still reading the article?
- M2:** I can finish it online.
- M1:** OK. That would be great! Thanks.

Unit 5, Lesson 1

Scene 1

- F:** I'm on the phone with your sister. Would you like to say hello?
- M:** I would, but I don't have time.
- F:** Anything you'd like me to tell her?
- M:** Yes. Please tell her to call me at the office.
- F:** OK.

Scene 2

- M:** I'm on the phone with Ed and Claire. Would you like to say hello?

F: I would, but I'm late for a doctor's appointment.

M: Anything you'd like me to tell them?

F: Yes. Please tell them to meet me at Mario's for dinner at 7.

M: Will do.

F: And what are you doing for dinner?

M: Nothing, actually.

F: Well, would you like to join us?

M: Yes, I would. But could you do me a favor?

F: Sure.

M: I won't have my car. Can you come here at 6:30 and give me a ride to the restaurant?

F: Sure. No problem. See you at 6:30.

Unit 5, Lesson 2

Scene 1

F1: What's going on in the news today?

F2: Well, the Daily Post says there was an earthquake in Iran.

F1: Really?

F2: Yes. It says there were 20,000 killed.

F1: Oh, no!

F2: And it says there are over one hundred thousand homeless.

F1: What a shame!

Scene 2

M: What's going on in the news today?

F: Well, the Asia Times says there's a bird influenza epidemic in Tajikistan.

M: Really?

F: Yes. It says it has caused record deaths.

M: What a disaster!

F: It says children and the elderly should get vaccinations. . . . And that's not all.

M: What do you mean?

F: The *Weekly Mail* says there's a famine in Ethiopia. It's caused by the drought.

M: Oh, no!

F: It says, "Thousands die of hunger."

M: That's horrendous.

F: You can say that again.

Unit 6, Lesson 1

Scene 1

F1: So what are you doing these days?

F2: Well, I'm getting married.

F1: No kidding! I thought you had other plans.

F2: That's right. I was going to go to drama school, but I changed my mind.

F1: How come?

F2: Well, it's hard to make a living as an actor.

Scene 2

F: So what are you doing these days?

M: Well, my wife and I are going to have a baby.

F: No kidding! I thought you had other plans.

M: That's right. We were going to take a trip around the world, but our parents talked us out of it.

F: How come?

M: Well, they said it was time to start a family. And actually, we decided they were right.

F: So when is the baby going to be born?

M: In September.

F: Your wife is a teacher, isn't she?

M: Yes, she is.

F: Is she going to keep working after the baby is born?

M: Yes. I'm going to stay home. I'm studying, and I can do that at home.

F: That's great. Best of luck!

(continued)

Unit 6, Lesson 2

Scene 1

- F1:** I shouldn't have studied law.
F2: Why do you think that?
F1: Well, I don't really like law. I think I would have enjoyed being a doctor.
F2: Could be. But you never know. You might not have liked medicine.
F1: That's true.

Scene 2

- M1:** I should have become an artist.
M2: Why do you think that?
M1: Well, I might have been a really good one.
M2: Could be. But you never know. You might not have been happy.
M1: True. So, why didn't you become a teacher?
M2: Well, teachers don't make a lot of money. I used to want to make a lot of money, but I've changed my mind about that.
M1: It's not too late. Why don't you study teaching now?
M2: You must have spoken to my wife. She says the same thing.
M1: No, I didn't. Do you have other regrets about your life?
M2: Not really. You know, I could have married Jackie Miller! Then I would really have regrets!
M1: Jackie? You're right.

Unit 7, Lesson 1

Scene 1

- F:** I heard there's going to be a holiday next weekend.
M: That's right. National Day.
F: What kind of holiday is it?
M: It's a historical holiday that takes place in March. People set off fireworks and march in parades.

- F:** Well, have a really nice National Day!
M: Thanks! You too!

Scene 2

- M:** I heard there's going to be a holiday next Thursday.
F: That's right. Thanksgiving.
M: What kind of holiday is it?
F: It's a historical holiday that takes place in November. People spend time with their family and eat a big meal together.
M: Nice. What else do people do?
F: Well, a lot of people watch football on TV, too.
M: Oh yeah? Do people give gifts or wear costumes on Thanksgiving?
F: On Thanksgiving? No, they don't. But they usually wish each other well.
M: Sounds like a nice holiday. Well, have a happy Thanksgiving!
F: Thank you! Same to you! . . . Hey, you should come to *my* house on Thursday. We'll have lots of food.
M: Really? Thanks! That sounds great.

Unit 7, Lesson 2

Scene 1

- M:** Do you mind if I ask you about something?
F: No problem. What's up?
M: I'm not sure about the customs here. If someone invites you to a party, should you wear formal clothes?
F: No. Formal clothes aren't necessary. But the clothes you wear shouldn't be too informal.
M: Would it be appropriate to bring a gift?
F: Sure. But you don't *have* to bring anything.
M: Thanks. That's really helpful.

Scene 2

- F:** Do you mind if I ask you about something?
- M:** No. What's up?
- F:** I'm not sure about the customs here. If someone invites you out for dinner, should you offer to pay the bill at the end of the meal?
- M:** You can. But don't be surprised if the other person says no. Usually the person who invites expects to pay the bill.
- F:** Really? That's interesting. Would it be impolite to offer to pay the tip?
- M:** Actually, no. But tipping isn't customary here.
- F:** Oh you're right! I forgot. Is it OK if I invite the person out to dinner at a later time?
- M:** Of course.
- F:** Thanks! That's really helpful.

Unit 8, Lesson 1

Scene 1

- M1:** I just got a new refrigerator.
- M2:** No kidding! What kind?
- M1:** A Freeze King. It's huge, and it's first-rate. I thought I'd treat myself.
- M2:** Well, congratulations! If I had the room for such a big fridge, I'd get one for my house.

Scene 2

- F:** I just got a new underwater camera.
- M:** No kidding! What kind?
- F:** An SF Marine 2000. It's state-of-the-art. I've wanted this camera for two years. I thought I'd treat myself.
- M:** Well, congratulations. If I did underwater photography, I'd want one of those, too. I saw an ad for it in Photo Magazine. What a great camera. The SF's are all state of the art, but the 2000 is revolutionary.

- F:** I know. It sends images wirelessly from under water. Is that incredible or what?
- M:** It is. I have an SF Land model. It's pretty innovative, too. It's so small it fits in my shirt pocket.
- F:** Does it have all the features of the full-size SFs?
- M:** It does! I love it. I hear they're coming out with an even smaller model. If I had the money, I'd treat myself to that, too.

Unit 8, Lesson 2

Scene 1

- F1:** Sorry I didn't return your call yesterday.
- F2:** What happened?
- F1:** I'm ashamed to say I just got so busy, I didn't notice the time.
- F2:** Don't worry. That can happen to anyone.
- F1:** Well, if I had made a note and stuck it to my computer screen, I would have remembered.
- F2:** No harm done. We can talk now. I have time.

Scene 2

- M:** Sorry I missed your birthday party.
- F:** What happened?
- M:** I'm ashamed to say I just didn't write it down, and then I accidentally deleted the e-mail invitation. I'm sorry.
- F:** Don't worry. That can happen to anyone.
- M:** Well, if I had written it down, I would have been there.
- F:** No harm done. But it was a great party. Too bad you weren't there.
- M:** Tell me about it. Who was there?
- F:** My husband, of course, and some friends from the office—Len and Brad. Do you know Laura Bass?

(continued)

M: Yes, I do. Was she there?
F: Yes. And she brought me a beautiful cake.
M: I'm so sorry I wasn't there.
F: No worries. I'll invite you again next year.
M: And I'll write it down!

Unit 9, Lesson 1

Scene 1, Part 1

F1: Do you mind if I ask you a political question?
F2: No problem. What would you like to know?
F1: Well, what do you think about the president?
F2: Actually, I think she's great.

Scene 1, Part 2 (if you don't want to answer)

F1: Do you mind if I ask you a political question?
F2: No offense, but I feel a little uncomfortable talking about that. I hope you don't mind.
F1: Absolutely not. It's a good thing I asked.

Scene 2

F: Do you mind if I ask you a political question?
M: No problem. What would you like to know?
F: Well, are you a liberal?
M: No, I'm not. I'm a moderate.
F: So what do you think about our banking policies?
M: I'm not sure. What about you?
F: I haven't made up my mind. Can I ask you another question?
M: Sure. Shoot.
F: Who are you voting for in the election next week?

M: No offense, but I feel a little uncomfortable talking about that. It's a little personal. I hope you don't mind.
F: Absolutely not.

Unit 9, Lesson 2

Scene 1

M1: How do you feel about compulsory military service?
M2: I'm against it. I don't think military service should be compulsory. What about you?
M1: Actually, I'm afraid I don't agree. I think if it weren't compulsory, no one would serve in the military.
M2: Do you think so? I'm not sure I agree.

Scene 2

F: How do you feel about lowering the driving age?
M: I'm in favor. I think young people need transportation, and the buses are awful. What about you?
F: No offense, but I just can't agree. Young people are terrible drivers. They speed. They text while they're driving. It's just too dangerous. Drivers should be at least 18 years old.
M: Well, then, what do you think about raising the voting age?
F: Actually, I'm against that. I don't think voting and driving are the same thing.
M: That's exactly what I think. I couldn't agree with you more. If we have compulsory military service at 18, people should be able to vote at 18.
F: I couldn't have said it better myself.

Unit 10, Lesson 1

Scene 1

- F:** Where exactly are the Adirondack Mountains located?
- M:** About five hours north of New York City. Are you planning to go there?
- F:** I've been thinking about it.
- M:** You don't want to miss it. If you go in October, the colors are amazing.

Scene 2

- M:** Where exactly is Niagara Falls located?
- F:** It's south of Toronto. Toronto's in eastern Canada, and Niagara Falls is on the border of Canada and the U.S. Are you planning to go there?
- M:** I've been thinking about it.
- F:** Well, the waterfalls are amazing. But I think the place is overrated. There are too many tourists there.
- M:** What about Lake George? Is it worth seeing?
- F:** Definitely. You don't want to miss Lake George. It's gorgeous.
- M:** Is a trip there and to Niagara Falls doable in a few days?
- F:** Sure.
- M:** So can I get reservations for a hotel in Lake George and drive to Niagara Falls for the day?
- F:** Not really. Niagara Falls is about five hours northwest of Lake George by car. But you can stay at the lake first and then drive to the Falls the next day.
- M:** Great idea.

Unit 10, Lesson 2

Scene 1

- M:** Excuse me. Can you tell me the way to the waterfall?

- F:** Sure. It's about a fifteen-minute walk that way. You'll see the path at the top of the cliff.
- M:** Thanks. Is it safe to walk on the path there?
- F:** Sure, but be careful. It can be a little slippery.
- M:** Thanks.
- F:** And you should use some insect repellent for the mosquitos. It's too hot to wear a sweater.
- M:** Thanks for the warning.

Scene 2

- F:** Excuse me. Can you tell me the way to Smith's Cave?
- M:** Yes, I can. It's that way. You'll see a sign for the path.
- F:** Thanks. Is it safe to go inside the cave?
- M:** Sure. There are snakes. But don't worry. They're not dangerous.
- F:** Thanks.
- M:** And be sure to bring a flashlight. It can be pretty dark in the cave.
- F:** Thanks. Are there any bears around here?
- M:** Bears? No. You don't have to worry about that. Just keep an eye out for the snakes.
- F:** Is the path very rocky or steep?
- M:** No. But sometimes it can be too foggy for you to see very well there.
- F:** Thanks for the warning. Tell me. Is Smith's Cave worth seeing?
- M:** Actually, I think it's a waste of time. If you want to see a really great cave, take a drive north to Patterson and visit Rocky Cave. It's a must-see!
- F:** Thanks! I'll do that.