StartUp

Ken Beatty, Series Consultant
Teacher's Edition

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Christina Lorimer

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StartUp 3

Teacher's Edition

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Please visit the Pearson English Portal for a wealth of teacher's support material including the Ready to Teach StartUp–video series.

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Learning Objectives

WELCOME UNIT

page 2 — In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
1 What's going on with you? page 5	• Activities • Life events • Tourist activities	• Present continuous for temporary situations • Simple past + *when*, *before*, and *after* • Suggestions with *Let's* and *Why don't*	• Talk about what you're doing • Talk about your family • Make and respond to invitations **Skill** Respond to a suggestion	
2 What do you think? page 17	• Sensory verbs • Attitudes • Adverbs of manner	• Sensory verbs + *like* • *Be* + adjective + infinitive • Adverbs of degree and manner	• Describe two similar things • Describe personal traits • Talk about how people do things **Skill** Express disagreement	• Listen to a podcast about feedback **Skill** Listen for paraphrasing
3 How was your weekend? page 29	• Participial adjectives • Past participles • Adjectives to describe feelings	• Participial adjectives • Present perfect for past experiences • Ability / Inability in the past	• Express how you feel • Talk about past activities • Describe your emotions **Skill** Change the topic	• Listen to a podcast of an unusual story **Skill** Listen for descriptions
4 Would you like something to eat? page 41	• Lunch foods • Partitives • Food at a barbecue	• Count and non-count nouns with *some*, *any*, and *no* • *Much / Many / A lot of* and *How much / How many* • *Enough* and *Too much / Too many* + nouns	• Talk about food choices • Talk about food customs • Talk about what you have and need **Skill** Hesitate	• Listen to a podcast about blue zones **Skill** Listen for comparisons
5 When can we meet? page 53	• Technology at work • Technology issues and hardware • Meeting preparation	• *Could* and *should* for suggestions • *Will*, *may*, and *might* to express likelihood • *Have to / Need to* for obligation and necessity	• Make and respond to suggestions • Identify problems and solutions • Talk about what you need to do **Skill** Show you understand	• Listen to phone messages about tech issues **Skill** Listen for instructions

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Pronunciation	Reading	Writing	Media Project	Learning Strategy
• Main stress • Thought groups	• Read about work friendships **Skill** Find the topic	• Write an email to make plans **Skill** Use transition words for time	• Describe photos of activities you've been doing lately	**Grammar** • Learn grammar in phrases and sentences
• The letter *s* • Syllables and stress	• Read about life-changing advice **Skill** Find the main idea	• Write a recommendation **Skill** Write complete sentences in formal writing	• Make a video about a product that you like	**Vocabulary** • Describe what you see
• The *-ed* ending in adjectives • Stressed words	• Read about extreme sports **Skill** Notice text structure: Interviews	• Write a description of a trip **Skill** Use descriptive adjectives	• Describe photos of your weekend	**Pronunciation** • Flashcards for pronunciation
• Dropped syllables • Phrases with *of*	• Read about the science of dessert **Skill** Identify supporting details	• Write about a holiday meal **Skill** Add sentence variety	• Make a video about a dish you want to cook and what foods you need to make it	**Grammar** • Use grammar on flashcards
• Consonant groups • Weak and blended pronunciation of *to*	• Read about 3D printing **Skill** Identify text structure: Problem / Solution	• Write advice on how to manage your time **Skill** Use qualifiers	• Make a video about a technology that helps you	**Vocabulary** • Label a picture

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Unit	Vocabulary	Grammar	Conversation / Speaking	Listening
6 How's your lunch? **page 65**	• Adjectives to describe food • Gift items • Storytelling expressions	• *Too* and *enough* + adjectives • Verbs + two objects • Past continuous; past continuous with *when*	• Talk about food preferences • Talk about gifts • Talk about past events **Skill** Show surprise	• Listen to a story about fate **Skill** Listen for intonation
7 Where are you going? **page 77**	• Verbs / Adjectives + prepositions • Words to describe a place • Geographical features	• Gerunds as objects of prepositions • *Would like / love / hate* + infinitive • Superlative adjectives	• Talk about an upcoming trip • Talk about what you would like to do • Talk about geographical features **Skill** End a conversation	• Listen to a quiz show about geography **Skill** Listen for specific information
8 What are you doing tonight? **page 89**	• Instruments and musicians • Evening events • Healthy habits	• Questions about the subject and object • *So / Because* (*of*) to show cause and effect • Time expressions	• Talk about music • Talk about evening plans • Describe habits and routines **Skill** Turn down an invitation politely	• Listen to a podcast about technology **Skill** Listen for examples and supporting statements
9 Where do you want to meet? **page 101**	• Living room furniture and decor • Reasons for being late • Places in and around the house	• Future with *will*, *be going to*, present continuous, and simple present • Indirect questions • Adverbs and adverbial phrases of place	• Talk about plans • Talk about reasons for being late • Talk about where things are **Skill** Ask if there is a problem	• Listen to a story about a cat **Skill** Predicting
10 How long did you work there? **page 113**	• Job interviews • Work experience • Soft skills	• Tag questions • Present perfect with *for* and *since*; *how long* and *ever* • Information questions with the present perfect	• Start a job interview • Talk about your work experience • Give more details about your work experience **Skill** Express an opinion	

GRAMMAR PRACTICE ..... page 125
VOCABULARY PRACTICE ..... page 155
REFERENCES ..... page 159

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Pronunciation	Reading	Writing	Media Project	Learning Strategy
• The vowels /i/ and /ɪ/ • Weak pronunciation of object pronouns	• Read about unique restaurants **Skill** Construct mental images	• Write about an unusual food **Skill** Show contrast	• Describe photos of a celebration	**Pronunciation** • Find new sources
• Blending: *want to* ("wanna") and *going to* ("gonna") • Dropping the /t/ and linking in superlatives	• Read about unusual hotels **Skill** Identify point of view	• Write a description of a place **Skill** Include one topic per paragraph	• Describe photos of a place	**Grammar** • Learn grammar in context
• Intonation: Showing enthusiasm • Main stress to emphasize a contrast	• Read about the power of music **Skill** Ask and answer questions	• Write suggestions for meeting people **Skill** Write informally	• Describe photos of your healthy habits	**Vocabulary** • Create connections
• The letter *a* • Stress in compounds	• Read product reviews **Skill** Identify fact vs. opinion	• Write about your dream home **Skill** Use parallel structure	• Make a video about a room you'd like to redecorate	**Pronunciation** • Practice word stress for pronunciation
• Stressed syllables in nouns • Weak and contracted pronunciations of *have* and *has*	• Read interview advice **Skill** Make associations	• Write a cover letter **Skill** Consider your audience	• Make a video about your dream job	**Grammar** • Tell a story to practice verb tenses

Key

00-00 audio
video
ActiveTeach
abc flashcards
COACH video/coach
web search

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To the Teacher

Welcome to *StartUp*

StartUp is an innovative eight-level, general American English course for adults and young adults who want to make their way in the world and need English to do it. The course takes students from CEFR A1 to C1 and enables teachers and students to track their progress in detail against the Global Scale of English (GSE) Learning Objectives.

StartUp Level	GSE Range	CEFR	Description
1	22–33	A1	Beginner
2	30–37	A2	High beginner
3	34–43	A2+	Low intermediate
4	41–51	B1	Intermediate

StartUp Level	GSE Range	CEFR	Description
5	49–58	B1+	High intermediate
6	56–66	B2	Upper intermediate
7	64–75	B2+	Low advanced
8	73–84	C1	Advanced

English for 21st century learners

StartUp helps your students develop the spoken and written language they need to communicate in their personal, academic, and work lives. In each lesson, you help students build the collaborative and critical thinking skills so essential for success in the 21st century. *StartUp* allows students to learn the language in ways that work for them: anytime, anywhere. The Pearson Practice English App allows students to access their English practice on the go. Additionally, students have all the audio and video files at their fingertips in the app and on the Pearson English Portal.

Motivating and relevant learning

StartUp creates an immersive learning experience with a rich blend of multimedia and interactive activities, including interactive flashcards for vocabulary practice; Grammar Coach and Pronunciation Coach videos; interactive grammar activities; podcasts, interviews, and other audio texts for listening practice; humorous, engaging videos with an international cast of characters for modeling conversations; high-interest video talks beginning at Level 5; media project videos in Levels 1–4 and presentation skills videos in Levels 5–8 for end-of-unit skills consolidation.

Personalized, flexible teaching

The unit structure and the wealth of support materials give you options to personalize the class to best meet your students' needs. *StartUp* gives you the freedom to focus on different strands and skills; for example, you can spend more class time on listening and speaking. You can choose to teach traditionally or flip the learning. You can teach sections of the lesson in the order you prefer. And you can use the ideas in the Teacher's Edition to help you extend and differentiate instruction, particularly for mixed-ability and for large and small classes.

Access at your fingertips

StartUp provides students with everything they need to extend their learning to their mobile device. The app empowers students to take charge of their learning outside of class, allowing them to practice English whenever and wherever they want, online or offline. The app provides practice of vocabulary, grammar, listening, and conversation. Students can go to any lesson by scanning a QR code on their Student Book page or through the app menu. The app also provides students with access to all the audio and video files from the course.



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Components

For the Teacher

StartUp provides everything you need to plan, teach, monitor progress, and assess learning.

The ***StartUp* ActiveTeach** front-of-class tool allows you to

- zoom in on the page to focus the class's attention
- launch the vocabulary flashcard decks from the page
- use tools, like a highlighter, to emphasize specific text
- play all the audio texts and videos from the page
- pop up interactive grammar activities
- move easily to and from any cross-referenced pages



The interleaved **Teacher's Edition** includes

- an access code to the Pearson Practice English App and all digital resources
- language and culture notes
- teaching tips to help you improve your teaching practice
- *Look for* notes to help assess students' performance
- answer keys to all Student Book exercises on the facing page of the notes
- and more!



Teacher's Digital Resources, all available on the Pearson English Portal, include

- Teacher Methodology Handbook
- A unit walkthrough
- ActiveTeach front-of-class software
- ExamView assessment software
- Teacher's notes for every Student Book page
- Rubrics for speaking and writing
- Hundreds of reproducible worksheets
- Answer keys for all practice
- Audio and video scripts
- The GSE Teacher Mapping Booklet
- The GSE Toolkit

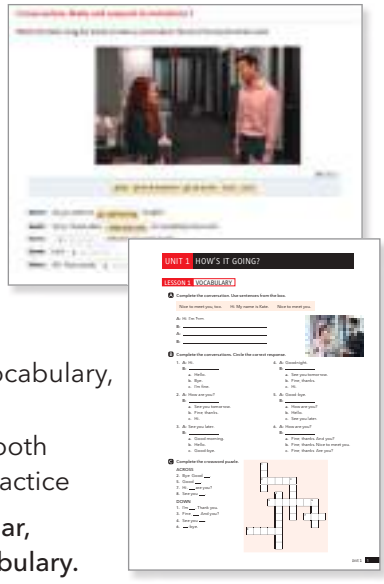


For the Student

StartUp provides students with everything they need to extend their learning.

The optional **MyEnglishLab for *StartUp*** gives students more formal online practice and provides immediate feedback, hints, and tips. It includes

- grammar practice with remedial activities and access to all the Grammar Coach videos
- vocabulary practice, including games and flashcards
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos
- listen-and-record practice that lets students record themselves and compare their recordings to models
- auto-graded reading and writing practice that reinforces skills taught in the Student Book
- summative assessments that measure students' mastery of listening, vocabulary, grammar, pronunciation, and reading
- a gradebook, which records scores on practice and assessments, that both students and you can use to help monitor progress and plan further practice



The optional ***StartUp* Workbook** provides practice of vocabulary, grammar, reading, and writing and includes self-assessments of grammar and vocabulary.

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Using the Teacher's Edition

The *StartUp* Teacher's Edition (TE) is a way for you to learn more about getting the best results with *StartUp* and is your source for helpful teaching ideas. On the inside front cover, you'll find an access code, which you'll use for the Pearson Practice English App and the portal.

At the beginning of the TE you see:

- Information about *StartUp* and the Global Scale of English
- Information about
  - The Pearson Practice English App, which accompanies the Student Book
  - The Pearson English Portal, where you'll find all your *StartUp* teacher resources
  - The ActiveTeach teacher presentation tool
  - The Assessment program
  - Optional student practice: the Workbook, MyEnglishLab, and Reproducibles
- Bank of Warm-up Activities

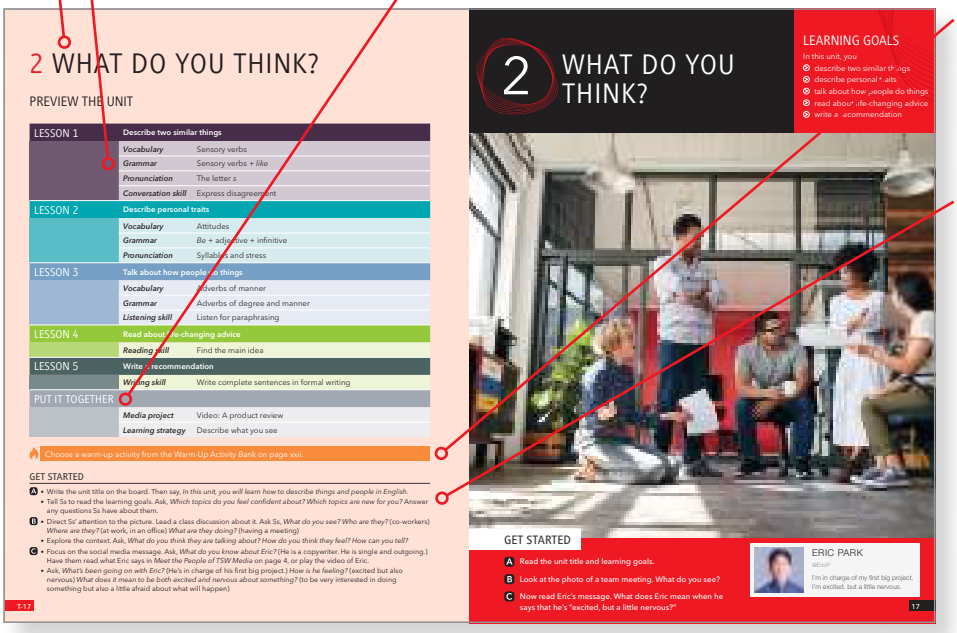
At the back of the TE, you'll find the audio and video scripts for each unit.

Additional information can be found in the portal. This includes:

- How to use flipped learning
- How *StartUp* incorporates 21st century skills
- Using mobile phones in the classroom
- And more!

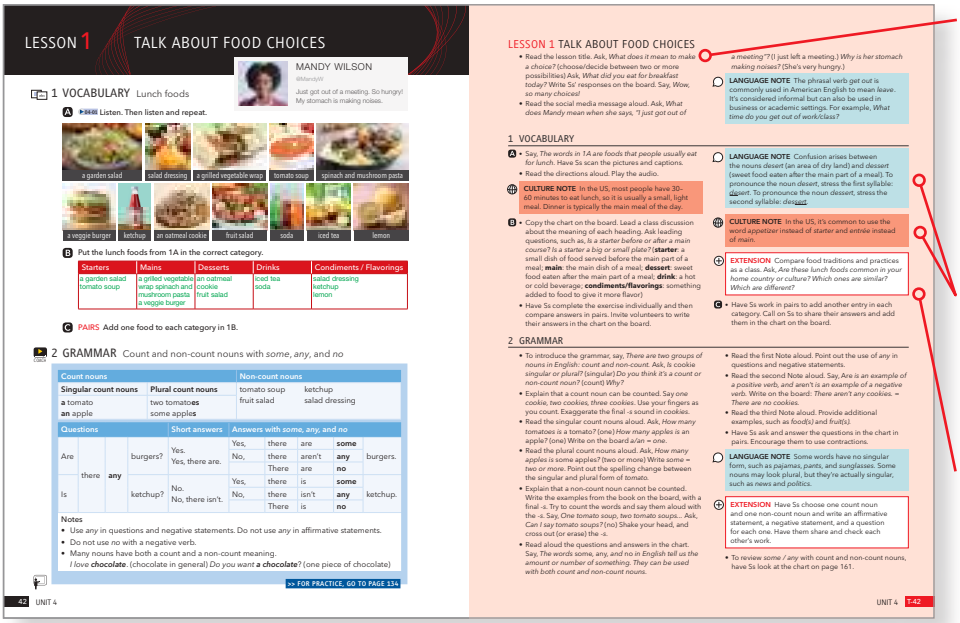
For each unit of *StartUp* the TE includes the Student Book pages with answers annotated in blue ink and corresponding teacher's notes on the facing pages.

1. Each unit begins with a chart that lets you preview the unit and shows
   - the **Unit Title**, which is a GSE Learning Objective
     - the **Vocabulary**, **Grammar**, **Pronunciation**, and other skills in each lesson
       - the contents of the **Put It Together** page



2. Then there is a suggestion that you choose a **Warm-Up** to use at the beginning of the class.
3. This is followed by teaching notes that help you **Get Started**: to establish the topic of the unit, set the context, and introduce the character who is the center of the unit.

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LESSON 1 TALK ABOUT FOOD CHOICES

MANDY WILSON

1 VOCABULARY Lunch foods

A Listen. Then listen and repeat.

a garden salad | salad dressing | a grilled vegetable wrap | tomato soup | spinach and mushroom pasta | a veggie burger | ketchup | an oatmeal cookie | fruit salad | soda | iced tea | lemon

B Put the lunch foods from 1A in the correct category.

Starters	Mains	Desserts	Drinks	Condiments / Flavorings
a garden salad tomato soup	a grilled vegetable wrap spinach and mushroom pasta a veggie burger	an oatmeal cookie fruit salad	iced tea soda	salad dressing ketchup lemon

C PAIRS Add one food to each category in 1B.

2 GRAMMAR Count and non-count nouns with *some, any,* and *no*

Count nouns			Non-count nouns
Singular count nouns	Plural count nouns		tomato soup fruit salad
a tomato an apple	two tomatoes some apples		ketchup salad dressing

Questions			Short answers		Answers with *some, any,* and *no*			
Are	there	any burgers?	Yes, Yes, there are.	Yes,	there	are	some	burgers.
			No, No, there aren't.	No,	there	aren't	any	
					There	are	no	
Is	there	any ketchup?	Yes,	Yes,	there	is	some	ketchup.
			No, No, there isn't.	No,	there	isn't	any	
					There	is	no	

Notes
- Use *any* in questions and negative statements. Do not use *any* in affirmative statements.
- Do not use *no* with a negative verb.
- Many nouns have both a count and a non-count meaning.
  I love ***chocolate****.* (chocolate in general) *Do you want* ***a chocolate****?* (one piece of chocolate)

>> FOR PRACTICE, GO TO PAGE 134

42 UNIT 4

LESSON 1 TALK ABOUT FOOD CHOICES

- Read the lesson title. Ask, *What does it mean to make a choice?* (choose/decide between two or more possibilities) Ask, *What did you eat for breakfast today? Write Ss' responses on the board. Say, Wow, so many choices!*
- Read the social media message aloud. Ask, *What does Mandy mean when she says, "I just got out of a meeting"?* (I just left a meeting.) *Why is her stomach making noises?* (She's very hungry.)

LANGUAGE NOTE The phrasal verb *get out* is commonly used in American English to mean *leave*. It's considered informal but can also be used in business or academic settings. For example, *What time do you get out of work/class?*

1 VOCABULARY

A
- Say, *The words in 1A are foods that people usually eat for lunch.* Have Ss scan the pictures and captions.
- Read the directions aloud. Play the audio.

CULTURE NOTE In the US, most people have 30–60 minutes to eat lunch, so it is usually a small, light meal. *Dinner* is typically the main meal of the day.

B
- Copy the chart on the board. Lead a class discussion about the meaning of each heading. Ask leading questions, such as, *Is a starter before or after a main course? Is a starter a big or small plate?* (**starter**: a small dish of food served before the main part of a meal; **main**: the main dish of a meal; **dessert**: sweet food eaten after the main part of a meal; **drink**: a hot or cold beverage; **condiments/flavorings**: something added to food to give it more flavor)
- Have Ss complete the exercise individually and then compare answers in pairs. Invite volunteers to write their answers in the chart on the board.

LANGUAGE NOTE Confusion arises between the nouns *dessert* (an area of dry land) and *dessert* (sweet food eaten after the main part of a meal). To pronounce the noun *dessert*, stress the first syllable: *dessert*. To pronounce the noun *dessert*, stress the second syllable: *dessert*.

CULTURE NOTE In the US, it's common to use the word *appetizer* instead of *starter* and *entrée* instead of *main*.

EXTENSION Compare food traditions and practices as a class. Ask, *Are these lunch foods common in your home country or culture? Which ones are similar? Which are different?*

C
- Have Ss work in pairs to add another entry in each category. Call on Ss to share their answers and add them in the chart on the board.

2 GRAMMAR

- To introduce the grammar, say, *There are two groups of nouns in English: count and non-count. Ask, Is cookie singular or plural? (singular) Do you think it's a count or non-count noun? (count) Why?*
- Explain that a count noun can be counted. Say *one cookie, two cookies, three cookies.* Use your fingers as you count. Exaggerate the final *-s* sound in *cookies*.
- Read the singular count nouns aloud. Ask, *How many tomatoes is a tomato? (one) How many apples is an apple? (one)* Write on the board *a/an = one.*
- Read the plural count nouns aloud. Ask, *How many apples is some apples? (two or more)* Write *some = two or more.* Point out the spelling change between the singular and plural form of tomato.
- Explain that a non-count noun cannot be counted. Write the examples from the book on the board, with a final *-s*. Try to count the words and say them aloud with the *-s*. Say, *One tomato soup, two tomato soups… Ask, Can I say tomato soups? (no)* Shake your head, and cross out (or erase) the *-s*.
- Read aloud the questions and answers in the chart. Say, *The words some, any, and no in English tell us the amount or number of something. They can be used with both count and non-count nouns.*
- Read the first Note aloud. Point out the use of *any* in questions and negative statements.
- Read the second Note aloud. Say, *Are is an example of a positive verb, and aren't is an example of a negative verb.* Write on the board: *There aren't any cookies. = There are no cookies.*
- Read the third Note aloud. Provide additional examples, such as *food(s)* and *fruit(s)*.
- Have Ss ask and answer the questions in the chart in pairs. Encourage them to use contractions.

LANGUAGE NOTE Some words have no singular form, such as *pajamas, pants,* and *sunglasses*. Some nouns may look plural, but they're actually singular, such as *news* and *politics*.

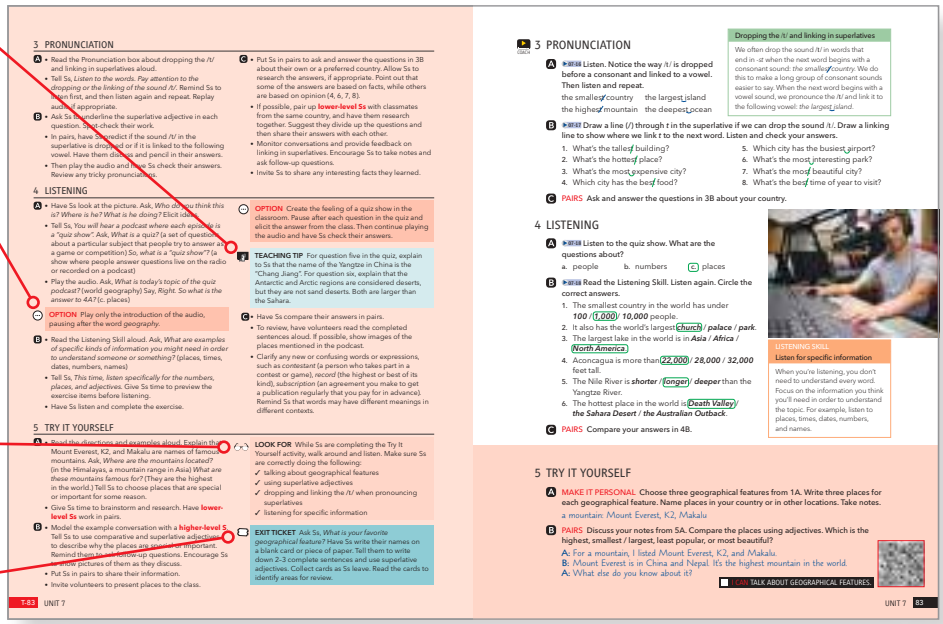
EXTENSION Have Ss choose one count noun and one non-count noun and write an affirmative statement, a negative statement, and a question for each one. Have them share and check each other's work.

- To review *some / any* with count and non-count nouns, have Ss look at the chart on page 161.

UNIT 4 T-42

1. **Step-by-Step** teaching notes help you give clear instructions and explanations for each activity. The notes use the abbreviation "Ss" for *students*.
2. **Language and Culture Notes** offer insightful and helpful information about English.
3. **Extensions** provide more practice with specific skills.

1. **Teaching Tips** give helpful teaching techniques and strategies.
2. **Options** give you ways to vary an activity and often suggest how you can modify an activity for students who are performing at higher or lower levels.
3. **Look for** notes help you assess your students' performance.
4. **Exit Tickets** are activities students do at the end of each lesson to help you know which students may need additional practice.



3 PRONUNCIATION

A
- Read the Pronunciation box about dropping the /t/ and linking in superlatives aloud.
- Tell Ss, *Listen to the words. Pay attention to the dropping or the linking of the sound /t/.* Remind Ss to listen first, and then listen again and repeat. Replay audio, if appropriate.

B
- Ask Ss to underline the superlative adjective in each question. Spot-check their work.
- In pairs, have Ss predict if the sound /t/ in the superlative is dropped or if it is linked to the following vowel. Have them discuss and pencil in their answers.
- Then play the audio and have Ss check their answers. Review any tricky pronunciations.

C
- Put Ss in pairs to ask and answer the questions in 3B about their own or a preferred country. Allow Ss to research the answers, if appropriate. Point out that some of the answers are based on facts, while others are based on opinion (4, 6, 7, 8).
- If possible, pair up **lower-level Ss** with classmates from the same country, and have them research together. Suggest they divide up the questions and then share their answers with each other.
- Monitor conversations and provide feedback on linking in superlatives. Encourage Ss to take notes and ask follow-up questions.
- Invite Ss to share any interesting facts they learned.

4 LISTENING

A
- Have Ss look at the picture. Ask, *Who do you think this is? Where is he? What is he doing?* Elicit ideas.
- Tell Ss, *You will hear a podcast where each episode is a "quiz show". Ask, What is a quiz?* (a set of questions about a particular subject that people try to answer as a game or competition) *So, what is a "quiz show"?* (a show where people answer questions live on the radio or recorded on a podcast)
- Play the audio. Ask, *What is today's topic of the quiz podcast?* (world geography) *Say, Right. So what is the answer to 4A?* (c. places)

OPTION Play only the introduction of the audio, pausing after the word *geography*.

B
- Read the Listening Skill aloud. Ask, *What are examples of specific kinds of information you might need in order to understand someone or something?* (places, times, dates, numbers, names)
- Tell Ss, *This time, listen specifically for the numbers, places, and adjectives.* Give Ss time to preview the exercise items before listening.
- Have Ss listen and complete the exercise.

OPTION Create the feeling of a quiz show in the classroom. Pause after each question in the quiz and elicit the answer from the class. Then continue playing the audio and have Ss check their answers.

TEACHING TIP For question five in the quiz, explain to Ss that the name of the Yangtze in China is the "Chang Jiang". For question six, explain that the Antarctic and Arctic regions are considered deserts, but they are not sand deserts. Both are larger than the Sahara.

C
- Have Ss compare their answers in pairs.
- To review, have volunteers read the completed sentences aloud. If possible, show images of the places mentioned in the podcast.
- Clarify any new or confusing words or expressions, such as *contestant* (a person who takes part in a contest or game), *record* (the highest or best of its kind), *subscription* (an agreement you make to get a publication regularly that you pay for in advance). Remind Ss that words may have different meanings in different contexts.

5 TRY IT YOURSELF

A
- Read the Superlatives and examples aloud. Explain that Mount Everest, K2, and Makalu are names of famous mountains. Ask, *Where are the mountains located?* (in the Himalayas, a mountain range in Asia) *What are these mountains famous for?* (They are the highest in the world.) Tell Ss to choose places that are special or important for some reason.
- Give Ss time to brainstorm and research. Have **lower-level Ss** work in pairs.

B
- Model the example conversation with a **higher-level S**. Tell Ss to use comparative and superlative adjectives to describe why the places are important. Remind them to write follow-up questions. Encourage Ss to bring pictures of them as they discuss.
- Put Ss in pairs to share their information.
- Invite volunteers to present places to the class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ talking about geographical features
- ✓ using superlative adjectives
- ✓ dropping and linking the /t/ when pronouncing superlatives
- ✓ listening for specific information

EXIT TICKET Ask Ss, *What is your favorite geographical feature?* Have Ss write their names on a blank card or piece of paper. Tell them to write down 2–3 complete sentences and use superlative adjectives. Collect cards as Ss leave. Read the cards to identify areas for review.

T-83 UNIT 7

Dropping the /t/ and linking in superlatives

We often drop the sound /t/ in words that end in *-st* when the next word begins with a consonant sound: *the smallest country*. We do this to make a long group of consonant sounds easier to say. When the next word begins with a vowel sound, we pronounce the /t/ and link it to the following vowel: *the largest island*.

3 PRONUNCIATION

A Listen. Notice the way /t/ is dropped before a consonant and linked to a vowel. Then listen and repeat.
the smallest country the largest island
the highest mountain the deepest ocean

B Draw a line (/) through *t* in the superlative if we can drop the sound /t/. Draw a linking line to show where we link *t* to the next word. Listen and check your answers.
1. What's the tallest building?
2. What's the hottest place?
3. What's the most expensive city?
4. Which city has the best food?
5. Which city has the busiest airport?
6. What's the most interesting park?
7. What's the most beautiful city?
8. What's the best time of year to visit?

C PAIRS Ask and answer the questions in 3B about your country.

4 LISTENING

A Listen to the quiz show. What are the questions about?
a. people b. numbers c. places

B Read the Listening Skill. Listen again. Circle the correct answers.
1. The smallest country in the world has under *100* / *1,000* / *10,000* people.
2. It also has the world's largest *church* / *palace* / *park*.
3. The largest lake in the world is in *Asia* / *Africa* / *North America*.
4. Aconcagua is more than *22,000* / *28,000* / *32,000* feet tall.
5. The Nile River is *shorter* / *longer* / *deeper* than the Yangtze River.
6. The hottest place in the world is *Death Valley* / *the Sahara Desert* / *the Australian Outback*.

C PAIRS Compare your answers in 4B.

LISTENING SKILL
Listen for specific information

When you're listening, you don't need to understand every word. Focus on the information you think you'll need in order to understand the topic. For example, listen to places, times, dates, numbers, and names.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Choose three geographical features from 1A. Write three places for each geographical feature. Name places in your country or in other locations. Take notes.
a mountain: Mount Everest, K2, Makalu

B PAIRS Discuss your notes from 5A. Compare the places using adjectives. Which is the highest, smallest / largest, least popular, or most beautiful?
A: For a mountain, I listed Mount Everest, K2, and Makalu.
B: Mount Everest is in China and Nepal. It's the highest mountain in the world.
A: What else do you know about it?

I CAN TALK ABOUT GEOGRAPHICAL FEATURES.

UNIT 7 83

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The Global Scale of English

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the GSE, learners and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

The GSE was created to raise standards in teaching and learning English. It identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency—what progress they have made and what they need to learn next.

StartUp has been constructed using learning objectives from the GSE. These objectives are real-world relevant and appropriate for your learners' needs. This table shows the range of objectives that are covered within each of the eight levels of *StartUp*.

StartUp Level	GSE Range	CEFR	Description
1	22–33	A1	Beginner
2	30–37	A2	High beginner
3	34–43	A2+	Low intermediate
4	41–51	B1	Intermediate

StartUp Level	GSE Range	CEFR	Description
5	49–58	B1+	High intermediate
6	56–66	B2	Upper intermediate
7	64–75	B2+	Low advanced
8	73–84	C1	Advanced

StartUp provides a wide array of materials, for example, student book, mobile app, online practice, workbook, and reproducible worksheets. As learners work through the content, they will have opportunities to demonstrate mastery of a variety of learning objectives used inside the learning range. It does not mean that learners need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

Every unit opener of *StartUp* provides you with the GSE learning objectives for listening, speaking, reading, and writing. The same unit objectives are then used in the Reflect and Plan self-assessment activity at the end of the unit.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *StartUp* online on english.com/startup as well as in the portal. This booklet provides an overview of all the learning objectives covered in each unit of *StartUp*, lesson by lesson.

These GSE learning objectives are only a selection from the larger collection contained within the GSE. To explore additional resources to support learners, there is an online GSE Teacher Toolkit. This searchable online database gives you quick and easy access to the learning objectives and grammar and vocabulary resources. It also gives you access to GSE job profiles: 250 job skills mapped to GSE learning objectives, enabling you to pinpoint the specific language skills required for professional learners.

For more information about how using the GSE can support your planning and teaching, enhance the assessment of your learners, and supplement your core program, please go to english.com/gse.

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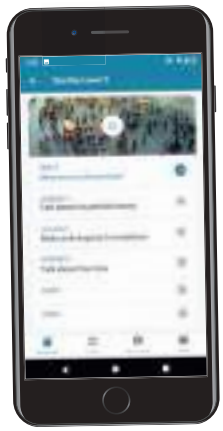
Pearson Practice English App



What is the Pearson Practice English App?

The Pearson Practice English App comes with every *StartUp* Student Book and is for learners to use on their mobile phones. The app lets learners extend their English studies anytime, anywhere, with vocabulary, grammar, listening, and conversation activities on the go. All the activities are tied directly to the material in the Student Book. They have access to all the Student Book audio tracks and video clips whenever and wherever they want on the app.

How do you access the app?



First, download the app from the Google Play store or the App store.

When you open the app, you'll see a list of all the Pearson courses that are currently available.

Select *StartUp*. Once you've selected *StartUp*, you'll see a list of levels. Select the level you want, for example *StartUp 2*. When you pick a level, you can see its table of contents. From this moment, the product level you have selected becomes your default and will run automatically when you run the app again.

To start browsing content, you must download a unit or a lesson. Once it has been downloaded, you can access it offline. When you no longer want to practice that unit or lesson, you can remove it so it doesn't use up space in your phone. By default, Unit 1 of each level is available without restrictions. To open other units, you need to unlock the content by providing an access code and signing in. The access code for teachers is in the inside front cover of this Teacher's Edition; if you already have an account for Pearson digital products, such as the portal or the MyEnglishLab, you can sign in with the same credentials. If you don't have an account yet, you'll need to create an account. This is just a few steps!

Once you have downloaded the content, you can get to it in two ways: either through the app table of contents or by scanning the QR code in the lower right corner of Lessons 1, 2, and 3. When you scan the QR code, you go directly to practice that's associated with that specific lesson.

What will you find in the app?



As mentioned, the app has **interactive activities** for all the listening and speaking lessons in *StartUp*. These include vocabulary, grammar, listening, speaking, and conversation activities.

Learners get immediate feedback on their practice and see how well they've done at the end of the activity.

In addition to the interactive activities, the app has **all the audio and video files** that go with each unit. The audio tracks and video clips can be played with or without the transcript. In addition, the audio can be played at a slower or faster speed.

Go to the portal for ideas about using mobile phones with *StartUp*.

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Pearson English Portal

What is the Pearson English Portal?

The Pearson English Portal (the portal) contains the cloud-based resources you need to teach *StartUp*. Go online to get into the portal and download whatever you need.

How do you access the portal?

Go to https://english-dashboard.pearson.com. Choose "Create an account" and follow the simple instructions. If you already have an account, you can just sign in. Use the same sign-in credentials for any Pearson products to which you have access.

You will be asked to type in your access code, found on the inside front cover of this Teacher's Edition. If you don't have an access code, please contact your Pearson sales rep.

Once you have typed in your access code, you'll be prompted to Go to Products to "add a product." Choose *StartUp*.

Finally, you'll be asked to choose your school or institution from a pull-down menu. If it's not on the list, please ask your Pearson sales rep.

You're now done! Look at your personal dashboard to see all your Pearson products.

What will you find in the portal?

The portal contains all the resources you need to teach and supplement *StartUp*. Explore the following to make teaching with *StartUp* easier, more efficient, and more effective.

- Student Book Audio Files
  - These include the vocabulary, listening lessons, audio versions of the videos, articles in the reading lessons, and listening activities in the grammar practice.
- Student Book Video Files
  - These include the Grammar Coach videos, the Pronunciation Coach videos, the Conversation videos, the Media Project videos in Levels 1–4, the Talk and Presentation videos in Levels 5–8.
- ActiveTeach
  - Click on the .exe file to download this software onto the computer you use in your classroom.
- Assessment Program (details on page xx)
  - ExamView Tests
    - Use the.exe file to download the software onto your computer to create tests.
    - Consult the Teacher's Guide in this folder for more information on how to use the the ExamView software
    - Optionally, use the pdfs of the tests (Forms A and B) if you don't choose to use the software.
  - Audio files for the tests
  - Optional Speaking Tests: all tests plus the rubric for assessing speaking
  - Optional Writing Tests: all tests plus the rubric for assessing writing
- Teacher Edition Notes
  - These are the same notes as this Teacher Edition, without the Student Book pages.
- Using *StartUp* – teacher training videos
  - Get the most out of *StartUp* by accessing short and simple teacher training videos. Each video is on one topic only.
  - See the list of topics in the portal.
- Reproducibles (details on page xix)
  - Unit review board games
  - Grammar worksheets
  - Inductive grammar practice
- Flashcards
- Answer keys
  - For the Student Book (also in the Teacher Edition, on the Student Book pages)
  - For the Workbook
  - For the Reproducibles
- Audio scripts for all audio
- Video scripts for all the conversation videos
- *StartUp* MyEnglishLab link
- The Global Scale of English (GSE) Mapping Booklet with each GSE Learning Objective in the course by unit and lesson.
- The GSE Toolkit link, which lets you explore the Learning Objectives in the GSE.

Note that there is also a portal for learners, with flashcards, audio files, and video files.

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ActiveTeach

The ActiveTeach presentation tool is software that allows you to project a digital representation of the Student Book in your class.

How do you get the ActiveTeach?

As with all the resources and teacher support for *StartUp*, you get your ActiveTeach software from the Pearson English Portal. It is a downloadable executable (.exe) file. Download the ActiveTeach to the computer you will use in your classroom and then you can use it offline. (If you are on a Mac, please contact your Pearson sales rep.)

For more help and training with using ActiveTeach, please go to www.MyPearsonHelp.com.

What equipment do you need to use ActiveTeach?

You need a computer—with the ActiveTeach software downloaded on it—and a projector. You can use ActiveTeach with or without an interactive whiteboard (IWB), but the user experience and functionality will be enhanced with an IWB.

Why use ActiveTeach?

ActiveTeach makes it easy for you to use take advantage of the richness of *StartUp*. It lets you:

- **focus your students' attention** on specific parts of a page of the book by projecting the page and then zooming in
- **play all the audio and video texts from the page**, simply by clicking the play button on the page
- **pop up interactive grammar activities**, display them, and then show answers
- **pop up and do the interactive grammar** activities with the class, including showing answers
- **use tools from the toolbox** to make notes or marks on the digital page; for example, you can use the highlighter tool to draw attention to certain content or you can use the pen tool to draw a circle around something

Workbook

What is the *StartUp* Workbook?

The *StartUp* Workbook is an optional component. It provides extra out-of-class practice for the material presented in the Student Book. Each workbook unit includes grammar exercises, vocabulary exercises and puzzles, and reading and writing practice. The tasks are all closed-ended to make them easier to mark. The answer key is in your portal and is not available to learners.

Each unit of the workbook also includes a one-page Self-Quiz so learners can check their mastery of the vocabulary and grammar in the unit. The answer key for the Self-Quizzes is in the back of the workbook.

How should you check the workbook assignments?

Here are two ways you can check the work your learners have done:

1. In class, pair learners and have them compare answers, walking around the class while they work to answer questions. This approach encourages collaboration and peer-teaching.
2. Distribute the answer key ahead so learners can check their own work when they do it; in class, learners can ask you to help with anything they didn't understand. This approach encourages independent learning.

Ask learners how well they did on the Self-Quiz and answer their questions.

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MyEnglishLab

This optional component provides outside-of-class practice. It reinforces the concepts and skills taught in the *StartUp* Student Book.

What is MyEnglishLab for *StartUp*?

MyEnglishLab for *StartUp* gives your learners online outside-of-class practice. All practice delivered in MyEnglishLab is automatically graded, and learners get immediate feedback on wrong answers.

To assign homework in MyEnglishLab, you can either tell your learners to do the practice as you would assign any homework assign or practice through MyEnglishLab itself. Note that although all *practice* activities are always available to your learners, *assessments* are only available to them if you assign them.

How do you access MyEnglishLab?

In your Pearson English Portal, you'll find a link to MyEnglishLab. To sign in, use the same name and password you used to create your portal account.

What will you find in MyEnglishLab?







StartUp's MyEnglishLab provides the following online practice:

- grammar practice and access to all the Grammar Coach videos
- vocabulary practice, including flash cards and games, plus listen-and-record practice that lets learners record themselves and compare their recordings to models
- speaking and pronunciation activities, including access to all the conversation videos and Pronunciation Coach videos, along with listen-and-record practice
- reading and writing practice that reinforces the Student Book skills
- summative assessments that measure learners' mastery of listening, vocabulary, grammar, pronunciation, and reading. You need to assign these assessments.
- a gradebook, which records scores on practice tasks and assessments, that both you and your learners can use to help monitor progress and plan further practice

The Common Error report can be accessed for assignments and tests. It shows you the common errors your class is making so you can review specific concepts with your class.

- Time/Student shows the time each learner has spent on tasks in the course.
- Score/Skill shows the average score for each skill.
- Time/Sub-section shows the amount of time that has been spent.
- Score/Student shows the score of each learner.
- Attempt/Score shows the average number of attempts and scores.

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Reproducibles

What are the *StartUp* Reproducibles?

Reproducibles are printable worksheets. They include grammar worksheets, ActiveTeach grammar activities, inductive grammar worksheets, and unit review board games. The reproducibles are in a folder in the portal.

What grammar practice is provided?

There are three different types of extra grammar practice.

1. **ActiveTeach grammar activities**

   What are these? The ActiveTeach includes two interactive grammar activities for every grammar point. Versions of these activities are available as handouts.

   How can you use these? In class, do the ActiveTeach interactive activities with the whole class and then hand out these reproducibles as a follow-up for students to do in class or for homework.

2. **Grammar worksheets**

   What are these? For each grammar point, there is a grammar worksheet that provides two or three additional grammar practice exercises.

   How can you use these?

   - In class, give the worksheet to learners who finish an activity ahead of others to keep them focused on English while they wait.
   - In class, pair a more-able learner with a learner who is having problems with that grammar point. Have them do a worksheet together, with the more-able learner helping his or her classmate understand.
   - As homework, give a worksheet to learners who need extra practice with a particular grammar point. Suggest they watch the Grammar Coach video first.

3. **Inductive grammar worksheets**

   What are these? For each grammar point, there is an inductive grammar worksheet that guides the learners to figure out the grammar rules. Specifically, the worksheet presents examples of the grammar point and then challenges the learners to use critical thinking. At the end of the activity, the learner will have a set of rules.

   How can you use these?

   - In class, use them with a whole class as an alternative to having your learners study the grammar chart on the Student Book page.
   - In class, have the learners study the grammar chart and follow up with the inductive grammar worksheet.
   - In class, use them to challenge more-able learners who feel that they've already learned a grammar point.
   - In class, give them to more-able learners who finish an activity ahead of others to keep them focused while they wait.
   - As homework, give them to learners who enjoy grammar.

What are the Unit Review Board Games?

For each unit of *StartUp*, there is a unit review board game. There are several variations of these games, but each one provides a way for learners to demonstrate understanding of the vocabulary, grammar, pronunciation, and speaking/conversation skills in the unit. The game reviews content taught only in the current unit; it does not include content from other units or introduce new content. The game is designed for in-class play. Learners are likely to make mistakes and should be encouraged to help each other in a supportive and relaxed way. The underlying reason for the review is to help learners see where they need to improve.

Each game is on one page. The reproducibles folder in the portal includes an answer key for each board game, as well as instructions on how to play the game.

How do you use the board games?

The board games must be done in class. Learners will play in pairs or in small groups, so you won't have to make copies for each learner, just for each pair or group.

Instructions for playing the board games are in the board games folder in the portal.

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Assessments

Different ways to assess learners

StartUp has many assessments to help you and your learners monitor progress. The assessments are both *formative* and *summative*. Formative feedback–assessment *for* learning–gives learners an informal idea of how well they are doing and what they need to work on. Summative feedback–assessment *of* learning–helps you measure learners' progress for final grades.

Formative assessments/ Assessment for learning

What is assessment for learning?

Formative assessments provide feedback and help learners understand their progress. Formative assessment, or assessment for learning:

- provides effective feedback to learners
- involves learners in their own learning
- helps you adjust your teaching based on the results of formative assessments
- motivates and builds learners' self-esteem
- allows learners to assess themselves and understand how to improve

Using assessment for learning with *StartUp*

StartUp offers many opportunities for you to assess learners' mastery of the content and concepts of the course and provide support where they are having problems. Each lesson of *StartUp* ends with a *Try It Yourself* or *Make It Personal* activity, where learners show they've mastered a GSE learning objective.

The *Look for* notes in this Teacher Edition tells you what to look for when learners are doing *Try It Yourself* or *Make It Personal* activities. They help you assess learners' performance, give learners constructive feedback, and suggest additional practice. For example:

- in class, supply worksheets from the reproducibles in the portal and pair them with a more-able learner class
- for homework, suggest activities in their app or MyEnglishLab

Make learners more involved in their own learning and self-assessment. Encourage them to do the activities on their mobile app in the skill areas they are the weakest and to review any of the audio tracks or video clips outside of class to improve their listening and speaking skills. With the end-of-unit *Reflect and Plan* section, remind learners to focus on what they have learned in the unit and evaluate their own progress. Learners need to make a plan to improve those skills where they need more progress. Before you begin a new unit, ask how they have used the learning strategy at the end of the unit to improve their English.

Using summative assessment with *StartUp*

StartUp's assessment program provides unit tests, tests of Units 1–5 and 6–10, and a test of Units 1–10.

- Unit Tests have 33 items and take about 30 minutes of class time. Each item is worth 3 points for a total of 99 points; all learners get 1 bonus point, to make the total out of 100%.
- Units 1–5 and 6–10 tests have 50 items and take about 60 minutes of class time
- Units 1–10 tests have 50 items and take about 60 minutes of class time.
- Unit tests combine easy-to-grade multiple choice, fill-in, matching, and unscramble sentence items.
- All tests assess grammar, vocabulary, reading, writing, conversation, listening, and pronunciation; these last two with audio files.



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Speaking and pronunciation are tested receptively. For example, learners will need to put lines of a dialog in the correct order. To test speaking and writing productively, use the optional writing and speaking tests and corresponding rubrics for grading these, included in the assessment program folder.

Finding and using the assessment program

Find the *StartUp* tests in the ExamView Assessment Suite and on MyEnglishLab, both of which are accessible from the assessment program folder in the portal. The tests in ExamView and in MyEnglishLab test the same content, but they are not identical tests. In other words, you can have learners do the tests in MyEnglishLab as practice, if you like, and then give them the ExamView tests in class.

ExamView Suite

All tests are on the ExamView Assessment Suite software. Print the tests as they are or customize them. For example, you can create tests of grammar items only for Units 1–3. Or you can scramble the answers on a test to create a second version. When you customize a test, ExamView creates a new matching answer key.

Instructions on how to use ExamView Assessment software are in the assessment folder on the portal.

In the assessment program folder, you'll also find Form A and Form B pdf versions of each test, with answer keys. These tests have the same questions, but the answer choices are scrambled.

The folder also contains downloadable audio files for ExamView and pdf tests.

MyEnglishLab

The MyEnglishLab has different versions of the ExamView. Learners do not have access to these tests until you assign them. The MyEnglishLab tests are automatically graded and reported to the grade book, so you can see at a glance the results of individual learners or whole class.

All test items are tagged with information that helps you differentiate and personalize instruction. For example, you can see learner progress on individual skills and GSE learning objectives. This information helps you assign extra work to individual learners and suggest ways they can improve.



Using alternative assessment with *StartUp*

Teachers often want to use alternative assessments instead of traditional tests; a popular alternative assessment is a *portfolio*: learners create a portfolio of their work over a semester to demonstrate their mastery of the skills, content, and objectives. Encourage learners to create a digital portfolio of all their media projects (Levels 1–4) and presentations (Levels 5–8) or to keep all the writing they've done in the course. Portfolio assessments help you and the learners see individual achievements.

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Warm-Up Activity Bank

As you'll see in the notes for each unit, we suggest you do a warm-up activity before you start each unit. The purpose of the warm-up games is to:

- help students transition from their first language environment to an English-speaking one
- accommodate latecomers to class (and motivate students to be on time)
- add some fun to the start of class

Warm-ups recycle language studied in one or more previous units. They don't require any extra materials or special equipment.

Warm-ups should take only 2–3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper.

LEVELS 1–3

1. **Category circle:** Write a category on the board (e.g., *fruit*). Ask the class to stand in a circle. Moving clockwise around the circle, have students name an object in that category (e.g., *banana, apple, orange, pineapple*). If students can't think of an object, they can say *pass*.

2. **I see something:** Write on the board, *A: I see something [color]. B: Is it ___?* In pairs, student A completes the statement with the color of an object in the classroom, and student B guesses which object student A sees. For example, *A: I see something red. B: Is it Maria's backpack? A: Yes!* When student B guesses correctly, students swap roles and repeat the activity.

3. **Memory challenge:** Project or write a list of 10–15 related words on the board (e.g., *mother, father, parents, sister, brother, siblings, daughter, son, children, grandparents, niece, nephew, aunt, uncle, cousin*). Give students thirty seconds to look at the list. Then cover up the list and ask students to write down as many of the words as they can remember. After one minute, call time. Show the list again. Have students check their work.

4. **The big three:** On the board, write *Describe three ways to ___*. Fill in the blank with a verb. Read the sentence aloud. Give students thirty seconds to come up with their answers in small groups. For example, T: *Describe three ways to travel.* Ss: *Plane, bus, car.* T: *Describe three ways to greet someone*. Ss: *A handshake, a hug, a wave.* Repeat 2–3 times.

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5. **Snowman:** Think of a word. On the board, draw the number of blanks equivalent to the number of letters in the word. For example, the word *website* would have seven blanks. Have students take turns guessing the word one letter at a time. If a student guesses a letter which is part of the word, fill in the appropriate blank(s) with that letter. If the letter is not part of the word, draw one part of a snowman on the board: three circles for the body, two sticks for the arms, 4–5 buttons down the front, a scarf, two eyes, a nose, a hat, and a frown. The class wins if students guess the word before the complete snowman is drawn.

6. **Surprise ending:** Write the beginning of a story on the board. For example, *You hear a loud banging noise in the other room. You open the door and find…* Give students one minute to finish the story individually and then share their endings in small groups. (e.g., *You open the door and find a gorilla jumping on the bed! You open the door and find grandma listening to rock music!*)

7. **Where am I?** In pairs, students take turns imagining a place and describing what they see, smell, and hear. From this information, their partner guesses where they are. For example, A: *I see sand. I smell salt. I hear waves.* B: *You are at the beach!*

8. **Similarities:** In small groups, students ask each other questions to find three things they have in common. For example, *What kind of music do you like?* Time permitting, groups share their findings with the class. For example, *We all like pop music.*

9. **Three wishes:** Tell students they have been granted three wishes but must decide what they want in the next 60 seconds or their wishes will not come true. Explain that they cannot wish for more wishes. Give students one minute to write down three ideas, and then share their wishes in small groups. (e.g., *I wish for a new car. I wish for no more pollution.*)

10. **This is me:** Write on the board, *I believe…, I love…, I wish…* Have students use these sentences starters to write statements that are true for them and take turns sharing them in small groups (e.g., *I believe that success takes hard work. I love playing guitar. I wish I could fly.*) Additional ideas for verbs are *appreciate, dream, hope, don't know, like, dislike*.

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WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

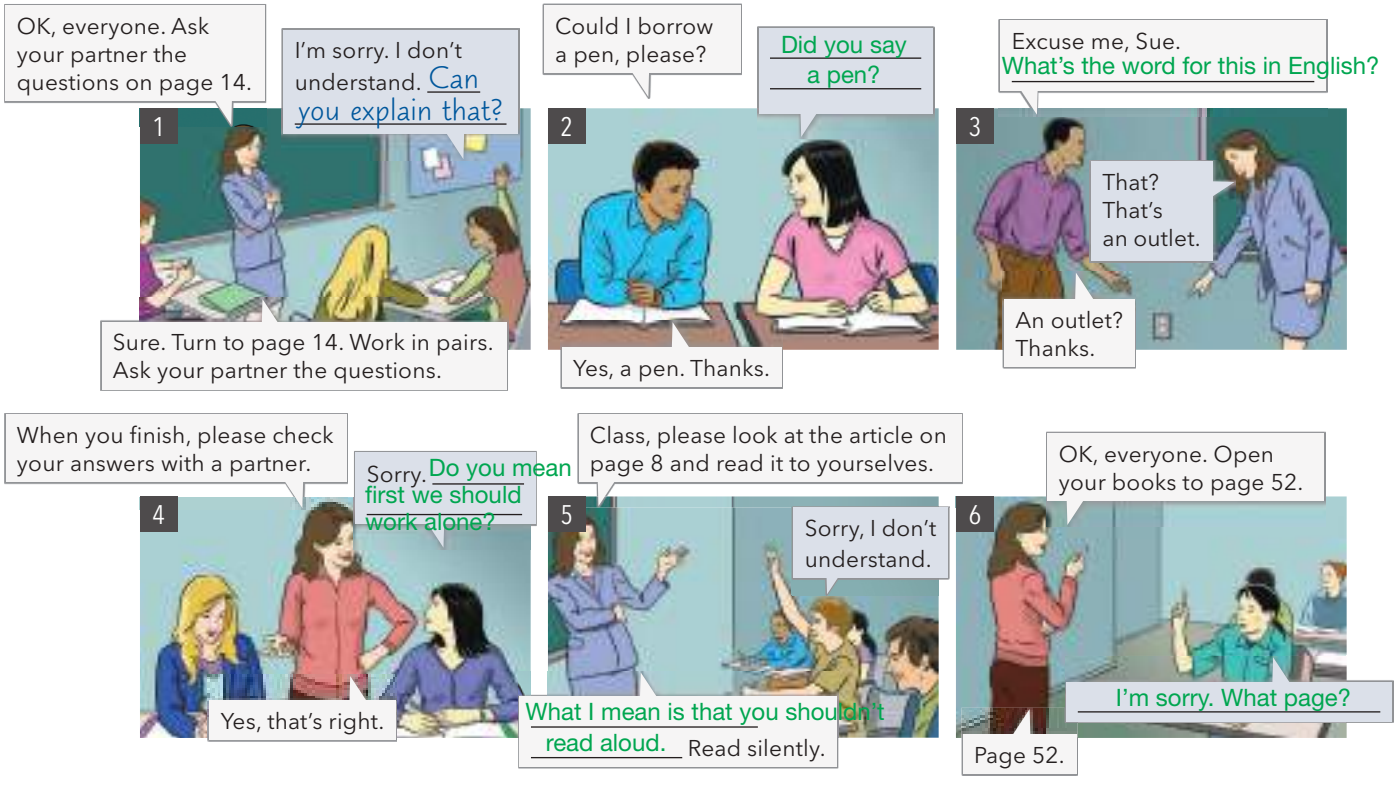
Play the Name Game.



B Ask for help

▶00-01 **Complete the conversations with sentences from the box. Then listen and check your answers.**

~~Could you explain that?~~	I'm sorry. What page?
Did you say a pen?	What's the word for this in English?
Do you mean first we should work alone?	What I mean is you shouldn't read aloud.



C ROLE PLAY Choose a conversation from 1B. Make your own conversation. Use different information.

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WELCOME UNIT

Welcome the Ss to class. Introduce the course name and say your name. Write them on the board. Allow time for a greeting exchange. Say, *My name is Anita.* Then ask each student, *What's your name?* After each student says his or her name, say *It's nice to meet you.*

1 IN THE CLASSROOM

TEACHING TIP Teachers can make the most of the first day of class by establishing routines. Let students know where supplies are kept and familiarize students with schedules that will be the same every day.

TEACHING TIP This textbook is for A2+ level learners. A2+ learners are at a low intermediate level. They can usually understand and talk about familiar topics such as shopping, hobbies, and work. They can communicate basic personal and family information with ease. To best communicate with A2+ learners, use basic language structures, speak clearly, and enunciate. Use body language and facial expressions to help communicate the content. Use visual aids to help when available. For example, when teaching the word lemon, hold up a lemon or a picture of a lemon.

A

- Have Ss get their textbooks out. Say, *This is* StartUp. *We will use this book for our English class.* Have Ss look at the cover of the book. Ask, *Where do you think the drivers of the cars are going?* Give an example. Say, *I think they are going to work.* Give Ss time to share their answers with a partner.

LANGUAGE NOTE To *start up* means to start something, such as a journey. Explain that title means that students will be starting on a journey to learn more English. When used as a noun, a *startup* is a new company or business.

- Tell Ss to turn to page 2. Ask, *Do you know everyone in the class?* Say, *English can be more fun when we get to know each other.*
- Draw attention to the first activity in the book. Tell Ss they will play the Name Game. Explain that this game will help them learn everyone's names.
- Solicit three volunteers to read the speech bubbles in the photo. Then tell Ss they will introduce themselves to each other.
- Model the activity using your name or Ss' names.

  S: *Hi, my name is Margarita.*

  T: *This is Margarita. My name is Anita.*
- Give Ss time to play.

EXTENSION In pairs, have Ss interview each other. Provide questions such as, *Where are you from? What are you studying? What is your profession? What is your favorite hobby?* Encourage Ss to think of their own questions. Then have Ss introduce their partners to the class. This give Ss an opportunity to learn more about each other. It will also provide an opportunity to assess Ss' speaking ability.

B

- Say, *It is okay to ask for help. There are several questions you may ask in this class.* Have Ss look at the pictures.
- Show Ss the first one that has been done for them as an example. Make sure everyone understands.
- Give Ss time to complete the other conversations using the phrases in the box.
- Play the audio for Ss to check their answers.

TEACHING TIP It is important to create a community within the classroom, a place where it is okay to give opinions, take risks, and make mistakes. Promote an environment where Ss feel comfortable and help each other. One of the best ways to do this is to play the name games so Ss know each other. Encourage Ss to always ask questions and try all the activities.

EXTENSION Pair Ss to read the conversations aloud for extra practice. Give them enough time to exchange roles so they have a chance to practice both the questions and the answers.

LANGUAGE NOTE Point out that several of the phrases include the words *I'm sorry*, *Sorry*, or *Excuse me*. These phrases are used to be polite or formal, so they are often used in classrooms or professional settings when asking for help.

C

- Say, *These questions can be used with other specific information.* Write on the board:

  Ok everyone. Open your books to page 52.

  I'm sorry. What page?

  Page 52.
- Draw an X through *page 52*, *page*, and *Page 52*.
- Say, *For example, you can use this question to ask about other specific information.*
- Replace the crossed out information with *Unit 2*, *unit*, and *Unit 2*.

  Ok everyone. Open your books to Unit 2.

  I'm sorry. What unit?

  Unit 2.

  Have two students read this new conversation.
- Pair Ss to make their own conversations using a conversation from 1B. Extend the pair work by asking Ss to complete more than one conversation.

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2 LEARN ABOUT YOUR BOOK

- Read the activity title aloud. Draw attention to the picture and say *This is our book. It is important to know about our book.*
- Give Ss time to answer the questions.
- Have Ss go over their answers in pairs. The go over the answers as a class.

OPTION **For lower-level Ss**, have them complete the activity in pairs.

LANGUAGE NOTE This book includes QR codes. QR stands for Quick Response. QR codes were first designed in 1994 in the automotive industry in Japan.

3 LEARN ABOUT YOUR APP

A
- Read the activity title aloud. Draw attention to the picture. Ask, *What is an app?* (an application downloaded by the user for a mobile device). Extend the discussion by asking *Who has apps on their phone? What is your favorite app?* Make a list of favorite apps on the board.
- Say, *Our book has an app. Let's learn more about it.*
- Give Ss time to answer the questions.
- Have Ss go over their answers in pairs. The go over the answers as a class.

LANGUAGE NOTE *App* is short for *application*. An *application* is a software program for a computer or phone.

TEACHING TIP Familiarize yourself with the app before class. Review the section on using the app on page xv of the Teacher's Edition.

OPTION **For lower-level Ss**, have them complete the activity in pairs.

EXTENSION Have Ss download the app onto their phones in class. Let Ss explore and find examples of the items in Questions 4, 5, and 6. Give them time to register the app. If your school has one, schedule time for IT or the computer lab assistants to be available for any technical issues that arise as Ss download and register the Pearson Practice English app.

TEACHING TIP If wifi is not available at school, assign downloading the app as a homework assignment. Challenge Ss to download by the next class period. Tell Ss you will ask how many people downloaded the app in the next class and see who has already done the most activities.

OPTION Have Ss practice scanning QR codes in the book or on other websites.

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2 LEARN ABOUT YOUR BOOK



1. Look at pages iv–vii. What information is on those pages?
   The Learning Objectives
2. How many units are in the book? 10
3. How many lessons are in each unit? 5
4. Where is the grammar practice? in the back / on pages 125–154
5. Look at the QR code . Find the icon on page 7. What does it mean?
   there's practice on the mobile app
6. Look at the I CAN STATEMENT at the bottom of page 7. What does it tell you?
   the goal of the lesson
7. Look at this icon . Find it on page 13. What does it mean?
   It's an internet search activity.

3 LEARN ABOUT YOUR APP



1. Look inside the front cover. Where can you go to download the Pearson Practice English App for StartUp? to the Apple store, the Google Play store
2. Where are the instructions for registering for the app?
   pearsonELT.com/startup
3. Look at the picture of the app. What do you see?
   the table of contents, activities for lessons 1–3, unit audio, unit video
4. Look at the picture again. Fill in the blanks with the numbers 1–3.
   a. Number 1 shows the practice activities.
   b. Number 3 shows the video files.
   c. Number 2 shows the audio files.
5. Look at the picture again. What does this mean? download the files
6. Look at the QR code on page 7 again. What happens when you scan the code?
   you go to the practice activities for that lesson

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MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



MARIO CALVO

Promotions manager

00-02 Hi! My name is Mario Calvo. I'm from Ecuador. I work in the Quito office and I'm a promotions manager. I'm married–my wife and I are going to have a baby very soon.



SARAH GOLD

Head of events planning

00-05 Hey there! My name is Sarah Gold. I work in the Toronto, Canada office. I'm the head of events planning. I'm married, with one son. My hobby is running triathlons.



LUCAS MORALES

Illustrator

00-03 Hi! I'm Lucas Morales. I'm from San José, Costa Rica. I'm an illustrator. I love comic books and my favorite movies and TV shows are science fiction and fantasy.



ALBA PARDO

Accounts manager

00-06 Hello. My name is Alba Pardo. I am an accounts manager and I work in Mexico City. I live with my two children and my mother. My office is full of plants and flowers.



ERIC PARK

Copywriter

00-04 Hello. I'm Eric Park and I'm from Seoul, South Korea. I'm a copywriter. I love riding my bicycle, and I've ridden my bike across Korea a few times.



MANDY WILSON

Market researcher

00-07 Hi! I'm Mandy Wilson and I'm from New York City. I'm a market researcher. I live with my sister and we have a cat. I love to knit and right now, I'm knitting my boyfriend another scarf. He's a firefighter.

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MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company that has locations around the world. Mario, Sarah, Lucas, Alba, Eric, and Mandy all work for TSW Media. These characters will appear throughout the book. Each unit features one of the characters. Each unit includes conversations that feature some of the language and vocabulary used in the unit, so Ss can hear the language in context. The conversations are often fun and sometimes humorous.

- Have Ss turn to page 4. Say, *Our textbook includes conversations with these people. Let's read more about them and the company they work for.*
- Read the introduction to TSW Media aloud. Ask, *Do you know any other companies that have offices around the world like TSW Media?*
- Write the following questions on the board:

  Which character works in New York? (Mandy)

  Which two characters are managers? (Mario and Alba)

  Which two characters have children? (Sarah and Alba)

  Tell Ss to listen for the answers to the questions on the board.
- Say, *Let's meet the characters now.* Play each clip.
- Ask follow-up questions such as *Which job would you want to have? Who knows something about one of the places where these people work? Does anyone like to do the same things as these characters? Which character do you think has the most interesting job?*

EXTENSION Test comprehension by asking questions.

Where does Mario work? (Quito)
What is Mario's job (a promotions manager)
When will Mario have a new baby? (very soon)
What does Sarah do? (plan events)
Where does Sarah work? (Toronto)
What is Sarah's hobby? (running triathlons)
Where is Lucas from? (Costa Rica)
What kind of movies does Lucas like? (science fiction and fantasy)
What kind of books does Lucas like? (comic books)
What is Lucas's job? (an illustrator)
Where does Alba work? (Mexico City)
What is Alba's job? (an accounts manager)
Who does Alba live with? (her mother)
How many children does Alba have? (two)
What does Alba have in her office? (plants and flowers)
Where is Eric from? (Seoul, South Korea)
What is Eric's job? (a copywriter)
What does Eric like to do? (riding his bicycle)
What is Mandy's job? (a market researcher)
Where is Mandy from? (New York City)
What is Mandy's pet? (a cat)
Who does Mandy live with? (her sister)
What does Mandy like to do? (knit)

OPTION Have Ss take notes while listening and then close their books. Ask **higher-level Ss** harder questions:

Who is married? (Lucas, Sarah)
Who likes sporting activities? (Eric, Sarah)
Where has Eric ridden his bike? (across Korea)
Who is a firefighter? (Mandy's boyfriend)
What gift is Mandy making for her boyfriend? (a scarf)

TEACHING TIP Throughout the units, Ss might need help with some of the humor or vocabulary used in the videos. Allow time in each unit to address questions.

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1 WHAT'S GOING ON WITH YOU?

PREVIEW THE UNIT

LESSON 1	**Talk about what you're doing**	
	Vocabulary	Activities
	Grammar	Present continuous for temporary situations
	Pronunciation	Main stress
LESSON 2	**Talk about your family**	
	Vocabulary	Life events
	Grammar	Simple past + *when*, *before*, and *after*
	Pronunciation	Thought groups
LESSON 3	**Make and respond to invitations**	
	Vocabulary	Tourist activities
	Grammar	Suggestions with *Let's* and *Why don't*
	Conversation skill	Respond to a suggestion
LESSON 4	**Read about work friendships**	
	Reading skill	Find the topic
LESSON 5	**Write an email to make plans**	
	Writing skill	Use transition words for time
PUT IT TOGETHER		
	Media project	Photos: A life update
	Learning strategy	Learn grammar in phrases and sentences

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Then ask the class, *What's going on with you?* Elicit answers.
- Then tell Ss to read the learning goals. Answer any questions Ss have about them.

B
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Bring the class together, and ask pairs to share. Write key words and phrases on the board.
- Explore the context. Ask, *Where do you think they are? Why?*

C
- Focus on the social media message. Ask *Who wrote the message?* (Sarah Gold) Have them read what Sarah says in *Meet the People of TSW Media* on page 4, or play the video of Sarah. Then ask, *What do you know about Sarah?* (For example, She's the head of events planning. She's married with one son and a dog.)
- Read Sarah's social media message aloud. Ask, *What is Sarah doing this week?* (meeting colleagues from all over the world)

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1 WHAT'S GOING ON WITH YOU?

LEARNING GOALS

In this unit, you

- talk about what you're doing
- talk about your family
- make and respond to invitations
- read about work friendships
- write an email to make plans



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of colleagues talking. What do you see?

C Now read Sarah's message. What is she doing this week?



SARAH GOLD

@SarahG

I'm at our main office for a week. Looking forward to meeting colleagues from all over the world!

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LESSON 1 TALK ABOUT WHAT YOU'RE DOING



SARAH GOLD
@SarahG
Can't wait to see my good friend and co-worker Mario. I wonder what's new with him.

1 VOCABULARY Activities

A 01-01 Listen. Then listen and repeat.

take



an online class



guitar lessons

study



Japanese



graphic design

look for



an apartment



a job

spend time with



family



friends

work at



a restaurant

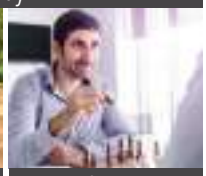


a hospital

play



tennis



chess

B Look at the verbs and activities in 1A. List one more activity for each verb. take piano lessons
Possible answer: study English, look for a house, spend time with co-workers, work at a supermarket, play the guitar

C PAIRS Are you familiar with any of the activities in 1A or something similar? Discuss.

2 GRAMMAR Present continuous for temporary situations

COACH

Affirmative statements			Negative statements			
Subject	***Be***	**Verb + *-ing***	**Subject**	***Be***	***Not***	**Verb + *-ing***
I	**am**	**taking** a class.	I	**am**	**not**	**looking** for a job anymore.
He	**is**		He	**is**		
They	**are**		They	**are**		

Use contractions, such as *I'm*, *he's*, *she's*, etc., in spoken English and informal writing.

Yes / No question			Short answers	
Be	**Subject**	**Verb + *-ing***	**Affirmative**	**Negative**
Are	you	still **living** in Quito?	Yes, I **am**.	No, **I'm not**.

Information questions				Answers		
***Wh-* word**	***Be***	**Subject**	**Verb + *-ing***	**Subject**	***Be***	**Verb + *-ing***
What	**is**	Mario	**doing** these days?	He	**is**	**taking** a class.
Where	**are**	they	**studying** now?	They	**are**	**studying** in the office.

Notes

- Use *these days* for a situation that is temporary. *I am traveling a lot* ***these days***.
- Use *still* for a situation that continues to be true. *Mario is* ***still*** *living in Quito.*
- Use *not…anymore* for a situation that is no longer true. *He is* ***not*** *living in Atlanta* ***anymore***.

>> FOR PRACTICE, GO TO PAGE 125

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LESSON 1 TALK ABOUT WHAT YOU'RE DOING

- Read the title of the lesson. Point to yourself and say, *I'm teaching English. That's what I'm doing* (with emphasis on the word *I'm*). Ask, *What are you doing right now?* Elicit answers from volunteers. (For example, I'm studying English.) After volunteers respond, say, *Yes, that's what you're doing* (with emphasis on the word *you're*).
- Read the social media message. Ask, *Who is Mario?* (Sarah's good friend and co-worker) *How does Sarah feel about seeing him?* (happy, excited)

LANGUAGE NOTE The phrases *looking forward to* and *can't wait* are similar in meaning. *Looking forward to* is a little more formal and commonly used in writing, while *can't wait* is more informal and commonly used in conversations.

LANGUAGE NOTE The words *co-worker* and *colleague* have the same meaning. *Colleague* is a little more formal than *co-worker*, but both are commonly used in American English.

1 VOCABULARY

A
- Have Ss scan the pictures and captions. Point out there is one verb for every two activities.
- Tell Ss to listen for different activities. Remind them they will hear the activities in 1A twice. The first time, they should only listen. The second time, they should repeat after each phrase. Play the audio.

B
- Have Ss list one more activity for each verb and then compare ideas in pairs. (For example,
  1. take: pictures, a walk; 2. study: computer programming, history; 3. look for: a new book, a used car; 4. spend time with: roommates, neighbors; 5. work at: a gym, a clothing store; 6. play: soccer, piano)
- Have Ss write ideas on the board.

C
- Write on the board *Do you _____? Do you want to _____?* Ask Ss, *Do you take an online class? Do you want to take an online class?* Point to the question structures on the board as you ask. Elicit responses.
- Have Ss take turns asking and answering the questions about the activities in 1A. Encourage them to ask follow-up questions.

EXTENSION Have Ss list activities for a variety of ages. What activities might a child be doing? (studying the alphabet) A teenager? (taking driving lessons) An adult? (looking for babysitters) A senior citizen? (spending time with grandchildren) Then have them compare their lists in pairs or small groups. Encourage them to act out or describe any activities that their partners may be unfamiliar with.

TEACHING TIP Walk around as Ss work, and provide help with pronunciation and vocabulary. Encourage them to use a dictionary as needed.

2 GRAMMAR

- To introduce the grammar, ask, *What's going on in class right now?* Talk about a S to model a sentence. (For example, Rafael is taking notes.)
- Write the example sentence on the board. Write the words *temporary* and *permanent* on the board next to the example. Elicit the meaning. (*Temporary* means continuing for a limited amount of time; *permanent* means continuing for a long time or forever.) Ask, *Is this activity temporary or permanent?* Circle *temporary* on the board and cross out *permanent*.
- Say, *We use the present continuous for temporary situations.* Have volunteers take turns reading the example sentences in the grammar chart. After each example, make a follow-up statement to reinforce the idea of it being a temporary situation. For example,
  S: *He is not looking for a job anymore.*
  T: *Great! He found a job! Now he is working at his new job.*
- Remind Ss they can use short answers for *yes/no* questions but not for information questions.
- Point out the note about contractions. Ask Ss to explain how to form contractions. Write on the board, *I am taking a class.* Draw a line linking the words *I* and *am*, and cross out the *a* in the word *am*.
- Model the pronunciation of the contractions *I'm, He's,* and *They're*. Ask Ss to repeat.
- In pairs, have Ss take turns saying aloud the example sentences in the Notes. Ask them to combine the subject and verb to make contractions.

LANGUAGE NOTE Negative sentences with the subjects *you, he, she, we*, and *they* can be formed either by contracting the *be* verb and adding the word *not* (*He's not looking for a job*) or contracting the word *not* and adding *n't* to the *be* verb (*He isn't looking for a job).*

The meaning is almost identical; however, including the full form of the word *not* intensifies the negativity and certainty of the sentence. For example,
1. *That's not true.* (It is definitely false.)
2. *That isn't true.* (The truth may be unknown.)

- To review Present continuous statements and questions, have Ss turn to the chart on page 159.

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3 PRONUNCIATION

A
- Read the Pronunciation box about main stress aloud. Remind Ss that to "stress" a word means to make it higher, louder, and longer. Explain that speakers stress the words that contain the most important information.
- Read the directions. Play the audio. Point out the rising and falling intonation.
- Replay the audio, and ask Ss to repeat after each line.

B
- Read the directions. Play the audio. Have Ss complete the exercise individually and then compare in pairs.
- Replay the audio, and ask Ss to repeat after each line.

C
- Invite volunteers to role-play for the class.

⊕ **EXTENSION** Practice the conversations in 3B again, this time changing some of the words with main stress to make new conversations.
A: What's your husband doing?
B: He's working at a restaurant now.

TEACHING TIP Questions about family and friends can activate Ss' background knowledge of the topic and help them relate to the theme.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Sarah and Mario) *Where are they?* (in the main office) *How are they feeling?* (happy)
- Give Ss time to preview the questions. Ask, *What do you think Sarah and Mario are talking about?* (what's going on in their lives)
- Have Ss listen or watch. Have them complete the exercise individually and then compare answers in pairs. Ask, *Were your predictions correct?*
- Go over the answers as a class. If appropriate, play the audio or video again.

TEACHING TIP Retrieval-based learning is a powerful method to help move new information from short-term memory to long-term learning. Whenever possible, ask Ss to recall or summarize information, such as details or vocabulary, from the audio or video.

⊕ **EXTENSION** Write, *What's going on with Sarah and Mario?* Give Ss two minutes to take notes on as much as they can remember. Then play the audio or video again. Tell Ss to add details to their notes. Then have them compare notes in pairs and summarize the conversation.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and fill in the gaps.

⊕ **EXTENSION** Have Ss underline the word that has the main stress in each sentence of the conversation. (1. doing; 2. class; 3. great; 4. you; 5. cool!)

C
- Play the audio. Pause after each line; have Ss repeat.
- Then, in pairs, have Ss practice the conversation.

D
- Tell Ss that they are going to make new versions of the conversation by swapping the highlighted phrases in the conversation with the new phrases provided.
- Arrange Ss in same-level pairs. Have them make new conversations. **Higher-level Ss** can vary their responses and make longer conversations by adding details and asking and answering more questions.

TEACHING TIP Ask Ss what words or expressions they can use to show interest in what someone is saying. Replay the conversation in 4A for examples. Write them on the board. (Oh, wow! Oh yeah? That sounds interesting. That's really cool! That sounds amazing. Sounds great.) Elicit additional ideas, and add them to the board. (For example, Really? Is that right?)

5 TRY IT YOURSELF

A
- If appropriate, show the class a picture of an activity you've been doing. Model sentences talking about the activity. Ask Ss, *What questions do you have about what I'm doing?*
- Give Ss time to brainstorm what they're doing these days. Remind them to include the target vocabulary.
- In pairs, have Ss take turns asking and answering questions. Encourage them to ask follow-up questions.

B
- Ask Ss to stand up and talk to 3–5 different classmates.
- After 10–15 minutes, ask Ss to form groups of three and share what they learned about their classmates.

⋯ **OPTION** Keep track of time during the walk-around activity. Every minute call out "Next!" and ask Ss to switch partners.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the class and listen to see if Ss are correctly doing the following:
- ✓ using the target vocabulary for activities
- ✓ using the present continuous for temporary situations and the simple present for situations that are not temporary
- ✓ using contractions such as *I'm, he's, she's,* etc.
- ✓ pronouncing the main stress in each sentence

EXIT TICKET Write on the board, *What are you doing this weekend?* Give Ss one minute to write down ideas in their notebooks. In small groups, have Ss discuss the question on the board. Walk around and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

Main stress

We stress the important words in a sentence. One word has the main (strongest) stress. The pitch goes up or down on that word. The main stress is often on the last important word in the sentence.

A 01-03 Listen. Notice the main stress. Then listen and repeat.

A: What are you **doing** these days?

B: I'm taking an online **class**. What about **you**?

A: Well, I'm living in New **York** now.

B 01-04 Listen. Underline the word that has the main stress in each sentence. Then listen and repeat.

1. A: What's going on with you?
   B: Well, I'm taking tennis lessons.
2. A: What's your sister doing?
   B: She's working at a bank now.
3. A: Is your brother still living in Madrid?
   B: Yes, but he's moving to Toronto soon.

C PAIRS Practice the conversations in 3B.



4 CONVERSATION

A 01-05 Listen or watch. Circle the correct answers.

1. Mario is looking for a new house because ___ .
   (a.) his wife is going to have a baby
   b. he's moving to a new city
   c. he's going to school
2. Mario is learning about ___ .
   (a.) computer software
   b. photography
   c. engineering
3. Sarah is taking ___ in the spring.
   a. a workshop
   b. a class
   (c.) a vacation

B 01-06 Listen or watch. Complete the conversation.

Sarah: So, what are you doing these days?
Mario: I'm taking an online class.
Sarah: That's great .
Mario: Yeah, it's pretty interesting. What's going on with you?
Sarah: Well, I'm studying Japanese.
Mario: That's really cool !

C 01-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

studying graphic design
taking guitar lessons

5 TRY IT YOURSELF

A PAIRS Talk about what you're doing these days. Ask your partner questions.

B WALK AROUND Ask your classmates what they're doing these days. Report to the class. Is there someone who is doing the same thing as you?

☐ I CAN TALK ABOUT WHAT I'M DOING.

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LESSON 2 TALK ABOUT YOUR FAMILY



SARAH GOLD
@SarahG
Having a great time at the conference. I'm learning so much about my co-workers.

1 VOCABULARY Life events

A 01-08 Listen. Then listen and repeat.

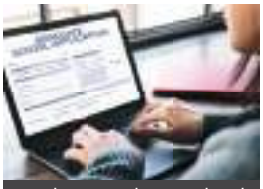

lose a job


quit a job


start a business

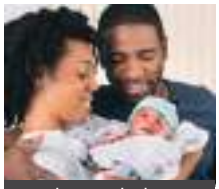

get engaged


graduate from college


apply to graduate school


change careers


adopt a pet


have a baby


get a certificate

B Look at the life events in 1A. Put the events into the groups below.

School	Career	Personal
graduate from college apply to graduate school get a certificate	quit a job lose a job change careers start a business	get engaged adopt a pet have a baby

C PAIRS Tell your partner about three things from 1A that you or a family member has done.

2 GRAMMAR Simple past + *when*, *before*, and *after*

COACH

Use *when, before,* and *after* to introduce a time clause. Use *when* or *after* to introduce the action that happened first. Use *before* to introduce the action that happened second.

Affirmative statements	
Main clause	**Past time clause**
They **moved** to a new house	**when** they **had** a baby. *(They had a baby first.)*
He **took** some classes	**before** he **opened** the café. *(He opened the café second.)*
She **went** to Kyoto	**after** she **visited** Tokyo. *(She visited Tokyo first.)*

Yes / No question		Short answers	
Main clause	**Past time clause**	**Affirmative**	**Negative**
Did he **take** classes	**before** he **opened** the café?	Yes, he **did**.	No, he **didn't**.

Information question		Answer	
Main clause	**Past time clause**	**Subject**	**Verb**
What did he **do**	**after** he lost his job?	He	**started** a business.

Note: The time clause comes after a main clause or at the beginning of the sentence. The meaning does not change. When it is at the beginning of the sentence, put a comma at the end of the clause. ***Before*** *he opened the café,* *he took some classes.*

>> FOR PRACTICE, GO TO PAGE 126

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LESSON 2 TALK ABOUT YOUR FAMILY

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title.
- Call on a volunteer to read the social media message. Ask, *What is a conference?* (a formal meeting in which many people gather, usually for several days, in order to talk about ideas related to a particular topic) *What kind of conference is Sarah attending?* (a work conference) *Who here has been to a conference?* Invite Ss to share their experiences.

1 VOCABULARY

A
- Have Ss scan the pictures and captions.
- Tell Ss to listen for different life events. Then replay the audio and have Ss repeat.
- Review the difference between *lose a job* and *quit a job*. Tell Ss, *Look at the first two pictures. How is each person feeling?* (1. sad; 2. happy) *Why do they feel that way? Why might someone lose a job? Why might they quit a job?* Have Ss share ideas with the class.

B
- Read the Vocabulary title. Say, *These words describe life events.* Bring Ss' attention to the chart. Say, *We have important life events at school, in our careers, and in our personal lives.*
- Ask Ss to write each life event in the appropriate group in the chart. Tell them to discuss in pairs but complete the charts individually.
- To review, invite volunteers to come to the front and write the life events on the board. Go over any questions. (For example, *get a certificate* could be both a school and career life event.)

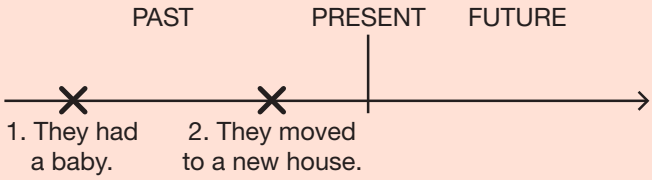
⊕ **EXTENSION** Have Ss list 1–2 more life events for each category.

C
- Review the simple past form of the verbs in 1A by creating a two-column chart on the board.
- Address any questions. (Note that the verb *quit* is the same in the present and past.) Remind Ss that irregular verbs in the simple past do not end in *-ed*. Refer them to the irregular verb chart on page 160.
- Arrange Ss in same-level pairs. Tell them to talk about three things they or their family members have done. (For example, I got engaged two months ago. My younger brother graduated from college last year.) Encourage Ss to use time expressions to be more specific.
- For **lower-level Ss**, give them time to write five sentences before sharing in pairs.
- Bring the class together, and take a class poll on the most common life events. Avoid asking about who has lost a job.

⊕ **EXTENSION** Ask Ss to think of leader or a famous person they admire. Tell them to write down 3–5 of this person's life events. Have Ss share in small groups.

2 GRAMMAR

- Ask, *How many of you started studying English before this class?* Ask Ss to raise their hands. Say, *So, you started studying English first, and then you started this class second.* Stress the words *first, then,* and *second.*
- Then ask, *How many of you only started studying English when or after this class started?* Ask Ss to raise their hands. Stress the words *when and after.*
- Write on the board
  1. *I started studying English before this class started. (The class started second.)*
  2. *I started studying English when/after this class started. (The class started first.)*
- Say, *In English, we can use the words* when, before, *and* after *to talk about the timing of things that happened in the past. We use the words* when *and* after *to introduce the action that happened first. We use the word* before *to introduce the action that happened second.*
- Bring Ss' attention to the affirmative statements section in the grammar chart. Ask a volunteer to read the first sentence aloud. Draw a timeline on the board to represent the order of the two actions.



- Say, *They had a baby. Then they moved to a new house.*
- Repeat with the other affirmative sentences.
- Read aloud the *yes/no* questions and short answers. Point out the use of the past tense auxiliary verb *do* in the short answers. Remind Ss they can use a contraction in negative short answers.
- Read aloud the information question and answer. Point out the past tense verb *started.*
- Bring Ss' attention to the Note. Rewrite the first example in the chart: *They moved to a new house when they had a baby. = When they had a baby, they moved to a new house.* Remind Ss both sentence structures are correct and have the same meaning.
- To review the simple past, have Ss look at the charts on pages 159 and 160. For common irregular verbs, have Ss look at page 164.

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3 PRONUNCIATION

A
- Read the Pronunciation box about thought groups aloud. Explain that there are no exact rules for dividing sentences into thought groups.
- Read the directions. Remind Ss that a large solid dot over a word indicates main stress. Play the audio. Point out the pauses and main stress in each sentence.
- Replay the audio, and ask Ss to repeat after each line. Tell them that the pauses should be short, not long.

OPTION Lead a class discussion. Ask, *How can thought groups be helpful when speaking English?* (They can give the speaker time to think and the listener time to process what the speaker is saying.) Ask, *What do you think happens if the speaker doesn't use thought groups?* (The speech might sound boring and/or be difficult to follow.)

B
- Have Ss work in pairs to complete 3B.
- Play the audio, and have Ss check their answers. If appropriate, replay the audio.

C
- Reference the Pronunciation box on page 7 to remember how to identify the main stress.
- Write the sentences on the board, dividing the sentences in thought groups based on 3B. Then invite volunteers to underline the main stress in each group. Come to a consensus as a class.
- Then have pairs take turns saying the sentences aloud.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who is this?* (Sarah) *Who is she talking to?* (Mario)
- Give Ss time to preview the items. Ask, *Who do you think Eddie is?* (Mario's brother) *Who do you think Mark is?* (Sarah's husband)
- Have Ss listen or watch. Have them complete the exercise individually and then compare answers in pairs. Ask, *Were your predictions correct?*
- Go over the answers as a class. If appropriate, play the audio or video again.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and fill in the gaps.
- Review answers as a class. Ask, *Which happened first: Eddie quit his job or his office moved?* (1. office moved; 2. quit his job) *How do you know?* (The word *when* introduces the action that happened first.) *Which happened first: Mark started his own business or he took some classes?* (1. took some classes; 2. started his business) *How do you know?* (The word *after* also introduces the action that happened first.)

C
- Play the audio again. Have Ss repeat.
- Then, in pairs, have Ss practice the conversation. Walk around and listen for correct intonation.

EXTENSION Ask Ss to infer (guess using context clues) how Mario and Sarah are feeling at different points in the conversation. (For example, interested, worried, happy, surprised, empathetic.)

D
- Arrange Ss in same-level pairs. Have them make new conversations by substituting the highlighted words into the conversation in 4B. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

EXTENSION Encourage Ss to make a new version of the conversation that is true for them by using real-life people and events.

5 TRY IT YOURSELF

A
- Model the activity by completing a chart on the board with your personal information. Talk aloud as you fill in the answers. For example, *Well, my mom hurt her foot, but it felt better after she got her surgery.*
- After you complete the chart, point to each sentence. Ask, *Which event came first?* Elicit the answers.
- Have Ss complete the chart individually. Encourage them to use the vocabulary from Lesson 1 and Lesson 2. **For lower-level Ss**, write hints on the board to prompt notes about family updates: *Work? Family? School? Vacations?*

B
- Have Ss share information about their family in pairs. Encourage them to ask follow-up questions to learn more about each other and increase fluency.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

✓ using vocabulary for life events
✓ using *when, before,* and *after* to introduce a past time clause
✓ using *when, before,* and *after* to link two clauses in the simple past
✓ breaking sentences into thought groups
✓ pronouncing the main stress in each thought group

EXIT TICKET Write on the board, *What's going on with your family?* Have Ss write their names and answers on a blank card or piece of paper. Tell them to use the simple past with *when, before,* and *after* in their answers. Ask **lower-level Ss** to write three sentences and **higher-level Ss** to write five. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

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3 PRONUNCIATION

Thought groups

We break long sentences into thought groups. Each thought group has a main stress. We often pause (stop) a little between each group.

A 01-10 Listen. Notice how we divide the sentences into thought groups. Then listen and repeat.

He took some **clas**ses / before he opened the **café**.

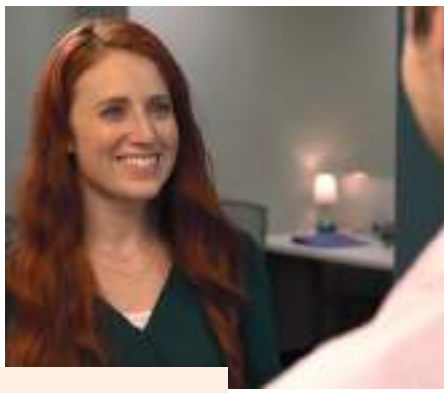
He started his own **bu**siness / after he lost his **job** / a few **mo**nths ago.

B 01-11 Write a line (/) after each thought group. Then listen and check your answers.

1. I was really upset/when I heard the news.
2. Did you learn Korean/before you moved to Seoul?
3. I applied to graduate school/after I quit my job.
4. She studied Italian/for a year/before she went to Italy.
5. We moved to a house/in the country/after we had the baby.

C PAIRS Practice saying the sentences in 3B. Underline the main stress in each thought group.

4 CONVERSATION



A 01-12 Listen or watch. Put a checkmark (✓) next to the correct name.

	Living with parents	Started a business	Lost his job	Quit his job	Took business classes
Eddie	✓			✓	
Mark		✓	✓		✓

B 01-13 Listen or watch. Complete the conversation.

Sarah: How's your brother?

Mario: OK. He quit his job ___when___ his office moved.

Sarah: Oh. That's too bad.

Mario: Yeah. He's doing all right. How's your husband?

Sarah: He's great. He started his own business ___after___ he took some classes.

Mario: Wow! Good for him.

C 01-14 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

lost his job

changed careers

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about what your family's been doing. Complete the chart.

	when	
	after	
	before	

B PAIRS Talk about your family. Ask questions to get more information.

A: *My sister got engaged after she graduated from college.*

B: *That's great. When is she getting married?*

☐ I CAN TALK ABOUT MY FAMILY.

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LESSON 3 MAKE AND RESPOND TO INVITATIONS



SARAH GOLD
@SarahG
The weekend is finally here. Excited to see my favorite city!

1 VOCABULARY Tourist activities

A 01-15 Listen. Then listen and repeat.

TRAVEL
BOOK
CONTACT


go to a concert


go to a play


go to a restaurant


go to a museum


go sightseeing


go souvenir shopping


go on a tour

B Write one activity from 1A under each picture. Some pictures can have more than one activity.


1. go to a restaurant


2. go to a concert
got to a play
go on a tour


3. go sightseeing
go on a tour


4. go souvenir shopping


5. go to a museum

C PAIRS Imagine you're going on vacation to Vienna, Shanghai, or another major city. Look at the activities in 1A. Which activity would you want to do most? Why?

I'd want to go souvenir shopping because...

2 GRAMMAR Suggestions with *Let's* and *Why don't*

COACH

Let's	*Not*	Base form of verb	*Why don't*	Subject	Base form of verb
Let's		**go** sightseeing.	Why don't	you	**try** a bus tour?
	not	**spend** too much money.		we	**meet** by the elevator?

>> FOR PRACTICE, GO TO PAGE 127

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LESSON 3 MAKE AND RESPOND TO INVITATIONS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the title of the lesson. Ask, *What are some examples of activities or events that you invite people to? What kind of suggestions would you give to someone visiting your hometown?* Write Ss' ideas on the board.
- Read the social media message. Ask, *Why is Sarah excited?* (She has time to see her favorite city.) *What do you think her plans are for the weekend?*

1 VOCABULARY

A
- Have Ss scan the pictures and captions. Point out that each verb begins with the word *go*.
- Tell Ss to listen for different tourist activities. Then replay the audio and have Ss repeat.

OPTION Print out large pictures similar to those in 1A, and tape them around the room. Write on the board, *What is happening in each picture?* Have Ss close their books, walk around, look at the pictures, and discuss the answer in pairs.

EXTENSION Check Ss' understanding of the vocabulary by asking questions. For example,
- *How is a play different than a concert?*
- *How is sightseeing different than a tour?*
- *What is your favorite restaurant? Why?*
- *What are some famous museums around the world? Where are they located?*
- *What souvenirs have you bought from a trip or kept from an important event?*

B
- Have Ss complete the activity individually and then compare answers in pairs.
- Review answers as a class.

C
- In pairs, have Ss choose a city they both are interested in.
- Have Ss take turns describing the activities they'd want to do in this city. Remind them to use the vocabulary in 1A. Encourage them to ask follow-up questions.

OPTION Write down the names of major cities twice on a piece of paper.
The number of cities will depend on the number of Ss in your class. Cut and distribute the pieces of paper randomly to Ss. Ask them to stand up and find the classmate whose paper has the same city. In these pairs, have Ss complete 1C. They can either discuss the city on their papers or another major city they are interested in.

TEACHING TIP Ss often forget or use incorrect prepositions after the verb *go*. Walk around and listen to Ss' conversations in 1C to check for correct preposition use.

2 GRAMMAR

- To introduce the grammar, read the title aloud, and write *Let's* and *Why don't* on the board. Ask, *What two words combine to make the contraction* Let's*?* Write *Let + us = Let's.* Ask, *What two words combine to make the contraction* don't*? Write do + not = don't.*
- Say, *I have a suggestion! Why don't we learn more about grammar? Let's start by reviewing some examples.* Say the examples in the grammar chart.
- Ask, *How are suggestions with* Let's *the same as suggestions with* Why don't*? How are they different?* (Same: Both suggestions include contractions, subjects, and the base form of a verb. Different: Suggestions with *Let's* have the subject included in the contraction and are sentences. Suggestions with *Why don't* need a subject after contraction and are questions.) Bring Ss' attention to the placement of the word *not* in the second example. Circle the base verbs, and remind Ss those verbs should stay in their base form.

LANGUAGE NOTE In American English, it's not common to pronounce or hear a released *t* sound in contractions ending in *-n't*. Instead, the *t* sound is "stopped" and not fully produced, resulting in a *-n't* sound that is short and quick.

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *What does Sarah have in her hand?* (her keys with ten souvenir key chains attached to it)
- Give Ss time to preview the questions. Ask, *What do you think Sarah and Mario are talking about?* (weekend plans)
- Have Ss listen or watch. Have them complete the exercise individually and then compare answers in pairs. Ask, *Were your predictions correct?*
- Go over the answers as a class. If appropriate, play the audio or video again.
- Clarify any new words or expressions, such as *mother-in-law* (the mother of your husband or wife) or *completely booked* (when there are no more tables available at a restaurant).
- Focus on the Conversation Skill. Model the correct pronunciation and intonation. Have Ss repeat.
- Read the directions in the box. Play the conversation in 3A again.
- Ask volunteers what expressions they underlined. (Answers: Sure; OK; That sounds great.) Ask, *Did you hear any other expressions that people use when they are not sure how to respond to a suggestion?* (Let me see. Wait.)

OPTION Ask follow-up questions when reviewing answers to help Ss recall details from the conversation, such as: *What kind of friend is Sarah meeting?* (an old friend); *What kind of tour are they going on?* (a bus tour) *Where does it start?* (Chinatown); *Who in her family does Sarah need to shop for?* (her husband and son); *When is the next available reservation at the restaurant?* (next month)

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and fill in the gaps.
- Ask Ss to compare their answers in pairs.

C
- Play the audio and have Ss repeat.
- Tell Ss that when *want* is followed by *to* in conversational speech, the speaker often combines the two words and pronounces them as *wanna.* Model the pronunciation and have Ss repeat.
- Model correct intonation of expressions that show feelings, such as regret (*Sorry, I have plans.*), satisfaction (*Sure. What do you want to do?*), or happiness (*OK. That sounds great.*). Have Ss repeat.
- Then, in pairs, have Ss practice the conversation.

D
- Arrange Ss in same-level pairs to make a new version of the conversation in 3B using their own ideas. Refer Ss back to 1A for things they can invite their partners to do or suggestions they can make. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

4 TRY IT YOURSELF

A
- Ask Ss to brainstorm fun activities to do in the city where they currently live. Give them 2–3 minutes to take notes individually before sharing their ideas in small groups.
- Elicit ideas. Write them on the board.

B
- Arrange Ss in same-level pairs. Have them take turns making and accepting invitations and suggestions using the ideas on the board. Have **lower-level Ss** write down their conversations first.
- Remind Ss to ask follow-up questions to get more information.

C
- Say, *Choose one place or activity that you talked about to share with the class.*
- Give Ss one minute to prepare, and then call on individuals to report to the class.

OPTION In large classes, have Ss report to small groups rather than the whole class.

EXTENSION In mixed-level groups, have Ss create a travel brochure or poster about the city the school is located in. It should display different activities tourists can do in the city.

TEACHING TIP In group work, assign roles so that everyone participates. *The group leader* keeps the conversation on topic. *The timekeeper* keeps track of the time. *The recorder* takes notes on the discussion. *The designer* visually represents the information.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
- ✓ using vocabulary for tourist activities
- ✓ using *Let's, Let's not,* and *Why don't* to make suggestions
- ✓ responding to a suggestion with an appropriate expression
- ✓ using intonation to convey appropriate feelings and emotion

EXTENSION Have Ss return to Sarah's social media message at the beginning of the lesson. Ask, *What did Sarah end up doing over the weekend?*

EXIT TICKET Say, *We just won a weekend trip to New York in the United States! We only have two days. What tourist activities should we do on our trip?* Have Ss write their names on a blank card or piece of paper. Ask **lower-level Ss** to write three suggestions and **higher-level Ss** to write five. Remind Ss to use *Let's, Let's not,* and *Why don't*. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and individual Ss who may need additional practice.

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3 CONVERSATION

A 01-17 Listen or watch. Circle the correct answers.

1. What is Sarah doing on Friday?
   a. She's meeting a friend.
   b. She's going home.
   c. She's going souvenir shopping.
2. When do Sarah and Mario plan to go on a tour?
   a. before souvenir shopping
   b. after dinner
   c. before the conference
3. Who does Sarah need to shop for?
   a. herself
   b. her friends
   c. her family
4. What's the problem with their dinner plans?
   a. They can't agree on a restaurant.
   b. The restaurant is booked.
   c. The restaurant is closed.

CONVERSATION SKILL
Respond to a suggestion

To respond to a suggestion, say: *Sure., Sounds good., OK. That sounds great., Hmm. I'm not sure., No. Let's not., I'd rather not.*, or *I don't feel like it.*

A: Let's go to a play.

B: Sure. Sounds good.

Listen to or watch the conversation in 3A again. Underline the words that you hear above.



B 01-18 Listen or watch. Complete the conversation.

Mario: Do you want to go sightseeing tonight?

Sarah: Sorry, I have plans. ___Why don't___ we do something tomorrow?

Mario: Sure. What do you want to do?

Sarah: ___Let's___ go on a tour.

Mario: OK. That sounds great.

C 01-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of something fun to do in your city. Complete the chart.

What to do	Details

B PAIRS Invite your partner. Make a suggestion about what to do. Ask questions to get more information.

A: Let's go to the free concert on Friday.
B: Sure. Where is the concert?
A: It's downtown. Why don't we take the bus together?
B: OK. That sounds great.

C CLASS Report to the class. What places or activities did you talk about?

☐ I CAN MAKE AND RESPOND TO INVITATIONS.

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LESSON 4 READ ABOUT WORK FRIENDSHIPS



SARAH GOLD
@SarahG

How important is it to have friends at work? Check out this article. You might be surprised!

1 BEFORE YOU READ

A PAIRS Do you or did you have friends at work? Were they important to you? Talk about them.

I had a few friends at my last job. My friend Amy was...

B VOCABULARY ▶01-20 Listen. Then listen and repeat.


friendship


research


employees


workplace


encourage

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A Read the Reading Skill. Look at the title. Which answer best describes the topic?

a. how to find a job
b. making new friends
c. friendships at work

B ▶01-21 Listen. Read the article.

READING SKILL Find the topic

The *topic* is what an article is about. When you know the topic before you begin reading, it is easier to understand the article. One way to find the topic is to think about the title.

DO FRIENDSHIPS WORK AT WORK?

Many people around the world spend a lot of time at work. In fact, they spend more time with co-workers than with friends and family. With all the time we spend at our jobs, does it make a difference to us or to our employers if we become friends with our co-workers?

Research shows that employees are 50 percent happier with their jobs when they have friends at work. And for that reason, they're more likely to work harder and be loyal to their companies. A recent article in the *Harvard Business Review* highlights the importance of friendships in the workplace. According to the article, "Friendships at Work," these friendships help to create "a common sense of purpose and the mentality that we are in it together."

Many companies are starting to see the value of friendships in the workplace and have thought of some interesting ways to help build these friendships. For example, Zappos, the online shoe company, has a very special way to make sure its employees think about friendship. Every time employees log on to their computers, they see a picture of another employee. Then they are asked some questions. *How well do you know this person? Do you just say hello? Do you spend time together after work? Are you really good friends?* In this way, Zappos asks employees to think about the other people in the office. "My hope," says Zappos owner Tony Hsieh, "is that we can have more employees who plan to be close friends." The company also encourages everything from cookouts to bowling parties. They believe that people who know each other better will work together better.



Other companies also work hard to help their employees make friends. Google is famous for encouraging friendships at work. The company has game rooms, a rock climbing wall, a gym, and a swimming pool. They even have restaurants with free food so that employees can spend time together. Employee Camille James moved from Tokyo to California to work for Google. She belongs to a bowling team and a salsa dance group at the company. She says that they help "break down the walls" that can happen in a large organization.

Research shows that people stay longer at companies and are better employees when they have friends at work. So, when you're looking for your next job, look for a company that encourages people to have friends at work. You will probably like your job more, and you'll be a better employee!

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LESSON 4 READ ABOUT WORK FRIENDSHIPS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud.
- Ask, *Who is one of Sarah's friends at work?* (Mario) *Do you think Sarah thinks it's important to have friends at work?* (yes, because she spends time with co-workers on the weekends)

LANGUAGE NOTE In informal American English, the phrasal verb *check out (something)* or *check (something) out* means to find out if something is true. The common phrase *check it out* is used to direct someone's attention to something.

1 BEFORE YOU READ

A
- Read the questions aloud. Then provide a model answer. For example, *I had a few friends at my last job. My friend Amy was really funny! She always made me laugh. My friend William lived near me, so we carpooled to work together.*
- In pairs, have Ss share their experiences with having friends at work.

B
- Have Ss scan the pictures and captions before listening. Point out that the word *research* being taught here is a noun, not a verb.
- Tell Ss to listen to the vocabulary. Remind them they will hear the words in 1B twice. The first time, they should only listen. The second time, they should repeat after each word.
- Play the audio, pausing after the word *encourage*. Remind Ss to listen again and repeat after each word. Replay the audio if appropriate.
- For more vocabulary practice, have Ss turn to page 155.

OPTION Review the syllable stress in each word. (1. **friend**•ship; 2. **re**•search; 3. em•ploy•**ees**; 4. **work**•place; 5. en•**cour**•age) Point out the *d* is silent in the word *friendship.* Have Ss repeat the pronunciation of the vocabulary again.

2 READ

A
- Write *topic* on the board. Ask Ss, *What does this word mean?* (a subject that you write or speak about)
- Read the Reading Skill aloud. Ask, *How could someone know the topic of an article before reading it?* (read and think about the title of the article)
- Tell Ss to look at the title. Have Ss think about the title in pairs and answer the question. Tell them to not read ahead in the article.
- Review the answer as a class.
- Review the two different meanings of the word *work* in the title. Write the title on the board. Point to the first use and ask, *Is this a noun or a verb?* (verb) *What does the word* work *mean here?* (to have the intended effect or result) Point to the second use and ask, *Is this a noun or a verb?* (noun) *What does the word* work *mean here?* (the place where you do your job)

B
- Tell Ss they are going to read an article on the benefits of friends at work. Explain *benefits*, if necessary. (a helpful or positive effect of something) Ask, *What do you think could be the benefits of having friends at work?* Write Ss' ideas on the board.
- Have Ss listen and read. Suggest **lower-level Ss** follow along with a finger as they listen.

EXTENSION Bring Ss' attention to the photo to the right of the article. Ask, *What do you see?* (Three women who are co-workers are eating, talking, and laughing while they eat.) *How is this photo related to the lesson topic?* (Work friends often have lunch together.)

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3 CHECK YOUR UNDERSTANDING

A
- Tell Ss, *Read the article again.* Ask, *What is it mainly about?* Have Ss skim the article individually and choose the best answer. Then have them compare their answer in pairs.
- Review the answer as a class. Ask, *How do you know this is the correct answer?* (because the article gives many examples of how and why different kinds of companies are supporting friendships at work)

OPTION For guided reading practice, read the article as a class. Call on volunteers to read one paragraph at a time. After each paragraph, ask the class comprehension questions to review main ideas.

B
- Tell Ss to preview the questions, and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers with a partner.
- To review, call on Ss to read the complete sentences aloud.

C
- Ask Ss to find the phrases *famous for* and *break down the walls* in the article.
- To review, read the following sentences aloud:
  1. *Google is famous for encouraging friendships at work.*
  2. *Employee Camille James moved from Tokyo to California to work for Google. She belongs to a bowling team and a salsa dance group at the company. She says that they help "break down the walls" that can happen in a large organization.*
- Have Ss complete the exercise individually and then compare answers in pairs.

TEACHING TIP If possible, bring up photos of Google offices and workspaces around the world. The visual will help Ss understand how companies can encourage friendships at work.

EXTENSION Have Ss write two sentences including the phrases *famous for* and *break down the walls.* Encourage them to make the sentences true for them. Have Ss share their sentences in pairs and give each other feedback on correct word use.

D
- Arrange Ss in same-level pairs. Have them reference the article in 2B as they retell the most important ideas in the article.
- **For lower-level Ss**, ask them to write 1–2 complete sentences summarizing the main points for each paragraph.
- **For higher-level Ss**, ask them to keep time and give each other two minutes to verbally summarize the article in their own words. After two minutes, they call time and switch. Ask them to repeat the activity several times to increase fluency.

EXTENSION Return to Sarah's social media message at the beginning of the lesson. Have a volunteer read it aloud again. Ask, *Were you surprised by the information in the article? Why or why not?* Have Ss discuss in pairs. Ask volunteers to share their reactions with the class.

EXTENSION Have Ss think about any dangers or risks of having friends at work. Ask, *Are there any dangers of having friends at work? What are they? Are the benefits greater than any potential problems?*

4 MAKE IT PERSONAL

A
- Copy the chart on the board. Say, *I've met my friends in many places.* Model the activity by completing the chart on the board with your personal information.
- Talk aloud as you fill in the answers. For example, *Let's see.... I met my friend Marta in college. We had Communication 101 together, and we were always placed in the same group for projects. And I met Mohamed at my first job. His desk was next to mine, and he would always bring me coffee in the morning. That's a true friend!*
- Give Ss plenty of time to complete the chart individually.

B
- Have Ss share and compare their charts in pairs. Encourage them to tell stories about their friends.
- Remind them to use vocabulary they learned in 1B and in the article.

EXTENSION In pairs, have Ss talk about if their experiences with friends at work are the same as the research and ideas explained in the article. Ask, *Based on your personal experience, do you agree or disagree with the ideas in the article? Why?* Remind them to provide real-life examples to support their opinions. Ask volunteers to share their experiences and perspective with the class.

EXIT TICKET Write on the board, *What is a topic? How do you find it?* Give Ss a few minutes to review the Reading Skill on page 12 and prepare an answer. As Ss leave, ask them one of the questions, alternating between the two. (Possible answers: A topic is a subject that you write or speak about–the main idea of a text. You can guess the topic by reading and thinking about the title of the article; it's also repeated in the main idea of each paragraph.) Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

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3 CHECK YOUR UNDERSTANDING

A **Read the article again. What is the article mainly about?**

a. how all tech companies are helping employees to be better workers
b. the importance of friendships at work and what some companies are doing
c. which companies are the best to work for if you're looking to make new friends

B **Read the article again. Circle the correct answers.**

1. People are more loyal to their companies when they have ___ at work.
   a. friends b. free food c. more vacations
2. Research about friendships at work shows that people ___ .
   a. aren't interested in having friends at work
   b. feel more involved when they have friends at work
   c. don't work hard when they have too many friends at work
3. Zappos asks its employees if they know each other so that ___ .
   a. they think about who they know at work
   b. the company can learn more about their employees
   c. managers know about friendships at the company
4. Camille James joined the bowling team to ___ .
   a. get more exercise b. get to know people c. learn a new sport
5. Zappos and Google encourage friendships at work by ___ .
   a. giving away free food
   b. providing a gym where people can meet
   c. planning fun events for employees

C FOCUS ON LANGUAGE **Reread lines 34–43 in the article. Think about the phrases *famous for* and *break down the walls*. Circle the correct answers.**

1. The expression *famous for* means ___ .
   a. well-known for
   b. loved for
   c. not known for
2. The expression *break down the walls* means to ___ .
   a. change offices to make them more open
   b. help people get to know each other
   c. help people find new jobs at other companies

D PAIRS **What was the article about? Retell the most important ideas. Use your own words.**

4 MAKE IT PERSONAL

Find other companies that encourage friendships at work.

A **Think about your friends. Where did you meet them? Was it at school, at a job, or somewhere else? How did you meet? Complete the chart.**

Friend's name	Where did you meet?	How did you meet?

B PAIRS **Compare your charts. Did you meet your friends at the same kinds of places?**

☐ I CAN READ ABOUT WORK FRIENDSHIPS.

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LESSON 5 WRITE AN EMAIL TO MAKE PLANS



SARAH GOLD
@SarahG
My friend is visiting Toronto next month. Any ideas for things we could do?

1 BEFORE YOU WRITE

A Think about a time when a friend visited you for a few days. What did you see and do?

B Read Sarah's email. How does Sarah feel about Maria's visit? *Possible answers:* She is excited that Maria is coming to visit.

Re: plans for your visit

From: Sarah Gold

To: Maria

Hi, Maria!

I'm excited to see you next month!

What do you want to do when you get here on Friday? I'm working that day, so I'm busy in the afternoon. But my sister Ana is free, and she's looking forward to seeing you again. Why don't you two meet at the Royal Ontario Museum? I can meet you both there after work. Then we can have dinner. There's a great Korean restaurant near the museum. I can make a reservation.

On Saturday, let's go on a tour of the city. We can go sightseeing in the morning and later do some souvenir shopping, too. I'm sure you'd like to buy some gifts for your family. Afterward, I'd love to see a play. Would you? I can try to get tickets for Saturday night.



On Sunday, why don't we take a walk by the river before you leave? We can get some brunch, too.

Let me know what you'd like to do. I can't wait to see you!

Sarah

C Read the email again. What do you think of Sarah's suggestions? What things would you or wouldn't you like to do? Complete the chart.

Things I like	Things I don't like

2 FOCUS ON WRITING

A Read the Writing Skill.

WRITING SKILL Use transition words for time

Transition words for time can show *when* something happened. Use these words to make your writing clearer. Then the reader will know the order events happened.

Transition words for time include: *while, after, when, during, next, then, so far, later, soon, sometimes, afterward, following, whenever, etc.*

Look at this example: *I went to the store. Then I had some lunch. Later, I went to the library. While I was at the library, I saw José.*

B Reread Sarah's email. Underline all the transition words for time.

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LESSON 5 WRITE AN EMAIL TO MAKE PLANS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud.

1 BEFORE YOU WRITE

A
- Tell Ss about a time a friend visited you. Share what you saw and did together. For example, *My friend Mohamed visited me last week. On Friday, he met me at my work, and I showed him my new office. Then I took him to the best coffee shop in town. We went to lunch afterward.*
- In pairs, have Ss talk about a time when a friend visited them for a few days. Remind them to use the vocabulary they have learned in this unit to talk about different activities.

B
- Tell Ss to look at the text. Ask, *What is it?* (an email) Ask, *Who is it from?* (Sarah) *Who is it to?* (Maria) *What do you think it will be about?* (activities Sarah wants to do with her friend)
- Ask, *Where is Sarah's friend visiting from?* (Toronto, Canada) *What information does she need?* (ideas for activities that she and her friend can do)
- Have Ss follow along in their books as you read the email aloud for the class. Ask the target question, *How does Sarah feel about Maria's visit?* (excited)

⊕ **EXTENSION** Ask Ss comprehension questions to help them understand the email. For example, *Who is Maria? Who is Ana? When does Maria get into town? What are some activities Sarah wants to do?* Encourage Ss to reference specific parts of the email in their responses. If possible, you can project the email and ask them to point to, underline, or circle parts of the text where they find responses to the comprehension questions you pose.

2 FOCUS ON WRITING

A
- Read the title and the first paragraph of the Writing Skill aloud. Ask a volunteer to read the examples of transition words for time. Ask a different volunteer to read the example sentences.

B
- Ask Ss to silently read Sarah's email again and underline the transition words for time. (next month, on Friday, that day, in the afternoon, after work, Then, On Saturday, in the morning, later, Afterward, Saturday night, On Sunday, before you leave)
- Have them compare answers in pairs. Then review answers as a class.

C
- In pairs, have Ss read the email again. Ask them to work together to complete the chart.
- Draw the chart on the board. Include the example but leave the rest blank. To review, invite volunteers to write their answers in the chart on the board.

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3 PLAN YOUR WRITING

A
- Say, *Time to plan a weekend trip for a friend!* Tell Ss to include at least six activities.
- Encourage Ss to include popular and fun tourist activities in the city they live in.

B
- Arrange Ss in same-level pairs. Ask them to share their plans. Have **lower level Ss** write out their plans in complete sentences before discussing.
- Write the example sentences on the board. Underline *we will go* and *we will take*. Point out the use of *will* to talk about the future.
- Have Ss take turns talking about the activities in the chart in the order they will happen. Remind them to use transition words for time.
- Walk around and monitor Ss' work to make sure they are using transition words and *will* + base verb correctly.

4 WRITE

- Tell Ss to work individually to write an email to a friend. Remind them to include the information from 3A and use 1B as a model.
- Walk around the classroom, providing help with spelling and punctuation as necessary. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

OPTION If appropriate, allow Ss to use a computer, laptop, or cell phone to write their emails. They will benefit from the real-life practice.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Tell Ss to review their partner's writing by following the directions in the book. Say, *Underline the transition words for time in your partner's writing.* Make sure Ss understand the instructions before moving on.
- Ask Ss to exchange writings and read the text. Tell them to not make actual corrections on their partner's paper.
- As Ss work, walk around to check on progress. Ask, *Did your partner include information for all three days?* If not, suggest that Ss point that out to their partners in 5B.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if there was information that was unclear.
- Walk around as Ss work and check that S feedback is correct and constructive.
- Encourage Ss to use *Let's, Let's not,* and *Why don't* to make suggestions.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

TEACHING TIP Teach Ss to begin peer feedback with a positive comment followed by something to improve on. Model appropriate language. For example, *You included a lot of fun activities, and all the punctuation looks correct. Next time, try to use more transition words.* Peer feedback that starts with a positive note helps Ss feel more comfortable and confident in their writing.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections.
- Have Ss review their emails individually three times: first focusing on spelling, then punctuation, and finally capitalization.
- If written by hand, encourage Ss to write a clean version of their emails if a lot of edits were made.

EXIT TICKET Write on the board, *What will you do this weekend?* Have Ss write their names on a blank card or piece of paper and write 3–5 sentences using transition words for time. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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C Read the email again. Complete the chart. Write the activities from the email in the order they will happen.

Friday	Saturday	Sunday
Arrive in Ontario	Go on a tour / Go sightseeing	Take a walk by the river
Go to Royal Ontario Museum	Go souvenir shopping	Get some brunch
Have dinner at a Korean restaurant	See a play	

3 PLAN YOUR WRITING

A Your friend wants to visit you for the weekend. Where will you go? What will you do? Write the activities in order.

Friday	Saturday	Sunday

B PAIRS Tell your partner about your plans.

On Saturday morning, we will go to a nice restaurant and have breakfast. Then we will go for a walk in the park.

4 WRITE

Write an email to your friend using your plans from 3A. Remember to use transition words for time. Use the email in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's email.

1. Underline all the transition words for time.
2. Did your partner explain the plans in order?
3. Did your partner include information for all three days?

B PAIRS Can your partner improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE AN EMAIL TO MAKE PLANS.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 01-22 Listen or watch. What is Yu talking about?

Possible answer: Yu is talking about what he's been doing lately.

B 01-22 Listen or watch again. Answer the questions. *Possible answers:*

1. What is Yu doing these days? He's studying engineering and working in a lab.
2. Where is Yu living these days? He's not living with his parents anymore. He's living in the dormitory at the university.
3. What does Yu do on the weekends? spends time with his friends; plays cards, sings karaoke

C Show your own photos.

Step 1 Think about what you've been doing lately. Choose 3–4 photos that show what activities you are doing or no longer doing.

Step 2 Show your photos to the class. Talk about the activities.

Step 3 Answer questions about your photos. Get feedback on your presentation.



2 LEARNING STRATEGY

LEARN GRAMMAR IN PHRASES AND SENTENCES

Choose a grammar point that you want to learn. Practice the grammar point in phrases and sentences to help you speak more fluently. Write phrases and sentences using this grammar in your notebook. Read them aloud to memorize them.

Find grammar phrases in the unit that help listeners understand connections between ideas. For example, *these days* helps listeners know that you're talking about what you've been doing lately. Write a sentence with each phrase to practice. Read the sentences aloud when you study.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about what you're doing
- ☐ Talk about your family
- ☐ Make and respond to invitations

Vocabulary
- ☐ Activities
- ☐ Life events
- ☐ Tourist activities

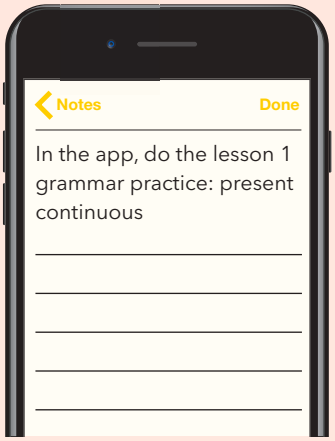
Pronunciation
- ☐ Main stress
- ☐ Thought groups

Grammar
- ☐ Present continuous for temporary situations
- ☐ Simple past + *when*, *before*, and *after*
- ☐ Suggestions with *Let's* and *Why don't*

Reading
- ☐ Find the topic

Writing
- ☐ Use transition words for time

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the photo on the right. Ask, *Where do you think this photo was taken?* (engineering lab) *How might this photo relate to what Yu is doing these days?* (She's working at the lab on the weekends.)
- Tell Ss to listen to or watch Yu give an update about what's been going on lately in her life. Remind them to only listen for the main idea, not the details.
- Review the answer as a class.

OPTION If appropriate, have Ss watch the video without the audio first to predict the main ideas of the talk. After watching the video with the audio, ask Ss how the information in the photos did or did not support their understanding of the listening.

LANGUAGE NOTE While in British English it's common to use the preposition *at* in the phrase *at the weekends,* in American English it's standard to use the preposition *on*, and say *on the weekends.*

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct.

C
- Read the three steps aloud for the class. Tell Ss they can talk about themselves as well as family members in their presentation. Have them write down their own names and list the names of 1–2 family members. Next to each name, have them note whether they *have* or *need* to take a photo. Tell Ss to take notes about activities each person is doing or no longer doing. Invite them to share in pairs.
- For homework, tell Ss to prepare their photo presentation. Remind them it should be between 2–3 minutes.
- Back in class, write the following checklist on the board and review it with the class:
  - ☐ *Show 3–4 photos.*
  - ☐ *Introduce each person.*
  - ☐ *Speak clearly and loudly.*
  - ☐ *Include activities and life events for each person.*
  - ☐ *Use 3–4 transition words for time.*
- Give Ss a few minutes to adjust their presentations and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2–3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

OPTION If appropriate, begin this exercise by asking Ss, *How was this video recorded?* (Yu spoke in the background while showing different photos.) Explain to Ss that they will create a similar presentation.

OPTION To provide an opportunity for self-critique, have Ss who made a video fill out the following checklist:
- ☐ *Did I have 3–4 photos?*
- ☐ *Did I introduce each person?*
- ☐ *Did I speak clearly and loudly?*
- ☐ *Did I include activities and life events for each person?*
- ☐ *Did I use 3–4 transition words for time?*

2 LEARNING STRATEGY

- Read the Learning Strategy box aloud. Elicit examples of grammar points Ss want to learn more about. Write their ideas on the board for reference.
- Tell Ss to pick one grammar point to focus on. Have them review the unit to find phrases that include that grammar point and write them down. Then ask them to write 3–5 new sentences using the grammar point to practice.
- Remind Ss to read these sentences aloud several times to study.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 1 Board Game. You'll find instructions for the game in the same folder.

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2 WHAT DO YOU THINK?

PREVIEW THE UNIT

LESSON 1	**Describe two similar things**	
	Vocabulary	Sensory verbs
	Grammar	Sensory verbs + *like*
	Pronunciation	The letter *s*
	Conversation skill	Express disagreement
LESSON 2	**Describe personal traits**	
	Vocabulary	Attitudes
	Grammar	*Be* + adjective + infinitive
	Pronunciation	Syllables and stress
LESSON 3	**Talk about how people do things**	
	Vocabulary	Adverbs of manner
	Grammar	Adverbs of degree and manner
	Listening skill	Listen for paraphrasing
LESSON 4	**Read about life-changing advice**	
	Reading skill	Find the main idea
LESSON 5	**Write a recommendation**	
	Writing skill	Write complete sentences in formal writing
PUT IT TOGETHER		
	Media project	Video: A product review
	Learning strategy	Describe what you see

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Then say, *In this unit, you will learn how to describe things and people in English.*
- Tell Ss to read the learning goals. Ask, *Which topics do you feel confident about? Which topics are new for you?* Answer any questions Ss have about them.

B
- Direct Ss' attention to the picture. Lead a class discussion about it. Ask Ss, *What do you see? Who are they?* (co-workers) *Where are they?* (at work, in an office) *What are they doing?* (having a meeting)
- Explore the context. Ask, *What do you think they are talking about? How do you think they feel? How can you tell?*

C
- Focus on the social media message. Ask, *What do you know about Eric?* (He is a copywriter. He is single and outgoing.) Have them read what Eric says in *Meet the People of TSW Media* on page 4, or play the video of Eric.
- Ask, *What's been going on with Eric?* (He's in charge of his first big project.) *How is he feeling?* (excited but also nervous) *What does it mean to be both excited and nervous about something?* (to be very interested in doing something but also a little afraid about what will happen)

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2 WHAT DO YOU THINK?

LEARNING GOALS

In this unit, you

- describe two similar things
- describe personal traits
- talk about how people do things
- read about life-changing advice
- write a recommendation



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a team meeting. What do you see?

C Now read Eric's message. What does Eric mean when he says that he's "excited, but a little nervous?"



ERIC PARK

@EricP

I'm in charge of my first big project. I'm excited, but a little nervous.

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LESSON 1 DESCRIBE TWO SIMILAR THINGS



ERIC PARK
@EricP
First meeting about my new project today. Hope it goes well!

1 VOCABULARY Sensory verbs

A 02-01 Listen. Then listen and repeat.

look



The view **looks** beautiful.

feel



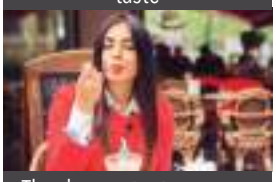
The sweater **feels** soft.

smell



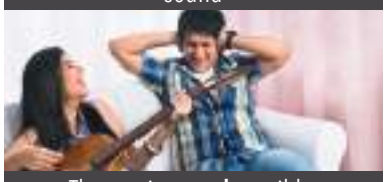
The sneaker **smells** bad.

taste



The dessert **tastes** sweet.

sound



The music **sounds** terrible.

B Look at the pictures. Complete the sentences with sensory verbs from 1A.



silk



butter



a coconut



a fire alarm



a movie star

1. My new silk shirt ___feels___ soft.
2. Butter ___tastes___ delicious on fresh bread.
3. This coconut ___smells___ fresh.
4. The fire alarm ___sounds___ very loud!
5. Wow! That movie star ___looks___ beautiful.

2 GRAMMAR Sensory verbs + *like*

COACH

Use *like* after sensory verbs to show that two things are similar.

Subject	Sensory verb	*Like*	Object
The shampoo	**smells**	**like**	coconuts.
Your hair	**feels**		silk.
They	**look**		movie stars.
Her alarm	**sounds**		a bird.
This butter	**tastes**		garlic.

Notes

- Use *a little* or *a lot* before *like* to express the degree of similarity.
  *She looks **a little like** her mother. This tofu tastes **a lot like** chicken.*
- Sensory verbs express states, not actions. Do not use sensory verbs or other non-action verbs in the present continuous tense.
  *My room **smells** like flowers. **not** My room ~~**is smelling**~~ like flowers.*

>> FOR PRACTICE, GO TO PAGE 128

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LESSON 1 DESCRIBE TWO SIMILAR THINGS

- Read the title of the lesson. Say, *This fruit called a persimmon is so interesting! It looks like a tomato and tastes like honey.* Ask, *What interesting foods have you seen or tasted?* Elicit answers from volunteers. (For example, I ate broccoli that looked like a dinosaur!)
- Read the social media message aloud. Ask the class, *What do you think Eric's new project is? Do you think it's easy or difficult?* (difficult because he is nervous)

1 VOCABULARY

A

- Copy the following chart on the board:

Sense					
Sensory verb					

- Underline the word *sensory*. Point to the word and ask, *What does* sensory *mean?* (relating to the senses) *How many senses are there?* (five) *What are they?* (sight, touch, smell, taste, hearing) Help Ss with words they don't know. Write the senses in the first row of the chart.
- Underneath the word *sight*, write the word *look*. Say, *With my sight, I look at things.* Then point to the word *touch*. Say, *With my touch, I…* Elicit from Ss the appropriate sensory verb to finish the sentence (feel). Write the word *feel* under the word *touch*. Say, *Yes! With my touch, I feel things.* Repeat until each sense shows its corresponding verb in the chart. Include any additional responses that make sense, such as *see* (as a sensory verb for *sight*) and *hear* (as a sensory verb for *hearing*).

Sense	sight	touch	smell	taste	hearing
Sensory verb	look	feel	smell	taste	sound

- Point out that *smell* and *taste* use the same word for the sense and for the sensory verb, and that *sound* can also be used as a noun.
- Have Ss scan the pictures and captions before listening. Point out that the sensory verb is above the picture and an example sentence using that verb is below the picture.
- Say, *Listen for different sensory verbs.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

TEACHING TIP As you talk about the five senses, point out that not everyone has all of the senses. There are people with differing abilities who might not be able to see, hear, smell, or even taste. Ask Ss what they think it would be like to not have all their senses. Talking about this helps increase Ss' awareness about social diversity.

EXTENSION Have Ss create three more sentences using the sensory verbs in 1A.

B

- Say the words below the pictures aloud. Ask Ss to repeat. Clarify any new meanings or pronunciations.
- Have Ss underline the vocabulary words in the sentences. (For example, *My new <u>silk</u> shirt _____ soft.*)
- Ask Ss to look back at the sensory verbs in 1A. Say, *Complete the sentences in 1B with the sensory verbs from 1A.* Have Ss work individually and then compare their answers in pairs.
- To review, ask volunteers to read the complete sentences aloud.

2 GRAMMAR

- To introduce the grammar, say, *I look exactly like my mom, but my sister looks more like my dad. Who in your family do you look like?* Invite volunteers to describe how their family looks and to show any pictures that they might have that prove it.
- Bring Ss' attention to the sentences in 1A and 1B. Ask, *What words come after the sensory verbs in these sentences?* Have Ss call them out and write them on the board. (*soft, delicious, fresh, loud, beautiful*) Point to the words, and ask Ss, *What kinds of words are these?* (adjectives)
- Have Ss look at the grammar chart. Say, *We can use an adjective to describe how something looks, feels, smells, tastes, or sounds. But we can also use the word* like *and an object (or another noun) after sensory verbs to describe how two things are almost the same.*
- Read the first example aloud. Say, *These two things, the shampoo and the coconut, both have a similar smell.*
- Bring Ss' attention to the Notes. Read the first one aloud. Explain that *degree of similarity* means how alike two things are. Use hand gestures as you demonstrate the meaning and pronunciation of *a little* (thumb and pointer finger close together) and *a lot* (two hands very far apart). Have Ss imitate and repeat several times.
- Write the two example sentences on the board and read them aloud. Point out that the phrases *a little* and *a lot* are placed after the sensory verb and before the word *like*.
- Read the second note aloud. Tell Ss that verbs that express states are often verbs connected with thinking and opinions, not actions. Say, *In my opinion, my room smells like flowers. I think Spanish sounds like a beautiful song.*

TEACHING TIP The verb *seem* is not strictly a sensory verb, but it can also be used with *like* to describe people. For example, She seems like a kind person.

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3 PRONUNCIATION

A
- Read the Pronunciation box about the letter *s* aloud. Remind Ss that one letter can have more than one sound.
- Say, *Voiced sounds like /z/ make your vocal chords vibrate.* Place two fingers on your throat and loudly make the /z/ sound. Ask Ss to do the same and repeat several times. Ask, *Do you feel the vibration?*
- Say, *Voiceless sounds do not make the vocal chords vibrate. You should not feel a vibration.* Place two fingers on your throat and loudly make the /s/ sound. Ask Ss to do the same and repeat several times.
- Read the directions. Play the audio.

B
- Tell Ss, *Listen to the group of words. Circle the word that does not have the sound shown.* Remind Ss to listen first, and then listen again and repeat.
- Go over the answers as a class.

C
- Arrange Ss in same-level pairs to practice the words in 3B and sentences in the grammar chart.

⊕ **EXTENSION** Copy the following chart on the board.

	/s/	/z/		/s/	/z/
1	face	phase	5	loose	lose
2	hiss	his	6	niece	knees
3	gross	grows	7	once	ones
4	ice	eyes	8	peace	peas

Say, *I will say one word for each number. I will repeat the word twice. Circle the word you hear.* Then have Ss compare their answers in pairs. Review as a class. Pronounce each word pair and have Ss repeat.

4 CONVERSATION

A
- Have Ss look at the picture. Ask, *Who are these people?* (Eric and Lucas) *What is their relationship?* (co-workers) *What are they doing?* (having a meeting)
- Give Ss time to preview the items. Ask, *What do you think Lucas and Eric are talking about?* (a new shampoo ad)
- Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?* Go over the answers.
- Read the Conversation Skill aloud. Have Ss repeat.
- Replay the conversation and have Ss underline the expressions they hear. (I don't know about that, I'm not so sure.)

LANGUAGE NOTE Explain to Ss that *ad* is the abbreviation for the word *advertisement.*

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and fill in the gaps.

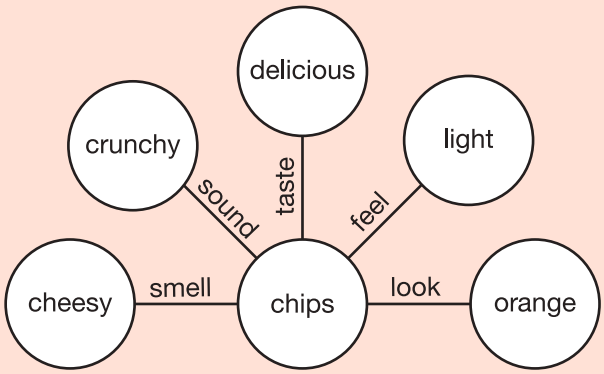
C
- Play the audio and have Ss repeat. Remind them to use the correct pronunciation of either the /s/ or /z/ sound.
- In pairs, have Ss practice the conversation.

D
- Arrange Ss in same-level pairs. Have them make a new conversation by substituting the highlighted words into the conversation in 4B.

5 TRY IT YOURSELF

A
- Model the activity. Say, *This thing smells a little like coconuts and makes my hands feel a lot like silk. What is it?* Elicit answers. (*Is it perfume? Is it hand lotion?*) Say, *That's right! It's hand lotion.*
- Give Ss time to brainstorm an everyday object and 2–3 phrases to describe it using sensory verbs.
- In pairs, have Ss describe and guess the objects.

TEACHING TIP Teach Ss to use mind maps like the one below to organize their notes and link objects with the adjectives that describe them.



B
- Ask Ss to stand up and talk to several classmates.
- Have Ss report which classmates guessed correctly.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are:
- ✓ using sensory verbs and related target vocabulary
- ✓ using *like* to show similarity
- ✓ using *a little/a lot* to express degree of similarity
- ✓ using sensory verbs in the simple present tense
- ✓ pronouncing the voiceless /s/ and voiced /z/ sounds

EXIT TICKET Write on the board, *Describe two similar things.* Tell Ss to write 3–5 sentences using *like* and sensory verbs. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

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3 PRONUNCIATION

The letter *s*

The letter *s* usually has the sound /s/ or /z/. Use your voice to say the sound /z/. Do not use your voice to say the sound /s/.

A 02-03 Listen. Notice the /s/ or /z/ sound of the underlined letter *s*. Then listen and repeat.

/s/ soft looks /z/ easy feels

B 02-04 Listen. Notice the sound of the underlined *s*. Circle the word that does ***not*** have the sound shown. Then listen and repeat.

1. /s/ silk (sure) sweet smell
2. /z/ sounds smells (this) these
3. /s/ likes tastes delicious (flowers)
4. /z/ busy music usually (reports)

C PAIRS Practice the words in 3B. Then practice the sentences in the grammar chart.

4 CONVERSATION



A 02-05 Listen or watch. Circle the correct answers.

1. Eric and Lucas are working on ___.
   a. a new shampoo (b.) an advertisement c. a drawing
2. Eric doesn't want honey in his hair because it doesn't ___.
   a. taste good b. smell good (c.) feel good
3. Lucas ___ a woman on the beach.
   (a.) draws b. finds a picture of c. writes about

B 02-06 Listen or watch. Complete the conversation.

Eric: How would you describe the shampoo?

Lucas: How about this? It ___smells like___ coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* ___feels like___ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll ___look like___ a movie star?

Lucas: Good idea!

CONVERSATION SKILL Express disagreement

To express disagreement, say: *I disagree., I don't agree., I don't think so., I hate to disagree (with you), but…, I'm not so sure (about that)., I don't know (about that)., or I wouldn't say that.*

A: This tastes like chicken.

B: I disagree.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

C 02-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

candy peaches rock star model

5 TRY IT YOURSELF

A GAME Student A, describe something. Don't say what it is. Student B, guess what your partner is describing.

A: It smells like coconuts, and it feels like…

B: Is it a…?

B WALK AROUND Continue the game. Describe things for your classmates. Report to the class. Who guessed what you were describing?

☐ I CAN DESCRIBE TWO SIMILAR THINGS.

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LESSON 2 DESCRIBE PERSONAL TRAITS



ERIC PARK
@EricP
The people on my project team are from five countries. That's a lot of time zones!

1 VOCABULARY Attitudes

A 02-08 Listen. Then listen and repeat.


difficult


eager


delighted


proud


willing


determined


afraid


ashamed

B 02-09 Listen to the descriptions of people's attitudes. Write one word from 1A to match each description.

1. eager
2. difficult
3. ashamed
4. proud / delighted
5. willing
6. afraid

C PAIRS Student A, describe yourself or someone else using one of the words from 1A. Student B, guess the word.

A: I work hard and study a lot.
B: Determined.

2 GRAMMAR *Be* + adjective + infinitive

COACH

Infinitives can follow certain adjectives that describe reactions and feelings.

Subject	*Be*	Adjective	Infinitive
She	**is**	**eager**	**to help**.
They	**are**	**easy**	**to work** with.
It	**is**	**hard**	**to reach** them.

Notes

- Use adverbs of frequency before adjectives.
  *He's **always** eager to help. It's **sometimes** hard to reach them.*
- Use contractions, such as *she's*, *they're*, *it's*, etc., in spoken English and informal writing.

Be careful! Not all adjectives can be followed by an infinitive.

Common adjectives followed by infinitives: *happy, delighted, glad, sad, afraid, ashamed, eager, excited, surprised, shocked, proud, ready, difficult, hard, easy, lucky, willing*

>> FOR PRACTICE, GO TO PAGE 129

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LESSON 2 DESCRIBE PERSONAL TRAITS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

-
- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to describe two similar things) *What will we learn in this lesson?* (to describe personal traits)
- Ask, *What does* trait *mean?* (a quality that makes one person or thing different from another) *What are other words in English that have a similar meaning?* (characteristic, attribute, feature, quality, property)
- Read the social media message aloud. Ask Ss, *What is a time zone?* (a region where the same standard time is used) Ask, *What is our time zone here? What is the time zone where you were born?*

1 VOCABULARY

A

- Have Ss scan the pictures and captions. Ask, *Who do you see? Where are they? What are they doing?* Elicit descriptions.
- Read the Vocabulary title, *Attitudes*. Say, *When I was a teenager, I had a bad attitude. I was not nice and fought a lot with my family. Now, I try to have a good attitude. I am calm and kind.* Ask Ss, *What does* attitude *mean?* (the way you think and feel about someone or something that affects your behavior)
- Tell Ss to listen first, and then listen again and repeat. Play the audio.

⊕ **EXTENSION** Ask Ss to label the words in 1A as positive (P) or negative (N) and share in pairs. Then discuss as a class. Encourage Ss to give reasons and real-life examples to support their opinion.

B

- Tell Ss, *You will hear six descriptions of people's attitudes and actions. For each one, choose a word from 1A that best defines that person's attitude.*
- Do number one as a class. Play the audio and pause after the first description. Ask, *How was Joe feeling?* (excited) *What was he excited about?* (seeing a movie) *What did he do?* (He pushed someone out of the way to get in line at the movie theater.) Review the answer choices one by one. Ask, *Is Joe difficult? Why or why not?* Repeat for all the words in 1A. Ss may think more than one answer is correct. Do not say the correct answer. Tell them to listen to the rest of the descriptions before making a final choice.
- Play the audio. Then have Ss compare their answers in pairs. If appropriate, replay the audio.
- Review the answers. Ask Ss to explain their choices.

TEACHING TIP To avoid confusion, be sure to tell Ss that the descriptions they will hear are not about the people in the pictures in 1A.

⊕ **EXTENSION** Working in pairs, have Ss define each word in 1A using context clues in the audio. When Ss finish, allow them to consult a dictionary to check their answers. Review the definitions as a class.

C

- Arrange Ss in same-level pairs. Say, *Use the words in 1A to describe yourself and other people in your life.* Ask them to use each word at least once.
- Invite volunteers to introduce their partner to the class using the words in 1A. For example, *This is Nubia. She is always willing to help others and is proud of her children.*

2 GRAMMAR

- To introduce the grammar, write on the board, *I am proud to teach English.* Underline the word *I* and say, *This is the subject.* Underline the word *am*. Ask Ss, *What is this?* (the *be* verb) Underline *proud.* Ask Ss, *What is this?* (an adjective) Underline *to teach.* Ask Ss, *What is this?* (an infinitive) Remind Ss that an *infinitive* is a verb with the word *to* in front of it.
- Have Ss look at the grammar chart. Say, *We can use infinitive verbs to talk about reactions and feelings.* Read the examples aloud.
- List the example sentences from the Note on the board, leaving space between them. Point to the first sentence. Ask, *What is the adjective?* (eager) *What is the adverb of frequency?* (always) Underline the word *eager* and draw an arrow pointing back to the word *always*. Say, *The adverb of frequency is placed before the adjective.* Ask, *What does* always *mean?* (at all times) Follow the same steps for the second sentence.
- Circle *He's* and *It's* in the examples. Write the formulas above them: *He + is = He's* and *It + is = It's*. Ask, *What is it called when we combine two words like this?* (a contraction) Remind Ss that it's common to use contractions in spoken English and informal writing.
- Elicit the infinitives from the examples on the board (to help, to reach) Say, *Here the adjectives* eager *and* hard *are followed by infinitives, but not all adjectives can be followed by infinitives.*
- Read the list of common adjectives followed by infinitives aloud. Clarify the meaning of any new words.

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3 PRONUNCIATION

A
- Ask Ss, *What is a syllable?* (any one of the parts into which a word is divided when it is pronounced) Say *eager* and ask how many syllables it has. (two)
- Read the Pronunciation box aloud. Ask, *What does it mean to stress a syllable?* (say it higher, louder, and longer) Say *eager* again. Exaggerate the stress. (**ea**•ger) Have Ss repeat.
- Explain the dots above *eager* in the note. Larger dots indicate the stressed syllable, while smaller dots indicate unstressed syllables.
- Read the directions aloud. Play the audio.

OPTION Ask, *How many syllables does your name have?* Have the class clap or tap out each name to count syllables.

B
- Say, *You will listen for the number of syllables and stress in eight adjectives and complete the chart in 3A.* Give Ss time to guess the answers in pairs.
- Say, *As you listen, write each adjective in the correct column.* Play the audio. Spot-check answers as Ss self-correct.

C
- In pairs, have Ss make sentences using the adjectives in 3A and 3B. Encourage Ss to use infinitives.
- Join two pairs to share their sentences. Tell Ss to give each other feedback on pronunciation and target vocabulary use.

OPTION Use visual prompts for 3C. Show images and ask questions, varying the subject so Ss practice different forms of *be*. Have Ss write their answers or discuss in pairs.

TEACHING TIP Use visual prompts to stimulate creative thinking. Carefully choose images to avoid accidental use of inappropriate content.

EXTENSION Have Ss describe an important memory in groups using a visual. First, the other group members respond to the image, saying what it makes them feel and why. Then the S shares his or her experience. Remind Ss to use target vocabulary and grammar structures in their responses.

4 CONVERSATION

A
- With books closed, tell Ss, *You will hear (*or *watch) a conversation between Eric and Min-ji. Listen for the main ideas.* Play the audio or video. Ask, *What is the relationship between Eric and Min-ji?* (They are co-workers; Min-ji is Eric's manager) *Where are they?* (in the Korea office) *What are they talking about?* (Eric's new team)
- Have Ss open their books and preview the statements in 4A. Clarify any new words, such as *illustrator* (someone whose job is to draw pictures for books or magazines) and *freelancer* (someone who works on many different projects with different companies rather than having one permanent job).
- Go over the directions. Replay the audio or video. Have Ss complete the exercise individually.
- Put Ss in pairs to compare answers.
- Review answers as a class.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review the answers as a class.
- Have Ss identify the contractions. Write them on the board as Ss call them out (1. how's; 2. it's; 3. he's; 4. they're; 5. I'm). Elicit the full forms.

C
- Play the audio again and have Ss repeat.
- Then have Ss practice the conversation in pairs.

D
- Arrange Ss in same-level pairs. Have them make new conversations by substituting the highlighted words into the conversation in 4B.

5 TRY IT YOURSELF

A
- Before having Ss prepare, write a model on the board. Include examples of the target grammar and adverbs of frequency. (For example, Paulo: always eager to learn, arrives at class early, determined to be number one in class, sometimes difficult to compete with, interesting)

B
- Have Ss describe their friends' personal traits in pairs.
- Encourage Ss to ask follow-up questions.

EXTENSION Ask Ss to write down three personal traits that they believe make a good spouse, sibling, friend, boss, and team member. Have them share their opinions in pairs or small groups.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the target vocabulary to describe attitudes
- ✓ using *be* + adjectives + infinitive
- ✓ using adverbs of frequency before adjectives
- ✓ using contractions
- ✓ placing infinitives after the appropriate adjectives
- ✓ pronouncing the stressed syllable with a strong and clear sound

EXIT TICKET Write on the board, *Describe your personal traits*. Give Ss one minute to write ideas in their notebooks. In small groups, have Ss take turns describing themselves. As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

COACH

A 02-11 Listen. Notice the number of syllables and the stress. Then listen and repeat.

••	••	•••	•••
eager nervous willing special	afraid ashamed	amazing creative delicious	personal negative practical

Syllables and stress

In words with more than one syllable, one syllable is stressed: eager. The stressed syllable has a clear vowel sound. In adjectives that end in *-ous*, *-ive*, or *-al*, the ending is unstressed and pronounced with a short, weak vowel: personal.

B 02-12 Listen. Write each adjective in the correct column in 3A. Then listen and check your answers.

ashamed	creative	willing	practical
nervous	negative	special	delicious

C PAIRS Make three sentences using the words in 3A and 3B.

4 CONVERSATION

A 02-13 Listen or watch. Circle T for *True* and F for *False*. Correct the false statements.

1. Eric and Min-ji are talking about a new product. T (F) They are talking about a project that Eric is managing.
2. Eric enjoys working with Lucas because he is a talented illustrator. (T) F
3. Eric isn't happy with the new freelancers' work. T (F) He thinks they are hardworking and they have creative ideas.
4. Eric can talk to the freelancers in Colombia anytime. T (F) He sometimes has trouble meeting with them.
5. It's possible to work at many different locations at TSW Media. (T) F

B 02-14 Listen or watch. Complete the conversation.

Min-ji: How's the project going?

Eric: It's going well! Lucas is a ____great____ guy. He's always eager to help.

Min-ji: Oh, good. And what are the new freelancers like?

Eric: They're very ____hardworking____, and they have a lot of creative ideas.

Min-ji: I'm happy to hear that. I know the old freelancers were difficult to work with.



C 02-15 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

willing to share ideas
afraid to ask questions

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about one of your friends. What is he or she like? Take notes.

B PAIRS Talk about your friend. Describe his or her personal traits. Ask questions.

A: My friend Beto is great. He's always willing to help me.
B: Oh yeah? How so?

I CAN DESCRIBE PERSONAL TRAITS.

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LESSON 3 TALK ABOUT HOW PEOPLE DO THINGS



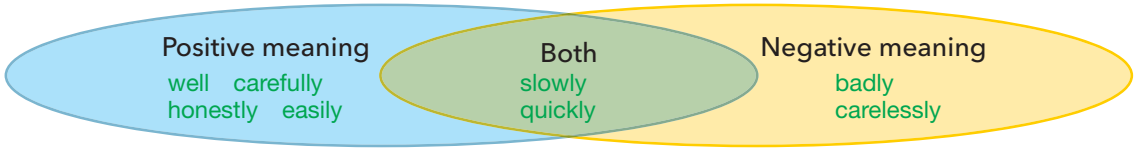
ERIC PARK
@EricP
75% of employees think feedback is important, but only 30% say they get it. I need to spend more time on this!

1 VOCABULARY Adverbs of manner

A 02-16 Listen. Then listen and repeat.

well: behaving or doing something in a good way
quickly: moving or doing something fast
easily: moving or doing something comfortably
carefully: moving or doing something without making mistakes
badly: behaving or doing something in a way that is not good
slowly: moving or doing something at a low speed
honestly: behaving or doing something in an honest and fair way
carelessly: behaving or doing something without thinking

B Put the adverbs from 1A into the correct categories.



C PAIRS Student A, say an adverb from 1A. Student B, say what can be done this way.

A: easily B: ride a bike

2 GRAMMAR Adverbs of degree and manner

COACH

Adverbs modify verbs. Adverbs can also modify adjectives and other adverbs. Adverbs of degree show *intensity*. Adverbs of manner show *how* something happens.

Subject	Verb	Object	Adverb of degree	Adverb of manner
Yoko	speaks	English	**fairly**	**well**.
The manager	spoke		**very**	**honestly**.

Adverbs of degree

- Use *fairly* or *pretty* to weaken an adverb. *She speaks English **fairly** well. = Her English is OK.*
- Use *really, very,* or *extremely* to strengthen an adverb. *She speaks English **really** well. = Her English is excellent.*

Adverbs of manner: Most adverbs of manner are formed with an adjective + *-ly*. If the adjective ends with a *y*, change the *y* to *i*.

Adverbs formed with adjective + *-ly*	
bad	badly
careful	carefully
careless	carelessly
easy	easily
honest	honestly
quick	quickly

Same adjective and adverb form	
fast	fast
hard	hard
late	late

Irregular adverbs	
good	well

>> FOR PRACTICE, GO TO PAGE 130

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LESSON 3 TALK ABOUT HOW PEOPLE DO THINGS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Say, *One of the things I do is swim. I swim really well. What is something you do well?* Write Ss' ideas on the board.
- Read the social media message. Clarify the meaning of new words, such as *feedback* (helpful information given to someone to improve his or her performance). Ask, *Do you like to get feedback? Why or why not?* Invite Ss to share their opinions.

1 VOCABULARY

A
- Say, *The words in 1A are called adverbs of manner.* Play the audio. Have Ss follow the instructions.
- Review the definitions as a class.

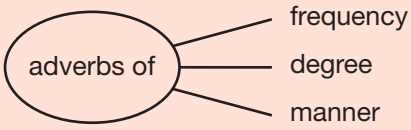
B
- Have Ss complete the activity individually and then compare answers in pairs.
- Draw the graphic on the board. To review, invite two volunteers to come up to the front and put the adverbs into the correct categories.
- Lead a class discussion about the answers. Encourage Ss to explain their answers by using real-life examples.

C
- Read the instructions aloud, and model the example.
- In pairs, have Ss take turns saying an adverb and what should or could be done that way. Encourage them to agree or disagree with their partners and support their opinions with personal experiences.

⊕ **EXTENSION** In pairs, have Ss take turns sharing their skills. Encourage Ss to ask follow-up questions to learn more. Invite volunteers to share what their partners can do well.

2 GRAMMAR

- To introduce the grammar, copy the following on the board:



- Ask Ss, *What does an adverb do?* (modifies verbs, adjectives, and other adverbs)
- Ask Ss, *Do you remember what adverbs of frequency show?* (how often something happens) *What are the three adverbs of frequency?* (always, sometimes, never)
- Say, *In this lesson, you'll learn two other types of adverbs: adverbs of degree and adverbs of manner.* Ask Ss, *What do adverbs of degree show?* (intensity; the amount of strength that something has) *What do adverbs of manner show?* (how something happens)
- Read the first two examples in the grammar chart aloud.
- Write the following list of words with the arrow symbol on the board:

extremely
very
really
pretty
fairly

- Bring Ss' attention to the explanations of adverbs of degree and manner. Ask, *Which adverb is stronger: fairly or really?* (really) *Pretty or very?* (very) *Fairly or extremely?* (extremely) Read the example sentences and their equivalent meanings aloud.
- Point out the list of adverbs formed with an adjective + *ly*. Point out the spelling change in the word *easily*. Ask Ss to repeat.
- Point out adjectives and adverbs that have the same form. Read the words aloud, and ask Ss to repeat.
- Point out the irregular adverbs *good* and *well*. Write, *I am <u>good</u> at swimming. I swim really <u>well</u>.* Point to *good*. Say, *Here,* good *is describing me. It is an adjective.* Point to *well*. Say, Well *is describing how I swim. It is an adverb.*
- Tell Ss that the adjective *good* and the adverb *well* are commonly used to respond to the question, How are you? Write, *I am <u>good</u>. I am doing <u>well</u>.*

LANGUAGE NOTE Not all words that end in *-ly* are adverbs. Adjectives can also end in *-ly* (for example, silly, friendly).

LANGUAGE NOTE The adverbs *hardly* and *lately* do exist, but they have different meanings. *Hardly* means that something was almost not possible or almost did not happen. For example, *He could <u>hardly</u> walk. = It was <u>almost impossible</u> for him to walk. Lately* means recently or not long ago. For example, *I haven't seen John <u>lately</u>. = I haven't seen John <u>recently</u>.*

LANGUAGE NOTE Use adjectives after linking verbs and sensory verbs. Do not use adverbs.
For example, *Something <u>smells good</u>. That <u>sounds easy</u>.*

- To review adverbs of frequency, have Ss look at the chart on page 161.

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3 LISTENING

A
- Have Ss look at the picture. Ask, *Who are these men?* (co-workers; manager and employee) *What are they doing?* (having a meeting)
- Tell Ss, *You will hear a podcast about how to give good feedback.* Read the sentence and answer choices aloud. In pairs, have Ss guess and discuss the answer.
- Play the audio. Have Ss complete the exercise individually. Ask, *Were your predictions correct?*

OPTION Rather than play the whole podcast, pause after this sentence: *The goal of giving feedback is to help improve someone's performance at work, not to complain or to make him or her feel bad.*

TEACHING TIP Review the meaning of the term *podcast*. A podcast is a series of digital audio files, usually played as episodes, that a person can access online, download, and listen to. If possible, bring up some examples and show them to Ss.

EXTENSION After listening, ask Ss, *What's the name of the podcast?* (Working Smarter) Write, *Work smarter, not harder.* Ask Ss, *What do you think this means?* (Think before you act. Make sure your actions at work aren't a waste of effort or time.) *What are some examples of how to work smarter?* (improve time management and organization, take more breaks) Have Ss discuss the questions in pairs.

B
- Focus on the Listening Skill. Read the first two sentences aloud. Say, *Paraphrasing is a listening skill where you restate what others say in your own words. Use one of these signal words or expressions before you paraphrase.* Read the expressions aloud. Have Ss repeat.
- Ask Ss to preview the exercise items. Tell them to underline the 2–3 words before each blank. Say, *Listening for these phrases will also help you hear the signal words or expressions.*
- Play the audio. Have Ss complete the exercise.
- Review the answers as a class.

LANGUAGE NOTE Additional signal words for paraphrasing that Ss may hear or see are:
- *that is to say*
- *to explain*
- *i.e., (that is,)*
- *to clarify*
- *to rephrase it*
- *to put it another way*

C
- Say, *Now listen for suggestions about how to give good, or effective, feedback.* Give Ss time to preview the poster. In pairs, have them predict answers.
- Play the audio. If appropriate, replay it.
- To review, read the sentence aloud, and have Ss call out the answers. Write them on the board for reference. Ask Ss to check their spelling. Clarify the meaning of *poor* in the phrase *poor employee* (not able to do something well).

D
- In pairs, have Ss discuss which suggestions they think are the least and most effective. Remind them to support their opinion with reasons and examples.
- Invite a volunteer up to the front of the class to read the suggestions aloud one by one. After each suggestion, say, *Raise your hand if you think this is one of the best.* Count up the votes.

EXTENSION Ask Ss to add two more suggestions to the poster in 3C. Remind them to use adverbs of degree and manner in their sentences.

4 TRY IT YOURSELF

A
- Write on the board, *I love to go running. I run very quickly.* Read the sentences aloud.
- Say, *Write four sentences about things you do.* Remind Ss to use the target vocabulary in 1A and encourage them to use adverbs of degree to describe intensity.

B
- In pairs, have Ss take turns sharing and reacting to the sentences. Model the example conversation with a **higher-level S**.
- Remind Ss to ask follow-up questions.

C
- Ask Ss to stand up and talk to three classmates.
- Challenge **higher-level Ss** to use paraphrasing to explain the things they do in different ways to different Ss. Remind them to include a signal word or expression before their paraphrase.
- After ten minutes, have Ss report back.

OPTION Ask Ss to stand in two lines, A and B, facing each other. If there is an odd number of Ss, participate. Tell Ss, *Take turns talking about yourselves.* After two minutes, ask Line A to move one partner to the left. The S at the end of Line A will need to move to the front. Repeat until all partners have talked to each other.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using adverbs of manner to describe actions
- ✓ using adverbs of degree to show intensity
- ✓ using the correct adjective and adverb form of the target vocabulary
- ✓ identifying signals for paraphrasing

EXIT TICKET Refer Ss back to the social media message at the beginning of the lesson. Write on the board, *What actions can Eric take so more of his employees feel like they are getting feedback?* Have **lower-level Ss** write three actions while **higher-level Ss** write five. Collect their writing to identify areas for review.

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3 LISTENING



A 02-18 Listen to the podcast. Circle the correct answer.

Managers give feedback to employees to ___ .

a. tell them they are working badly
b. help improve their performance
c. get to know them

B 02-18 Read the Listening Skill. Listen again. Listen for words that signal paraphrasing. Complete the sentences.

LISTENING SKILL Listen for paraphrasing

When you are listening to a speaker, pay attention to words that signal paraphrasing. Speakers use these words to explain something in a different way. Some of these signal words include *in other words, or, that is, which is,* and *which means.*

1. Employee feedback, ___or___ information about how well someone is working, is important.
2. Ask employees for feedback about their work. ___In other words___ , let them give feedback to you.
3. If you start with something positive, employees will be more open to what you have to say, ___which means___ they will listen to your ideas.
4. Follow up with your employees. ___That is___ , talk to them again.

C 02-18 Listen again. Look at the poster. Complete the sentences with the missing words.

EFFECTIVE FEEDBACK

Think about your ___goals___ before giving feedback.	Begin with something ___positive___.	Have a ___clear___ message.
Let good ___employees___ give you feedback.	Don't give a poor employee too much ___positive___ feedback.	Give specific suggestions.
Make a ___plan___ with your employees.	Tell your employee what he or she isn't doing well.	Follow up with your employee in a few ___days___.

D PAIRS What are the three best suggestions on the poster in 3C? Discuss.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Look at the vocabulary in 1A. Write one sentence about yourself for four of the words.

B PAIRS Talk about yourself using your notes from 4A. Ask questions to get more information.

A: I love to go running. I run very quickly.
B: Oh, really? Where do you like to run?

C WALK AROUND Continue the conversation. Talk to three classmates. Report to the class. How did your classmates answer? Were any of your answers similar?

☐ I CAN TALK ABOUT HOW PEOPLE DO THINGS.

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LESSON 4 READ ABOUT LIFE-CHANGING ADVICE



ERIC PARK
@EricP
Best advice I ever got from my dad: The harder you try, the luckier you get.

1 BEFORE YOU READ

A PAIRS Think about a time when you gave someone advice. What was it? Did this person take your advice? How did that make you feel?

I gave my sister some advice last week. I told her she should look for a new job and...

B VOCABULARY 02-19 Listen. Then listen and repeat.

a piece of advice: a suggestion about what to do
a designer: someone who draws or plans new things
a product: something that people grow or make and then sell
recycled: changed so that it can be used again
elegant: simple and beautiful
wise: able to make good choices and give good advice

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A PREVIEW Look at the letter and the photograph. What do you think the letter is about?
Possible answer: Being open to advice.

B 02-20 Listen. Read the letter to a newspaper editor.

To the editor:

I was very interested in your article about advice. I once got a piece of advice, and it changed my life.


My first design job

I'm a designer. Ten years ago, I was designing my first product, and I was determined to show everyone how good I was. After a lot of planning and hard work, I came up with a new design for a bag. The bag was made of recycled plastic bottles. It was black, and it looked and felt like leather. I thought my design was very elegant.

Most of my co-workers really liked my design. However, one person, Lin, suggested a change. She thought the bag should come in bright colors that you can see in the dark. "More and more people are running or bicycling after dark," she said, "and bright colors could be very popular with them. This could be a huge seller." I didn't even want to think about Lin's idea. I knew exactly what my bag should look like and exactly what would sell.

That evening I had dinner with my favorite teacher from design school. I told her all about my bag and mentioned Lin's suggestion. I thought my teacher was very wise, and I expected her to tell me how right I was and how wrong Lin was. Instead, she smiled at me and said, "If you think you know something, find someone who disagrees and listen to them."

At first I was upset, but after I thought about it, I understood. I had been so excited by my own idea that I wasn't willing to listen to anyone else. But Lin's suggestion would make the bag useful to a bigger group of buyers. It also made the bag safer. I decided to include her idea in my presentation to the head of my company. And guess what? He loved it! He even said his favorite part of the design was the bright colors!

Over the past ten years, I have often remembered my teacher's advice. Without it, my company might not have chosen to sell my bag. But more importantly, it taught me how important it is to just listen. So remember, be open to advice from other people, even if you don't agree with them at first. You never know how that advice might change your life!

Sincerely,
Elena Mays

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LESSON 4 READ ABOUT LIFE-CHANGING ADVICE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud. Write this sentence on the board: *The harder you try, the luckier you get.*
- Read the sentence on the board again. Ask, *What does this mean? How can you paraphrase the meaning of this sentence in your own words?* Give Ss plenty of time to share their ideas in pairs. Have volunteers share their paraphrases with the class. For example, if someone is doing hard work, then his or her hard work is generally followed by success.

1 BEFORE YOU READ

A

- Read the instructions aloud. Ask Ss, *What does the word* advice *mean?* (an opinion or suggestion about what someone should do)
- Model a conversation with a **higher-level S**. Read the first line of the example, and tell the S to ask you the questions. For example,
  T: *I gave my sister some advice last week.*
  S: *What was it?*
  T: *Well, I told her she should look for a new job.*
  S: *Did she take your advice?*
  T: *She did, and she already got an interview!*
  S: *How did that make you feel?*
  T: *I was extremely proud!*
- Arrange Ss in same-level pairs and have them share their experiences. Remind Ss to answer all the question and use target vocabulary and grammar structures from the unit.

EXTENSION To review target vocabulary, do the following activity:

- Bring in 3–4 small, soft balls to class. Write the following adjectives on the board for reference: *eager, proud, willing, happy, glad, sad, excited, ready, easy, lucky, negative, bad, careful, careless, easy, honest, quick, fast, hard, late, good.* Ask Ss to review the meaning and pronunciation of the words on the board in pairs. If necessary, say the words aloud, and ask Ss to repeat.
- Arrange Ss in 3–4 small groups. Ask them to sit or stand in a circle. Say, *We are going to play a game. Each group gets one ball. First, the student who has the ball throws the ball to someone else and calls out an adjective. Then the student who catches it must say the adverb form of the adjective as quickly as possible.* Demonstrate the activity by carefully throwing the ball to a volunteer. Say, *Eager!* Elicit the answer from the volunteer. (eagerly) Turn back to the class. Say, *Then that person throws the ball to a different student and calls out another adjective. The game repeats.* Answer any questions the Ss have before beginning the activity.
- After about ten minutes, bring the class together. Direct Ss' attention to the board, and lead a final review of the words. Say each word aloud and elicit its adverb form from Ss. Write the adverb on the board next to the adjective.

B

- Tell Ss to listen to the vocabulary. Remind them to listen first, and then listen again and repeat. Play the audio.
- Review the definitions as a class.
- For more vocabulary practice, have Ss turn to page 155.

OPTION In pairs, have Ss divide the target vocabulary in two groups and assign each partner three words to use in a sentence. When they are ready, Ss get back into pairs and take turns sharing their sentences.

2 READ

A

- Direct Ss' attention to the picture. Read the caption aloud. Ask, *What do you see in this picture? How would you describe this person and her job?* Have pairs share their ideas in pairs.
- Then have Ss look at the letter. Ask, *Who wrote this letter?* (Elena Mays) *Who is the letter addressed to?* (editor) *What is a newspaper editor?* (someone whose job it is to be in charge of a newspaper or magazine) *What do you think this letter is about?* (a piece of advice that changed her life)

CULTURE NOTE Letters to the Editor (LTEs) have always been a feature of American newspapers. The subject matter of letters to the editor can vary widely, but the topic is usually either a supporting or opposing opinion to something published in the paper or a commentary on a current political issue.

B

- Have Ss listen to the letter and read along silently. As they listen, ask them to circle the vocabulary words from 1B. Suggest that **lower-level Ss** follow along with a finger.
- Tell Ss to pay attention to the speaker's use of adjectives and adverbs. Encourage them to also circle other target vocabulary used in the letter.

EXTENSION Have Ss take turns reading the letter aloud in pairs. Tell them to swap roles every paragraph.

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3 CHECK YOUR UNDERSTANDING

A
- Read the Reading Skill aloud. Then ask, *What is this letter to the editor about?* (life-changing advice) *What does Elena Mays want to tell you about the topic?* Tell Ss to skim the letter and underline the sentence that states the main idea.
- Review the answer. Remind Ss that the main idea is usually stated at the beginning or the end of the text.
- In pairs, have Ss discuss the best answer to number two. Ask volunteers to share their answers and explain why the other answer choices are incorrect.

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs.
- Call on Ss to read the completed sentences aloud.

C
- Read the directions aloud.
- Then have Ss complete the exercise individually and compare answers in pairs.

⊕ **EXTENSION** Have Ss write two sentences including the phrases *after dark* and *huge seller.* Have Ss share their sentences in pairs and give each other feedback on correct word use.

D
- Arrange Ss in same-level pairs. Write the prompt on the board. Tell Ss to finish the sentence. Remind them to paraphrase and use signal words.
- For **lower-level Ss**, ask them to write 1–2 sentences summarizing the main points for each paragraph.
- For **higher-level Ss**, ask them to keep time and give each other two minutes to verbally summarize the letter in their own words. Ask them repeat the activity several times to increase fluency.

⊕ **EXTENSION** Ask volunteers to describe Elena's attitude at different points in the letter. Write any adjectives and adverbs Ss mention on the board. Then ask Ss to discuss in pairs if they would have had similar or different attitudes.

4 MAKE IT PERSONAL

A
- Copy the chart on the board.
- Model the activity by completing the chart on the board with your personal experience.
- Tell Ss to copy down the chart and complete it individually with their own answers.

B
- Have Ss share their charts in pairs. Encourage them to ask each other follow-up questions.
- Ask volunteers to share any advice that was inspiring or surprising to them.

⊕ **EXTENSION** Write 4–5 inspirational quotes down on different pieces of paper. Arrange Ss in mixed-level groups of 3–4. Give each group a quote. Tell Ss to discuss its meaning and paraphrase it. Ask a group member to write down the group's paraphrase. Walk around as Ss work and provide help with vocabulary as needed. When Ss are ready, have a representative from each group read the original quote aloud for the class. Have a different person read the group's paraphrase. After each quote, ask who agrees and disagrees with the message of the quote and why.

EXIT TICKET Write on the board, *What is one life-changing piece of advice?* Give Ss one minute to write down ideas in their notebooks. As Ss leave class, ask them the question. Take notes on areas for review and extra practice in later lessons.

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3 CHECK YOUR UNDERSTANDING

READING SKILL Find the main idea

The main idea is the most important thought in a piece of writing. It is the topic plus what the writer wants to say about the topic. Sometimes the main idea is stated at the beginning of a text but it may also appear elsewhere in the text. When you read, ask yourself: "What is the text about?" and then, "What does the writer want to tell me about the topic?"

A **Read the Reading Skill. Answer the questions.**

1. Read the letter. Underline the sentence that tells you the main idea.
2. Which statement best describes the main idea?
   - (a.) People should be open to opinions and advice from others.
   - b. Only listen to advice from people you trust and get along with.
   - c. There are many different ways to give good advice.

B **Read the letter again. Circle the correct answers.**

1. Elena wrote this letter to the editor to ___ .
   - a. show people that she is smart
   - b. sell more of her bags
   - (c.) share some helpful advice
2. This bag was very important to Elena because ___ .
   - a. she was excited that her co-workers liked the design
   - b. she believed that this was her best idea as a designer
   - (c.) she wanted to show that she was a good designer
3. Lin's suggestion made the bag ___ and easier to sell.
   - a. more elegant (b.) useful to more people c. cheaper to make
4. Her teacher's advice helped Elena because ___ .
   - (a.) it made her more open to other people's ideas
   - b. it made her feel bad about her own design
   - c. it made her feel better about her own ideas

C FOCUS ON LANGUAGE **Reread lines 10–11 in the letter. Think about the phrases *after dark* and *huge seller*. Circle the correct answers.**

1. The expression *after dark* means ***without lights*** / (***at night***) / ***in black clothes***.
2. The phrase *huge seller* means ***sold in big sizes*** / (***sold in large numbers***) / ***sold at high prices***.

D PAIRS **What is the letter about? Retell the most important ideas in the letter. Use your own words.**

The letter is about how a woman got some advice and...

Find other articles about advice and how it has helped people.

4 MAKE IT PERSONAL

A **Think about a time when you were given advice. What was the advice? Who gave it to you? Was it good or bad advice? How did it affect you? Complete the chart.**

Advice	Person	Good / Bad	What happened

B PAIRS **Tell your partner about the advice you were given. Explain how it did or didn't help you.**

My parents gave me great advice about... They said...

☐ I CAN READ ABOUT LIFE-CHANGING ADVICE.

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LESSON 5 WRITE A RECOMMENDATION



ERIC PARK
@EricP
Just finished writing a recommendation for my friend Lucas. He's such a great co-worker!

1 BEFORE YOU WRITE

A Think about a time when you needed a recommendation. For example, when you applied to a university or applied for a job. What kinds of things were included in the recommendation?

B Read Eric's recommendation on an employment website. How does Eric feel about Lucas?
Possible answer: He thinks he is a talented and creative illustrator who makes the company's ads successful.

Eric Park
Copywriter

Lucas and I currently work together at TSW Media. We work together a lot, and we are involved in many of the same projects. I am delighted to write this recommendation for him.

Lucas is a talented illustrator. He is very creative, and his graphics help to make our ads successful. Lucas is especially good at working with different technologies. His hand drawings are beautiful, but he also creates amazing artwork using computer programs, such as Illustrator. He is smart, hard-working, and very determined. He works quickly and carefully, and he is always willing to help on different projects when needed.

Lucas is extremely well-liked by his co-workers and by all our clients. He works well with others, and he is always eager to share his ideas. Lucas is a great team member, and he is a real asset to our team. We're lucky to have him.

C Read the recommendation again. How does Eric organize his recommendation? Complete the chart.

Paragraph 1 *How does he know this person?*	Eric knows Lucas from TSW Media. They work together a lot and they are involved in the same projects.
Paragraph 2 *What skills does this person have?*	talented illustrator creative, graphics make ads successful, good at working with different technologies, hand drawings are beautiful, uses computer programs to make amazing artwork, works quickly and carefully
Paragraph 3 *How does this person get along with others?*	well-liked works well with others, great team member, real asset to the team

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LESSON 5 WRITE A RECOMMENDATION

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud.
- Ask, *What did Eric just do?* (wrote a recommendation for his co-worker Lucas) *Do you think the recommendation was positive or negative? Why?* (positive because he says Lucas is great)

1 BEFORE YOU WRITE

A
- Complete 1A as a class. Ask Ss, *What kinds of topics are included in a recommendation?* Start off the conversation by writing on the board, *the person's qualifications*. Read the phrase aloud. Say, *Information about the person's qualification might be included, like if the person has special skills or speaks different languages.*
- Ask, *What other topics might be included?* Encourage Ss to call out ideas and write them down on the board. For example, *the person's social attitude, the person's abilities and knowledge level, how the author knows the person, how long the author has known the person,* etc.

CULTURE NOTE A recommendation letter is a document in which the writer makes a judgment about the characteristics and capabilities of the person being recommended. In the United States, this type of letter is commonly requested when someone applies for a job or for admission to a school or university. It can be written by a personal friend (called a *personal reference*) or a professional contact (called a *professional reference*).

B
- Give Ss time to read Eric's recommendation silently. If **higher-level Ss** finish early, ask them to circle the adjectives or adverbs in the text and underline words that are unfamiliar to them.
- Then have Ss take turns reading Eric's recommendation aloud in pairs. Tell them to swap roles every paragraph. Encourage them to discuss the meaning of any new or confusing words and consult the dictionary if necessary.
- Bring the class back together. Ask Ss, *How does Eric feel about Lucas?* Elicit ideas from the Ss and write them on the board.

C
- Say, *Eric's recommendation has three paragraphs. Each paragraph answers a different question.* Read the questions in the left column of the chart aloud. Ask Ss, *What does it mean to* get along with *others?* (to be and remain friendly with other people)
- After each question, ask a volunteer to read the example answer in the right column of the chart aloud.
- Tell Ss to complete the chart in pairs. Ask them to add 1–2 more ideas in the right column.
- As Ss work, copy the chart on the board. To review, ask volunteers to come up to the board and write their ideas in the chart. Review the answers as a class.

2 FOCUS ON WRITING

A
- Read the Writing Skill aloud.
- Check for understanding by asking comprehension question, such as
  1. *When do we need to write complete sentences?* (formal writing)
  2. *What do complete sentences need to have?* (a subject and a verb)
  3. *How can complete sentences be separated?* (by using a period)
  4. *How can they be connected?* (by using a conjunction)
  5. *What are some examples of conjunctions?* (and, but, or, so)

EXTENSION Write the following examples on the board. Point to each, and ask Ss, *Is this a complete sentence? Why or why not?*

1. *I well.* (no because it has no verb)
2. *I swim well.* (yes because it has a subject and a verb)
3. *I swim well I run fast.* (no because it needs to be separated or connected in some way)

B
- Have Ss read through the incorrect sentences.
- Ask Ss to look back at Eric's recommendation and underline the correct versions.

C
- In pairs, have Ss compare the correct and incorrect versions of the sentences. Have them say what the mistakes are and exactly how Eric fixed them.
- Write the three incorrect sentences on the board. To review, ask volunteers to come up to the board and fix the sentences. Ask them to first point out the mistakes and then explain to the class how to correct them.

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3 PLAN YOUR WRITING

A
- Say, *I want to write a recommendation for my friend Monica.* Model the activity by completing the chart on the board with your own information. Talk aloud as you fill in the answers. For example, *I know Monica from work. She speaks three languages and is an excellent communicator. As a team member, she made sure everyone's ideas were heard.*
- Say, *Now, you think of a classmate or co-worker you want to write a recommendation for.* Tell Ss to write down the name of that person in their books.
- Have them individually complete the chart. Remind them to only write key words and ideas for now. They will write complete sentences later.

B
- Ask Ss to take turns talking about their ideas in pairs.
- Encourage Ss to give each other feedback on idea development.

TEACHING TIP If appropriate, allow Ss to use their phones to show pictures of their classmates or co-workers as they describe them. Using visual images to review and expand target vocabulary deepens Ss' understanding of the words.

EXTENSION Have Ss share in pairs what they think makes a good classmate or co-worker. Remind them to use adjectives and adverbs to describe how the person would do things. For example, S1: *I think good co-workers are honest and willing to help.* S2: *I think good classmates don't make other students feel bad if they make a mistake.* **Lower-level Ss** can write down their sentences before sharing in pairs.

4 WRITE

- Tell Ss to work individually to write a recommendation. Remind them to include the information from 3A and use 1B as a model. Encourage them to also include adjectives and adverbs to describe the person's personality.
- Walk around the classroom, providing help with spelling and punctuation as necessary. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Tell Ss to review their partner's writing by responding to the three questions. Read the questions aloud for the class. Make sure Ss understand the instructions before moving on.
- Ask Ss to exchange writings and read the text. Tell them not to make actual corrections on their partner's paper.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if there was information that was unclear.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to consider their partners' feedback and make any necessary corrections.
- Have Ss read their writing again and check that each sentence begins with a capital letter, has a subject and verb, and is separated or connected in some way. Allow them to use a dictionary to look up any words with difficult spellings. Encourage them to consult a dictionary if necessary.
- If several edits were made, suggest that Ss rewrite a clean version of their text.

TEACHING TIP If Ss want to use their phones or tablets to consult an online dictionary, be sure to approve the website or mobile app first and explain to them the difference between a translation app and a dictionary.

EXIT TICKET Say, *I need advice about cooking.* Write on the board, *Who do you recommend I talk to, and why?* Have Ss write their names on a blank card or piece of paper and answer the question on the board in 2–3 complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Look at three incorrect sentences from Eric's first draft of his recommendation. Underline the correct versions in the model.

1. Lucas and I currently work together at TSW Media we work together a lot, and we are involved in many of the same projects.
2. A talented illustrator.
3. His hand drawings are beautiful, he also creates amazing artwork using computer programs, such as Illustrator.

WRITING SKILL Write complete sentences in formal writing

In formal writing, we need to write complete sentences.

- Complete sentences need to have a subject and a verb.
- Complete sentences need to be separated or connected in some way.
  - Use a period, not a comma, to separate complete sentences.
  - Use a conjunction, such as *and*, *but*, *or*, or *so*, to connect complete sentences.

C Look at the sentences in 2B again. What were the mistakes? How did he fix them?

1. The example is a run-on sentence. Eric fixed this by adding a period to separate the two sentences.
2. The example is a sentence fragment. Eric fixed this by adding the subject and verb "Lucas is."
3. The example is a run-on sentence. Eric fixed this by adding the word "but" to connect the two sentences.

3 PLAN YOUR WRITING

A You need to write a recommendation for a classmate or co-worker. Think of someone to write about. Complete the chart.

Paragraph 1 *How do you know this person?*	
Paragraph 2 *What skills does this person have?*	
Paragraph 3 *How does this person get along with others?*	

B PAIRS Talk to your partner about your ideas for your recommendation.

I am writing about... We met at...

4 WRITE

Write a recommendation using your ideas from 3A. Remember to use complete sentences. Use the recommendation in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange recommendations and read your partner's.

1. Did your partner explain how they know the person?
2. Did your partner describe the person's skills and personality?
3. Did your partner use complete sentences?

B PAIRS Can your partner improve his or her recommendation? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your recommendation again. Can you improve your writing?

☐ I CAN WRITE A RECOMMENDATION.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 02-21 Listen or watch. What kind of product does Fatma describe? *Possible answers:* running shoes

B 02-21 Listen or watch again. Answer the questions.

1. What's the name of the product? the Glider
2. What three reasons does Fatma give? They have a fun design., They are great for running., They are really comfortable.
3. What's one detail for each of the three reasons?
   Possible answers: Fun design: They look like something from the future.; Great for running: They are so light, and you can move quickly and easily in them.; Really comfortable: You feel like you're walking on clouds.

C Make your own video.

Step 1 Think of a product that you own and that you like.

Step 2 Make a 30-second video. Describe the product and say the reasons why you like it. Give details about the product.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

DESCRIBE WHAT YOU SEE

Learn new vocabulary by describing people and things around you. What words do you know? Look up words you don't know. Write sentences to help you learn the new words.

Review the descriptive words in the vocabulary. Try to use these words to describe people and things around you. For example, use sensory verbs (*look*, *feel*, *smell*, *taste*, *sound*). Write five descriptive sentences for practice. Review the sentences twice a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Describe two similar things
- ☐ Describe personal traits
- ☐ Talk about how people do things

Grammar
- ☐ Sensory verbs + *like*
- ☐ *Be* + adjective + infinitive
- ☐ Adverbs of degree and manner

Vocabulary
- ☐ Sensory verbs
- ☐ Attitudes
- ☐ Adverbs of manner

Reading
- ☐ Find the main idea

Writing
- ☐ Write complete sentences in formal writing

Pronunciation
- ☐ The letter *s*
- ☐ Syllables and stress

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the video still on the right. Ask, *What do you see?* (someone running outside)
- Tell Ss to listen to or watch Fatma talk about one of her favorite products. Remind them to only listen for the main idea, not the details. Then ask, *What kind of product does Fatma describe?* Review the answer as a class.

OPTION Where appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the word *shoes* and ask Ss, *What do you think Fatma is going to tell you about her shoes?* Pause after the word *design* and ask Ss, *What else do you think she's going to describe?* etc.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the video and guess the answers based on what they remember.
- Have Ss listen or watch and answer the questions individually. If appropriate, let them listen or watch again.
- Have Ss discuss in pairs if their predictions were correct.

EXTENSION Have Ss listen or watch again and take notes on the adjectives and adverbs used to describe the product. (really fun, great, so light, quickly, easily, really comfortable, very soft) Have them get in pairs and compare their lists with a partner. Then ask Ss to retell the information in the video. Ask them to include as many of the adjectives and adverbs in their summary as possible but tell them they can't look at the list as they summarize. As Student A retells the information, Student B listens and puts a check next to each word used. Then have Ss swap roles. Encourage Ss to repeat several times to develop fluency.

C
- Ask Ss, *How was this video recorded?* (Fatma spoke in the background while showing many shots of the running shoes.) Explain to Ss that they will create a similar project.
- Read the three steps aloud for the class. Tell Ss they can talk about any product that they like in their project. Have them write down their own names and the name of their favorite product. Tell Ss to list adjectives and adverbs to describe the product as well as the reasons why they like it. Invite them to share in pairs.
- Write the following checklist on the board and review it with the class:
  - ☐ *Show 3–4 shots of the product.*
  - ☐ *Say the name of the product.*
  - ☐ *Speak loudly and clearly.*
  - ☐ *Give three reasons why the product is your favorite.*
  - ☐ *Include at least one detail for each reason.*
- For homework, tell Ss to create the video. Tell them the video should be 30 seconds.
- Back in class, have Ss present their videos.
- Leave 2–3 minutes for questions and feedback after each presentation. Remind Ss to give constructive feedback based on the checklist.

2 LEARNING STRATEGY

- Read the Learning Strategy box aloud. Ask Ss to stand up and walk around the room. Have them describe the people and things around them to a partner. Remind them to use sensory verbs in their descriptions.
- Ask Ss to write 3–5 descriptive sentences to practice and share them in pairs.
- Encourage Ss to keep a vocabulary journal where they record the definition of new words together with example sentences. Remind Ss to review these sentences twice a week to study.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 2 Board Game. You'll find instructions for the game in the same folder.

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3 HOW WAS YOUR WEEKEND?

PREVIEW THE UNIT

LESSON 1	**Express how you feel**	
	Vocabulary	Participial adjectives
	Grammar	Participial adjectives
	Pronunciation	The *-ed* ending in adjectives
LESSON 2	**Talk about past activities**	
	Grammar	Present perfect for past experiences
	Vocabulary	Past participles
	Pronunciation	Stressed words
	Conversation skill	Change the topic
LESSON 3	**Describe your emotions**	
	Vocabulary	Adjectives to describe your feelings
	Grammar	Ability / inability in the past
	Listening skill	Listen for descriptions
LESSON 4	**Read about an extreme sport**	
	Reading skill	Notice text structure: Interviews
LESSON 5	**Write a description of a trip**	
	Writing skill	Use descriptive adjectives
PUT IT TOGETHER		
	Media project	Photos: A weekend review
	Learning strategy	Flashcards for pronunciation

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Then say, *In this unit, you will learn how to describe your weekend in English.* Ask, *What does the word* weekend *refer to?* (the days of the week Saturday and Sunday)
- Tell Ss to read the learning goals individually. Answer any questions Ss have about them.

B
- Direct Ss' attention to the picture. Ask, *What do you see*? In pairs, have Ss talk about what they see.
- Lead a class discussion. Ask, *Where are these people?* (in a park) *What are they doing?* (running, riding a bike, walking)

C
- Focus on the social media message. Ask, *What do you know about Alba?* Have them read what she says in *Meet the People of TSW Media* on page 4 or play the video of Alba. Then read the message aloud. Ask, *What is a* weekend away*?* (a weekend when she is not at home or in a usual or expected place)
- Discuss the meaning of *"I hope I can fit everything in."* (Alba hopes she has enough time to do all the activities she wants to do.) Ask, *Can you fit everything in your weekend, or does it sometimes feel too short?*

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3 HOW WAS YOUR WEEKEND?

LEARNING GOALS

In this unit, you

- express how you feel
- talk about past activities
- describe your emotions
- read about extreme sports
- write a description of a trip



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a park. What do you see?

C Now read Alba's message. What do you think she means by "I hope I can fit everything in!"?



ALBA PARDO

@AlbaP

Making plans for my weekend away. I hope I can fit everything in!

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LESSON 1 EXPRESS HOW YOU FEEL



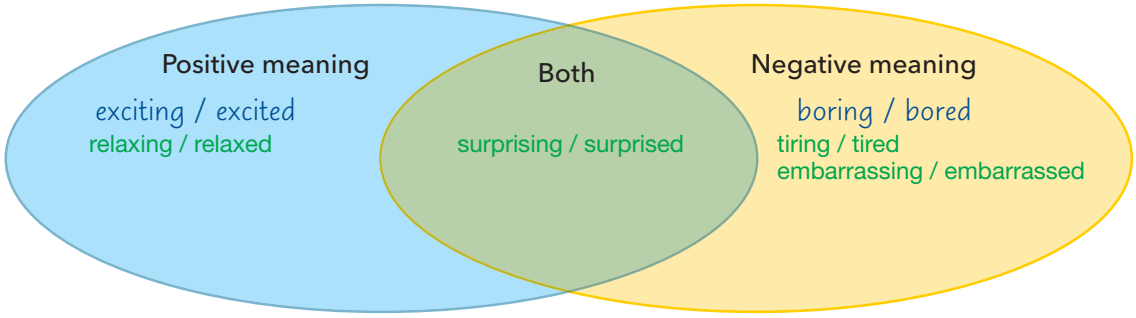
ALBA PARDO
@AlbaP
I never know how much to share when people ask me about my weekend. Is there a rule?

1 VOCABULARY Participial adjectives

A 03-01 Listen. Then listen and repeat.



B Put the adjectives from 1A in the correct category.



C PAIRS Compare your answers in 1B. Did you put the adjectives in the same categories?

2 GRAMMAR Participial adjectives

COACH

The *-ing* and *-ed* forms of verbs can sometimes be used as adjectives.

The weekend was really **exciting**.	We were really **excited**.
The city has **interesting** neighborhoods.	I'm **interested** in learning about them.

Notes
- Use the *-ing* form to show that someone or something caused a feeling.
- Use the *-ed* form to show how someone feels.

>> FOR PRACTICE, GO TO PAGE 131

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LESSON 1 EXPRESS HOW YOU FEEL

- Read the title of the lesson. Share how you feel with the class. For example, *I feel so good today!* Ask Ss, *How do you feel?* Respond to each S: *I'm glad to hear it! / Great! / Good, I'm glad you're here. / I'm sorry to hear that.*
- Read the social media message aloud. Ask, *How does Alba feel?* (confused) *Why does she feel that way?* (She doesn't know how much information to share about her weekend activities.) *Do you think there is a rule about how much information to share about your weekend? What is it?* Have Ss discuss in pairs.

EXTENSION Have Ss share perspectives about how much and what kind of personal information is appropriate to share in different situations: with friends, family, co-workers, a boss, or a stranger. If possible, arrange mixed-level groups with Ss from different cultural backgrounds. Invite volunteers to share their opinions with the class.

TEACHING TIP Explain to Ss that they should not only share their own ideas, but also ask for their classmates' opinions. Remind them that it's important to listen to other perspectives and be respectful, especially when discussing cultural differences.

1 VOCABULARY

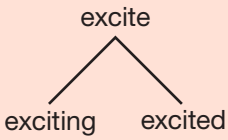
A
- Read the vocabulary title aloud. Ask Ss, *What is an adjective?* (a word that describes a noun or pronoun) Say, *Look at the adjectives above each picture. How is the form of these words similar?* (They all end in either *-ed* or *-ing*.)
- Point out that there are example sentences using the adjectives below the pictures, but they will not hear them. Remind Ss to listen first, and then listen again and repeat. Play the audio.

B
- Review the meaning of each word by asking Ss questions about its corresponding picture.
- Then have Ss complete the activity individually.

C
- Have Ss compare answers in pairs. Remind them to give reasons to support their answers.
- Draw the graphic on the board. Invite volunteers to come up to the front and put the adjectives into the correct categories. Encourage Ss to explain their answers by using real-life examples.

2 GRAMMAR

- Have Ss look at the grammar chart. Say, *Participial adjectives are forms of verbs.* Read the first row of examples aloud. Say, *The participial adjectives* exciting *and* excited *come from the verb* excite, *so they have a similar meaning.* Write the following on the board:



- Point to the word *excite*, and remind Ss that this form of the verb is called the base form.
- Ask Ss, *What do you notice about the spelling of the verb* excite *when we add* -ing *or* -ed *to the end of it?* (The letter *e* is dropped.) Say, *That's right! We usually drop the letter* e *at the end of verbs when adding* -ing *and* -ed.
- Then write on the board, *be/being* and *see/seeing*. Say, *There are two situations when we don't drop the letter* e. Point to *be/being*. Say, *Do not drop the* e *when adding -ing to the* be *verb.* Point to *see/seeing*. Say, *Do not drop the last* e *when the verb ends in a double* e.
- Read the next row of examples. Ask, *What base verb do the participial adjectives* interesting *and* interested *come from?* (interest) Write them on the board as you did with the previous example.
- Ask Ss, *What do you notice about the spelling of the verb* interest *when we add* -ing *or* -ed *to the end of it?* (The spelling stays the same.) Say, *That's right! Here we don't change the spelling of the verb.*
- Read the Notes aloud. Bring Ss' attention back to the first two pictures in 1A. Write on the board, *The soccer game is exciting, and it causes the people to feel excited.* Underline the participial adjectives, and say the example aloud.
- For common participial adjectives, have Ss look at the chart on page 164.

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3 PRONUNCIATION

A
- Read the Pronunciation box aloud. As you read, be sure you are pronouncing the letters inside the bars (/t/, /d/, /ɪd/, /s/, /k/, /z/, /r/) as sounds and not as their letter names.
- Remind Ss that voiceless sounds like /s/ and /k/ do not make the vocal chords vibrate, but voiced sounds like /z/ and /r/ do. Encourage Ss to place two fingers on their throat and loudly make the /z/ and /r/ sound. Ask them, *Do you feel the vibration?* Tell Ss that all vowel sounds are considered to be voiced.
- Bring Ss' attention to 3A. Say, *Listen to how the three pronunciations of* -ed *endings sound in the following words.* Remind Ss to listen first, and then listen again and repeat. Play the audio.

B
- Play the audio, and pause after each line. Ask Ss to repeat the sentence aloud and write each adjective in the correct column in 3A.
- Continue the audio as Ss check their answers.

⊕ **EXTENSION** In pairs, ask Ss to find additional adjectives ending in *-ed* on pages 30 and 131. Draw the chart on the board and have volunteers add to it.

C
- Arrange Ss in same-level pairs. Assign roles. Say, *Student A, you start by saying an adjective from 3A or 3B. Student B, you describe something that makes you feel that way.* Read the example aloud.
- Monitor and assist with correct pronunciation.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Sarah and Alba) *How do they feel?* (happy) *What is their relationship?* (co-workers, friends) *What are they doing?* (having coffee, talking)
- Give Ss time to preview the exercise items. Ask, *What do you think they're talking about?* (Sarah's weekend)
- Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?* Go over the answers.
- Play the audio or video again. This time, tell Ss to listen for any open-ended follow-up questions Alba asks Sarah. Encourage Ss to take notes. Elicit answers and write them on the board. (*Oh, yeah? Why? What did you do (after)? Where did you go? Why were you embarrassed? What'd you do on Sunday?*) Leave the answers on the board for reference for 4D.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review answers as a class.

🌐 **CULTURE NOTE** Brunch is a meal that became popular in the United States in the 1930s. It's a combination of breakfast and lunch, usually eaten during the late morning to early afternoon.

C
- Play the audio and have Ss repeat.
- Put Ss in pairs to practice the conversation.

D
- Have Ss make new conversations about their weekends using the words from 1A to describe how they felt. Encourage them to ask open-ended follow-up questions, referencing the answers on the board from 4A.

⊕ **EXTENSION** Show pictures of people doing different activities based on the target vocabulary and ask questions:
1. *What do you think of this picture?*
2. *How does this picture make you feel?*
3. *How does the person feel?*

5 TRY IT YOURSELF

A
- Model note-taking as you share a memory, such as the first time you learned how to drive. Write *drive a car* on the board. As you tell the story, write down all the *-ed* and *-ing* adjectives you use.
- Ask Ss, *What is a memory you have of the first time you did something?* Tell them to write down the event and 4–5 adjectives to describe how they felt about it. Monitor and assist with vocabulary as necessary.

B
- In pairs, have Ss take turns sharing their memories. Encourage them to ask open-ended follow-up questions to get more information.
- Invite Ss to report back about their partner's story.

👓 **LOOK FOR** While Ss are completing the Try It Yourself activity, make sure they are:
- ✓ using participial adjectives as target vocabulary
- ✓ using the correct form of participial adjectives
- ✓ pronouncing the *-ed* ending in adjectives

🎟 **EXIT TICKET** Write on the board, *How are you feeling? Why?* Give Ss a few minutes to review the target vocabulary in the lesson and prepare an answer. As Ss leave, ask them the questions on the board. Take notes on any common errors to identify areas for review in later lessons.

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3 PRONUNCIATION

A ▶03-03 Listen. Notice the pronunciation of *-ed*. Then listen and repeat.

/t/	/d/	/ɪd/
embarrassed relaxed	bored tired ashamed	delighted excited

The *-ed* ending in adjectives

The *-ed* ending in adjectives has three pronunciations. We pronounce *-ed* as an extra syllable /ɪd/ after the sound /t/ or /d/: *delighted*. After other sounds, the *e* in *-ed* is silent. We pronounce *-ed* as /t/ after voiceless sounds like /s/ and /k/: *embarrassed*. We pronounce *-ed* as /d/ after voiced sounds like /z/ and /r/: *bored*.

B ▶03-04 Listen. Write each adjective in the correct column in 3A. Then listen and check your answers.

1. I'm tired. 2. He felt ashamed. 3. We were relaxed. 4. They're excited.

C PAIRS Student A, say one of the adjectives in 3A or 3B. Student B, say something that makes you feel that way. A: relaxed B: I feel relaxed at the beach.

4 CONVERSATION



A ▶03-05 Listen or watch. Circle the correct answers.

1. Sarah thought the city had a lot of ___ neighborhoods.
   a. exciting b. crowded (c.) interesting
2. Sarah was embarrassed at the restaurant because ___ .
   a. she forgot her wallet
   (b.) she didn't know how to use chopsticks
   c. she wasn't hungry
3. On Sunday, Sarah ___ .
   a. went for a swim (b.) went to a museum c. went to dinner

B ▶03-06 Listen or watch. Complete the conversation.

Alba: How was your weekend?

Sarah: It was ___exciting___ . On Saturday, I went sightseeing and then I went souvenir shopping.

Alba: Oh, fun!

Sarah: And on Sunday, I had brunch with some friends. I'm ___tired___ today.

Alba: I'll bet. Try to do something ___relaxing___ tonight.

C ▶03-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words from 1A to talk about how you felt.

I went hiking this weekend. It was really tiring.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about the first time you did something. How did you feel?

B PAIRS Discuss your notes from 5A. Ask questions to get more information.

A: Last month, I took my first yoga class.
B: How did you like it?
A: I loved it. It was really relaxing.

☐ I CAN EXPRESS HOW I FEEL.

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LESSON 2 TALK ABOUT PAST ACTIVITIES



ALBA PARDO
@AlbaP
I really love this city! There's so much to see and do.

1 VOCABULARY Past participles

A 03-08 Listen. Then listen and repeat.

Regular verbs have the **same** form for the simple past and the past participle.

Base form of verb	Simple past	Past participle
work	worked	worked
study	studied	studied

Some irregular verbs also have the **same** form for the simple past and the past participle.

Base form of verb	Simple past	Past participle
have	had	had
make	made	made

Some irregular verbs have **different** forms for the simple past and past participle.

Base form of verb	Simple past	Past participle
be	was / were	been
do	did	done
go	went	gone
see	saw	seen

B PAIRS Student A, say the base form of a verb from 1A. Student B, say the past participle.

2 GRAMMAR Present perfect for past experiences

COACH

Use the present perfect to show that something has or hasn't happened at an indefinite time in the past. The present perfect is formed with *have* or *has* + past participle.

Questions			Statements			
Have / Has	Subject	Past participle	Subject	***Have / Has***	***Not***	Past participle
Have	you	**been** to the theater?	I	**have**		**been** to the theater.
Has	she	**seen** the play?	She	**has**		**seen** the play.
Have	they	**taken** a bus tour?	They	**have**	**not**	**taken** a bus tour.

Notes

- The adverbs *yet* and *already* are often used with the present perfect. Use *yet* in questions and negative statements. Use *already* in affirmative statements.
  *Have you seen the play **yet**? I haven't seen the play **yet**.*
  *She has **already** seen the play.* or *She has seen the play **already**.*
- It is possible to have more than one verb after *have* or *has*. It is not necessary to repeat *have* or *has*.
  *I **have traveled** to Paris and **have seen** the Eiffel Tower.*
  More common: *I **have traveled** to Paris and **seen** the Eiffel Tower.*
- Use the simple past when the specific time of the event is mentioned. *I **took** a tour **last week**.*

Use contractions, such as *haven't* or *hasn't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 132

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LESSON 2 TALK ABOUT PAST ACTIVITIES

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to express feelings) *What will we learn in this lesson?* (to talk about past activities)
- Have a volunteer read the social media message aloud. Ask Ss, *Where is Alba?* (in a city) Ask, *Why does she love the city?* (There's so much to see and do.) *How do you think she is feeing?* (excited)

1 VOCABULARY

A
- Read the Vocabulary title, *Past participles*. Say, *For regular verbs, both the simple past and the past participle end in* -ed. *For irregular verbs, the form may be the same or different.*
- Tell Ss to listen to the pronunciation of the different verb forms in the chart. Explain that they will hear the groups of words row by row. Suggest they follow along in their books as they listen.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

B
- In pairs, have Ss take turns testing each other's knowledge of the words in 1A. Student A chooses a base form of a verb from 1A, and Student B responds with that verb's past participle.
- Challenge **higher-level Ss** to complete the activity without looking at the book.

2 GRAMMAR

- To introduce the grammar, read the title aloud, and say, *I have seen the movie* Titanic *eight times. Have you seen the movie yet?* To activate Ss' prior knowledge, ask them what they know about the present perfect.
- Have Ss look at the grammar chart and follow along as you read the description aloud. Say, *We can use the present perfect to talk about past activities and experiences.*
- Write the first row of examples on the board. Include *not* in the statement. Read them aloud. Remind Ss that the subject comes after the auxiliary verb in a question, rather than before it as is the case in a statement. Ask, *What's the auxiliary verb in these examples?* (have) Say, *We use* have *or* has *plus the past participle to form the present perfect.*
- Point out the placement of the word *not* in the statement. Remind Ss they can make a contraction by combining the *have* auxiliary with the word *not*. Write on the board, *have not = haven't* and *has not = hasn't*. Ask, *When is it appropriate in English to use contractions?* (in speaking and informal writing)
- Underline the word *been* in the question and answer. Ask, *What is this kind of word called?* (past participle) Tell Ss, *For regular verbs, the past participle is formed by adding an* -ed *ending.* Bring Ss' attention to the examples of past participles in the grammar chart. Ask, *Do these participles have an* -ed *ending?* (no) *Why not?* (They are irregular verbs.) *What two letters do they end with?* (-en) Explain to Ss that there is no fixed rule to make past participles for irregular verbs, but that many end in *-en*.
- Read the other two rows of examples aloud. Ask Ss when to use *has* versus *have*. (singular versus plural subject)
- Tell Ss that it's correct and common to respond with short answers: *Yes, I have.* or *No, I haven't.* Point out you can only use contractions in short answers if the answer is negative.
- Bring Ss' attention to the first Note at the bottom of the chart. Say, *We often use the adverbs* yet *and* already *with the present perfect.* Write the first row of example sentences on the board. Circle the question mark in the question and the word *haven't* in the statement. Underline *yet* in both. Say, *We use the adverb* yet *in questions and negative statements.*
- Write the second row of examples on the board. Say, *We use the adverb* already *in affirmative statements.* Underline the word *already* in both statements. Point out that *already* can be placed between the auxiliary and past participle or at the end of the sentence.
- Read the second Note and the example sentences aloud.
- Read the third Note aloud. Write the example on the board. Next to it, write, *I have already taken a tour.* Read the example in the simple past and present perfect. Ask Ss, *What is the difference in meaning between the two situations?* (The simple past example indicates that the event happened at a specific time in the past, while the present perfect example indicates that the event happened at an indefinite, or non-specific, time in the past.) Provide additional examples if necessary.

OPTION Ask Ss to close their books. Write the first row of examples on the board. Include *not* in the statement. First, ask Ss to identify the subject, auxiliary verb, and past participle in each sentence. Have volunteers come up to the board and circle the subject and underline the whole verb. Ask them to write *AV* above the *have* auxiliary verb and *PP* above the past participle. Based on this analysis, have Ss deduct the rules for forming the present perfect.

- To review common irregular verbs, have Ss look at the chart on page 164.

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3 PRONUNCIATION

A
- Read the Pronunciation box aloud. Remind Ss that a stressed word is higher, louder, and longer than other words. Ask, *What words do we stress in a sentence?* (important words that communicate meaning) *What kinds of words usually communicate meaning?* (nouns, main verbs, adjectives, adverbs)
- Read the directions aloud. Play the audio.

B
- In pairs, have Ss predict which words will be stressed.
- Read the directions aloud. Play the audio.
- As Ss listen, write the conversations on the board. When they finish, ask, *Were your predictions correct?*
- To review, invite volunteers to underline the important words and explain their answers.

C
- In pairs, have Ss practice the conversations in 3A and 3B. Walk around and listen for correct word stress.
- Have Ss swap roles and practice again.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *What do you think Sarah and Alba are talking about this time?*
- Give Ss time to preview the exercise items. Then play the audio or video. Have them complete the exercise individually. Ask, *Were your predictions correct?*
- Go over the answers as a class.
- Focus on the Conversation Skill. Write the expressions in a list on the board. Model the correct word stress and intonation. Have Ss repeat. Separate *Incidentally* into syllables (*in·ci·den·tal·ly*) and draw a dot over the vowel in the third syllable. Pronounce it several times and have Ss repeat.
- Replay the conversation in 4A. Have Ss listen for and underline any expressions to change the topic. (Oh, that reminds me... Oh, before I forget...)

EXTENSION In pairs, have Ss talk about Sarah and Alba's weekends. First, ask Ss to recall details about the women's weekend activities. Then ask Ss to share which weekend they prefer and why.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation. Review answers as a class.
- Have Ss identify the simple past and present perfect verbs. (simple past: did, went, was; present perfect: have been, haven't)

C
- Play the audio again and have Ss repeat.
- In pairs, have Ss practice the conversation.

D
- Arrange Ss in same-level pairs. Have them make new conversations by substituting the highlighted words into the conversation in 4B. Encourage Ss to make the conversation true for them by also including activities they did last weekend.

5 TRY IT YOURSELF

A
- Model the activity. Say, *I've seen the most amazing places in the United States when camping at national parks. I'm eager to visit Yellowstone, because I haven't gone yet, but I'm proud to say that I've already visited over fifty national parks.* As you speak, write key words on the board, such as *United States, national parks, Yellowstone,* and *amazing*. Ask Ss, *Have you gone to a national park in your country?*
- Give Ss time to take notes about things they've done or places they've been in their country.

OPTION If possible, project images of your travels as you describe them.

TEACHING TIP Ask Ss to write down key words, not complete sentences, when taking notes and to use abbreviations and symbols. Remind them that it's important to take clear and organized notes that are easy for them to read later on.

B
- Have Ss share their past activities in pairs. Model the example conversation with a **higher-level S**.
- Encourage Ss to ask follow-up questions to get more information and develop fluency.

LOOK FOR While Ss are completing the Try It Yourself activity, make sure they are:
- ✓ using past participles to describe past activities
- ✓ using *have* or *has* + past participle to form the present perfect
- ✓ using the simple past for specific times and the present perfect for indefinite times
- ✓ using the adverb *yet* in questions and negative statements
- ✓ using the adverb *already* in affirmative statements
- ✓ stressing the most important words in a sentence
- ✓ using appropriate expressions to change the topic in a conversation

EXIT TICKET Write on the board, *Have you done anything interesting lately?* Give Ss one minute to write down ideas in their notebooks. As Ss leave class, ask them the question. Take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

A 03-10 Listen. Notice the stressed words. Then listen and repeat.

What did you do on the weekend? I went for a walk in the park.

Have you been to the Botanical Gardens? No, I haven't.

Have you gone to the theater in New York? Yes, I have. It's amazing!

Stressed words

We stress the important words in a sentence. We usually stress words that communicate meaning, like nouns, main verbs, and adjectives. Stressed words are strong and clear.

B 03-11 Listen. Underline the stressed words. Then listen and repeat.

1. A: Have you been to the zoo in Beijing?
   B: No, but I've heard it's great.
2. A: Have you gone to a concert in London?
   B: Yes, I have. I loved it!

C PAIRS Practice the conversations in 3A and 3B.



4 CONVERSATION

A 03-12 Listen or watch. Complete the sentences.

1. Alba had a nice weekend.
2. On the weekend, Alba saw a play.
3. Alba always goes to the theater when she is in New York.
4. Sarah compares her trip to New York to a vacation.

B 03-13 Listen or watch. Complete the conversation.

Sarah: What did you do this weekend?

Alba: I went for a walk in the park. It was nice to do something outdoors.

Sarah: Oh, that reminds me. Have you been to the Botanical Gardens?

Alba: No, I haven't. I was planning to go, but I've been so busy this week.

Sarah: Well, maybe next time. So, what else did you do?

Alba: I went to the theater. Have you been ?

Sarah: No, I haven't but I'd like to go.

CONVERSATION SKILL
Change the topic

To change the topic in a conversation, say: *That reminds me…, Oh, did you hear…?, Incidentally…, Oh, before I forget…,* or *I don't mean to change the subject, but…*

A: Before I forget–I heard that you got a new job. Congratulations!

B: Thanks. I'm really busy, but I love it.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

C 03-14 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

zoo

aquarium

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about things you've done or places you've been to in your country. Take notes.

B PAIRS Talk about the things or places from 5A. Ask questions to get more information.

A: Have you done anything interesting lately?
B: Yes, I have. I've been to the museum.

I CAN TALK ABOUT PAST ACTIVITIES.

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LESSON 3 DESCRIBE YOUR EMOTIONS



ALBA PARDO
@AlbaP

Listen to this podcast. What a mystery! Some things just can't be explained…

1 VOCABULARY Adjectives to describe feelings

A 03-15 Listen. Then listen and repeat.


calm


happy


angry


upset


curious


lonely


disappointed


nervous

B 03-16 Listen to the scenarios. Write a word from 1A to explain how they feel. More than one answer may be possible. *Possible answers:*

1. lonely, nervous, upset
2. angry, upset, disappointed
3. happy
4. curious, nervous

C PAIRS Student A, make up your own scenarios like the ones in 1B. Student B, say how you feel.

A: You just spent the day on the beach with your family. How do you feel?
B: I feel happy.

2 GRAMMAR Ability / Inability in the past

COACH

Could and *be able to* are often used to express ability in the past. *Couldn't* and *not able to* are often used to express inability in the past.

Subject	*Could*	*Not*	Base form of verb	Subject	*Was / Were*	*Not*	*Able to*	Base form of verb
I			**read** the map.	I				**read** the map.
He	**could**		**sleep** that night.	He	was		**able to**	**sleep** that night.
We		**not**	**find** the trail.	We	were	**not**		**find** the trail.

Notes

- Use *be able to*, **not** *could*, to talk about one specific event in the past.
  *They **were finally able to find** a restaurant.*
  *I **was able to finish** my project last night.*
- It is possible to use the negative form *couldn't* for one specific event in the past. *Couldn't* and *wasn't / weren't able to* have the same meaning.
  *I **couldn't find** the restaurant.* *I **wasn't able to find** the restaurant.*
- Use contractions, such as *couldn't* or *wasn't / weren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 133

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LESSON 3 DESCRIBE YOUR EMOTIONS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 2?* (to talk about past activities) *What will we learn in this lesson?* (to describe your emotions)
- Ask, *What are emotions?* (strong feelings)
- Read the social media message aloud. Clarify the meaning of new words, such as *mystery.* (something that is not known) Ask, *What does Alba think is a mystery?* (a story in a podcast she heard)

1 VOCABULARY

A
- Say, *The words in 1A are adjectives to describe feelings, or emotions.*
- On the board, write *Who do you see? Where are they? What are they doing?* Have Ss describe the pictures in pairs, using the questions as a guide. Encourage Ss to guess the meaning of the words they don't know.
- Review the meaning of the words with the class. Check Ss' understanding by asking them to provide examples of when someone might feel this way.
- Tell Ss to listen to the pronunciation of the words, and then listen again and repeat.

B
- Tell Ss, *You will hear four descriptions of situations that cause emotions. For each one, choose a word from 1A that best explains how you feel about that situation.*
- Do number 1 as a class. Play the audio and pause after the first description. Ask, *What emotion does this situation make you feel?* Elicit ideas. Write the emotions on the board. (lonely, happy) Ask, *Why do you feel this way?* (because I have no friends or family; because I have a lot of freedom) Remind Ss to write answers that are true for them.
- Play the rest of the audio. Have Ss write their answers.
- To review, have Ss retell the scenarios and share their answers in small groups.

⊕ **EXTENSION** Ask Ss, *How might factors like culture, age, and religion influence how people express emotion?* Encourage them to draw on their personal experiences to answer the question.

C
- Read the instructions and example aloud. Give Ss time to write their own scenarios.
- In pairs, have Ss take turns saying and responding to the scenarios.

⊕ **EXTENSION** In small groups, have Ss discuss effective ways to decrease negative feelings and increase positive ones. Ask each group to write down and share one specific strategy. For example, *Say aloud one thing you're grateful for every morning.*

⊕ **EXTENSION** Bring in short samples of different types of music. (e.g., jazz, reggae, opera) Ask Ss to close their eyes. Play 15–20 seconds of each genre. After each sample, ask Ss to write down 1–2 emotions that the music makes them feel. Then put Ss in pairs or small groups to share.

2 GRAMMAR

- To introduce the grammar, write on the board, *ability / inability*. Point to *ability*. Say, *My grandpa has an amazing ability with foreign languages. He speaks ten languages!* Ask Ss, *What does* ability *mean?* (the power or skill to do something) Write, *ability = able to do something*. Elicit ideas about different abilities people have. (musical, artistic, athletic, etc.)
- Point to *inability*. Say, *My younger brother is shy. He gets upset by his inability to talk to strangers.* Ask Ss, *What does* inability *mean?* Write, *inability = <u>not</u> able to do something*.
- Bring Ss' attention to the grammar chart. Say, *In this lesson, you'll learn how to talk about ability and inability in the past.* Read the description aloud, and add more information to the board: *ability = able to do something* (*could*, *was/were able to*) and *inability = <u>not</u> able to do something* (*couldn't*, *was/were not able to.*)
- Read the examples aloud. Point out that the verb following *could* and *was/were able to* is in its base form. Clarify the meaning of any new words, such as *trail.* (a path through a forest or field)
- Bring Ss' attention to the Notes. Say, *There are differences between* could *and* be able to. *If you want to talk about one specific event in the past, use the phrase* was/were able to, *not the word* could. Read the example sentences aloud.
- Say, *The negative forms* couldn't *and* wasn't/weren't able to *have the same meaning.* Write, *I <u>couldn't</u> find the restaurant. = I <u>wasn't able to</u> find the restaurant.*
- Circle the contractions in the examples on the board. Write, *could + not = couldn't, was + not = wasn't, and were + not = weren't.*

⊕ **EXTENSION** Ask Ss to list 3–5 things they felt they couldn't or weren't able to do the first month they started learning English. For example, *I couldn't order food at a restaurant. I wasn't able to express how I was feeling.* In pairs, have Ss share their sentences.

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3 LISTENING

A
- Have Ss look at the picture. Ask, *Who are these men?* (two friends, Tony and Jack) *Where are they?* (in the mountains) *What are they doing?* (looking at a map)
- Tell Ss, *You will hear a podcast about a really strange situation that happened to Tony and Jack.* Read the sentence and possible answer choices aloud. Ask Ss, *What does it mean to be scared?* (to be afraid of something) Have Ss guess the answer and discuss their choice with a partner.
- Say, *Listen for the answer in the podcast.* Tell Ss to focus on how the two men are feeling at different points in the story. Play the audio.
- Go over the answer as a class. Ask, *Were your predictions correct?* Then ask Ss how Tony and Jack were feeling at different points in the story. Ask, *How did they feel when they...*
  - *first got to town?* (curious)
  - *got to the center of town?* (upset and nervous)
  - *saw the picture on the wall?* (surprised and scared)
  - *left the restaurant?* (angry)
  - *were on their way home?* (upset)

B
- Focus on the Listening Skill. Read it aloud. Ask Ss, *What are the five things a good description will tell you?* (how something looks, sounds, feels, tastes, or smells) *What do we call these five things?* (the senses)
- Have Ss listen to the podcast again. Say, *This time, listen for words that provide descriptions.* Ask Ss to preview the exercise items before listening. In pairs, have them recall details from the podcast and pencil in the answers.
- Play the audio. Have Ss complete the exercise individually. Ask, *Were your predictions correct?*
- To review, have volunteers read the completed sentences aloud.

C
- Say, *Now listen for more details that describe how the place and the people looked, sounded, and felt.* Let Ss preview the exercise items. In pairs, have them predict/recall the answers.
- Play the audio. If appropriate, play the audio again.
- To review, elicit the answers from Ss. After each question, ask follow-up questions to help Ss recall more details. For example, *Why did Jack and Tony feel curious when they saw the town?* (It looked interesting.) *Why did they stop there?* (They got lost.) Clarify any vocabulary, such as *scar.* (a mark that is left on your skin after a wound heals)

D
- In pairs, have Ss discuss who they think that man in the picture was. Remind them to base their opinion on the descriptions they heard in the story but also to be creative. For example, the man could be a distant relative, a stranger, or actually Tony's ghost.
- Invite volunteers to share their ideas with the class.

5 TRY IT YOURSELF

A
- Write on the board, *What happened?* Read the instructions aloud. Tell a short story to model the activity. Tell Ss, *When I pause, ask me the question on the board.* Say the question aloud and have Ss repeat.
- Say, *The other day, I was so tired that I couldn't get out of bed. I woke up late and rushed to get ready for work.* Take a long pause and point to the question on the board. Wait for Ss to ask you, *What happened?* Then continue telling the story. *I arrived at school on time to teach my first class. I was proud that I had made it on time, but the minute I stepped into the classroom I felt nervous. I heard giggles and whispers. One of my students pointed to my shoes. I looked down and couldn't believe it! My shoes were two different colors!*
- Tell Ss to use the target vocabulary in 1A and reference the grammar chart on page 34 if necessary. Encourage them to use sensory adjectives to give a detailed description about the people and the places. Give Ss plenty of time to develop their stories.

B
- In pairs, have Ss take turns sharing and reacting to each other's stories. Model the example conversation with a **higher-level S**.
- Remind Ss to ask follow-up questions to get more information in addition to, *So, what happened next?*

C
- Ask Ss to stand up and talk to three different classmates. Review the chart with Ss. Remind them to write the key ideas from their partner's story in the chart.
- After about ten minutes, bring the class back together. Invite volunteers to share anything interesting or surprising they learned about their classmates.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using adjectives to describe feelings
- ✓ using *could* and *be able to* to express ability and specific events in the past
- ✓ using *couldn't* and *not able to* to express inability and specific events in the past
- ✓ listening for descriptions

EXIT TICKET Write on the board, *How did you feel in class today?* Ask Ss to think about how they felt at different points throughout the lesson. Encourage them to use the target vocabulary and grammar. As Ss leave class, have them describe their feelings to you. Take notes on areas for review and extra practice in later lessons.

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3 LISTENING



A 03-18 Listen to the podcast. Circle the correct answer.

Tony and Jack were both scared when they ___ .

a. got lost b. arrived in town (c.) saw the photo

B 03-18 Read the Listening Skill. Listen again. Complete the phrases with the descriptions you hear.

1. The town looked like a really interesting place .
2. Tony is a very calm guy.
3. The restaurant was decorated with lots of old photos .
4. Tony sat quietly looking around the room.

C 03-18 Listen again. Circle the correct answers.

1. Jin and Tony felt ___ when they saw the town.
   (a.) curious b. bored c. disappointed
2. Tony was ___ when they got to the town.
   a. angry (b.) upset c. happy
3. The restaurant was ___ .
   (a.) dark b. bright c. loud
4. The man in the photo had the same ___ as Tony.
   a. clothes (b.) scar c. eye color
5. Tony wanted to ___ .
   a. order food (b.) go home c. return to the restaurant
6. Jin wasn't able to sleep that night because he was so ___ .
   a. excited b. upset (c.) frightened

LISTENING SKILL

Listen for descriptions

A good story includes descriptions, so it's important to know how to listen for them. Descriptions tell you how something *looks*, *sounds*, *feels*, *tastes*, or *smells*.

D PAIRS What do you think about the man in the photo? Who do you think he was?

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about something frightening, surprising, or funny that happened to you. (You can also make up a story.) Think about what you could and couldn't do, and how that made you feel. Take notes.

B PAIRS Tell your partner what happened. Ask questions to get more information.

A: Last year, I saw an old friend and I couldn't remember her name! I felt so embarrassed.
B: So, what happened?

C WALK AROUND Share your story with three classmates. Complete the chart. Then report to the class. Whose story was the funniest, most surprising, or most frightening?

Name	What happened? What could / couldn't you do?	How did you feel?

☐ I CAN DESCRIBE MY EMOTIONS.

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LESSON 4 READ ABOUT EXTREME SPORTS



ALBA PARDO
@AlbaP

Want to know what kind of person jumps out of airplanes? You need to read this article.

1 BEFORE YOU READ

A PAIRS Extreme sports are activities that are very dangerous and exciting, like skydiving. Do you or does anyone you know do extreme sports?

My friend likes cave diving. She...

B VOCABULARY ▶03-19 Listen. Then listen and repeat.

a risk-taker: a person who does something that involves danger or chance
flight: the act of flying through the air
an adrenaline rush: a feeling that you have when you are excited, afraid, or in danger
in control: able to make decisions and decide what should happen
out of control: not able to make something happen the way you want
a fear: the feeling of being afraid or very worried
focus: to think about one thing only

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A Read the Reading Skill. Scan the text for the unspoken words. Underline them.

B PREVIEW Look at the title and the photograph. What do you think the interview is about?

C ▶03-20 Listen. Read the interview.

READING SKILL Notice text structure: Interviews

Words that are not actually spoken during an interview are usually styled differently, such as in italics.

Extreme Sports and the Brain



BASE jumping: an extreme sport

Why do some people jump out of airplanes? Or ski off cliffs? Are they bored? Or do they just love danger?

I recently interviewed Marta Hu—a BASE jumper who also happens to be a psychologist who studies the brain—to learn more about these risk-takers.

Dave Chin (***DC***): Hi Marta, it's great to talk with you. Can you tell us what BASE jumping is?

Marta Hu (***MH***): BASE jumping is a sport where people jump off of high places with only a special suit to help them fly. BASE stands for building, antenna, span (or bridge), and Earth. Each of these words represents a high object from which BASE jumpers start their flight.

DC: What can you tell us about people who do extreme sports, such as BASE jumping?

MH: Well, Dave, some people who do extreme sports can find everyday life boring and need to do something unusual to feel an adrenaline rush. When people do extreme sports, their brains create something called dopamine, which makes them feel happy.

DC: So, they need to do something that extreme just to feel some excitement?

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LESSON 4 READ ABOUT EXTREME SPORTS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud. Ask, *How does the idea of jumping out of an airplane make you feel?* Elicit reactions from Ss.

1 BEFORE YOU READ

A
- Read the definition of extreme sports aloud for the class. Take a class vote to find out if most Ss think extreme sports are dangerous or exciting.
- Elicit the names of other extreme sports from the class. Write Ss' ideas on the board. (motocross, surfing, scuba diving, cave diving, climbing)
- Arrange Ss in pairs. Have them share if they do extreme sports or if they know anyone who does. Give Ss about five minutes to share their experiences and knowledge.
- Bring the class back together. Have volunteers share their ideas with the class.

B
- Tell Ss to listen to the vocabulary and then listen again and repeat. Replay the audio if appropriate.
- Review the definitions as a class.
- For more vocabulary practice, have Ss turn to page 155.

⊕ **EXTENSION** Check Ss' understanding of the vocabulary by asking questions. For example,
- *Would you consider yourself a risk-taker? Why or why not?*
- *Have you ever been on a flight? What's the longest flight you've been on?*
- *What is a time when you have felt an adrenaline rush?*
- *Do you like to be in control, or do you prefer to let others take control?*
- *What is a common fear many people have?* (public speaking, crowded spaces)
- *Do you find it difficult to focus on more than one task at a time?*

2 READ

A
- Focus on the Reading Skill. Read the title aloud. Ask Ss, *What text structures, or formats, did we see in the readings in Units 1 and 2?* Give Ss hints if they don't remember. Say, *What kind of format was the text about the importance of friendships at work?* (magazine article) *What kind of format was the text published in a newspaper by the designer Elena Mays?* (letter to the editor)
- Explain to Ss that information in a text is usually structured according to a specific format. Say, *Interviews are another type of format. They organize and present information differently than other formats we've seen.*
- Read the Reading Skill aloud. Ask Ss comprehension questions to check for understanding. For example, *What kinds of words are styled differently in an interview format?* (words that are not spoken during the actual interview) *How are they usually styled?* (in italics) *What is another use of italics in writing?* (to show emphasis in spoken language)
- Direct Ss' attention to the article. Ask them to scan the text for words in italics. Tell them to underline words in italics that represent unspoken information.
- Have Ss complete the task individually and then compare their answers in pairs. Review answers as a class. Point out that unspoken language is often at the beginning of an interview to provide context.

TEACHING TIP Teach Ss the difference between skimming and scanning. Skimming means quickly reading through a text in order to understand the main idea. Scanning means carefully reading through a text to find specific pieces of information.

B
- Read the title of the interview aloud. Ask, *What do you think this interview will be about?* (how extreme sports affect the brain)
- Direct Ss' attention to the picture in the article. Ask Ss to cover the article with their hand or a piece of paper. Read the caption aloud. Ask Ss questions about the photo, such as,
  - *What's the first thing that gets your attention, and why?*
  - *What else do you see? How would you describe what is happening?*
  - *How does the image make you feel? Why?*
  - *What questions do you have as you look at the photo?*
- Have Ss discuss the questions in pairs. Then have them create a definition of BASE jumping based only on the information they see in the picture.

C
- Have Ss listen to and read the article. As they listen, ask them to underline the vocabulary words from 1B. Suggest **lower-level Ss** follow along with a finger.
- Tell Ss to pay attention to the speaker's pronunciation of the words in italics used to show emphasis. Encourage them to also underline any adjectives that are used to express and describe feelings or emotions. (boring, happy, smart, careful, relaxed, peaceful)

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of this interview?* Read the sentence and answer choices aloud. Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect.

OPTION For guided-reading practice, play the audio again. Pause after each time Marta speaks, and ask questions to review main ideas in that section.

B
- Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs.
- Call on Ss to read the completed sentences aloud.

C
- Ask Ss to find the phrases *pushes past her fears* and *100%* in the article. Read the lines aloud.
- Then have Ss complete the exercise individually and compare answers in pairs.

EXTENSION Have Ss write two sentences including the phrases *pushes past (her) fears* and *100%*. Encourage them to make the sentences true for them. Have Ss share their sentences in pairs and give each other feedback on correct word use.

D
- Give students a few moments to take notes on what they believe are the most important points in the interview. If necessary, have a brief discussion about the difference between main ideas and details. You may want to define each and give an example on the board.
- Put students in pairs to retell the most important ideas in the interview, using their notes to help them. Encourage them to give each other feedback on their summaries.

EXTENSION Have Ss reflect on how they felt about BASE jumping before and after they read the article. Ask, *Has your opinion about BASE jumping changed? How? Why?* Write on the board, *Before I felt... / Now I feel...* Have Ss discuss the questions in pairs or small groups.

EXTENSION Lead a class brainstorm about the advantages and disadvantages of being a risk-taker. List Ss' ideas in a pro/con chart on the board.

Have each S choose a side and debate. Remind them to give reasons to support their opinions. After five minutes, have Ss switch roles and debate the opposite side.

TEACHING TIP Explain how a discussion and a debate are different. A discussion is usually an informal conversation where speakers interrupt each other and respond more casually to each other's ideas. A debate is a more formal interaction, where speakers argue for or against an idea or issue. One speaker presents his or her arguments first. Then the other speaker presents the opposing arguments.

4 MAKE IT PERSONAL

A
- Lead a class brainstorm about different extreme sports. If possible, bring in or project images of extreme sports on the board. Show images one at a time. Ask what each sport is and write the name on the board. Some common extreme sports are skateboarding, mountaineering, kitesurfing, white-water rafting, ski jumping, and hang gliding.
- Point to the board and say, *I'd like to try skiing because I love the snow*. Ask, *What about you? Do you want to try one of these extreme sports?* Have Ss discuss in pairs. Remind them to give reasons to support their opinions.
- Invite volunteers to share with the class which extreme sports they'd like to try, and why.

B
- Ask Ss to stand up and talk to three other classmates about extreme sports. If neither S is interested in extreme sports, suggest they talk about competitive sports, such as soccer, basketball, or tennis.
- After 10–15 minutes, invite volunteers to report back about their classmates.

OPTION To review, ask Ss to rate how they feel about extreme sports. Say, *On a scale of 1 to 10, with 1 being the least interested and 10 being the most interested, how interested are you in trying an extreme sport?* Invite volunteers to say a number and one reason that explains their rating.

EXIT TICKET Write on the board, *What are some benefits of extreme sports?* Give Ss one minute to write down ideas in their notebooks. In small groups, have Ss go around the circle and say one benefit of extreme sports. Listen and take notes on areas for review and extra practice in later lessons.

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MH: Well, they know that what they do is dangerous, so they don't take risks. BASE jumpers, for example, learn everything they can about their equipment and the area where they will be jumping. They are actually very smart, careful people who like to be in control.

DC: How could jumping off a cliff give someone control? I would feel totally out of control!

MH: Well, they need to be in control of their equipment, but mainly they are controlling their fear. People have to focus and think very carefully about what they are doing. They describe feeling very relaxed and peaceful.

DC: How does BASE jumping make you feel?

MH: When I jump, I see the world in a way that I can't on the ground. I push past my fear and I focus. The jump only lasts 35 or 40 seconds, but time slows down, so it feels much longer. In that moment, I feel 100% free.

3 CHECK YOUR UNDERSTANDING

A Which answer best describes the main idea of the interview?

People do extreme sports because ___ .

a. they are not afraid of anything
b. they find them relaxing
c. they feel intensely happy as a result

B Read the interview again. Circle the correct answers.

1. BASE jumping is ___ .
   a. jumping out of an airplane
   b. jumping without any equipment
   c. jumping from high objects
2. BASE jumpers are different than Dave expected because they ___ .
   a. are careful and plan their jumps
   b. love danger and like feeling afraid
   c. are bored with their lives
3. When BASE jumpers feel fear, they ___ .
   a. decide not to jump because it is too dangerous
   b. choose an even more dangerous jump
   c. focus and think about what they are doing

C FOCUS ON LANGUAGE Reread lines 27–29 in the interview. Think about the phrases *push past my fear* and *100%*. Circle the correct answers.

1. When Marta *pushes past her fear*, she ___ .
   a. moves to a better place to jump from
   b. feels afraid but jumps anyway
   c. thinks about the last jump she made
2. The expression *100%* means ___ .
   a. a little
   b. totally
   c. always

D PAIRS What is the interview about? Retell the most important ideas in the interview. Use your own words.

Possible answer: The interview is about extreme sports and the reasons why people like to do them. People like to feel the adrenaline rush. They feel happy. They feel in control. They feel very relaxed and peaceful. Marta sees the beauty of the world in a way that she can't on the ground.

Find out about other extreme sports.

4 MAKE IT PERSONAL

A PAIRS Do you want to try an extreme sport, such as rock climbing, skydiving, or BASE jumping? Share your reasons with your partner.

I'd like to try rock climbing because...

B WALK AROUND Continue the conversation with your classmates. Report to the class. How do your classmates feel about extreme sports?

☐ I CAN READ ABOUT EXTREME SPORTS.

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LESSON 5 WRITE A DESCRIPTION OF A TRIP



ALBA PARDO

@AlbaP

While I was away, I took a day trip to the small town of Cold Spring. Check out my post!

1 BEFORE YOU WRITE

A Think about a recent day trip.
Where did you go? What did you see and do?

B Read Alba's blog post. How did she feel about her trip? *Possible answer:* She had a great day and was happy to visit a new place.

Blog | About | Destinations | Contact

Search

A day trip

I just got back from a fun trip to NY. I had a great time and saw a lot of amazing things. I also went on a day trip while I was there. My co-worker, Laura, invited me to visit her hometown, Cold Spring, a small town on the river, north of the city. I haven't been to many places in the U.S., and it sounded nice. So, I decided to go there for the day.

We traveled to Cold Spring by train. The trip took a little over an hour, but the ride was nice and relaxing. The train went along the Hudson River, and the views were lovely. I was excited to explore somewhere new. We walked along the sparkling river and around the town. It was so charming! There were interesting shops and a large farmer's market with fresh fruits and vegetables.

We bought lunch at a local bakery and ate our sandwiches by the river. We watched the small boats go by, and I felt so calm. Then we went shopping, and I bought a beautiful book about flowers. We weren't able to do everything we wanted before we had to leave. But we had a great day, and I was happy to visit a new place.

Comment

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*



C Read the post again. Complete the chart.

Who went on the trip? Alba and her co-worker	Where did they go? Cold Spring - a small town on the river, north of the city
How did they get there? By train	Why did they go? Hasn't been to many places in the U.S., sounded nice, excited to explore somewhere new
What did they do there? Walked along the sparkling river and around the town, visited a farmer's market and bakery, ate lunch by the river, watched the small boats go by, went shopping, bought a beautiful book about flowers	Other details Views were lovely, trip was relaxing, town was small and charming. Alba felt calm.

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LESSON 5 WRITE A DESCRIPTION OF A TRIP

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Where did Alba travel to?* (Cold Spring)

1 BEFORE YOU WRITE

A

- Ask Ss, *What is a day trip?* (a journey in which a person goes to visit a place and then returns home on the same day)
- Ask Ss, *Have you been on a day trip? Where? When?* Invite them to share their experiences in pairs or small groups.

EXTENSION Have Ss brainstorm 3–5 places in the world they would like to visit for a day trip. Ask, *Where would you like to go on a day trip? Why?* Then ask them to share their ideas in a small group. Encourage them to provide reasons for their answers. If appropriate, allow them to use their phones to show pictures of the places they would like to visit.

B

- Ask Ss, *What is a blog?* (a regularly updated website run by an individual or small group that is written in an informal or conversational style) *What is a blog post?* (the piece of writing published on a blog or social media website)
- Ask Ss, *What blogs have you read? Do you have a blog? What is it about?* Have Ss share their experiences with blogs in pairs.

OPTION If possible, show where Cold Spring, New York, is on a map. Point out the Hudson River.

- Leave the map up as Ss read Alba's blog post. Ask, *Would you like to visit this place? Why or why not?*
- Give Ss time to read Alba's blog post silently. If **higher-level Ss** finish early, ask them to underline any words that are unfamiliar to them and look them up in a dictionary.
- Then have Ss take turns reading Alba's blog post aloud in pairs. Tell them to swap roles every paragraph. Encourage them to discuss the meaning of any new or confusing words.
- Bring the class back together. Ask Ss, *How did Alba feel about her trip?* Elicit ideas from Ss and write them on the board. *Where do you think Cold Spring is? Why?* (New York; it's a day trip so she probably didn't travel far.)

C

- Ask Ss, *What makes a good blog post?* Invite volunteers to share their ideas with the class.
- Say, *A good blog post includes descriptions, so it's important to know how to include them in your blog post. Remember, descriptions tell you how something looks, sounds, feels, tastes, or smells.*
- Read the first question in the chart: *Who went on the trip?* Ask a volunteer to read the example answer aloud. Read the rest of the questions in the chart aloud for the class.
- Tell Ss to complete the chart individually. Encourage them to reference specific parts of the blog post in their responses. Remind them to include other details not mentioned in the questions. Then have them compare their answers in pairs.
- As Ss work, copy the chart on the board. To review, ask volunteers to come up to the board and write their ideas in the chart. Review the answers as a class.

OPTION To review, you can project the blog post on the board and ask Ss to point to, underline, or circle parts of the text where they found responses to the comprehension questions.

EXTENSION Have Ss summarize the information in the chart and retell Alba's day trip in pairs. Challenge **higher-level Ss** to close their books as they summarize.

EXTENSION Have Ss choose a blog about a topic that interests them. Approve the website before moving on. For homework, ask them to read 1–2 posts from their approved blog. Back in class, ask Ss, *Did the blog provide good descriptions? Why or why not?* Have Ss give a short review of their blog in small groups. Encourage them to provide examples from the blog post to support their opinion.

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2 FOCUS ON WRITING

A
- Read the Writing Skill aloud.
- Check for understanding by asking Ss to say four reasons why they should use descriptive adjectives in their writing. (1. They make it more fun. 2. They make it more interesting. 3. They add information. 4. They help readers picture what you are describing.)
- Ask a volunteer to read the three examples in the box. Point out the placement of the descriptive adjectives.

B
- Ask Ss to look back at Alba's blog post and underline all the descriptive adjectives. Have them compare their answers in pairs. (fun, great, amazing, small, nice, relaxing, lovely, excited, charming, interesting, large, fresh, local, small, calm, beautiful, great, happy, new)
- To review, read Alba's blog post aloud and have Ss raise their hand when you say a descriptive adjective.

CULTURE NOTE A farmers' market is a food market where local farmers sell fruit, vegetables, meat, cheese, and bakery products directly to consumers. Farmers' markets in the United States have grown drastically in the past twenty years. In New York City, for example, there are now 107 farmers' markets in operation.

3 PLAN YOUR WRITING

A
- Model the activity by completing the chart on the board with your own information as you speak. For example, *Last weekend, I took a day trip to Coronado Island. I went with my sister, and we traveled by ferry boat. We stayed at the Hotel del Coronado, a charming hotel that has been around since the early 1900s.*
- Say, *Now, you think of a day trip you recently went on.* Have them complete the chart with key words and ideas. Remind Ss they can make up their own story.

B
- Ask Ss to take turns talking about their ideas in pairs. Read the example aloud. Suggest that Ss start their description in that way.
- Encourage Ss to give each other feedback on idea development.

4 WRITE

- Tell Ss to work individually to write a blog post about a recent day trip they took. Remind them to include the information from 3A and use 1B as a model. Encourage them to include descriptive adjectives.
- Walk around the classroom, providing help with spelling and punctuation as necessary. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

EXTENSION Suggest that Ss visit a farmers' market (or supermarket) and write a short blog post describing their experience. Remind Ss to pay attention to all their senses and to use descriptive adjectives in their descriptions. Have them either publish their blog post online or share it in class.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. This way, **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they give their partners suggestions for improvement.
- Tell Ss to review their partner's writing by responding to the three questions.
- Ask Ss to exchange writings, read the text, and take notes on corrections or suggestions for improvements.

B
- Have Ss give peer feedback. Encourage them to ask clarification questions if the information was unclear.
- Walk around as Ss work and check that their feedback is correct and constructive.

TEACHING TIP Teach Ss to ask their classmates how they think they did overall before providing feedback. Starting a feedback session this way makes the writer feel heard and valued.

6 PROOFREAD

- Give Ss time to consider their partners' feedback and make any necessary corrections.
- Have Ss read their writing again and check their spelling, punctuation, and capitalization.
- If several edits were made, suggest that Ss rewrite a clean version of their text.

EXIT TICKET Write on the board, *Tell me about a recent trip!* Have Ss write their names on a blank card or piece of paper and describe a recent trip in 2–3 complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Reread Alba's post. Underline all the descriptive adjectives.

WRITING SKILL Use descriptive adjectives

Descriptive adjectives make your writing more fun and interesting to read. They add information and help the reader picture what you are describing.

Descriptive adjectives can appear before the noun they describe or after *be* and other linking verbs.

We took a short trip.
The trip was short.
The trip felt short.

3 PLAN YOUR WRITING

A Think about a recent day trip you took. (Or you can make up your own story.) Complete the chart to plan your writing. Remember to include descriptive adjectives.

Who went on the trip?	Where did you go?
How did you get there?	Why did you go?
What did you do there?	Other details

B PAIRS Describe your trip to your partner.

Last month, I went on a day trip to...

4 WRITE

Write a post about a recent day trip you took using details from 3A. Remember to use descriptive adjectives. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did your partner include details about his or her trip (*who, where, how, why, what*)?
2. Underline all the descriptive adjectives.
3. Did your partner's descriptive adjectives help you picture the trip he or she took? Why or why not?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A DESCRIPTION OF A TRIP.

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PUT IT TOGETHER



1 MEDIA PROJECT

A 03-21 Listen or watch. What does Ana talk about?
Possible answer: Her weekend. / What she did on the weekend.

B 03-21 Listen or watch again. Answer the questions.
Possible answers:

1. How does Ana describe her weekend? It was busy / exciting.
2. What two activities did Ana do? went to the beach with friends and went to an outdoor concert
3. What details does Ana give? The beach: water was so clear, lots of colorful fish, weather was beautiful; The concert: first outdoor concert, able to get seats close to the stage, had a good view of the band, band played a lot of great songs, lead singer was amazing

C Show your own photos.

Step 1 Think about a recent weekend. Choose 3–5 photos of what you did on the weekend.

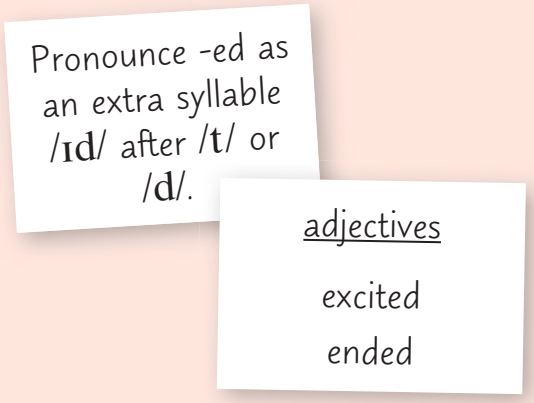
Step 2 Show your photos to the class. Talk about your weekend. Describe what you did or saw.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY

FLASHCARDS FOR PRONUNCIATION

Make flashcards with a pronunciation rule and example words to help you remember how to say them. When you study, try to say as many words as you can that follow the rule.



Make flashcards to help you remember the rules for pronouncing the *-ed* endings for adjectives. Use the symbols /t/, /d/, or /ɪd/ to help you remember the correct pronunciation. Say the example words out loud.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Express how you feel
- ☐ Talk about past activities
- ☐ Describe your emotions

Vocabulary
- ☐ Participial adjectives
- ☐ Past participles
- ☐ Adjectives to describe feelings

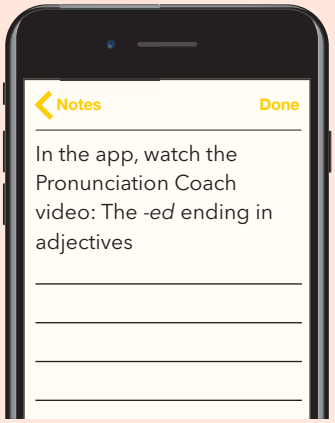
Pronunciation
- ☐ The *-ed* ending in adjectives
- ☐ Stressed words

Grammar
- ☐ Participial adjectives
- ☐ Present perfect for past experiences
- ☐ Ability / Inability in the past

Reading
- ☐ Notice text structure: Interviews

Writing
- ☐ Use descriptive adjectives

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the photo on the right. Ask, *How would you describe what you see in this picture?* (beach with clear blue water, blue skies, and mountains)
- Tell Ss to listen to or watch Ana describe what's happening in her life. Remind them to listen for the main idea, not the details, at this stage.
- Review the answer as a class.

OPTION If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the word *time*. Ask Ss, *What do you think Ana did on Sunday?* Pause after the phrase *outdoor concert*. Ask Ss, *How do you think she'll describe the concert?*

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Does this sound like a fun weekend to you? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Read the three steps aloud for the class. Tell Ss they can talk about a recent weekend or make up their own story. Have them write down their own names and 3–5 activities they did over the weekend. Next to each activity, have them note whether they *have* or *need* to take a picture of this activity. Tell Ss to list adjectives to describe their weekend as well as other details they will include.
- Invite them to share in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Tell Ss to prepare their photo presentation. Remind them it should be about 2–3 minutes long.
- Back in class, write the following checklist on the board and review it with the class:
  - ☐ *Include 3–5 photos.*
  - ☐ *Introduce each activity.*
  - ☐ *Speak loudly and clearly.*
  - ☐ *Use descriptive adjectives.*
- Give Ss a few minutes to adjust their presentations and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2–3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss make flashcards to help them remember the rules for pronouncing the *-ed* endings for the descriptive adjectives in their presentation. Use the symbols /t/, /d/, or /ɪd/ to help them remember the correct pronunciation.
- Tell Ss to practice saying the example words aloud in pairs.
- Remind Ss to review their flashcards several times a day to study.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 3 Board Game. You'll find instructions for the game in the same folder.

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4 WOULD YOU LIKE SOMETHING TO EAT?

PREVIEW THE UNIT

LESSON 1	**Talk about food choices**	
	Vocabulary	Lunch foods
	Grammar	Count and non-count nouns with *some, any,* and *no*
	Pronunciation	Dropped syllables
	Conversation skill	Hesitate
LESSON 2	**Talk about food customs**	
	Vocabulary	Partitives
	Grammar	*Much / Many / A lot of* and *How much / How many*
	Pronunciation	Phrases with *of*
	Listening skill	Listen for comparisons
LESSON 3	**Talk about what you have and need**	
	Vocabulary	Food at a barbecue
	Grammar	*Enough* and *Too much / Too many* + nouns
LESSON 4	**Read about the science of dessert**	
	Reading skill	Identify supporting details
LESSON 5	**Write about a holiday meal**	
	Writing skill	Add sentence variety
PUT IT TOGETHER		
	Media project	Video: Talk about a food or recipe
	Learning strategy	Use grammar on flashcards

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Say, *In this unit, you will learn how to talk about food choices and customs.*
- Tell Ss to read the learning goals. Answer any questions Ss have about them.

B
- Direct Ss' attention to the picture. Lead a class discussion. Ask Ss, *What kinds of food do you see?* (fruits, vegetables, dips, strawberries, cherries, potatoes, peppers, zucchini, onions, lettuce) Ask, *Does this food look good to you?*

C
- Focus on the social media message. Ask, *What do you know about Mandy?* (She's in her twenties and from New York. She's a market researcher.) Have them read what Mandy says on page 4 or play the video of Mandy.
- Read Mandy's social media message aloud. Ask, *What is Mandy feeling when she says, "Thank goodness"?* (relief and happiness) *Why does she say this?* (She is happy her city has great food because she's always hungry.)
- Ask Ss, *Are you always hungry? Do you know somebody who is always hungry?*

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4 WOULD YOU LIKE SOMETHING TO EAT?

LEARNING GOALS

In this unit, you

- talk about food choices
- talk about food customs
- talk about what you have and need
- read about the science of dessert
- write about a holiday meal



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a meal. What do you see?

C Now read Mandy's message. What does she mean?



MANDY WILSON

@MandyW

I'm always hungry! Thank goodness it's so easy to find great food in my city.

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LESSON 1 TALK ABOUT FOOD CHOICES



MANDY WILSON
@MandyW
Just got out of a meeting. So hungry! My stomach is making noises.

1 VOCABULARY Lunch foods

A 04-01 Listen. Then listen and repeat.


a garden salad


salad dressing


a grilled vegetable wrap


tomato soup


spinach and mushroom pasta


a veggie burger


ketchup


an oatmeal cookie


fruit salad


soda


iced tea


lemon

B Put the lunch foods from 1A in the correct category.

Starters	Mains	Desserts	Drinks	Condiments / Flavorings
a garden salad tomato soup	a grilled vegetable wrap spinach and mushroom pasta a veggie burger	an oatmeal cookie fruit salad	iced tea soda	salad dressing ketchup lemon

C PAIRS Add one food to each category in 1B.

2 GRAMMAR Count and non-count nouns with *some*, *any*, and *no*

COACH

Count nouns		Non-count nouns	
Singular count nouns	**Plural count nouns**	tomato soup	ketchup
a tomato	two tomato**es**	fruit salad	salad dressing
an apple	some apple**s**		

Questions				Short answers	Answers with *some, any,* and *no*				
Are	there	**any**	burgers?	Yes. Yes, there are.	Yes,	there	are	**some**	burgers.
					No,	there	aren't	**any**	
						There	are	**no**	
Is			ketchup?	No. No, there isn't.	Yes,	there	is	**some**	ketchup.
					No,	there	isn't	**any**	
						There	is	**no**	

Notes
- Use *any* in questions and negative statements. Do not use *any* in affirmative statements.
- Do not use *no* with a negative verb.
- Many nouns have both a count and a non-count meaning.
  I love ***chocolate***. (chocolate in general) *Do you want* ***a chocolate***? (one piece of chocolate)

>> FOR PRACTICE, GO TO PAGE 134

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LESSON 1 TALK ABOUT FOOD CHOICES

- Read the lesson title. Ask, *What does it mean to make a choice?* (choose/decide between two or more possibilities) Ask, *What did you eat for breakfast today?* Write Ss' responses on the board. Say, *Wow, so many choices!*
- Read the social media message aloud. Ask, *What does Mandy mean when she says, "I just got out of a meeting"?* (I just left a meeting.) *Why is her stomach making noises?* (She's very hungry.)

LANGUAGE NOTE The phrasal verb *get out* is commonly used in American English to mean *leave*. It's considered informal but can also be used in business or academic settings. For example, *What time do you get out of work/class?*

1 VOCABULARY

A
- Say, *The words in 1A are foods that people usually eat for lunch.* Have Ss scan the pictures and captions.
- Read the directions aloud. Play the audio.

CULTURE NOTE In the US, most people have 30–60 minutes to eat lunch, so it is usually a small, light meal. Dinner is typically the main meal of the day.

B
- Copy the chart on the board. Lead a class discussion about the meaning of each heading. Ask leading questions, such as, *Is a starter before or after a main course? Is a starter a big or small plate?* (**starter**: a small dish of food served before the main part of a meal; **main**: the main dish of a meal; **dessert**: sweet food eaten after the main part of a meal; **drink**: a hot or cold beverage; **condiments/flavorings**: something added to food to give it more flavor)
- Have Ss complete the exercise individually and then compare answers in pairs. Invite volunteers to write their answers in the chart on the board.

LANGUAGE NOTE Confusion arises between the nouns *desert* (an area of dry land) and *dessert* (sweet food eaten after the main part of a meal). To pronounce the noun *desert*, stress the first syllable: *desert*. To pronounce the noun *dessert*, stress the second syllable: *dessert*.

CULTURE NOTE In the US, it's common to use the word *appetizer* instead of *starter* and *entrée* instead of *main*.

EXTENSION Compare food traditions and practices as a class. Ask, *Are these lunch foods common in your home country or culture? Which ones are similar? Which are different?*

C
- Have Ss work in pairs to add another entry in each category. Call on Ss to share their answers and add them in the chart on the board.

2 GRAMMAR

- To introduce the grammar, say, *There are two groups of nouns in English: count and non-count.* Ask, *Is* cookie *singular or plural?* (singular) *Do you think it's a count or non-count noun?* (count) *Why?*
- Explain that a count noun can be counted. Say *one cookie, two cookies, three cookies*. Use your fingers as you count. Exaggerate the final *-s* sound in *cookies*.
- Read the singular count nouns aloud. Ask, *How many tomatoes is* a tomato*?* (one) *How many apples is* an apple*?* (one) Write on the board *a/an = one*.
- Read the plural count nouns aloud. Ask, *How many apples is* some apples*?* (two or more) Write *some = two or more*. Point out the spelling change between the singular and plural form of *tomato*.
- Explain that a non-count noun cannot be counted. Write the examples from the book on the board, with a final *-s*. Try to count the words and say them aloud with the *-s*. Say, *One tomato soup, two tomato soups...* Ask, *Can I say tomato soups?* (no) Shake your head, and cross out (or erase) the *-s*.
- Read aloud the questions and answers in the chart. Say, *The words* some, any, *and* no *in English tell us the amount or number of something. They can be used with both count and non-count nouns.*
- Read the first Note aloud. Point out the use of *any* in questions and negative statements.
- Read the second Note aloud. Say, Are *is an example of a positive verb, and* aren't *is an example of a negative verb.* Write on the board: *There aren't any cookies. = There are no cookies.*
- Read the third Note aloud. Provide additional examples, such as *food(s)* and *fruit(s)*.
- Have Ss ask and answer the questions in the chart in pairs. Encourage them to use contractions.

LANGUAGE NOTE Some words have no singular form, such as *pajamas*, *pants*, and *sunglasses*. Some nouns may look plural, but they're actually singular, such as *news* and *politics*.

EXTENSION Have Ss choose one count noun and one non-count noun and write an affirmative statement, a negative statement, and a question for each one. Have them share and check each other's work.

- To review *some / any* with count and non-count nouns, have Ss look at the chart on page 161.

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3 PRONUNCIATION

A
- Read the Pronunciation box about dropped syllables aloud. Ask Ss, *What are the vowel letters in English?* (a, e, i, o, u) Write them on the board.
- Write *pronunciation* on the board. Ask, *How many syllables are in this word?* (five) Rewrite it separated in syllables: *pro-nun-ci-a-tion.* Have Ss clap or tap out the syllables as you say the word aloud.
- Read the directions aloud. Point out that the vowel letter that is dropped has a line drawn through it. Play the audio.

TEACHING TIP When teaching syllable or word stress, exaggerate and over-enunciate the pronunciation. However, as you repeat, return to more natural pronunciation so Ss are challenged to understand English in a real-life context.

B
- Write on the board, *1. favorite.* Play the audio for number 1. Ask Ss, *How many vowels does this word have?* (three) *Which vowel should we draw a line through?* (o) *How do you know?* (It's in the middle of the word and not pronounced.)
- Play the rest of the audio. Have Ss complete the activity.
- To review, write the words. Draw a line through the vowel letter that is not pronounced.

C
- Put Ss in pairs. Assign roles. Read the directions aloud.
- To review, call on volunteers to pronounce the word and say how many syllables it has.

TEACHING TIP If Ss are consulting dictionaries for pronunciation, explain that some show the dropped syllable as optional while others simply leave it out. For example, the pronunciation of *vegetable* may be shown as /vedʒ(ə)təbəl/ or /vedʒtəbəl/.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Mandy and Mario) *What is their relationship?* (co-workers) *What are they doing?* (eating lunch) *How do they feel?* (happy)
- Give Ss time to preview the exercise items. Ask, *What do you think Mandy and Mario are talking about?* (what to eat for lunch)
- Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?* Go over the answers.
- Clarify the meaning of any new or confusing words, such as *buffet.* (a meal for which different foods are placed on a table so that people can serve themselves)
- Read the Conversation Skill aloud, exaggerating and drawing out the hesitation words and expressions. Have Ss repeat each hesitation.
- Replay the audio. Have Ss listen for hesitations.

LANGUAGE NOTE When someone's stomach is making noises because he or she is hungry, it's common to say that the stomach is *growling* or *rumbling*.

LANGUAGE NOTE Mario says, *No thanks. I don't really care for salad.* This is a polite way to turn down the offer of a food or drink that you don't like.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review answers as a class.

C
- Play the audio and have Ss repeat. Point out the rising intonation in the *yes/no* questions.
- In pairs, have Ss practice the conversation. Walk around and assist with intonation and pronunciation.

D
- Arrange Ss in same-level pairs. Have them make new conversations by swapping the highlighted text with different examples of food for lunch.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Ask Ss, *What should I eat for lunch tomorrow?* Write an idea in each category.
- Tell Ss to plan a lunch menu. Ask them to include food from Lesson 1 as well as their favorite foods. Have Ss complete their chart individually.

OPTION Ss can create a restaurant-style menu and draw pictures portraying the dishes. **Higher-level Ss** can write descriptions of different items on the menu.

B
- In pairs, have Ss share their menus and discuss what they are going to eat for lunch one day this week. Encourage them to ask follow-up questions.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

- ✓ using vocabulary with the correct articles (*a/an*)
- ✓ using *any* in questions and negative statements and *some* in affirmative statements
- ✓ not adding *-s* to non-count nouns
- ✓ dropping the syllable when appropriate
- ✓ using hesitation words and phrases when thinking

EXIT TICKET Write on the board, *What do you want for lunch?* Give Ss a few minutes to review the target vocabulary in the lesson and prepare an answer. As Ss leave, ask them the question on the board. Take notes on any common errors to identify areas for review.

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3 PRONUNCIATION

Dropped syllables

Some words have a vowel letter in the middle that is not usually pronounced. When we don't pronounce the vowel, the word loses, or drops, a syllable.

A 04-03 Listen. Notice the dropped syllable. Then listen and repeat.

veg~~e~~table choc~~o~~late ev~~e~~rything

B 04-04 Listen. Draw a line (/) through the vowel letter that is *not* pronounced. Then listen and repeat.

1. fav/orite 2. diff/erent 3. ev/ening 4. int/erested 5. fam/ily 6. comf/ortable

C PAIRS Student A, say a word from 3A or 3B. Student B, say the number of syllables.

4 CONVERSATION



A 04-05 Listen or watch. Circle the correct answers.

1. What does Mandy eat for lunch?
   a. salad and a roast beef sandwich
   (b.) tomato soup and salad
   c. a veggie burger and salad
2. Why doesn't Mario eat what Mandy offers him?
   a. He doesn't like soup.
   b. He doesn't like sandwiches.
   (c.) He doesn't like vegetables.
3. Why does Mario say, "I guess I do like vegetables."?
   a. because he tries some salad
   b. because he wants to be nice
   (c.) because the burger is made with vegetables

CONVERSATION SKILL Hesitate

Sometimes you need to hesitate in a conversation because you need time to think or you aren't sure about something. When you need to hesitate, say: *Well…*, *Um…*, *Hmm…*, *Let me think…*, *Let's see…*, or *You know…*

A: Are there any chicken sandwiches?
B: Let's see…No, there aren't any left.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

B 04-06 Listen or watch. Complete the conversation.

Mario: Let's have something to eat.
Mandy: OK. I'm going to have ___some___ salad. Would you like ___some___ ?
Mario: No, thanks. Are there ___any___ chicken sandwiches?
Mandy: Let's see. No, I'm sorry! There aren't ___any___ .
Mario: That's OK. Um…I think I'll have a burger.

C 04-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

tomato soup
grilled vegetable wraps
cheese sandwich

5 TRY IT YOURSELF

A MAKE IT PERSONAL Plan a menu. Choose one food for each category in 1B. Take notes.

B PAIRS Talk about what you're going to eat.

A: Let's see…I'm going to have some fruit salad for dessert. What about you?
B: I'm going to have an oatmeal cookie.

☐ I CAN TALK ABOUT FOOD CHOICES.

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LESSON 2 TALK ABOUT FOOD CUSTOMS

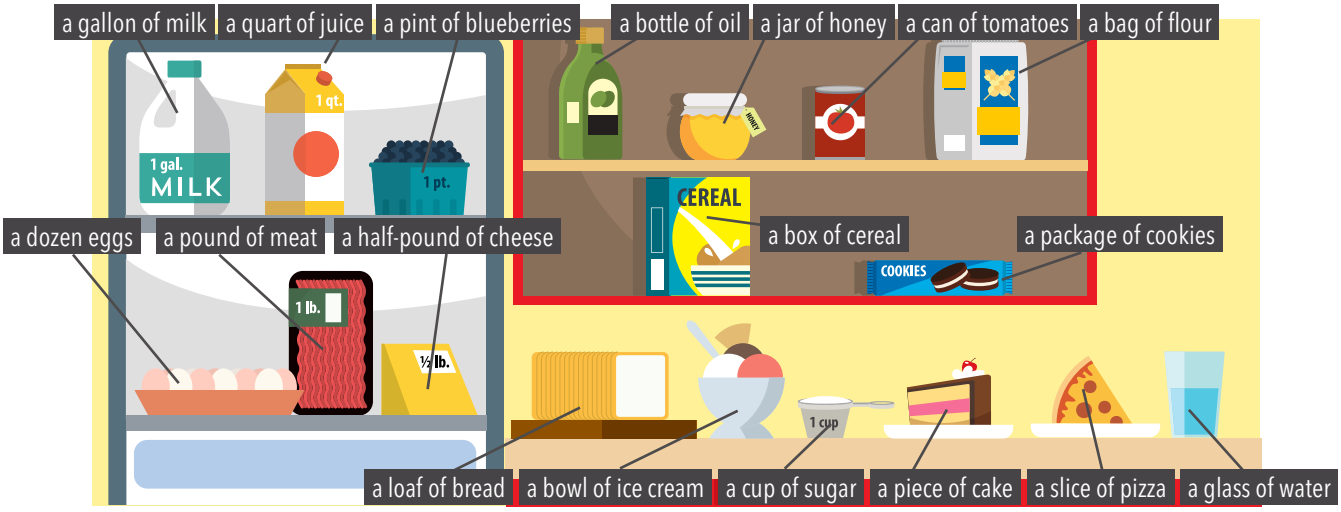


MANDY WILSON
@MandyW

There are places where almost everyone lives to 100. Can you guess what people eat there? Hint: It's not burgers!

1 VOCABULARY Partitives

A 04-08 Listen. Then listen and repeat.



B 04-09 Listen to the conversations. Write the words that you hear.

1. a half-pound of tomatoes and a bag of sugar
2. a pint of ice cream and a box of cookies
3. a glass of soda with a slice of lemon
4. a quart of blueberries and one cup of butter

C PAIRS List a new food for five of the partitives in 1A.

a bottle of soda, a pound of butter,...

2 GRAMMAR *Much / Many / A lot of* and *How much / How many*

COACH

Use *much* with non-count nouns. Use *many* with plural count nouns. Use *a lot of* with both non-count nouns and plural count nouns.

Questions with *How much / How many*			Statements with *Much / Many / A lot of*		
How much / How many	**Noun**			***Much / Many / A lot of***	**Noun**
How much	**water**	do you drink?	I drink	**a lot of**	**water**.
	meat	did she eat?	She didn't eat	**much**	**meat**.
How many	**vegetables**	did they cook?	They didn't cook	**many**	**vegetables**.

Notes

- We usually use *much* in questions and negative statements. Do not use *much* in affirmative statements. *I usually drink **a lot of water**.* not *I usually drink **~~much~~ water**.*
- *Many* and *a lot of* are often used the same way.
  *I like **many** different **vegetables**. I like **a lot of** different **vegetables**.*
- Use *how many* with words like *cartons, bottles, bags, pounds, bowls,* and *cups*.
  ***How much water** do you drink? **How many bottles of water** do you drink?*

>> FOR PRACTICE, GO TO PAGE 135

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LESSON 2 TALK ABOUT FOOD CUSTOMS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What does* custom *mean?* (an action or way of behaving that is common and traditional among people in a particular group or place) Say, *My family has a custom of going to the beach on New Year's Eve.* Ask, *Do you have any family customs?* Have volunteers share.
- Read the social media message aloud. Ask Ss, *Where do you think almost everyone lives to be 100 years old? What do you think people eat in these places?* (fruits, vegetables, fish)

1 VOCABULARY

A
- Say, *This morning I had a cup of coffee.* Ask Ss, *Who had a cup of coffee this morning?* Write, *a cup of coffee*.
- Read the Vocabulary title, *Partitives*. Say, *A partitive is a word or phrase that refers to only a part of a whole, instead of all of it.* Point at the board. Ask, *What is the partitive in this phrase?* (a cup of) Say, *That's right! I made a whole pot of coffee, and there was so much! So, I only had a cup of it.* Underline *a cup of*. Circle *coffee*, and write *noun* above it.
- In pairs, have Ss discuss what they see in 1A.
- Say, *Point to the picture that says* milk. Say, *You will hear the pronunciation of the items one by one, starting with this picture.*
- Read the directions aloud. Play the audio.

OPTION If possible, project the image in 1A on the board. Point at each item as it's said. This will help Ss more easily follow along.

CULTURE NOTE While most countries use the metric system for measurement, the US uses customary units. Consider providing the following conversions to help Ss understand the vocabulary.

Type of Measurement	Unit, Metric System	Unit, US Customary	Abbreviation
Weight	0.45 kilogram	1 pound	lb.
Volume	3.8 liter	1 gallon	gal.
Volume	0.95 liter	1 quart	qt.
Volume	0.47 liter	1 pint	pt.
Volume	0.24 liter	1 cup	c.

B
- Read the directions aloud. Give Ss time to review the exercise items.
- Play the audio. Pause after each conversation to give Ss time to write the answer.
- To review, have volunteers read each item aloud. Write the answers on the board for Ss to check their spelling.

C
- Tell Ss to list a new food for five of the partitives in 1A. Read the examples aloud.
- Arrange Ss in same-level pairs. Have **lower-level Ss** work together to write five new foods. Have **higher-level Ss** work alone and then compare in pairs.
- Invite volunteers to share. Write Ss' ideas on the board.

OPTION Show images of other food and drink partitives to activate Ss' prior knowledge.

2 GRAMMAR

- To introduce grammar, have Ss close their books. Write the following questions on the board. Underline *a lot of, much,* and *many.*
  1. *How <u>many</u> days a week do you go to the store?*
  2. *Do you spend <u>a lot of</u> money when you buy food?*
  3. *How <u>much</u> money do you spend?*
- Read the questions aloud. Elicit answers. Ask, *What is the noun after each of the quantity words* many, a lot of, *and* much*?* (1. days; 2. money; 3. money) *Are those nouns count or non-count nouns?* (1. count; 2. non-count; 3. non-count) *Is the count noun singular or plural?* (plural)
- Ask, *So, when do we use each of these quantity words*? Give Ss time to analyze the sentences in pairs and deduce the grammar rule.
- Read the description in the grammar chart aloud. Ask, *Were your predictions correct?*
- Say, *We can use* many *and* much *in questions with the word* How. Circle *How* in numbers 1 and 3 on the board. Say, *How many days; How much money.*
- Read through the examples in the chart. After each line, ask Ss questions to check for understanding. For example, *What is the noun in these sentences? Why do we use* How much *in this question*? etc.
- Read the Notes and examples aloud. Remind Ss to use *how many* with the partitives they learned in 1A.
- To review questions with *How much* and *How many*, have Ss look at the chart on page 162.

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3 PRONUNCIATION

A
- Read aloud the first sentence in the Pronunciation box. Remind Ss that if *a word is unstressed* that means it is softer and shorter. Ask, *What kinds of words are usually unstressed in a sentence?* (words that do not communicate meaning: prepositions, pronouns, auxiliary verbs, conjunctions, articles)
- Write the examples from the box on the board. In *a cup of ice,* underline *of* and draw an arrow from *of* pointing to *ice.* Circle the *i* in *ice*, and say, *When the word after* of *begins with a vowel sound,* of *is pronounced /əv/.* Repeat the phrase aloud.
- In *a glass of milk,* underline *of* and draw an arrow pointing to *milk.* Circle the *m* in *milk*, and say, *When the word after* of *begins with a consonant sound,* of *is pronounced /ə/. The /v/ sound is dropped.* Write a slash through the *f.* Repeat the phrase aloud.
- In pairs, have Ss predict the pronunciation of each phrase in 3A. Then play the audio.

B
- Explain the directions. Have Ss complete the exercise individually and then compare answers in pairs.
- Play the audio. Confirm each correct answer by writing the links and/or slashes on the board.
- If desired, replay the audio. Have Ss repeat.

C
- In same-level pairs, have Ss make questions, affirmative statements, or negative statements using the phrases with *of* in 3A and 3B. **Lower-level Ss** write three sentences. **Higher-level Ss** write five sentences.
- Join pairs to share their sentences and provide feedback on each other's pronunciation.

4 LISTENING

A
- Bring Ss' attention to the pictures. Read the caption aloud. Ask Ss if they know what and where Okinawa and Sardinia are. (Okinawa is a Japanese prefecture with more than 150 islands in the East China Sea between Taiwan and Japan's mainland; Sardinia is a large Italian island in the Mediterranean Sea.) Show them on a world map.
- Write *centenarian* on the board. Ask, *What does this mean?* Have Ss guess based on the pictures. Tell Ss they will hear the answer in the podcast.
- Preview 4A as a class. Ask Ss to guess the answer.
- Play the audio. Have Ss complete the exercise. Ask, *Was your prediction correct?* Go over the answer.

B
- Read the Listening Skill aloud.
- Read the directions and the headings aloud. Remind Ss some of the items are consumed in both countries.
- Play the audio. Spot-check Ss' work. If most Ss are missing items, replay the audio.

LANGUAGE NOTE Other terms to show comparisons are *same*, *like*, *each*, *just as*, and *in the same way*.

C
- Say, *Now listen for more details.* Give Ss time to preview the exercise items. In pairs, have them predict/recall the answers.
- Play the audio. To review, have Ss read the sentences.
- Ask Ss comprehension questions. For example, have Ss define *diet, nutritionist, antioxidants,* and *Blue Zone.*
- Ask, *Do you know any centenarians?* Have Ss share.

D
- In pairs, have Ss discuss which idea in the podcast they think is the most important. Have them give reasons and real-life examples to support their opinions.

EXTENSION In pairs, have Ss research and take notes on food customs in two other Blue Zones (Loma Linda in California, the Nicoya Peninsula in Costa Rica, and Ikaria island in Greece). Then have them write 3–5 sentences comparing them.

5 TRY IT YOURSELF

A
- Tell Ss to complete the chart with at least three of the healthiest foods and drinks from their country. Remind them to include quantities and partitives.
- Help with vocabulary or spelling as needed.

B
- Model the example with a **higher-level S**.
- Have Ss share their notes in pairs. Encourage Ss to agree or disagree with their partners and ask follow-up questions to get more information.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
- ✓ using partitives to talk about food quantities
- ✓ using *How much* and *How many* correctly
- ✓ using *much, many,* and *a lot of* in statements
- ✓ pronouncing *of* as /əv/ or /ə / appropriately
- ✓ identifying words that show comparisons

EXIT TICKET Write on the board, *What is the most important food custom in your country?* Give Ss one minute to write down ideas in their notebooks. If possible, arrange Ss in small groups with classmates from a different country or culture. In their groups, have Ss take turns asking and answering the question on the board. As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

COACH

A 04-11 Listen. Notice the way we link *of* to the words around it. Then listen and repeat.

a piece of cake a bowl of ice cream
a box of cookies a box of oatmeal

B 04-12 Draw a line (/) through *f* in *of* if we can drop the sound. Draw linking lines to show where we link *of* to the words around it. Then listen and check your answers.

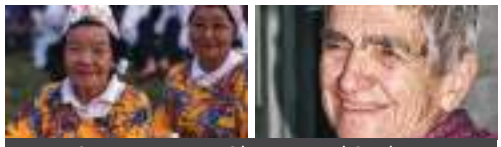
1. a cup of coffee
2. a carton of eggs
3. a bowl of soup
4. a bottle of water
5. a glass of iced tea
6. a lot of oil

C PAIRS Make three sentences using the phrases in 3A or 3B. Link *of* to the words around it.

Phrases with *of*

The word *of* is unstressed and has the short, weak vowel /ə/. When the next word begins with a vowel sound, we say /əv/: *a cup of ice*. When the next word begins with a consonant sound, the /v/ sound is often dropped: *a glass of milk*. We link *of* to the words around it.

4 LISTENING



Centenarians in Okinawa and Sardinia

A 04-13 Listen to the podcast. What is it about?

a. the foods people grow in Sardinia and Okinawa
b. famous dishes from Sardinia and Okinawa
c. how food affects health in Sardinia and Okinawa

LISTENING SKILL Listen for comparisons

Speakers sometimes talk about two different things or situations. Listen for words that show comparisons, such as *both*, *also*, *similar*, *whereas*, and *alike*.

B 04-13 Read the Listening Skill. Listen again. Put a check mark (✓) under the things that people eat and drink in Sardinia and Okinawa, according to the speaker.

	Sweet potatoes	Vegetables	Soup	Tea	Wine	Water
Sardinia		✓	✓		✓	✓
Okinawa	✓	✓		✓		✓

C 04-13 Listen again. Complete the sentences.

1. A centenarian is 100 years old or older.
2. A person's diet can help them live a long life.
3. Antioxidants help to slow down aging.
4. The biggest meal in Blue Zones is in the middle of the day.

D PAIRS Which idea from the podcast do you think is the most important? Why?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your local foods and customs. What are the best healthy foods and drinks in your country? How much should you eat or drink every day? Take notes.

mangos; 1 cup per day

B PAIRS Discuss your notes from 5A. Ask questions to get more information.

A: Mangos are a big part of our local diet. It's important to eat a lot of fruits and vegetables.
B: I agree. How many mangos do you think you should eat?
A: I think you should eat one cup of mango every day.

☐ I CAN TALK ABOUT FOOD CUSTOMS.

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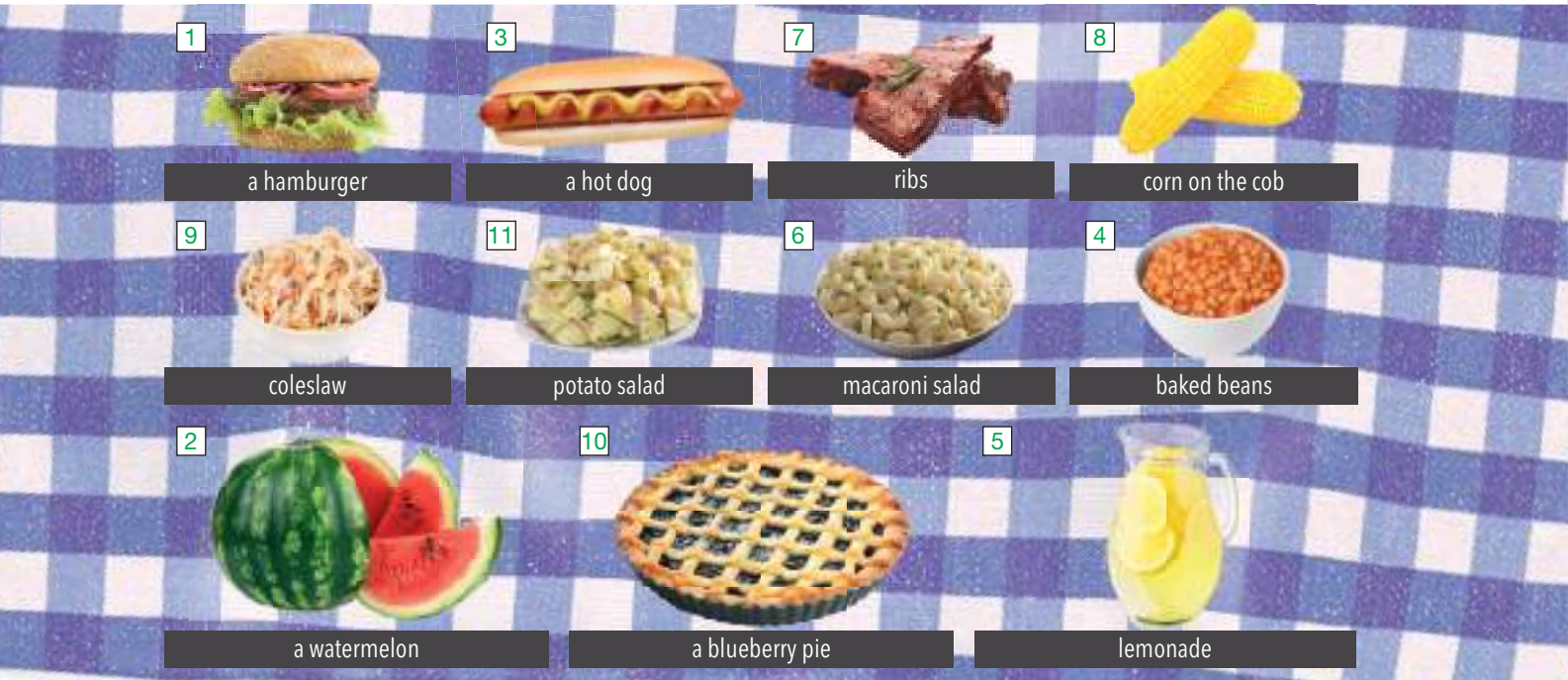
LESSON 3 TALK ABOUT WHAT YOU HAVE AND NEED



MANDY WILSON
@MandyW
Some friends are coming over this weekend. What's the best barbecue food?

1 VOCABULARY Food at a barbecue

A 04-14 Listen. Then listen and repeat.



B 04-15 Listen to the descriptions. Number the items in 1A.

C PAIRS Student A, choose a food from 1A or think of another barbecue food and describe it. Student B, guess the food.

A: It's a side dish. It's made with potatoes, mayonnaise, and cooked eggs.
B: Is it potato salad?

2 GRAMMAR *Enough* and *Too much* / *Too many* + nouns

COACH

***Enough* + noun**				
	Not	***Enough***	**Noun**	
We have		**enough**	hamburgers.	We don't need any more.
There are	**not**	**enough**	hot dogs.	We need some more.
Note: *Enough* means the right amount. *Not enough* means less than you need.				

***Too much* / *Too many* + noun**			
	Too Much* / *Too Many	**Noun**	
We have	**too much**	food.	We can't finish everything.
There are	**too many**	hamburgers.	We can't finish all of them.
Note: *Too much* and *too many* have negative meanings. They describe a quantity that is more than you need. Use *too much* with non-count nouns and *too many* with count nouns.			

>> FOR PRACTICE, GO TO PAGE 136

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LESSON 3 TALK ABOUT WHAT YOU HAVE AND NEED

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 2?* (to talk about food customs) *What will we learn in this lesson?* (to talk about what we have and need)
- Ask, *What are some things you have? What are some things you need?* Give Ss a couple of minutes to share their ideas in pairs.
- Read the social media message aloud. Clarify the meaning of new words, such as *barbecue* (an outdoor meal or party at which food is cooked on a barbecue). Ask, *Have you ever been to a barbecue? Are barbecues a common activity in your country?* Invite volunteers to share their experiences with the class.

1 VOCABULARY

A
- Say, *The items in 1A are common things people eat and drink at a barbecue.* Have Ss share, in pairs, what food and drink items they are familiar or unfamiliar with.
- Tell Ss to listen, and then listen again and repeat. Play the audio.

B
- Tell Ss, *You will hear descriptions of different items in 1A. After each description, write the number above the food or drink it describes.*
- Do number 1 as a class. Play the audio and pause after the first description. Make a simple drawing of a hamburger on the board, talking aloud as you draw. For example, *Let's see... it's round and has meat. We eat it on a bun with ketchup and cheese.* Ask, *What food or drink item did the speaker describe?* Elicit ideas from the Ss. Write a number *1* in a small box above the hamburger on the board. Tell Ss to do the same in their books.
- Play the rest of the audio. Pause after each description to give Ss time to write their answers. Have Ss compare their answers in pairs. Then play the audio again.
- To review, read each description aloud and elicit the answer from the class.

OPTION In pairs or small groups, have Ss write a description of each food or drink item in 1A. Tell Ss, *Use sensory verbs to describe how the food looks, smells, tastes, and feels.* Have them include any information they know about what ingredients the item is made from and how it's cooked or eaten. Read the description of number 1 aloud as a model. Write *It's... / It's a...* on the board, and suggest Ss start their descriptions this way. When finished, have pairs form a group of four. Ask pairs to take turns reading each description aloud and guessing the item it describes. Then have Ss compare their descriptions with those in the audio and complete the exercise.

C
- Ask Ss to recall information from 1B and take turns describing and guessing barbecue foods in pairs. Model the example conversation with a **higher-level S**.
- Give Ss plenty of time to complete the exercise. Encourage them to ask questions for further information about the items being described.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, say, *I've had too much coffee today and not enough water.* Ask, *How many cups of coffee have you had? Is that too much? How much water have you drunk today? Is that enough?*
- Say, *In this lesson, you'll learn more ways to talk about things you do or don't need.* Write on the board, *enough* and *too much/many*. Ask Ss, *What do you think the word* enough *means? What do you think the phrases* too much *or* too many *mean?* Have volunteers share their ideas with the class.
- Bring Ss' attention to the grammar chart. Read the examples and the explanation about *enough* in the Note aloud.
- Read the next two examples and the explanation about *too much* and *too many* in the Note aloud. Make sure Ss understand that *too much* and *too many* have negative meanings and are often used to complain about something.
- Point out that *too much* is used with non-count nouns while *too many* is used with count nouns.

EXTENSION Write these sentences on the board.

1. *Some people get only six hours of sleep. This is <u>not enough</u>.*
2. *Most people can't sleep because they have <u>too much</u> anxiety or <u>too many</u> things to do.*
3. *But without <u>enough</u> sleep, people do <u>not</u> have <u>enough</u> energy to make it through the day.*
4. *Also, there are often <u>not enough</u> healthy food options at school or work.*
5. *Because of this, they drink <u>too much</u> soda and eat <u>too many</u> sweets.*

In pairs, have Ss explain why the underlined word or phrase is used in each sentence. Then ask, *Do you get enough sleep? Is your diet healthy enough?* Have Ss discuss the questions in pairs or small groups.

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *What is the relationship between Hailey and Mandy?* (They are twins.) *Where are they?* (Mandy is at work, and Hailey is at home.) *What are they doing?* (talking to each other on a video call)
- Tell Ss, *You will hear (or watch) a conversation between Hailey and Mandy. The first time, listen for the main ideas. The second time, complete the exercise.*
- Have Ss listen or watch. Ask, *What are Hailey and Mandy are talking about?* (They are planning the food menu for a barbecue they are having.)
- Give Ss time to preview the exercise items before listening or watching again. In pairs, have them predict the answers based on the information they recall from the conversation.
- Replay the audio or video. Ask them to complete the exercise individually.
- Go over the answers as a class.

LANGUAGE NOTE In American English, the expression *It's a good thing...* is another way of saying *It's lucky.* It's used to say that you are glad something is the way it is because if not, there would be problems. For example, when Hailey says, *It's a good thing you're my sister,* she means, *It's lucky you are my sister.* In British English, the expression *It's a good job...* has the same meaning.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review answers as a class.

CULTURE NOTE Coleslaw, potato salad, and macaroni salad are common side dishes at a barbecue. Coleslaw is a salad consisting of raw shredded cabbage with a salad dressing, commonly either vinaigrette or mayonnaise. Potato salad is a dish consisting of cooked potatoes, served cold, chopped and mixed with a dressing and seasonings. Macaroni salad is a type of pasta salad, made with cooked macaroni, served cold, and usually prepared with mayonnaise.

C
- Play the audio again. Have Ss repeat each line.
- Then in pairs, have Ss practice the conversation.

D
- Arrange Ss in same-level pairs. Have them make new conversations by substituting the highlighted words with the target vocabulary from 1A. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

4 TRY IT YOURSELF

A
- Write on the board, *Let's plan a barbecue!* Arrange Ss in pairs. Say, *You and your partner are going to plan a barbecue for six friends.*
- Tell Ss to make lists of at least three items from 1A they will bring to the barbecue.

B
- Have Ss compare and combine their lists.
- Have Ss plan a menu based on the food they have on their list. Encourage them to discuss their favorite recipes as well. If a new item comes up, tell them to add it to their list.
- Tell Ss to imagine what items on their combined list they already have in their kitchen at home. Model the example with a **higher-level S**. Remind Ss they need enough food and drink for six people.

C
- Tell Ss, *Make a shopping list by adding how much of each item you need to buy.* Remind them to use partitives and phrases with *of*.
- Invite volunteers to share their shopping list and describe the menu for their barbecue.

EXTENSION Return to Mandy's social media message at the beginning of the lesson. Ask, *So, what is the best barbecue food?* Take a class poll.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using target vocabulary to talk about food at a barbecue
- ✓ using *enough* to describe a quantity that is the right amount
- ✓ using *not enough* to describe a quantity that is less than needed
- ✓ using *too much* and *too many* to describe a quantity that is more than needed

EXIT TICKET Write on the board, *What do you have? What do you need?* Have Ss write their names on a blank card or piece of paper. Tell them to write down two things they already have for a barbecue and two things they still need to buy. Remind Ss to write in complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CONVERSATION

A 04-17 Listen or watch. Circle the correct answers.

1. There are ___ hot dogs and ribs.
   a. enough (b.) not enough c. too many
2. Hailey and Mandy decide to buy ___ cans of beans.
   a. two (b.) three c. four
3. Mandy is a little mad at her sister because she ___ .
   a. invited too many people b. bought too much food (c.) forgot about the food
4. There will be ___ people at the barbecue.
   a. two (b.) six c. ten
5. They think Layla and Tom should bring ___ .
   (a.) potato salad and corn b. corn and coleslaw c. potato salad and blueberry pie

B 04-18 Listen or watch. Complete the conversation.

Hailey: What do we need for the barbecue? I'm making a list.

Mandy: We have ___enough___ hamburgers. What about hot dogs?

Hailey: OK. Hot dogs. What else?

Mandy: Well, we need some corn on the cob. Let's get twelve.

Hailey: That's too ___many___ . Let's get six. Anything else?

Mandy: Coleslaw, potato salad, and macaroni salad.

Hailey: That's too ___much___ food.



C 04-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A ROLE PLAY Plan a barbecue for six people. Write down four things you'll bring to the barbecue. Complete the chart.

Main	Side	Drink	Dessert

B PAIRS Compare your charts. Talk about what you have.

A: We have enough hot dogs and hamburgers.
B: Yes. And I think we have enough potato salad.

C PAIRS Talk about what you still need for the barbecue. Make a shopping list.

A: We need some watermelon. Let's get three.
B: That's too many watermelons. Let's get one.

☐ I CAN TALK ABOUT WHAT I HAVE AND NEED.

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LESSON 4 READ ABOUT THE SCIENCE OF DESSERT



MANDY WILSON
@MandyW
I've often wondered why I ALWAYS find room for dessert. Now I know! 😀

1 BEFORE YOU READ

A PAIRS Do you like dessert? Have you ever eaten dessert even when you weren't hungry? Talk about it.

I love dessert! I...

B VOCABULARY ▶04-20 Listen. Then listen and repeat.

a bite: a small piece of food that can easily fit in the mouth
room: enough space
a sweet treat: a dessert
taste: the flavors you experience when you eat or drink something
pleasure: the feeling of being happy or enjoying something
get used to: to become comfortable with something, so that it does not seem new
satisfied: pleased or happy
expand: to become larger
push: to move something away from you by pressing against it
relax: to become looser; to become less tight

>> FOR PRACTICE, GO TO PAGE 156

2 READ

A PREVIEW Look at the title and the photograph. What do you think the article is about?

Possible answer: The article is about how people have room for dessert after a big meal.

B ▶04-21 Listen. Read the article.



There's always room for a sweet treat!

Calories in Desserts

dessert	calories
1 slice of apple pie	411
1 slice of cheesecake	257
1 slice of chocolate cake	235
1 bowl of ice cream	267
1 slice of pecan pie	503

A calorie is a unit for measuring the amount of energy food will produce.

Picture this. You just finished eating a huge meal. You're so full your stomach hurts. You don't want to see another bite of food ever again! But then the dessert comes out, and it looks wonderful. Suddenly you think you can eat some more. Sound familiar? Well, you're not alone—we've all felt this way. But have you ever wondered *why*? New research explains why we always have room for a sweet treat.

Dessert isn't boring—at least that's what our brains are telling us! When we eat something and like the taste, we feel pleasure. As we eat more, our brains get used to the flavor of that food, and we begin to feel less satisfied. Our brains get bored of the food. It actually begins to lose its taste, and our brains tell us we're full. But if we eat food with a different flavor, such as dessert at the end of a meal, that new flavor "wakes our brains up" and we feel hungry again. Even if we're full, our brains tell us that we want that new flavor.

But our brains aren't the only reason we always have room for dessert. Our stomachs actually *do* make more room. It's true! When we eat, our stomachs expand to make room for the food. When the food pushes against the walls of the stomach, we start to feel full. But sugar relaxes the walls of the stomach, so it can expand even more. And since most desserts have a lot of sugar, even if we're really full, the sugar in the dessert helps our stomachs make more room.

We all might enjoy eating dessert, but remember, if we eat too much we can feel sick later. Scientists say we can solve this problem by having a small bite of dessert, rather than the whole thing. This way we satisfy our desire for a new flavor, but we don't eat too much. So, what do you have room for today?

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LESSON 4 READ ABOUT THE SCIENCE OF DESSERT

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What do you think* the science of dessert *means?* Have Ss discuss in pairs.
- Read the social media message aloud. Stress the word *always.* Ask, *What does Mandy mean when she says,* I always find room for dessert? (She always wants to eat dessert, even if she's had enough to eat for her main meal and doesn't otherwise feel hungry.) *How is Mandy feeling?* (happy) *How do you know?* (She included a happy face emoji.)
- Ask Ss, *Why did Mandy use all caps to write the word* always *in her message?* (to emphasize the word and make it stronger) Remind Ss that they can use all caps in very informal writing but that it's not a good idea to use all caps in academic or formal writing.

1 BEFORE YOU READ

A
- Lead a class brainstorm of different food and drink people typically have for dessert. (ice cream, cake, pie, hot chocolate, etc.) Elicit ideas from the class and write them on the board for reference.
- Ask Ss, *Do you like dessert? Have you ever eaten dessert even when you weren't hungry?* Give Ss about three minutes to share their opinions and experiences in pairs. Encourage them to tell each other real-life stories to explain their opinions.
- Bring the class back together. Take a class vote. Ask, *How many people like dessert? How many don't like dessert?* Write the numbers down on the board. Invite a representative from each group to explain to the class why they do or don't like dessert.

B
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Review the definitions as a class.
- For more vocabulary practice, have Ss turn to page 156.

OPTION Have Ss close their books. Tell them to write down the words as they hear them. Replay the audio if appropriate. In pairs, have Ss predict the meaning of the words. Then have them open their books and check their definitions with those in 1B.

LANGUAGE NOTE When someone is satisfied with the amount of food they have eaten, it's common to say, *I'm full* rather than *I'm satisfied.*

LANGUAGE NOTE In informal English, to describe people who really like dessert, we say they *have a sweet tooth.* For example, *Marta has always had a sweet tooth* means *Marta has always liked sweets.*

TEACHING TIP To help Ss gain a deeper understanding of the vocabulary words, remind them that one word can have more than one meaning. For example, the word *relax* as a verb has several meanings, including to become looser and to stop feeling nervous or worried. Explain that one word can also have different forms, all of which share a core meaning. For example, the word *taste* can be a noun, meaning the flavors you experience when you eat or drink something, as well as a verb, meaning to put a small amount of food or drink in your mouth in order to find out what its flavor is.

2 READ

A
- Read the title of the interview aloud. Remind Ss of the meaning of *room* in this context. (enough space) Ask them, *What does it mean to make room for dessert?* (to leave space in your stomach for dessert)
- Give Ss a minute to look at the picture and skim the information below. Ask, *What do you see in the picture?* (a dessert with chocolate, caramel, nuts, and whipped cream) *What do you think this article is about?* Elicit ideas from the class.

B
- Have Ss listen to and read the article. As they listen, ask them to underline the vocabulary words from 1B.
- Tell Ss to scan the text for words in italics. Ask, *Are there any words in the article that are styled in italics?* (yes, *why* in line 5 and *do* in line 15) *What does it mean when a word is styled in italics for emphasis?* (It should be emphasized, or stressed, when read aloud.)
- Replay the audio. This time, tell Ss to pay attention to the speaker's pronunciation of the words in italics used to show emphasis.

LANGUAGE NOTE The quotes in line 12 are referred to as scare or shudder quotes. Putting quotes around a word or phrase in this way implies that you're using a term in an unusual way. For example, the new flavor discussed in line 12 doesn't literally wake up our brain, but the expression is used figuratively to describe the effect the flavor has on our brain.

OPTION Arrange Ss in mixed-level pairs and have them read the article aloud. As the **higher-level S** reads the first paragraph aloud, tell the **lower-level S** to listen. Then ask the **lower-level S** to reread the same paragraph aloud. By listening to the **higher-level S** read first, the **lower-level Ss** will have a model for correct pronunciation.

TEACHING TIP Whenever possible, give Ss extra time in class to reread the same article several times. This will help them build fluency and, over time, they will stop less often to decode words.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of this article?* Read the sentence and answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect.

B
- Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs.
- To review, call on Ss to read the complete sentences aloud.

C
- Ask Ss to find the phrase *picture this* and the word *full* in lines 1–2 of the article. Ask a volunteer to read the lines aloud for the class.
- Then have Ss complete the exercise individually and compare answers in pairs.
- Review answers as a class. Give additional examples of the phrase *picture this*, such as, *Picture this. You are on a deserted island. What three things do you have to have with you?* Elicit ideas from Ss.
- Ask Ss, *Have you ever been so full that your stomach hurt? Tell your partner.*

D
- Read the Reading Skill aloud. Ask comprehension questions to check for Ss' understanding, such as, *What are supporting details?* (facts and ideas that add more information to support the main idea) *What are examples of supporting details?* (examples, research, quotes) *Why are supporting details important?* (They help the reader understand what the writer is trying to say.)
- Have Ss read the article again. Tell them to circle the main idea and underline one supporting detail in each paragraph. Ss can work together but should complete the exercise in their books individually.
- Review answers as a class. Clarify the meaning of any words or expressions that Ss still don't understand.
- Have volunteers share the most interesting piece of information they learned in the article.

E
- Arrange Ss in same-level pairs. Ask them to retell the main ideas in the article. Remind them to use their own words as they summarize.
- Challenge **higher-level Ss** to close their book to complete the exercise.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

⊕ **EXTENSION** Write on the board, *What do you have room for today?* Have Ss reread the last paragraph of the article. In pairs, have them take turns asking and answering the question on the board.

4 MAKE IT PERSONAL

A
- Copy the chart on the board. Read the headings aloud for the class. Tell Ss that they can talk about how the food tastes or is prepared to give more details.
- Model the activity for the class. Say, *I always have room for lava cake.* In the chart on the board under *Type of food*, write *lava cake*. Say, *Lava cake is a sweet dessert that is popular in the United States and France. The cake is not made with flour. Instead, it's baked with a lot of chocolate and butter. This is probably why it tastes so good!* Under *Details*, write *sweet*, *popular*, *a lot of chocolate and butter*.
- Have Ss brainstorm their favorite foods and complete the chart individually.

B
- In pairs, have Ss describe their favorite foods and explain what make them taste so good. Encourage them to ask each other follow-up questions to keep the conversation going.
- Invite volunteers to share their answers with the class.

EXIT TICKET Ask Ss, *What is one piece of research that explains why most people enjoy eating dessert?* Have Ss write their names on a blank card or piece of paper and answer the question on the board in 2–3 complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

a. Our brains and our bodies both make room for dessert.
b. Everyone loves a sweet treat at the end of a meal.
c. Eating the same kinds of food all the time is boring.

B Read the article again. Complete the sentences.

1. When our brains get used to a food, we feel less ___satisfied___ .
2. Dessert appeals to our brains because the ___taste is different___ .
3. When we eat dessert, our stomachs expand because food ___pushes___ against the stomach and sugar ___relaxes___ the walls of the stomach.
4. Scientists say we should have a ___small bite___ instead of eating the whole dessert.

C FOCUS ON LANGUAGE Reread lines 1–2 in the article. Think about the words *picture this* and *full*. Then circle the correct answers.

1. The expression *picture this* means ___ .
   a. to take a picture of something
   b. to imagine something
   c. to show someone a picture
2. In this sentence, *full* means ___ .
   a. having a lot of something
   b. being happy
   c. having eaten enough

D Read the Reading Skill. Read the article again. Circle the main idea in each paragraph. Then underline one supporting detail in each paragraph. Answers will vary. All possible answers are shown.

READING SKILL Identify supporting details

Supporting details are facts and ideas that add more information to support the main idea. Supporting details can include examples, research, or quotes. Identifying these details can help you understand what the writer is trying to tell you.

E PAIRS What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about dessert and...

Find out about the science of other food groups.

4 MAKE IT PERSONAL

A Think about the article. Are there specific kinds of desserts or other types of foods that you always have room for? What are they? What makes the foods taste so good?

Type of food	Details

B PAIRS Tell your partner about the foods from 4A. Explain why the foods taste so good.

I really like to eat...

☐ I CAN READ ABOUT THE SCIENCE OF DESSERT.

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LESSON 5 WRITE ABOUT A HOLIDAY MEAL



MANDY WILSON
@MandyW
My friend Alba wrote to me about a spicy sauce that's made with chili and chocolate. I've got to try that!

1 BEFORE YOU WRITE

A Think about a dish that is popular in your country. Why do you think it is popular? What are the ingredients?

Possible answers: Alba's family eats chicken, corn, mangos, and cake. They also eat a special dish with peppers and meat that has the colors of the Mexican flag.

B Read Alba's email. What does her family eat on Mexican Independence Day?

Re: Mexican Independence Day

From: Alba Pardo

To: Mandy

Hi, Mandy.

It's Independence Day in Mexico! Let me tell you about it. We usually celebrate with our family and friends. There's lots of music, dancing, and fireworks. And there's the food. We cook so much delicious food!

My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate. We also have grilled corn with cheese and lime juice, and we have mangos with chili powder on top.

The most special dish is *chiles en nogada*. It's made with green peppers, meat, and spices. We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top. This dish is always served on Independence Day because it has all the colors of the Mexican flag. The peppers are green, the sauce is white, and the pomegranate seeds are red.

For dessert, we have *tres leches* cake, which is made with three different kinds of milk. Tres leches means "three milks" in English. It's my favorite part of the meal!

How does your country celebrate Independence Day? I'd love to hear about it!

Alba







C Read the email again. Complete the chart with details from the email.

Food	Ingredients
molé chicken	chicken in a spicy sauce made with chili and chocolate
grilled corn	served with cheese and lime juice
mangos	chili powder on top
chiles en nogada	peppers, meat, spices, topped with a sauce made from nuts and pomegranate seeds
tres leches cake	made with three kinds of milk

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LESSON 5 WRITE ABOUT A HOLIDAY MEAL

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Where is Alba from?* (Mexico City)

1 BEFORE YOU WRITE

A
- Have Ss share and describe the most popular desserts in their country or culture. In pairs, ask them to share the recipes and what makes the dessert popular.
- Invite volunteers to share their recipes with the class. Ask Ss to identify any ingredients the recipes have in common, such as sugar, salt, chocolate, butter, spices, etc.

B
- If possible, show where Mexico is on a map. Bring up the Mexican flag and any images of people celebrating Independence Day in Mexico.
- Tell Ss to look at the text. Ask, *What is it?* (an email) *Who is it from?* (Alba) *Who is it to?* (Mandy) *What do you think it will be about?* (popular holiday foods)
- Have Ss follow along in their books as you read the email aloud for the class. Ask the target question, *What does Alba's family eat on Mexican Independence Day?* (molé chicken, grilled corn, mangos, *chiles en nogada*, *tres leches* cake)

OPTION Have a **higher-level S** read the email aloud as the rest of the class follows along.

- Give Ss time to read Alba's email silently. If **higher-level Ss** finish early, ask them to underline any words that are unfamiliar to them and look them up in a dictionary.
- Then have Ss take turns reading Alba's email aloud in pairs. Tell them to swap roles every paragraph. Encourage them to discuss the meaning of any new or confusing words. Walk around as Ss read and provide help with vocabulary or pronunciation as necessary.
- Bring the class back together. Ask Ss, *How does your country celebrate Independence Day?* Give Ss a few minutes to write down their ideas. Then ask them to stand up and talk to three different classmates. Have them take turns asking and answering the question.

C
- Copy the chart on the board and leave the boxes blank. Say, *Explaining the ingredients can help someone understand what makes food taste so good.*
- Call on Ss to tell you the different foods that Alba's family eats. Fill in the food column as Ss say the answers aloud. Then have a volunteer say the ingredients in molé chicken aloud, and write them in the appropriate box in the chart.
- Tell Ss to complete the chart individually. Encourage them to reference specific parts of the email in their responses. Encourage them to include details other than ingredients when relevant. Then have them compare their answers in pairs.
- To review, ask volunteers to write the answers in the chart on the board. Review the answers as a class.

EXTENSION Have Ss return to Mandy's social media message at the beginning of the lesson. Ask a S to read it. Ask, *What is the name of the sauce Mandy describes in her message?* (molé sauce)

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2 FOCUS ON WRITING

A
- Read the Writing Skill aloud. Ask, *Why is it important to add sentence variety in your writing?* (It makes your writing more interesting and reduces repetition.)
- Read through the sentence patterns one by one. Review the meaning of dependent and independent clauses. (An independent clause is a group of words that contains a subject and verb and expresses a complete thought. It is a sentence. A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. It cannot be a sentence.)
- Provide additional coordinating conjunctions, such as *yet*, *for*, and *nor*.

B
- Write the two sentences on the board. Lead a class discussion about the similarities and differences. Ask leading questions as you point to the sentences, such as, *What word does this sentence start with? What is the word order? Is this a complete thought? A complete sentence? What sentence pattern is this?*

C
- Ask Ss to look back at Alba's email and find one more example of each sentence pattern.
- To review, invite volunteers to write their answers on the board. Ask them to explain the sentence pattern.

⊕ **EXTENSION** Have Ss work in pairs or small groups to identify the sentence pattern of each sentence in Alba's email.

3 PLAN YOUR WRITING

A
- Model the activity by completing the chart on the board with your own information. Talk aloud as you fill in the answers.
- Say, *Now, what's your favorite holiday?* Elicit answers from the class. Then ask, *What food is served on this holiday?* Tell Ss to write down the names of the dishes and list the ingredients in the chart in their book. Allow them to research recipes, if appropriate.
- Remind them to only write key words and ideas for now, not complete sentences.

B
- Ask Ss to take turns talking about their ideas in pairs. Read the example sentence prompt in the book aloud. Suggest that Ss start their description in that way.
- Encourage Ss to give each other feedback on idea development.

4 WRITE

- Tell Ss to work individually to write an email about the foods prepared on their favorite holiday.
- Remind them to pay attention to quantity words and count and non-count nouns as they write. Encourage them to also include descriptive adjectives to help the reader picture what they are describing.
- Help with spelling and punctuation as necessary. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs so **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they edit and suggest revisions.
- Read the review questions aloud. Make sure Ss understand them before moving on.
- Ask Ss to exchange emails and take notes on corrections or suggestions for improvements.

B
- Have Ss give peer feedback. Encourage them to ask clarification questions if any feedback is unclear.
- Walk around as Ss work and check that their feedback is correct and constructive.

TEACHING TIP When giving feedback, tell Ss to always provide examples or reasons for their opinions so that their partners have a clear idea of why they did well or what they can improve on.

6 PROOFREAD

- Give Ss time to consider their partners' feedback and make any necessary corrections.
- Have Ss read their writing again and check their spelling, punctuation, and capitalization.
- If several edits were made, suggest that Ss rewrite a clean version of their text.

EXIT TICKET Write on the board, *My holiday meal.* Have Ss write their names on a blank card or piece of paper. In two minutes, have Ss write down as many foods and ingredients as they can remember from their favorite holiday meal. Collect cards as Ss leave.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Look at these two sentences from the email in 1B. Look at the sentence openings and structures. Notice the differences.

And there's the food.

My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate.

C PAIRS Find one more simple sentence, compound sentence, and complex sentence in the email in 1B. Underline the sentences in the email. All possible answers are shown.

WRITING SKILL Add sentence variety

Use different sentence styles and structures in your writing. Doing this makes your writing more interesting and reduces repetition. There are several sentence patterns in English:

- **Simple sentences:** a subject + verb + object (also called an independent clause). *My family usually serves* molé chicken.
- **Compound sentences:** two independent clauses connected by a coordinating conjunction, like *and, but, so,* and *or*. *We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top.*
- **Complex sentences:** an independent clause + a dependent clause; a dependent clause can refer to the subject (*who, which*), the sequence / time (*since, while*), or the causal elements (*because, if*) of the independent clause. *This dish is always served on Independence Day because it has all the colors of the Mexican flag.*

3 PLAN YOUR WRITING

A Think about your favorite holiday. What foods are served on this holiday? List the foods and any interesting ingredients or details in the chart to help plan your writing.

Food	Ingredients / Details

B PAIRS Describe the foods that are served on your favorite holiday.

My favorite holiday is... We always eat...

4 WRITE

Write an email about the foods that are served on your favorite holiday. Use your ideas from 3A to help you. Remember to use a variety of sentences when you write. Use the email in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's.

1. Did your partner include details about his or her favorite foods?
2. Did your partner use a variety of sentence types?
3. Did this make the email more interesting to read?

B PAIRS Can your partner improve his or her email? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE ABOUT A HOLIDAY MEAL.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 04-22 Listen or watch. What does Yu-jin talk about?
Possible answer: Yu-jin talks about making her favorite meal, Japchae.

B 04-22 Listen or watch again. Answer the questions.

1. What does Yu-jin want to cook? Japchae, Korean glass noodles
2. What does she have? a package of noodles, a bag of carrots, three cups of spinach, two green onions, a bottle of sesame oil, and bottle of soy sauce, a jar of sesame seeds
3. What does she need? mushrooms and beef

C Make your own video.

Step 1 Choose a dish you want to cook. Think about what you need to make it.

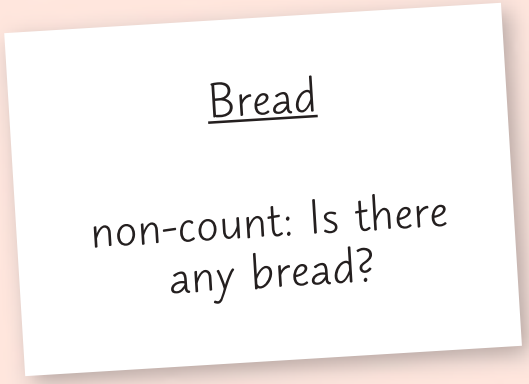
Step 2 Make a 30-second video. Show the food you have in your cupboard or refrigerator. Talk about what you have and what ingredients you still need.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

USE GRAMMAR ON FLASHCARDS

Sometimes vocabulary is related to grammar. For example, you need to memorize the past tense of irregular verbs (*did*, *was*, *were*, etc.). When you make flashcards for vocabulary, also include grammar. Write an example sentence to help you study. Make new flashcards for 3–5 items a week.



Review the count and non-count nouns in the unit. What words do you need to learn? Make five flashcards with the words and the unit's grammar. Include example sentences for each flashcard. Review the cards twice a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about food choices
- ☐ Talk about food customs
- ☐ Talk about what you have and need

Vocabulary
- ☐ Lunch foods
- ☐ Partitives
- ☐ Food at a barbecue

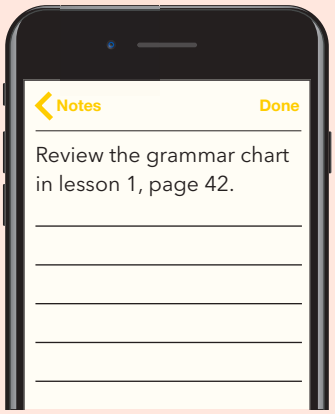
Pronunciation
- ☐ Dropped syllables
- ☐ Phrases with *of*

Grammar
- ☐ Count and non-count nouns with *some*, *any*, and *no*
- ☐ *Much* / *Many* / *A lot of* and *How much* / *How many*
- ☐ *Enough* and *Too much* / *Too many* + nouns

Reading
- ☐ Identify supporting details

Writing
- ☐ Use sentence variety

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the video still on the right. Ask, *How would you describe what you see in this picture?* (groceries on a counter)
- Tell Ss to listen to or watch Yu-jin describe the ingredients of her favorite meal. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is Yu-jin talking about?* (her favorite meal) Review the answer as a class.

B
- Give Ss time to preview the questions. In pairs, have them recall information from the video and guess the answers based on what they remember.
- Have Ss listen or watch and answer the questions individually. If appropriate, replay the audio or video.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Does this meal sound good to you? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Ask Ss, *How was this video recorded?* (Yu-jin spoke in the background while showing many shots of the food in her kitchen.) Explain to Ss that they will create a similar project.
- Read the three steps aloud for the class. Tell Ss they can talk about any meal they want to cook in their project. Have them write down 5–7 ingredients that are in the meal. Next to each ingredient, have them note whether they have this ingredient at home or would need to buy it. (Remind Ss that they don't actually have to buy ingredients or make the meal; they just need to talk about it, as in the video.) Tell Ss to list partitives and other quantity words to describe the amount of each ingredient that is needed.
- Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Write the following checklist on the board and review it with the class:
  - ☐ *Introduce the name of the meal.*
  - ☐ *Identify 5–7 ingredients.*
  - ☐ *Include quantity words for each ingredient.*
  - ☐ *Speak clearly and loudly.*
- For homework, tell Ss to create the video. Tell them the video should be 30 seconds.
- Back in class, have Ss present their videos.
- Leave 2–3 minutes for questions and feedback after each presentation. Remind Ss to give constructive feedback based on the checklist.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss make flashcards to help them remember the rules for which quantity words to use with count and non-count nouns.
- Ask Ss to make five flashcards and have them practice saying the example words aloud in pairs.
- Remind Ss to review their flashcards twice a week to study.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 4 Board Game. You'll find instructions for the game in the same folder.

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5 WHEN CAN WE MEET?

PREVIEW THE UNIT

LESSON 1	**Make and respond to suggestions**	
	Vocabulary	Technology at work
	Grammar	*Could* and *should* for suggestions
	Pronunciation	Consonant groups
	Conversation skill	Show you understand
LESSON 2	**Identify problems and solutions**	
	Vocabulary	Technology issues and hardware
	Grammar	*Will*, *may*, and *might* to express likelihood
	Listening skill	Listen for instructions
LESSON 3	**Talk about what you need to do**	
	Vocabulary	Meeting preparation
	Grammar	*Have to / Need to* for obligation and necessity
	Pronunciation	Weak and blended pronunciation of *to*
LESSON 4	**Read about 3D printing**	
	Reading skill	Identify text structure: Problem / Solution
LESSON 5	**Write about to manage your time**	
	Writing skill	Use qualifiers
PUT IT TOGETHER		
	Media project	Video: Talk about Technology
	Learning strategy	Label a picture

Before beginning the unit, choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Then ask, *What time does this class meet?*
- Tell Ss to read the learning goals.
- Check Ss' prior knowledge about 3D printing. Ask, *Who has heard of 3D printing?* Tell Ss they will learn more about it.

B
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Ask pairs to report back. Write ideas on the board, such as, *businesspeople, meeting, having a video conference call*. Ask, *What do you think they are talking about? How do you think they feel?*

C
- Focus on the social media message. Have Ss read what Lucas says in *Meet the People of TSW Media* on page 4 or play the video of Lucas. Then ask, *What do you know about Lucas?* (He's from Costa Rica. He's an illustrator.)
- Ask, *What is Lucas doing this week?* (having a meeting with colleagues from all over the world) *How does he have meetings with people in so many places?* (with video-conferencing technology)

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5 WHEN CAN WE MEET?

LEARNING GOALS

In this unit, you

- make and respond to suggestions
- identify problems and solutions
- talk about what you need to do
- read about 3D printing
- write advice on how to manage your time



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a conference call. What do you see?

C Now read Lucas's message. How does Lucas have meetings with people in so many places?



LUCAS MORALES

@LucasM

I love that I can have meetings with people all over the world—and never leave Costa Rica!

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LESSON 1 MAKE AND RESPOND TO SUGGESTIONS

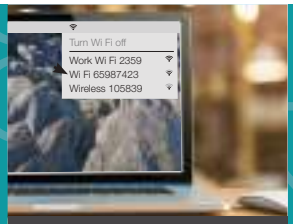


LUCAS MORALES
@LucasM
I love technology when it works, but when it doesn't… 😕

1 VOCABULARY Technology at work

A 05-01 Listen. Then listen and repeat.


unplug a cable



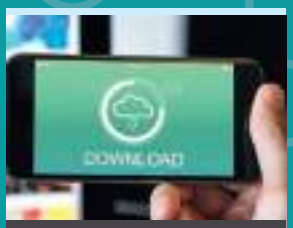
add a wireless network



check the [Wi Fi] connection



click a link



download a program


connect to a projector


restart the computer


call tech(nical) support

B Look at the situations below. Circle the next step for each situation.

1. You want to use the Internet.
   a. Add a wireless network.
   b. Download a program.
2. You need to show a presentation.
   a. Check the connection.
   b. Connect to a projector.
3. Your computer screen suddenly won't change.
   a. Unplug a cable.
   b. Restart the computer.
4. You're at work and your computer won't start.
   a. Call tech support.
   b. Click a link.

C PAIRS Brainstorm. Look at the actions in 1A. List two–three reasons why you do them.

unplug a cable: to disconnect from a printer,...

2 GRAMMAR *Could* and *should* for suggestions

COACH

Use *could* and *should* to make suggestions. *Should* is stronger than *could*.

Questions				Statements			
***Wh-* word**	***Should***	**Subject**	**Base form of verb**	**Subject**	***Should* / *Could***	***Not***	**Base form of verb**
Who	**should**	**I**	**call**?	You	**could**		**call** tech support.
What	**should**	**she**	**do**?	She	**should**		**restart** her computer.
						not	**unplug** the cable.

Notes

- Use *should* for questions and negative statements. Do not use the negative form *couldn't* for statements when making a suggestion.
- Use contractions, such as *shouldn't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 137

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LESSON 1 MAKE AND RESPOND TO SUGGESTIONS

- Read the title of the lesson. Say, *I work here as an English teacher.* Ask Ss, *Where do you work?* Have Ss share their jobs with the class.
- Read the social media message. Ask, *How does Lucas feel about technology?* (loves it when it works; doesn't like it when it doesn't)
- Lead a class brainstorm. Ask Ss, *What kind of technology do you use at work? Are there any devices you use on a daily basis?* Write Ss' ideas on the board for reference. (smartphones, tablets, computers, laptops, projectors, webcams, etc.)

1 VOCABULARY

A

- Have Ss scan the pictures and captions. Ask them to underline the verb in each caption.
- Tell Ss to listen for different actions we take with technology at work, and then listen again and repeat. Play the audio.
- Explain to Ss that the brackets around *Wi Fi* mean it's optional within the phrase. Point out that the parentheses in the word *tech(nical)* mean that it is common to abbreviate the word *technical* to *tech*.
- Write the words *unplug* and *restart* on the board, and underline the prefixes *un-* and *re-*. Tell Ss the prefix *un-* means *not*. Say, *If something is unplugged that means it is not plugged in.* Write *plug in* next to *unplug*. Demonstrate plugging in and unplugging a cable.
- Tell Ss the prefix *re-* means *again*. Write *start* next to *restart* on the board. Say, *If you restart something that means you start it again.* Ask, *Besides a computer, what else can you restart?* (a video game, a car)
- Ask, *Which of the actions in 1A have you done before?* Have Ss discuss in pairs.

LANGUAGE NOTE The *Wi* in *Wi Fi* is an abbreviation of the word *wireless*. As such, it's common to say *check the wireless connection* as well.

LANGUAGE NOTE Point out that the word *cable* is also used to refer to cable television. If possible, show Ss images of a cable box and a box with cables to help Ss understand the different meanings and uses.

B

- Read the situations aloud. Ask Ss, *What's the next step?* Have them complete the exercise individually.
- Review answers as a class.

EXTENSION Have Ss add 1–2 more steps for each situation.

EXTENSION Ask Ss, *How does technology make you feel? Why?* Write Ss' feelings on the board. In pairs, have Ss share how they would feel in each situation in 1B.

C

- Arrange Ss in same-level pairs. Ask them to write down 2–3 reasons to do each action in 1A.
- Read the example aloud. Say, *You unplug a cable to disconnect from a printer.* Ask, *What's another reason to unplug a cable?* Elicit responses. Be prepared to help Ss with additional vocabulary and/or allow them access to a dictionary for support.

2 GRAMMAR

- Ask Ss to close their books. Say, *My sister is visiting me. She is a vegetarian, so she doesn't eat meat.* Ask Ss, *What should I cook for dinner? What shouldn't I cook?* Write *I could...* and *I should...* on the board.
- Elicit ideas. After a S shares an idea, say, *Good suggestion!* and write it on the board. Write ideas that are stronger next to *should*.
- Then point to the board, and ask, *What is the difference in meaning between* could *and* should? Give Ss a couple minutes to discuss in pairs.
- Ask Ss to open their books and look at the grammar chart. Say, *We use the words* could *and* should *to ask for or give suggestions.* Explain that *could* is used to offer ideas as possible solutions while *should* is used to offer advice or strong suggestions.
- Explain that *should* often includes an opinion or judgment about what kind of action to take. Ask Ss, *Were your predictions correct?*
- Read the example sentences aloud. Point out that we use *should* in questions, but that we can use both *should* and *could* in answers. Remind Ss that only the base form of a verb can follow *could* and *should*.
- Read the Notes at the bottom of the grammar chart. Point out the placement of *not* in the answers. Go over the negative form and the contraction *shouldn't*.
- Explain that the negative *shouldn't* is often used to give advice or a warning. For example, *You shouldn't eat so many sweets. It's bad for your health.*

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3 PRONUNCIATION

A
- Read the Pronunciation box about consonant groups aloud. Remind Ss that in English one sound does not always match one letter.
- Tell Ss, *Listen to the words. Pay attention to the underlined parts of the words.* Remind Ss to listen first, and then listen again and repeat.

B
- Explain to Ss that the symbols are called IPA (International Phonetic Alphabet) symbols, and they represent the sounds of different letters in English.
- Write /kl/ = *click* on the board. Point out that the sound of the letter *c* is represented by the IPA symbol /k/ while the sound of the letter *l* is represented by the IPA symbol /l/. Say, *Sometimes the symbol and the letter are the same, and sometimes they are different.*
- In pairs, have Ss take turns pronouncing the consonant groups. Tell them to write each word from 3A next to the symbols that represent the underlined part of the word.
- Then play the audio and have Ss check their answers.

TEACHING TIP If possible, take time in class to teach Ss the individual International Phonetic Alphabet (IPA) symbols and their corresponding sounds. If not, consider providing them with resources to learn the IPA for homework.

C
- Put Ss in new pairs to practice the phrases in 3A. Ask, *Are any of these consonant groups difficult for you to pronounce?* Review any tricky pronunciations.
- Have pairs brainstorm other words with these same consonant groups and share. For example,
  - /kl/: clap, closet
  - /st/: study, story
  - /pr/: pretty, prize
  - /skr/: screw, scrub
  - /ks/: picks, tax
  - /kt/: act, fact
  - /nk/: ink, blank
  - /pl/: play, plan
- Write the words on the board. Have Ss repeat.

4 CONVERSATION

A
- Have Ss look at the video stills. Ask, *Who are these people?* (Eric and Lucas) *What are they doing?* (talking on a video call) *How are they feeling?* (Eric seems worried.)
- Give Ss time to preview the exercise items. Ask, *What do you think Eric and Lucas are talking about?* (a technology issue)
- Have Ss listen or watch and circle the correct answers. Ask, *Were your predictions correct?*
- Go over the answers as a class.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and complete the conversation. Review answers as a class. Ask, *Were your predictions correct?*
- Read the Conversation Skill aloud. Elicit other ways to show that you understand what someone is saying in a conversation. (For example, *I see. Alright. Sure. I know what you mean.*)
- Ask Ss to listen to or watch the conversation in 4A again and raise their hand when they hear an expression that shows you understand.

TEACHING TIP Elicit examples of body language, such as facial expressions or gestures, that show you understand what someone is saying in a conversation, such as head nodding or thumbs up.

C
- Play the audio and have Ss repeat.
- Put Ss in pairs to practice the conversation.

D
- Arrange Ss in same-level pairs to make a new version of the conversation in 4B using the highlighted verbs or their own ideas.
- Ask Ss, *Have you ever had a similar technology issue? What did you do?*

5 TRY IT YOURSELF

A
- Say, *Eric wants to use technology to show a presentation. I want to make a video call with my cousin who lives in Spain.* Ask, *What is something you want to do with technology?*
- Tell Ss to take notes individually. Encourage Ss to include the target vocabulary from 1A in their ideas.

B
- In pairs, have Ss share ideas and give each other suggestions for how to do it.
- Read the example aloud with a **higher-level S**. Remind Ss to use *could, should,* and *shouldn't* as they provide suggestions or solutions.
- Tell Ss to use expressions to show they understand what their partner is saying. If they don't understand, encourage them to ask follow-up questions.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

✓ using the target vocabulary for technology at work
✓ using *could* and *should* for suggestions
✓ pronouncing consonant groups closely together
✓ using expressions to show they understand what someone is saying

EXIT TICKET Say, *I want to reconnect with my old friend from high school.* Ask, *What should I do?* Have Ss write their names on a blank card or piece of paper. Ask **lower-level Ss** to write two suggestions and **higher-level Ss** to write four. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 PRONUNCIATION

Consonant groups

Many English words start or end with groups of two or three consonant sounds. We say the consonants in a group closely together.

A 05-03 Listen. Notice the consonant group at the beginning or end of these words. Then listen and repeat.

fix the problem | connect to the screen | close the program
click the link | plug in the speakers | start the presentation

B 05-04 Write a word from 3A that has the consonant group shown. The symbols on the left show sounds, not spellings. Then listen and check your answers.

1. /kl/ click, close
2. /st/ start
3. /pr/ problem, program, presentation
4. /skr/ screen
5. /ks/ fix
6. /kt/ connect
7. /ŋk/ link
8. /pl/ plug
9. /sp/ speakers

C PAIRS Practice the phrases in 3A. Are any of the consonant groups difficult for you? Can you think of other words that start or end with these consonant groups?

4 CONVERSATION

A 05-05 Listen or watch. Circle the correct answers.

1. After closing the presentation, Eric ***restarts*** / ***shuts down*** / ***unplugs*** the computer.
2. Eric ***plugs in the cable*** / ***clicks a link*** / ***adds a wireless network*** before he tries to connect.
3. Eric ***connects to the screen*** / ***checks the sound*** / ***starts the presentation*** last.
4. To join the meeting, people need to ***open a file*** / ***download a program*** / ***call tech support***.

B 05-06 Listen or watch. Complete the conversation.

Eric: I can't get our presentation to play. What should I do?
Lucas: You should unplug the cable. Then plug it in again.
Eric: Uh-huh.
Lucas: If that doesn't fix the problem, you could restart your computer.
Eric: Got it.



C 05-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

download the new program | call tech support

CONVERSATION SKILL Show you understand

To show that you understand what someone is saying in a conversation, say: *OK*, *Uh-huh*, *I understand*, or *(I've) got it*.

A: Now, shut down your computer.
B: Got it.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of something that you want to do with technology. Take notes.

B PAIRS Student A, say what you want to do with technology. Student B, suggest an idea or solution. Then change roles.

A: I want to edit my vacation photos. What should I use?
B: You could download this photo app.

☐ I CAN MAKE AND RESPOND TO SUGGESTIONS.

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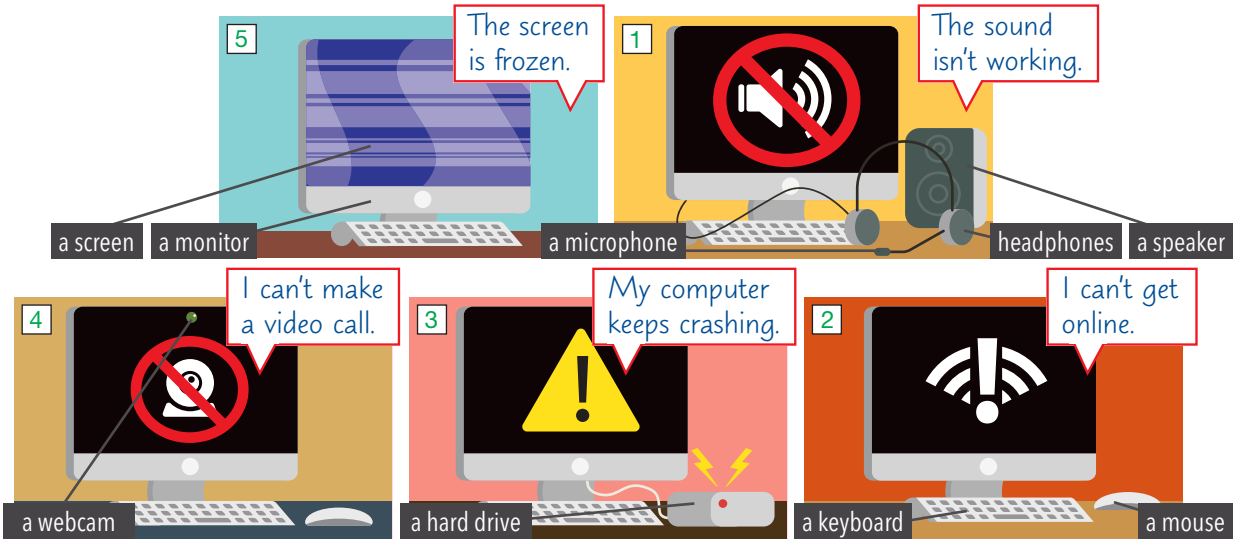
LESSON 2 IDENTIFY PROBLEMS AND SOLUTIONS



LUCAS MORALES
@LucasM
Tech support to the rescue!

1 VOCABULARY Technology issues and hardware

A 05-08 Listen. Then listen and repeat.



B 05-09 Listen to the problems. Number the technology issues in 1A.

C PAIRS Look at the hardware in 1A. Which of these items can freeze, stop working, or crash? What other items can also have these issues?

A: A monitor can stop working. B: A cell phone can stop working, too.

2 GRAMMAR *Will*, *may*, and *might* to express likelihood

COACH

Use *will* to talk about something that is certain to be true in the future. Use *may* or *might* when you are unsure of something.

Subject	*Will / May / Might*	*Not*	Base form of verb
It	**will**	**not**	**solve** the problem.
You	**may**	**not**	**be** connected to the Internet.
The problem	**might**	**not**	**happen** again.

Notes

- Use *will (most / very) likely* or *will probably* to talk about something that is expected to be true.
  *That **will most likely** solve the problem.*
  *That **won't likely** solve the problem. That **likely won't** solve the problem.*
  *That **will probably** solve the problem. That **probably won't** solve the problem.*
- Use *will definitely* to talk about something that is going to happen for sure.
  *We **will definitely** be there tomorrow. We **definitely won't** be there tomorrow.*

>> FOR PRACTICE, GO TO PAGE 138

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LESSON 2 IDENTIFY PROBLEMS AND SOLUTIONS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask Ss what *tech* is an abbreviation for. (technical)
- Ask, *What does Lucas mean when he says* to the rescue? (Tech support is coming to save him from a bad situation; to solve his problem.) This is a playful and informal way of saying, *Tech support is coming to provide help.*

1 VOCABULARY

A
- Read the Vocabulary title, *Technology issues and hardware*. Ask Ss, *What's another way to say* issues *in English?* (problems) *What does* hardware *mean?* (computer equipment)
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.

B
- Tell Ss, *You will hear about five different technology issues. As you listen, write the number of the problem next to the image that represents it.*
- Do number 1 as a class. Play the audio and pause after the first problem. Ask, *Which one of these pictures shows a technology issue with headphones?* (the second picture) Tell Ss to write the number *1* inside the box next to that picture.
- Play the audio without pausing. Have Ss complete the exercise individually.
- To review, project the images in 1A or hold up the page. Elicit the number for each image.

C
- Arrange Ss in same-level pairs. Have them discuss which hardware and other technology devices can freeze, stop working, or crash.
- Provide assistance as needed.
- **Higher-level Ss** can continue the conversations by making suggestions using *could, should,* and *shouldn't* about how to fix the problem.

OPTION Invite two **higher-level Ss** to participate in the class review. Have them take turns writing the words on the board as Ss call them out.

LANGUAGE NOTE Compound nouns are stressed on the first word in the compound. For example, ***hard****ware,* ***head****phones,* ***micro****phone,* ***key****board,* ***web****cam,* and ***hard****drive*.

EXTENSION Divide the class into five groups. Assign each group a picture in 1A. Have them write a short paragraph describing the situation. Write, *How can you solve your technology issue?* Ask each group to discuss what they want to do with the technology, what issue happened, and 2–3 suggestions to fix it. Assign roles: The group leader keeps the conversation on topic; the time keeper keeps track of time; the recorder writes and edits the paragraph; and the presenter reads the paragraph to the class.

2 GRAMMAR

- To introduce the grammar, write *will*, *may*, and *might* on the board. Say, *I have no food to cook at home, so tonight I will definitely go to a restaurant. But I'm not certain what kind of food to eat. I may eat Japanese food, or I might eat Italian.* Point to each word on the board as you say it.
- Ask, *When talking about the future, when do we use* will *in English? When do we use* may *or* might?
- Have Ss look at the grammar chart. Say, Will *shows certainty about the future.* May *and* might *have the same meaning. They show uncertainty or possibility for the future.* Ask, *Were your predictions correct?*
- Tell Ss the negative of *will* is *will not.* Read the example in the chart aloud. Write on the board, *will + not = won't*. Say, *The contraction of* will not *is* won't.
- Explain that the negative of *may* is *may not,* and the negative of *might* is *might not*. Read the examples in the chart aloud. Tell Ss there are no contractions for *may not* or *might not*.
- Ask, *What kind of verb comes after* will, may, *and* might? (the base form)
- Bring Ss' attention to the Notes. Say, *There are other words you can use with* will *to describe future possibility.* Read the first explanation and examples aloud. Point out you can place *likely* and *probably* both before and after *will* and *won't*. Explain that *likely* can also be qualified: *most likely*, *very likely*.
- Say, *To describe that something is certain, you can use the word* definitely *with* will. Read the second explanation and example aloud.
- Explain to Ss that the word *maybe* has the same meaning as *may* and *might* but is used differently. Tell them not to confuse *maybe* (the adverb) with *may be* (the verb). Write the following example on the board. Read it aloud, and explain that both answers are correct.

  Will you be there tomorrow?

  1. *Maybe I will be there tomorrow.*
  2. *I may be there tomorrow.*

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3 LISTENING

A
- Have Ss predict what's happening in the picture. Ask, *Who are these people? What are they doing? How do they feel? Why?*
- Read the directions and choices aloud. Ask Ss, *What does* reception *mean?* Clarify that *reception* refers to a desk or area in a hotel or office building where there is someone whose job it is to welcome visitors and answer questions, either in person or by phone.
- Have Ss listen and choose the best answer. Go over it as a class. Ask, *Were your predictions correct?*
- Ask Ss, *Have you ever called tech support? What was your experience like?*

B
- Read the Listening Skill aloud. Model correct pronunciation of the phrases and have Ss repeat. Elicit additional examples and write them on the board. (*Now, Second, Secondly, Third, After, Last, Lastly*)
- Give Ss time to preview the exercise items. Have them underline names of people and other key words to listen for in each question.
- Play the audio. Have Ss compare their answers in pairs. Replay the audio if appropriate.
- To review, read the questions aloud. Encourage Ss to say the correct answers in complete sentences.

⊕ **EXTENSION** In groups, ask Ss to summarize two customers' technical issues. Write on the board, *1. problem, 2. cause, 3. solution.* Say, *Recall information from the messages and write your customers' problems, the cause of the problem, and the solution tech support suggested.* When they have finished writing their summaries, replay the audio so they can fill in any missing details. Spot-check or collect and correct their summaries.

C
- Elicit the six problems in 3B, and write them on the board. (1. speakers aren't working; 2. screen is frozen; 3. can't get online; 4. has no microphone; 5. computer keeps crashing; 6. can't make a video call)
- Say, *First, recall the solutions from tech support for each problem. Then talk about any other ways you know to solve the problems.* Have Ss discuss in pairs.
- Have Ss describe their solutions to the class.
- Ask Ss, *Have you ever had any of these problems? How did you solve them?*

4 TRY IT YOURSELF

A
- Say, *Let's solve hardware problems!* Arrange Ss in mixed-level pairs. Read the instructions aloud.

B
- Suggest that **lower-level Ss** be Student A, and **higher-level Ss** be Student B. Read the example conversation aloud with a **higher-level S**.
- Have pairs discuss hardware problems and solutions. Remind them to use the target vocabulary in 1A. Encourage them to use *could, should,* and *shouldn't* to give suggestions and use *will, may,* and *might* to express degrees of certainty about their solution.
- Walk around the class as Ss discuss. Provide feedback on vocabulary and pronunciation as necessary.

⋯ **OPTION** Print or write the following sentences on a piece of paper, and cut along the lines.

The screen is	frozen.
The sound isn't	working.
I can't get	online.
I can't open my	presentation.
I can't make a	video call.
My computer keeps	crashing.
I can't add a	wireless network.
I can't connect to the	Wi Fi.
My webcam doesn't	work.

Distribute the pieces of paper randomly to Ss. Ask Ss to find the classmate whose paper completes their sentence. Have Ss complete 4A in these pairs.

C
- Have Ss circulate and discuss hardware problems and solutions with at least three classmates. Tell them to take notes in the chart.
- After ten minutes, ask them to choose the response that was the most interesting to them and to share it.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using vocabulary related to technology
- ✓ using *will, may,* and *might* for future possibility
- ✓ using *(most/very) likely* and *definitely* to describe the degree of possibility
- ✓ understanding the order of steps in instructions

EXIT TICKET Write on the board, *Describe a hardware problem and solution.* Have Ss write their names and answers on a blank card or piece of paper. Tell them to choose a hardware problem discussed in the lesson and write instructions for how to solve it. Ask **lower-level Ss** to write 2–3 steps and **higher-level Ss** to write 4–5 steps. Collect cards as Ss leave. Identify areas for review in later lessons.

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3 LISTENING



A ▶05-11 Listen to the phone messages. Who leaves a message in all the conversations?

(a.) someone from Tech Support
b. someone from Reception
c. employees with problems

B ▶05-11 Read the Listening Skill. Listen again. Circle the correct answers.

1. How can Yuki fix her speakers?
   a. unplug the cable and restart the computer
   (b.) click on the sound icon and change the volume level
   c. unplug and then plug in the speaker cables
2. What problem is Tom having?
   a. His laptop won't start.
   b. He can't log in.
   (c.) His screen stopped working.
3. What does Sarah have to do after she adds a wireless network?
   a. restart the computer
   (b.) check the password
   c. connect to the Internet
4. What should Sam do if Carla isn't free?
   (a.) call Junior in Tech Support
   b. call someone else in Reception
   c. cancel her presentation
5. What does Julio need to do as a last step?
   (a.) restart the computer
   b. delete some programs
   c. delete some files
6. What does Katie need to do first?
   a. turn on the speaker
   (b.) check the webcam
   c. plug in the cables correctly

LISTENING SKILL Listen for instructions

Speakers often use certain phrases to explain instructions. Some of these phrases are *First,…, To start,…, Then,…, After that,…, Next…,* and *And finally…*

C PAIRS Do you know another way to solve the problems in 3B? Tell your partner what you know.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a problem using one of the hardware items from 1A. Take notes.

B ROLE PLAY Student A, say the problem. Student B say what you think the cause is and suggest a solution.

A: My webcam doesn't work.
B: It may be because it's turned off. To start, check to see that it's on.

C WALK AROUND Continue the Role Play with your classmates. Take notes in the chart. Report to the class. Choose one response. Say the problem, the cause, and the solution.

Name	Problem	Solution

☐ I CAN IDENTIFY PROBLEMS AND SOLUTIONS.

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LESSON 3 TALK ABOUT WHAT YOU NEED TO DO



LUCAS MORALES

@LucasM

Lots of meetings with the design team this week, presenting ideas to clients. Wish me luck!

1 VOCABULARY Meeting preparation

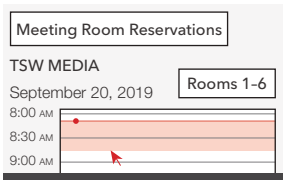
A 05-12 Listen. Then listen and repeat.



send an invitation



write an agenda



reserve a meeting room



create a presentation



arrange a video call



order refreshments



make photocopies



check equipment

B You are planning a meeting. Put the actions from 1A in the order that you need to complete them. More than one answer may be possible. Possible answers:

2. write an agenda 4. send an invitation 6. order refreshments 8. check equipment

1. reserve a meeting room 3. arrange a video call 5. create a presentation 7. make photocopies

C PAIRS Compare your answers in 1B. Did you put the actions in the same order?

2 GRAMMAR *Have to / Need to* for obligation and necessity

COACH

Affirmative statements			Negative statements				
Subject	***Have to / Need to***	**Base form of verb**	**Subject**	***Do / Does***	***Not***	***Have to / Need to***	**Base form of verb**
I	**have to**	**make** photocopies.	I	**do**	**not**	**have to**	**make** photocopies.
He	**has to**		He	**does**			
She	**needs to**	**order** lunch.	She	**does**		**need to**	**order** lunch.
They	**need to**		They	**do**			

Yes / No question				Short answers	
Do	**Subject**	***Have to / Need to***	**Base form of verb**	**Affirmative**	**Negative**
Do	I	**have to**	**be** there early?	Yes, you **do**.	No, you **don't**.

Information question					Answer		
***Wh-* word**	***Do***	**Subject**	***Have to / Need to***	**Base form of verb**	**Subject**	***Have to / Need to***	**Base form of verb**
What	**do**	we	**need to**	**bring**?	You	**need to**	**bring** your laptops.

>> FOR PRACTICE, GO TO PAGE 139

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LESSON 3 TALK ABOUT WHAT YOU NEED TO DO

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Say, *I have to go to the dentist tomorrow.* Ask, *What's one thing you need to do this week?* Have volunteers share.
- Read the social media message aloud. Point out that *Lots of* is a common way to say *a lot of.*
- Ask Ss, *What are two things Lucas needs to do this week?* (meet with the design team; present ideas to clients)
- Ask Ss, *What does Lucas mean when he says,* Wish me luck? Elicit ideas. Explain that to wish someone luck is to tell them that you hope they will have success.

1 VOCABULARY

A

- Say the Vocabulary title, *Meeting preparation*. Ask, *Do you ever need to prepare for meetings?* Have Ss share. Say, *In this lesson, you will learn about different things to do in order to prepare for a meeting.*
- Have Ss scan the pictures and captions. Elicit descriptions. Ask, *What technology devices do you see? Where are they? What are they doing?*
- In pairs, have Ss share which actions they have seen or done before. Encourage them to guess the meaning of unfamiliar vocabulary based on what they see.
- Tell Ss to listen to the actions about meeting preparation, and then listen again and repeat. Play the audio.
- Clarify any new or confusing words, such as *agenda* (a list of things to be considered or done), *refreshments* (food and drink), or *photocopies* (a paper copy of a document).

⊕ **EXTENSION** In pairs, ask Ss to find at least one synonym for each of the verbs in 1A. Encourage Ss to write them in a vocabulary journal to study later. Possible answers:

1. send an invitation: mail/email an invitation
2. write an agenda: make an agenda
3. reserve a meeting room: book/arrange for a meeting room
4. create a presentation: make/design a presentation
5. arrange a video call: set up/organize a video call
6. order refreshments: request/place an order for refreshments
7. make photocopies: copy the documents
8. check equipment: inspect/look over equipment

B

- Say, *You are planning a meeting! What do you need to do first?* Tell Ss to fill in the blanks with the actions in 1A in the order they should be completed before their meeting.

C

- In pairs, have Ss compare their answers. Remind them that more than one answer may be possible.
- Review Ss' ideas with a timeline on the board.

⊕ **EXTENSION** Have Ss prepare for a specific kind of meeting, such as a meeting with vegetarian chefs to make a wedding menu or a meeting with famous celebrities to plan a charity event. Copy the following list on the board.

1. *Send invitations to...*
2. *Write an agenda to talk about... the*
3. *Reserve a meeting room in...*
4. *Create a presentation about... each*
5. *Arrange a video call with...*
6. *Order refreshments of...*
7. *Make photocopies of...*
8. *Check equipment, such as...*

In small groups, ask Ss to complete the sentences and then put the actions in an appropriate order. Then have them present their ideas to the class.

2 GRAMMAR

- Tell Ss that *have to* expresses obligation and *need to* expresses necessity.
- First, read the examples of the affirmative statements. Ask, *What kind of verb comes after* have to *and* need to*?* (the base form)
- Read the examples of the negative statements. Remind Ss that we need the *do* auxiliary verb to create negative sentences. Point out that *not* is placed between the auxiliary and main verb.
- Then read the examples of the *yes/no* and information questions and answers. Point out the contraction *don't* in the negative short answer. Remind Ss that contractions like *don't* or *doesn't* are used in spoken English and informal writing.

3 PRONUNCIATION

A
- Read aloud the first sentence in the Pronunciation box. Write on the board, *to (weak) = /tə/ and to (strong) = /tuː/*. Point and say them aloud several times. Have Ss repeat.
- Write, *They are going to work.* Underline *to* and draw an arrow pointing to *work*. Circle the *w* and say, *When the word after* to *begins with a consonant sound,* to *has a weak pronunciation.* Say the sentence several times aloud.
- Read the second part of the box aloud. Ask Ss, *What does* blend *mean?* (to join or combine)
- Write, *They have to work.* Underline *to* and draw an arrow pointing to *have*. Say, *When the word* have *is before* to, have *and* to *blend together to sound like one word.* Say the sentence several times aloud.
- Tell Ss, *We also blend* has to *together as* hasta. Write *"hasta" /hæstə/* on the board next to the sentence *She has to work.* Underline *to* and draw an arrow pointing to *has.* Say the sentence several times aloud.
- In pairs, have them predict the pronunciation of each sentence in 3A. Then read the directions and play the audio.

TEACHING TIP To make the weak pronunciation /tə/, tell Ss to relax their mouth and slightly drop their jaw. To make the strong pronunciation /tuː/, tell Ss to push their lips forward into a circle and pull their tongue up and back. They should continue to push their lips into a tighter circle as they say continue to say the sound.

B
- Have Ss complete the exercise individually and then compare answers in pairs.
- Play the audio for Ss to check their answers.
- Replay the audio with pauses for Ss to repeat.

C
- Have Ss write a list of things they have to or need to do this week for school, home, or work. **Lower-level Ss** can list three things. **Higher-level Ss** should list five.
- Arrange Ss in same-level pairs. Have Ss read their sentences aloud and provide each other feedback on the weak and blended pronunciation of *to*.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *What is the relationship between Lucas and Victor?* (Victor is Lucas's manager.) *Where are they?* (in an office)
- Give Ss time to preview the exercise. Ask, *What do you think Lucas and Victor are talking about?*
- Play the audio or video. Check Ss' predictions.
- To review, read the beginning of each sentence, and call on a S to finish it.
- Clarify any new or confusing words, such as, *resort* (a place where people go for vacation) and *campaign* (a series of things such as television advertisements or posters that try to persuade people to buy a product).

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review answers as a class.

C
- Play the audio again. Have Ss repeat each line.
- Address any questions about pronunciation.
- In pairs, have Ss practice the conversation.

D
- Arrange Ss in same-level pairs. Have them make new conversations with the target vocabulary from 1A and their own ideas. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

5 TRY IT YOURSELF

A
- Tell Ss they are going to plan a meeting. Tell them to take notes on what they'll need to do.

B
- In pairs, have Ss compare lists and then decide who will do each task. Each S should be responsible for at least two different actions.
- Encourage Ss to include as many details as possible and put the tasks in a logical order. Make sure they are using *have to* and *need to* for obligation and necessity.

OPTION **Higher-level Ss** could write an agenda, make an invitation, make a list of refreshments, or create a presentation.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
- ✓ using vocabulary for meeting preparation
- ✓ using *have to* and *need to* for obligation and necessity
- ✓ pronouncing the weak or blended pronunciation of *to*

EXIT TICKET Ask Ss, *What are the most important things to do to plan a meeting?* Give Ss one minute to write down as many ideas as they can. Then have them discuss in small groups. Listen and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

COACH

A 05-14 Listen. Notice the weak pronunciation of *to* and the blended pronunciation of *have to*. Then listen and repeat.

Are they coming to the office? I have to check the sound.
I need to call tech support. I don't have to go to the meeting.

Weak and blended pronunciation of *to*

The word *to* is usually unstressed and has the short, weak pronunciation /tə/, especially before a consonant sound. Sometimes we blend *to* with the word before it. We blend *have to* together as "hafta" /hæftə/.

B 05-15 The word *to* is missing from these sentences. Write the word *to* where you think it is missing. Then listen and check your answers.

1. What do we need to do?
2. I have to write an agenda.
3. I need to send invitations the guests.
4. I'll have to send a link the website.
5. I don't have time to do everything.
6. I don't need to make photocopies.

C PAIRS List three things you have to or need to do this week. Share your list.

4 CONVERSATION

A 05-16 Listen or watch. Circle the correct answers.

1. New clients are ***coming to the office*** / ***having a video conference*** / ***visiting a resort***.
2. Marta will help Victor ***send an invitation*** / ***write an agenda*** / ***check the equipment***.
3. Lucas needs to ***create a presentation*** / ***send an invitation*** / ***make a list of people***.
4. Lucas needs to order ***lunch*** / ***breakfast*** / ***snacks***.
5. The meeting is ***moved earlier*** / ***moved to next week*** / ***canceled***.

B 05-17 Listen or watch. Complete the conversation.

Victor: Let's talk about what we need to do for the meeting.
Lucas: Sure. I guess I ___need to___ reserve a meeting room.
Victor: Yes, that's right.
Lucas: OK. Do I have to create a presentation?
Victor: No, you ___don't have to___ . I'm going to do it.
Lucas: Is there anything else?
Victor: Yes. We ___have to___ order refreshments.



C 05-18 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL You're going to plan a meeting. Think about what you'll need to do. Take notes.

B PAIRS Plan a meeting. Talk about what you need to do, and then decide on two things each of you will do.

A: We need to reserve a meeting room.
B: OK. I'll reserve the room. Do we have to...?

☐ I CAN TALK ABOUT WHAT I NEED TO DO.

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LESSON 4 READ ABOUT 3D PRINTING



LUCAS MORALES
@LucasM
3D printing is going to change the world!

1 BEFORE YOU READ

A PAIRS What do you know about 3D printing?
3D printing is when...

B VOCABULARY ▶05-19 Listen. Then listen and repeat.


three-dimensional


a disaster


natural resources


waste


skin

organs


the lungs


the heart


a cell

>> FOR PRACTICE, GO TO PAGE 156

2 READ

A PREVIEW Look at the title and the photograph. What do you think the article is about?
Possible answer: The article is about 3D printing and what it can do.

B ▶05-20 Listen. Read the article.

3D PRINTING: A WHOLE NEW WORLD

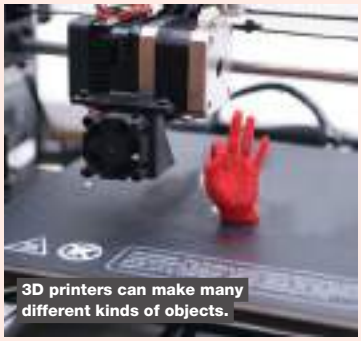
Most people today know about 3D printers. These are machines that "print" three-dimensional objects from a computer program. The objects are built using thousands of tiny little slices. The slices are layered together to form a solid object. At first, 3D printers only made small, simple plastic objects. But the technology behind them is improving every day. So, what will we be "printing" in the future?

New Ways to Make Food

Today, many people do not have enough food, but 3D printing will soon be able to help. Scientists are creating new 3D-printed foods which could be given to people without food, such as those who have been through a disaster. 3D foods can be made with the vitamins and minerals that people need to be healthy using ingredients that are grown quickly and easily. For example, different types of plants like algae and grass. These foods can also be designed so that they are easy to move and deliver.

New Ways to Build

There are places around the world where it is hard to find a clean and inexpensive place to live. In addition, a lot of natural resources are used in traditional building. But scientists have found a way to build homes with the help of a huge 3D printer. These homes are cheaper but still strong, and produce less waste. In China, an entire 3D-printed house was made in one month. In the future, all new homes might be made with 3D printers.


3D printers can make many different kinds of objects.

New Ways to Save Lives

The strangest and most exciting area of 3D printing could be medicine. Today, we are able to print medical equipment, prosthetics, like artificial arms and legs, and even skin! But we could do so much more. Take organs, for example. They're not always available, so people often have to wait a long time for one. But someday, doctors might be able to print out a new lung for someone or even a new heart if the "ink" of a 3D printer was made of cells.

Clearly the future of 3D printing is so much more than simple plastic objects. Someday, 3D printing will likely be involved in every part of our lives!

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LESSON 4 READ ABOUT 3D PRINTING

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud. Ask, *What are some inventions that have changed the world?* Have Ss discuss the question in pairs. Invite volunteers to share their ideas with the class.

1 BEFORE YOU READ

A

- Ask Ss to close their books. Write *3D printing* in a circle in the middle of the board. Read the question aloud. In pairs, have Ss share what they know about 3D printing.
- After a few minutes, bring the class back together. Ask, *What is* 3D *an abbreviation for?* (three-dimensional) *What does it mean?* (having or seeming to have length, width, and depth)
- Then elicit more information about 3D printing from Ss. Draw lines out of the circle on the board and write Ss' words or phrases at the end of the lines. For example, *innovative, process, CAD, models, scanner, digital camera*, etc.

OPTION In small groups, have Ss fill in a chart with three columns: what they already know, what they think they know, and what they want to find out about 3D printing. Draw an example chart on the board. Walk around as Ss work to better understand how much prior knowledge Ss have about the topic.

TEACHING TIP If Ss don't understand a term, encourage them to break it down into parts. For example, for *3D printing,* Ss could discuss the meaning of 1D, 2D, and 3D. Then they could talk about what it means to print something, and how 3D printing might be different from traditional printing.

B

- Have Ss scan the pictures and captions before listening. Ask Ss to circle any terms they are unfamiliar with. Point out that *the lungs* and *the heart* are both called *organs*.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Ask Ss, *What do you think you will learn about 3D printing?* Have Ss discuss their predictions in pairs.
- For more vocabulary practice, have Ss turn to page 156.

TEACHING TIP Engaging Ss' prior knowledge helps them connect new information to their prior understanding and experiences. This increases the chance that Ss will be able to recall and remember new vocabulary over time.

EXTENSION Ask Ss additional questions to help engage their prior knowledge, such as:

1. *What are examples of three-dimensional objects?* (tables, blocks, balls)
2. *What are examples of a disaster?* (hurricane, earthquakes, floods)
3. *What is an example of waste?* (used bottles and cans, food packaging, old newspapers)
4. *What are examples of natural resources?* (petroleum, coal, salt, wind, water, sunlight)
5. *What is the function of our skin?* (protect against toxins; regulate body temperature; detect sensations of heat, cold, pressure, contact, and pain)
6. *What is the function of our lungs?* (get oxygen into the blood and carbon dioxide out)
7. *What is the function of our heart?* (pumps blood throughout the body)

2 READ

A

- Bring Ss' attention to the photo. Read the title and caption aloud.
- Ask Ss, *What do you see in the photo?* (3D printer) *What does this title mean?* (3D printing opens up many possibilities and opportunities.) *What do you think you will learn in the article?*

B

- Have Ss listen to and read the article.
- As they listen, ask them to circle the vocabulary words from 1B as well as any other words they are unfamiliar with.
- Ask, *Were your predictions correct?*

OPTION Have Ss close their books. Read the title aloud. Play the audio, and pause after the question, *So, what will we be "printing" in the future?* In pairs, have Ss predict the different objects that 3D printers will make in the future. Invite volunteers to share their ideas with the class. Then ask Ss to open their books and play the audio without pausing.

EXTENSION Immediately after the listening, have Ss cover up the article and write down as much as they can remember about what they heard. Keep track of time and give them two minutes. **Lower-level Ss** can list key words or ideas. **Higher-level Ss** can do a free write, writing sentences to form a paragraph about whatever information they recall.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of this article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to explain why the other answer choices are incorrect. (a. this is true, but not the main idea; c. this isn't true, there is still a lot to be developed)
- Ask Ss, *3D printing can change the way we do what kind of things?* (grow food, eat food, build homes, cure diseases, etc.)

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs. To review, call on Ss to read the completed sentences aloud.
- If possible, show pictures of algae and grass. Ask Ss, *Would you like to eat this? Why or why not?* Bring up pictures of 3D-printed homes. Ask Ss, *Would you like to live here? Why or why not?*

C
- Ask a volunteer to read the first paragraph of the text aloud for the class. In pairs, have Ss discuss the meaning of the words *behind* and *"printing"* in this context.
- Have them complete the exercise, and review answers as a class.
- Give additional examples demonstrating the use of *behind* as a preposition, such as, *The great mind behind the 3D printer is an American engineer named Chuck Hull. The great mind behind early America was the first president George Washington.*

D
- Read the Reading Skill aloud. Have Ss read the article again. Tell them to underline the problems and solutions in the text.
- Then have them complete the chart with their ideas. Ss can work together but should complete the exercise in their books individually.
- As Ss work, copy the chart on the board. To review, ask volunteers to come up to the board and write their ideas in the chart. Review the answers as a class.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article. Remind them to use their own words as they summarize.
- Challenge **higher-level Ss** to close their book to complete the exercise.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

⊕ **EXTENSION** Return to Lucas's social media message at the beginning of the lesson. Have a volunteer read it aloud again. Ask, *Do you agree with Lucas? Will 3D printing change the world?* Have volunteers share their opinions with the class. Take a class vote to see how many Ss agree with Lucas.

4 MAKE IT PERSONAL

A
- In small groups, have Ss brainstorm other world problems, such as safety, lack of education, or climate change.
- After five minutes, ask Ss to work individually to complete the chart. Walk around as Ss work to provide help with vocabulary and spelling as necessary.

B
- Have Ss share and compare their charts in pairs. Encourage them to include real-life examples to support their opinions.
- Remind them to use vocabulary they learned in 1B and in the article.

⊕ **EXTENSION** In pairs, have Ss brainstorm any disadvantages of 3D printing. (For example, high energy consumption, expensive technology, harmful emissions, the overuse of plastic, a slow work speed, production of dangerous items, manufacturing job losses, etc.) Then lead a class brainstorm about the advantages and disadvantages of 3D printing. List Ss' ideas in a pro/con chart on the board. Provide a model entry if necessary. For example,

Pros (Advantages)	Cons (Disadvantages)
grow food easily and quickly	overuse of plastic

Have each S choose a side and debate. Remind them to give reasons to support their opinions. After five minutes, have Ss switch roles and debate the opposite side.

TEACHING TIP Explain to Ss how a discussion and a debate are different. A discussion is an informal interaction where it's common for speakers to interrupt each other and respond casually to each other's ideas. A debate is a more formal interaction, where speakers take turns presenting their arguments for or against an idea or issue.

EXIT TICKET Ask Ss, *How does 3D printing help?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to review the Reading lesson and prepare an answer. Tell them to write down one problem and one solution discussed. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

a. 3D printing is a fun way to create small plastic objects.
b. 3D printing can change the way we do many things.
c. 3D printing is a technology that has been completely developed.

B Read the article again. Complete the sentences.

1. 3D-printed food can be made out of plants like algae and grass.
2. 3D-printed houses are less costly and produce less waste.
3. When 3D printers use cells as the ink, they will be able to print organs like a new lung or heart.
4. 3D printing will change medicine because it will help heal people.

C FOCUS ON LANGUAGE Reread lines 5–7 in the article. Think about the words *behind* and *"printing"*. Then answer the questions. *Possible answers:*

1. What does the word *behind* mean in this sentence?
Behind is referring to the technology "that was used to create" something.
2. Why is the word *"printing"* in quotation marks? What does it mean in this sentence?
The word isn't being used in the traditional sense, as in printing something on paper. In this sentence, they are talking about printing different objects.

D Read the Reading Skill. Read the article again. Identify the problems and solutions the author describes. How could the solutions help?

READING SKILL Identify text structure: Problem / Solution

Texts are organized in different ways depending on what they are describing and want to explain. One way to organize a text is to introduce a problem and then describe the solution to that problem.

Problems	Solutions	How the solutions could help
People do not have enough food.	3D-printed foods	could help large groups of people after a disaster; can be made with vitamins and minerals; can be made with ingredients that are grown quickly and easily; easy to move and deliver
It is hard to find a clean and inexpensive place to live.	3D-printed houses	homes are cheaper, but still strong; create less waste; less natural resources are used; can be built quickly
People are sick and don't always have what they need to get better.	3D-printed medical equipment and items	can already print prosthetics and skin; could someday print new organs for people who are unable to find one

E PAIRS What is the article about? Retell the most important ideas in the article. Use your own words. The article is about 3D printing and how...

4 MAKE IT PERSONAL

Find out about what else 3D printers can do.

A Think about the article. Are there other kinds of problems you think 3D printing could solve? How do you think the solutions could help?

Problems	Solutions	How the solutions could help

B PAIRS Tell your partner about the problems and solutions. Discuss how you think 3D printing could solve these problems. I think 3D printing could solve the problem of...

☐ I CAN READ ABOUT 3D PRINTING.

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LESSON 5 WRITE ADVICE ON HOW TO MANAGE YOUR TIME



LUCAS MORALES
@LucasM
How much time do you spend on your device each day? How much is too much?

1 BEFORE YOU WRITE

A Do you ever feel like it's hard to stop checking your phone? What kind of advice would you give someone who spends too much time on his or her device?

B Cara posted a question on social media. Her friend Lucas responded with some advice. Read the post. Why does Lucas think he can help Cara? *Possible answer:* Last year, Lucas spent too much time on his devices, but he learned how to solve the problem

Home | Profile | Logout

Cara Thompson
I spend way too much time on my phone. Any tips for how to avoid this?

Lucas Morales
Hi, Cara. I think I can help with your problem. Last year, I spent almost all my time on my devices, too. I was always online, reading my friends' posts. But then a friend told me a few things that I could do to help me spend less time online. Her advice really helped.

First, never take your phone to bed. Charge your phone in the kitchen or living room instead. Then you won't be tempted to go online. Next, always shut down your computer when you finish working. You'll be less likely to log in to your favorite sites even for just a minute. And last, try to leave your phone in another room sometimes. Frequently, when I'm spending time with my family or friends, I just don't take my phone with me.

I think these ideas will help. There are probably a lot more online, but remember, don't spend too much time looking for them. ;)

C Read the post again. What advice does Lucas give Cara? Take notes in the chart.

Problem	Advice / Details
Cara spends too much time on her device.	Never take your phone to bed. Charge your phone in the kitchen or living room instead. You won't be tempted to go online.
	Always shut down your computer when you finish working. You'll be less likely to log in to your favorite sites.
	Leave your phone in another room. I frequently leave my phone in another room when I'm spending time with my family or friends.

2 FOCUS ON WRITING

A Read the Writing Skill.

B Reread the post. Underline the qualifiers.

WRITING SKILL Use qualifiers

Qualifiers are words or phrases that limit or add to another word's meaning. Qualifiers can make a word stronger (*I spoke very quickly*) or weaker (*He's a little tired*). They give information about things like time (*He's always late*) or quantity (*I like most of my teachers*). Common qualifiers are: *very, quite, more, rather, pretty, really, so, nearly, almost, fairly, somewhat, least, less, a bit, kind of, a little, always, frequently, rarely, seldom, never, sometimes, every, most, few, all, a lot, many.*

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LESSON 5 WRITE ABOUT HOW TO MANAGE YOUR TIME

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask Ss to discuss the questions in small groups.
- Take a class survey on how much time Ss spend on their devices each day. Decide as a class how much time is too much.

1 BEFORE YOU WRITE

A
- Say, *My sister spends too much time on her phone! She's constantly checking social media. What should she do?* Have Ss make a list of suggestions in pairs.
- Write on the board, *Why don't…?*, *could*, *should*, *shouldn't*, *have to*, and *need to*. Remind Ss to use these expressions and verbs in their suggestions.
- Have volunteers share their suggestions with the class. After each one, ask the other Ss, *Do you think that will work? Why or why not?*
- Back in their pairs, have Ss share their personal experiences. Ask, *Do you feel like it's hard to stop checking your phone? Which of these pieces of advice would you follow?*

B
- Tell Ss to look at the text. Ask, *What is it?* (a social media post) Ask, *Who posted the question?* (Cara) *Who responded with advice?* (Lucas) *What is the relationship between Cara and Lucas?* (They are friends.)
- Ask a S to read Cara's question aloud for the class. Ask, *What does* avoid *mean?* (to stay away from doing something)
- Have Ss follow along in their books as you read Lucas's response aloud for the class. Ask the target question, *Why does Lucas think he can help?* (because he had the same experience)

C
- Tell Ss to read the post again and complete the chart individually. Remind them to take notes on the key ideas and details, but not to write complete sentences.
- Then have Ss compare their charts in pairs. Encourage them to fill in any missing details.
- Review answers as a class.

2 FOCUS ON WRITING

A
- Read the title of the Writing Skill aloud. Say, *Qualifiers are a kind of transitional word that helps make your writing clearer.*
- Read the explanation and examples of qualifiers aloud. Ask Ss, *What does* how often *mean?* (how many times something happens) *What does* how likely *mean?* (if something can be expected to happen or not)

⊕ **EXTENSION** Ask Ss, *How often do you post about your problems on social media? How likely is it that a friend will respond with good advice?* Have Ss discuss in pairs. Invite volunteers to share their experience with the class.

B
- Ask Ss to silently read the social media post again and underline the qualifiers.
- Have them compare answers in pairs. Then review answers as a class. For each answer, ask Ss if the qualifier expresses how often something happens or how likely it is to happen.

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3 PLAN YOUR WRITING

A
- Have volunteers read the problems aloud. Clarify any new or confusing words, such as *upset* (angry or unhappy) or *failing* (not passing a class or getting good grades). Make sure Ss understand the problems before moving on.
- Have Ss choose one problem and complete the chart with their suggestions. Walk around the class as Ss work. Provide feedback on vocabulary and spelling as necessary.

OPTION **Lower-level Ss** can complete 3A with a partner who chose the same problem.

B
- Tell Ss to find a partner who chose a different problem. Ask them to take turns reading their problem aloud and describing their suggestions.
- Encourage Ss to ask follow-up questions using qualifiers. For example, *And how often should Lee's family check on him?* or *How likely do you think it is that this plan will work?*
- Walk around and monitor Ss' conversations to make sure they are using qualifiers and *have to* and *need to* correctly.

4 WRITE

- Tell Ss to imagine that Lee, Ann, and Rita posted their problem on social media and asked for help. Have Ss write a response to the social media post of the person they chose in 3A.
- Have them work individually on their response. Remind them to include the information from 3A, qualifiers, and phrases to explain instructions, such as, *First..., Then..., And finally..., etc.* Tell them to use 1B as a model.
- Walk around the classroom, providing help with spelling and punctuation as necessary. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

OPTION If appropriate, allow Ss to use a computer, laptop, or cell phone to write their responses.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Tell Ss to review their partner's writing by responding to the three questions. Read the questions aloud for the class. Make sure Ss understand the instructions before moving on.
- Ask Ss to exchange writings and read the text. Underline any supporting ideas that include details and explanations. Circle any qualifiers.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if there was information that was unclear.
- Encourage Ss to help their partner add more details to their advice or suggest additional qualifiers to use, if necessary.
- Walk around as Ss work and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

TEACHING TIP Consider preparing and passing out an evaluation rubric based on the three questions in 5A. Pairs can use this rubric to guide peer reviews, and then Ss can use it as a checklist when proofreading their text. You can use this rubric to provide a more formal assessment of Ss' writing.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there any feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times. Tell them to check only capitalization the first time. Then have them focus on punctuation the second time. Finally, instruct them to focus on spelling the third time.
- If many edits were made, encourage Ss to rewrite a clean version of their response.

EXTENSION Return to Lucas's social media message at the beginning of the lesson. Have a volunteer read it aloud again. Ask Ss if their opinion has changed about how much time is too much on their devices. Have volunteers share their opinions with the class.

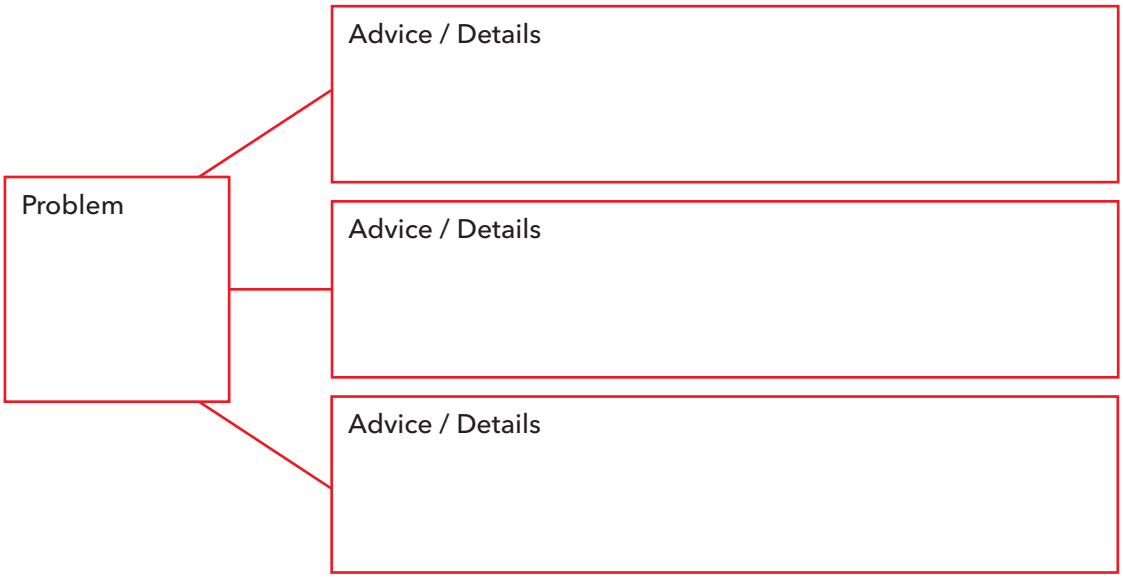
EXIT TICKET Ask Ss, *How can we spend less time on our devices?* Have Ss write their names on a blank card or piece of paper. Keep time for two minutes, and ask Ss to write down 2–3 suggestions for time management. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 PLAN YOUR WRITING

A Choose one problem below. Think about the problem. What could this person do to spend less time on his or her device? What advice could you give him or her?

1. Lee can't stop playing games on his tablet. His family is upset with him.
2. Ann is constantly using her phone to post on social media. She's failing her classes.
3. Rita watches videos online all day at work. She never finishes her work on time.



B PAIRS Describe your advice to your partner.

I think Lee should...

4 WRITE

Write a response to the person you chose in 3A. Give him or her advice, including details and explanations to support your ideas. Remember to use qualifiers. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's post.

1. Did you partner include advice?
2. Did your partner include details and explanations to support his or her ideas?
3. Did your partner use qualifiers?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE ADVICE ON HOW TO MANAGE YOUR TIME.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 05-21 Listen or watch. What does Ahmed talk about?
Possible answer: the Pearson Practice English app

B 05-21 Listen or watch again. Answer the questions. *Possible answers:*

1. What does Ahmed use the app for? He uses it to learn English on the go.
2. What does he like about it? He likes how it's fast and easy to use. You can practice many of the skills from the course.
3. How does it help him? He can use it for some quick practice on the go. He can pick and choose the skills he wants to practice. It includes all of the audio and video from the course.

C Make your own video.

Step 1 Choose a technology that makes your life or job easier, for example an app or a tool.

Step 2 Make a 30-second video. Talk about how you use it, what you like about it, and how it helps you.

Step 3 Share your video. Answer questions and get feedback.



2 LEARNING STRATEGY

LABEL A PICTURE

Write new vocabulary words on pictures. For example, label the parts of a computer on a picture of a computer. You can do this for all types of words and topics. Writing words on pictures will help you remember the words.

Review the vocabulary words in the unit. What words do you need to learn? Find pictures that represent at least five words or phrases from the unit. Label the pictures. Review the pictures at least once a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Make and respond to suggestions
- ☐ Identify problems and solutions
- ☐ Talk about what you need to do

Vocabulary
- ☐ Technology at work
- ☐ Technology issues and hardware
- ☐ Meeting preparation

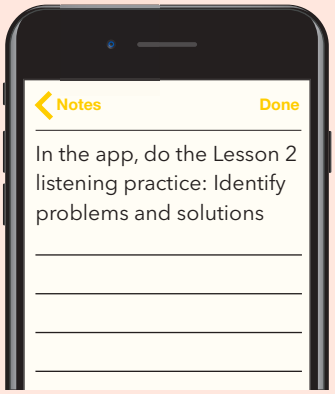
Pronunciation
- ☐ Consonant groups
- ☐ Weak and blended pronunciation of *to*

Grammar
- ☐ *Could* and *should* for suggestions
- ☐ *Will*, *may*, and *might* to express likelihood
- ☐ *Have to* / *Need to* for obligation and necessity

Reading
- ☐ Identify text structure: Problem / Solution

Writing
- ☐ Use qualifiers

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the video still on the right. Ask, *How would you describe what you see in this picture?* (a man with a cell phone in his hand)
- Tell Ss to listen to or watch Ahmed describe his favorite app. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is Ahmed describing in the video?* (an app called AmazingVid) Review the answer as a class.

B
- Give Ss time to preview the exercise items. In pairs, have them recall information from the video and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Is this an app you would use? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Ask Ss, *How was this video recorded?* (Ahmed recorded a video of him showing the app on his cell phone.) Explain to Ss that they will create a similar project.
- Read the three steps aloud for the class. Tell Ss they can talk about any technology that makes their life or job easier. Have them write down a couple of apps or tools they use often.
- Next to each technology, have Ss note whether they feel confident in giving instructions about how to use it. (Remind Ss that they don't need to download or purchase any new technologies to make this video. Suggest they choose something they use on a daily basis.)
- Tell Ss to write down suggestions about how to use the technology, what they like about it, and exactly how it helps them.
- Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- For homework, ask Ss to create their videos. Tell them the videos should be about 30 seconds. Have them refer to the following checklist as they prepare, practice, and record their videos:
  - ☐ *Introduce the name of the technology.*
  - ☐ *Give instructions on how to use it.*
  - ☐ *Talk about its benefits.*
  - ☐ *Explain how it helps solve a problem.*
  - ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's videos and prepare to give each other constructive feedback.
- Have Ss play their videos for the class. Leave 2–3 minutes for questions and comments after each video.

TEACHING TIP Prepare a model presentation based on an app or tool you find useful. Give the presentation in class so Ss have an additional model to follow as they make their video.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss review the vocabulary words in the unit and identify words they need to learn better.
- Tell them to find pictures that represent those words and label them with the words or phrases from the unit.
- Remind Ss to review the pictures at least once a week to study.

OPTION Ask Ss to draw or print a copy of each picture and write the word on the back. In pairs, have Ss help each other study by taking turns holding up the blank pictures and eliciting the words or phrases to describe it from their partner.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 5 Board Game. You'll find instructions for the game in the same folder.

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6 HOW'S YOUR LUNCH?

PREVIEW THE UNIT

LESSON 1	**Talk about food preferences**	
	Vocabulary	Adjectives to describe food
	Grammar	*Too* and *enough* + adjectives
	Pronunciation	The vowels /i/ and /ɪ/
	Conversation skill	Show surprise
LESSON 2	**Talk about gifts**	
	Vocabulary	Gift items
	Grammar	Verbs + two objects
	Pronunciation	Weak pronunciation of object pronouns
LESSON 3	**Talk about past events**	
	Vocabulary	Storytelling expressions
	Grammar	Past continuous; past continuous with *when*
	Listening skill	Listen for intonation
LESSON 4	**Read about unique restaurants**	
	Reading skill	Construct mental images
LESSON 5	**Write about an unusual food**	
	Writing skill	Show contrast
PUT IT TOGETHER		
	Media project	Photos: A celebration from the past
	Learning strategy	Find new sources

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Say, *I had soup for lunch. It was delicious!* Then ask Ss, *What did you have for lunch? How was it?*
- Tell Ss to read the learning goals.
- Clarify the meaning of *unique* (very special) and *unusual* (not common or normal).

B
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Ask pairs to report back. Write ideas on the board, such as, *friends, co-workers, restaurant, drinks, soup, tacos, fish, chips, salsa*, etc. Ask, *Would you want to eat at this restaurant? Why or why not?*
- Read Sarah's social media message aloud. Ask Ss, *What does Sarah mean when she says* looking forward to catching up*?* Review the meaning of the phrase *looking forward to* (to feel happy and excited about something that is going to happen) and the phrasal verb *catch up* (to meet with someone to learn about recent events). Ask, *What do you think they'll talk about?*

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6 HOW'S YOUR LUNCH?

LEARNING GOALS

In this unit, you

- talk about food preferences
- talk about gifts
- talk about past events
- read about unique restaurants
- write about an unusual food



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a restaurant. What do you see?

C Now read Sarah's message. What does she mean by "catching up"?



SARAH GOLD

@SarahG

Having lunch with my co-worker today. We haven't talked in a few weeks—looking forward to catching up with her.

LESSON 1 TALK ABOUT FOOD PREFERENCES



SARAH GOLD
@SarahG
If you ask me what my favorite food is, the answer is, everything!

1 VOCABULARY Adjectives to describe food

A 06-01 Listen. Then listen and repeat.


salty


spicy


sweet


bitter

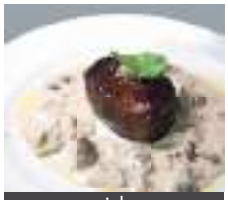

hot


cold


strong


weak


sour


rich

B Complete the sentences with adjectives from 1A.

1. These cookies are very ___sweet___ . They must have a lot of sugar in them.
2. This yogurt is ___sour___ . I think it's lemon flavored.
3. My coffee is ___cold___ , so I'm going to put it in the microwave.
4. The soup has a lot of cream in it–it's really ___rich___ .
5. This popcorn is very ___salty___ ! I need something to drink.
6. My tea is too ___weak___–it's like drinking hot water!

C PAIRS Name one new food for each adjective in 1A.

salty: pretzels; sweet: cookies

2 GRAMMAR *Too* and *enough* + adjectives

COACH

Too has a negative meaning. It means more than is needed or wanted. *Too* comes before an adjective.

Subject	Verb	*Too*	Adjective
This coffee	is	**too**	**weak**.
The chips	are	**too**	**salty**.

Enough means the right amount. *Not enough* means less than is needed or wanted. *Enough* comes after an adjective.

Subject	Verb	*Not*	Adjective	*Enough*
The soup	is		**spicy**	**enough**.
Those cookies	are	**not**	**sweet**	**enough**.

Note: Infinitives often follow expressions with *too* and *enough*.
It's not ***warm enough to eat.*** *My coffee is* ***too hot to drink*** *right now.*

Use contractions, such as *isn't* or *aren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 140

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LESSON 1 TALK ABOUT FOOD PREFERENCES

- Read the lesson title and social media message. Ask, *What is Sarah's favorite food?* (She likes everything.) *What's your favorite food?* Invite volunteers to share their favorite foods with the class. Write them on the board for reference.

1 VOCABULARY

A
- Read the vocabulary title aloud. Have Ss scan the pictures and captions. In pairs, tell them to share which words they know and circle any they are unfamiliar with.
- Say, *The soup I had for lunch was sweet and sour, and very hot!* Tell Ss they will learn different words to describe how foods and drinks taste.
- Tell Ss to listen for adjectives to describe food, and then listen again and repeat. Play the audio. Review any tricky pronunciations with the class.
- Bring Ss' attention to the picture of the potato chips. Say, *Chips are salty. This is how they taste.* Use facial expressions and gestures to act out the adjective *salty*.
- In pairs, tell Ss to take turns acting out each adjective. Tell them to imagine they are eating or drinking foods and reacting to their taste. Explain to them that the adjective *hot* is also sometimes used to describe spicy foods, as in *hot sauce*.
- Say, *I love salty foods, but I don't like sweet foods.* Ask Ss, *What about you? Which of these kinds of foods do you like best? Why?* Have them discuss in pairs.

B
- Ask Ss to complete the sentences with one of the adjectives from 1A. Remind them that not all the adjectives will be used.
- Walk around and provide help with vocabulary as necessary.
- Review answers as a class. Address any questions Ss still have about the vocabulary, such as the difference between *strong* (having a powerful taste or smell) and *weak* (lacking enough or the usual amount of an important ingredient).

C
- Arrange Ss in same-level pairs. Ask them to brainstorm new foods for each adjective in 1A. Ask Ss, *What other foods taste salty?* Elicit ideas from Ss. Read the examples aloud.
- Have **lower-level Ss** name one new food for each adjective. Have **higher-level Ss** name 2–3 new foods for each adjective.

⊕ **EXTENSION** Bring in and show several pictures of food and drink to the class. Call on Ss to describe how the different items taste using the target vocabulary in 1A. If Ss aren't familiar with the items, encourage them to imagine their taste.

⊕ **EXTENSION** Have Ss bring in the recipes of their favorite dishes and take turns sharing them in small groups. Ask them to use the vocabulary in 1A to describe their dish.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board, *Some people don't get enough exercise because they are too busy.* Read the sentence aloud. Ask Ss, *Do you get enough exercise? How busy are you? Do you agree with the statement? Why or why not?*
- Give Ss time to discuss in pairs. Then point to the board, and ask, *What is the difference in meaning between* enough *and* too? Give Ss a couple minutes to discuss in pairs.
- Ask Ss to open their books and look at the grammar chart. Read the explanation and examples about *too*. Point out the word placement. Give additional examples, such as *The lemonade is too sour. The soup is too spicy.*
- Read the explanation and examples about the word *enough*. Point out the word placement and read aloud the note about the contractions *isn't* and *aren't*. Give additional examples, such as *This water is not cold enough. Can you please add ice?*
- Bring Ss' attention to the Note at the bottom of the grammar chart. Read the explanation aloud. Write the examples on the board. Ask Ss, *What are the adjectives? What are the infinitives?* Give additional examples, such as *This soup is too salty to eat.*
- In pairs, have Ss take turns saying aloud the example sentences in the grammar box. Ask them to combine *is* and *are* with *not* to make contractions.

⊕ **EXTENSION** In pairs, have Ss write four more statements with *too* and *enough* using the food items and adjectives in 1A. Tell them to use the examples in the grammar box as models.

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3 PRONUNCIATION

A
- Read the Pronunciation box about the vowels /i/ and /ɪ/ aloud. Say the words *eat* and *it* several times. Have Ss repeat.
- Read the directions aloud. Explain to Ss that the underlined parts of the words represent the long /i/ and short /ɪ/ vowel sounds. Play the audio.

B
- In pairs, have Ss take turns saying the words in each exercise item aloud. Ask them to guess which of these words has a different vowel sound.
- Play the audio and have Ss check their answers. Replay the audio and pause after each group. Have Ss repeat the group of words. Review any tricky pronunciations.

C
- Arrange Ss in same-level pairs. Ask them to make new sentences with the words in 3B. Encourage them to use *too* and *enough* in their sentences.
- Challenge **higher-level Ss** to make four sentences or conversations and include all the words in each exercise item.
- Invite volunteers to share with the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Sarah and Alba) *Where are they?* (at a restaurant) *What are they doing?* (eating lunch)
- Give Ss time to preview the exercise items. Ask, *What do you think Sarah and Alba are talking about?*
- Have Ss listen or watch and fill in the blanks. Ask, *Were your predictions correct?*
- Go over answers as a class.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and complete the conversation. Review answers as a class. Ask, *Were your predictions correct?*
- Read the Conversation Skill aloud. Elicit other short questions to show surprise. (For example, *Is that so? Are you serious?*) Write Ss' ideas on the board.
- Model the correct pronunciation and intonation of the short questions. Have Ss repeat. Read the conversation in the Conversation Skill aloud with a **higher-level S**.
- Ask Ss to listen or watch the conversation in 4A again and underline the expression they hear. (Really?)

LANGUAGE NOTE *That's too bad* is an expression of sympathy that you say when you hear about something that's a little disappointing.

C
- Ask Ss to predict which words in the conversation have the long /i/ or the short /ɪ/ vowel sounds. Elicit ideas. Write the following on the board: */i/: tea, spicy; /ɪ/: It's, delicious, bitter.* Say the words; have Ss repeat.
- Play the audio and have the Ss repeat.
- Put Ss in pairs to practice the conversation. Monitor for correct pronunciation of the vowel sounds and questions to show surprise.

D
- Arrange Ss in same-level pairs to make a new version of the conversation in 4B using the target vocabulary from 1A or their own ideas.
- Invite pairs to role-play their conversations for the class.

5 TRY IT YOURSELF

A
- Model the activity for the class. Say, *Not all experiences with food are good. Some are bad.* Ask Ss, *When did you have a bad experience with food?*
- Ask Ss to take notes individually. Tell them to include the target vocabulary from 1A in their ideas and include as many details as they can remember.

B
- Read the example conversation aloud with a **higher-level S**. Remind Ss to use *too* and *enough* + adjectives to describe their experience.
- In pairs, have Ss share their experiences.
- Tell Ss to show surprise and ask follow-up questions.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
- ✓ using the target vocabulary to describe food
- ✓ using *too* and *enough* + adjectives
- ✓ pronouncing the long /i/ and short /ɪ/ vowel sounds
- ✓ asking short questions to show surprise

EXTENSION In new pairs, have Ss repeat 5A and 5B with a story about their best experience with food.

EXIT TICKET Ask, *What is one food you like and one food you dislike? Why?* Have Ss write their names on a blank card or piece of paper. Tell them to use *too* and *enough* plus the adjectives in 1A to talk about their food preferences. Suggest **lower-level Ss** write two sentences and **higher-level Ss** write four. Collect cards as Ss leave. Read the cards to identify areas for review and individual Ss who may need additional practice.

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3 PRONUNCIATION

The vowels /i/ and /ɪ/

To say the sound /i/ in *eat*, pull your lips into a smile. The sound /i/ is a long sound. To say the sound /ɪ/ in *it*, open your mouth just a little more. The sound /ɪ/ is a shorter and more relaxed sound than /i/.

A 06-03 Listen. Notice the different vowel sounds and their spellings. Then listen and repeat.

/i/ eat sweet weak /ɪ/ it rich bitter

B 06-04 Circle the word in each line that has a different vowel sound. Then listen and check your answers.

1. is spinach delicious pizza
2. meat bread beans ice cream
3. coffee cheese lemon evening
4. drink milk spicy grilled

C PAIRS Compare your answers in 3B. Then make 2–3 sentences with the words in 3B.

4 CONVERSATION



A 06-05 Listen or watch. Complete the sentences.

1. Sarah is eating a salad with sweet and sour dressing.
2. When Sarah says the soup is hot, she means that it's very spicy.
3. Sarah likes salty foods like French fries.
4. They decide to order something sweet after lunch.

B 06-06 Listen or watch. Complete the conversation.

Sarah: How's the curry?

Alba: It's delicious! But I don't really like the tea. It's too bitter.

Sarah: That's too bad.

Alba: How do you like the soup?

Sarah: It's OK, but it's too spicy.

Alba: Really? I don't think it's spicy enough.

CONVERSATION SKILL Show surprise

You can ask short questions to show that you are surprised by something. To show surprise, ask: (*Oh,*) *really?*, *It is?*, *They are?*, *Is that right?*, *Oh, yeah?*, or *You do/don't?*

A: This salad is really bitter.

B: Really? I think it tastes good.

Listen to or watch the conversation in 4A again. Underline the questions that you hear above.

C 06-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a time when you had a bad experience with food, at a restaurant or someplace else. For example, was the food too spicy or was it not spicy enough? Take notes.

B PAIRS Discuss your bad experiences. Ask questions to get more information.

A: I ordered soup for lunch last week and it was too hot!
B: Is that right? Where were you? What soup did you order?

☐ I CAN TALK ABOUT FOOD PREFERENCES.

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LESSON 2 TALK ABOUT GIFTS



SARAH GOLD
@SarahG
It's great to get gifts, but it's even better to give them.

1 VOCABULARY Gift items

A 06-08 Listen. Then listen and repeat.


roses


chocolates


a necklace


a scarf


a gift card


a card


tickets


perfume


cologne


a watch

B 06-09 Listen to the descriptions. Write a gift item from 1A. More than one answer may be possible.

1. tickets (to a show)
2. chocolates, a scarf, a card
3. a watch
4. a gift card
5. roses
6. a necklace, a scarf

C PAIRS Look at the gift items in 1A. Which would you give to a family member and which would you give to a co-worker? Discuss.

I would give perfume to a family member. I would give a card to a co-worker.

2 GRAMMAR Verbs + two objects

COACH

Some verbs can have two objects, the direct object and the indirect object. The direct object receives the action of the verb. The indirect object tells who the direct object is for and it often refers to a person.

For some verbs, two different sentence patterns are possible:

subject + verb + indirect object + direct object.

subject + verb + direct object + the preposition *to* or *for* + the indirect object.

Subject	Verb	Indirect object	Direct object
My husband	**cooked**	**me**	**a wonderful dinner**.
I	**got**	**him**	**a gift card**.
My kids	**made**	**me**	**lots of handmade gifts**.

Subject	Verb	Direct object	*For / To*	Indirect object
He	**cooked**	**dinner**	for	**Mary**.
My kids	**gave**	**the necklace**	to	**me**.

Notes

- Use *to* + the indirect object for these verbs: *bring, give, offer, read, send, show, take, teach, tell, write*
- Use *for* + the indirect object for these verbs: *cook, find, get, make*

>> FOR PRACTICE, GO TO PAGE 141

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LESSON 2 TALK ABOUT GIFTS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title Ask Ss, *What is a* gift*?* (something that is given to another person) *What are different reasons people give gifts?* (thank you, birthday, graduation, wedding, anniversary, holidays, housewarming) Write Ss' ideas on the board.
- Hand an item to a S, and say, *I like to give gifts.* Motion for the S to return the item, and say, *I also like to get gifts.* Stress the verbs *give* and *get* as you speak.
- Read the social media message aloud. Ask, *What kinds of gifts do you like to get and give? Does Sarah think it's better to get or give gifts?* (give) *Do you agree? Why?* Give Ss time to discuss in small groups.

1 VOCABULARY

A
- Have Ss scan the pictures and captions before listening and circle the words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Read the directions aloud. Play the audio.
- Review any tricky pronunciations, such as *cologne* (kə'loʊn). Explain that the word *cologne* is usually used for men, while *perfume* is used for women.
- Ask Ss, *Why do people give gift cards?* (They are practical and let the person decide what to buy.) *What kind of tickets make a good gift?* (movie, concert)

B
- Tell Ss, *You will hear six different people talk about getting or giving gifts. As you listen, write the most appropriate gift for each situation.*
- Do number 1 as a class. Play the audio and pause after the first situation. Ask, *Which gift do you think she should get her sister? Why?* (tickets to a rock show because her sister really likes a rock band) Tell Ss to write *tickets* next to number 1.
- Play the audio without pausing. Ask Ss to complete the exercise individually.
- To review, read each situation aloud and elicit the answer from the class. If Ss answer differently, ask them to give reasons to support their choice.

C
- In pairs, have Ss discuss which of the gifts in 1A they would give to a family member or co-worker. Read the examples aloud.
- **Higher-level Ss** can also talk about gifts they would give to friends or significant others.
- Lead a class discussion of which gifts are appropriate for family members and co-workers.
- Invite volunteers to share their personal experiences or funny stories about gift giving with the class.

⊕ **EXTENSION** Write these questions on the board. Have Ss get in small groups with classmates from the same country or cultural traditions and discuss.

1. *Is gift giving common in your culture?*
2. *What are common gifts for different occasions?*
3. *What gifts are inappropriate, and why?*

Have each group prepare and give a short presentation about gift-giving norms. Encourage Ss to bring in pictures to enhance their presentations.

2 GRAMMAR

- To introduce the grammar, write on the board: *I gave my cousin a graduation gift.* Ask, *What's the subject of the sentence?* (I) *What is the verb?* (gave) *What do we call the other parts of this sentence?* (objects)
- Have Ss look at the grammar chart. Say, *There are two kinds of objects: indirect and direct. Some verbs are followed by both.*
- Bring Ss' attention back to the board. Underline *a graduation gift* and then *my cousin.* Point to each and ask, *Is this a direct or indirect object?* (direct; indirect) Ask, *Which comes first–the direct object or the indirect object?* (indirect)
- Before the sentence on the board, write *Pattern A:* Label the parts of the sentence. (*S, V, IO, DO*)
- Then say, *We can also write the sentence like this.* Write on the board, *Pattern B: I gave a graduation gift to my cousin.* Label the different parts of the sentence (*S, V, DO, IO*).
- Ask, *How is this sentence pattern different from the first one?* (The direct object comes before the indirect object; the indirect object has *to* in front of it.)
- Read the grammar chart aloud.
- Bring Ss' attention to the Notes. Say, *We can use* to *and* for *before indirect objects. The choice between* to *and* for *depends on the verb.*
- Point out that when the direct object is a pronoun, Pattern B must be used (For example, *He gave it to her* and not ~~*He gave her it.*~~)

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3 PRONUNCIATION

A
- Read the title of the Pronunciation box aloud. Write on the board:
  1. *We bought Tim a ticket.* → *We bought him a ticket.*
  2. *We got a card for Susie.* → *We got a card for her.*
  3. *I read the kids a story before bed.* → *I read them a story before bed.*
- Read the sentences aloud. Point to the underlined pronouns. Say, *These are called object pronouns.* Ask, *What do object pronouns take the place of?* (the object of a sentence)
- Read the box about the weak pronunciation of object pronouns aloud. Remind Ss that an unstressed word has a short, weak pronunciation. Say the example aloud several times. Have Ss repeat.
- Direct Ss' attention to 3A. In pairs, have them predict the pronunciation of each sentence.
- Read the directions aloud. Play the audio.

B
- Tell Ss, *Listen to the sentences and circle the correct object pronoun based on what you hear.* Play the audio. Have Ss complete the exercise individually.
- Go over answers as a class. Read each sentence aloud. Focus on linking the verb and the object pronoun when *h* is silent. Have Ss repeat.

C
- Have Ss write sentences about things they gave or received in the last week using *him, her,* and *them*. **Lower-level Ss** should write 2–3 sentences. **Higher-level Ss** should write 3–5.
- Arrange Ss in same-level pairs. Have Ss read their sentences aloud and provide each other feedback on the weak pronunciation of object pronouns.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Sarah and Alba) *Where are they?* (at a restaurant) *What are they doing?* (having dessert and coffee)
- Give Ss time to preview the exercise items before listening or watching. Ask, *What do you think Sarah and Alba are talking about?*
- Have Ss listen or watch and circle the correct answer. Ask, *Were your predictions correct?*
- Go over answers as a class. If appropriate, replay the audio or video.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review answers as a class.

C
- Play the audio again. Have Ss repeat each line.
- Then in pairs, have Ss practice the conversation. Listen for the linking pronunciation of *get him.*

D
- Arrange Ss in same-level pairs. Have them make new conversations with the target vocabulary from 1A and their own ideas. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Share a personal memory with the class, and complete the chart with the appropriate information.
- Ask Ss, *What is the best gift you ever got or gave someone?* Tell them to complete the chart with their own memory. Monitor their work and provide help with vocabulary as necessary.

B
- In pairs, have Ss take turns sharing their memories. Encourage them to ask additional open-ended questions to learn more about their partners.
- Invite volunteers to share any interesting or surprising gifts they heard about.

⊕ **EXTENSION** Have Ss repeat 5B as a mingle activity to increase fluency. Every three minutes, say *New partner!* and have Ss talk about gifts with another classmate. **Lower-level Ss** can carry their notes with them for reference.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

✓ using vocabulary for gift items
✓ using verbs + two objects
✓ dropping the *h* when pronouncing object pronouns

EXIT TICKET Have Ss look back at 1A. Ask, *Which of these gifts would you like to give? Who do you want to give them to? Why?* Give Ss 2–3 minutes to write down as many ideas as they can. Then have them talk about their choices in pairs or small groups. Listen and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

Weak pronunciation of object pronouns

Pronouns like *him*, *her*, and *them* are usually unstressed. When *him* and *her* are unstressed, the *h* is often silent. We link the vowel sound after the silent *h* to the word before it: Ask her.

A 06-11 Listen. Notice the pronunciation of the unstressed object pronouns and the linking when *h* is silent. Then listen and repeat.

Ask her. He gave her a necklace.
Tell him. She got him a watch.
Call them. We bought them a card.

B 06-12 Listen. Circle the word you hear. Then listen and repeat.

1. I sent **her** / **him** / **them** an e-mail.
2. We got **her** / **him** / **them** tickets to a show.
3. I gave **her** / **him** / **them** some chocolates.
4. We bought **her** / **him** / **them** a gift card.
5. Did you give **her** / **him** / **them** the gift?
6. I made **her** / **him** / **them** some coffee.

C PAIRS Make 2–3 new sentences like the ones in 3B. Then say the sentences to your partner.

4 CONVERSATION

A 06-13 Listen or watch. Circle the correct answers.

1. Alba's children gave her ***a necklace*** / ***perfume*** / ***a gift card*** for Valentine's Day.
2. Sarah's son gave her ***chocolates*** / ***a card*** / ***cologne***.
3. Sarah got her husband a gift card, but he might also like ***a watch*** / ***cologne*** / ***chocolates***.
4. Alba is allergic to ***perfume*** / ***strawberries*** / ***roses***.



B 06-14 Listen or watch. Complete the conversation.

Sarah: How was Valentine's Day? Did you get anything special?
Alba: It was good. My boyfriend ___gave me___ some roses.
Sarah: Aww. That's sweet. My husband ___got me___ a watch.
Alba: Nice! And what did you get him?
Sarah: I ___bought him___ a gift card.

C 06-15 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about the best gift you ever got or gave someone. Complete the chart.

Who was it from / for?	What was it?	Why was it the best gift?

B PAIRS Tell your partner about the gift. Explain why it was the best gift.

My mom bought me a necklace. It was the best gift because...

☐ I CAN TALK ABOUT GIFTS.

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LESSON 3 TALK ABOUT PAST EVENTS



SARAH GOLD
@SarahG
I love hearing stories about how people met each other.

1 VOCABULARY Storytelling expressions

A 06-16 Listen. Then listen and repeat.

eventually: after a long time
soon: in a short time from now
later: after the present time
as soon as: right after something has happened
during: all through a period of time
at that moment: at a point in time
meanwhile: at the same time
by the time: not later than the moment that something happened

B Circle the correct answers.

1. We danced a lot ***during*** / ***meanwhile*** the party.
2. ***As soon as*** / ***Soon*** Ann got to the bus stop, it started to rain.
3. After looking for over an hour, we ***eventually*** / ***later*** found the restaurant.
4. ***By the time*** / ***At that moment*** he got home, everyone was eating dinner.
5. Tom baked a cake. ***Meanwhile*** / ***Soon***, my Dad was wrapping presents.
6. I couldn't meet with him because I was busy ***later*** / ***at that moment***.

C PAIRS Make sentences using the expressions in 1A. I fell asleep during the movie.

2 GRAMMAR Past continuous; past continuous with *when*

COACH

Use the past continuous to show an action that was happening at a certain time in the past.
The past continuous shows the duration of an action, not its completion.

Affirmative statement			Negative statement			
Subject	***Was / Were***	**Verb + *-ing***	**Subject**	***Was / Were***	***Not***	**Verb + *-ing***
I	**was**	**cooking** dinner.	I	**was**	**not**	**taking** the train.

Yes / No question			Short answers	
Was / Were	**Subject**	**Verb + *-ing***	**Affirmative**	**Negative**
Was	it	**raining**?	Yes, it **was**.	No, it **wasn't**.

Information question				Answer		
***Wh-* word**	***Was / Were***	**Subject**	**Verb + *-ing***	**Subject**	***Was / Were***	**Verb + *-ing***
What	**were**	you	**watching** yesterday?	**I**	**was**	**watching** a movie.

Use *when* + the simple past for actions that interrupt the action in the past continuous.

Affirmative statement				
Subject	***Was / Were***	**Verb + *-ing***	***When***	**Simple past**
She	**was**	**waiting** to pay	**when**	she **saw** him.

Notes

- Use the simple past, not the past continuous, for actions that were completed without interruptions. *Jim **dropped** his phone and **broke** it.*
- In sentences with *when,* the past continuous shows the action that happened first. *Everyone was **eating when** Scott **got** home. = First, they began eating. Then, Scott got home.*

>> FOR PRACTICE, GO TO PAGE 142

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LESSON 3 TALK ABOUT PAST EVENTS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the title of the lesson and the social media message aloud. Ask Ss, *What does Sarah love hearing stories about?* (how people met each other)

1 VOCABULARY

A
- Read the Vocabulary title, *Storytelling expressions*. Say, *When we're telling stories, we use specific expressions to explain when different things happened.*
- Have Ss preview the expressions before listening. Ask, *Which of these expressions have you used before? Which are you unfamiliar with?* Ask them to underline any words they don't know.
- Tell Ss to listen to the storytelling expressions, and then listen again and repeat. Play the audio.
- Read the definition of each expression aloud. Explain that most of the expressions show indefinite time, but *as soon as* and *at that moment* express definite time. Tell Ss they will practice the use of each expression in the next exercise.

B
- Have Ss read about past activities and circle the correct storytelling expression to complete the sentence. Have them work individually and then compare their answers in pairs.
- Walk around as Ss work and provide help as needed.
- To review, have volunteers take turns reading the sentences aloud. After each sentence, restate the sentence with different words to help clarify the meaning. For example,

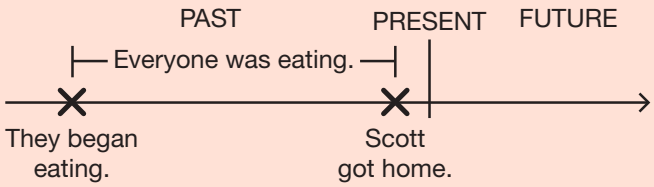
  S: *We danced a lot <u>during</u> the party.*

  T: *Yes! So, <u>all through</u> the party, <u>the whole time</u>, you danced a lot.*
- Address any questions about the meaning or the use of the storytelling expressions.

C
- Write the example on the board. Elicit the answer from Ss (at that moment). Complete the sentence on the board and read it aloud.
- Arrange Ss in same-level pairs, and ask, *What happened last week?* Give Ss a few minutes to talk about activities or events that happened in the past week.
- Have Ss make sentences using storytelling expressions. Remind them to follow the model in the book. Have **lower-level Ss** write 2–3 sentences and **higher-level Ss** write 4–5.

2 GRAMMAR

- To introduce the grammar, ask Ss to close their books. Write on the board, *I was taking the bus.* Underline *was taking* and read the sentence aloud.
- Ask Ss, *Is this verb in the present or the past?* (past) *How do you know?* (the auxiliary verb *was*) *What is this verb tense called?* (past continuous) *Why do we use it?* Elicit ideas from the class.
- Ask Ss to open their books and look at the grammar chart. Read the explanation about why we use the past continuous aloud. Read the examples aloud, pointing out the word order and placement of *not*. Remind Ss that the auxiliary and main verb are separated by the subject in questions.
- Give additional examples of affirmative and negative statements with the auxiliary verb *were,* such as *They were studying*. *They weren't playing video games*. Remind Ss that it's possible to use the contractions *wasn't* and *weren't* in statements and short answers.
- Direct Ss' attention to the board. Erase the period of the sentence on the board, and add the following: *I <u>was taking</u> the bus when she sat next to me.* Underline *sat next to me* and read the sentence aloud.
- Point to *sat* and ask Ss, *What is this verb tense called?* (simple past) *Why do we use it?* (to talk about an action that occurred once) Elicit more examples of actions in the simple past from Ss. (met my friend, got married, walked the dog)
- Ask Ss to look at the grammar chart. Read the second explanation and example aloud.
- Bring Ss' attention to the Notes at the bottom of the grammar chart. Read the explanations and the examples aloud. Draw a timeline on the board to demonstrate the order and duration of the two actions in the example. For example,



- In pairs, have Ss take turns saying aloud the example sentences in the grammar box. Ask them to combine *was/were* and *not* to make contractions.
- Teach Ss the *-ing* spelling rules. Say, *For most verbs, add* -ing *to the verb. When a verb ends with the letter* e, *drop the* e *and add* -ing. Write on the board, *take + -ing = taking.*
- Say, *When a one-syllable verb ends in vowel + consonant, double the final consonant and add* -ing. Write on the board, *shop + -ing = shopping.*
- Provide additional examples of verbs with spelling changes as necessary.

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3 LISTENING

A
- Bring Ss' attention to the picture, and have them predict what's happening. Ask, *Who is this person?* (a man) *Where is he?* (on a bus or train) *What is he doing?* (reading a book; looking out the window)
- Bring Ss' attention to 3A. Tell Ss, *Listen to the story, and circle the answer choice that describes what the woman is talking about.* Remind Ss to listen for the main idea, not details. Read the answer choices aloud.
- Have Ss listen and choose the best answer. Then have them compare in pairs.
- Review the answer as a class. Ask, *Were your predictions correct?*

B
- Give Ss time to preview the exercise items before listening again. Have them underline the verbs. Ask, *What verb tense are these statements in?* (past tense) *Why?* (They are actions that were completed.)
- Ask Ss to underline any additional key words to listen for in each statement. (a. concert; b. supermarket; c. book; d. married; e. dinner; f. train)
- Play the audio. Pause after *I was taking the train to work.* Ask Ss, *What did she do on Monday morning?* (She took the train to work.) Say, *Right! So, this is the first event in the story. Write the number 1 next to f. in your book.*
- Play the audio without pausing. When finished, have Ss compare their answers in pairs. Replay the audio if appropriate.
- To review, call on Ss to say the correct answer. Ask, *What happened second? What happened next?* Encourage Ss to respond in complete sentences.

⊕ **EXTENSION** In same-level pairs, have Ss retell the main points of the woman's story in chronological order. Challenge **higher-level Ss** to close their books as they summarize. Ask them to repeat the activity several times to increase fluency.

C
- Read the Listening Skill aloud. Explain to Ss that *pitch* refers to the degree of highness or lowness with which one speaks. Ask Ss, *Do you know anyone that naturally has a high-pitched or low-pitched voice?* Explain that *tone* usually refers to the emotion in the voice.
- Bring Ss' attention to 3C. Tell Ss, *Listen again, and circle the emotion that you hear in the lines below.* Give Ss time to preview the exercise items. In pairs, have them predict what emotion they will hear in each.
- Have Ss listen again and choose the best answer.

D
- Have Ss compare in pairs and then review the answers as a class. Ask, *Were your predictions correct?*
- For each answer, ask Ss to explain what about the intonation of the speaker's voice told them how the speaker felt.

⊕ **EXTENSION** In pairs, have Ss take turns reading the lines in 3C aloud with the correct emotion. Walk around and listen for intonation.

4 TRY IT YOURSELF

A
- Tell Ss, *My best friend and I met each other in college. I was taking the bus to class when she sat down next to me. We were instantly friends!*
- Tell Ss to think about how they met somebody important in their life. Ask, *How did you meet each other?* Have them write down any details they remember. Remind them to take notes, not to write complete sentences.

B
- Have Ss share their stories in pairs. Remind them to explain the order of events by using the expressions in 1A and the simple past and past continuous verb tenses.
- Read the example conversation with a **higher-level S**. Encourage Ss to ask each other follow-up questions to get more information.
- Walk around the class as Ss discuss. Provide feedback on vocabulary and verb use as necessary.

C
- Ask Ss to stand up and walk around the classroom. Have them take turns sharing their stories and asking each other questions.
- Have Ss talk to at least three classmates. After ten minutes, bring the class back together. Invite volunteers to share who had the most surprising or unusual story.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Look to see if Ss are correctly doing the following:
- ✓ using storytelling expressions
- ✓ using the past continuous to show the duration of an action
- ✓ using *when* + the simple past for actions that interrupt the action in the past continuous
- ✓ understanding how intonation expresses emotion

EXIT TICKET Write on the board, *How did you meet each other?* Have Ss write their names on a blank card or piece of paper. Tell them to write complete sentences describing how they met somebody important in their life. Ask **lower-level Ss** to write 2–3 sentences and **higher-level Ss** to write 4–5 sentences. Remind them to use storytelling expressions and the simple past and past continuous verb tenses. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

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3 LISTENING



A 06-18 Listen to the story. What is the woman talking about?

a. an interesting trip she took
b. how she met her husband
c. a concert she went to

B 06-18 Listen again. Put the events from the story in order. Write the number on the line.

4 a. She went to a concert with her friends, and the man was there.
3 b. She went to the supermarket and saw the man.
2 c. She saw a man with a book she liked.
6 d. They got married.
5 e. They went to dinner and talked for a long time.
1 f. She took the train to work.

C 06-18 Read the Listening Skill. Listen again. Listen for the lines below. Circle the emotion that you hear.

1. "I saw someone holding my favorite book, *The Elephant Vanishes*."
   a. surprised b. angry c. bored
2. "…all of a sudden I saw the man from the train in the line next to me."
   a. confused b. tired c. excited
3. "A few days passed, but I didn't see the 'mystery man' again. To be honest, I was beginning to think I had imagined him!"
   a. worried b. happy c. lonely
4. "By the time the concert was over, it was like we had known each other for years."
   a. bored b. happy c. confused

LISTENING SKILL
Listen for intonation

Speakers vary the pitch, tone, speed, and volume of their voices to make the things they say more interesting. They also express different emotions such as excitement, surprise, anger, or fear. They may talk slower to emphasize what they are saying, or louder or higher if they are excited, happy, surprised, or angry. As you listen, pay attention to the clues that tell you how the speaker feels.

D PAIRS Compare your answers in 3C. Did you hear the same emotions?

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about how you met your best friend, boyfriend / girlfriend, husband / wife, or someone important in your life. Take notes.

B PAIRS Tell your partner about how you met this person. Ask questions to get more information.

A: I went to the library to study. As soon as I sat down, a beautiful woman walked in.
B: Really? What happened next?

C WALK AROUND Continue the conversation with your classmates. Take notes in the chart. Report to the class. Who had the most surprising or unusual story?

Who	Where you met	Details

☐ I CAN TALK ABOUT PAST EVENTS.

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LESSON 4 READ ABOUT UNIQUE RESTAURANTS



SARAH GOLD
@SarahG
Have you ever eaten dinner while hanging 160 feet above the ground?

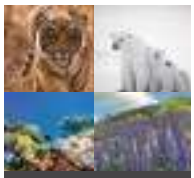
1 BEFORE YOU READ

A PAIRS Where is the most interesting or unique restaurant you have ever visited? Discuss.

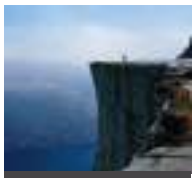
I once ate at a restaurant under the ocean...

B VOCABULARY ▶06-19 Listen. Then listen and repeat.


a cave


wildlife


limestone


a cliff


a crane


a platform

2 READ

>> FOR PRACTICE, GO TO PAGE 156

A PREVIEW Look at the title and photograph. What do you think the article is about?

B ▶06-20 Listen. Read the article. *Possible answer:* This article is about interesting restaurants around the world.

WHERE ON EARTH?

Restaurants are all about food, right? Well, not always. Sometimes, we go to restaurants because of *where they are*, rather than *what they serve*. Have you ever eaten dinner under the sea? How about in a cave? Or up in the sky? Well, there are restaurants in all of those places!

Under the Sea

Imagine eating dinner in the ocean! There are several underwater restaurants, but the most famous is called Ithaa. It's located in the Maldives, which are islands south of India. The whole restaurant is 16 feet below sea level! The walls and ceiling are made of glass so you can view the ocean's wildlife all around you while you eat! It's been called the "most beautiful restaurant in the world."

In a Cave

What about eating dinner underground? In Polignano a Mare, Italy, there is a restaurant, Grotta Palazzese, that was built inside a cave. The walls of the cave are made of limestone, and the cave is lit by lanterns and candles. The cave is on the side of a cliff right next to the sea, so you can look out over the water as you eat. People have been eating dinner in this cave for hundreds of years! In the 1700s, rich people had special dinners there.

In the Sky

If eating underwater or underground isn't exciting enough, then what about having dinner up in the sky? Really! Dinner in the Sky serves people their meals about 160 feet off of the ground in midair. A dinner table is hung from a crane and raised up into the sky. It's not just a dinner table, though. It's a special platform with room for a chef, a small kitchen, and people to serve the food. Since it first started, Dinner in the Sky has set up special flying dinners all over the world, from Dubai to China.

So, if you're bored with the restaurants in your town, plan a trip to one of these exciting places. You won't even taste the food—you'll be too busy looking around!


People eat dinner 160 feet in the air when they eat at Dinner in the Sky.

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LESSON 4 READ ABOUT UNIQUE RESTAURANTS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud. Ask, *Where is Sarah eating dinner?* (160 feet above the ground) Tell Ss that 160 feet is about 48 meters.
- Ask, *Would you like to eat dinner at this restaurant?* Have Ss discuss in pairs. Invite volunteers to share their ideas with the class.

1 BEFORE YOU READ

A

- Have Ss take turns sharing and asking questions about the most interesting or unique restaurant they have ever visited.
- Read the example aloud. Encourage Ss to ask you questions, and continue the story with additional details. For example,

  S1: *How did you get to the restaurant?*

  T: *We took an elevator down.*

  S2: *Were the fish swimming around you?*

  T: *Yes! It was like being inside an aquarium.*
- Arrange Ss in same-level pairs. Have them share stories and ask each other follow-up questions. If possible, allow them to show photos of the restaurant on the phone as they discuss. Invite volunteers to present their restaurant to the class.

B

- Have Ss scan the pictures and captions before listening. Ask Ss to circle any terms they are unfamiliar with.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Ask Ss to name the examples of wildlife in the picture. (tiger, polar bear, fish, lavender) Elicit additional examples of wildlife from Ss.
- For more vocabulary practice, have Ss turn to page 156.

2 READ

A

- Read the title of the article aloud. Bring Ss' attention to the photo and read the caption aloud. Remind Ss that 160 feet is about 48 meters.
- Ask Ss, *What do you think you will read about in the article?* Have Ss discuss their predictions in pairs.

EXTENSION Have Ss respond to what they see in the picture. Write these questions on the board for them to discuss in pairs:

1. *What is the first thing that gets your attention? Why?*
2. *What questions do you have as you look at the picture?*
3. *What emotions do you feel as you look at it?*

B

- Have Ss listen to and read the article.
- As they listen, ask them to circle the vocabulary words from 1B as well as any other words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Ask Ss why the phrases *where they are* and *what they serve* are in italics in the text. (to emphasize the difference between the two)

TEACHING TIP Explain to Ss that listening to and reading words at the same time can help them learn new vocabulary more effectively. Encourage them to do this exercise with their own learning activities, such as reading lyrics while listening to music or activating captions in English while watching TV shows or movies.

TEACHING TIP Teach Ss to recognize features within a text that can increase reading comprehension, such as headings or subtitles. Read the headings aloud, and tell Ss that headings or subtitles can help them identify the main idea for that section of the text.

OPTION Arrange Ss in small groups of three. First, ask them to follow along as you read the introduction of the article aloud. Then have each group member read one of the sections aloud in their group.

OPTION Pause after each section and ask Ss, *Would you want to eat at that restaurant? Why or why not?* Have volunteers share their opinions with the class.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of this article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to explain why the other answer choices are incorrect. (a. and b. aren't true)

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs. To review, read each question aloud and call on Ss to say the answer.
- If possible, show pictures of the restaurants in the article and find where each one is located on a world map.

C
- Ask a volunteer to read lines 27–36 aloud for the class. In pairs, have Ss discuss the meaning of the words *Really!* and *set up* in this context.
- Have them complete the exercise, and review answers as a class.
- Ask Ss, *Can you think of any other words in English that have the same meaning as* set up*?* (organize, plan, arrange, coordinate) Give additional examples demonstrating the use of *set up*, such as, *I have to set up a meeting for Monday morning.*
- Clarify any words or expressions that are still confusing to Ss, such as, *lantern* (a light that usually has a glass covering and that can be carried by a handle) and *in midair* (happening while someone or something is in the air).

D
- Read the Reading Skill aloud. Read the *Under the Sea* paragraph in the article aloud for the class to model how to construct mental images. Pause every few lines and share the image you've created in your mind. Talk about which words from the article helped you "draw" your picture. Ask volunteers to share what they might see, hear, taste, smell, and feel at this restaurant. Ask what words helped them create the mental image and emotions.
- Have Ss read the article again. Tell them to underline the descriptive words and phrases in the text and construct mental images.
- Have Ss complete the chart with their ideas and then compare their charts in pairs.
- As Ss work, copy the chart on the board. To review, ask volunteers to come up to the board and write their ideas in the chart. Review the answers as a class.

OPTION Have Ss create individual images (drawings) of how they imagine each place. Then have them share their drawings in pairs or small groups and describe what they would feel and experience if they were there. Display Ss' drawings around the classroom.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article. Remind them to use their own words as they summarize.
- Remind Ss they can look at the chart as they summarize. Challenge **higher-level Ss** to use storytelling expressions as they summarize.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

4 MAKE IT PERSONAL

A
- In small groups, have Ss share ideas about what each restaurant in the chart would look like and what it would be like to eat there.
- After five minutes, ask Ss to work individually to complete the chart. Walk around as Ss work to provide help with vocabulary and spelling as necessary. Remind them to add in their own idea for a unique restaurant.

B
- Put Ss in new pairs. Have them share and compare their charts. Remind them to use vocabulary they learned in 1B and in the article.
- Invite volunteers to share the restaurants they have imagined with the class.

EXTENSION For homework, have Ss research one unique restaurant. Tell them to take notes on where it is, what it looks like, what kind of food they serve, and what they think it would be like to eat there. Have Ss present their restaurant to the class or in small groups.

EXIT TICKET Tell Ss, *Write 2–3 sentences about the most interesting and unique restaurant you learned about in this lesson.* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to review the Reading lesson and prepare an answer. Remind Ss to use descriptive words and phrases in their answer. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

a. Most restaurants are located in really unique places.
b. Restaurants located in unique places serve the best food.
c. It can be fun to eat at restaurants located in unique places.

B Read the article again. Answer the questions. *Possible answers:*

1. What might you see when you look out the window at Ithaa? fish, wildlife, ocean water
2. What can people see outside the cave while eating at Grotta Palazzese? the sea, the water, the edge of a cliff
3. What is raised up in the air during the Dinner in the Sky? a (dinner) table, a special platform, the guests, a chef, a kitchen, and people to serve the food
4. What kind of event might have been held at the Grotta Palazzese in the 1700s? a wedding celebration, an important meeting

C FOCUS ON LANGUAGE Reread lines 27–36 in the article. Think about the words *Really!* and *set up*. Circle the correct answers.

1. What does the writer mean by the one-word sentence *Really!*?
   a. I know this sounds strange, but I'm not joking.
   b. I'm not telling you the truth.
   c. I have never heard of anything so silly!
2. What does the phrase *set up* mean?
   a. made strong
   b. put together
   c. started

READING SKILL Construct mental images

When you read, you should pause to think about what the writer is describing and make a picture in your mind. The writer might include information about what something looks like, where it is, or give you other clues to help you imagine what he or she is describing. This can make the reading easier to understand.

D Read the Reading Skill. Read the article again. What descriptive words does the author use to describe each place? What would you experience if you were there? Complete the chart. *Possible answers:*

Place	Descriptive words and phrases	What I imagine it would be like
Ithaa	in the ocean; 16 feet below sea level; walls and the ceiling are made of glass; view of the ocean's wildlife;	It's beautiful and calm. There are fish all around. The water is very clear and blue.
Grotta Palazzese	most beautiful restaurant in the world inside a cave; walls are made of limestone; lit by lanterns	a dark room with candles; There is a pretty view of the ocean.
Dinner in the Sky	and candles; on the side of a cliff right next to the sea; you can look out over the water as you eat	a table with chairs around it; The sky is all around and the ground is below.
	160 feet off the ground; hung from a crane; raised up into the sky; platform	

E PAIRS What is the article about? Retell the most important ideas in the article. Use your own words. The article is about restaurants that are...

Find out about other restaurants that are in unique places.

4 MAKE IT PERSONAL

A Look at the restaurant locations in the chart. Describe what each restaurant would look like, and what it would be like to eat there. Add your own idea for a unique restaurant.

Place	Descriptive words and phrases	What I imagine it would be like
up in a tree		
in an ice cave		

B PAIRS Tell your partner about the restaurant you have imagined.
I think a restaurant in the jungle would be...

☐ I CAN READ ABOUT UNIQUE RESTAURANTS.

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LESSON 5 WRITE ABOUT AN UNUSUAL FOOD



SARAH GOLD

@SarahG

I just tried a durian, the world's smelliest fruit! It smells so bad, it's not allowed in subways, buses, and hotels!

1 BEFORE YOU WRITE

A What are some strange or unusual foods in your country? Do you like them or not? What are they like?

B Sarah wrote a blog post about an unusual fruit she tried. Why does she think this food is unusual? *Possible answer:* The outside is rough with spikes, but the inside is smooth and thick. The smell is strong, but the taste is rich, and a little bit sweet and bitter.

▶ Yesterday's Food Adventure

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Yesterday, my friend Ava and I were shopping downtown when we came across a strange-looking fruit. It's called a durian. We decided to try one, and we were really surprised.

Both the inside and outside of the fruit look different. The outside is very rough with spikes, but the inside is smooth and thick. Although the appearance of this fruit is very unusual, the strangest thing about it is how it smells and tastes.

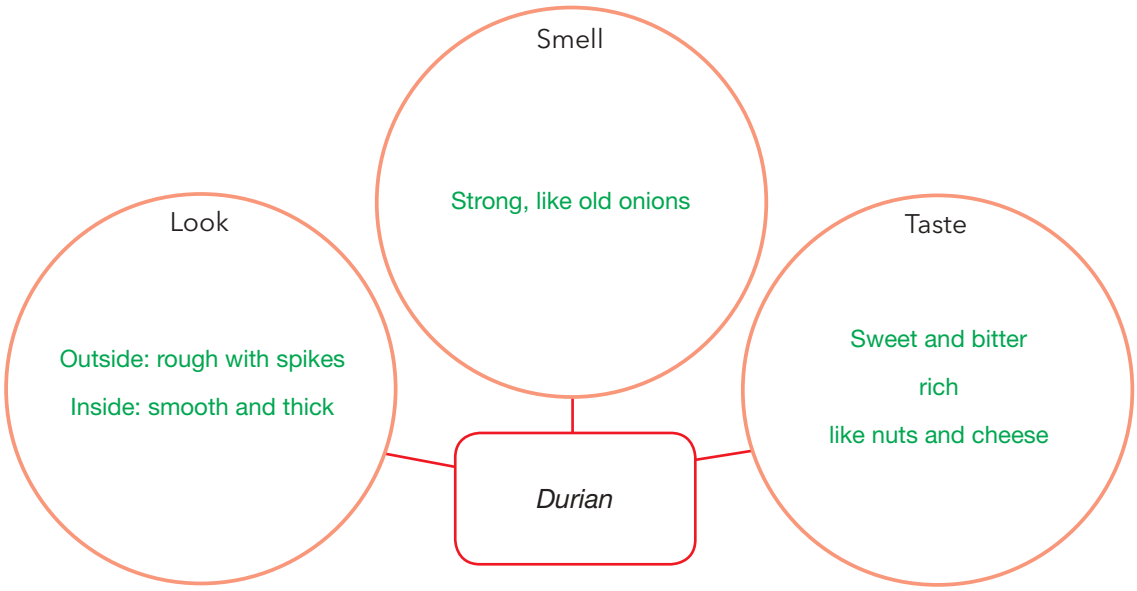
Once you open a durian, the smell is very strong. I thought it smelled like old onions! However, I tried a bite anyway. In contrast to the smell, I thought the fruit tasted wonderful! It was rich, a little bit sweet and bitter, and had a flavor of nuts and cheese. Ava, on the other hand, disliked the taste. It wasn't sweet enough for her.

Durian is quite popular in Indonesia, Malaysia, and the Philippines. Personally, I can see why!



Durian is one of the strangest-looking fruits in the world.

C Read the post again. How does Sarah describe the food? What does the food look, smell, and taste like? Take notes in the chart. *Possible answers:*



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LESSON 5 WRITE ABOUT AN UNUSUAL FOOD

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask Ss, *What is a durian?* (a fruit) *Why is it unusual?* (It's the world's smelliest fruit.) *Have you ever heard of or seen a durian?*

1 BEFORE YOU WRITE

A
- In pairs, have Ss discuss strange or unusual foods in their countries. Suggest that Ss from the same countries work together. If appropriate, allow them to look up information about food on their phones, laptops, or class computers.
- Have Ss share their foods in small groups. Give them time to describe what they are like and if they like them. If possible, have them show or bring in pictures of the food.
- Have a representative from each group present his or her group's most unusual food with the class.

B
- Tell Ss to look at the text. Ask, *What is it?* (a blog post) Remind Ss that blog posts are written in an informal or conversational style.
- Ask, *Who wrote the blog post?* (Sarah) *What is it about?* (an unusual fruit she tried) *What do you think Sarah will say about the fruit?*
- Bring Ss' attention to the photo. Ask a volunteer to read the caption aloud. Ask Ss to cover up the text and try to describe what the fruit looks like to a partner.
- Have Ss follow along in their books as you read Sarah's blog post aloud for the class. Ask the target question, *Why does she think this food is unusual?* (because of how it looks, smells, and tastes)

C
- Read the instructions aloud. Tell Ss to read the post again and complete the chart individually. Tell Ss to write descriptive words and phrases in each appropriate circle of the chart. Remind them to take notes on the key ideas and details, but not to write complete sentences.
- Then have Ss compare their charts in pairs. Encourage them to fill in any missing details.
- Draw the chart on the board and invite volunteers to add to it. Review answers as a class.

OPTION To review, you can project the blog post on the board and ask Ss to point to, underline, or circle parts of the text where they found descriptive words and phrases and words that show contrast.

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2 FOCUS ON WRITING

A
- Read the Writing Skill aloud. Ask, *Why does the example use* on the other hand*?* (to show the differences between what fruit Hector likes and doesn't like)

⊕ **EXTENSION** In pairs, have Ss share what fruit they like and don't like. Then have each S present his or her partner's preferences using the model in the box. For example, *Maureen likes apples a lot. On the other hand, she doesn't like grapes at all.*

B
- Ask Ss to silently read the blog post again and underline the words that show contrast. (but, although, however, in contrast, on the other hand)
- Have them compare answers in pairs. Call on Ss to take turns reading the contrast words aloud. Follow up by asking, *What two different things does that word (or phrase) contrast?*

3 PLAN YOUR WRITING

A
- Give Ss time to think about the most unusual food they have ever eaten and complete the chart.
- Help with vocabulary and spelling as necessary.
- Take a class survey to see if any Ss chose the same unusual food.

B
- Share a personal memory about an unusual food you have eaten with the class. Start with, *The most unusual food I have ever eaten was...* Have Ss share their unusual foods in pairs, using the information in their charts to guide their descriptions.
- Encourage Ss to ask follow-up questions to get more information. For example, *When did you try this food for the first time? Why did you try it? Where were you?*
- Walk around and monitor Ss' conversations to make sure they are using words to show contrast.

⊕ **EXTENSION** To increase fluency and generate more ideas, have Ss repeat 3B in small groups.

4 WRITE

- Say, *It's time to write a blog post about your unusual food!* Tell Ss to use the notes in their chart to write 3–5 complete sentences. **Higher-level Ss** can write more.
- Encourage Ss to add interesting facts to their description, for example, if the food has a special health benefit or if it was used in ancient traditions.
- Remind Ss to include the information from 3A, descriptive words and phrases, and words to show contrast. Tell them to use 1B as a model.
- Assist with spelling and punctuation as necessary. Work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Tell Ss to review their partner's writing by responding to the three questions.
- As Ss review each other's blog posts, tell them to underline descriptive words or phrases and circle any words that show contrast.

B
- Have Ss give peer feedback and discuss how improvements can be made or details can be added. Encourage them to ask questions if they don't understand the feedback.
- Monitor Ss' feedback, ensuring it is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partner's feedback and make corrections.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their response.

⊕ **EXTENSION** Make a class blog and include each S's text as a separate blog post. Share the blog with Ss' family and friends.

EXIT TICKET Ask Ss, *What is one unusual food you learned about?* Have Ss write their names on a blank card or piece of paper. **Lower-level Ss** can write 2–3 sentences. **Higher-level Ss** can write 4–5. Collect cards as Ss leave. Read the cards to identify areas for review and individual Ss who may need more practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the post in 1B again. Underline the words that show contrast.

WRITING SKILL Show contrast

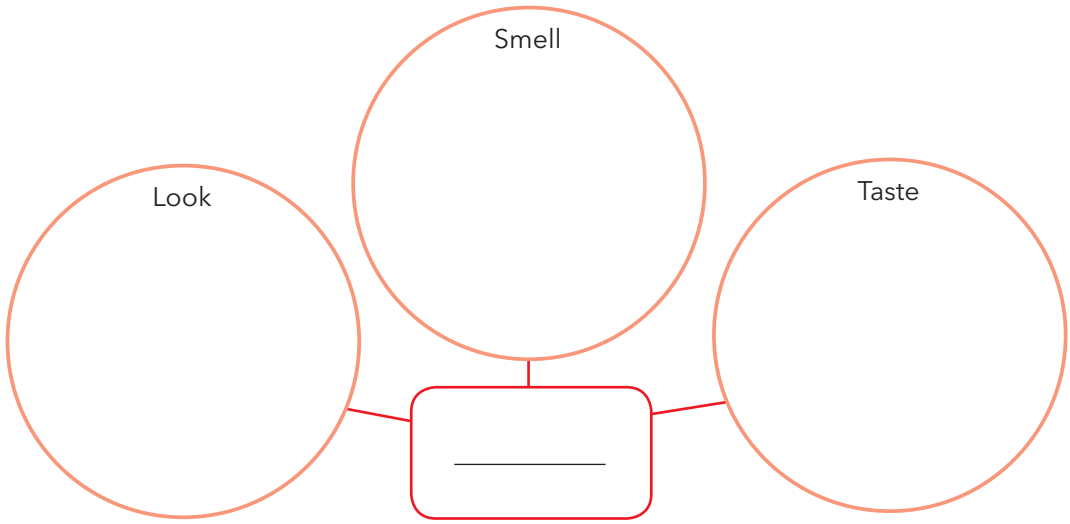
Some words show contrast, or the differences between things. We can use these words to contrast two different things or two different ways of thinking about something. These words are used to help the reader understand when something is not like something else.

Some words that show contrast are: *but, however, on the other hand, in contrast, although, even though, while,* and *unlike*.

Hector likes papayas a lot. On the other hand, he doesn't like bananas at all.

3 PLAN YOUR WRITING

A Think about the most unusual food you have ever eaten. What made it so unusual? How did it look, smell, and taste? Take notes in the chart.



B PAIRS Describe the food to your partner.

The most unusual food I have ever eaten was...

4 WRITE

Write about the food you described in 3A. Describe how the food looked, smelled, and tasted, and why you felt it was unusual. Remember to use words that show contrast. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did your partner describe why he or she felt the food was so unusual?
2. Did your partner describe how the food looked, smelled, and tasted?
3. Did your partner use words that show contrast?

B PAIRS Can your partner improve his or her post? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE ABOUT AN UNUSUAL FOOD.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 06-21 Listen or watch. What does Andre talk about?

his brother's birthday party

B 06-21 Listen or watch again. Answer the questions.

Possible answers:

1. What did they do at the party? They ate food, talked, and laughed. Oscar opened gifts.
2. What food did they have? They had Thai food, lemonade, and cake.
3. What gifts did Oscar get? Oscar go a handmade scarf from Andre, and a camera from his parents.
4. What's one detail about the food and one detail about the gifts? Food: The food was spicy. The food was too spicy for Andre. The lemonade was sweet. The cake was delicious, but it was really rich!; Gifts: Oscar got a lot of nice gifts. He was so surprised by the camera.

C Show your own photos.

Step 1 Think about a celebration in the past, for example, a birthday, a holiday, or a graduation party. Choose 3–5 photos that show what you did during the celebration.

Step 2 Show your photos to the class. Talk about the celebration. Describe what you did.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY



FIND NEW SOURCES

Listen to different people speaking English to hear different kinds of intonations and pronunciations. For example, use the Internet to find movies, songs, news, TV shows, and interviews in English. Listen for at least one hour a week.

Listen to the audio or watch the videos from the unit. Pay attention to intonation and pronunciation.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about food preferences
- ☐ Talk about gifts
- ☐ Talk about past events

Vocabulary
- ☐ Adjectives to describe food
- ☐ Gift items
- ☐ Storytelling expressions

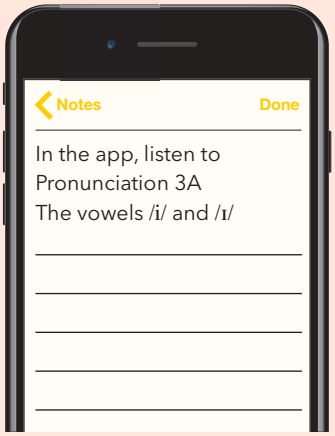
Pronunciation
- ☐ The vowels /i/ and /ɪ/
- ☐ Weak pronunciation of object pronouns

Grammar
- ☐ *Too* and *enough* + adjectives
- ☐ Verbs + two objects
- ☐ Past continuous; past continuous with *when*

Reading
- ☐ Construct mental images

Writing
- ☐ Show contrast

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the photo on the right. Ask, *How would you describe what you see in this picture?* (family at a child's birthday party)
- Tell Ss to listen to or watch Andre describe a celebration from the past. Remind them to listen for the main idea, not the details, at this stage.
- Review the answer as a class.

OPTION If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the word *month*. Ask Ss, *What do you think they did at the party?* Pause after the word *dinner*. Ask Ss, *How do you think Andre liked Thai food?* Pause after the word *gifts*. Ask Ss, *What gifts do you think his brother got?*

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Does this sound like a fun party to you? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Read the three steps aloud for the class. Tell Ss they can talk about a past celebration or make up their own story. Have them write down their own names and 3–5 activities they did during the celebration. Next to each activity, have them note whether they have or need to take a picture of this activity. Tell Ss to list adjectives to describe the food and gifts as well as other details they will include.
- Invite them to share in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Tell Ss to prepare their photo presentation at home. Remind them it should be about 2–3 minutes long.
- Back in class, write the following checklist on the board and review it with the class:
  - ☐ *Include 3–5 photos.*
  - ☐ *Talk about the activities, foods, and gifts.*
  - ☐ *Speak loudly and clearly.*
  - ☐ *Give at least one detail about the food and gifts.*
- Give Ss a few minutes to adjust their presentations and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2–3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

2 LEARNING STRATEGY

- Read the learning strategy aloud. Replay select portions of audio or video from the unit. Tell Ss to pay attention to the intonation and pronunciation as they listen or watch.
- Ask Ss to share in pairs what kinds of audios they listen to or videos they watch to practice their listening. Have volunteers share ideas for movies, songs, or shows with the class. Write their ideas on the board for reference.
- Remind Ss to listen to different people speaking English for at least one hour a week.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 6 Board Game. You'll find instructions for the game in the same folder.

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7 WHERE ARE YOU GOING?

PREVIEW THE UNIT

LESSON 1	**Talk about an upcoming trip**	
	Vocabulary	Verbs / Adjectives + prepositions
	Grammar	Gerunds as objects of prepositions
	Pronunciation	Blending: *want to* ("wanna") and *going to* ("gonna")
LESSON 2	**Talk about what you would like to do**	
	Vocabulary	Words to describe a place
	Grammar	*Would like / love / hate* + infinitive
	Conversation skill	End a conversation
LESSON 3	**Talk about geographical features**	
	Vocabulary	Geographical features
	Grammar	Superlative adjectives
	Pronunciation	Dropping the /t/ and linking in superlatives
	Listening skill	Listen for specific information
LESSON 4	**Read about unusual hotels**	
	Reading skill	Identify point of view
LESSON 5	**Write a description of a place**	
	Writing skill	Include one topic per paragraph
PUT IT TOGETHER		
	Media project	Photos: Tourist destinations
	Learning strategy	Learn grammar in context

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Then ask the class, *Where are you going after class?* Elicit answers from Ss.
- Tell Ss to read the learning goals. Explain that *upcoming* means happening soon; *geographical features* are the interesting or important parts or qualities of a natural place.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Lead a class discussion. Ask Ss, *Where is this person?* (in the glaciers) *What is the person doing?* (hiking)
- Ask Ss if they have ever been to a similar place or done similar activities.

C
- Focus on the social media message. Ask, *What do you know about Mario?* (He is from Ecuador and travels a lot for work.) Have them read what Mario says in *Meet the People of TSW Media* on page 4 or play the video of Mario.
- Read Mario's social media message aloud. Ask, *What does this quote mean?* Have volunteers explain it in their own words. Ask Ss, *Do you agree or disagree? Why?*

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7 WHERE ARE YOU GOING?

LEARNING GOALS

In this unit, you

- talk about an upcoming trip
- talk about what you would like to do
- talk about geographical features
- read about unusual hotels
- write a description of a place

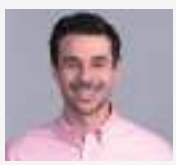


GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a vacation. What do you see?

C Now read Mario's message. What does this quote mean?



MARIO CALVO

@MarioC

"Travel is the only thing you buy that makes you richer." – Anonymous

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LESSON 1 TALK ABOUT AN UPCOMING TRIP



MARIO CALVO
@MarioC
Visiting Mexico City next week. It's a work trip, but I have some fun things planned!

1 VOCABULARY Verbs / Adjectives + prepositions

A ▶07-01 Listen. Then listen and repeat.

Verbs and adjectives go with specific prepositions. These combinations are often followed by gerunds.

Verb / Adjective	Preposition
be excited	about
be worried	
dream	
talk	
think	
apologize	for
be responsible	
blame	
prepare	
thank (someone)	
be interested	in
believe	
engage	
participate	
succeed	

Verb / Adjective	Preposition
approve	of
be afraid	
be fond	
be tired	
take care	
adapt	to
be used	
feel up	
look forward	
object	

B PAIRS Student A, say a verb or adjective from 1A. Student B, say the preposition.

2 GRAMMAR Gerunds as objects of prepositions

COACH

A gerund is a verb + *ing*. It is used the same way as a noun. A gerund is often the object of a preposition.

	Preposition	Object	
I'm interested	**in**	**learning**	more about Mexico City.
She's responsible	**for**	**planning**	the trip.
We look forward	**to**	**hearing**	all about it.
They talked	**about**	**going**	to an unusual restaurant.
He's afraid	**of**	**flying**	too far.

>> FOR PRACTICE, GO TO PAGE 143

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LESSON 1 TALK ABOUT AN UPCOMING TRIP

- Read the title of the lesson. Say, *This weekend I'm going camping in the mountains. I'm so excited!* Ask Ss, *Do you have any upcoming trips?* Have them share in pairs.
- Read the social media message aloud. Ask the class, *Where is Mario going on his upcoming trip?* (Mexico City) *What kind of trip is it?* (a work trip) *What do you think he has planned?* Give Ss time to discuss their ideas in pairs.
- Encourage Ss to recall information about Mexican holidays and food from Unit 4. Say, *Maybe Mario is going to Mexico to celebrate Independence Day.* Ask, *How did Mario describe this holiday?* (lots of music, dancing, and fireworks; delicious food like molé chicken and chiles en nogada)

1 VOCABULARY

A

- Read the vocabulary title aloud. Have Ss look back at the first example in the grammar chart. Read it aloud. Ask Ss, *Is* am *a verb or an adjective?* (verb) Say, *Right! It's the* be *verb.* Ask, *Is* interested *a verb or an adjective?* (adjective)
- Have Ss look at 1A. Read the explanation aloud. Say, Be interested *is a verb/adjective combination that goes with the preposition* in. *Let's hear what other combinations go with a specific preposition.*
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Have Ss circle any verbs or adjectives they are unfamiliar with. In pairs, have them share and compare their previous knowledge. Clarify the meaning of any new or confusing words.

B

- Arrange Ss in same-level pairs. Read the instructions aloud. Model the exercise with a **higher-level S**. Make sure Ss understand before moving on.
- Challenge **higher-level Ss** to complete the exercise without looking at the chart.

LANGUAGE NOTE Some of these verb/adjective combinations may appear with other prepositions. For example, *excited* can be used with the preposition *for* in addition to *about,* as in, *I'm excited for you!* Different prepositions usually have slightly different meanings.

EXTENSION In pairs, have Student A say a verb or adjective. Have Student B respond with a complete sentence, including the correct preposition. For example, Student A: *be excited*; Student B: *I am excited about my birthday.*

2 GRAMMAR

- Have Ss close their books. Write on the board,
  1. *I am thinking about Mexican food.*
  2. *I am thinking about traveling to Mexico.*
- Ask Ss, *What is the verb in each sentence? What is the object in the sentence?* Have volunteers call out the answers. (1. verb: am thinking; object: Mexican food, 2. verb: am thinking; object: traveling to Mexico) Point out that an *-ing* word is both a verb and an object in the examples. Say, -ing *words can be used in many ways. It depends on their position in the sentence.*
- Ask Ss, *What word in each sentence is a preposition?* (about) Elicit other examples of prepositions from the class. Write Ss' ideas on the board.
- Have Ss open their books and look at the grammar chart. Read the explanation and examples aloud. Point out the placement of the preposition. (before the gerund) Ask Ss, *When do we use contractions like* I'm *or* She's*?* (in spoken English and informal writing)
- Elicit the *-ing* spelling rules. Say, *For most verbs, we add* -ing *to the verb.* Ask Ss, *When a verb ends with the letter* e*, what do we do?* (drop the *e* and add *-ing*)
- Ask, *When a one-syllable verb ends in vowel + consonant, what do we do?* (double the final consonant and add *-ing*) *What is an example of this spelling rule in the grammar chart?* (planning)
- In pairs, have Ss take turns saying aloud the example sentences in the grammar chart.

EXTENSION Ask Ss to make 3–5 questions using the verb/adjective and preposition combinations in the vocabulary chart. Provide Ss with examples, such as *What is one thing you are worried about right now?* and *Where have you always dreamed about traveling?* Ask them to make open-ended questions rather than *yes/no* questions. **Lower-level Ss** can work in pairs but write down their sentences individually. Then ask Ss to stand up and walk around, taking turns interviewing at least three different classmates. Encourage them to take notes on their partner's answers. Invite volunteers to share with the class any of their classmates' answers they found interesting or surprising.

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3 PRONUNCIATION

A
- Read the Pronunciation box aloud about blending *want to* ("wanna") and *going to* ("gonna").
- Write on the board,
  1. *She's going to change jobs.*
  2. *She's going to a new company.*
  3. *She's going to participate in a new project.*

  Ask, *In which of these examples can we blend* going to *as* gonna? (1, 3) *Why?* (It comes before a verb.)
- Read the directions aloud. Play the audio.

B
- Tell Ss, *Listen. Complete the sentences with* going to, gonna, *or* wanna. *Then listen again and repeat.* Play the audio.
- Go over the answers as a class. After each sentence, ask, *Why is this the correct answer?*

C
- Arrange Ss in same-level pairs. Tell them to choose a vacation destination that interests them both. Ask them to make sentences using *going to* and *want to* about their upcoming trip.
- Join pairs to share their ideas.
- Monitor. Listen for the unstressed /ə/ sound in /wɑnə/, /gɑnə/, and /tə/.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Eric and Mario) *What is their relationship?* (co-workers, friends) *Where are they?* (in different offices) *What are they doing?* (talking on a video call)
- Give Ss time to preview the exercise. Ask, *What do you think Eric and Mario are talking about?*
- Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?*
- Go over the answers as a class.

⊕ **EXTENSION** Play the audio or video again. Have Ss focus on the men's feelings. Ask:
1. *How did Eric feel when Mario told him about his meeting in Mexico City?* (jealous)
2. *How does Mario feel about Mexico City?* (enthusiastic)
3. *How did Eric feel when Mario talked about the restaurant that serves insects?* (worried)
4. *How does Mario feel about eating insects?* (excited)

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review the answers as a class.
- Ask, *How many times do you see the phrase* going to *in the conversation?* (three) Elicit the sentences and write them on the board, underlining *going to*.
  1. *I'm going to Mexico City next week.*
  2. *What are you going to do?*
  3. *We're also going to visit some museums.*
- Ask, *Which of these can be blended together as* gonna? (2, 3) *Why?* (They come before verbs.)

C
- Play the audio and have Ss repeat.
- Put Ss in pairs to practice the conversation. Monitor and listen for correct pronunciation. Time permitting, have Ss swap roles and practice again.

D
- Have Ss make new conversations by substituting the highlighted words in 4B.
- **Higher-level Ss** can vary their responses and make longer conversations by adding details and asking and answering more questions.

5 TRY IT YOURSELF

A
- Copy the chart on the board. Model note-taking as you talk about a place you're interested in visiting.
- Ask Ss, *Where are you interested in visiting?* Tell them to complete the chart with their own ideas. If possible, allow them to use their phones for research. Monitor and assist as necessary.

B
- Model the example conversation with a **higher-level S**. In pairs, have Ss take turns talking about places they're interested in visiting.
- Encourage Ss to ask open-ended follow-up questions. Remind them to use the blended pronunciations *gonna* and *wanna* when appropriate.
- Have volunteers report back about their partners.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
- ✓ using gerunds as objects of prepositions
- ✓ using verb/adjective + preposition combinations
- ✓ blending *want to* ("wanna") and *going to* ("gonna")

EXIT TICKET Write on the board, *Where are you going to go? What do you want to do?* Give Ss a few minutes to review the target vocabulary in the lesson and prepare an answer. Encourage **lower-level Ss** to write their ideas down. As Ss leave, ask them the questions on the board. Take notes on any common errors to identify areas for review in later lessons.

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3 PRONUNCIATION

COACH

A 07-03 Listen. Notice the blended pronunciations of *want to* and *going to*. Then listen and repeat.

going to: I'm going to Mexico City.
/gənə/: What are you going to do?
/wɑnə/: I want to see the pyramids.

Blending: *want to* ("wanna") and *going to* ("gonna")

We often blend *want to* together as "wanna" /wɑnə/. We often blend *going to* together as "gonna" /gənə/ when *going to* comes before a verb: *I'm going to leave soon.* We do not blend *going to* together before a noun: *I'm going to Mexico City.*, but *to* is usually unstressed /tə/.

B 07-04 Listen. Complete the sentences. Then listen and repeat.

1. I'm going to Japan in the summer.
2. I'm going to take cooking classes.
3. I want to learn to make sushi.
4. My friend and I want to go hiking.
5. We're talking about going to Canada.
6. I think we're going to go in August.

C PAIRS Make three sentences with *going to* and *want to* about another idea for a vacation.

4 CONVERSATION



A 07-05 Listen or watch. Circle the correct answers.

1. Mario mainly talks about ***a work meeting*** / ***visiting Mexico City*** / ***the Mexican team***.
2. Mario goes to Mexico City ***a few times a year*** / ***every month*** / ***once a year***.
3. Mario hasn't been ***on a hot air balloon tour*** / ***on a private tour*** / ***to a museum***.

B 07-06 Listen or watch. Complete the conversation.

Mario: I'm going to Mexico City next week. Have you ever been there?
Eric: No, but I'm interested in visiting. What are you going to do?
Mario: We talked about going to an unusual restaurant. Every dish on the menu includes insects.
Eric: That sounds interesting.
Mario: Yes. I'm excited! We're also going to visit some museums.
Eric: Well, I look forward to hearing all about it.

C 07-07 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

Cancún | the aquarium. They have a lot of unique exhibits. | go ziplining

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a place you're planning to visit. Why do you want to visit? What do you want to do there? Take notes.

B PAIRS Talk about the place from 5A. Ask questions to get more information.

A: I'm interested in visiting Paris. I've never been there.
B: That's cool. What do you want to do there?

☐ I CAN TALK ABOUT AN UPCOMING TRIP.

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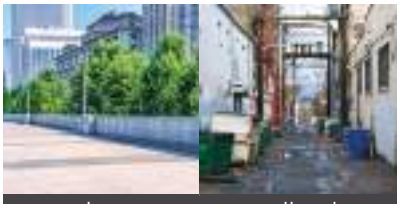
LESSON 2 TALK ABOUT WHAT YOU WOULD LIKE TO DO

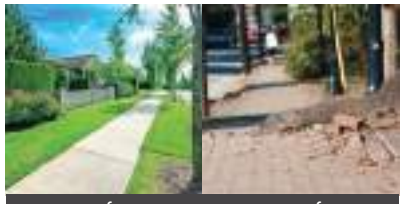


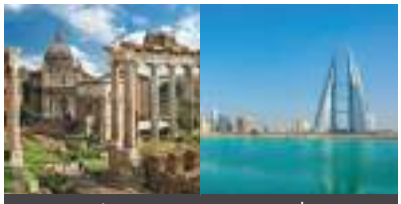
MARIO CALVO
@MarioC
Dreaming of future vacations—where should I go?

1 VOCABULARY Words to describe a place

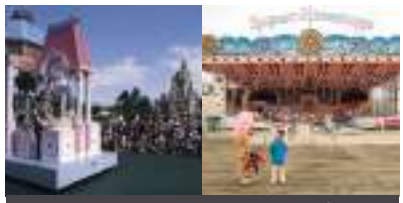
A 07-08 Listen. Then listen and repeat.

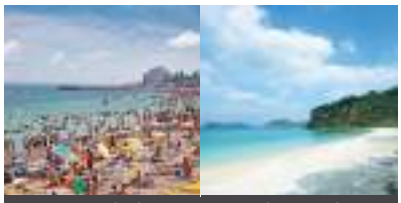

clean polluted


safe unsafe


ancient modern


famous not well known


touristy unpopular


crowded deserted

B 07-09 Listen to the descriptions. Write one adjective from 1A. More than one answer may be possible.

1. crowded, touristy
2. unsafe, polluted
3. modern
4. deserted, unpopular
5. safe
6. ancient
7. famous, touristy
8. unsafe, deserted

C PAIRS Describe a place for your partner using two adjectives from 1A.

London is famous and touristy.

2 GRAMMAR *Would like / love / hate* + infinitive

COACH

Use *would ('d) like / love / hate* to politely say what you want or don't want. *Would like / love / hate* are followed by an infinitive. Other verbs that are followed by an infinitive include *need, plan,* and *prefer.*

Question					Statements					
***Wh-* word**	***Would***	**Subject**	***Like***	**Infinitive**	**Subject**	***Would***	***Not***	***Like / Love / Hate***	**Infinitive**	
What	**would**	they	**like**	**to do**?	They	**would**		**love**	**to go**	to a restaurant.
							not	**like**		too late.
								hate		someplace crowded.

Notes

- Use *would like, would love,* and *would hate* to talk about possible or imagined events.
  *We **would like** / **would love** to go to China someday. I **would hate** to be late for the wedding.*
- Use *would like* as a polite way of saying *want* or for offers or requests. Do not use *like, would love,* or *would hate*. ***Would** you **like** to join us? **Would** your daughter **like** some ice cream?*
- Use the simple present form of *like* to talk about general preferences.
  *I **like** to travel to different countries. Ramzy **doesn't like** to wake up early.*

>> FOR PRACTICE, GO TO PAGE 144

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LESSON 2 TALK ABOUT WHAT YOU WOULD LIKE TO DO

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to talk about an upcoming trip) *What will we learn in this lesson?* (to talk about what we would like to do)
- Have a volunteer read the social media message aloud. Ask Ss, *Where do you dream of going on vacation? Where do you think Mario should go on vacation?* Have Ss share their ideas in pairs.

1 VOCABULARY

A
- Tell Ss, *You will learn six pairs of words to describe a place. In each pair, the words are opposites.* Ask, *What do we call words that are opposite in meaning to each other?* (antonyms)
- Have Ss scan the pictures and captions before listening. Ask, *What do you see in the pictures? Where are these places?* Elicit descriptions.
- Tell Ss to listen first, and then listen again and repeat. Play the audio.

B
- Tell Ss, *You will hear eight descriptions of places. For each one, choose a word from 1A that best defines that place.*
- Do number 1 as a class. Play the audio and pause after the first description. Ask, *What is a word that describes this place?* (crowded)
- Play the audio. Have Ss complete the exercise individually. Remind Ss there may be more than one answer. If appropriate, replay the audio.
- Have Ss compare answers in pairs. Then review them as a class. Ask Ss to explain their choices. Clarify the meaning of any target vocabulary Ss still find confusing.

⊕ **EXTENSION** In pairs, have Ss find as many synonyms as possible for the vocabulary words in 1A. Remind them that a synonym is a word or phrase that means exactly or nearly the same as another word or phrase. Encourage Ss to use a dictionary or consult a thesaurus if necessary.

TEACHING TIP Synonyms and antonyms are important tools to help Ss expand their vocabulary. Tell Ss that synonyms and antonyms will help them use a greater variety of words and avoid sounding repetitive in their spoken and written English.

C
- Arrange Ss in same-level pairs. Say, *Use the words in 1A to describe places*. Read the example aloud. Ask Ss to use each word at least once. Encourage them to draw on personal experiences to answer.
- Take a class survey to see what places Ss have been to before. For example, *Who has been to Cancún? What is it like?* Ask volunteers to share their experiences.

⊕ **EXTENSION** In small groups, have Ss use the adjectives in 1A to describe the place they were born and the place they live now, if different. Encourage them to ask each other follow-up questions.

2 GRAMMAR

- To introduce the grammar, say, *I'd like to go to the movies this weekend.* Ask Ss, *What about you? What would you like to do this weekend?* Elicit answers from Ss.
- Have Ss look at the grammar chart and follow along as you read the first two sentences of the description aloud. Ask, *What is an infinitive?* (*to* + base form of a verb) Say, *Find the infinitives in the examples in the grammar chart.* (to do, to go)
- Explain that an infinitive is used only after certain verbs. Read the rest of the description and the example question and answer aloud. Point out the word order in the question and the *not* placement in the statement.
- Bring Ss' attention to the first Note at the bottom of the chart. Read the explanation and examples aloud and provide further explanation. For example, *We would like to go to China someday. We can't go now because we are busy, but this is a possible trip for the future.*
- Tell Ss they can make contractions by combining the subject pronouns with the *would* auxiliary in statements. Ask Ss, *How would you make the contraction of* we would? (we'd) Repeat for other subjects.
- Say, *There are other reasons we use* would like *in English.* Read the second Note and the example sentences aloud. Remind Ss they cannot use *like, would love,* or *would hate* for this purpose. Provide additional examples if necessary.
- Read the third Note aloud. Provide additional examples if necessary.

⊕ **EXTENSION** In pairs, have Ss write three statements or questions using *would (not) like / love / hate* followed by infinitives.

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *What do you think Eric and Mario are talking about now?*
- Give Ss time to preview the exercise items. Point out that the quotation marks in "Door to Hell" indicate the name of a place. Then play the audio or video. Have them complete the exercise individually.
- Go over the answers as a class. If appropriate, replay the audio or video.
- Focus on the Conversation Skill. Model the correct pronunciation and intonation of the expressions in the box. Have Ss repeat. Read the conversation in the skill box aloud with a **higher-level S**.
- Ask Ss to listen or watch the conversation in 3A again, underlining any of the expressions in the box they hear. (I should be going now)

⊕ **EXTENSION** In pairs, have Ss talk about the places Eric wants to visit. First, ask them to recall details about the "Door to Hell" and Patagonia. If possible, show images of these two tourist destinations. Then ask Ss to talk to their partner about which trip they prefer and why. Finally, take a class poll to see which trip most Ss prefer.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and complete the conversation.
- Review the answers as a class. Ask, *Were your predictions correct?*

C
- Play the audio again and have Ss repeat.
- Then in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.

D
- Arrange Ss in same-level pairs to make a new version of the conversation in 3B by swapping the highlighted words or using the target vocabulary from 1A and their own ideas. Enourage Ss to practice ending the conversation with different expressions from the Conversation Skill.
- **Higher-level Ss** can make longer conversations by adding details and asking and answering more questions.
- Invite pairs to role-play their conversations for the class.

4 TRY IT YOURSELF

A
- Copy the chart on the board, leaving the boxes blank. Model note-taking as you talk about the vacation style described in the example entries. For example, *I like to visit famous locations. It's important to me that the place is modern, clean, and has lots of restaurants. I'd really love to avoid areas that are unsafe or deserted.*
- Tell Ss to complete the chart with information about their own vacation style. Remind them to reference 1A for words to describe places. Monitor their work and provide help with vocabulary as necessary.

⋯ **OPTION** If possible, project images of places you'd like to visit. Point to each image as you describe the kind of place you want to visit.

B
- Have Ss share their charts in pairs. Model the example conversation with a **higher-level S**. Encourage them to ask additional open-ended questions to learn more about their partners.
- Invite volunteers to share any interesting or unusual places they heard about.

⊕ **EXTENSION** Arrange Ss in mixed-level groups of 3–4. Tell them their team was hired to increase tourism at a destination that is not yet well known. The group's task is to create a tourism brochure or poster that describes the best qualities of the place and fun activities to do there. Have each group present their brochure or poster to the class. Display them on the wall when finished.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:
- ✓ using adjectives to describe a place
- ✓ using *would like / love / hate* + infinitive to say what they want or don't want
- ✓ using appropriate expressions to end a conversation

EXIT TICKET Write on the board, *What's your vacation style?* Give Ss 2–3 minutes to write down as many ideas as they can. Then have them take turns asking and answering the question in small groups. Listen and take notes on areas for review and extra practice in later lessons.

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3 CONVERSATION



A 07-11 Listen or watch. Circle the correct answers.

1. How does Eric describe the "Door to Hell"?
   (a.) different
   b. touristy
   c. famous
2. What does Mario think about the "Door to Hell"?
   (a.) He is surprised that Eric wants to go there.
   b. He wants to go there, too.
   c. He thinks lots of people probably go there.
3. Why does Eric want to visit Patagonia soon?
   a. He won't be able to go next year.
   b. He wants to visit before it closes for the season.
   (c.) He's afraid that it's going to become crowded.

B 07-12 Listen or watch. Complete the conversation.

Mario: You like to travel, right?

Eric: Yes, I do! I like to visit places that are not well known.

Mario: Really? Like where?

Eric: I'd ___love to___ go to Patagonia.

Mario: Patagonia? Wow. I'd ___love to___ hear more about it.

Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

CONVERSATION SKILL
End a conversation

When you want to end a conversation, say: *Well, it was nice talking with you…, I've got/I have to go now…, I need/have to get going…, I should be going now…,* or *I'd love to keep talking with you, but…*

A: I need to get going now.
B: Sure. I'll talk to you soon.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

C 07-13 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas. touristy, London

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your vacation style. What kinds of places would you like to visit? What's important to you when you travel? What do you like to avoid? Complete the chart.

Kind of place	What's important	What to avoid
famous location	modern, clean, lots of restaurants	unsafe and deserted areas

B PAIRS Talk about your chart in 4A. Describe the kinds of places you would and wouldn't like to visit. Ask questions to get more information.

A: I'd love to visit somewhere famous that's modern and clean.
B: Really? Like where?

I CAN TALK ABOUT WHAT I WOULD LIKE TO DO.

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LESSON 3 TALK ABOUT GEOGRAPHICAL FEATURES



MARIO CALVO
@MarioC
What's the hottest place on Earth? The first person who answers gets to take me there on vacation! 😉

1 VOCABULARY Geographical features

A 07-14 Listen. Then listen and repeat.

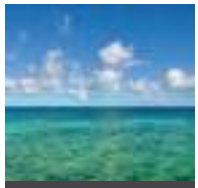

a mountain


a hill


a river

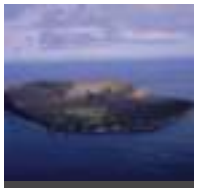

a lake


a pond


an ocean


a coast


a forest


an island


a volcano


a desert


a jungle

B Look at the words in 1A. Write them in the correct category.

Land	Water
a hill a mountain a coast a forest an island a volcano a desert a jungle	an ocean a river a lake a pond

C PAIRS Add 2–3 more geographical features to the list in 1A.

2 GRAMMAR Superlative adjectives

COACH

Use superlative adjectives to compare more than two people or things. Use *the* or a possessive adjective (*my* / *her*, etc.) before the superlative.

Rules	Adjective	Superlative
For most one-syllable adjectives, add *-(e)st* for the superlative.	high large	high**est** large**st**
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add *-est*.	hot big	hot**test** big**gest**
For two-syllable adjectives ending in *y*, drop the *y* and add *-iest*.	happ**y** pretty	happ**iest** pretty**iest**
For most adjectives with two or more syllables, use *least* or *most* + the adjective.	beautiful popular	**most** beautiful **least** popular

Notes

- Superlatives are often used with prepositional phrases with *in* or *of*.
  *Australia is the **smallest** continent **of** all.*
- Some adjectives have irregular forms.
  good → **best** bad → **worst** far → **farthest** / **furthest**

>> FOR PRACTICE, GO TO PAGE 145

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LESSON 3 TALK ABOUT GEOGRAPHICAL FEATURES

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What does the word* geographical *mean?* (relating to an area or place) *What does the word* feature *mean?* (an important part or aspect of something) *What are other words in English that have a similar meaning?* (characteristic, attribute, trait, quality, property)
- Read the social media message aloud. Ask Ss, *Where do you think the hottest place on Earth is? Would you like to go on vacation there?*

LANGUAGE NOTE *Get to do something* is most often used informally to mean "to have the opportunity to do something." For example, *Did you get to visit the Louvre when you were in Paris?* However, in Mario's social media message, he is using it in a sarcastic manner as a joke. That is, he knows none of his friends are offering to take him there on vacation.

1 VOCABULARY

A
- Have Ss scan the pictures and captions before listening and circle the words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Remind Ss about the difference in pronunciation between the noun *desert* (an area of dry land) and *dessert* (sweet food eaten after the main part of a meal). To pronounce *desert*, stress the first syllable: *desert*. (*Dessert* receives the stress on the second syllable: *dessert*.)

TEACHING TIP Suggest that Ss write not only the definition but also the pronunciation of target vocabulary in a vocabulary journal. For words with more than one syllable, remind Ss to separate them into syllables and mark the stressed syllable.

B
- Tell Ss to categorize the words in 1A into land and water geographical features. Draw the chart on the board. Write in the examples and read them aloud.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, invite volunteers to write the answers in the chart on the board.

C
- Put Ss in new pairs. Have them discuss other geographical features and add 2–3 more to their charts from 1B.
- Invite volunteers to draw any other geographical features on the board. Tell them not to write the word but rather elicit the name of the feature from the class.

EXTENSION In pairs, have Ss share which geographical features are near where they live.

2 GRAMMAR

- To introduce the grammar, write on the board, *Disneyland is famous for being the happiest place on Earth.* Read the example aloud. Underline *happiest*, and say, Happiest *is a superlative adjective.* Check Ss' prior knowledge. Ask, *What does* superlative *mean?*
- Bring Ss' attention to the grammar chart. Say, *We use superlative adjectives to point out the number-one item in a group of three or more.* Read the description aloud, and give a few examples, such as *This is the highest building.* Or *This is my prettiest sweater.* Write them on the board; underline *the* and *my.*
- Ask Ss to follow along as you read the rules and examples aloud.
- Clap or tap out the syllables in each example. Point out how adjectives gain a syllable when they become superlatives.
- Bring Ss' attention to the first Note. Read the explanation and example aloud. Ask Ss, *What's the prepositional phrase in the example?* (of all) *Why do we use a superlative adjective in this example?* (There are more than two continents in the world.)
- Read the second Note aloud. Tell Ss that some adjectives have irregular forms. Read the adjectives and their irregular superlatives aloud.
- Ask Ss write the two additional superlatives using *most* and *least*. Invite volunteers to share their examples with the class.

LANGUAGE NOTE The adjective *far* has two superlative forms, *farthest* and *furthest.* We use *farthest* to talk about physical distance. For example, *Which planet is farthest from the sun? Furthest* is usually used figuratively, to mean most or greatest extent or degree. For example, *Studying physics is the furthest thing from my mind. Furthest* is more common than *farthest*.

EXTENSION Have Ss write 3–5 sentences with superlative adjectives that are true for them. Have them share in pairs and ask follow-up questions.

- To review comparative adjectives, have Ss look at the chart on page 162.

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3 PRONUNCIATION

A
- Read the Pronunciation box about dropping the /t/ and linking in superlatives aloud.
- Tell Ss, *Listen to the words. Pay attention to the dropping or the linking of the sound /t/.* Remind Ss to listen first, and then listen again and repeat. Replay audio if appropriate.

B
- Ask Ss to underline the superlative adjective in each question. Spot-check their work.
- In pairs, have Ss predict if the sound /t/ in the superlative is dropped or if it is linked to the following vowel. Have them discuss and pencil in their answers.
- Then play the audio and have Ss check their answers. Review any tricky pronunciations.

C
- Put Ss in pairs to ask and answer the questions in 3B about their own or a preferred country. Allow Ss to research the answers, if appropriate. Point out that some of the answers are based on facts, while others are based on opinion (4, 6, 7, 8).
- If possible, pair up **lower-level Ss** with classmates from the same country, and have them research together. Suggest they divide up the questions and then share their answers with each other.
- Monitor conversations and provide feedback on linking in superlatives. Encourage Ss to take notes and ask follow-up questions.
- Invite Ss to share any interesting facts they learned.

4 LISTENING

A
- Have Ss look at the picture. Ask, *Who do you think this is? Where is he? What is he doing?* Elicit ideas.
- Tell Ss, *You will hear a podcast where each episode is a "quiz show".* Ask, *What is a* quiz? (a set of questions about a particular subject that people try to answer as a game or competition) *So, what is a "quiz show"?* (a show where people answer questions live on the radio or recorded on a podcast)
- Play the audio. Ask, *What is today's topic of the quiz podcast?* (world geography) Say, *Right. So what is the answer to 4A?* (c. places)

OPTION Play only the introduction of the audio, pausing after the word *geography*.

B
- Read the Listening Skill aloud. Ask, *What are examples of specific kinds of information you might need in order to understand someone or something?* (places, times, dates, numbers, names)
- Tell Ss, *This time, listen specifically for the numbers, places, and adjectives.* Give Ss time to preview the exercise items before listening.
- Have Ss listen and complete the exercise.

OPTION Create the feeling of a quiz show in the classroom. Pause after each question in the quiz and elicit the answer from the class. Then continue playing the audio and have Ss check their answers.

TEACHING TIP For question five in the quiz, explain to Ss that the name of the Yangtze in China is the "Chang Jiang". For question six, explain that the Antarctic and Arctic regions are considered deserts, but they are not sand deserts. Both are larger than the Sahara.

C
- Have Ss compare their answers in pairs.
- To review, have volunteers read the completed sentences aloud. If possible, show images of the places mentioned in the podcast.
- Clarify any new or confusing words or expressions, such as *contestant* (a person who takes part in a contest or game), *record* (the highest or best of its kind), *subscription* (an agreement you make to get a publication regularly that you pay for in advance). Remind Ss that words may have different meanings in different contexts.

5 TRY IT YOURSELF

A
- Read the directions and examples aloud. Explain that Mount Everest, K2, and Makalu are names of famous mountains. Ask, *Where are the mountains located?* (in the Himalayas, a mountain range in Asia) *What are these mountains famous for?* (They are the highest in the world.) Tell Ss to choose places that are special or important for some reason.
- Give Ss time to brainstorm and research. Have **lower-level Ss** work in pairs.

B
- Model the example conversation with a **higher-level S**. Tell Ss to use comparative and superlative adjectives to describe why the places are special or important. Remind them to ask follow-up questions. Encourage Ss to show pictures of them as they discuss.
- Put Ss in pairs to share their information.
- Invite volunteers to present places to the class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ talking about geographical features
- ✓ using superlative adjectives
- ✓ dropping and linking the /t/ when pronouncing superlatives
- ✓ listening for specific information

EXIT TICKET Ask Ss, *What is your favorite geographical feature?* Have Ss write their names on a blank card or piece of paper. Tell them to write down 2–3 complete sentences and use superlative adjectives. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 PRONUNCIATION

COACH

A 07-16 Listen. Notice the way /t/ is dropped before a consonant and linked to a vowel. Then listen and repeat.

the smallest country the largest island
the highest mountain the deepest ocean

Dropping the /t/ and linking in superlatives

We often drop the sound /t/ in words that end in *-st* when the next word begins with a consonant sound: *the smallest country*. We do this to make a long group of consonant sounds easier to say. When the next word begins with a vowel sound, we pronounce the /t/ and link it to the following vowel: *the largest island*.

B 07-17 Draw a line (/) through *t* in the superlative if we can drop the sound /t/. Draw a linking line to show where we link *t* to the next word. Listen and check your answers.

1. What's the tallest building?
2. What's the hottest place?
3. What's the most expensive city?
4. Which city has the best food?
5. Which city has the busiest airport?
6. What's the most interesting park?
7. What's the most beautiful city?
8. What's the best time of year to visit?

C PAIRS Ask and answer the questions in 3B about your country.

4 LISTENING



A 07-18 Listen to the quiz show. What are the questions about?

a. people b. numbers c. places

B 07-18 Read the Listening Skill. Listen again. Circle the correct answers.

1. The smallest country in the world has under ***100*** / ***1,000*** / ***10,000*** people.
2. It also has the world's largest ***church*** / ***palace*** / ***park***.
3. The largest lake in the world is in ***Asia*** / ***Africa*** / ***North America***.
4. Aconcagua is more than ***22,000*** / ***28,000*** / ***32,000*** feet tall.
5. The Nile River is ***shorter*** / ***longer*** / ***deeper*** than the Yangtze River.
6. The hottest place in the world is ***Death Valley*** / ***the Sahara Desert*** / ***the Australian Outback***.

C PAIRS Compare your answers in 4B.

LISTENING SKILL
Listen for specific information

When you're listening, you don't need to understand every word. Focus on the information you think you'll need in order to understand the topic. For example, listen to places, times, dates, numbers, and names.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Choose three geographical features from 1A. Write three places for each geographical feature. Name places in your country or in other locations. Take notes.

a mountain: Mount Everest, K2, Makalu

B PAIRS Discuss your notes from 5A. Compare the places using adjectives. Which is the highest, smallest / largest, least popular, or most beautiful?

A: For a mountain, I listed Mount Everest, K2, and Makalu.
B: Mount Everest is in China and Nepal. It's the highest mountain in the world.
A: What else do you know about it?

☐ I CAN TALK ABOUT GEOGRAPHICAL FEATURES.

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LESSON 4 READ ABOUT UNUSUAL HOTELS



MARIO CALVO
@MarioC
This hotel not only floats but also turns around in a circle. Now THIS I need to see!

1 BEFORE YOU READ

A PAIRS What kinds of places would you prefer to stay in when you travel?

I prefer to stay at people's houses because...

B VOCABULARY 07-19 Listen. Then listen and repeat.

a palace: a large home where a queen or king lives
a rule: a statement of what you can or cannot do
lick: to move the tongue across something
a tank: an object that is used to hold a large amount of a liquid
submerged: under water
rotate: to go around in a circle like a wheel
face: to be towards or in the direction of something
a butler: a person whose job is to serve other people and take care of their home
out of sight: hidden; not able to be seen

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A PREVIEW Look at the title and the photograph. What do you think the blog post is about?
Possible answer: the most interesting hotels that the writer has stayed in

B 07-20 Listen. Read the blog post.

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My World Travels—The Most Interesting Places I've Stayed

When I travel, I try to find interesting places to stay. Here are three of the most beautiful and unique hotels from my travels.

The Palacio de Sal (or Palace of Salt) Hotel is truly amazing. It is in the salt desert of Bolivia, at the eastern edge of Salar de Uyuni. What makes this hotel so unique? It is made entirely out of salt! When they first started to build the hotel, building materials were hard to find in the area. But there was plenty of salt. The floor, ceiling, walls, and even some of the furniture are all made of salt. If you're planning a visit, make sure to stay in a room with a view of the desert. It's beautiful. And remember one important rule: Don't lick the walls!

The Marmara Antalya Hotel in Turkey is another great place to visit. Part of this modern hotel is a building that floats in a tank of water. The bottom three floors of this building are completely submerged. The building revolves, or turns in a circle. It is the only hotel in the world that rotates 360 degrees! When I stayed there, I went to sleep facing the pool and woke up facing the sea. I'd love to see those views again! Just remember: Only one building at this hotel turns, so make sure you get a room in the right building.

But there is nowhere more beautiful than the Null Stern Hotel in the Swiss mountains. This hotel is just one "room." The room has a bed, two small tables, two lamps, and nothing else. And I mean nothing else. There are no walls! There is just a bed, outside, surrounded by mountains and sky. A butler stays nearby, but out of sight, and brings guests their meals. The views of the mountains and the star-filled sky are incredible. But be ready to take a walk if you need to go to the bathroom: There isn't one at the hotel. I had to use a public bathroom which was five minutes away!

Next week I'll write about the best *free* places I've ever stayed. You'll be surprised by how many there are!

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THE BEAUTIFUL VIEW FROM MY HOTEL IN THE SALT DESERT.

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LESSON 4 READ ABOUT UNUSUAL HOTELS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and social media message aloud. Ask, *What does* float *mean?* (to rest on top of liquid like water) *What are things that usually float?* (ice floats in water; ships float in the ocean) Elicit answers from Ss.
- Ask Ss to stand up. Say, *Turn around in a circle.* Wait for Ss to turn around a few times then ask them to sit down. Ask, *Would you want to stay in a hotel that floats and turns around in a circle?* Elicit Ss opinions.
- Point out that the word *this* in the social media message is in all caps. Ask Ss, *Why did Mario write* this *in all caps?* (to emphasize the word)

1 BEFORE YOU READ

A
- Read the question aloud. Say, *When I travel, I prefer to stay at people's houses because I love meeting new people.*
- Lead a class brainstorm about other types of places you can stay when you travel. Elicit ideas from Ss and write them on the board for reference. (hotels, inns, tents, etc.)
- Give Ss time to discuss in pairs; then bring the class back together. Have volunteers share their preferences with the class.

TEACHING TIP Remind Ss that travel doesn't have to mean world travel. We can also travel within our own country or city. If Ss have never traveled, encourage them to discuss an imagined trip.

B
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Review the definitions. When appropriate, ask Ss to provide an example. Ask,
  1. *What is a famous palace?* (Buckingham Palace in London)
  2. *What is an example of a rule?* (A red light means stop.)
  3. *What is an example of a tank?* (fish tank, water storage tank)
  4. *What is something that is submerged?* (a submarine)
  5. *What is something that rotates?* (the Earth)
  6. For more vocabulary practice, have Ss turn to page 157.

OPTION Have Ss review the vocabulary before listening. In pairs, ask them to take turns reading the terms and definitions aloud. Then play the audio. Have Ss check the pronunciation of the words and then listen and repeat. Ask them to circle any words whose meaning or pronunciation are still confusing. Provide clarification.

2 READ

A
- Read the title of the blog post aloud. Bring Ss' attention to the photo in the background and read the caption aloud.
- Ask Ss, *What do you think you will read about in the blog post?* Have Ss discuss their predictions in pairs.

B
- Have Ss listen to and read the article. If possible, show images of the three hotels discussed in the article as Ss listen and read.
- As they listen, ask them to circle the vocabulary words from 1B as well as any words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Point out the introductory sentences in bold. Tell Ss this text is in bold because it is giving an overview or summary of the article.
- Point out the quotations around the word *room* in line 30. Ask Ss, *Why are there quotations marks around this word?* Remind Ss these kinds of quotes are referred to as scare or shudder quotes. Putting them around a word in this way implies that you're using a term in an unusual way. For example, the room discussed in line 30–33 isn't literally a room because it has no walls.
- Point out that the word *free* in line 40 is in italics. Ask Ss, *Why is the word* free *in italics?* (to show emphasis in spoken language) Remind Ss that when a word in spoken language is styled for emphasis, it should also be emphasized, or stressed, when read aloud. Read lines 40–41 aloud again. Emphasize the word *free*.

OPTION Arrange Ss in mixed-level pairs. Have the **higher-level S** read the article aloud as the **lower-level S** follows along. Ask Ss to circle or underline any new or confusing words to review later.

EXTENSION Arrange Ss in same-level pairs. Have them compare the three hotels by discussing which they think is the best, the most interesting, the most beautiful, the most famous, etc. Remind Ss to give reasons to support their opinions. **Lower-level Ss** can prepare their answers in writing before discussing. After 10–15 minutes, take a class vote to see which hotel is the most popular in the class. Invite volunteers to explain their preference.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of this blog post?* Read the sentence and answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect.
- Ask Ss if they agree with the main idea of the blog post. Have them discuss in pairs.

B
- Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the blog post one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs.
- To review, read the question aloud and call on Ss to read the answer.
- Ask Ss, *What is the one thing that is most important to you when you stay at a hotel? Why?* Have Ss discuss in pairs or small groups.

C
- Ask a volunteer to read lines 21–27 aloud for the class. In pairs, have Ss discuss the meaning of the phrases *360 degrees* and *the right building* in this context.
- Have them complete the exercise, and review answers as a class.
- Ask Ss, *Can you think of any other words in English that have the same meaning as* right *in this context?* (correct)
- Clarify any words or expressions that are still confusing to Ss, such as, *plenty.* (a large amount of something, usually more than enough)

D
- Read the Reading Skill aloud. Tell Ss the point of view can be defined as the perspective from which a work is written. Review the three different points of view.
- Have Ss read the article again. Tell them to underline the pronouns that show who is telling the story. (*I, you*)
- Explain that in the blog post the author directly refers to herself with *I* and directly addressed the reader with *you*. Elicit examples from Ss of when these pronouns are used in the text (... the places I've stayed; When I travel... ; I try... ; If you're planning a visit...). Write them on the board and underline the pronouns.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article. Remind them to use their own words as they summarize.
- Give **lower-level Ss** a few moments to take notes. Suggest they use the notes as they summarize, if necessary. Challenge **higher-level Ss** to close their books to complete the exercise.
- Encourage Ss to give each other feedback on their summaries. Have them repeat several times to increase fluency.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

⊕ **EXTENSION** Bring Ss attention to the comment section at the bottom of the blog post. Ask Ss, *How would you respond to this blog post?* Give Ss a few minutes to write 2–3 comments and then share them in small groups. Have volunteers share their comments with the class.

4 MAKE IT PERSONAL

A
- Ask Ss, *What is your dream hotel?* Tell Ss to brainstorm details about a unique hotel they would like to stay in.
- Read the words in the chart aloud for the class. Make sure Ss understand what *services* means. Give examples, such as cleaning services, laundry services, room service (to bring food to the room), and business services, like Wi Fi or printing and faxing services.
- Have Ss brainstorm ideas in a small group. After five minutes, ask them to work individually to complete the chart. Walk around as Ss work to provide help with vocabulary and spelling as necessary.

B
- Have Ss report to the class or small groups about their ideas. Ask them to start their presentation with *I would like to stay in a hotel that...*
- Remind them to use vocabulary they learned in 1B and in the article.

⊕ **EXTENSION** For homework, have Ss research one unique hotel. Tell them to take notes on where it is, what it looks like, what makes it unique, and what they think it would be like to stay there. Have Ss present their hotel to the class or in small groups.

EXIT TICKET Tell Ss, *Write 2–3 sentences about the most interesting and unique hotel you learned about in this lesson.* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to review the Reading lesson and prepare an answer. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the blog post?

a. The best hotels are always unique.
b. Unique hotels are often expensive.
(c.) It is fun to stay in unique hotels.

B Read the blog post again. Circle the correct answers.

1. Why was the Palacio de Sal made of salt?
   a. It was the best way to attract tourists.
   (b.) It was hard to find other materials.
   c. It was the cheapest way to build.
2. What kind of view can you find at the Marmara Antalya Hotel?
   a. the jungle
   b. the desert
   (c.) the sea
3. What was one thing the author would have liked at the Null Stern Hotel?
   a. a ceiling
   b. walls
   (c.) a bathroom
4. What is one thing all these hotels have in common?
   (a.) They have great views.
   b. They are in Europe.
   c. They are hard to find.

C FOCUS ON LANGUAGE Reread lines 21–27 in the blog post. Think about the phrases *360 degrees* and *the right building*. Then circle the correct answers.

1. The expression *360 degrees* means ___ .
   (a.) a complete circle b. from left to right c. halfway around
2. The phrase *the right building* means ___ .
   a. the building on the right b. the best building (c.) the correct building

D Read the Reading Skill. Look at the blog post in 2B again. Identify the point of view of the author by underlining the pronouns that let you know who is telling the story.

READING SKILL Identify point of view

Identifying the point of view can tell you who is telling the story and how they are telling it. Writers may choose to tell their story in three ways.
First-person: using the pronouns *I* or *we*
Second-person: using the pronoun *you*
Third-person: using the pronouns *he*, *she*, *it*, or *they*
Tip: Not every sentence in a story tells you the point of view. To decide which point of view is being used, imagine someone reading the text aloud. Is it a story about themselves or about someone else?

E PAIRS What is the blog post about? Retell the most important ideas in the blog post. Use your own words.

The blog post is about hotels that are...

4 MAKE IT PERSONAL

A GROUPS Think about the blog post you just read. Imagine you are staying in a unique hotel. What makes a hotel an interesting or fun place to stay?

	Details
food	
view	
activities	
services	
other	

Find out about other unusual places to stay.

B CLASS Report to the class about your ideas.

I would like to stay in a hotel that...

☐ I CAN READ ABOUT UNUSUAL HOTELS.

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LESSON 5 WRITE A DESCRIPTION OF A PLACE



MARIO CALVO
@MarioC
San Francisco is the best city! Everyone should visit at least once!

1 BEFORE YOU WRITE

A Where is your favorite town or city? What do you like best about it?

B Mario wrote a blog post about San Francisco. What does he think of the city?

Possible answer: San Francisco is Mario's favorite city. He thinks everyone should visit.

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Search

My Favorite City

Even though I live in Ecuador, I travel a lot for work. San Francisco is one of my favorite places to visit. You should definitely go there!

Most people spend time at touristy places like the Golden Gate Bridge, but I prefer places that are not well known. For example, Corona Heights Park is one of my favorite spots, and it has the most beautiful views of the city.

However, there are a few touristy things to do that are really fun. One of the most interesting places to visit is Alcatraz Island and its famous prison. Don't worry. It's completely safe—the prison is no longer open. It's also nice to walk around Chinatown, eat the wonderful food, and buy some fun souvenirs. The streets are always crowded with people.

If you want to get out of the city, head over to Muir Woods. It is the most amazing forest in the country! The tallest tree in the forest is 258 feet tall and most of the trees are around 500 to 800 years old. Walking in Muir Woods makes me feel better about the world!

There are so many great things to do in San Francisco. Be sure to plan a trip soon!

Leave a reply

Enter your comment here...

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*


Alcatraz Island


Corona Heights Park


Muir Woods


Chinatown

C Read the blog post again. What places does Mario mention? Complete the chart.

Place	Why it's interesting	What you can do there
Corona Heights Park	has the most beautiful views of the city	enjoy the views
Alcatraz Island	has a famous prison	visit the prison
Chinatown	has wonderful food and fun souvenirs	walk around, eat wonderful food, buy some fun souvenirs
Muir Woods	most amazing forest in the country	walk around, take in the scenery

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LESSON 5 WRITE A DESCRIPTION OF A PLACE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *Where is the city of San Francisco?* (the state of California in the U.S.) *Have you ever been?*

1 BEFORE YOU WRITE

A
- In pairs, have Ss take turns discussing their favorite town or city. Tell Ss we use the word *town* to refer to a small city. Remind them to say what they like best about this place.
- Ask the class, *What's your favorite town or city?* Invite volunteers to share their opinion with the class. If possible, show images of the towns or cities as Ss talk about them.

B
- Tell Ss to look at the text. Ask, *What is it?* (a blog post) Remind Ss that blog posts are written in an informal or conversational style.
- Ask, *Who wrote the blog post?* (Mario) *What is it about?* (his favorite city) *What is his favorite city?* (San Francisco)
- Bring Ss' attention to the photos. Point out there are four photos, including the photo in the background. Ask a volunteer to read the four captions aloud. Ask Ss to cover up the text and describe what they see in the photos.
- Have Ss follow along in their books as you read Mario's blog post aloud for the class. Ask the target question, *What does Mario think of the city?* (It's one his favorite places to visit.)
- Ask Ss to underline any target vocabulary included in the blog post. (touristy, not well known, famous, safe, crowded) If necessary, have them look back at Lesson 2.
- Ask Ss, *Did Mario use any comparative or superlatives adjectives in his post? What are they?* Review as a class. (most beautiful, most interesting, most amazing, tallest, better)

C
- Ask Ss, *What places did Mario mention?* Tell Ss to complete the chart individually.
- Encourage them to reference specific parts of the blog post in their responses. Then have them compare their answers in pairs.
- As Ss work, draw the chart on the board. To review, ask volunteers to add to it. Go over the answers as a class.

⊕ **EXTENSION** In pairs, have Ss summarize the information in the chart and talk about San Francisco. Challenge **higher-level Ss** to close their books as they summarize.

⊕ **EXTENSION** Ask Ss, *Which of these four places in the photos in San Francisco do you think is most interesting?* In pairs, have Ss compare what they like and don't like about the four places mentioned in Mario's blog post. Remind them to use comparative and superlative adjectives as they discuss.

- Take a class survey to see how many Ss have been to San Francisco or want to visit.

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2 FOCUS ON WRITING

A
- Read the Writing Skill aloud.
- Remind Ss that organized writing is clear and focused. Tell them that organization makes it easier for the writer to put the paragraphs together and for the reader to understand the main ideas.

B
- Ask Ss to look back at Mario's blog post and underline the topic sentence in paragraphs 2–4. Then have them write each topic in the chart.
- Have Ss compare and discuss in pairs.
- To review, have volunteers read the topic sentences in paragraphs 2–4 aloud. As a class, identify the main idea in each.

OPTION To review, you can project the blog post and have volunteers underline the topic sentences on the board.

EXTENSION Tell Ss to look back at the blog post on page 84 and underline the topic sentences in each paragraph. Have them discuss the main idea of each paragraph in pairs.

3 PLAN YOUR WRITING

A
- Model the activity by completing the chart on the board with your own personal information. Talk about your hometown or favorite place to visit. Take notes as you speak.
- Say, *Now, you think of your hometown or favorite place to visit and write key words and ideas in the chart.*
- Walk around as Ss complete the chart and provide help with vocabulary and spelling as necessary.

B
- Have Ss share their charts in pairs, beginning with *My favorite place to visit is . . .*
- Encourage Ss to ask follow-up questions to get more information. Tell them to give each other feedback on idea development.
- Make sure Ss are using comparative and superlative adjectives and the vocabulary from the unit.

4 WRITE

- Tell Ss to use the notes in their chart to write 3–5 complete sentences. **Higher-level Ss** can write more.
- Tell Ss to include information from 3A, descriptive words and phrases, and comparative and superlative adjectives.
- Encourage Ss to write in first person and include their own opinions and recommendations for tourist destinations and other activities for visitors.
- Assist with spelling and punctuation as necessary. Work one-on-one with **lower-level Ss**.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Tell Ss to review their partner's writing by responding to the three questions.
- Ask Ss to exchange and read each other's blog posts. Have them underline descriptive words or phrases and circle any comparative or superlative adjectives.

B
- Have Ss give peer feedback and discuss how improvements can be made. Encourage them to ask clarification questions if necessary.
- Encourage Ss to help their partners add more details to their descriptions or suggest additional adjectives to use, if necessary.
- Monitor to ensure that Ss' feedback is correct and constructive.

6 PROOFREAD

- Give Ss time to review their partners' feedback, make corrections, and/or ask clarification questions.
- Have Ss review their writing individually three times: first to check spelling, then punctuation, and finally capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their response.

EXTENSION As a class project, make a travel guide and include each S' blog post as a separate entry. Share the travel guide with Ss' family and friends.

EXIT TICKET Tell Ss, *Describe a new place you learned about.* Have Ss write their names on a blank card or piece of paper. **Lower-level Ss** can write 2–3 sentences. **Higher-level Ss** can write 4–5. Collect cards as Ss leave. Read them to identify areas for review and Ss who may need more practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Look at the blog post in 1B again. What is the topic of each paragraph?

	Topic
Paragraph 2	Lesser known places
Paragraph 3	Fun touristy things to do
Paragraph 4	Places outside of the city; Muir Woods

WRITING SKILL

Include one topic per paragraph

A paragraph is a group of sentences that talks about a single idea, or topic. An effective paragraph often begins with a topic sentence that expresses the main idea. The rest of the sentences in the paragraph support the main idea of that paragraph, and maintain a consistent flow. These sentences are organized in a way to keep the flow of ideas.

3 PLAN YOUR WRITING

A Think about your hometown or your favorite place to visit. What are the most interesting places to visit there? Complete the chart.

Place	Why it's interesting	What you can do there

B PAIRS Discuss your ideas.

My favorite place to visit is...

4 WRITE

Write a blog post about the places you described in 3A. Describe where a visitor should go, why you recommend the places, and what a person can do there. Remember to include one topic per paragraph. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did your partner describe where to go and provide details on why it would be interesting?
2. Did your partner describe what a visitor could do at each place?
3. Did your partner include one topic per paragraph?

B PAIRS Can your partner improve his or her post? Make suggestions.

6 PROOFREAD

Read your post again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A DESCRIPTION OF A PLACE.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 07-21 Listen or watch. What does Paula talk about?

Possible answers: unknown places in Bolivia, her plans for a group of visitors who are coming to La Paz, suggestions about what these visitors might want to do

B 07-21 Listen or watch again. Answer the questions.

1. What location is the group going to visit? La Paz, Bolivia
2. What places does Paula suggest? Valle de la Luna, or Moon Valley; Lake Titicaca
3. What is one interesting fact about each place? *Possible answers:* Valle de la Luna, or Moon Valley: Parts of the mountains there have been washed away by water, so you feel like you're walking on the moon.; Lake Titicaca: It's up in the mountains, and is one of the highest lakes in the world. It is the largest lake in South America.

C Show your own photos.

Step 1 Imagine that you are a tour guide, and you are planning a visit for a group of out-of-town visitors. Choose 2–3 photos of places that you think visitors would like to see.

Step 2 Show your photos to the class. Say what the places are and describe them. Give details about why they are interesting.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY

LEARN GRAMMAR IN CONTEXT

Study grammar by finding real-life examples of the grammar you're trying to learn, for example, comparative adjectives. You can find grammar examples in books, magazine articles, or on websites. Reviewing grammar in this way will help you to use correct grammar when you're speaking.

TRAVELING THE WORLD

Are you interested in visiting Bolivia?



Look through travel magazines, books, or websites to find examples of the grammar in this unit. For practice, read the example sentences out loud. Try using the grammar when you speak.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about an upcoming trip
- ☐ Talk about what you would like to do
- ☐ Talk about geographical features

Grammar
- ☐ Gerunds as objects of prepositions
- ☐ *Would like / love / hate* + infinitive
- ☐ Superlative adjectives

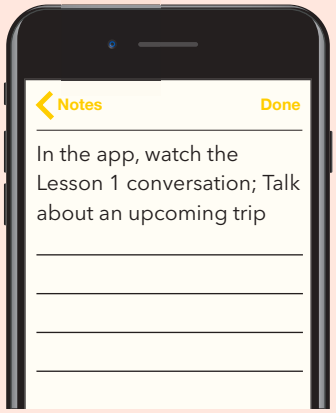
Vocabulary
- ☐ Verbs / Adjectives + Prepositions
- ☐ Words to describe a place
- ☐ Geographical features

Reading
- ☐ Identify point of view

Writing
- ☐ Include one topic per paragraph

Pronunciation
- ☐ Blending: *want to* ("wanna") and *going to* ("gonna")
- ☐ Dropping the /t/ and linking in superlatives

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the photo on the right. Ask, *How would you describe what you see in this picture?* (a city with mountains, tall buildings, and public parks)
- Tell Ss to listen to or watch Paula describe a place for tourists to visit. Remind them to listen for the main idea, not the details, at this stage.
- Review the answer as a class.

OPTION If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the word *Moon Valley*. Ask Ss, *What do you think Moon Valley is?* Pause after the phrase *Lake Titicaca*. Ask Ss, *What do you think Lake Titicaca is?*

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Does this sound like a fun place to visit to you? Why or why not?* Invite volunteers to share their opinions with the class.
- Ask Ss, *Which place do you prefer to visit: Moon Valley or Lake Titicaca? Why?* In pairs, have Ss compare the two places using comparative and superlative adjectives.

C
- Have Ss choose one location to talk about in their photo presentation. Take a class survey to see if any of the Ss are talking about the same place.
- Read the three steps aloud for the class. Tell Ss they can talk about any places in this location they think visitors would like to see.
- Have them write down their own names and 2–3 interesting and unique places. Next to each place, have them note whether they *have* or *need* to take a picture of this place. Tell Ss to list adjectives to describe these places as well as at least one interesting fact about each place.
- Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Tell Ss to prepare their photo presentations at home. Remind them it should be about 2–3 minutes long.
- Back in class, write the following checklist on the board and review it with the class:
  - ☐ *Introduce the name of the location.*
  - ☐ *Include 2–3 places.*
  - ☐ *Include one interesting fact about each place.*
  - ☐ *Use descriptive adjectives.*
  - ☐ *Speak loudly and clearly.*
- Give Ss a few minutes to adjust their presentations based on the checklist and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2–3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Tell Ss to pay attention to real-life examples of grammar they are learning anytime they read books, magazines, newspaper articles, websites, or blog posts.
- Encourage them to write down example phrases or sentences in their notebooks and to review them several times a week. Remind them to read the examples aloud as they study.
- For homework, have Ss look through travel magazines, books, or websites to find examples of the grammar in the unit. Have them share their examples in pairs or small groups.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 7 Board Game. You'll find instructions for the game in the same folder.

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8 WHAT ARE YOU DOING TONIGHT?

PREVIEW THE UNIT

LESSON 1	**Talk about music**	
	Vocabulary	Instruments and musicians
	Grammar	Questions about the subject and object
	Pronunciation	Intonation: Showing enthusiasm
LESSON 2	**Talk about evening plans**	
	Vocabulary	Evening events
	Grammar	*So / Because (of)* to show cause and effect
	Pronunciation	Main stress to emphasize a contrast
	Conversation skill	Turn down an invitation politely
LESSON 3	**Describe habits and routines**	
	Vocabulary	Healthy habits
	Grammar	Time expressions
	Listening skill	Listen for examples and supporting statements
LESSON 4	**Read about the power of music**	
	Reading skill	Ask and answer questions
LESSON 5	**Write suggestions for meeting people**	
	Writing skill	Write informally
PUT IT TOGETHER		
	Media project	Photos: Healthy habits
	Learning strategy	Create connections

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board. Then ask the class, *What are you doing tonight?* Elicit answers from Ss.
- Tell Ss to read the learning goals.
- Answer any questions Ss have about them.

B
- Direct Ss' attention to the picture. In pairs, have Ss talk about what they see.
- Lead a class discussion. Ask, *What is this event?* (a concert) *What kind of music do you think the band is playing?*
- Ask, *Have you ever been to a concert?* Have Ss share their experiences in pairs.

C
- Read Lucas's social media message aloud. Ask, *What does Lucas mean when he says,* Hope to get out for some fun? (He wants to go to different places and spend time enjoying himself.)
- Ask Ss, *What do you think Lucas likes to do for fun? What do you like to do for fun?*

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8 WHAT ARE YOU DOING TONIGHT?

LEARNING GOALS

In this unit, you

- talk about music
- talk about evening plans
- describe habits and routines
- read about the power of music
- write suggestions for meeting people



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a concert. What do you see?

C Now read Lucas's message. What does his message mean?



LUCAS MORALES

@LucasM

Traveling this week for work. Hope to get out for some fun.

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LESSON 1 TALK ABOUT MUSIC



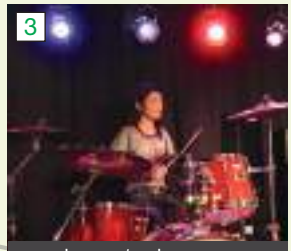
LUCAS MORALES
@LucasM
I love listening to music! I have a song for every part of my day.

1 VOCABULARY Instruments and musicians

A 08-01 Listen. Then listen and repeat.


1 a guitar / a guitarist


8 a piano / a pianist

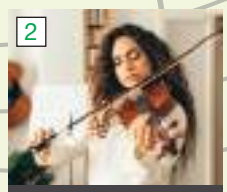

3 drums / a drummer


7 a bass / a bassist


5 a keyboard / a keyboardist


4 a trumpet / a trumpeter


6 a saxophone / a saxophonist


2 a violin / a violinist

B 08-02 Listen. What do you hear? Who is playing the instrument? Number the images in 1A.

C PAIRS Cover the words in 1A. Test your partner. Student A, say an instrument. Student B, say the word for the musician. Keep score.

A: a trumpet
B: a trumpeter

2 GRAMMAR Questions about the subject and object

COACH

In questions about the subject, the *wh-* word is the subject of the verb. The answer tells us the subject.

Questions about the subject			Answers
***Wh-* word**	**Main verb**	**Object**	
Who	is	the guitarist?	**Joe** is the guitarist.
What	happened	this weekend?	**A band** performed at the park.
Which band	sings	this song?	**Talking Hearts** sings this song.

In questions about the object, the *wh-* word is the object of the verb. The answer tells us the object.

Questions about the object				Answers
***Wh-* word**	**Auxiliary verb**	**Subject**	**Main verb**	
Who	are	you	listening to?	I'm listening to **Talking Hearts.**
What	is	she	playing?	She's playing **the piano**.

Note: Most questions about the subject use *who* or *what*. There is no auxiliary verb.
For questions about the object, an auxiliary verb comes before the subject.

>> FOR PRACTICE, GO TO PAGE 146

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LESSON 1 TALK ABOUT MUSIC

- Read the title of the lesson and the social media message aloud. Ask the class, *Do you love listening to music? How does it make you feel?* Have Ss share their experiences in pairs.

1 VOCABULARY

A

- Ask Ss to close their books. Write the vocabulary title on the board and read it aloud. Ask, *What is an instrument?* (an object you use for playing music) Explain to Ss that musical instruments are often simply called instruments.
- Write *a guitar* on the board. Point to it and say, *This is a kind of instrument.* Ask Ss, *What are other kinds of instruments?* Elicit ideas from Ss. Write them on the board.
- Then ask, *What is a musician?* (a person who writes, sings, or plays music) Next to *a guitar* write *a guitarist*. Say, *We call the person who plays the guitar* a guitarist. Point to the different instruments on the board and ask, *What do we call the person who plays this instrument?* Write Ss' ideas on the board.
- Ask Ss to open their books and look at 1A. Tell them to compare their answers with those in the book.
- Tell Ss to listen for the names of instruments and musicians, and then listen again and repeat. Play the audio.

LANGUAGE NOTE Musicians for most of these instruments can also be called *players* by adding the word *player* to the instrument. For example, *guitar player* and *piano player*. An exception to this rule is *drum / drummer*, and, although possible, it's rare to use *violin player*.

EXTENSION Invite Ss to share if they play a musical instrument, and, if so, what kind.

B

- Read the instructions aloud. Tell Ss to listen to the music and identify which instrument is being played. Tell them each instrument will be played once.
- Do number 1 as a class. Play the audio, and pause when the guitar music stops. Ask, *Which instrument do you hear?* (guitar) *Who is playing the instrument?* (a guitarist) Tell Ss to write the number 1 next to the picture of the guitar and guitarist in 1A.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- Review the answers as a class.

C

- In pairs, have Ss cover the words in 1A and take turns testing each other on the target vocabulary.
- Walk around as Ss work and listen for the correct pronunciation and word use.

EXTENSION Have Ss play a memory game to review target vocabulary. In pairs, have them cut out 16 small square cards from blank pieces of paper. On eight of the cards, they write the name of the instruments, and on the other eight cards they write the musicians. Ask Ss to use pencil so they can't see through the paper. One side of all the cards should be blank. To prepare the game, Ss mix up the cards and turn them face down so each card looks the same. The object of the game is to match each instrument with its musician. To begin the game, Student A turns over one card and says the word aloud, leaving that card face up. Student A then turns over another card and says that word aloud as well. If the terms on both cards are a match, the S picks them both up, puts them to the side, and wins another turn. If the words are not a match, Student A turns the cards back over and leaves them in the exact same place for Student B to take the next turn. The game continues until all cards have been matched.

2 GRAMMAR

- Have Ss close their books. Write on the board, *Joe is the guitarist*. Ask, *What's the subject of the sentence?* (Joe) *What is the object?* (the guitarist) Circle the subject and underline the object.
- Have Ss open their books and look at the grammar chart. Say, *Sometimes, we need to ask questions about the subject and object.* Read the explanation and examples aloud.
- Ask Ss to circle the *wh-* words in the questions about the subject (Who, What, Which band) and circle the subject in the answers (Joe, A band, Talking Hearts). Then have them underline the *wh-* words in the questions about the object (Who, What) and underline the object in the answers (Talking Hearts, the piano).
- Bring Ss' attention to the Note. Tell them that we don't use an auxiliary verb in questions about the subject, but we do in questions about the object. Point out the placement of the auxiliary verb before the subject in the examples.

LANGUAGE NOTE Short answers are also possible as responses to questions about the subject or object. For example, to respond to the question, *Who is the guitarist?* one could answer with *Joe plays the guitar, Joe does,* or simply just *Joe*.

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3 PRONUNCIATION

A
- Read the Pronunciation box aloud about intonation: showing enthusiasm. Ask Ss, *What does* enthusiasm *mean?* (strong excitement about something)
- Say the word *wow* with high intonation to express enthusiasm and then low intonation to express disinterest. Have Ss repeat.
- Read the directions aloud. Play the audio.
- Replay the audio. Pause after each sentence and ask, *How is this person feeling?* Elicit ideas from Ss. (1. enthusiastic; 2. uninterested; 3. enthusiastic; 4. disappointed; 5. enthusiastic; 6. uninterested)

B
- Tell Ss, *Listen to the different responses from speaker B. Pay attention to the intonation. For each response, choose the sentence you think speaker A said*. Give Ss time to preview the answer choices.
- Play the audio. Pause after the word *Great* in sentence four. Have Ss complete the exercise individually and then compare their answers in pairs.
- Then play the remainder of the audio for Ss to listen and check their answers. Pause after each conversation and ask, *How is this person feeling?* Elicit ideas from Ss.
- In pairs, have Ss read the sentences aloud and respond with the appropriate expressions.

C
- Lead a class brainstorm about good and bad news. For example, good news could be graduating from college, and bad news could be that a favorite restaurant is closing. Write Ss' ideas on the board in two columns.
- Arrange Ss in same-level pairs. Have them choose one topic from each column and write a short conversation about each. Ask them to include the responses in 3A.
- Have pairs practice their conversations.
- Walk around as Ss talk. Listen for intonation showing enthusiasm or lack of enthusiasm.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Lucas and Mandy) *What is their relationship?* (They are co-workers and friends.) *Where are they?* (in the company cafeteria) *What is Mandy doing?* (listening to music)
- Give Ss time to preview the exercise. Ask, *What do you think Lucas and Mandy are talking about?*
- Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?*
- Go over the answers as a class.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen or watch and complete the conversation. Review answers as a class. Ask, *Were your predictions correct?*
- Have Ss identify any words or expressions that show enthusiasm or strong interest. (Cool; It's amazing.)

C
- Play the audio and have Ss repeat.
- Put Ss in pairs to practice the conversation. Listen for correct intonation to show enthusiasm.

D
- Have Ss make new conversations about a band or genre of music they like, using the words from 1A or their own ideas. **Higher-level Ss** can vary their responses and make longer conversations by adding details and asking and answering more questions.

5 TRY IT YOURSELF

A
- Tell Ss to think of a popular song they are familiar with. Give them time to listen to it and take notes on the lyrics, band members, and instruments being played.

B
- Sing or play a few lines of a popular song. Refer a **higher level S** to the example conversation. Read it aloud, changing *Maná* for whoever plays the song you sang. In pairs, have Ss take turns singing and guessing the names of their popular songs.
- Encourage Ss to ask information questions about the song or band to learn more about the music.
- Invite volunteers to sing a few lines of a popular song for the class. Have Ss ask questions about the song or band, and try to guess the song.

OPTION Bring several popular songs to class. Play a few lines of each and elicit questions from the class about the song and band. Ask the class to guess the name of the song.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using vocabulary for instruments and musicians
✓ asking questions about the subject and the object
✓ using intonation to show enthusiasm.

EXIT TICKET Write on the board, *What's your favorite song?* Ask Ss to include details about the instruments in the song and musicians playing them. Encourage **lower-level Ss** to write their ideas down. As Ss leave, ask them the question on the board. Take notes on any common errors to identify areas for review in later lessons.

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3 PRONUNCIATION

A 08-04 Listen. Notice the different intonations. Then listen and repeat.

Wonderful! You're kidding! That's great!
Wonderful! You're kidding! That's great!

B 08-05 Listen to the intonation in speaker B's response. Which sentence do you think speaker A said? Circle the correct answers. Then listen and check your answers.

1. a. I got the job. b. The computers are all down.
2. a. I got free tickets to see Lady Gaga. b. Our flight was canceled.
3. a. Sam and I are getting married. b. We're going to miss the train.
4. a. I'm going to France next year. b. It's raining again.

C PAIRS Use the responses in 3A. Create two dialogs, one showing enthusiasm and the other showing a lack of enthusiasm.

Intonation: Showing enthusiasm

When someone is showing enthusiasm or strong interest, their intonation often goes up very high and then goes down. If your intonation is too low or too flat, it can sound like you're not interested or you mean the opposite of what you're saying.

4 CONVERSATION

A 08-06 Listen or watch. Circle the correct answers.

1. Mandy is surprised Lucas knows Talking Hearts because they're ***not well known*** / ***from Canada*** / ***a new band***.
2. Talking Hearts have just ***made an album*** / ***finished touring*** / ***visited Vancouver***.
3. The Clouds are from ***Canada*** / ***the U.K.*** / ***South America***.
4. Emma Taylor plays the ***guitar and drums*** / ***bass and trumpet*** / ***drums and piano.***

B 08-07 Listen or watch. Complete the conversation.

Lucas: What are you listening to?
Mandy: A band called Talking Hearts. Here. Listen.
Lucas: Cool. I like this song. I love the guitar solo.
Mandy: Yeah. Me, too. It's amazing.
Lucas: Who's the guitarist?
Mandy: His name is Joe Ramos.



C 08-08 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a popular song. Think about the members of the band or artist and the instruments they play. Take notes.

B GAME Student A, sing a few lines of the song in 5A. Student B, ask questions about the song and the band. Try to guess the song.

B: Who sings this song?
A: The band is called Maná.

☐ I CAN TALK ABOUT MUSIC.

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LESSON 2 TALK ABOUT EVENING PLANS



LUCAS MORALES
@LucasM
I just learned my favorite band is on tour. I'd really love to see a show!

1 VOCABULARY Evening events

A 08-09 Listen. Then listen and repeat.


see a show


go to an art gallery


go to a game


see a musical


go to a comedy club


see a movie


go to the opera


go to the ballet

B 08-10 Listen to the sentences. Write the correct activity from 1A.

1. go to a game
2. go to the ballet
3. go to an art gallery
4. go to the opera, see a musical
5. go to a comedy club
6. see a movie

C PAIRS Take turns describing an activity from 1A that you like to do.

I like to go to comedy clubs. I love to laugh.

2 GRAMMAR *So / Because (of)* to show cause and effect

COACH

Use *so* to introduce an effect, or a result of something.

Cause / Reason	*So*	Effect / Result
It isn't a famous band,	***so***	I'm sure we can still get tickets.
My boyfriend loves them,	***so***	he'll probably want to come with us.
Note: *So* goes between two independent clauses. A comma usually comes immediately before *so*.		

Use *because* and *because of* to introduce the cause of a cause-and-effect relationship.

Because / Because of	Cause / Reason	Effect / Result
Because	it's near the club,	let's eat at Pasha Café.
Because of	the traffic,	we're going to be late.

Notes

- *Because* or *because of* can go at the beginning or the middle of the sentence.
  Because *I'm meeting some friends, I can't go. I can't go* ***because*** *I'm meeting some friends.*
- *Because* is followed by a subject and a verb. *Because of* is followed by a noun or noun phrase.
- When *because* or *because of* comes first in the sentence, the phrase or clause is followed by a comma. When the main clause comes first, there is no comma.

>> FOR PRACTICE, GO TO PAGE 147

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LESSON 2 TALK ABOUT EVENING PLANS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to talk about music) *What will we learn in this lesson?* (to talk about evening plans)
- Read the social media message aloud. Clarify the meaning of the word *tour* (a series of live shows that occur at different places over a period of time). Ask Ss, *Who is your favorite band? Have you ever seen them on tour?* Have Ss share their experiences in pairs.

1 VOCABULARY

A

- Tell Ss, *You will learn how to talk about eight common evening events.* Have them scan the pictures and captions before listening. Ask, *What do you see in the pictures? What's happening?* Elicit descriptions.
- Have Ss underline the words they are unfamiliar with. In pairs, have them share which activities they have done and which they haven't.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.

LANGUAGE NOTE *Show* in this context can cover any public entertainment, but mostly refers to a musical or theatrical performance. *Game* in this context typically refers to a sporting event, such as a baseball game or volleyball game. Certain sports, however, have *matches* rather than *games,* such as tennis, rugby, and European football/soccer.

EXTENSION Have Ss write down one more evening event beginning with *see* and another beginning with *go to*. For example, *see a fashion show* and *go to a restaurant*. Encourage Ss to write down activities that are familiar to them. Have volunteers share their ideas with the class.

B

- Tell Ss, *You will hear eight descriptions of evening events. Next to each number, write the event from 1A that the speaker is describing.*
- Do number 1 as a class. Play the audio and pause after the first description. Ask, *What activity is this speaker describing?* (go to a game) *How do you know?* (The speaker talks about her favorite team and a new stadium.)
- Play the audio. Then have Ss compare their answers in pairs. If appropriate, replay the audio. Review the answers.

C

- Arrange Ss in same-level pairs. Have them take turns describing the activities from 1A they like to do. Encourage them to give additional details about their preferences. Read the example aloud.
- Encourage Ss to use each event at least once. Encourage them to draw on personal experiences to answer. If they don't like to do it, tell them to use negative forms and provide an explanation.
- Have **higher-level Ss** discuss additional evening events they like to do.
- Take a class survey to see which activities Ss have done before. Ask, *Who has been to the opera? What was it like?* Ask volunteers to share their experiences.
- Invite volunteers to share if these events are common in their home country or culture.

2 GRAMMAR

- To introduce the grammar, review the meaning of cause and effect. Tell Ss that *cause* means the reason that something happens. Write on the board, *The hit song is the cause of the musician's success.* Read the sentence aloud. Say, *The hit song is the reason why the musician is so successful.*
- Then tell Ss that *effect* means the result or consequence of an action. Read the sentence on the board again. Say, *In other words, the musician's success is the effect of the hit song.*
- Have Ss look at the grammar chart. Say, *We can show the cause-and-effect relationship with connector words and phrases like* so, because, *and* because of.
- Read aloud the explanation and examples for *so*. Bring Ss' attention to the first Note. Ask them, *What is an independent clause?* (a group of words that contains a subject and verb and expresses a complete thought) Point out the comma before *so* in the examples.
- Read aloud the explanation and examples for *because* and *because of*. Tell Ss to cover up the Notes. Ask, *What is the difference in use between* because *and* because of? Have Ss discuss their predictions in pairs.
- Bring Ss' attention to the Notes. Explain the placement and comma rules for *because* and *because of*. Read the examples aloud. Ask Ss, *What is the independent, or main, clause in the example sentences?* (I can't go) Point out the comma before *I can't go* in the example.
- Explain that *because* is followed by a subject and a verb while *because of* is followed by a noun or noun phrase. Ask Ss, *Were your predictions correct?*

EXTENSION Say, *My excellent cooking skills are the result of spending time with my grandmother in the kitchen.* Write on the board, *Because I spent time with my grandmother in the kitchen, I am an excellent cook.* Have Ss think of three positive personality traits or skills they have and who or what helped them develop them. Tell them to write a sentence for each using *so, because,* and *because of*. Provide additional examples if necessary, such as *I get good grades because of my dedication.*

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3 PRONUNCIATION

A
- Read aloud the Pronunciation box about main stress to emphasize contrast. *What words do we usually stress in a sentence?* (important words that communicate meaning) Say, *That's right! It's important we that we stress new or different information.*
- Point out the large solid dots aligned over words for contrast in each question. Tell Ss the dots show them what word to stress.
- Read the directions aloud. Play the audio.

B
- Tell Ss, *Listen to the conversations and underline the main stress in Speaker B's response based on what you hear.* Remind Ss they are listening for contrasting information.
- In pairs, have Ss preview the sentences and predict the main stress. Suggest they pencil in the answers.
- Play the audio. Ask, *Were your predictions correct?*

C
- Arrange Ss in same-level pairs. Have them practice the conversations in 3B. Walk around and listen for main stress to emphasize contrast.
- Then have Ss make and practice similar conversations. **Lower-level Ss** can make 1–2 conversations. **Higher-level Ss** should make 3–4.
- Invite volunteers to role-play their conversations for the class.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *What do you think Lucas and Mandy are talking about this time?*
- Give Ss time to preview the exercise items before listening or watching. Then play the audio or video.
- Have Ss listen or watch and circle the correct answers. Ask, *Were your predictions correct?*
- Go over the answers as a class. If appropriate, replay the audio or video.
- Clarify the meaning of any new or confusing words or expressions, such as *Are you free?* (Are you available?)
- Read the Conversation Skill aloud. Model the correct pronunciation and intonation of the expressions in the Note. Have Ss repeat. Read the conversation aloud with a higher-level S.
- Ask Ss to listen to or watch the conversation in 4A again. Say, *Listen for the expressions to turn down an invitation politely. Write down any that you hear.* (Oh, no. I'm sorry. I'm afraid I'm busy that night.)

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Review the answers as a class.
- Explain to Ss that the expression *I'm in* means *Include me in your activity.*

C
- Play the audio again. Have Ss repeat each line.
- In pairs, have Ss practice the conversation. Walk around and listen for the main stress to emphasize contrast.
- Time permitting, have Ss swap roles and practice again.

D
- Arrange Ss in same-level pairs to make a new version of the conversation in 4B using the highlighted phrases or their own ideas.
- Invite pairs to role-play their conversations for the class.

5 TRY IT YOURSELF

- Say, *Let's make evening plans!* Read the conversation aloud with a **higher-level S**. Tell Ss to take turns making plans and declining invitations. Remind Ss to use *so, because,* and *because of* in their explanations and suggestions.
- Monitor and listen for main stress to emphasize contrast.
- Ask Ss to stand up, walk around, and make plans with at least three other classmates.

⊕ **EXTENSION** Have Ss report to the class about their evening plans. Tell them to talk about where they're going, who they're going with, and why.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using vocabulary to describe evening events
- ✓ using *so, because,* and *because of* to show cause and effect
- ✓ using main stress to emphasize a contrast
- ✓ using expressions to turn down an invitation politely.

EXIT TICKET Write on the board, *Let's make evening plans!* Have Ss write their names on a blank card or piece of paper. Give them 2–3 minutes to write down a short conversation of two people making plans. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and Ss who may need more practice.

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3 PRONUNCIATION

Main stress to emphasize a contrast

The main stress in a sentence is often on the last important word. However, when we want to emphasize a contrast, the main stress moves to highlight the new or different information.

A 08-12 Listen. Notice the way speaker B uses main stress to emphasize a different word for contrast in each conversation. Then listen and repeat.

1. A: Are you free on Thursday at 10?
   B: No, how about Friday at 10?
2. A: Are you free on Friday at 8?
   B: No, how about Friday at 10?

B 08-13 The main stress is underlined for Speaker A. Underline the word that should have the main stress in Speaker B's response. Then listen and check your answers.

1. A: I think the show starts at 8:30.
   B: No, actually, it starts at 9:30.
2. A: Let's meet at the restaurant at 7.
   B: Could we make that 7:15?
3. A: The drummer is British, right?
   B: No, the guitarist is British.
4. A: Should I buy a ticket for you?
   B: Thanks, but I already have a ticket.

C PAIRS Practice the short conversations in 3B. Then make similar conversations.

4 CONVERSATION



A 08-14 Listen or watch. Circle the correct answers.

1. Lucas is in town until ***Thursday*** / ***Friday*** / ***Saturday***.
2. The tickets should be ***easy to get*** / ***expensive*** / ***cheap***.
3. Lucas asks Mandy to ***lend him money*** / ***buy the tickets*** / ***get him some cash***.
4. On Friday, Lucas is going to ***an art gallery*** / ***a game*** / ***a show***.

B 08-15 Listen or watch. Complete the conversation.

Mandy: Do you want to see a show on Wednesday?

Lucas: I'd love to, but I can't ___because___ I'm meeting some friends.

Mandy: Oh, OK. There's another one on Thursday night. Are you free?

Lucas: Yes, I am.

Mandy: Great. They just added this show, ___so___ I'm sure we can still get tickets.

Lucas: Sounds good. I'm in.

CONVERSATION SKILL

Turn down an invitation politely

To turn down an invitation politely, say: *Sorry, I can't., I wish I could, but…, I'd love to, but…, I'm afraid I'm busy., Sorry, I'm not free this morning/afternoon/evening.*

A: Do you want to go to a show tonight?
B: I'd love to, but I can't.

Listen to or watch the conversation in 4A again. Underline the expressions that you hear above.

C 08-16 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

see a movie
showtime

5 TRY IT YOURSELF

ROLE PLAY Make plans with your partner for an evening activity. Decline the invitation, and make another suggestion.

A: Do you want to get together on Friday night?
B: I'm sorry, but I can't because I have plans. How about Saturday evening?

☐ I CAN TALK ABOUT EVENING PLANS.

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LESSON 3 DESCRIBE HABITS AND ROUTINES



LUCAS MORALES
@LucasM

If you've been looking for an easy way to get healthy, you're in luck—sleeping counts!

1 VOCABULARY Healthy habits

A 08-17 Listen. Then listen and repeat.


get a check-up


go for a run


go to the gym


spend time outdoors


meditate


get enough sleep


cut down on sugar


follow a balanced diet


put down your device


drink water

B Look at the healthy habits in 1A. Put them into the groups. *Possible answers:*

Rest	Exercise	Diet	Other
meditate get enough sleep	go for a run go to the gym	cut down on sugar follow a balanced diet drink water	get a check-up spend time outdoors put down your device

C PAIRS Talk about a habit from 1A that you don't do but would like to do. How can you make it happen?

I'd like to drink more water. I can fill up a large bottle with water in the morning.

2 GRAMMAR Time expressions

COACH

Use time expressions with the simple present tense to talk about things that happen often, regularly, or all the time.

I go swimming	**every day**.	I use my device	**once an hour**.
I meditate	**every morning**.	I go to the gym	**twice a week**.
I go for a run	**on Mondays**.	I go for a hike	**three times a month**.
I spend time outdoors	**on weekends**.	I get a check-up	**a few times a year**.

Notes

- Time expressions made up of two or more words can go either at the beginning or the end of a sentence. When a time expression comes at the beginning of the sentence, it is sometimes followed by a comma.
  Leah goes to the gym ***every Monday***. ***Every Monday,*** *Leah goes to the gym*.
- Add *-ly* to words like *day* and *night* to show something happens every day or every night.
  Maya exercises every night. = Maya exercises ***nightly***.
  Her blog comes out every day. = Her blog comes out ***daily***.
  Other common examples include *hourly, weekly, monthly, quarterly,* and *yearly*.

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LESSON 3 DESCRIBE HABITS AND ROUTINES

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 2?* (to talk about evening plans) *What will we learn in this lesson?* (to describe habits and routines)
- Ask, *What is the difference between a habit and a routine?* (A habit is something you do in a regular and repeated way with little conscious thought. A routine is a regular way of doing things in a particular order with intention and effort. It is made up of many habits.)
- Read the social media message aloud. Ask Ss, *What does the phrase* you're in luck *mean?* (to be able to get or do something that you wanted that did not seem likely) *Why does Lucas use it here?* (because many people like to sleep but don't know it's a healthy habit) Provide additional examples of the expression, such as *You're in luck! We still have a few more tickets left to your favorite band's show.*
- Ask Ss, *What does Lucas mean when he says* sleeping counts*?* (Sleeping in an activity that is accepted or officially allowed as a way to get healthy.) Provide Ss with additional examples of this use of the word *count*, such as *The goal does not count because there was a penalty.*
- Ask Ss, *Did you know sleeping counts as a healthy habit? How many hours a night do you sleep? Do you like to sleep?* In pairs, have them share their experiences with sleeping.

1 VOCABULARY

A

- Have Ss scan the pictures and captions before listening and circle any words they are unfamiliar with. In pairs, have Ss share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Write *go for a* ___ on the board. Explain to Ss that you can use this structure to talk about other physical activities, such as *go for a walk* or *go for swim.*
- Clarify any new or confusing words, such as *cut down* (to use less or do less of something) and *balanced* (having equal amounts of all the necessary parts of something).
- Remind Ss that devices include phones, computers, tablets, and e-readers.

LANGUAGE NOTE As a noun, *check-up* is used with a hyphen or as one word, *checkup.* As a verb, it's used as two words, *check up*. For example, *Will you go upstairs and check up on your sister?*

B

- Tell Ss to categorize the words in 1A into the groups in the chart.
- Draw the chart on the board and read the headings aloud. Review the meaning of the word *rest.* (a period of time in which you relax, sleep, or do nothing after you have been active or doing work)
- Do the first item in the exercise together. Ask Ss, *Is a check-up a part of your rest routine? Your exercise routine? Your diet routine? Or another kind of routine?* (other) Write *get a check-up* in the *Other* column on the board.
- Have Ss complete the exercise individually and then compare their answers in pairs. To review, invite volunteers to write their answers in the chart on the board.

EXTENSION Ask Ss what other habits they consider healthy, such as *go to therapy* or *wear sunscreen.* Have them add their ideas to the chart on the board.

C

- In pairs, have Ss take turns discussing habits from 1A they don't do but would like to. Tell them to help each other brainstorm ways they can start doing these habits.
- Read the example aloud. Elicit additional ideas from the class. Ask, *What are other ways I can drink more water?* (drink water with meals, leave a water bottle in your car)

TEACHING TIP Keep in mind that there are a variety of reasons Ss may not do these activities. For example, Ss may not run or spend time outdoors because of a disability. Ss might not go to the gym because of the membership price. Remind the class there are many different ways to stay healthy and emphasize the importance of differences.

2 GRAMMAR

- To introduce the grammar, write on the board, *I exercise three times a week.* Read the example aloud. Underline *three times a week*, and say, *This is a time expression.*
- Bring Ss' attention to the grammar chart. Read the description and examples aloud.
- Bring Ss' attention to the first Note and related examples. Point out the comma use in the second example. Remind Ss both sentences have the same meaning.
- Read the second Note aloud. Provide additional examples of *-ly* words. For example, *I go to the dentist quarterly, meaning I go to the dentist every quarter, or every three months.*
- Write the following expressions on the board: *once in a while, every now and then, from time to time, every so often.* Tell Ss they are other common time expressions. They mean *sometimes*. Encourage Ss to write them down in their books.

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3 LISTENING

A
- Have Ss look at the picture. Ask, *What is this woman doing?* (working on her laptop, drinking coffee, reading an email) *Where is she?* (in an office) *How do you think she is feeling?* (bored, unhappy, irritated)
- Tell Ss they are going to listen to a podcast called *Wellness Weekly* about adding healthy habits to regular routines. Have Ss preview the exercise.
- Play the introduction, pausing after Anika says, *Thanks for having me, David.* Ask Ss, *What is the main idea of what the woman is talking about?* (problems from using too much technology)
- Ask questions to check understanding. For example, *Who is David Duran?* (the program host) *Who is Anika Rai?* (the guest on the program) *What does she do?* (She's a psychologist who studies the effects of too much screen time.)

B
- Read the Listening Skill aloud. Check Ss prior knowledge. Ask, *Which of these phrases are you familiar with? Which are you unfamiliar with?*
- Tell Ss, *This time, listen specifically for example phrases. Circle the correct answers that are mentioned in the podcast.* Give Ss time to preview the exercise items before listening and answer what they can based on what they remember from the first listening. Remind them that each question will have two correct answers.
- Play the audio again without pausing. Have Ss complete the exercise individually and then compare their answers in pairs. To review, read the statement aloud and elicit answers from Ss.

⊕ **EXTENSION** Have Ss write down 1–2 additional examples for numbers 3–5. Invite volunteers to share their ideas with the class.

C
- Tell Ss, *This time, listen specifically for details. Complete the sentences with the missing word or phrase.* Give Ss time to preview the sentences.
- Play the audio again.

D
- Have Ss compare their answers in pairs. Call on Ss to read the complete sentences aloud.
- Tell Ss to add 1–2 specific solutions for each problem. Ask them to use time expressions.
- Invite volunteers to share their ideas. Ask the class, *Will this solution work?*

⊕ **EXTENSION** Have Ss relate the listening content to their own real-life experience by discussing the following questions in pairs or small groups:

1. *What methods of communication were/are common for your great-grandparents and grandparents?*
2. *In your opinion, would they prefer face-to-face or digital communication? Why?*
3. *Do you think it was easier or more difficult to build strong relationships in the past? Why?*

4 TRY IT YOURSELF

A
- Make two columns on the board. Label them *good habits* and *bad habits*. Say an example of each in your weekly routine and add them to the chart.
- Tell Ss to make a similar chart and take notes on their good and bad habits. Remind them to reference 1A for good habits. Walk around as Ss work and provide help with vocabulary and spelling as necessary.

B
- In pairs, have Ss take turns discussing their good and bad habits. Tell Ss to be specific by using time expressions in their descriptions. Model the example conversation with a **higher-level S**.
- Remind Ss to ask follow-up questions to get more information. Encourage Ss to give real-life examples and help each other by giving suggestions for how to overcome bad habits.
- Take a class survey to see if any Ss have the same bad habits. Brainstorm solutions as a class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using vocabulary to talk about healthy habits
- ✓ using time expressions
- ✓ dropping and linking the /t/ when pronouncing superlatives
- ✓ understanding phrases to introduce examples and supporting statements.

EXIT TICKET Write on the board, *Tips for adding healthy habits to our routines.* Have Ss write their names on a blank card or piece of paper. Give them two minutes to write down as many tips as they can for how to create healthy habits. Challenge Ss to not look at their books as they write. Collect cards as Ss leave. Read the cards to identify areas for review and Ss who may need more practice.

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3 LISTENING



A ▶08-19 Listen to the podcast. What is the woman talking about?

a. new ways of using technology to get healthy
b. problems from using technology too much
c. how many hours a week people use their devices

B ▶08-19 Read the Listening Skill. Listen again for example phrases. Circle the answers that are mentioned in the audio. Each question has two correct answers.

1. People aren't getting enough sleep.
   a. People go to bed with their devices.
   b. The light from our devices keeps us awake.
   c. People wake up early to use their devices.
2. Too much screen time can change a part of the brain.
   a. Kids may not learn how to have good relationships with people.
   b. Adults may forget how to have relationships.
   c. Adults may have friends online, but not in real life.
3. Instead of picking up your device, try something new.
   a. Start a new hobby.
   b. Play a new game online.
   c. Take a class.
4. Spend time with family and friends.
   a. Have dinner together.
   b. Catch up with each other.
   c. Socialize by chatting online.
5. Do something for yourself.
   a. Do some online shopping.
   b. Find some quiet time.
   c. Focus on yourself for part of the day.

LISTENING SKILL Listen for examples and supporting statements

Speakers use certain phrases to introduce examples and supporting statements. These help to support speakers' ideas so that listeners understand them better. Some common phrases are: *such as*, *like*, *for example* / *for instance*, *for one thing* / *for another thing*, *in fact*, *in general*, *in particular* / *in detail*, and *let me explain*.

C ▶08-19 Listen again. Complete the sentences.

The Effects of Too Much Screen Time	
Problems	Solutions
People aren't getting enough sleep.	Stop using your device at least (1) 30 minutes before bed-time so you can start to (2) relax.
Too much screen time can change a part of the brain that helps people (3) care for others and build relationships.	Parents should (4) limit their own screen time, as well as their kids'.

D PAIRS Compare your answers in 3C. Did you get the same answers?

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your weekly routine. What are your good and bad habits? What bad habits would you like to change? Take notes.

B PAIRS Discuss your habits. Ask questions to get more information.

A: I go to school five days a week. It's hard to find time to exercise.
B: What do you do on the weekends?
A: I like to spend time outdoors.
B: Maybe you could try...

☐ I CAN DESCRIBE HABITS AND ROUTINES.

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LESSON 4 READ ABOUT THE POWER OF MUSIC



LUCAS MORALES

@LucasM

Ever wonder why loud music makes you feel good? Scientists have the answer.

1 BEFORE YOU READ

A PAIRS Discuss. What kind of music do you like? Say why.

I really love...

B VOCABULARY 08-20 Listen. Then listen and repeat.

a mood: the way a person feels at a certain time
stress: a feeling of worry that stops a person from being able to relax
a rhythm: a regular, repeated pattern of sounds
beat: to make a regular movement or sound
translate: to change something into another form
heart rate: the number of times the heart beats in a minute
a piece: something that someone has made, written, or drawn
a hormone: something the body makes that helps you to grow and change
release: to let something go into the body, air, water, soil, etc.

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2 READ

A Read the Reading Skill.

B 08-21 Listen. Read the article. As you read, stop and ask yourself these questions. *Do I understand what I just read? Do I need to reread anything? Do I need to look up any words?*

READING SKILL

Ask and answer questions

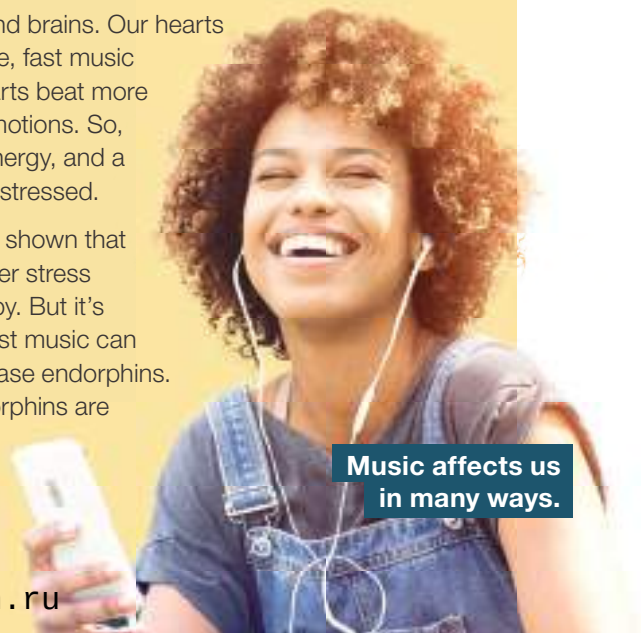
Asking questions while you read helps you understand the text. As you read, stop and ask questions about the text. Do you understand what you are reading? Do you need to look up any words?

The **Power** of Music

We all know that music affects our moods. It can make us feel great joy or make us think of our saddest moments. Soft music can calm an upset baby. And singing along to loud music can help someone get rid of stress or anger. But why? Why does music have this powerful effect?

Scientists have learned that music affects both our bodies and brains. Our hearts beat at the same speed as the rhythms we hear. For example, fast music makes our hearts beat faster and slow music makes our hearts beat more slowly. Our brains translate these different heart rates into emotions. So, a loud, fast rock song can make us feel like we have more energy, and a slow, classical violin piece can make us feel calmer and less stressed.

Music also affects the hormones in our bodies. Studies have shown that when we listen to slow, quiet music, our bodies produce fewer stress hormones and more of the hormones that make us feel happy. But it's not only calm, quiet music that makes us feel good. Loud, fast music can move a small part of the ear which then tells the brain to release endorphins. Endorphins can make us feel positive and happy. More endorphins are released at higher volume levels. The louder the music, the higher the level of endorphins.



Music affects us in many ways.

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LESSON 4 READ ABOUT THE POWER OF MUSIC

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask Ss the meaning of the word *power* in the phrase *the power of music*. (the ability to influence or control what people do, think, or feel) Ask, *In this sense, do you think music is powerful?* Elicit opinions from the class.
- Read the social media message aloud. Ask, *Does loud music make you feel good?* Have Ss share their experiences in pairs.

1 BEFORE YOU READ

A
- Read the question aloud. Say, *I really love pop music.* Lead a class brainstorm of different music genres, or styles. Elicit ideas from Ss and write them on the board for reference. (classical, country, jazz, hip-hop, etc.)
- Give Ss time to discuss in pairs. Then bring the class back together. Have volunteers share their preferences. Take a class survey on the most popular genre of music in the class.

⊕ **EXTENSION** Invite volunteers to share any music genres specific to their home country or culture, such as K-pop or Bossa Nova. If appropriate, play a short audio clip for the class.

B
- Tell Ss to listen to the vocabulary and then listen again and repeat. Replay the audio if appropriate.
- Review any tricky pronunciations, such as *rhythm* (/rɪðəm/), and the definitions as a class.
- For more vocabulary practice, have Ss turn to page 157.

TEACHING TIP Remind Ss that one word can have more than one form, all of which share a central meaning. The main word forms are noun, verb, adjective, and adverb. For example, *creation/creator* (noun), *create* (verb), *creative* (adjective), and *creatively* (adverb).

⊕ **EXTENSION** In pairs, have Ss sort the words by part of speech to review usage. (nouns: a mood, stress, a rhythm, heart rate, a piece, a hormone; verbs: beat, translate, release) Review additional word forms to deepen Ss' understanding of the vocabulary. For example, elicit from the class the meaning of *good mood, bad mood,* and *moody* (unexpectedly changing moods often). Ask, *Do you consider yourself a moody person?* Elicit additional word forms of the word *stress.* Ask Ss, *How do we describe something that causes stress?* (stressful) Ask, *How do we describe someone who is feeling stress?* (stressed) *What is something stressful that makes you stressed?* Have Ss share their ideas in small groups.

2 READ

A
- Read the Reading Skill aloud. Tell Ss that asking and answering questions as they read helps them be more active readers and language learners.
- Read the title and then the first two sentences of the article aloud. Then ask Ss the questions in the Reading Skill. Have volunteers retell the ideas in their own words. Clarify the meaning of any words that are still confusing to Ss.

B
- Bring Ss' attention to the photo and read the caption aloud. Ask Ss, *What is this person doing?* (listening to music) *How does she feel?* (happy)
- Ask Ss, *What do you think you will read about in the article?* Have Ss discuss their predictions in pairs.
- Have Ss listen to and read the article. As they listen, ask them to circle the vocabulary words from 1B as well as any words they are unfamiliar with.
- Ask, *Were your predictions correct?*
- Point out that the words *can* and *that's* in line 25 are in italics. Ask Ss, *Why are the words* can *and* that's *in italics?* (to show emphasis in spoken language) Remind Ss that when a word in spoken language is styled for emphasis, it should also be emphasized, or stressed, when read aloud. Ask a volunteer to read the last two sentences of the article aloud.

⋯ **OPTION** Ask Ss to close their books. Play the audio and pause after the question, *Why does music have this powerful effect?* Have Ss answer the question in pairs. Then have them open their books. Play the rest of the audio without pausing. Ask Ss, *Were your predictions correct?*

⋯ **OPTION** Have Ss listen to and read the article. Then have Ss take turns reading the article again in pairs. Have them read aloud and switch roles after every five lines. After each turn, have them ask each other the questions about the text in the Reading Skill. Encourage them to reread if necessary and take their time to look up any new or confusing words.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of this article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
- Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect. (b. There are many good ways to relax; c. The article suggests slow, quiet music is one kind of music that can help babies who are upset.)
- Ask Ss if they agree with the main idea of the article. Ask, *In your opinion, does music have a powerful effect on our bodies and minds? Why or why not?* Have Ss discuss in pairs. Encourage them to share real-life experiences they've had with music.

B
- Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs. To review, call on Ss to read the answers.
- Ask Ss, *What is one song that always makes you feel better?* Have Ss share their song in pairs. If appropriate, allow them to play an audio clip for their partner.

TEACHING TIP Teach Ss to read a line of a text, look up from the book, and say the line aloud to their partner. This requires Ss to process the language in order to remember the line, and making eye contact while speaking is a natural way to practice real conversation.

C
- Ask a volunteer to read lines 20–25 aloud for the class. In pairs, have Ss discuss the meaning of the word *trigger* and the expression *that's music to your ears* in this context.
- Have them complete the exercise, and review answers as a class. Provide additional examples of this use of the word *trigger*, such as *Children's songs trigger memories of my childhood,* or *The political musical triggered a strong reaction from the government.*

D
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article.
- Have Ss scan the article and circle any phrases that introduce examples and supporting statements. (for example, like, such as) Encourage Ss to use different phrases when introducing examples or giving supporting details in their summary.
- Give **lower-level Ss** a few moments to take notes. Suggest they use the notes as they summarize, if necessary. Challenge **higher-level Ss** to close their book to complete the exercise.
- Encourage Ss to give each other feedback on their summaries. Have them repeat several times to increase fluency.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

4 MAKE IT PERSONAL

A
- Tell Ss to reflect individually on the ideas presented in the article. Read the questions aloud. Ask Ss to answer them in complete sentences.

B
- In pairs, have Ss take turns discussing their answers in 4A. Ask them to start their presentation with *I agree with the author...* or *I don't agree with the author...*
- Encourage them to use specific examples from the article and their own lives to support their opinion.
- Remind them to use vocabulary they learned in 1B and in the article as they discuss.

TEACHING TIP Explain to Ss that in discussions or debates, they should listen to their classmates' opinions and not feel the need to respond immediately. Remind Ss that they do not need to agree with their classmates' opinions, but it's necessary to have an open mind. Many different perspectives are represented in the classroom, and Ss' opinions will reflect these various points of view.

EXTENSION Ask Ss to share how different kinds of music make them feel. For example, ask, *What kinds of music make you feel like you have more energy? What kinds of music make you feel calmer and less stressed?* Have Ss share the answers in pairs or small groups.

EXIT TICKET Ask Ss, *How does music affect our bodies and minds?* Give Ss a couple minutes to write down as many ideas as they recall from the article. Then have them take turns asking and answering the question on the board in small groups. Listen and take notes on areas for review and extra practice in later lessons.

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Other studies have shown that listening to almost any kind of music can help people who suffer from short-term pain, such as a large cut or burn, or from a long-term illness, such as heart disease. Music can help in two ways: It can trigger the release of endorphins which, in addition to making us feel happy, can also reduce our pain levels. And, more simply, it can help us to think about something other than the pain we are feeling. However, scientists do believe that we have to like the music in order for it to have a positive effect.

So, the next time you're sad and you want to feel happy, or you're in pain and you want to feel better, listen to your favorite song. Music really *can* help you feel better. Now *that's* music to your ears!

3 CHECK YOUR UNDERSTANDING

A **Which statement best describes the main idea of the article?**

(a.) Music can have a powerful effect on our bodies and minds.
b. The best way to relax and have a good time is to listen to music.
c. Slow, quiet music is the only kind of music that can help people who are upset.

B **Read the article again. Circle the correct answers.**

1. Our hearts beat ___ the sounds we hear.
   a. faster than b. slower than (c.) at the same speed as
2. The brain produces ___ when we listen to slow music.
   (a.) fewer stress hormones b. more stress hormones c. fewer positive hormones
3. ___ music moves a part of the ear which tells the brain to release endorphins.
   a. Loud and slow (b.) Loud and fast c. Soft and slow
4. Someone who is in pain should listen to ___ .
   (a.) their favorite song b. any kind of music c. nothing at all

C FOCUS ON LANGUAGE **Reread lines 20–25 in the article. Think about the words *trigger* and *that's music to your ears*. Then circle the correct answers.**

1. In this sentence, the word *trigger* means ___ .
   a. part of a gun (b.) to make something happen c. to move something with a finger
2. The expression *that's music to your ears* means ___ .
   a. that's a great song (b.) that's good news c. that's terrible news

D PAIRS **What is the article about? Retell the most important ideas in the article. Use your own words.**

The article is about how music...

Find out about other ways music affects people.

4 MAKE IT PERSONAL

A **Think about the article you just read. Answer the questions.**

1. Do you agree or disagree with the author of the article?

_____

_____

2. Did you learn something new? What did you learn?

_____

_____

B PAIRS **Discuss your answers in 4A.**

I agree with the author. I think...

■ I CAN READ ABOUT THE POWER OF MUSIC.

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LESSON 5 WRITE SUGGESTIONS FOR MEETING PEOPLE



LUCAS MORALES

@LucasM

You know who makes new friends the easiest? Pet owners. Everyone stops to talk to you when you have a dog. 😀

1 BEFORE YOU WRITE

A What do you like to do after work or on weekends? Is it a good way to meet new people?

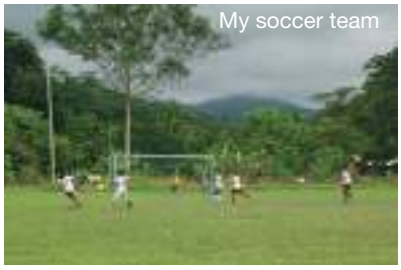
B Charlie posted a question on a discussion board. Lucas replied with some suggestions. Read the posts. What question does Charlie ask? *Possible answer:* Charlie asks if anyone has ideas about fun ways he can meet new people.

Discussion Thread Home | Discussion Board | Logout

Home
Moving home
schools
work
health
community
social

Just moved here. Looking for a fun, cool way to meet new people. Any ideas?

Hey Charlie! Lots to do here! Happy to help.



Do you like sports? We have lots of local sports teams you could join. I'm on a soccer team, and we usually have games every weekend during the season. I love it because it's great to spend time outdoors and hang out with new friends at the same time.

Or do you like other kinds of outdoor activities? Hiking? Rafting? I know there are some groups that get together to do these kinds of activities once a month. And they're free! Or don't cost too much.

Do you like art? There are social clubs where you can meet people to paint or draw, or to visit galleries or museums. The museums here are cheap, so you can usually get a pretty good deal!

Good luck and have fun!

Leave a reply

Enter your comment here…

Do you like this answer? ☺ (22) ☹ (3)

C Read the posts again. What does Lucas suggest to Charlie? Take notes in the chart. *Possible answers:*

	Idea	Details
Suggestion 1	join a sports team	great to spend time outdoors and hang out with new friends
Suggestion 2	join a group that does outdoor activities	go hiking or rafting good because they're free or don't cost much
Suggestion 3	join a club that makes or talks about art work	museums are cheap

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LESSON 5 WRITE SUGGESTIONS FOR MEETING PEOPLE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask, *What does Lucas say is an easy way to meet people?* (owning a pet) *Do you agree with him? Why or why not?*
- Ask Ss, *Do you own any pets? Do people stop and talk to you about your pet?* Have Ss share their experiences in pairs.
- Take a class survey to see how many Ss own pets, and what kinds.

1 BEFORE YOU WRITE

A
- In pairs, have Ss take turns discussing what they like to do after work or on weekends. Give Ss five minutes to discuss and then elicit ideas from the class.
- Write Ss' ideas on the board. Ask, *Are these good ways to meet people? Why or why not?*
- Have volunteers give their opinions and share their real-life experiences.
- Get further information about interesting events to meet people in the local area. Encourage Ss to attend the events and report back to the class about their experience.

B
- Tell Ss to look at the text. Ask, *What is it?* (a post on a discussion board) *What is a discussion board?* (an Internet site where people can post and read messages, usually on a specific topic or area of interest) Point out the different topics on the discussion board in the drop-down menu on the left. (schools, work, health, community, social)
- Ask, *Who wrote the question?* (Charlie) *Who wrote the board post?* (Lucas) *What is it about?* (activities to meet new people)
- Bring Ss' attention to the photo. Read the caption aloud. Ask, *Are sports like soccer a good way to meet new people? Why or why not?* Elicit ideas from the class.
- Ask the target question, *What question does Charlie ask?* (Are there any ideas for fun, cool ways to meet new people?) Ask a volunteer to read Charlie's question aloud.
- Have Ss follow along in their books as you read Lucas's board post aloud for the class. Ask them to circle any target vocabulary from the unit included in the post. (spend time outdoors, visit galleries) Have them refer back to previous lessons if necessary.
- Ask Ss, *Did Lucas use any time expressions in his board post? What are they?* (every weekend, once a month) Review as a class.

LANGUAGE NOTE Another common term for the phrase *discussion board* is *message board*.

C
- Ask Ss, *What activities does Lucas suggest to Charlie?* Tell Ss to write the main idea and details about three suggestions in the chart. Have them complete the exercise individually.
- Encourage them to reference specific parts of the board post in their responses. Then have them compare their answers in pairs.
- As Ss work, draw the chart on the board. To review, ask volunteers to add to it. Go over the answers as a class.

EXTENSION In pairs, have Ss summarize the information in the chart. Challenge **higher-level Ss** to close their books as they summarize.

EXTENSION Ask Ss, *Which of the suggestions is most interesting to you?* In pairs, have Ss compare what they like and don't like about the three suggestions in Lucas's board post.

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2 FOCUS ON WRITING

A
- Read the Writing Skill aloud. Remind Ss that many posts and emails are written informally.
- Ask them, *Can you think of writing that is even more informal than blogs or discussion board posts?* (text messages or short posts on social media)
- Have volunteers read the examples of formal and informal writing aloud. Show or bring up additional examples of formal and informal writing for Ss to compare. If possible, include very informal messages from text messages or social media.

B
- Ask Ss to look back at Lucas's board post and underline any incomplete sentences.
- Have Ss compare their findings in pairs and discuss any answers that were different.
- To review, have volunteers read the incomplete sentences aloud. Back in their pairs, have Ss rewrite the incomplete sentences as complete sentences.
- Ask Ss, *Is this board post written in first, second, or third person?* (first) Tell Ss that informal writing is often written in the first person.

3 PLAN YOUR WRITING

A
- Model the activity. Complete the chart on the board with your own information. Take notes as you speak.
- Say, *Now, you think of different ways to meet new people in your hometown or where you live now.*
- Have Ss complete the chart with key words and ideas. Remind them to use the target vocabulary from the unit and include specific real-life examples.
- Walk around as Ss complete their charts. Provide help with vocabulary and spelling as necessary.

B
- Have Ss share their charts in pairs. Read the example aloud and finish the sentence. Suggest that Ss start their description in that way.
- Encourage Ss to ask follow-up questions to get more information. Tell them to give each other feedback on idea development.
- Walk around and monitor Ss' conversations to make sure they are using time expressions and the target vocabulary from the unit.

4 WRITE

- Tell Ss to use the notes in their chart to write 3–5 sentences. **Higher-level Ss** can write more.
- Have them work individually. Tell them to include the information from 3A, the target vocabulary, and time expressions. Tell them to use 1B as a model.
- Remind Ss to use informal writing. Encourage them to include contractions and abbreviations.
- Walk around and assist as necessary.
- Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Tell Ss to review their partner's writing by responding to the two questions.
- Tell Ss to underline suggestions and circle examples of informal writing such as contractions, abbreviations, or incomplete sentences.

B
- Have Ss give peer feedback and discuss how improvements can be made.
- Encourage Ss to help their partner add more details to their descriptions or suggest more informal language to use, if necessary.
- Monitor and check that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections or ask for clarification.
- Have Ss review their writing three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their response.

⊕ **EXTENSION** As a class project, organize a local meet-up event. Have Ss decide where in town it should be held, what kinds of activities they should do, and other details. In small groups, have Ss make posters about the event including all the relevant information. Remind them to use informal language and be creative. Display the posters around the classroom.

EXIT TICKET Ask, *What are some suggestions for meeting new people in your town?* **Lower-level Ss** can write 2–3 suggestions. **Higher-level Ss** can write 4–5. Collect cards as Ss leave. Read the cards to identify areas for review and Ss who may need more practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

WRITING SKILL Write informally

Informal writing is similar to spoken conversation, and it follows fewer grammar rules than formal writing. We often use incomplete sentences in informal writing. Contractions (*I'm*, *doesn't*, *couldn't*, *it's*) and abbreviations (*TV, photos*) are also used.

Formal writing: *It was a pleasure to meet you yesterday. I hope we can see each other again very soon.*

Informal writing: *Great to meet you! Hope to see you again soon.*

B Reread the discussion board posts. Underline the incomplete sentences.

3 PLAN YOUR WRITING

A Think about Charlie's question. How could someone meet new people in your town? Complete the chart.

	Idea	Details
Suggestion 1		
Suggestion 2		
Suggestion 3		

B PAIRS Describe your suggestions to your partner.

I think someone who wants to meet new people could...

4 WRITE

Imagine you are answering Charlie's question. What things would you suggest he do to meet new people in your town? Use your suggestions from 3A. Remember to use informal writing. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did you partner include suggestions in his or her post?
2. Did your partner use informal writing in his or her post?

B PAIRS Can your partner improve his or her post? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE SUGGESTIONS FOR MEETING PEOPLE.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 08-22 Listen or watch. What does Rina talk about? *Possible answers:* She talks about her healthy habits, and the things she does to relax and stay healthy.

B 08-22 Listen or watch again. Answer the questions.

1. What are Rina's healthy habits? She exercises (goes running), spends time with friends (goes to an art gallery), and relaxes (plays guitar).
2. How often does she do these activities? She runs three times a week. She goes to an art gallery once a month. She plays guitar every evening.
3. Why does she do these activities? Write one reason.
   runs/exercises: likes to spend time outdoors; spends time with friends/goes to art gallery: lowers her stress level; plays guitar: it relaxes her

C Share your own photos.

Step 1 Think about your healthy habits, or things you do to stay healthy, happy, or relaxed. Think about how often you do these activities and why you do them.

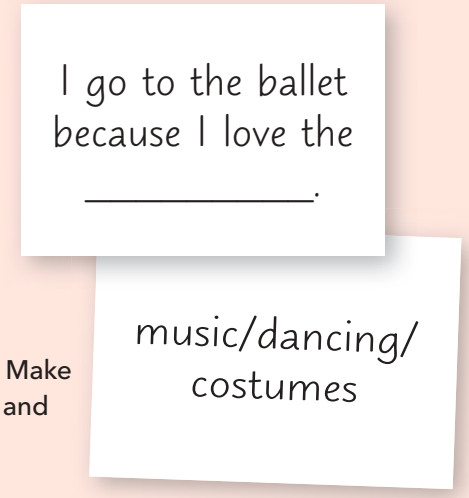
Step 2 Show your photos to the class. Talk about your healthy habits. Say why you do these activities and how often you do them.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY

CREATE CONNECTIONS

Connect new words with ones you already know. Make flashcards of sentences using the new words with blanks for words you already know. Write words for the blanks on the back of the card. For example, *I go to the ballet because I love the _____*, can be completed with *music*, *dancing*, or *costumes*.



Review the vocabulary in the unit. What words do you need to learn? Make five flashcards with the words. Be sure to have sentences with blanks and connected words for each flashcard. Review the cards twice a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about music
- ☐ Talk about evening plans
- ☐ Describe habits and routines

Vocabulary
- ☐ Instruments and musicians
- ☐ Evening events
- ☐ Healthy habits

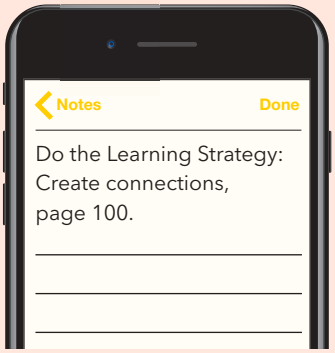
Pronunciation
- ☐ Intonation: Showing enthusiasm
- ☐ Main stress to emphasize a contrast

Grammar
- ☐ Questions about the subject and object
- ☐ *So* / *Because* (*of*) to show cause and effect
- ☐ Time expressions

Reading
- ☐ Ask and answer questions

Writing
- ☐ Write informally

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the photo on the right. Ask, *What do you see in this picture?* (a park) *How do you think this picture relates to healthy habits?* (People can exercise or go for a walk or run in the park.)
- Tell Ss to listen to or watch Rina describe her healthy habits. Remind them to listen for the main idea, not the details, at this stage.
- Read the question aloud. Review the answer as a class.

OPTION If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the phrase *near my home*. Ask Ss, *What do you think Rina likes to do in the park?* Pause after the phrase *of every month.* Ask Ss, *What do you think she does on the first Friday of every month?* Pause after the phrase *before I go to bed.* Ask Ss, *What do you think is Rina's healthy habit before she goes to bed?*

B
- Give Ss time to preview the questions. In pairs, have them recall information from the presentation and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. If appropriate, let them listen or watch a third time.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Do these activities sound fun or interesting you? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Read the three steps aloud for the class. Tell Ss they can talk about activities they currently do to stay healthy or activities they would like to do more. Have them write down their own names and 3–5 activities they do to stay healthy. Next to each activity, have them note whether they have or need to take a picture of this activity. Tell Ss to use time expressions to describe how often they do each activity as well as at least one reason why they like to do it.
- Invite them to share in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Tell Ss to prepare their photo presentation at home. Remind them it should be about 2–3 minutes long.
- Back in class, write the following checklist on the board and review it with the class:
  - ☐ *Include 3–5 photos.*
  - ☐ *Introduce the healthy habits.*
  - ☐ *Talk about how often you do them.*
  - ☐ *Give at least one reason why you do them.*
  - ☐ *Speak loudly and clearly.*
- Give Ss a few minutes to adjust their presentations and practice with a partner.
- Then have Ss present their photos to the class. Keep track of time.
- Leave 2–3 minutes for questions and comments after each presentation. Remind Ss to give constructive feedback based on the checklist on the board.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss review the target vocabulary in the unit and make flashcards of sentences using the words they still need to learn better.
- Have Ss make five flashcards and then compare their sentences in pairs. Give Ss time to test each other on the vocabulary in class.
- Remind Ss to review their cards twice a week.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 8 Board Game. You'll find instructions for the game in the same folder.

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9 WHERE DO YOU WANT TO MEET?

PREVIEW THE UNIT

LESSON 1	**Talk about plans**	
	Vocabulary	Living room furniture and decor
	Grammar	Future with *will, be going to,* present continuous, and simple present
LESSON 2	**Talk about reasons for being late**	
	Vocabulary	Reasons for being late
	Grammar	Indirect questions
	Pronunciation	The letter *a*
	Conversation skill	Ask if there is a problem
LESSON 3	**Talk about where things are**	
	Vocabulary	Places in and around the house
	Grammar	Adverbs and adverbial phrases of place
	Pronunciation	Stress in compounds
	Listening skill	Predicting
LESSON 4	**Read product reviews**	
	Reading skill	Identify fact vs. opinion
LESSON 5	**Write about your dream home**	
	Writing skill	Use parallel structure
PUT IT TOGETHER		
	Media project	Video: New home furniture
	Learning strategy	Practice word stress for pronunciation

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Then ask the class, *Where does this class meet?* Elicit answers.
- Tell Ss to read the learning goals. Ask, *Which topics do you feel confident about? Which topics are new for you?*

B
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Have pairs report back. Write the words on the board, such as, *house, window, apartment, boxes, mirror,* etc.
- Explore the context. Ask, *Why is everything in boxes? Have you ever been in this situation?*

C
- Read Alba's social media message aloud. Ask, *What is Alba's week like?* (busy; full of activity or work) *What does she mean when she says,* my whole calendar is filled? (She has plans every day.)

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9 WHERE DO YOU WANT TO MEET?

LEARNING GOALS

In this unit, you

- talk about plans
- talk about reasons for being late
- talk about where things are
- read product reviews
- write about your dream home



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of people moving. What do you see?

C Now read Alba's message. What does her message mean?



ALBA PARDO

@AlbaP

It's going to be a busy week—my whole calendar is filled!

LESSON 1 TALK ABOUT PLANS



ALBA PARDO
@AlbaP

Love this quote! "A goal without a plan is just a wish." – Antoine de Saint-Exupéry

1 VOCABULARY Living room furniture and decor

A 09-01 Listen. Then listen and repeat.





B 09-02 Listen to the conversation. Circle the things that will go in the living room.

a bookcase (an end table) (a couch) (a TV stand) an armchair

C PAIRS Describe your living room using the words from 1A. Say 2–3 sentences.

I have a green couch in my living room. There are two small armchairs.

2 GRAMMAR Future with *will, be going to,* present continuous, and simple present

COACH

Use *will* + the base form of the verb for predictions, offers, and quick decisions made at the moment of speaking.

Predictions	We're all excited about the project. I think tomorrow's meeting **will be** great.
Offers	Those boxes look heavy. We**'ll help** you carry them.
Quick decisions	That's a great price. I**'ll take** it!

Use *be going to* + the base form of the verb for predictions and to talk about specific plans.

Predictions	Bob just got a new apartment, and he**'s going to need** a lot of furniture.
Specific plans	We need a lot of furniture. We**'re going to go** shopping this weekend.

Use the present continuous to talk about specific plans.

Specific plans	I can't wait for the weekend. We**'re having** dinner with my cousins from Lima.

Use the simple present for future events that are on a definite schedule, such as store hours, bus and train schedules, flight times, and movie showings.

Definite schedules	His flight **gets** in at 9:00 on Sunday.

>> FOR PRACTICE, GO TO PAGE 149

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LESSON 1 TALK ABOUT PLANS

- Read the title of the lesson. Say, *This weekend I'm meeting my friend for dinner.* Ask Ss, *What are your plans for this weekend?* Have Ss share their plans in pairs.
- Read the social media message. Ask, *What does this quote mean?* Give Ss time to discuss in pairs.
- Write the quote on the board. Have volunteers explain the quote in their own words. Ask Ss, *Do you agree or disagree? Why?* Elicit ideas from Ss.

1 VOCABULARY

A

- Write the vocabulary title on the board and read it aloud. Elicit the meaning of *decor* from Ss. (the style of decoration and furniture in a building)
- Say, *Listen to the names of different pieces of furniture and decor.* Encourage Ss to point to the item in 1A as they hear the word for it. Then have them listen again and repeat. Play the audio.

OPTION Pass out a copy of the pictures in 1A with the vocabulary words blacked out. In pairs, have Ss write down the names of as many items as they can. Then have them open their books and check their answers. Consider completing this activity both before and after presenting the vocabulary.

LANGUAGE NOTE Write *decor* on the board. Draw an accent mark above the letter e, and tell Ss the word can be used with or without the accent. Explain to Ss that the English language only uses accent marks in loanwords, words from one language used in another language without being changed, and that the word *décor* is a loanword from French.

LANGUAGE NOTE Many people use the terms *couch* and *sofa* interchangeably.

LANGUAGE NOTE Explain to Ss that *decor* has a different meaning than *decoration*, which refers to something that is added to the decor to make it more attractive.

B

- Tell Ss they will listen to a conversation between a man and a woman about where to put furniture in their living room. Say, *Circle the items they decide to put in their living room.*
- Ask a volunteer to read the items aloud. Have Ss complete the exercise individually and then compare their answers in pairs.
- Review answers as a class. Ask, *Which items will go in the living room?* (couch, end table, TV stand) *Where will the bookcase and armchair go?* (in the bedroom)

C

- In pairs, have Ss take turns describing the furniture and decor in their living room using words from 1A. If Ss don't have a living room, encourage them to describe another room or their dream living room.
- Read the example aloud. Add to it with details about your own living room to provide more model sentences. Encourage Ss to add details to their description, such as the color, size, and amounts.
- Have **lower-level Ss** say 2–3 sentences. Have **higher-level Ss** say 4–5.

2 GRAMMAR

- To introduce the grammar, have Ss close their books. List examples of each use from the grammar chart on the board. Ask, *What verb tenses can we use in English to talk about the future?* Elicit answers from the class. Underline the verbs as Ss call them out.
- List the different uses from the grammar chart on the board. Review examples one by one, and ask Ss to identify what is happening in each. For example, ask, *Is it a prediction?*
- Tell Ss to open their books and look at the grammar chart. Ask, *Were your predictions correct?*
- Read the explanations and examples aloud. Provide additional examples for each use.
- Remind Ss how to form the future with *will* (*will* + base form), make contractions with the subject (subject pronoun + *'ll*), and form the negative (*will* + *not* + base form). Write on the board, *That price is too high. I won't take it.* Explain that *will not* contracts to *won't*.
- Ask Ss, *How do we form the future with* be going to*?* (*be* + *going to* + base form) *How do we form the negative?* (*be* + *not* + *going to* + base form) Write on the board, *We aren't going to go shopping.* Point to *aren't,* and explain that in this case *not* contracts with *be.*
- Ask Ss, *How do we form the present continuous*? (*be* + verb + *-ing*) *How do we form the negative?* (*be* + *not* + verb + *-ing*) Write on the board, *We aren't having dinner with my cousins.*
- Ask Ss, *How do we form the negative in the simple present?* (*do/does* + *not* + base form) Write on the board, *His flight doesn't get in at 9:00.* Explain that *does not* contracts to *doesn't* and *do not* contracts to *don't*.
- In pairs, have Ss take turns saying aloud the example sentences in the grammar box and on the board.
- To review uses, have Ss write one more example for each use of the future tense. (predictions, offers, quick decisions, specific plans, definite schedules) Ask them to use each verb tense one time. Have volunteers share their sentences with the class.
- To review the future with *will, be going to*, and the present continuous, have Ss look at the charts on pages 162 and 163.

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Alba and Teo) *What is their relationship?* (co-workers and friends) *Where are they?* (outside) *What are they doing?* (talking)
- Give Ss time to preview the exercise items. Ask, *What do you think Alba and Teo are talking about?* (what happened to Alba's cousin)
- Have Ss listen or watch and circle the correct answers. Ask, *Were your predictions correct?*
- Go over the answers as a class. If appropriate, replay the audio or video.
- Clarify any new or confusing words or phrases, such as *overseas* (in or to a foreign country that is across a sea or ocean) and *flooded* (covered or filled with water as a result of a flood).
- Ask Ss, *What does Alba mean when she says,* The list is as long as my arm*?* Elicit ideas from Ss. Explain to Ss that it's an informal expression to mean *a very long list*.

B
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen or watch and complete the conversation. Review answers as a class. Ask, *Were your predictions correct?*
- Ask Ss, *What verb forms were used in the conversation?* (*be going to*, present continuous, *will*) *Why?* (*be going to*: specific plans, present continuous: specific plans, *will*: prediction)

C
- Play the audio and have Ss repeat.
- Put Ss in pairs to practice the conversation. Time permitting, have Ss swap roles and practice again.

D
- Arrange Ss in same-level pairs to make a new version of the conversation in 4B using the words in 1A or their own ideas.
- **Higher-level Ss** can make longer conversations by adding more details or giving suggestions for a difficult technical issue.
- Invite pairs to role-play their conversations for the class.

4 TRY IT YOURSELF

A
- Ask Ss, *What do we call the different rooms in a house?* Elicit ideas from Ss. Write them on the board for reference. (*living room, dining room, bedroom, kitchen, bathroom*, etc.)
- Ask, *What furniture goes in the living room?* Elicit ideas and write them on the board. (*a sofa, a coffee table, an end table*, etc.) Repeat the process with other rooms.
- Model note-taking as you talk about furniture you're interested in buying. For example, *I'm gonna go furniture shopping this weekend. I need a new floor lamp in my bedroom, but I also wanna buy a large painting for my living room.*
- Ask Ss, *What pieces of furniture do you need or want to buy?* Tell them to make a list with their own ideas. Monitor and assist as necessary.

B
- Read the example conversation aloud with a **higher-level S**. In pairs, have Ss take turns talking about the furniture they need and want to buy. Have them make plans to go shopping and include details about where and when in their plans.
- Encourage Ss to ask follow-up questions to get more information. Encourage them to use the blended pronunciations *gonna* and *wanna* when appropriate.

EXTENSION In pairs or small groups, have Ss share what kinds of furniture are or aren't common in their home country or culture, and why. For example, *We don't use armchairs or couches in the living room because it is more common to sit on the floor.*

TEACHING TIP Reflecting on and personalizing new information can help Ss better understand the preferences and norms of their own culture as well as gain perspective on the culture of their classmates.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the vocabulary for living room furniture and decor

✓ using *will, be going to,* simple present, and present continuous to talk about the future

EXIT TICKET Say, *You won the lottery and get to redecorate your home!* Ask, *What furniture will you buy? When and where will you go shopping?* Give Ss 2–3 minutes to write down as many ideas as they can. Then, in pairs or small groups, have them talk about their plans to go furniture shopping. Take notes on areas for review and extra practice in later lessons.

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3 CONVERSATION



A 09-04 Listen or watch. Circle the correct answers.

1. What is happening on Monday afternoon?
   - (a.) Alba and Teo are going to a meeting.
   - b. Alba is going to buy furniture.
   - c. Teo is meeting Mario.
2. What is happening with Alba's cousin?
   - a. She is moving overseas.
   - b. She just started a new job.
   - (c.) Her apartment flooded.
3. What furniture does Alba's cousin ***not*** need?
   - a. a floor lamp and an armchair
   - (b.) a coffee table and a TV stand
   - c. a bookcase and an end table
4. Why does Teo suggest that they meet his friend to look at furniture?
   - a. to help Alba out
   - (b.) to save her cousin some money
   - c. to help his friend sell some furniture

B 09-05 Listen or watch. Complete the conversation.

Alba: I'm ___going to go___ furniture shopping with my cousin this weekend.

Teo: Oh yeah? What does she need?

Alba: She needs a couch, a bookcase, and a table.

Teo: My friend ___is selling___ some of his furniture. Do you want to take a look?

Alba: That's a great idea!

Teo: I think ___he'll be___ around this weekend. ___I'll give him___ a call.

Alba: Perfect. Thanks so much.

C 09-06 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about the furniture in your home. Think of something you need or that you'd like to buy for a specific room. Take notes.

B PAIRS Tell your partner about the furniture you're going to buy. Make plans to go shopping.

A: I'm going to buy a floor lamp for my bedroom. The one I have doesn't work anymore.
B: OK. Let's go shopping tomorrow morning. Where should we go?
A: The furniture store is having a sale.
B: Sounds good. I'll meet you there at 10:00.

☐ I CAN TALK ABOUT PLANS.

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LESSON 2 TALK ABOUT REASONS FOR BEING Llate



ALBA PARDO
@AlbaP
The trouble with being on time is that no one is there to appreciate it. 😂

1 VOCABULARY Reasons for being late

A 09-07 Listen. Then listen and repeat.


I had to work late.


I got stuck in traffic.


My car broke down.


My train was delayed.


I lost my keys.


I got lost.


I got stuck in bad weather.


I had an accident.


I overslept.


I missed the bus.

B 09-08 Listen to the sentences. Write the correct reason for being late from 1A.

1. Our train was delayed.
2. She lost her keys.
3. We got stuck in bad weather.
4. They had an accident.
5. She got stuck in traffic.
6. He overslept.

C PAIRS Brainstorm. Think of three more reasons for being late.

2 GRAMMAR Indirect questions

COACH

Use indirect questions to be polite or if you're not sure the person will know the answer to the question.

Direct *wh*- questions				Indirect questions			
***Wh*- word**	**Auxiliary verb**	**Subject**	**Main verb**		***Wh*- word**	**Subject**	**Verb**
Where	**is**	he?		I wonder	where	he	**is**.
Why	**isn't**	she	**answering**?	I don't know	why	she	**isn't answering**.
When	**did**	you	**plan** to leave?	Can you tell me	when	you	**planned** to leave?

In *yes* / *no* questions, use *if* or *whether* before the subject.

Direct *yes* / *no* questions			Indirect questions			
Auxiliary verb	**Subject**	**Main verb**		***If* / *Whether***	**Subject**	**Verb**
Is	he	**here** yet?	Do you know	**if**	he	**is here** yet?
Were	they	**late**?	Can you tell me	**whether**	they	**were late**?

Notes

- Indirect questions often appear after introductory phrases, such as *I wonder*, *I don't know*, *Can / Could you tell me*, *Do you know*, *I'd like to know*, or *Would you mind explaining*.
- We always use statement word order in indirect questions. The subject always comes before the verb.

>> FOR PRACTICE, GO TO PAGE 150

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LESSON 2 TALK ABOUT REASONS FOR BEING LATE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to talk about plans) *What will we learn in this lesson?* (to talk about reasons for being late)
- Read the social media message aloud. In pairs, ask Ss to take turns explaining the meaning of Alba's message in their own words. For example, *When you are on time but other people are late, no one is there to recognize or value that you arrived at or before the correct moment.* Invite volunteers share their interpretations with the class.
- Ask Ss if they agree or disagree with Alba's message, and why.

1 VOCABULARY

A

- Read the Vocabulary title. Ask Ss, *Do you usually arrive to meetings and events early, on time, or late?* Take a class survey.
- Have Ss scan the pictures and captions before listening. Ask, *What do you see in the pictures? How are these people feeling?* Elicit descriptions.
- Have Ss circle the words they are unfamiliar with. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio. Clarify any new or confusing words or phrases, such as *stuck in* (to be caught or held in a position or situation that is impossible to get out of), *traffic* (the vehicles traveling in an area at a particular time), *delayed* (late or slow), and *overslept* (having slept past the time when you planned to get up).

OPTION Have Ss close their books. Say, *Today, you arrived a half hour late for class.* Ask Ss, *What is your reason for being late?* One by one, show or project the pictures in 1A without the captions. Tell Ss to discuss what they see in each picture in pairs, and then write down a complete sentence in the simple past describing what happened. After Ss have written a sentence about each picture, have them open their books and check their answers.

B

- Tell Ss, *You will hear six people talk about why they are late. Write the correct reason from 1A.*
- Do number 1 as a class. Play the audio and pause after the word *late*. Ask, *Why was she late?* (The train was delayed.) Ask, *How long was the train delayed?* (for over an hour)
- Play the rest of the audio without pausing. Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, call on Ss to read the reasons aloud. After each, ask follow-up questions to help Ss recall details.

C

- Have Ss brainstorm in pairs other reasons for being late. If they have trouble thinking of ideas, suggest they use the same verbs in 1A with different items. For example, *My bus was delayed. I lost my glasses. I missed the train.*
- Elicit ideas from the class. Write Ss' ideas on the board for reference.

EXTENSION Ask Ss, *Have any of these situations happened to you?* In pairs or small groups, have Ss share a time when they have been late, and why. Encourage them to use the vocabulary from 1A and on the board as they discuss.

2 GRAMMAR

- To introduce the grammar, elicit *wh-* (information) and *yes/no* questions from the class. Write a couple on the board. Then ask, *Do you think these are direct or indirect questions? Why?* Give Ss time to discuss in pairs. Have volunteers share their ideas with the class.
- Have Ss open their books and check their answers. Ask, *Were your predictions correct?*
- Read the description of indirect questions. Ask, *What are examples of situations where you would use indirect questions?* (asking strangers for information or making requests)
- Read the examples of direct *wh-* questions aloud. Point out the word order. Read the examples of the indirect *wh-* questions aloud. Ask Ss, *How are they different?*
- Read the examples of direct *yes/no* questions aloud. Point out the word order. Read the examples of the indirect *yes/no* questions aloud. Tell Ss we use *if* or *whether* before the subject in indirect *yes/no* questions.
- Explain to Ss that if the direct question includes an auxiliary verb or the *be* verb, switch the positions of the subject and the main verb in the indirect question. If the direct question is in the simple present or past present tense, remove the auxiliary verb *do*, *does*, or *did* and change the form of the main verb in the indirect question, if needed.
- Bring Ss' attention to the Notes at the bottom of the chart. Read the first explanation and examples aloud. Ask Ss which introductory phrases they are familiar with. Review the meaning of any that are new or that Ss find confusing.
- Read the second Note aloud. Bring Ss' attention back to the direct questions. Point out the subject-auxiliary inversion where the auxiliary verb moves to the left of the subject. Then bring Ss' attention to the indirect questions. Ask, *How is the word order different in indirect questions?* (no subject-verb inversion)

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3 PRONUNCIATION

A
- Say, *A letter can have many pronunciations. The letter a has four different sounds.* Read the Pronunciation box about the letter *a aloud*.
- Read the directions. Play the audio.

B
- Have Ss work in pairs to complete the exercise but write down the answers individually.
- Tell Ss, *Listen to the pronunciation of the words and check your answers.* Play the audio.
- Replay the audio and pause after each group of words. Have Ss repeat.

C
- Arrange Ss in same-level pairs. Tell them to think of other words with the letter *a* and add them to the correct column in their chart.
- **Lower-level Ss** can add one more word to each column. **Higher-level Ss** can add 2–3.
- As Ss work, copy the chart on the board. To review, invite volunteers to add their answers. Have the class check their work and say the words aloud.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Alba and Teo) *What are they doing?* (continuing their conversation)
- Give Ss time to preview the exercise items before listening or watching. Ask, *What do you think Alba and Teo are talking about now?*
- Have Ss listen or watch and circle the correct answers. Ask, *Were your predictions correct?*
- Go over the answers as a class.
- Read the Conversation Skill aloud. Model the correct pronunciation and rising intonation of the short questions. Have Ss repeat. Read the conversation in the skill box aloud with a **higher-level S**.
- Ask Ss to listen to or watch the conversation in 4A again and underline any questions from the box they hear.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Ask Ss, *What direct and indirect questions did the speakers use?* (direct: Is everything OK? indirect: I wonder where he is. Does he know where the meeting is?)

⊕ **EXTENSION** In pairs, have Ss change the direct question to an indirect question and the indirect questions to direct questions. Invite volunteers to share their ideas with the class.

C
- Play the audio again. Have Ss repeat each line. Then, in pairs, have Ss practice the conversation.

D
- Arrange Ss in same-level pairs. Have Ss make new conversations with the highlighted words or their own ideas. **Higher-level Ss** can make longer conversations by adding details or more questions.
- Invite volunteers to role-play their new conversations for the class.

5 TRY IT YOURSELF

A
- Share a personal memory with the class about a time you were late. Take notes on the board as you talk.
- Ask Ss, *When were you late?* Read the questions aloud. Tell Ss to take notes on their own memory.
- Monitor and assist as necessary.

B
- In pairs, have Ss take turns sharing their memories. Read the example conversation aloud with a **higher-level S**.
- Encourage Ss to ask both direct and indirect questions to learn more about what happened.
- Invite volunteers to share any interesting or surprising stories they heard.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using the vocabulary to talk about reasons for being late
- ✓ using indirect *wh-* and *yes/no* questions
- ✓ pronouncing the different vowel sounds of the letter *a*
- ✓ asking if there is a problem

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Say, *Your best friend is late for your birthday party.* Have **lower-level Ss** write down two indirect questions about the situation and two reasons why their friend is late. Have **higher-level Ss** write 3–4 questions and four reasons. Collect cards as Ss leave. Read the cards to identify areas for review and Ss who may need more practice.

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3 PRONUNCIATION

COACH

A 09-10 Listen. Notice the different vowel sounds spelled by the letter *a*. Then listen and repeat.

/eɪ/	/æ/	/ɑ/	/ə/
late	cab	car	address
train	traffic	armchair	sofa
table	bad	artwork	apartment
delayed	accident		

The letter *a*

In stressed syllables and words with one syllable, the letter *a* usually has the sound /eɪ/ (*late*) or /æ/ (*cab*). When the letter *a* comes before *r*, however, it usually has the sound /ɑ/ (*car*). In unstressed syllables, the letter *a* often has the sound /ə/ (*address*).

B 09-11 Write each word in the correct column in 3A. Then listen and check your answers.

sofa traffic train bad armchair
table accident apartment artwork delayed

C PAIRS Add one more word to each column in 3A.

4 CONVERSATION

A 09-12 Listen or watch. Circle the correct answers.

1. Mario ***missed the bus*** / ***overslept*** / ***lost his keys***.
2. The cab driver ***got stuck in traffic*** / ***went to the wrong address*** / ***got stuck in bad weather***.
3. Mario couldn't call for help because he ***lost his phone*** / ***forgot his phone*** / ***forgot Alba's number***.

B 09-13 Listen or watch. Complete the conversation.

Teo: You look worried. Is everything OK?

Alba: I'm just worried about Mario. I wonder ___where he is___ .

Teo: I'm sure he's OK. Maybe he overslept.

Alba: I don't think so. Maybe he got lost, or maybe he is stuck in traffic.

Teo: Could be. Does he know ___where the meeting is___ ?

Alba: Yes, he knows where it is. I'm going to call him.



CONVERSATION SKILL
Ask if there is a problem

If you want to ask someone if he or she is having a problem, say: *Is everything OK?*, *Are you all right?*, *Is there a problem?*, *Is something the matter?*, or *What's wrong?*

A: What's wrong?
B: My friend is really late!

Listen to or watch the conversation in 4A again. Underline the questions that you hear above.

C 09-14 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

his car broke down
lost his keys
stuck in bad weather

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a time you were late. When did it happen? What happened and why? What did you do? Take notes.

B PAIRS Tell your partner about the time you were late. Ask questions.

A: I was late for my first day at work.
B: Oh, no. What happened?
A: I lost my keys and I didn't know where they were. So I...

☐ I CAN TALK ABOUT REASONS FOR BEING LATE.

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LESSON 3 TALK ABOUT WHERE THINGS ARE

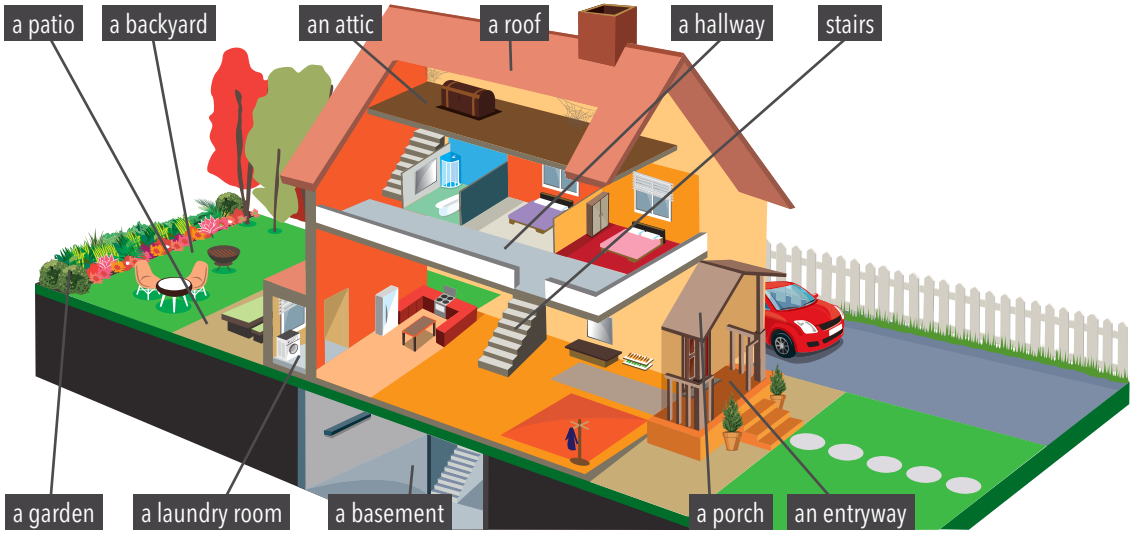


ALBA PARDO
@AlbaP

I'm always losing things in my house! I'd lose my head if it weren't attached to my body.

1 VOCABULARY Places in and around the house

A 09-15 Listen. Then listen and repeat.



B Draw a diagram of your house or a house you know. Label the places in and around the house using the words from 1A.

C PAIRS Student A, describe the house from 1B. Student B, draw a diagram of your partner's house. Then check your partner's diagram.

A: There's a laundry room in the basement.
B: OK. And what's on the main floor?

2 GRAMMAR Adverbs and adverbial phrases of place

COACH

Adverbs and adverbial phrases of place tell us *where* something happens. They usually go at the end of a sentence.

	Adverb		Adverbial phrase
Let's eat	**outside**.	There's a table	**on the patio**.
The cat is	**upstairs**.	It's sleeping	**in my room**.
The kids are playing	**nearby**.	They're	**at the neighbor's house**.

Here are some common adverbial phrases.

in	the middle, the front, the back, the world, the city, the country, the house, the backyard, the kitchen, the building
on	the street, the ground, the floor, the patio, the table, the shelf
at	home, work, the office, school, the library

Note: It's possible to use more than one adverb or adverbial phrase in a sentence.
John is ***outside in the garden****. I left my books* ***somewhere at school****.*

>> FOR PRACTICE, GO TO PAGE 151

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LESSON 3 TALK ABOUT WHERE THINGS ARE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the title of the lesson and the social media message aloud. Explain to Ss that the expression *lose one's head if it weren't attached to one's body* is a way of describing somebody who often loses things.
- Ask Ss, *Do you know where most of your things are, or do you often lose things?* Have them share their experiences in pairs.

1 VOCABULARY

A
- Read the Vocabulary title. Have Ss scan the picture and captions and circle any unfamiliar words. In pairs, have them share and compare their previous knowledge.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.

OPTION Have Ss close their books. Show or project the picture in 1A without the captions. In pairs, have Ss name the items they see. After a couple minutes, have them open their books and check their answers.

B
- Ask Ss, *What are the places in and around your house?* On blank pieces of paper, have Ss draw a diagram of their house or a house they know. If Ss don't know of a house, tell them to use their imagination to design a new house.
- Tell Ss to label the places in their picture using the words in 1A. Walk around as Ss work and provide help as needed.

C
- Model the activity with a higher-level S. Say, *Describe some of the places in or around your house.* As the S speaks, begin to draw a diagram of the S's house on the board.
- Walk around as Ss complete the exercise to make sure they aren't showing each other their diagrams. Provide help with vocabulary as needed.

OPTION Have Ss complete the activity sitting back to back with their partner. This way they won't be tempted to show each other their diagrams.

2 GRAMMAR

- To introduce the grammar, ask Ss to close their books. Ask the class questions such as, *Where is your book? Where do you like to study? Do you like to eat inside or outside?* Elicit answers from Ss. Write their ideas on the board. For example, *on the desk, at the library, outside*. Ask, *What do we call these words and phrases?* (adverbs, adverbial phrases)
- Ask Ss to open their books and look at the grammar chart. Read the explanations and examples in the grammar chart aloud. Ask Ss, *What's the difference between an adverb and an adverbial phrase?* (phrase = two or more words)
- Read through the list of common adverbial phrases. Be sure to start each example with the appropriate preposition. (*in*, *on*, or *at*)
- Bring Ss' attention to the Note at the bottom of the chart. Read the explanation and the examples aloud. Provide more examples, if necessary.
- Explain to Ss that adverbs and prepositions are different. Say, *A preposition requires an object. An adverb does not.* Write on the board, *1. Let's eat outside. 2. Let's eat [outside the house].* Tell Ss that in number 1, *outside* is an adverb because it ends the sentence without an object. In number 2, *outside* is a preposition that begins the adverbial phrase *outside the house*.

EXTENSION Say, *Write 3–5 sentences with adverbs or adverbial phrases describing some of the places and items in or around your house. Use your diagram.* For example, *I keep my winter clothes in the attic. My car is always parked outside. The cat always stays inside.* Then have them read their sentences aloud in pairs, showing the diagram of their house at the same time. Encourage Ss to ask each other follow-up questions to learn more about each other's homes.

EXTENSION Select a number of pictures of different houses around the world. Show or project the pictures in class. Ask Ss, *What are some of the items or places in or around these houses?* Encourage Ss to answer in complete sentences and use adverbs and adverbial phrases.

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3 PRONUNCIATION

A
- Read the Pronunciation box about stress in compounds aloud. Write more examples on the board. (e.g., ***bed****room,* ***any****one,* ***some****thing,* ***in side***) Draw a dot above the vowel in the stressed syllable. Pronounce the examples several times. Ask Ss to repeat.
- In pairs, have them predict the pronunciation of the words and sentences in 3A.
- Remind Ss to listen first, and then listen again and repeat. Play the audio.

B
- Read the directions aloud. Remind them that some compounds are one word and some are two words.
- Have Ss read the sentences aloud and predict the syllable stress. Then play the audio for Ss to check their answers. Ask, *Were your predictions correct?*

C
- Tell Ss to match the questions and the answers in 3B to make three conversations.
- Have Ss practice the conversations aloud. Time permitting, have them swap roles and practice again.

4 LISTENING

A
- Bring Ss' attention to the picture. Have them predict what's happening. Ask, *What kind of animal is this?* (a cat) *Where is it?* (in a box) *How is it feeling?* (scared)
- Read the Listening Skill aloud. Tell Ss, *Listen to the first part of the story so you can make predictions about what you'll hear or what will happen.*
- Play the audio. Tell Ss to list any vocabulary, actions, or emotions they hear.
- Clarify the meaning of any new words, such as *ninja* (a fighter trained in Japanese martial arts), *warrior* (a person who fights in battles, known for having courage and skill), and *invisible* (impossible to see).
- Then ask, *What do you think the story is going to be about?* Have Ss discuss their answer in pairs.

B
- Play the audio without pausing. Then ask, *Were your predictions correct?* Take a class poll.

C
- Before listening again, give Ss time to preview the exercise items. In pairs, have them predict the answers.
- Play the audio.
- Call on Ss to read the complete sentences aloud.

⊕ **EXTENSION** In same-level pairs, have Ss retell the main points of the story in chronological order.

D
- In pairs, have Ss talk about what they think Tiger was doing when he disappeared. Monitor and listen for the correct syllable stress in compounds.
- Elicit ideas about what Tiger was doing. Take a class vote on which prediction is the most realistic.

5 TRY IT YOURSELF

A
- Tell Ss, *When I was ten, I lost a blanket from my grandma.* Model note-taking as you share the story. Say, *I stayed at a friend's house and wanted my blanket near****by****. The next day, I realized I left it* ***some****where up****stairs*** *in her* ***bed****room. I looked for it, but it was* ***no****where in the house.* Model correct stress.
- Tell Ss to think about a time when they lost something. Ask, *What happened? Where did you look for it?* Have them write down any details they remember.

B
- In pairs, have Ss take turns sharing their memories. Encourage them to include as many details as possible and use the vocabulary from 1A.
- Invite volunteers to share any interesting or surprising stories with the class.

⋯ **OPTION** Have Ss say just the first part of their story to their partners. Then have Ss make predictions about what they are going to hear in their partner's stories. Finally, have them take turns telling their stories and checking their predictions.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using vocabulary to describe places in and around the house
✓ using adverbs and adverbial phrases of place
✓ pronouncing stress in compounds
✓ making predictions in stories or narrations

EXIT TICKET Tell Ss, *Describe the places and items in your house or a house you know.* Give Ss a few minutes to take notes. Then have them discuss in small groups. Listen and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

COACH

A 09-17 Listen. Notice the stress in the compounds. Then listen and repeat.

bookcase, **living** room: There's a **book**case in the **living** room.

everything: Is **every**thing OK?

in**side**: Let's go in**side**.

B 09-18 Underline the two compounds in each sentence. Put a dot over the stressed syllable in each compound. Then listen and check your answers.

1. Do you want to get ice cream or something to eat?
2. Does your apartment building have a laundry room?
3. Did you look upstairs in the bedrooms?
4. I did. But I can't find my cell phone anywhere.
5. Yeah, there's one downstairs, near the entryway.
6. Sure. There's a good coffee shop nearby.

Stress in compounds

A compound is a word made by putting two words together. We write some compounds as one word and some as two words. When the compound word is a noun, we usually stress the first part: ***living*** *room*. We also stress the first part in compounds with ***any, every,*** and ***some***: ***every****thing*. When the compound word is an adverb of position, we usually stress the second part: *out****side***.



C PAIRS Match the sentences in 3B to make three conversations.

1 and 6

2 and 5

3 and 4

4 LISTENING

A 09-19 Read the Listening Skill. Then listen to the first part of the story. What do you think the story is going to be about? Predict what you think will happen.

Possible answer: The story is going to be about a cat who hides and cannot be found.

B 09-20 Listen to the entire story. Were your predictions correct?

C 09-20 Listen again. Circle the correct answers.

1. The man and his wife ***moved to a new house*** / ***got a new cat*** / ***bought new furniture***.
2. They were ***worried*** / ***angry*** / ***excited*** about the change.
3. They looked for Tiger ***in the attic*** / ***downstairs*** / ***in the basement*** first.
4. They also searched the ***closets and bedrooms*** / ***bedrooms and attic*** / ***attic and roof***.
5. The cat was probably ***in the attic*** / ***in the moving van*** / ***outside*** before he returned to the kitchen.

D PAIRS What do you think Tiger was doing when he disappeared?

LISTENING SKILL Predicting

When you're listening to a story or narration, you can understand it better if you make predictions about what you're going to hear or about the things that you think will happen. To practice the skill, listen to a short part of a passage, then stop to list the vocabulary, actions, or emotions that you hear. Then listen to the entire passage and check your predictions.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a time when you lost something. What happened? Where did you look for it? Where did you find it? Take notes.

B PAIRS Discuss your notes from 5A. Ask questions to get more information.

A: When I was visiting my grandparents, I lost a ring my boyfriend gave me.
B: Oh, wow. What happened?
A: I looked for it everywhere—in the bedroom...

☐ I CAN TALK ABOUT WHERE THINGS ARE.

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LESSON 4 READ PRODUCT REVIEWS



ALBA PARDO
@AlbaP
I just used this app to buy a new kitchen table. It was a great deal!

1 BEFORE YOU READ

A PAIRS Have you ever used an app to buy something for your home? How did it work? If not, what kind of app do you think could be useful?

I used an app to buy...

B VOCABULARY ▶09-21 Listen. Then listen and repeat.

goods: things which are made and sold
used: something that is not new and has already had an owner
directly: with no other person or thing involved
a dropdown menu: a list of choices that appears on a screen when you click on a menu
browse: to look for information on the Internet or on a website
a search engine: a computer program that helps you find information on the Internet

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A PREVIEW Look at the title and scan the reviews. What do you think they are about?
Possible answer: The reviews are about an app that people use to buy furniture.

B ▶09-22 Listen. Read the online reviews.

Howl Reviews



Used NeighborGoods to get my furniture

Marina V. Has anyone used the NeighborGoods App to buy used stuff? If so, what did you think of it? I'd love to know how it works.

Carlos B. Marina, I use NeighborGoods all the time—it's great. When I first heard about it, I had never used an app to buy things directly from people. But I did a search and the online reviews were positive, so I decided to check it out.

You're going to like how easy it is to use. First, you choose your city from a list in a dropdown menu. Then you can look for items by browsing through categories or by typing in exactly what you want in the site's search engine. The app connects you to items that people are giving away or selling within five miles of your address. Now, I know what you're thinking: How can you trust someone you've never met? Well, the app checks everyone's personal information when they join, so I think it's safe to use.

Here's what I like about it. It's great if you're looking for interesting or inexpensive furniture, clothes, or even children's toys. There are a lot of great items. And because it only searches locally, you don't have to waste time or money traveling too far away.

Dan M. I love this app! I used it to find furniture for my apartment. I recently moved, and I needed a lot of things—everything really. Plus, I didn't have much money.

I browsed through the furniture section, and there was a lot to choose from. I realized that a lot of the furniture I liked was from one seller. It was a couple who lived right around the corner. I bought a bed, two end tables, and a bookcase, and it only cost me $100. It was such a great deal!

NeighborGoods is a smart way to find lots of inexpensive stuff. But my favorite thing about using the app was getting to meet my neighbors! The couple that I met was really nice and friendly. They told me everything I needed to know about the neighborhood. You should definitely give NeighborGoods a try!

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LESSON 4 READ PRODUCT REVIEWS

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask Ss, *What is a product review?* (Product reviews give customers an opportunity to rate and comment on products they have purchased.) *What are they used for?* (Other consumers can read these to make a more informed purchase decision.)
- Ask Ss if they have ever read or written a product review. Have them share their experiences in pairs or small groups.
- Read the social media message aloud. Ask Ss, *What kinds of apps do you have? What do you use them for?* Invite volunteers to share their apps with the class.
- Ask, *What does Alba mean when she says,* It was a great deal? (The kitchen table was an affordable price.)

1 BEFORE YOU READ

A

- Read the questions aloud. Model an answer using the introductory phrase in the example. Say, *I used an app to buy clothes. I picked out my size and color, and they delivered the items straight to my door! It was very useful.*
- Have Ss answer the questions and discuss, in small groups, their experiences with apps. Allow Ss to show each other apps on their phones and demonstrate how they work.
- If Ss have never used an app, encourage them to describe what kind of app they think could be useful.

TEACHING TIP Monitor Ss discussions to make sure the apps are appropriate for class. If not, talk to the S individually and ask him or her to choose a different app to share.

EXTENSION In small groups, have Ss design an app to buy something that they think could be useful but doesn't currently exist. Have them discuss why the app is needed and how it would work. Encourage Ss to draw out their ideas. Give each group time to present their app. Take a class vote on which app Ss would most likely buy.

B

- Have Ss preview the vocabulary and definitions before listening. Tell them to circle any terms they are unfamiliar with.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Write *dropdown* and *search engine* on the board. Ask Ss, *What syllable or word gets the stress in these compounds?* (**drop**down, **search** engine) Read the words aloud again. Have Ss repeat.
- Write *goods* on the board. Point out the *s*. Say, *When the word good is plural, it is a noun, not an adjective.* Write *used* on the board. Ask Ss, *What is another meaning of the word* used? (to do something with an object to complete a task) Elicit examples, such as *I used my computer to read reviews online.*
- For more vocabulary practice, have Ss turn to page 157.

TEACHING TIP Remind Ss that many words have more than one meaning, and that it's important to remember that the definitions given in 1B are those used in the context of the product review in 2B.

EXTENSION Have Ss write 3–5 sentences using the vocabulary in 1B. In pairs, have Ss take turns reading their sentences aloud and providing each other with feedback on word use.

2 READ

A

- Bring Ss' attention to the photo. Ask Ss, *Where is this person?* (a café) *What is he doing?* (buying something from an app) *Can you see any of the items on the cell phone screen?* (a shirt, shoes, dress, cell phone, camera, and tablet)
- Read the photo caption aloud. Point out that *used* is a verb, not an adjective, here. Say, NeighborGoods *is the name of an app. A consumer, Marina V. asked a question about the app.* Read Marina's question aloud.
- Ask Ss, *Why is Marina asking these questions online?* (to get opinions from people who have already bought the app; to feel more confident buying the app; to learn how it works)
- Have Ss cover up the text. In pairs, tell them to predict how people will answer these questions. Ask, *How do you think an app to buy used stuff would work?* Give Ss plenty of time to discuss their ideas.

B

- Say, *Two people responded to Marina's questions, Carlos B. and Dan. M.* Have Ss listen to and read the online reviews.
- As they listen, ask them to underline the vocabulary words from 1B and any other vocabulary from this unit. (end table, bookcase) Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Clarify the meaning of any new or confusing words or phrases, such as *waste time.* (using time without bringing any useful result)

OPTION In pairs, have Ss take turns reading the online reviews. Have each S read one review aloud while the other listens and reads along.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the reviews?* Read the answer choices aloud.
- Have Ss discuss the answer in pairs. Suggest they skim the reviews again if necessary.
- Review the answer as a class. Ask volunteers to explain why the other answer choices are incorrect. (a. this not the purpose of the app; c. the reviews don't discuss other apps)

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the reviews one more time to answer any questions you are not sure about.* Remind Ss there may be more than one correct answer.
- Have Ss compare answers in pairs. To review, ask the questions and call on Ss to read the answers aloud. Ask, *Did anyone get a different answer?* Discuss all possible answers.

C
- Ask a volunteer to read lines 3–8 aloud for the class. In pairs, have Ss discuss the meaning of the phrasal verb *check it out* and *within five miles* in this context.
- Have them complete the exercise, and review answers as a class.
- Ask Ss, *What are other meanings of the phrasal verb* check out? (leave a hotel, pay for something in a store, borrow a book) Remind Ss that all these meanings are possible, but that in this context, Carlos is using the meaning explained in answer b.

D
- Ask Ss to close their books. Write *fact* and *opinion* on the board. Ask, *What is the difference between a fact and an opinion?* Have Ss discuss the answer in pairs. Elicit ideas and examples of each from the class.
- Read the Reading Skill aloud. Ask, *Were your definitions of* fact *and* opinion *correct?* Point out that facts should be supported with evidence. Ask, *Why is it important to know the difference between a fact and an opinion?* Have Ss share their ideas with the class.
- Have Ss complete the exercise in pairs.
- To review, read the statements aloud and elicit the answer from the class. Have volunteers explain why the statement is a fact or an opinion.

⊕ **EXTENSION** Ask Ss to write two facts and two opinions. Have each S share one statement with the class. Ask the class: *Do you agree that this is a fact?* or *Do you agree that this is an opinion? Why or why not?*

⊕ **EXTENSION** In pairs, have Ss read some news headlines. Say, *Discuss whether they are facts or opinions. How do you know?* Invite volunteers to share any headlines they are unsure about.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article. Remind them to use their own words as they summarize.
- Challenge **higher-level Ss** to close their book to complete the exercise.

⊕ **EXTENSION** Ask, *How can you trust someone you've never met?* In pairs or small groups, have Ss take turns answering the question and discussing if apps that connect strangers are safe to use. Remind them to provide reasons to support their opinion and share personal experiences if they are comfortable. Take a class vote on whether or not apps are safe to use.

4 MAKE IT PERSONAL

A
- Have Ss choose two of their favorite apps. Give them time to look through their phone, if appropriate.
- Review the chart. Say, *Write in the chart the name of the app, its purpose, and why you like it.* Remind Ss to write key words, not complete sentences.
- Model note-taking on the board as you talk about your favorite app.
- Have Ss work individually to prepare. Provide help with vocabulary and spelling as necessary.

B
- Have Ss share their charts in pairs. Encourage them show the app to their partners, if appropriate.
- Remind them to use vocabulary they learned in 1B and in the article.

TEACHING TIP It's possible that some Ss won't have apps or use them for similar purposes. If Ss don't have a favorite app, encourage them to discuss websites or stores where they buy used or new items.

⊕ **EXTENSION** Have Ss read another online review and present what it is about in pairs. Be sure to provide Ss with a short list of appropriate websites to find reviews.

⊕ **EXTENSION** Give Ss time to write a short review about an app, website, or store they have used. Remind them to use the vocabulary in 1B and the online review in 2B as a model.

EXIT TICKET Ask Ss, *Will Marina V. use the NeighborGoods app to buy used stuff?* Have Ss write their names on a blank card or piece of paper. Give them a few minutes to reread the online reviews and write their opinion and at least two reasons to support it. Have **lower-level Ss** write key ideas and details. Have **higher-level Ss** write complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the reviews?

a. NeighborGoods is the best way to learn about your neighborhood.
b. NeighborGoods is a good way to find used items.
c. NeighborGoods is the best app available.

B Read the reviews again. Circle the correct answers. There is more than one correct answer.

1. Why does Carlos like NeighborGoods?
   a. It helps him make friends.
   b. It is a good way to find interesting stuff.
   c. It helps him find things nearby.
   d. It is safe to use.
2. How did Carlos find and learn about the app?
   a. A good friend told him about it.
   b. He found it through a search engine.
   c. He read online reviews about it.
   d. He saw an online ad.
3. Why did Dan decide to use the app?
   a. He needed furniture.
   b. He had just moved to the area.
   c. He needed children's toys.
   d. He wanted to make new friends.
4. What do they both like about the app?
   a. It has inexpensive stuff.
   b. It's a great way to meet people.
   c. It has a lot of items to choose from.
   d. It only has really nice stuff.

C FOCUS ON LANGUAGE Reread lines 3–8 in the reviews. Think about the phrases *check it out* and *within five miles*. Circle the correct answers.

1. When Carlos *checked out* the website, he ___ .
   a. paid to be able to use it
   b. researched it to learn more about it
   c. paid for items online
2. The phrase *within five miles* means ___ .
   a. five miles or less b. more than five miles c. exactly five miles

READING SKILL Identify fact vs. opinion

When you are reading something, it is important to notice the difference between facts and opinions. A fact is a piece of information that is true. An opinion is someone's preference or idea. An opinion will vary from person to person.

D Read the Reading Skill. Read the statements and write *fact* or *opinion*.

1. fact — NeighborGoods finds you items within five miles of your address.
2. opinion — $100 for a bed, two end tables, and a bookcase is a great deal!
3. fact — NeighborGoods has positive online reviews.
4. opinion — NeighborGoods is a smart way to find inexpensive stuff.
5. opinion — The best thing about NeighborGoods is meeting new people.

E PAIRS What are the reviews about? Retell the most important ideas. Use your own words.

The reviews talk about an online app and how...

Find out about other similar apps and how they work.

4 MAKE IT PERSONAL

A Think about the reviews. What are some of your favorite apps? Complete the chart.

App	What does it do?	Why do you like it?

B PAIRS Tell your partner about your favorite app. Discuss.

My favorite app is...

☐ I CAN READ PRODUCT REVIEWS.

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LESSON 5 WRITE ABOUT YOUR DREAM HOME



ALBA PARDO

@AlbaP

I just wrote a blog post about the home of my dreams. Now I just need some money to build it. 😀

1 BEFORE YOU WRITE

A What is the nicest home you've ever seen? What did it look like?

B Alba wrote a blog post about her dream home. Where does she want to build it? in the mountains of Costa Rica

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My Dream Home

I'm going to build my dream home in the mountains in Costa Rica. I love the beautiful views and the amazing plants and animals in these mountains.

The house will have a long, wide porch across the front, lots of windows, and a big garden. I will sit on the porch every evening in a comfortable chair and watch the sun set.

The living room will be at the front of the house. It will have tall windows so the morning sun can come in. The kitchen and laundry room will be at the back of the house. There will be a door from the kitchen out to a stone patio with an extra dining area. The upstairs will have three bedrooms, each with a big closet. There will be a garden in the backyard. I'm going to grow fresh vegetables and fruits. I will also raise goats so we can have fresh goat's milk and make cheese.

I'm going to invite all my friends and family to visit. I hope my dream comes true someday!

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C Read the blog post again. What kinds of details does Alba include about her home? Complete the chart. *Possible answers:*

Locations	Places	Details
Location of home	in the mountains in Costa Rica	beautiful views, amazing plants and animals
Outside areas	porch	long and wide, across front of house; will sit on the porch every evening
	garden	in backyard, will grow fruits and vegetables, raise goats
	patio	made of stone, extra dining area
Inside rooms	living room	front of the house, tall windows, morning sun
	kitchen	back of the house, door leading to patio
	laundry room	back of the house
	bedrooms	three bedrooms, upstairs, big closets

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LESSON 5 WRITE ABOUT YOUR DREAM HOME

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask Ss, *What does the word* dream *or the phrase* of my dreams *mean in this context?* (the best you can imagine) Provide additional examples, such as *a dream job* or *the vacation of my dreams*.

1 BEFORE YOU WRITE

A
- Say, *The nicest home I've ever seen was a cabin in Switzerland. It was in the woods surrounded by waterfalls, and the inside had a huge kitchen.* Read the questions aloud.
- Have Ss discuss their answers in pairs or small groups. Have volunteers share their ideas with the class.

B
- Tell Ss to look at the text. Ask, *What is it?* (a blog post) Read the title aloud. Ask, *Who wrote the blog post?* (Alba) *What is it about?* (her dream home) *What do you think Alba will say about her dream home?*
- Bring Ss' attention to the photo. Ask Ss to cover up the text and try to describe what the house looks like to a partner.
- Have Ss follow along in their books as you read Alba's blog post aloud for the class. Ask the target question, *Where does she want to build it?* (in the mountains of Costa Rica)

OPTION In pairs, have Ss take turns reading the blog post aloud. Walk around as Ss work, providing help with pronunciation as necessary. Listen for common errors and review tricky pronunciations as a class.

OPTION Arrange Ss in mixed-level pairs. Have the **higher-level S** read the blog post aloud slowly. As the **higher-level S** describes Alba's dream home, have the **lower-level S** draw a diagram of the places in and around Alba's dream home on a blank piece of paper. Give Ss time to stand up and compare their diagrams with classmates to see if they are similar or different.

EXTENSION Ask Ss to circle any compounds they find in the blog post (**living** room, **laundry** room, **dining** area, up**stairs**, **bed**room, back**yard**). Ask them to identify the syllable stress and practice the pronunciation in pairs. Elicit the compounds from Ss and write them on the board. Invite volunteers to put a dot above the stressed syllable. Pronounce the words as a class.

EXTENSION Bring Ss attention to the comment section at the bottom of the blog post. Ask Ss, *How would you respond to this blog post?* Give Ss a few minutes to write 2–3 comments and then share them in small groups. Have volunteers share their comments with the class.

EXTENSION Have Ss underline the verb forms Alba uses to talk about the future. For example, *I'<u>m going to</u> build..., The house <u>will</u> have..., I <u>will</u> sit on..., The living room <u>will</u> be...* Ask Ss what verb forms Alba uses most in her blog post. (*will, be going to*) Ask, *Why does she use these verb forms?* (because she is making a prediction, not talking about specific or definite plans)

C
- Read the instructions aloud. Review the headings and examples in the chart.
- Tell Ss to read the blog post again and complete the chart individually. Tell Ss to reference 1A in Lesson 3 to recall vocabulary about the places in and around a house. Suggest they use descriptive words and phrases to describe the details of the dream home.
- Then have Ss compare their charts in pairs. Encourage them to fill in any missing details.
- Draw the chart on the board and invite volunteers to add to it. Review answers as a class.

OPTION To review, you can project the blog post on the board and ask Ss to point to, underline, or circle target vocabulary and parts of the text where they found descriptive words and phrases.

EXTENSION In pairs, have Ss take turns looking at the chart and summarizing the information in the blog post in their own words. Challenge **higher-level Ss** to close their books as they summarize.

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2 FOCUS ON WRITING

A
- Read the title of the Writing Skill aloud. Say, *Parallel structure is the repetition of a form within a sentence. By making each compared item or idea in your sentence follow the same form, or pattern, you create parallel structure.*
- Read the explanation of parallel structure aloud. Ask Ss, *What are other conjunctions?* (but, for, nor, so, yet)
- Read the examples aloud. Ask the class, *What is wrong in the incorrect example?* (The phrase *his love* doesn't follow the parallel pattern. *Studied* and *turned* are past tense verbs; *love* is a noun.)

B
- Tell Ss, *Most writers write many drafts of their work.* Ask, *What does the word* draft *mean?* (a version of something that you make before the final one)
- Read the directions aloud.
- Have Ss work individually and then compare answers in pairs. Review answers as a class.

C
- Have Ss look back at Alba's blog post in 1B and find the sentences listed in 2B. In each sentence, have them underline the corrected part of the sentence.
- For each sentence, have Ss discuss in pairs what part of the word changed, and why.

OPTION Without looking at the blog post in 1B, ask Ss to rewrite the sentences in 2B with correct parallel structure. Allow them to work in pairs, but write their own sentences. Then, have Ss look at the sentences in 2B and check their answers.

3 PLAN YOUR WRITING

A
- Ask, *Where would your dream home be? What would it look like?* Have Ss complete the chart individually.
- Remind Ss to use target vocabulary from the unit as well as adverbs and adverbial phrases of place.

B
- Write on the board, *I'm going to build my dream home in... My dream home will have...* Encourage Ss to start and continue their descriptions in these ways. Remind them to use *will* and *be going to* to talk about future predictions and dreams.
- Have Ss take turns describing their dream homes in pairs. Encourage them to ask follow-up questions using direct and indirect questions.
- Monitor to make sure they are using the correct verb forms to talk about the future.

4 WRITE

- Tell Ss to use their notes to write 3–5 complete sentences. **Higher-level Ss** should write more.
- Tell Ss to include adverbs and adverbials of place, the target vocabulary, parallel structure, and to use correct verb forms to talk about the future. Encourage them to ask their classmates for help, if necessary.
- Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

A
- Explain that Ss will review each other's work. Read the questions aloud.
- Arrange Ss in mixed-level pairs. Tell them to underline any supporting ideas that include descriptions and other details as well as words, phrases, or clauses that follow parallel structure in their partner's post.

B
- Have Ss give peer feedback and discuss how improvements can be made, such as adding details or fixing errors with parallel structure.
- Ensure that Ss' feedback is correct and constructive.
- Invite volunteers to share with the class any suggestions that were particularly useful or interesting.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their response.

EXIT TICKET Write on the board, *I'm going to build my dream home...* Have Ss write their names on a blank card or piece of paper. Ask them to summarize their blog post in 2–3 sentences. Collect cards as Ss leave. Read the cards to identify areas for review and Ss who may need more practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Look at three incorrect sentences from Alba's first draft of her blog post. Underline the parts that are not parallel.

1. The house will have a long, wide porch across the front, lots of windows, and a big gardening.
2. I will sit on the porch every evening in a comfortable chair and watching the sun set.
3. I will also raise goats so we can have fresh goat's milk and making cheese.

C Look at the sentences in 2B again. Underline the corrected parts of the sentences in the model in 1B.

WRITING SKILL Use parallel structure

Use the same pattern of words to show that two or more ideas have the same level of importance. These ideas can be words, phrases, or clauses. They are usually joined by conjunctions, such as *and* or *or*.

Incorrect: *Wei passed the class because he studied for exams, turned in all his homework, and his love of the subject.*

Correct: *Wei passed the class because he studied for exams, turned in all his homework, and loved the subject.*

3 PLAN YOUR WRITING

A Think about your dream home. What would it look like? Complete the chart.

Locations	Places	Details
Location of home		
Outside areas		
Inside rooms		

B PAIRS Discuss your ideas.

My dream home will have...

4 WRITE

Write a blog post about the dream home you described in 3A. Remember to make all the phrases and clauses in your sentences parallel. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did your partner describe his or her dream home and provide details about it?
2. Did your partner make the words, phrases, and clauses parallel?

B PAIRS Can your partner improve his or her post? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE ABOUT MY DREAM HOME.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 09-23 Listen or watch. What does Boris want to do? *Possible answer:* He wants to redecorate his apartment.

B 09-23 Listen or watch again. Answer the questions. *Possible answers:*

1. What furniture is Boris going to buy? an end table, a sofa, a dining table and chairs
2. Where is he going to put the furniture? end table: in the entryway; sofa: in the living room; dining table: near the kitchen
3. Why does he want to buy each piece of furniture? end table: so he has a place for his keys; sofa: so he and his roommates can sit and relax; dining table and chairs: so he and his roommates can eat their meals there

C Make your own video.

Step 1 Think about a room or area of your home that you would like to redecorate. Think about what furniture you will need to buy.

Step 2 Make a 30-second video. Show the room or area in your home. Say what furniture you need, where you will put it, and why you want it.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

PRACTICE WORD STRESS FOR PRONUNCIATION

When you study new vocabulary, put a dot over the stressed syllable. You can do this in your book or on flashcards. Use a dictionary to help you. For example, a dictionary shows the stress for *bookcase* like this /ˈbʊk-keɪs/. The symbol ˈ at the beginning of the word shows that the first syllable is stressed. So, in this example, you would put a dot over the first syllable of *bookcase*.

bookcase: noun, a piece of furniture with shelves to hold books

Find words in the unit that are difficult to pronounce. Put a dot over the stressed syllable. Use a dictionary to help you. Then practice saying the words aloud. Pay attention to the word stress.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Talk about plans
- ☐ Talk about reasons for being late
- ☐ Talk about where things are

Vocabulary
- ☐ Living room furniture and decor
- ☐ Reasons for being late
- ☐ Places in and around the house

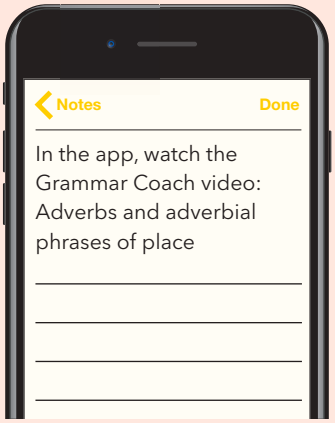
Pronunciation
- ☐ The letter *a*
- ☐ Stress in compounds

Grammar
- ☐ Future with *will*, *be going to*, present continuous, and simple present
- ☐ Indirect questions
- ☐ Adverbs and adverbial phrases of place

Reading
- ☐ Identify fact vs. opinion

Writing
- ☐ Use parallel structure

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the video still on the right. Ask, *What do you see in this picture?* (a man leaning against a door) *How do you think he feels? What do you think he is thinking about?*
- Tell Ss to listen to or watch Boris describe his apartment. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What does Boris want to do?* (redecorate his living room) Review the answer as a class.

B
- Give Ss time to preview the exercise items. In pairs, have them recall information from the video and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. Review answers as a class.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Do you like this apartment? Would you redecorate your living room in a similar way? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Ask Ss, *How was this video recorded?* (Boris spoke in the background while showing shots of his apartment.) Explain to Ss that they will create a similar project.
- Read the three steps aloud for the class. Tell Ss they can talk about any room or area in their home, not just the living room. Have them write down a couple of rooms or areas they would like to decorate. Have them choose one idea to present on.
- Next to this idea, tell Ss to write down what furniture they will buy, where they are going to put the furniture, and why they want to buy each piece of furniture.
- Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
- Walk around as Ss work and listen for correct word stress in compounds. Provide help with pronunciation as necessary.
- For homework, ask Ss to create their videos. Tell them the videos should be about 30 seconds. Have them refer to the following checklist as they prepare, practice, and record their videos:
  - ☐ *Introduce and describe the room or area that will be redecorated.*
  - ☐ *Talk about the new furniture.*
  - ☐ *Give reasons for buying each piece of furniture.*
  - ☐ *Describe where new furniture will go.*
  - ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's videos and prepare to give each other constructive feedback.
- Have Ss play their videos for the class. Leave 2–3 minutes for questions and comments after each video.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Show or project additional examples of IPA pronunciation from online dictionaries. Have Ss pronounce the words as a class.
- Tell them to find words from the unit that are difficult to pronounce. Have them list the words in their book or on flashcards, and put a dot over the stressed syllable.
- Tell them to consult the dictionary, if necessary. Have them compare their lists in pairs and take turns practicing the words aloud. Walk around and listen for correct word stress.
- Remind Ss to use this learning strategy whenever they learn new words.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 9 Board Game. You'll find instructions for the game in the same folder.

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10 HOW LONG DID YOU WORK THERE?

PREVIEW THE UNIT

LESSON 1	**Start a job interview**	
	Vocabulary	Job interviews
	Grammar	Tag questions
	Pronunciation	Stressed syllables in nouns
LESSON 2	**Talk about your work experience**	
	Vocabulary	Work experience
	Grammar	Present perfect with *for* and *since; how long* and *ever*
	Pronunciation	Weak and contracted pronunciations of *have* and *has*
LESSON 3	**Give more details about your work experience**	
	Vocabulary	Soft skills
	Grammar	Information questions with the present perfect
	Conversation skill	Express an opinion
LESSON 4	**Read interview advice**	
	Reading skill	Make associations
LESSON 5	**Write a cover letter**	
	Writing skill	Consider your audience
PUT IT TOGETHER		
	Media project	Video: Your dream job
	Learning strategy	Tell a story to practice verb tenses

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

A
- Write the unit title on the board and read it aloud. Say, *I work as a teacher. I've worked here for two years.* Then ask the class, *Where do you work?* (e.g., the bank) *For how long?* (e.g., five months) Elicit short answers from the class.
- Tell Ss to read the learning goals. Answer any questions they have. Tell Ss they will learn what a cover letter is in Lesson 1.

B
- Direct Ss' attention to the photo. In pairs, have Ss talk about what they see.
- Have pairs report back. Write the words on the board, such as *professionals, office, notebook, water, coffee, interview,* etc.
- Explore the context. Ask, *How do you think the people are feeling? Have you ever been in this situation?*

C
- Read Mandy's social media message aloud. Ask, *What is Mandy interviewing people for?* (a marketing position) *What does she mean when she says the marketing position is* open? (that the position is available for someone to take or fill)
- Ask, *What does it mean to* hire *someone?* (to give them work or a job)

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10 HOW LONG DID YOU WORK THERE?

LEARNING GOALS

In this unit, you

- start a job interview
- talk about your work experience
- give more details about your work experience
- read interview advice
- write a cover letter



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of an interview. What do you see?

C Now read Mandy's message. What is she interviewing people for?



MANDY WILSON

@MandyW

Interviewing people for the open marketing position this week. Hope to hire someone soon!

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LESSON 1 START A JOB INTERVIEW



MANDY WILSON
@MandyW
I'm always nervous at job interviews—even when I'm the interviewer!

1 VOCABULARY Job interviews

A ▶10-01 Listen. Then listen and repeat.

a position: a job, or a title
a candidate: someone who is being considered for a job
human resources (HR): the department in a company that deals with hiring, training, and helping employees
an application: a formal, written request for a job, usually a form
a résumé: a written description of your education, abilities, and jobs
a cover letter: a letter you write that goes with your résumé, highlighting details about your work experience
a reference: someone who knows you well and can write a letter about you
a skill: an ability to do something well

B Complete the conversations with words from 1A.

1. A: I'm applying for a job at TSW Media.
   B: That's great. Feel free to use me as a ___reference___ .
2. A: My brother filled out an ___application___ for a job.
   B: What ___position___ did he apply for?
3. A: Did you interview a lot of people?
   B: Yes, but there was only one good ___candidate___ .
4. A: Who should I send my ___cover letter___ to?
   B: I'm not sure. You should call ___human resources___ .

C PAIRS Have you ever applied for a job? Discuss the steps you took.

2 GRAMMAR Tag questions

COACH

A tag question is a question added to the end of a sentence. Use an auxiliary verb and the subject of the sentence in a tag question. Speakers sometimes use tag questions to confirm information.

When the main verb of the sentence is affirmative, the tag question is negative.

Affirmative sentence	Negative tag
She's here for the interview,	**isn't she**?
I've given you a copy of my résumé,	**haven't I**?
They'll be here soon,	**won't they**?

I am becomes *aren't I* in a negative tag. ***I'm** a little late today, **aren't I**?*

When the main verb of the sentence is negative, the tag question is affirmative.

Negative sentence	Affirmative tag
You didn't have any trouble,	**did you**?
The interviews haven't started yet,	**have they**?
We can't park here,	**can we**?

Notes

- When the questioner's statement is correct, we use *yes* to agree with an affirmative sentence and *no* to agree with a negative sentence. The verb in the answer agrees with the main verb in the sentence.
- When the questioner's statement is ***not*** correct, we use *no* to disagree with an affirmative sentence and *yes* to disagree with a negative sentence. The verb in the answer contradicts the main verb in the sentence.

>> FOR PRACTICE, GO TO PAGE 152

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LESSON 1 START A JOB INTERVIEW

- Read the lesson title and social media message aloud. Ask, *How does Mandy feel at job interviews?* (nervous)
- *Do job interviews or the idea of a job interview make you feel the same way? Why or why not?*

1 VOCABULARY

A
- Say, *Listen to the words and phrases that are commonly used at job interviews.* Remind Ss to listen first, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the terms and definitions aloud. Tell them to share and compare their previous knowledge.
- Ask Ss to look at the word *résumé*. Remind them that the English language only uses accent marks in loanwords. Ask, *What language is the word* résumé *originally from?* (French) Tell them they will see the word *résumé* used both with and without accents.

LANGUAGE NOTE A *résumé* is the preferred application document in the United States and Canada. In other English-speaking countries, such as the United Kingdom, Ireland, and New Zealand, it's more common to use the term *CV* (short for *curriculum vitae*) to refer to this document.

B
- Say, *Complete the conversations with the vocabulary words from 1A. Not every word will be used.*
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the sentences aloud and elicit answers from the class.
- Have Ss practice the conversations in pairs.

C
- In pairs, have Ss describe their experiences applying for jobs. Tell them to use the words from 1A and transitional words to create links between their ideas, such as *first, second, next, then, finally,* etc.

OPTION Complete the exercise as a class activity. Lead a class brainstorm, eliciting from Ss what steps need to be taken to apply for a job and in what order.

2 GRAMMAR

- Write on the board, *It's cold outside, isn't it?* Circle the tag question. Ask, *What is the purpose of this short question at the end of the sentence? What is it called?* Have volunteers share their ideas.
- Ask Ss to look at the grammar chart. Read the first explanation aloud. Ask, *Were your predictions correct?* Say, *We use tag questions, or tags, to ask if a statement is correct or if a listener agrees with you.*
- Write the first example on the board. Underline the auxiliary verb and circle the subject in the sentence and the tag. Read it aloud. Ask, *How do you form the tag question after an affirmative statement?* (auxiliary verb + *not* + subject pronoun) Point out the comma separating the statement and tag.
- Read the other examples aloud. Review how to make contractions in negative tags, if necessary.
- Read the second explanation and the examples aloud. After each sentence, ask, *What's the main verb?* After each tag, ask, *What's the auxiliary verb?* Ask, *How do you form the tag question after a negative statement?* (auxiliary verb + subject pronoun)
- Go over the note next to the chart. Explain that *am I not?* is very formal, and that *aren't I* is a more common use.
- Read the Notes aloud. Then read the first affirmative example aloud again. Elicit how to agree or disagree with it.

  T: *She's here for the interview, isn't she?*

  S1: *Yes, she is.* (agree)
- Read the first negative example aloud again. Elicit how to agree and disagree with it.

  T: *You didn't have any trouble, did you?*

  S1: *No, I didn't.* (agree)

LANGUAGE NOTE If the tag question has a falling intonation, it means the speaker is not really asking, but rather telling the listener that their statement is correct. For example, *It's raining, isn't it?* If the tag has a rising intonation, it's a real question, and the listener is being asked to respond with their input. For example, *It's raining, isn't it?*

LANGUAGE NOTE Tag questions are more common in British English than American English. Americans would more likely say, *It's raining, right?*

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3 PRONUNCIATION

A
- Say, *Let's talk more about syllables and stress in English.* Read the information in the Pronunciation box aloud. Exaggerate the syllable stress in the examples. Remind Ss that these rules apply only to nouns.
- Read the directions aloud. Remind Ss that the large dots above the words indicate the stressed syllable and the small dots indicate the unstressed syllables.
- Point out the crossed-out letter *e* in the word *reference*. Ask, *What is it called when words have a vowel letter that is not usually pronounced?* (dropped syllables)
- Play the audio.

B
- Read the instructions. In pairs, have Ss read the words aloud and predict the answers.
- Play the audio for Ss to listen and check their answers. Ask, *Were your predictions correct?*
- To review, call on Ss to say the words that don't fit the pattern. Write them on the board, indicating the stressed and unstressed syllables. (a-**pply**, **man**-a-ger, com-**pu**-ter, ex-**per**-i-ence)

C
- Arrange Ss in same-level pairs. Tell them to think of other words that follow the stress patterns in each number and add them to the lists. **Lower-level Ss** can add one more word. **Higher-level Ss** can add 2–3.
- Monitor and provide feedback on pronunciation.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Mandy and Joanne) *What is their relationship?* (Mandy is the interviewer; Joanne is the job candidate.) *Where are they?* (in the reception area of an office)
- Give Ss a minute to preview the exercise. Ask Ss to stand up and act out the answer choices that are verb phrases. (*takes her coat, shakes her hand,* etc.)
- Ask Ss to sit back down. Elicit the meaning of *conference*. (a meeting in which people gather to talk about a particular topic, such as market research) Clarify the meaning of any new words or phrases, such as *fill out* (add information in the empty spaces on a document) and *paperwork* (the documents you need for a particular activity).
- Ask, *So, what do you think Mandy and Joanne are talking about?* (They are starting an interview.)
- Have Ss listen or watch and circle the correct answers. Ask, *Were your predictions correct?*
- Go over the answers as a class.

B
- Ask Ss to predict ways the gaps might be filled.
- Have Ss underline nouns that are two or more syllables. In pairs, have them predict their syllable stress. (**in**terview, to**day**, **trou**ble, **of**fice, **co**py, **ré**sumé, **cov**er, **let**ter)
- Then have Ss listen and complete the conversation. Replay the audio, if appropriate.
- Ask, *Were your predictions correct?* Elicit the answers.

C
- Play the audio again. Have Ss repeat each line.
- In pairs, have Ss practice the conversation. Walk around and listen for correct syllable stress in nouns.

5 TRY IT YOURSELF

A
- Ask Ss, *What jobs are you interested in?* Elicit ideas from Ss and write them on the board for reference. Provide additional jobs, if necessary.
- Read the instructions aloud. Then model the conversation with a **higher-level S**.
- Ask Ss to stand up and take turns starting job interviews with their classmates. Tell them to take notes on their classmates' names and jobs.
- Suggest that Ss ask follow-up questions to learn more about their classmates.
- Keep time. Have Ss talk for seven minutes.

B
- Invite volunteers to share with the class or a small group who they interviewed and what jobs their classmates are interested in.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using the target vocabulary for job interviews
✓ using tag questions
✓ identifying and pronouncing the stressed syllable in nouns

EXIT TICKET Arrange **higher-level Ss** in one line, and **lower-level Ss** in another. One line is A, and the other line is B. Ask the two lines to face each other so each S is facing one classmate. Tell the **higher-level Ss** to be the interviewer, and the **lower-level Ss** to be the candidate. Say, *Start a job interview*. After one minute, ask line A to move one partner to the left. The S at the end of Line A will need to move to the front. Repeat activity several times to increase fluency. As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.

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3 PRONUNCIATION

COACH

A ▶10-03 Listen. Notice the stressed syllable in each word. Then listen and repeat.

réf•ərence ré•sù•mé dé•part•ment áp•pli•cá•tion

B ▶10-04 Circle the word that does ***not*** have the stress shown. Then listen and check your answers.

1. ••	office	(apply)	business	cover
2. •••	position	directions	designer	(manager)
3. •••	company	(computer)	candidate	interview
4. ••••	information	education	(experience)	conversation

C PAIRS Write one more word for each line in 3B with the stress shown.

Stressed syllables in nouns

It can be hard to predict the stressed syllable in a word, but there are some rules that can help. In most nouns with two syllables, we stress the first syllable: lét•ter. In most nouns with three syllables, we stress the first or second syllable: ré•sù•mé, dé•part•ment. In nouns that end in *-tion*, we stress the syllable just before *-tion:* áp•pli•cá•tion.

4 CONVERSATION

A ▶10-05 Listen or watch. Circle the correct answers.

1. When Mandy first sees Joanne, she ___.
   a. takes her coat (b.) shakes her hand c. offers her a drink
2. Joanne is in the office for ___.
   (a.) a job interview b. a market research conference c. a lunch meeting
3. Joanne meets with human resources to ___.
   (a.) give them her information b. fill out paperwork c. ask questions
4. Mandy asks Joanne to ___.
   a. put on her coat b. get her coffee (c.) have a seat

B ▶10-06 Listen or watch. Complete the conversation.

Mandy: Thanks for coming in for the interview today.

Joanne: I'm happy to be here.

Mandy: You ___didn't___ have any trouble finding the office, ___did you___ ?

Joanne: No, not at all. Thank you.

Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.



C ▶10-07 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

A WALK AROUND Start job interviews and talk to as many classmates as you can. Write down the names of all the people you talk to, and the jobs they're interested in.

A: You're here to interview for the assistant designer position, aren't you?
B: Yes, I am. I'm Marta Rivas.
A: It's nice to meet you, Marta. I'm Chris Kim. I will be interviewing you today.

B CLASS Report to the class. How many classmates did you interview? What jobs were they interested in?

☐ I CAN START A JOB INTERVIEW.

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LESSON 2 TALK ABOUT YOUR WORK EXPERIENCE



MANDY WILSON
@MandyW
I learn so much by listening to people at job interviews!

1 VOCABULARY Work experience

A 10-08 Listen. Then listen and repeat.


4 manage a team


3 train new employees


5 create a budget


7 give a presentation


2 write a report


8 communicate with team members


1 resolve a problem


6 meet a deadline

B 10-09 Listen to the descriptions. Number the pictures in 1A.

C PAIRS Look at the tasks in 1A. Brainstorm 3–5 jobs that need these skills.
Managers need to create budgets.

2 GRAMMAR Present perfect with *for* and *since; how long* and *ever*

COACH

Use the present perfect with *for* and *since* to talk about something that began in the past and continues up to now.

Present perfect statements with *for* and *since*

Subject	*Have / Has*	*Not*	Past participle		*For / Since*
I / We / They	**have**		**worked**	there	**for** six months.
He / She	**has**	**not**	**been**		**since** 2017.

To ask about something that began in the past and continues up to now, use *how long*.

Question with *how long*					**Short answers**
How long	***Have***	**Subject**	**Past participle**		
How long	**have**	you	**worked**	there?	**For** a few weeks. / **Since** last month.

To ask about something that happened at a non-specific time in the past, use *ever*.

Question with *ever*					**Short answers**	
Have	**Subject**	***Ever***	**Past participle**		**Affirmative**	**Negative**
Have	you	**ever**	**managed**	a team?	Yes, I **have**.	No, I **haven't**.

Notes

- Use *for* + a length of time to show how long something lasted.
- Use *since* + a point in time to show when something started.
- Use the simple past, not the present perfect, to refer to events that happened at a specific time in the past. *He **has given** a presentation on this topic.* = exact time is not clear
  *He **gave** a presentation on this topic **in March**.* = *in March* is a specific time in the past

>> FOR PRACTICE, GO TO PAGE 153

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LESSON 2 TALK ABOUT YOUR WORK EXPERIENCE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title. Ask, *What did we learn in Lesson 1?* (to start a job interview) *What will we learn in this lesson?* (to talk about your work experience)
- Read the social media message aloud. Ask Ss, *What do you think Mandy learns by listening to people at job interviews?* Have volunteers share their ideas with the class.

1 VOCABULARY

A
- Ask, *Who do you see in the picture? Where are they? What are they doing?* Have Ss describe the pictures in pairs.
- Say, *The tasks in 1A are common things people need to do at work.* Tell Ss to listen to the pronunciation of the different tasks, and then listen again and repeat. Play the audio.
- Have Ss share what work tasks they are familiar or unfamiliar with in pairs. Clarify the meaning of any new or confusing words, such as *train* (to teach someone to do a particular job or activity), *budget* (the amount of money a person or organization has to spend on something), *resolve* (to settle or solve something), and *deadline* (a specific time or date by which you have to do something).

B
- Tell Ss, *You will hear eight descriptions of the different tasks in 1A. After each description, write the number above the task it describes.*
- Do number 1 as a class. Play the audio and pause after the first description. Ask, *What work task did the speaker describe?* Elicit ideas from Ss. On the board, write a number *1* in a small box above the phrase *resolve a problem*. Ask Ss to do the same.
- Play the rest of the audio. Pause after each description to give Ss time to write their answers. Have Ss compare their answers in pairs. Then play the audio again.
- To review, read each description aloud and elicit the answer from the class.

C
- In pairs, have Ss brainstorm 3–5 jobs that need one or more of these skills. Read the example aloud.
- Walk around and help Ss with vocabulary, if necessary. Have pairs form groups of four and share their ideas.
- Invite volunteers to share their answers with the class. Write their ideas on the board. Leave the list of jobs and skills on the board to reference in 5A.
- Ask, *Do you need to do any of these tasks in your current job? Did you need to do them in a previous job?* Have Ss talk about their work experience in their small groups.

⊕ **EXTENSION** Give Ss time to individually rank each work task in order of how difficult it is to accomplish. Write on the board, *1= most difficult – 8 = least difficult*. Ask them to write down reasons and real-life examples to support their ranking. Tell Ss to get in small groups and compare their rankings.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, write on the board, *Since its start in 2000, the business has become popular.* Ask, *When did this business start?* (in 2000) Say, *Right, in the past.* Ask, *Is it still popular today?* (yes) Draw a timeline of the sentence.
- Point to the word *become*. Ask, *What is this kind of word called?* (past participle) Ask, *How do we form the past participle for regular verbs?* (add an *-ed* ending) *How do we form the past participle for irregular verbs?* (There is no fixed rule.) Elicit additional irregular past participles from Ss. (e.g., heard, gone, seen)
- Point to the phrase *has become*. Ask Ss, *What verb form is* has become? (present perfect) *What is it used for?* (to show continuation from past to present)
- Have Ss open their books and look at the grammar chart. Read the first explanation and variations of the affirmative and negative example statements aloud. Ask, *Were your predictions correct?*
- Tell Ss to cover up the Notes. Ask, *What is the difference in use between* for *and* since? Give Ss time to review the examples. Elicit ideas from the class.
- Then bring Ss' attention to the Notes at the bottom of the chart. Read the first two explanations. Provide additional examples, such as *The business has been open since 2000.* and *The business has been open for 18 years.*
- Say, *We can make questions with the present perfect using* How long *and* ever. Read the following two explanations and examples aloud.
- Point out the word order. Remind Ss that it's correct and common to respond with short answers, and that you can only use contractions in short answers if the answer is negative.
- Bring Ss' attention to the last note at the bottom of the chart. Read the explanation and examples aloud. Provide additional examples, if necessary.

⊕ **EXTENSION** Have Ss write two statements and two questions about themselves and their families using *for*, *since*, *how long*, and *ever*.

- To review common irregular verbs, have Ss look at the chart on page 164.

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3 PRONUNCIATION

A
- Read the Pronunciation box aloud. Ask Ss, *What other words have we studied with weak pronunciations?* (*to*; object pronouns such as *him, her,* and *them*)
- Read the directions aloud. Play the audio.
- Point out how the contracted form of *She has* is the same as the contracted form of *She is (She's)*.
- In pairs, have Ss practice the conversations. Make sure each S practices both roles.

TEACHING TIP Write the strong and weak pronunciations of *have* and *has* on the board using the IPA: *have* = /hæv/ (strong) or /əv/ (weak); *has* = /hæz/ (strong) or /əz/ (weak).

B
- Write on the board, *I/I 've*. Point to each word and elicit the pronunciation from Ss. Repeat several times.
- Say, *Listen for these two pronunciations in the sentences. Circle the one you hear.*
- Play the audio. Then call on Ss to read the answers aloud. After each, ask, *Is this statement in the simple past or present perfect?*

EXTENSION Have Ss add time expressions to each of the statements in 3B (except for number 3, which already has one). In pairs, have Ss read their sentences aloud and check each other's work for the correct use of time expressions with the simple past or present perfect.

C
- Have Ss review the statements. Say, *If a statement is not true for you, rewrite it with your personal information.*
- In pairs, have Ss discuss the statements. Encourage Ss to ask follow-up questions.

OPTION Have Ss change each statement into a question using *ever*. Then have them take turns asking and answering the questions.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Mandy and Joanne) *Where are they now?* (in a meeting room)
- Give Ss time to preview the exercise items. Ask, *What do you think Mandy and Joanne are talking about now?*
- Have Ss listen or watch and circle the correct answers. Go over the answers as a class.
- Clarify any new words, such as *lay off.* (to stop employing someone because there is not enough work)

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.

C
- Play the audio again. Have Ss repeat each line.
- Then, in pairs, have Ss practice the conversation. Remind them to focus on pronouncing the weak and contracted form of *have*.
- Have Ss swap roles and practice again.

D
- Arrange Ss in same-level pairs. Have them make new conversations with the vocabulary from 1A and their own ideas. Encourage them to talk about their real-life experiences.
- Invite volunteers to role-play for the class.

5 TRY IT YOURSELF

A
- Bring Ss' attention to the list of jobs and skills on the board from 1C. Give Ss time to choose one job and any relevant work experience they have.

B
- In pairs, have Ss take turns interviewing each other for the jobs they've chosen. Have them ask about any skills that would be relevant for the job, using the vocabulary in 1A as a guide.
- Make sure each S practices both roles. Tell them to make questions using *ever*. Remind them to respond with appropriate time expressions.
- Invite volunteers to role-play their interviews.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

✓ using vocabulary to talk about work experience
✓ using the present perfect
✓ pronouncing the weak and contracted forms of *have* and *has*

EXIT TICKET Write on the board, *Have you ever...?* Have Ss write their names on a blank card or piece of paper and make a list numbered 1–8. Ask Ss about each of the skills in 1A using questions with *ever*, such as *Have you ever managed a team?* Tell Ss to write a response to each question. Collect cards as Ss leave. Read the cards to identify areas for review.

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3 PRONUNCIATION

COACH

A 10-11 Listen. Notice the weak and contracted pronunciations of *have* and *has*. Then listen and repeat.

A: How long have you been a manager?
B: I've been a manager for six months.
A: How long has she worked there?
B: She's worked there for two years.

Weak and contracted pronunciations of *have* and *has*

Have and *has* usually have a weak or contracted pronunciation when they come before another word. When *have* and *has* come *after* another word, the *h* is often silent. Notice that the contracted form of *has* sounds the same as the contracted form of *is*.

B 10-12 Listen. Circle the word you hear. Then listen and repeat.

1. I / I've had a lot of different jobs.
2. I / I've studied computer science.
3. I / I've worked in a restaurant for two years.
4. I / I've managed a business.
5. I / I've lived in another country.
6. I / I've trained other employees.

C PAIRS Talk about the statements in 3B. Which statements are true for you?

4 CONVERSATION

A 10-13 Listen or watch. Circle the correct answers.

1. Joanne started as a marketing ***manager*** / ***analyst*** / ***assistant***.
2. She has managed two small teams since she ***started her career*** / ***became an analyst*** / ***became a team leader***.
3. Problem-solving is a ***big*** / ***fun*** / ***small*** part of her job.
4. She feels proudest about ***her first project*** / ***being a team leader*** / ***meeting her deadlines***.



B 10-14 Listen or watch. Complete the conversation.

Mandy: How long _have you been_ at your current job?
Joanne: I've worked there for five years.
Mandy: OK. Have you ever managed a team?
Joanne: Yes, I've managed two small teams _since_ I started.
Mandy: That's great. What's the hardest part of being a team leader?
Joanne: For me, it's having to solve all of the problems that come up.

C 10-15 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Look at the list of jobs and skills in 1C. Choose one job from the list.

B ROLE PLAY Student A, you are a candidate applying for this job. Student B, you are the interviewer. Ask about his or her experience.

A: Have you ever given a presentation?
B: Yes, I've given many presentations since I was hired.

☐ I CAN TALK ABOUT MY WORK EXPERIENCE.

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LESSON 3 GIVE MORE DETAILS ABOUT YOUR WORK EXPERIENCE



MANDY WILSON
@MandyW

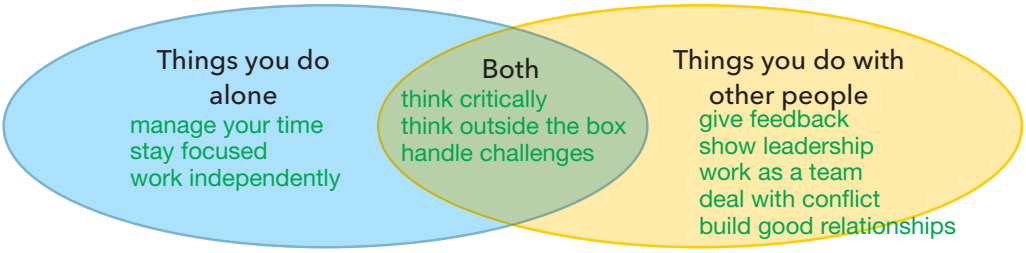
The average interview is 40 minutes long but 33% of managers know within the first 90 seconds if they're going to hire that candidate.

1 VOCABULARY Soft skills

A 10-16 Listen. Then listen and repeat.

give feedback: to tell someone how well they have or haven't done something, and usually how they can improve
manage your time: to use your time in a productive and useful way
stay focused: to pay attention to a specific thing
think outside the box: to think creatively using original ideas
show leadership: to take actions that show you are good at leading people
work as a team: to work with a group of people, as on a project
work independently: to do your job by yourself, without supervision
think critically: to use logic to think carefully about something
deal with conflict: to help solve problems between people
handle challenges: to manage problems or tasks that are difficult or complicated
build good relationships: to develop positive connections with other people

B Put the soft skills from 1A in the correct category.



C PAIRS Compare your answers in 1B. Add another soft skill to each category.

2 GRAMMAR Information questions with the present perfect

COACH

To ask information questions with the present perfect, use a question word + *have / has* + the past participle.

Question word	*Have / Has*	Subject	Past participle	
What	have	you	**tried**	to change?
Why		we	**waited**	so long?
Where		they	**worked**	in the past?
Who	has	he	**worked**	with on a team?
How		she	**dealt**	with conflict?
When		he	**shown**	leadership?

Notes

- It's possible to use *what* + a noun. ***What problems*** *have you solved?*
- It's possible to use *how* + *much / many* + a noun.
  How much time *have we spent on this project?* ***How many interviews*** *have you had?*

>> FOR PRACTICE, GO TO PAGE 154

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LESSON 3 GIVE MORE DETAILS ABOUT YOUR WORK EXPERIENCE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud.

1 VOCABULARY

A
- Make a T-chart on the board with these headings: *Soft skills* and *Hard skills*. Ask, *What do these terms mean?* Elicit the meanings and examples. List their ideas.
- Read the Vocabulary title. Say, *Hard skills are specific, more technical skills, such as proficiency in a foreign language, a degree or certificate, machine operation, and computer programming. Soft skills are a combination of attitudes, character traits, and communication skills.*
- Ask, *Which do you think are more important? Why?*
- Have Ss preview the list of skills before listening. Ask, *Which of these terms have you used before?* Ask them to underline any terms that are new to them.
- Tell Ss to listen to the soft skills, and then listen again and repeat. Play the audio.
- In pairs, have Ss take turns reading the definitions aloud. Review any terms that are still confusing to Ss.

⊕ **EXTENSION** Have Ss discuss the following questions in pairs or small groups.

1. *Are you good at managing your time? Why or why not?*
2. *Do you find it difficult to stay focused? Why?*
3. *Name classmates or colleagues that show leadership. How do they show it?*
4. *Do you prefer to work as a team or work independently? Why?*
5. *What is a situation where you need to think critically?*
6. *What is the best way to deal with conflict at work?*
7. *What are some challenges you have had to handle at work or school?*

B
- Say, *Some soft skills you do alone. Some you do with other people. Some you can do alone and with other people.* Tell Ss to categorize the skills in the chart.
- Draw the chart on the board and invite volunteers to add one example for each category.
- Have Ss complete the exercise.

TEACHING TIP Encourage Ss to work on a separate piece of paper so they feel comfortable writing out the new vocabulary. If possible, pass out large pieces of paper for Ss to draw and complete their charts.

C
- Have Ss compare their charts in pairs and then review answers as a class.
- Tell Ss to brainstorm additional soft skills and add at least one to each category.
- Have volunteers share their ideas with the class.

- Ask Ss, *Does this information surprise you? Why or why not?* Ask Ss to discuss in pairs. Have volunteers share their reactions with the class.

2 GRAMMAR

- Ask, *What question words can we use in information questions?* Elicit answers. Write them on the board.
- Ask Ss to check their answers in the grammar chart. Read the explanation and examples aloud. Point out the word order.
- Ask Ss, *Which past participles are regular?* (tried, waited, worked) *Which are irregular?* (dealt, shown)
- Go over the Notes. Provide more examples, if necessary.
- Tell Ss that questions with *What* + noun may end with a preposition, such as *What problems have you dealt with?* and *What companies have you worked for?*

⊕ **EXTENSION** Write *been, seen,* and *known* on the board. Tell Ss to write three information questions with the present perfect using these three irregular past participles. Have Ss read their sentences aloud in pairs and check each other's work.

- To review common irregular verbs, have Ss look at the chart on page 164.

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3 CONVERSATION

A
- Bring Ss' attention to the video still. Say, *Mandy and Joanne are continuing the interview.*
- Give Ss time to preview the exercise items. Ask, *What do you think they are talking about now?*
- Have Ss listen or watch and circle the correct answers. Go over the answers as a class.
- Clarify any new or confusing words or phrases in the conversation, such as *positive.* (believing that good things will happen or that a situation will get better)
- Read the Conversation Skill aloud. Model the correct pronunciation and intonation of the expressions. Have Ss repeat.
- Point out that the word *that* is optional in most expressions. Elicit from Ss more ways to express an opinion. Write their ideas on the board, such as *For me..., If you ask me..., To be honest (with you)...*
- Ask Ss to listen or watch the conversation in 4A again and underline any expressions from the box that they hear (I think that..., I believe...)

⊕ **EXTENSION** Write on the board, *Talk about _____.* Every three minutes, complete the sentence with a different topic (e.g., pop music, rainy weather, vegetarian food). In pairs, have Ss take turns sharing their opinions about the different topics using the expressions in the Conversation Skill.

B
- Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
- Ask Ss, *What are examples of information questions with the present perfect in the conversation?* (How have you used feedback? What have you done specifically?)

C
- Play the audio again. Have Ss repeat each line. Then, in pairs, have Ss practice the conversation.
- Have Ss swap roles and practice again.

D
- Arrange Ss in same-level pairs. Have Ss make new conversations with the target vocabulary from 1A and their own ideas. **Higher-level Ss** can add details or ask and answer more questions.
- Invite volunteers to role-play for the class.

4 TRY IT YOURSELF

A
- Ask Ss to look back at 1A. Read the questions aloud.
- Give Ss time to take notes.

B
- Have Ss work with a different partner than in 3D. Tell them to take turns sharing their soft skills and strengths. Read the example conversation aloud with a **higher-level S**.
- Encourage Ss to include real-life examples that demonstrate their skills and strengths. Remind them to follow-up with information questions in the present perfect.
- Walk around as Ss discuss and listen for the correct syllable stress in nouns and the weak pronunciation of *have* and *has*. Remind Ss to use the expressions from the Conversation Skill to express their opinion.
- Invite volunteers to share their skills and strengths with the class.

⊕ **EXTENSION** Have Ss continue the conversation and ask about work skills they might want to improve or habits they might want to change. Encourage Ss to give each other suggestions about how to improve their work performance and form new habits.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:
- ✓ using the target vocabulary to describe soft skills
- ✓ using information questions with the present perfect
- ✓ expressing an opinion

EXIT TICKET Write on the board, *What are your strongest skills? When have you used them in the past?* Have Ss write their names on a blank card or piece of paper. Say, *Write about two skills and when they have been useful at work.* Suggest **lower-level Ss** write 3–4 sentences and **higher-level Ss** write 5–6. Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

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3 CONVERSATION



A ▶10-18 Listen or watch. Circle the correct answers.

1. What does Joanne say is one of her strengths?
   a. She is very positive.
   b. She is very friendly.
   (c.) She is very creative.
2. Why does Joanne think feedback is important?
   (a.) It helps her understand how to improve.
   b. It helps her think critically.
   c. It helps her resolve problems.
3. What difficult situation did Joanne have at work?
   a. She wasn't giving good feedback to her team members.
   (b.) She had some team members who weren't getting along.
   c. She didn't know how to build good relationships.
4. What did she do to resolve this conflict?
   (a.) She helped them to see each other's point of view.
   b. She met with them as a group to discuss the issue.
   c. She divided up the team.

CONVERSATION SKILL
Express an opinion

To express an opinion, say: *In my opinion…, It seems to me (that)…, I feel that…, In my experience…, I believe (that)…, I think (that)…,* or *I find (that)…*

A: Tell me about your strengths, Joanne.

B: I believe that I deal with challenges well.

Listen to or watch the conversation in 3A again. Underline the expressions that you hear above.

B ▶10-19 Listen or watch. Complete the conversation.

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? ___How have___ you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? ___What have___ you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

C ▶10-20 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A MAKE IT PERSONAL What soft skills do you have? What are your strengths? Take notes.

B PAIRS Tell a partner about your soft skills and strengths. Ask questions to get more information.

A: In my opinion, I manage my time well.
B: When have you used this skill?

☐ I CAN GIVE MORE DETAILS ABOUT MY WORK EXPERIENCE.

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LESSON 4 READ INTERVIEW ADVICE



MANDY WILSON
@MandyW
Great article with some helpful interview tips. A good read for anyone who's preparing for an interview.

1 BEFORE YOU READ

A PAIRS Have you ever had an interview to get a job or to get into a school? What happened? Talk about it.

I went on an interview for...

B VOCABULARY ▶10-21 Listen. Then listen and repeat.

a positive attitude: to think or feel in a happy or hopeful way about someone or something
a tip: advice or something you say to help someone
impressive: very good or great
mumble: to speak very quietly and not clearly
convince: to make someone think or believe something
body language: showing thoughts and feelings through movements rather than spoken words
slouch: to stand, sit, or walk with your shoulders bent forward
fidget: to keep moving your hands or feet because you are bored or nervous

>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Look at the title. What do you think the article is about? *Possible answer:* The article is about how to do well in a job interview.

B ▶10-22 Listen. Read the article.

INTERVIEWS: MORE THAN JUST THE BASICS!



It is important to look relaxed and confident in an interview.

Everyone knows (or should know) the basics about going on a job interview. You need to be on time. You should have a positive attitude and dress well. You also need to know about the company and the position. These are all helpful tips, aren't they? But sometimes, even if someone gets all those things right, the interview can still go very, very wrong. I should know—I've worked in human resources for 20 years! Here are the most common mistakes I've seen in an interview.

Right Candidate, Poor Interview Skills

The perfect candidate applied for a position in our sales department. His application and résumé were impressive, but he was really shy and nervous. He wouldn't even make eye contact. Throughout the interview, he mumbled his answers to all my questions and spoke really quickly. His interview skills convinced me that he wasn't a good fit for this position.

When you're at an interview, it's important to make good eye contact, but look away once in a while so you don't make the interviewer uncomfortable. If you feel nervous, pause to think about your answers before you speak. It's also okay to speak slowly. Speaking slowly is better than speaking too quickly.

Incorrect Body Language

A candidate came in to interview for a project manager position and she made a great first impression. She had all the right answers to my questions. Sounds great, doesn't it? Well, during the interview she kept looking at her watch. She couldn't sit still, and she kept crossing her arms. Her body language was telling me that she didn't want to be in the interview.

During an interview, pay attention to what your body is doing. Your body movements are just as important as your answers to the questions—they're a language of their own. First, remember the basics: Sit up straight and don't slouch in your chair. Then remember to be still when you're listening and to think about each movement when you're talking. And of course, avoid nervous habits like crossing your arms, shaking your legs, or fidgeting in general.

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LESSON 4 READ INTERVIEW ADVICE

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Ask Ss, *What is some advice, or tips, you would give to someone preparing for an interview?* Elicit answers from the class.
- Ask Ss, *What does Mandy mean when she says* a good read*?* (an informal way of saying that you enjoyed reading something) Explain that *read* here does not refer the act of reading, but rather to the thing that is being read, such as a book or an article.

1 BEFORE YOU READ

A
- Read the questions aloud. Model an answer using the introductory phrase in the example. Say, *I went on an interview for a teaching position. I felt nervous but also prepared. I tried to stay positive and focused on my strengths during the conversation.*
- Give Ss a few minutes to take notes on their experience with interviews. Then have them take turns sharing their stories in pairs or small groups.
- Elicit one story about a job interview and another about a school interview from volunteers.

B
- Have Ss preview the vocabulary and definitions before listening. Tell them to circle any terms they are unfamiliar with.
- Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Ask follow-up questions to check Ss' understanding. For example, *Are you convinced that a positive attitude is important? Why? What is the most important tip you've ever received about interview preparation? What soft skill do you think is the most impressive? Why?*
- Ask Ss to act out the following verbs as you say them: *mumble*, *slouch*, and *fidget*. Ask, *Why do you think people sometimes mumble, slouch, or fidget?* (e.g., They are nervous or lazy.) Tell Ss to share their opinions in pairs.
- Ask Ss to stand up. Say, *Show me effective body language.* (good posture, eye contact, hands to the side) *Show me ineffective body language.* (slouching, looking down, hands in pockets)
- For more vocabulary practice, have Ss turn to page 158.

2 READ

A
- Bring Ss' attention to the photo. Read the caption aloud. Ask Ss, *Where are these people?* (an office) *What are they doing?* (having an interview) *How do you think they feel?* (e.g., They look happy and relaxed, but I think they are nervous.)
- Ask, *How are they dressed?* Elicit from Ss a description of the kind of attire worn. (professional and neat)
- Ask Ss to cover up the article. Read the title of the article aloud. Ask, *What do you think this article is about?* Have Ss discuss in pairs.

B
- Have Ss listen to and read the article. As they listen, ask them to underline the vocabulary words from 1B and any other vocabulary from this unit. (position, candidate, human resources, résumé, skill) Have them circle other words they are unfamiliar with.
- Ask, *Were your predictions correct?* Help explain any unfamiliar vocabulary, or encourage Ss to use the dictionary.

OPTION Arrange Ss in small groups of three. Ask each S to read one section of the article aloud as their group members follow along.

EXTENSION Make two columns on the board with the headings *Strong interview skills* and *Effective body language*. Ask Ss to copy down the chart. Say, *Read the main sections in the article again. List the tips from the article in your chart.* Keep time. Give Ss 30 seconds to review each section of the article. After each, call time, ask Ss to cover up the article, and tell them to write down the most important skills they remember from that section. Have Ss compare their charts in pairs. Invite volunteers to add to your chart to review answers.

Strong interview skills	*Effective body language*
• *make good eye contact* • *look away once in a while* • *pause to think* • *speak slowly*	• *sit up straight* • *don't slouch* • *be still when listening* • *think about movements when talking* • *avoid nervous habits: crossing arms, shaking legs, fidgeting*

Ask, *What other tips are important to add?* Elicit ideas from Ss. Add them to the chart.

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3 CHECK YOUR UNDERSTANDING

A
- Ask, *What is the main idea of the article?* Read the answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they skim the article again if necessary.
- Review the answer as a class. Ask volunteers to explain why the other answer choices are incorrect. (a. Speaking is not more important than moving; b. It doesn't state most people make mistakes.)

B
- Tell Ss to preview the exercise items and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare their answers in pairs. To review, ask the questions, and call on Ss to read the answers aloud.
- Ask, *Do you agree with the interviewer's opinion about the first person? What about the second person? Why or why not?* Have Ss share their opinions in pairs. Remind them to use the phrases for expressing opinions from the Conversation Skill on page 119 as they discuss.
- Elicit opinions from volunteers.

⊕ **EXTENSION** Ask Ss, *What happens to the way we speak and move when we are nervous in an interview?* (speak quickly with no pauses, don't make eye contact, shake legs, fidget) Lead a class brainstorm of strategies to reduce stress and anxiety during an interview. Elicit ideas from Ss. Write them on the board for reference. (e.g., take deep breaths, avoid caffeine, drink water) Invite volunteers to share stories of what has worked for them in the past.

C
- Ask a volunteer to read lines 13–24 aloud for the class. In pairs, have Ss discuss the meaning of the expression *a first impression* and the phrase *a good fit* in this context.
- Have them complete the exercise, and review the answers as a class.
- Ask Ss, *What verb do we usually use with the expression* a first impression? (make) Provide additional examples, such as *According to research, you make a first impression in the first seven seconds of meeting someone.*

⊕ **EXTENSION** Ask, *How important is a good first impression? What do you need to do to make a good first impression?* Have Ss discuss in pairs and share ideas with the class.

D
- Read the Reading Skill aloud. Read the questions aloud and arrange Ss in small groups to discuss.
- To review, invite volunteers to share their personal experiences with the class. Ask each group to share an interview experience that was interesting or surprising.

E
- Arrange Ss in same-level pairs. Ask them to retell the most important ideas in the article in complete sentences. Remind them to use their own words as they summarize.
- Challenge **higher-level Ss** to close their book to complete the exercise.
- Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

4 MAKE IT PERSONAL

A
- Read the instructions. Give Ss five minutes to note three important things or behaviors based on the information they read and their personal experience. Remind them to include reasons that explain how or why they are important.
- Arrange Ss in small groups. Tell them to use their notes to share this information with their classmates. Remind them to use vocabulary they learned in 1B and in the article.
- Encourage them to ask each other follow-up questions with the present perfect and tag questions. For example, *You've worked there for two years, haven't you?*
- Give them 10–15 minutes to discuss and take notes. Walk around as Ss work to provide help with vocabulary and spelling as necessary.

B
- Take a class survey of the most important things and behaviors during an interview.
- Elicit ideas from Ss. Write them on the board.

⊕ **EXTENSION** Ask, *How does culture impact job interviews?* Ask Ss to think of any differences between the job interview described in this unit and job interviews in their home country or culture. For example, eye contact is a sign of confidence and trust in some countries, but in others it is considered rude. Speaking loudly and clearly is a positive trait in some countries, but in others speaking softly is a good quality. Have Ss share any challenges that might come up as a result of these differences and brainstorm ways to avoid, or at least prepare for, them. Invite volunteers to teach the class about these differences.

🎟 **EXIT TICKET** Say, *What interview advice is the most important?* Have Ss write their names on a blank card or piece of paper. Ask them to write down as much interview advice as they can remember. Keep time and ask Ss to swap lists with their partners after two minutes. Have Ss read each other's lists and take turns sharing which piece of advice they think is the most important. Walk around as Ss discuss to identify spoken areas for review. Collect cards as Ss leave to identify written areas for review.

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3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

a. The way you speak is more important than the way you move in interviews.
b. Most people make mistakes in interviews and don't get the job.
c. How you speak and move are both important during interviews.

B Read the article again. Circle the correct answers.

1. Why did the first person described in the article not get the job?
   a. He spoke too slowly and seemed uninterested.
   b. He mumbled and didn't look at the interviewer.
   c. He was not prepared for the interview.
2. What did the interviewer not like about the second person described in the article?
   a. She didn't seem interested in the position.
   b. She didn't have good answers to the questions.
   c. She didn't know anything about the company.
3. Why did the author choose these interview examples for the article?
   a. They show the most common interview mistakes people make.
   b. They show that most people are bad at doing job interviews.
   c. They show the worst interview mistakes she has ever seen.
4. Why is the author a good source of information about interviewing?
   a. She has a lot of experience looking for work.
   b. She only ever worked for one company.
   c. She has been interviewing people for many years.

READING SKILL Make associations

When you read, think about what you already know about the subject of the text. Think about other texts you have read and experiences you have had that can help you understand what you are reading.

C FOCUS ON LANGUAGE Reread lines 13–24 in the article. Think about the phrases *a good fit* and *a first impression*. Then answer the questions. *Possible answers:*

1. What does the author mean by the phrase *a good fit*?
   The author means that he wasn't "right for" the position.
2. What does *a first impression* mean?
   It is a person's opinion of someone when they first meet them.

D Read the Reading Skill. Answer the questions.

1. What else have you read about interviews? What kind of advice does the article give that is similar or different?
2. What experience have you had with interviews? How does this experience help you understand the examples in the article?

E PAIRS What is the article about? Retell the most important ideas. Use your own words.

The article is about job interviews and...

Find out about other interviewing tips.

4 MAKE IT PERSONAL

A Think about the article you just read. Brainstorm. What other things or behaviors are important during an interview? How or why are they important?

B CLASS Take a survey. Make a list of all the things and behaviors from 4A.

☐ I CAN READ INTERVIEW ADVICE.

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LESSON 5 WRITE A COVER LETTER



MANDY WILSON

@MandyW

I've seen a lot of great résumés. But I'm surprised that people don't spend more time on their cover letters!

1 BEFORE YOU WRITE

A Have you ever written or read a cover letter? What do you think needs to be included?

B Joanne sent this cover letter with her résumé. What position is she applying for?
a marketing position with TSW Media

Joanne Martin
40 Grove Street
New York, NY 10001

Mandy Wilson
Market Researcher, TSW Media
100 Main Street
New York, NY 10001

September 17, 2019

Dear Ms. Wilson:

I am writing in response to the open marketing position with TSW Media. I believe I am a strong candidate for the position.

I have worked at Parrot Creative for five years. During that time, I have gained the experience needed to face the challenges of this position. For example, I led the marketing team that was responsible for creating a new line of products. I also developed new market research surveys for many different clients. Finally, I improved the company's overall sales by leading creative marketing campaigns.

I love working as part of a team and enjoy building strong relationships with my colleagues. I am comfortable with both giving and receiving feedback. I can think outside of the box when my team is brainstorming ideas, but when it is time to build a plan, I stay focused to meet the deadline.

I have attached my résumé, which has more information about my skills, work experience, and education. I look forward to hearing from you. Thank you for considering my application.

Sincerely,

Joanne Martin

C Read the letter again. Notice how it is organized. What kinds of details does Joanne include?

Purpose	Details
Start the letter *contact information, date, and greeting*	includes names, addresses, the date, and a greeting
Paragraph 1 *why she is writing*	applying for the open marketing position; believes she is a strong candidate
Paragraph 2 *past experience that relates to the job*	has worked for Parrot Creative for five years; led a marketing team that was responsible for creating a new line of products; created market research surveys for different companies; improved overall sales by leading creative marketing campaigns
Paragraph 3 *skills that relate to the job*	loves working in a team; enjoys building strong relationships; comfort-able giving and receiving feedback; can think outside the box; can stay focused to meet deadlines
End the letter *thank you and closing*	explains that her **résumé** is attached; looks forward to hearing from them; thanks her for her time; closing and signature

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LESSON 5 WRITE A COVER LETTER

Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title and the social media message aloud. Have Ss recall target vocabulary from the unit. Ask, *What's the difference between a résumé and a cover letter?* (A résumé is a written description of your education, abilities, and jobs, while a cover letter is a letter that goes with your résumé, highlighting details about your work experience.)
- Explain to Ss that the expression *spend time on* something means to use your time, effort, and energy to get something done.

1 BEFORE YOU WRITE

A

- Have Ss close their books. Read the questions aloud.
- Tell Ss to discuss the answers in pairs or small groups. Ask them to list the different sections and details they think are included in a cover letter.
- Have pairs form groups of four and compare their lists. Have volunteers share their ideas with the class.

OPTION Take a class survey. Say, *Raise your hand if you have written or read a cover letter.* Then partner Ss who haven't written or read a cover letter with those who have. Have Ss discuss the second question in pairs.

B

- Tell Ss to look at the text. Ask, *What is it?* (a cover letter) Ask, *Who wrote the cover letter?* (Joanne Martin) *Who did she write it to?* (Mandy Wilson) *What is the purpose of the letter?* (to give more details about her work experience)
- Ask, *Based on Joanne's interview, what do you think she will say about her work experience?* Have Ss recall information about Joanne's work experience from previous lessons.
- Elicit answers about the start of the cover letter. Ask, *What is Joanne's address? What is Mandy's work title? What is Mandy's address? What date was the letter written?*
- Have Ss follow along in their books as you read Joanne's cover letter aloud for the class.
- Ask the target question, *What position is she applying for?* (marketing)
- Ask Ss to underline any expressions Joanne used to give an opinion (*I believe...*) as well as any uses of *for* or *since* with time expressions (*for five years*).
- Clarify the meaning of the words *strong*, *face*, and *line* in this context. Elicit answers from Ss to the following questions. Ask,
  1. *What is the meaning of* strong *in the phrases* strong candidate *and* strong relationships? (A strong candidate is likely to succeed in getting the job; a strong relationship is close and established.)
  2. *What is the meaning of* face *in the expression* to face the challenges? (to deal with the challenges in a direct way)
  3. *What is the meaning of the word* line *in the phrase* a new line of products? (a set of products that are all of the same type or are all produced by the same company)

LANGUAGE NOTE *Ms.*, as in *Ms. Wilson*, is a title used before the last or full name of a woman regardless of her marital status. It is a neutral alternative to the titles *Mrs.*, which is used to refer to a married woman, and *Miss*, which is used to refer to an unmarried woman.

C

- Read the instructions aloud. Review the headings and examples in the chart. Ask Ss, *What is a* greeting? (something polite or friendly that you say or write the first time you meet someone)
- Tell Ss to read the letter again and complete the chart individually. Remind Ss to write key words and phrases, not complete sentences.
- Then have Ss compare their charts in pairs. Encourage them to fill in any missing details.
- Draw the chart on the board and invite volunteers to add to it. Review the answers as a class.

EXTENSION Tell Ss to imagine they were Mandy Wilson. Ask, *Does it seem like Joanne is a strong candidate? Why or why not?* Have Ss share their opinions in pairs.

2 FOCUS ON WRITING

A
- Read the Writing Skill aloud.
- Write *language, style,* and *tone* on the board. Ask Ss, *What does each of these refer to?* (*Language* refers to informal, formal, or polite language. *Style* refers to word choice and sentence structure as well as subject-specific terms and references. *Tone* refers to the attitude you express in your writing, such as funny, passionate, or sarcastic.)
- Say, *To write with your audience* in mind *means to think about how your writing will affect your reader.*

⊕ **EXTENSION** Have Ss explore how they use language, style, and tone in their everyday lives. Say, *List three people you interact with every day*. Ask, *What is the appropriate language, style, and tone to use with each person?* Model the activity for the class. Say, *I'm polite with my grandma and only use words she's familiar with. I try to be funny because I love making her laugh!*
Ask Ss to share their ideas in pairs. Invite volunteers to share with the class.

B
- Read the questions aloud. Tell Ss, *Read the letter again and answer the questions.*
- Review the answers as a class.

⋯ **OPTION** Have Ss work in pairs but write down their answers individually.

3 PLAN YOUR WRITING

A
- Say, *You just saw a job you want to apply for! It's time to organize your cover letter.* Have Ss complete the chart about a job they are interested in.
- Remind Ss to use target vocabulary from the unit.
- Walk around as Ss work. Ask, *What job are you applying for?* Provide feedback as necessary.

B
- Have Ss discuss ideas for their cover letters in pairs. Encourage them to ask follow-up questions using the present perfect. For example, *What other skills have you developed at your current job?*
- Monitor Ss' conversations to make sure they are including relevant details.

4 WRITE

- Remind Ss to use the correct verb forms to write about their work experience and skills. Bring Ss' attention back to 1B. Lead a class discussion. One at a time, ask what verb forms are used in each paragraph and why. (1. simple present and present continuous; she explains why she is currently writing the letter; 2. present perfect and simple past; she explains how long she has worked at her job and refers to tasks she completed at specific times in the past; 3. simple present; she talks about skills she currently has)
- Tell Ss to use their notes to write their cover letter. Remind them to include 2–3 sentences in each paragraph.

5 REVISE YOUR WRITING

A
- Arrange Ss in mixed-level pairs. Tell them to review their partner's writing by responding to the three questions. Read the questions aloud for the class.
- Ask Ss to exchange and read each other's letters. Have them underline the verb forms and make sure they correctly represent the purpose of each part of the cover letter.

B
- Have Ss give peer feedback and discuss how improvements can be made, such as adding details or fixing any errors with verb forms.
- Ensure that Ss' feedback is correct and constructive.
- Have volunteers share useful or interesting feedback.

6 PROOFREAD

- Give Ss time to review their partners' feedback and make corrections. If there is piece of feedback they still don't understand, encourage them to ask their partner for clarification.
- Have Ss review their writing individually three times: first for spelling, then for punctuation, and finally for capitalization.
- If many edits were made, encourage Ss to rewrite a clean version of their letter.

EXIT TICKET Say, *You saw another job you want to apply for!* Have Ss write their names on a blank piece of paper. Ask them to plan a cover letter. Give them 5–10 minutes to complete a chart like the one in 3A. **Higher-level Ss** can write complete sentences from their notes. Collect Ss' papers as they leave. Read them to identify areas for review and Ss who may need more practice.

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2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the letter again. Answer the questions. *Possible answers:*

1. Who is the audience? The person who posted the job opening, Mandy Wilson. She is a market researcher at TSW Media.
2. What does the audience need and want to know?
   Joanne wants her audience to learn about the most important parts of her background, skills, and experience. She wants them to think that she is the best person for the job.
3. What language, style, and tone does Joanne use?
   Joanne uses a cover letter format, and she uses a formal writing style with formal language.

WRITING SKILL Consider your audience

An audience is the person(s) who is going to read your piece of writing. Whether you are submitting a cover letter or simply sending an email, you should always write with your audience in mind. When you know your audience, you can choose the correct style, language, and tone. Before you start writing, ask yourself these questions: *Who is my audience? What information do I want to communicate? How do I want to communicate this information? What is the appropriate language, style, and tone?*

3 PLAN YOUR WRITING

A Imagine you are responding to a posting for a job that you're interested in. Complete the chart.

Purpose	Details
Start the letter *contact information, date, and greeting*	
Paragraph 1 *why you are writing*	
Paragraph 2 *past experience that relates to the job*	
Paragraph 3 *skills that relate to the job*	
End the letter *thank you and closing*	

B PAIRS Discuss your ideas. In the first paragraph, I will include...

4 WRITE

Write a cover letter using the information from 3A. Remember your audience. Use the letter in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange letters and read your partner's.

1. Did your partner explain why he or she is writing?
2. Did your partner include important past experience and skills that relate to the job?
3. Did your partner remember the audience?

B PAIRS Can your partner improve his or her letter? Make suggestions.

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your letter again. Can you improve your writing?

☐ I CAN WRITE A COVER LETTER.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 10-23 Listen or watch. What does Alex talk about? *Possible answer:* his dream job

B 10-23 Listen or watch again. Answer the questions. *Possible answers:*

1. What is Alex's dream job? He wants to open his own restaurant.
2. What skills or experience does he already have? He has been the assistant manager of a large restaurant for five years / has trained (over 25) new employees / resolved problems and handled challenges / built good relationships with team.
3. What skills or experience does he still need? He needs more experience in marketing.

C Make your own video.

Step 1 Think of your dream job or a job you're interested in. What skills and experience do you already have? What skills and experience do you still need?

Step 2 Make a 30-second video. Talk about the skills you already have, and the skills that you still need.

Step 3 Share your video. Answer questions and get feedback.

2 LEARNING STRATEGY

TELL A STORY TO PRACTICE VERB TENSES

Telling a story about an event, or moment, can help you practice verb tenses. Choose a moment to talk about in the past, present, or future. Then choose the correct verb tense to talk about that moment.

I've been a cook in Italian and Chinese restaurants. I've also worked as a restaurant manager.

Practice the present perfect tense by writing about a past event without saying a specific time. Practice by reading your stories aloud.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives
- ☐ Start a job interview
- ☐ Talk about your work experience
- ☐ Give more details about your work experience

Vocabulary
- ☐ Job interviews
- ☐ Work experience
- ☐ Soft skills

Pronunciation
- ☐ Stressed syllables in nouns
- ☐ Weak and contracted pronunciations of *have* and *has*

Grammar
- ☐ Tag questions
- ☐ Present perfect with *for* and *since*; *how long* and *ever*
- ☐ Information questions with the present perfect

Reading
- ☐ Make associations

Writing
- ☐ Consider your audience

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.



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PUT IT TOGETHER

1 MEDIA PROJECT

A
- Have Ss look at the picture on the right. Ask, *What do you see* (a young man putting a sign on a door; he might be opening a store or starting a business)
- Tell Ss to listen to or watch Alex describe his dream job. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What job does Alex talk about?* (owning his own restaurant) Review the answer as a class.

OPTION If appropriate, pause the video, and ask Ss to predict what's coming up next. For example, pause after the phrase *skills and experience*. Ask Ss, *What skills and experience do you think you need to own your own restaurant?* Elicit ideas from the class.

B
- Give Ss time to preview the exercise items. In pairs, have them recall information from the video and guess the answers based on what they remember.
- Have Ss listen or watch again and answer the questions individually. Review the answers as a class.
- Have Ss discuss in pairs if their predictions were correct. Ask them, *Would you want this job? Why or why not?* Invite volunteers to share their opinions with the class.

C
- Read the four steps aloud for the class. Tell Ss they can talk about their dream job or a job they are interested in. Have them brainstorm jobs and then choose one job to make a video about.
- Next to the job, tell Ss to write down what skills and experience they already have and what skills and experience they still need.
- Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their videos.
- Walk around as Ss work and listen for correct syllable stress in nouns. Provide help with pronunciation as necessary.
- For homework, ask Ss to create their videos. Tell them the videos should be about 30 seconds long. Have them refer to the following checklist as they prepare, practice, and record their videos:
  - ☐ *Introduce your dream job.*
  - ☐ *Talk about the skills and experience you already have.*
  - ☐ *Talk about the skills and experience you still need.*
  - ☐ *Speak loudly and clearly.*
- Back in class, write the checklist on the board. Tell the class to refer to it as they watch each other's videos and prepare to give each other constructive feedback.
- Have Ss play their videos for the class. Leave 2–3 minutes for questions and comments after each video.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss practice the present perfect by choosing a moment to talk about in the past without saying a specific time.
- Give Ss time to write and then have them take turns sharing their stories in pairs. Tell them to read them aloud and give each other feedback on the use of the present perfect.
- Encourage Ss to repeat this exercise once a week to practice verb tenses.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Walk around and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.

B
- Have Ss work individually to think about what might help them learn the topics they feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need to learn.
- Then invite Ss to walk around and compare ideas for learning different topics.

UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 10 Board Game. You'll find instructions for the game in the same folder.

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GRAMMAR PRACTICE NOTES

UNIT 1 LESSON 1 PRESENT CONTINUOUS FOR TEMPORARY SITUATIONS

REVIEW GRAMMAR
Present continuous: Statements and questions, page 159

COMMON ERRORS
1. Misplacement of *not* in negative sentences
2. Word order in *yes/no* questions
3. Word order in information questions

A
- Copy the chart in 1A on the board. Leave all the boxes blank.
- Read the titles in the chart aloud. Tell Ss, *You will hear eight short conversations about activities. For each number, check the box next to when the action is happening.*
- Play the audio and pause after the first conversation. Do number one as a class. Write the question and answer on the board: *What are you doing next summer? I'm visiting my family in Mexico*. Point to the response and ask, *Is this action happening now, in the future, or is it temporary?* Elicit responses. Check the *future* box under number one in the chart on the board. Ask Ss, *How do you know the action is happening in the future?* (next summer)
- Have Ss complete the chart individually as they listen to the remaining conversations. Replay audio as appropriate. For the second listen, **higher-level Ss** can complete a dictation exercise and write down the conversations they hear on a separate piece of paper.
- Have Ss recall the actions for each number and compare answers in pairs. Ask volunteers to come to the front and put a check mark in the correct box for each number. Ask them, *How do you know when the action is happening?* Elicit time phrases.

EXTENSION Play the audio again. Ask Ss to listen to each sentence and write the contraction(s) they hear in the responses (1. I'm; 2. he's; 3. she's; 4. He's; 5. They're; 6. I'm; 7. She's; 8. –). Go over the answers as a class.

B
- Have Ss complete the exercise individually and then compare answers in pairs.
- To review, invite a volunteer to read the paragraph aloud. As the volunteer reads, list the answers on the board. Clarify the meaning of any new words or expressions in this context such as *going out of business* (close down) or *are related to* (connected with).

C
- Write the example conversation on the board. Point to the question and say, *Do you live here in New York?* Underline *Do you live*. Ask Ss, *Is this verb in the simple present or present continuous?* (simple present) *Why?* (The situation is not temporary.) Then point to the answer and say, *No, I don't. I'm visiting my family.* Underline *I'm visiting*. Ask Ss, *Is this verb in the simple present or present continuous?* (present continuous) *Why?* (A visit is temporary.)
- Have Ss complete the exercise in pairs. Encourage them to first identify which situations are temporary. Then ask them to write in the answers and practice reading the conversations aloud.
- Review answers as a class. Invite volunteers to role-play the conversations in front of the class.

EXTENSION Write these sentences on the board:
1. *What are you doing a lot these days?*
2. *What is something you are not doing anymore?*

Have Ss copy the sentences down in their notebooks. Ask them to leave 3–4 lines of space below each question. Ask Ss to stand up and walk around the classroom, taking turns asking and answering the questions with three different classmates. Remind them to write down their partner's answers in the space below each question. Then, have Ss share information about their classmates in small groups. (For example, Nadia is reading a lot these days. She's not watching movies anymore.)

EXTENSION Have Ss work in pairs to write sentences that describe trends in the world right now. (For example, Children are spending more time on social media these days. People are not throwing away as much trash anymore.)

EXTENSION For homework, ask Ss to go to a park, coffee shop, or other public space and observe what people are doing. Ask them to take notes using the present continuous and share their sentences in the next class.

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UNIT 1, LESSON 1 PRESENT CONTINUOUS FOR TEMPORARY SITUATIONS

A ▶01-02 Listen to the conversations. Is the action happening now, in the future, or is this a temporary situation? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
now / at the moment				✓		✓		
future	✓		✓					✓
temporary situation		✓			✓		✓	

B Complete the sentences with the present continuous form of the verbs in parentheses. Use contractions when possible.

I'm really enjoying my job this summer. I 'm working (1 (work)) with my friend Vanessa at a restaurant on weekends. The restaurant is going out of business at the end of the summer, so we 're looking (2 (look)) for new jobs already. We 're not looking / aren't looking (3 (not / look)) for jobs at another restaurant though. We're thinking about jobs that are related to our studies. I 'm studying (4 (study)) French so I'd love a job at the university. Vanessa 's getting (5 (get)) a degree in business. She 's applying (6 (apply)) for jobs at an office. Outside of work, I 'm playing (7 (play)) a lot of tennis and spending time with friends. Vanessa and her husband, Ben, are moving (8 (move)) to a new apartment this month. They are very busy these days. They want to go on vacation, but they 're not traveling / aren't traveling (9 (not / travel)) anytime soon.

C Complete the conversations with the verbs in parentheses. Use the present continuous for temporary situations. Use the simple present if the situation is ***not*** temporary. Use contractions when possible.

1. A: Do you live (you / live) here in New York?
   B: No, I don't. I 'm visiting (visit) my family.
2. A: How long is Ana staying (Ana / stay) here?
   B: She 's spending (spend) a few weeks with her sisters.
3. A: What are your parents doing (your parents / do) these days?
   B: They're on vacation. They 're traveling (travel) by train around Europe.
4. A: Are you taking (you / take) any classes this spring?
   B: Yes, I 'm studying (study) Japanese.
5. A: Where do you work (you / work) ?
   B: I have (have) a job at the hospital. I really like it.
6. A: Your brother is a good tennis player. Does he play (he / play) on a team?
   B: Yes, he does. He 's (be) on his college team.
7. A: Is your brother still looking (your brother / still / look) for a job?
   B: No, he's very busy with school. He isn't working (not / work) right now.

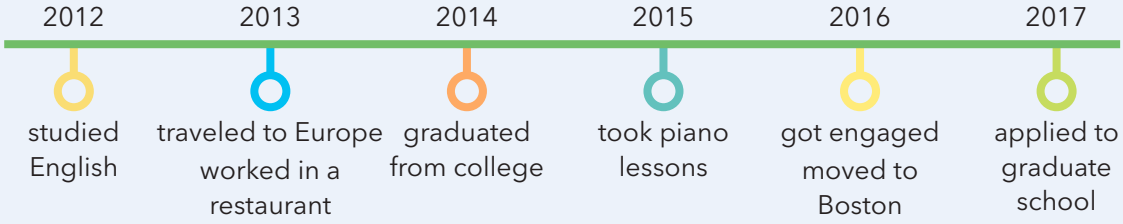
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UNIT 1, LESSON 2 SIMPLE PAST + *WHEN*, *BEFORE*, AND *AFTER*

A 01-09 Listen to the sentences. Check (✓) the sentence that happened first.

1. ☐ David was upset.
   ☑ He heard the news.
2. ☐ Oscar looked for a new job.
   ☑ He got married.
3. ☑ Kevin took some classes.
   ☐ He found a new job.
4. ☐ Dina applied to graduate school.
   ☑ She graduated from college.
5. ☑ Miriam started her own business.
   ☐ She got engaged.
6. ☐ Nora adopted a pet.
   ☑ She moved to a larger apartment.
7. ☐ Jim and Ann moved to a new house.
   ☑ They had a baby.
8. ☐ Mark changed careers.
   ☑ He got a certificate in teaching.

B The timeline shows important events in Mike's life. Complete the sentences with *before*, *after*, or *when*. More than one answer may be possible.



1. Mike studied English ___before___ he graduated from college.
2. ___Before___ Mike graduated from college, he traveled to Europe.
3. Mike took piano lessons ___after___ he graduated from college.
4. ___When___ Mike traveled to Europe, he worked in a restaurant.
5. Mike traveled to Europe ___before___ he took piano lessons.
6. Mike graduated from college ___before___ he got engaged.
7. Mike moved to Boston ___when___ he got engaged.
8. ___After___ Mike moved to Boston, he applied to graduate school.

C Combine the sentences into one sentence. Add commas when necessary.

1. First: I graduated from college.
   Then: I got engaged.
   ___I got engaged___ after
   ___I graduated from college___ .
2. First: Hiro lost his job.
   Then: Hiro changed careers.
   ___Hiro changed careers___ when
   ___he lost his job___ .
3. First: Jane went to the conference.
   Then: Jane met some old friends.
   ___Jane met some old friends___ when
   ___she went to the conference___ .
4. First: Jackie didn't finish her homework.
   Then: Jackie ate dinner.
   ___Jackie didn't finish her homework___ before
   ___she ate dinner___ .
5. First: We took an online course.
   Then: We learned a lot about computers.
   When ___we took an online course, we learned a lot about computers___ .
6. First: The president walked into the room.
   Then: Everyone stood up.
   When ___the president walked into the room, everyone stood up___ .
7. First: The office moved to another city.
   Then: Many employees quit.
   After ___the office moved to another city, many employees quit___ .
8. First: Lee didn't study English.
   Then: Lee moved to San Francisco.
   Before ___Lee moved to San Francisco, he didn't study English___ .

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UNIT 1 LESSON 2 SIMPLE PAST + *WHEN, BEFORE*, AND *AFTER*

REVIEW GRAMMAR
Simple past: regular verbs, page 159
Simple past irregular verbs, page 160
Simple past questions, page 160
Irregular verbs, page 164

COMMON ERRORS
1. Misspelled irregular verbs in the simple past
2. Word order in *yes/no* and information questions

A

- Tell Ss, *You will hear eight sentences about activities in the past.*
- Play the audio twice. The first time, ask Ss to listen only for the time word. Say, *Listen for the words* when, before, *and* after *in each sentence. Write the word you hear to the left of each number.* Review the answers as a class. (1. when; 2. after; 3. before; 4. after; 5. before; 6. when; 7. after; 8. when)
- Play audio again. This time, ask Ss to complete the exercise. Say, *For each number, check the box next to which action happened first.* Have Ss complete the exercise individually and then compare answers in pairs. Call on Ss to review. For each number, ask, *What happened first?*

OPTION **For higher-level Ss**, ask them to write out the sentence they hear for each number. Then have them change the order of the clauses and write new sentences. Remind Ss that when the time clause is at the beginning of the sentence, they need to put a comma at the end of the clause. Have Ss compare their sentences in pairs and provide peer feedback on word order and verb tense.

B

- Have Ss look at the timeline. Ask them questions to check their understanding of how a timeline organizes information. For example,
  1. *What type of information is on a timeline?* (important events)
  2. *How does it organize this information?* (arranged in the order they happened over time)
- Give Ss a few moments to read the years and key events on the timeline silently to themselves.
- Review the example sentence as a class. Ask, *What year did Mike study English?* (2012) *What year did he graduate from college?* (2014) *Which event came first?* (studied English)
- Have Ss complete the exercise individually. Suggest they refer back to the grammar chart on page 8 as needed.
- To review answers, call on Ss to read their sentences aloud. Point out the sentences where more than one answer is possible.

C

- Draw a timeline on the board to represent the two events in the example. Review the example with the class. Point to the events on the timeline and say, *First, I graduated from college. Then I got engaged. So, I got engaged after I graduated from college.* Stress the words *First, Then,* and *after* as you read aloud.
- Have Ss complete the exercise individually and then compare answers in pairs. Encourage them to take turns reading the sentences aloud.
- To review, call on Ss to read the complete sentences aloud. After each sentence, ask, *Does this sentence need a comma?*

OPTION Have Ss draw timelines for each number before combining the sentences.

EXTENSION Have Ss draw a timeline with six important events from their own life. Ask them to note the year above a horizontal line and write a short description in the simple past below the line. Then have them write three sentences describing the relationship between the events using the simple past and the time words *before, after,* and *when.* Finally, have them share their timelines and sentences in pairs.

EXTENSION Have Ss listen to or read a short news report and write down 4–6 important events that happened. Ask them to arrange the events on a timeline and write a short report using the simple past and the time words *before, after,* and *when.* Using this information, have Ss get in small groups and take turns giving new updates.

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UNIT 1 LESSON 3 SUGGESTIONS WITH *LET'S* AND *WHY DON'T*

REVIEW GRAMMAR
Base form vs. infinitives
OPTIONAL REVIEW GRAMMAR
Should/Shouldn't + base form for suggestions

COMMON ERRORS
Wrong verb form after *Let's* or *Why don't*
Misplacement of *not* in negative sentences

A
- Tell Ss, *You will hear a short conversation between two people making plans.* Give Ss time to preview the conversation before listening.
- Play the audio. Have Ss complete the conversation individually and then compare answers in pairs. If appropriate, play audio again.
- Call on Ss to review. Point out that the word *not* in *Let's not...* should be stressed for emphasis. Model correct pronunciation and have Ss repeat.
- In pairs, have Ss role-play the conversation. Time permitting have Ss swap roles and practice again.
- Invite two volunteers to role-play the conversation for the class.

B
- Read the activity instructions aloud. Ask Ss to underline the base verbs in parentheses (1. go; 2. go; 3. get; 4. go; 5. go; 6. ask; 7. go; 8. go; 9. pick up)
- Read the example with a higher-level S. Elicit all the possible answers from the class. Write them on the board. (*Why don't we go to a restaurant. Let's go to a restaurant.*) Remind Ss that more than one answer may be possible.
- Ask **higher-level Ss** to write out all the possible answers for each number.
- To review answers, read the first part of each conversation. Then call on a Ss to complete it. Elicit any additional possible answers from the class.
- In pairs, have Ss role-play the conversations. Time permitting, have Ss swap roles and practice again.

EXTENSION In pairs, have Ss write five short conversations using *Why don't, Let's,* and *Let's not*. Encourage them to write conversations relevant to their real lives.

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UNIT 1, LESSON 3 SUGGESTIONS WITH *LET'S* AND *WHY DON'T*

A ▶01-16 Listen. Complete the conversation with the words you hear.

A: What do you want to do tonight?

B: _____Why don't we_____ (1) go to a concert?

A: _____Let's not_____ (2) go to a concert. They're so loud! I want to do something quiet.

B: OK. _____Why don't we_____ (3) go on a walking tour of the city?

A: No, it's too cold. _____Let's_____ (4) do something indoors.

B: Hmm. Let me think. Do you like art? _____Why don't we_____ (5) go to a museum?

A: I don't really like museums.

B: OK. I know! _____Let's_____ (6) go shopping.

A: OK, sounds great. Do you want to have dinner first? _____Let's_____ (7) go to a sushi place.

B: We always get sushi. _____Let's not_____ (8) have sushi again.

A: _____Why don't we_____ (9) try that new French restaurant?

B: Perfect!

B Make suggestions with *why don't*, *let's*, or *let's not* and the words in parentheses. More than one answer may be possible.

1. A: What should we do for dinner tonight?
   B: Why don't we go to a restaurant? **(go to a restaurant)**
2. A: What do you want to do this weekend?
   B: Let's go to a concert. / Why don't we go to a concert? **(go to a concert)**
3. A: Our meeting starts in an hour.
   B: Let's get some coffee first. / Why don't we get some coffee first? **(get some coffee first)**
4. A: I'm really tired, and I'm not really interested in seeing the city.
   B: OK, let's not go sightseeing. **(go sightseeing)**
5. A: Jim and Kate are coming to town. What should they do?
   B: Why don't they go on a tour? **(go on a tour)**
6. A: I need help with my Spanish homework.
   B: Why don't you ask Maya? **(ask Maya)** She speaks Spanish.
7. A: I need some postcards.
   B: OK, let's go to a souvenir shop. / why don't we go to a souvenir shop? **(go to a souvenir shop)**
8. A: Do you want to go to the museum on Saturday?
   B: Let's not go on Saturday **(go on Saturday)**. It's very busy on weekends. Weekdays are better.
9. A: I don't have a car. Can you give me a ride to the concert?
   B: Sure! Why don't I pick you up at 7:00? **(pick you up at 7:00)**

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UNIT 2, LESSON 1 SENSORY VERBS + *LIKE*

A 02-02 Listen to the conversations. What is each item similar to? Match the answers. Write the letter on the line.

c	1. chili	a. a party
e	2. blanket	b. strawberries
b	3. shampoo	c. chicken
f	4. alarm clock	d. her sister
d	5. Jenny	e. silk
a	6. the noise	f. a fire alarm

B Complete the sentences with the correct form of *look, feel, smell, taste,* or *sound*. You will use some verbs more than once.

1. A: That's my parents when they were young.
   B: Nice picture. You ___look___ a lot like your mom.
2. A: Do you hear that beeping noise?
   B: Yeah, it ___sounds___ like the microwave. I think Joe is making popcorn.
3. A: Are you baking something? It ___smells___ like vanilla cake.
   B: No, that's actually a candle. Do you like it?
4. A: Have you tried one of these veggie burgers?
   B: Yes, but I didn't like it. It doesn't ___taste___ like a real burger.
5. A: What's wrong? You look upset.
   B: It's this coffee. It smells good, but it ___tastes___ like dirt.
6. A: Your daughter ___looks___ like a princess!
   B: Thanks! We're on our way to my sister's wedding. She's the flower girl.
7. A: Nice running shoes! Are they comfortable?
   B: No, they're not. They're heavy. They ___feel___ like rocks.

C Complete the sentences. Use the words in parentheses with *like* to show similarity.

1. This soup ___tastes a lot like chicken___ . (taste / a lot)
2. The office ___smells a lot like pizza___ . (smell / a lot)
3. Is that your report? It's so long! It ___looks like a book___ . (look)
4. This is an Asian pear. We eat them a lot in Korea. They ___taste a little like apples___ . (taste / a little)
5. Is that coffee? It ___looks like tea___ . (look)
6. Oh, no! What's on my coat? It's very sticky. It ___feels like gum___ . (feel)
7. We should leave the building. That ___sounds like a fire alarm___ . (sound)
8. What kind of instrument is that? It ___looks like a guitar___ , but it's smaller. (look)










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UNIT 2, LESSON 1 SENSORY VERBS + *LIKE*

REVIEW GRAMMAR
Simple present affirmative statements
Adding *-s/-es* to third-person singular verbs in the simple present tense

OPTIONAL REVIEW GRAMMAR
Affirmative statements with *be*: singular and plural
Regular and irregular plurals
Count/non-count nouns
Articles *a/an*

COMMON ERRORS
Not adding *-s/-es* to third-person singular verbs in the simple present tense
Using sensory verbs or other non-action verbs in the present continuous tense

A
- Tell Ss, *You will hear six short conversations comparing two similar things. For each number, write the letter on the line of the item it is similar to.*
- Do number one together. Play the first conversation and then pause after the word *chili.* Ask Ss, *What is this chili similar to?* (chicken)
- Play the audio. Have Ss complete the exercise individually and then compare answers in pairs. Replay the audio as appropriate. For a second listen, **higher-level Ss** can complete a dictation exercise and write down the conversations they hear on a separate piece of paper.
- To review, ask questions and have volunteers answer in complete sentences. For example,
  2. T: *What does the blanket feel like?* S: *The blanket feels like silk.*
  3. T: *What does the shampoo smell like?* S: *The shampoo smells like strawberries.*
  4. T: *What does the alarm clock sound like?* S: *The alarm clock sounds like a fire alarm.*
  5. T: *Who does Jenny look like?* S: *Jenny looks a lot like her sister.*
  6. T: *What does all that noise sound like?* S: *The noise sounds like a party.*
- Listen for the correct use of the third-person verb form. Take notes on areas for review and extra practice in later lessons.

B
- Read the example conversation aloud. Ask, *Why is the answer the verb* look? (because the speakers are looking and talking about at a picture)
- Have Ss complete the exercise in pairs. Remind them to add *-s/-es* to third-person singular verbs. Point out that they will use some verbs more than once.
- Review the answers as a class. For each number, say the subject aloud and elicit the correct answer from the class. For example, T: *it...* Ss: *sounds.*
- Have Ss practice the conversations in pairs. Time permitting, have them swap roles and practice again. Invite volunteers to role-play the conversations in front of the class.

LANGUAGE NOTE Clarify any culturally specific phrases or places, such as *flower girl* (a young female who throws flower petals down the aisle during a wedding) and *Chinatown* (the name of a neighborhood in big cities where many Chinese and Chinese-Americans live and celebrate their own customs and culture).

C
- Bring Ss' attention to the images to the right. Open a S's textbook to page 128 and hold it up in front of the class or project the images on the board. Point to each image and ask, *What is this?* Elicit answers from Ss and write their ideas on the board. Encourage them to label the images in their books with the appropriate word.
- Do number one as a class. Write *This soup* ___ on the board. Elicit the answer from Ss and write it on the board. Point to the subject *This soup* and the verb form *tastes*. Remind Ss of the placement of the phrases *a little* and *a lot.* Explain to Ss that the name of each image should be used in its corresponding answer to the left.
- Have Ss complete the exercise individually and then compare in pairs. Encourage Ss to take turns saying the sentences aloud. To review, call on Ss to read the answers aloud.

TEACHING TIP Consider inviting 1–2 **higher-level Ss** to write on the board as their classmates call out words or ideas. This increases Ss' leadership skills and gives them the opportunity to review the spelling of difficult words.

EXTENSION Copy the following on the board:

In my opinion, I think	*[thing 1]*	*[sensory verb]*	*like*	*[thing 2]*

In same-level small groups, have Ss share their opinions about music, movies, food, and fashion, using the expressions and structure on the board. Encourage them to use each sensory verb at least once. Invite volunteers to share their opinions with the class. For **lower-level Ss**, suggest they write out their sentences before saying them aloud.

EXTENSION Weather permitting, take Ss on a "sensory stroll." Walk around outside and have them examine the world using their senses. Ask, *What do you see? What do you hear? What kinds of smells are in the air?* Encourage Ss to feel the grass and trees and anything else they encounter. Bring something for them to taste during the activity, such as fruit, nuts, or candy. As they walk, have them describe what they see, hear, and smell in pairs.

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UNIT 2, LESSON 2 *BE* + ADJECTIVE + INFINITIVE

REVIEW GRAMMAR
Simple present and simple past of *be*
Affirmative and negative statements with *be*
OPTIONAL REVIEW GRAMMAR
Adjective + noun placement
Contractions with *be* in singular or plural statements

COMMON ERRORS
Placing adjectives in the incorrect position (after infinitive)
Placing adverbs of frequency in the incorrect positions (after adjectives)
Using adjectives that cannot be followed by infinitives

A
- Tell Ss, *You will hear a conversation between a car salesperson and a customer. For each number, put a checkmark next to the sentence that is true.* Give Ss time to preview the statements before listening. Ask them to circle the adjectives describing attitudes and underline the infinitives in each sentence.
- Point out that the word *sedan* (in number four) refers to a car with four doors. Clarify the meaning of any new words, such as *research* (careful study to find new knowledge) or *discount* (an amount taken off a regular price). Ask, *What do you think the conversation is about?* (buying a new car)
- Play the audio for number one. Ask, *Who is Jim?* (the car salesperson) *Who is Mike?* (the customer) Read the answer choices aloud. Ask, *Is Jim ready to buy a car?* (no) *So, which sentence is true, the first or the second?* (the second) Say, *Put a checkmark next to the second sentence. Jim is not ready to buy a car yet.*
- Play the remaining audio. Have Ss complete the exercise individually.
- Replay the audio as appropriate. For a second listen, **higher-level Ss** can take notes on other key ideas and details in the conversation.
- Review the answers as a class.

EXTENSION Ask Ss comprehension questions to check their understanding of the conversation. For example,
1. *When does the car sale end?* (tonight)
2. *What does Jim think about sports cars?* (They are beautiful but expensive.)
3. *For Jim, what are important qualities in a car?* (small size, affordable price, gets good gas mileage)
4. *What does Jim want to do before buying a new car?* (read customer reviews and safety reports)
5. *How would you describe Mike's attitude?* (eager, determined) *How would you describe Jim's attitude?* (afraid, surprised)

B
- Write the first sentence on the board. Read it aloud and review the different parts. Circle the past tense form of *be* (*was*), and underline the adjective (*determined*) and the infinitive (*to finish*).
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, ask volunteers to read the complete sentences aloud and explain the correct form of *be*, referring to time expressions and other clues.

C
- Tell Ss they are going to read about four situations. For each situation, they will write two different ways the person could feel about the situation.
- Do number one as a class. Read the situation aloud. Direct Ss' attention to the first group of words. Read the words aloud and ask, *What parts of this sentence are missing?* (the *be* verb, the infinitive) *What words do we need to add in to make the sentence complete?* (is, to) Add in the words to complete the sentence on the board.
- Repeat for the second group of words. Then say, *There are two different ways Chris could feel about this situation.* Elicit the answers from Ss. Ask, *What are they?* (He could feel delighted, or he could feel like it's hard.)

EXTENSION In pairs, have Ss take turns sharing how they would feel in each situation and why. Tell them to begin each sentence with *I would be...* and then continue with an adjective and infinitive. For example, *I would be eager to work in another country.*

EXTENSION On the board, write What do I do? Say, *I was offered a promotion at work, but I'm not sure if I should take it. I am proud to get this offer, but I am not ready to spend even more time at work.* Point to the sentence on the board, and ask, *What do I do?* Elicit Ss' opinions about your situation. Then ask Ss to think of their own problems; they could be real, or they could be made up. Have them write down the situation and two different ways they feel about it. Arrange them in mixed-level groups of 3–4, and have them take turns reading their situations and asking for their classmates' opinions. Provide them with additional examples if necessary, such as *I need extra help with my English classes, so I got a private tutor. I am afraid to speak in English with my tutor. I am determined to improve my English. What do I do?*

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UNIT 2, LESSON 2 *BE* + ADJECTIVE + INFINITIVE

A 02-10 Listen to the conversation between a car salesman and a customer. Then check (✓) the sentences that are true.

1. ☐ Jim is ready to buy a car.
   ☑ Jim isn't ready to buy a car yet.
2. ☑ Jim is afraid to buy the wrong car.
   ☐ Mike is afraid to sell the wrong car.
3. ☑ Jim isn't happy to learn the price of the car.
   ☐ Jim isn't happy to see a sports car.
4. ☐ Jim is not ready to look at other cars.
   ☑ Jim is eager to look at sedans.
5. ☑ Mike is excited to show Jim a cheaper car.
   ☐ Mike is annoyed to show Jim more cars.
6. ☑ Jim is determined to do more research.
   ☐ Jim is determined to get a discount today.

B Complete the sentences with the correct form of *be* and the adjective and verb in parentheses. Use contractions when possible.

1. Daniel was very tired, but he was determined to finish (determined / finish) the report before he went to bed.
2. John works hard. He was proud to get (proud / get) an award from his company last year.
3. Camila has never been to China. She 's eager to travel (eager / travel) there next month.
4. Jonah needs to finish a report. He isn't ready to go / 's not ready to go (not ready / go) home yet.
5. I don't know how to use that computer software, but I 'm willing to learn (willing / learn).
6. Mark needs help, but he 's ashamed to ask (ashamed / ask).
7. If you have questions, ask Kevin. He 's happy to help (happy / help).
8. Maya's handwriting isn't easy to read / 's not easy to read (not easy / read). I can't understand her note.
9. My classmates speak English very well, but they 're afraid to make (afraid / make) mistakes.

C Read the situation. Write sentences with the words.

1. Chris got a job in another country. He's excited, but he doesn't know if he should take it.
   He / delighted / get / this exciting offer.
   He's delighted to get this exciting offer.
   It / hard / move / far away from his friends.
   It's hard to move far away from his friends.
2. Michael is always late for work. He lost his job at the bank.
   He / ashamed / tell / his friends.
   He's ashamed to tell his friends.
   He / determined / find / a new job soon.
   He's determined to find a new job soon.
3. Clara is a terrible cook, but this cake recipe is very simple. Anyone can make it.
   This cake / not difficult / make.
   This cake isn't difficult to make.
   Clara / willing / try / this recipe.
   Clara is willing to try this recipe.
4. No one in Justin's family has a college degree. Justin is graduating from college next month.
   Justin / eager / graduate / from college.
   Justin is eager to graduate from college.
   His parents / proud / see / him graduate.
   His parents are proud to see him graduate.

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UNIT 2, LESSON 3 ADVERBS OF DEGREE AND MANNER

A 02-17 Listen to the conversations. Then check (✓) the sentence that should come next.

1. ☐ He is ready to go to work.
   ☑ He is ready to go home.
2. ☑ She needs swimming lessons.
   ☐ She doesn't need swimming lessons.
3. ☐ He makes a lot of mistakes.
   ☑ He doesn't make many mistakes.
4. ☐ There was a lot of traffic.
   ☑ There wasn't much traffic.
5. ☐ Her patients don't trust her.
   ☑ Her patients trust her.
6. ☐ He'll get a good grade.
   ☑ He'll get a bad grade.
7. ☑ No one could hear him.
   ☐ Everyone could hear him.
8. ☐ It was extremely difficult for her.
   ☑ It wasn't very hard for her.

B Complete the sentences with the correct adverbs from the box.

clearly	quickly	fast	well	hard	slowly	~~honestly~~	carefully

1. Are you telling me the truth? I want you to speak honestly .
2. Catherine is a great tennis player. She plays very well .
3. This assignment is very short and won't take much time at all. You'll finish it fairly quickly .
4. Don't wait for me! I'm not a fast driver. I drive very slowly .
5. Sean wins every race. He runs really fast .
6. Maria finished her project. She was up all night. She worked really hard .
7. That engineer never makes mistakes. He always works carefully .
8. You are very easy to understand. You pronounce everything really clearly .

C Rewrite the sentences and questions with adverbs instead of adjectives.

1. Ana is a really careful driver.
   Ana drives really carefully .
2. Sam is an extremely fast swimmer.
   Sam swims extremely fast .
3. Matthew is not a very hard worker.
   Matthew doesn't work very hard .
4. Nicole is a fairly quick learner.
   Nicole learns fairly quickly .
5. Jackson is a very careless writer.
   Jackson writes very carelessly .
6. Is John a good cook?
   Does John cook well ?
7. Is Diana a slow runner?
   Doesn't Diana run slowly ?
8. Are you a very careful listener?
   Do you listen very carefully ?
9. Aren't the kids good singers?
   Don't the kids sing well ?
10. Is this an easy game to play?
    Is this game played easily ?

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UNIT 2, LESSON 3 ADVERBS OF DEGREE AND MANNER

REVIEW GRAMMAR
Simple present affirmative statements
Adverbs of frequency, page 161
Word order in *yes/no* questions

COMMON ERRORS
Placing adverbs of degree in the incorrect positions (before verb)
Adding *-ly* to the words *fast, hard,* and *late*.

A
- Tell Ss, *You will hear a short descriptions of what people are doing. As you listen, check the sentence that should come next.*
- Ask Ss to close their books. Write on the board:
  - ☐ *He is ready to go to work.*
  - ☐ *He is ready to go home.*
- Do the example as a class. Play the audio and pause after *today*. Say, *Pedro worked really hard today.* Point at the answer choices on the board and ask, *Is he ready to go to work? Or is he ready to go home?* (home) Elicit answers from Ss. Tell Ss to open their books to page 130 and check their answers.
- Give Ss time to preview the answer choices. Clarify the meaning of any new words, such as *traffic* (the vehicles that are traveling in an area at a particular time) or *patients* (a person who receives medical care or treatment).
- Play the audio without pausing. Have Ss complete the exercise individually and then compare answers in pairs. If appropriate, play the audio again.
- To review answers, play the audio again. Pause after each number and ask Ss a question that prompts them to repeat the adverb. For example, *How does Amanda swim?* (not very well) *How does John work?* (carefully)

B
- Tell Ss, *Read through the items. Then complete the second sentence in each item with the correct adverb of manner from the box.* Invite a volunteer to read the adverbs in the box aloud for the class.
- Write the example on the board and read it aloud. Ask Ss, *What is the verb in the second sentence?* (speak) Circle the verb speak on the board. *And how does the person want you to speak?* (honestly) Ask Ss to circle the verbs and underline any adverbs of degree as they work.
- Have Ss work individually and then compare their answers in pairs. Encourage them to read the sentences aloud. Walk around and provide help with pronunciation as necessary. Remind Ss that the adjectives and adverbs provide important information in the sentence and are, therefore, stressed.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud. After each sentence, ask Ss questions to review the grammar points. For example, *What is the verb in the second sentence? Is there an adverb of degree? What is it? What does it mean?*

TEACHING TIP Teach Ss to cross off an answer choice after they have used it. This can help Ss work more quickly and in an organized way.

C
- Ask Ss to read through the sentences and questions and circle the adjective in each one (1. careful; 2. fast; 3. hard; 4. quick; 5. careless; 6. good; 7. slow; 8. careful; 9. good; 10. easy)
- In pairs, have them complete the exercise. Ss can work together but should rewrite the sentences individually in their books.
- To review, read the original sentence aloud and have volunteers say their answers.
- Pay special attention to question formation in numbers 6, 8, and 9. If necessary, review word choice and order in *yes/no* questions.

EXTENSION For each item, ask Ss to rewrite the original sentences with different adverbs of degree and adjectives. For example, *1. Ana is an extremely fast driver. 2. Sam is a fairly fast swimmer.* Have them write the new sentences on a separate piece of paper and leave 1–2 blank lines between each question. Then have Ss swap papers with a partner and rewrite the sentences and questions with adverbs instead of adjectives.

EXTENSION Have Ss think of a person they admire and make a list of things that person did or does. Say, *You can write about anyone whom you admire—a famous leader, a movie star, or someone you know.* Ask Ss to write their paragraphs individually.
Lower-level Ss can write 3–5 sentences.
Higher-level Ss should write 5–7 sentences.
Remind them to use adjectives and different kinds of adverbs in their descriptions. Collect writings for assessment and/or have Ss present their paragraphs to a small group.

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UNIT 3, LESSON 1 PARTICIPIAL ADJECTIVES

REVIEW GRAMMAR
Adjective placement
Participial adjectives, page 165
OPTIONAL REVIEW GRAMMAR
Simple present affirmative statements

COMMON ERRORS
Misplacement of participial adjective
Incorrect use of *-ing* and *-ed* form endings

A
- Copy the chart on the board. Tell Ss, *Listen to information about eight different situations. Check the correct box.*
- Do number one as a class. Play the audio, and pause after *surprised*. Ask, *Is this situation describing how someone felt or something that caused a feeling?* (how someone felt) *And how did she feel?* (surprised)
- Play the audio without pausing. Have Ss check the correct boxes as they listen. Replay the audio if appropriate.
- Have Ss complete the exercise individually and then compare answers in pairs. To review, invite volunteers to come up to the front and check the correct boxes.

B
- Write all three sentences in number one on the board, leaving out the answers. Read the first sentence aloud. Underline Mike's news and write *subject* above it. Circle *surprised* and write *verb* above it. Say, *In this sentence the word* surprised *is a verb.* Ask Ss, *Is this verb in the present or past tense?* (past) Say, *That's right! The verb* surprise *is in the simple past tense here. It is a regular verb, so its simple past tense form ends in* -ed.
- Then bring Ss' attention to the two incomplete sentences in the example on the board. Say, *Now, complete these two sentences with the correct participial adjectives.* Elicit answers. Ask Ss to explain their choices.
- Have Ss complete the exercise individually and then compare in pairs. To review, read each situation aloud then call on a volunteer to read aloud the completed sentences that describe the situation.

⊕ **EXTENSION** Write on the board, *Which would you find more (relaxed/relaxing): watching TV or taking a long walk?* Ask, *Is the adjective form* relaxed *or* relaxing? *Why?* (relaxing because they are activities that cause the feeling of being relaxed) Circle the word *relaxing* on the board. Take a class survey to see which situation is most relaxing to the class. Then ask Ss to write three questions similar to those on the board. When they have finished, ask them to exchange questions with a partner, choose the correct participial adjective to complete each question, and take turns interviewing each other.

C
- Read the instructions aloud. Bring Ss' attention to the base verbs in parentheses.
- Ask a volunteer to read the example aloud. Ask the class, *What is this adjective* embarrassing *describing?* (a situation at work) *Why do we need the* -ing *adjective form here?* (because the situation caused the speaker to be feel embarrassed)
- Have Ss complete the exercise individually.
- To review, read the sentences aloud for the class. Clarify the meaning of any unfamiliar words, such as:
  - amazing: causing great surprise or wonder
  - confusing: difficult to understand
  - annoying: to cause someone to feel slightly angry
  - worried: feeling fear and concern because you think something bad has or could happen
- Point out the spelling change in *worry* in number eight (worried). Quickly review spelling rules associated with base verbs ending in *y* when *-ing* and *-ed* endings are added. Write on the board:



Point to *annoying* and *worrying*, and say them aloud. Say, *There is no spelling change when* -ing *is added to a base verb ending in the letter* y. Then point to annoyed and worried, and say them aloud. Ask, *Which of these words has a spelling change?* (worried) *What changed?* (The letter *y* changed to the letter *i*.) Point to annoyed. Say, *There is no spelling change when* -ed *is added to a base verb that has a vowel letter before the final* -y, *such as in the word* annoyed. Circle the "oy" in annoyed on the board. Then point to worried. Say, *But in all other cases, the letter* y *at the end of the base verb will change to the letter* i, *such as in the word* worried.

⊕ **EXTENSION** Arrange Ss in small groups. Ask them to bring their books and sit or stand in a circle facing each other. Direct Ss' attention to C on page 131. Say, *Each of these sentences is the beginning of a story. Each group member will add to the story with his or her own ideas.* Demonstrate the activity. Write on the board, *There was an embarrassing situation at work this morning.* Elicit ideas from Ss about how to continue the story. Ask them, *What happened at work?* For example, *When I got to work, I saw I was wearing two different colored shoes!* Explain that each group member should add at least one sentence. This activity can be done as a speaking or writing activity. If done as a speaking activity, groups can be mixed-level. If done as a writing activity, groups should be same-level.

TEACHING TIP Arrange Ss in groups by having them count off according to how many groups you use. This will ensure they work with a variety of classmates.

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UNIT 3, LESSON 1 PARTICIPIAL ADJECTIVES

A ▶03-02 Listen to the sentences. Do they describe how someone feels or felt? Or do they describe someone or something that caused a feeling? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
How someone feels or felt	✓		✓	✓		✓	✓	
Someone or something caused a feeling		✓			✓			✓

B Complete the sentences with the correct participial adjective form of the verbs in bold.

1. Mike's news **surprised** everyone.
   The news was surprising.
   Everyone was surprised by the news.
2. Angie's vacation was great. She was really able to **relax**.
   Angie's vacation was relaxing.
   She felt relaxed on her vacation.
3. The marketing job **interests** me.
   I am interested in the marketing job.
   The marketing job sounds interesting.
4. That history class **bores** Sam.
   Sam is bored in his history class.
   Sam thinks his history class is boring.
5. The situation really **embarrassed** Eva.
   Eva found the situation really embarrassing.
   Eva was embarrassed by the situation.
6. We saw this story about doctors in Nepal last night. The story **fascinated** us.
   The story was fascinating.
   We were fascinated by the story.

C Complete the sentences with the *-ed* or *-ing* form of the verbs in parentheses.

1. There was a really embarrassing (embarrass) situation at work this morning.
2. Chris has some interesting (interest) ideas.
3. The workers were tired (tire) and needed a break.
4. Alex and Claire have some very exciting (excite) news.
5. Professor Lee is an amazing (amaze) teacher. Everyone loves her classes.
6. This is a confusing (confuse) problem. I can't solve it.
7. What is that annoying (annoy) noise? It sounds like an alarm clock.
8. Where is Michael? He wasn't in class all week. I'm a little worried (worry).

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UNIT 3, LESSON 2 PRESENT PERFECT FOR PAST EXPERIENCES

A 03-09 Listen to the conversations. For each conversation, decide if the events happened at a specific time in the past or at an indefinite time in the past. Check (✓) the correct box.

	1	2	3	4	5	6	7
a specific time in the past		✓			✓	✓	
an indefinite time in the past	✓		✓	✓			✓

B Complete the sentences with the present perfect or simple past form of the verbs in parentheses.

1. Elsie ___has worked___ (work) for several different companies. Last year, she ___had___ (have) a job at a technology company.
2. Amira ___went___ (go) to Argentina last month. She ___has traveled___ (travel) a lot for her job this past year.
3. Last week, Dan ___visited___ (visit) Germany. He ___has taken___ (take) many trips to Europe for work.
4. Thanks for the invitation, but I ___'ve eaten___ (eat) lunch already. I ___ate___ (eat) lunch a couple of hours ago.
5. Laura ___has been___ (be) to many different countries, but she ___hasn't lived___ (not / live) in another country.
6. ___Have___ you ___heard___ (hear) the news yet? Mario and Sofie ___got___ (get) engaged last week.
7. I ___haven't tried___ (not / try) that new Korean restaurant downtown. ___Have___ you ___been___ (be) there yet?
8. ___Have___ you ___checked___ (check) Bill's report? He ___made___ (make) a couple mistakes last time.

C Rewrite the paragraph to talk about Tyler's life sometime in the past. Change all the simple past verbs to the present perfect.

Last year, Tyler had several different jobs. He worked at a popular Japanese restaurant. He took some Japanese cooking classes. He even went to Japan, but he didn't learn Japanese. Tyler also lived in Mexico. He taught English classes and worked as a tour guide. He traveled to different Mexican cities and saw a lot of beautiful places. He met people from all over the world and made new friends. Tyler had some very interesting experiences.

Tyler has had several different jobs. He's worked at a popular Japanese restaurant. He's taken some Japanese cooking classes. He's even gone to Japan, but he hasn't learned Japanese. Tyler has also lived in Mexico. He's taught English classes and has worked as a tour guide. He's traveled to different Mexican cities and has seen a lot of beautiful places. He's met people from all over the world and has made new friends. Tyler has had some very interesting experiences.

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UNIT 3, LESSON 2 PRESENT PERFECT FOR PAST EXPERIENCES

REVIEW GRAMMAR
Simple past, pages 159–160
Irregular verbs, page 164

COMMON ERRORS
No subject-auxiliary inversion in question formation
Misplacement of the adverb *yet* (at the beginning or in the middle of the sentence)
Using the simple past instead of the present perfect for indefinite times

A

- Copy the chart on the board, leaving the boxes blank. Tell Ss, *You will hear seven short conversations about events that happened in the past. For each number, check the box next to when the action happened: at a specific time in the past or an indefinite time in the past.*
- Play the audio for number one. Write the question and answer on the board: Have you eaten breakfast yet? Yes, I have. Ask Ss, *Did this event happen at a specific or indefinite time in the past?* (indefinite) Elicit responses. Check the box in the second row for number one. Ask Ss, *How do you know?* (The conversation is in the present perfect and uses the adverb *yet*.)
- Play the audio. Have Ss complete the chart individually.
- Ask volunteers to come to the front and put a check mark in the correct box for each number.

EXTENSION Play the audio again. Ask Ss to write the contraction(s) they hear (3. haven't; 4. let's, I've; 6. didn't; 7. we've, haven't). Go over the answers as a class.

B

- Read the example aloud. Ask, *Is the first answer in the present perfect or simple past?* (present perfect) *What is the past participle?* (worked) *Is it regular or irregular?* (regular) *Why is the present perfect form correct here?* (The word *several* indicates an indefinite time in the past.)
- Ask Ss, *Is the second answer in the present perfect or simple past?* (simple past) *Why is the simple past form correct here?* (The time phrase, *Last year,* indicates a specific time in the past.)
- Point out the different uses of the verb *have* in the example (first as an auxiliary verb and then as a main verb). Make sure Ss can identify the difference before moving on.
- Have Ss complete the exercise individually and then compare their answers in pairs. Remind them to consult the irregular verb chart in the back of their book to check their spelling.
- To review, write the correct answers on the board as volunteers take turns reading the complete sentences aloud. After each answer, ask them to explain why they chose the present perfect or simple past.

C

- Tell Ss they are going to rewrite the paragraph in the present perfect. First, ask them to silently read through the paragraph and underline all verbs in the simple past (had, worked, took, went, didn't learn, lived, taught, worked, traveled, saw, met, made, had). To check their work, say, *I am going to read the paragraph aloud. Every time you hear a verb in the simple past, raise your hand.* (Make sure Ss underlined *didn't learn* and not just *didn't*.)
- Ask Ss to label each verb as regular (R) or irregular (I) (regular: worked, lived, worked, traveled; irregular: had, took, went, didn't learn, taught, saw, met, made, had).
- Read the example sentence aloud. Ask Ss, *Why isn't* Last year *included?* (because it indicates a specific time, and the present perfect is used to talk about an indefinite time)
- Underline *has had* in the example. Say, *This is the whole verb in the present perfect.* Point to *has*, and ask, *What kind of verb is this?* (auxiliary) Point to *had*, and ask, *What kind of verb is this?* (past participle)
- Ask them to work individually and then compare in pairs.
- As Ss work, copy the paragraph on the board. Underline the verbs in the simple past and leave some extra space before and after the verb. To review, call on volunteers to take turns reading the paragraph aloud. When they say an answer, erase the verb in the simple past and write in the verb in the present perfect.

EXTENSION Write on the board, What is something you haven't done yet that you've always wanted to do? Read the question aloud a couple of times, and clarify the meaning if necessary. Say, *I've never gone skydiving, but I've always wanted to try it. I haven't visited Seoul yet, but I plan to.* Give Ss time to write at least three answers to the question. Remind them to use contractions. Then have Ss stand up and walk around. Tell them to take turns asking and answering the question with several different classmates.

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UNIT 3, LESSON 3 ABILITY / INABILITY IN THE PAST

REVIEW GRAMMAR
Can for ability
OPTIONAL REVIEW GRAMMAR
Simple present affirmative and negative statements

COMMON ERRORS
Misplacement of *not* in negative statements
Using *could* rather than *be able to* to talk about one specific event in the past

A
- Copy the chart from the book on the board. Write in the headings, but leave the boxes blank. Tell Ss, *Listen to information about eight different situations. Check the correct box to show if they are good or bad.*
- Do number one as a class. Play the audio, and pause after *tickets*. Ask, *Is this a good or bad situation?* (good) *How do you know?* (because they were able to get tickets)
- Play the audio without pausing. Working individually, have Ss check the correct boxes as they listen. Replay the audio if appropriate.
- Have Ss compare answers in pairs. To review, invite volunteers to check the correct boxes in the chart on the board.

B
- Tell Ss, *Complete the sentences about past activities with* could, couldn't, *or the correct forms of* be able to. Write the example on the board and read it aloud. Ask Ss, *Is this a good or bad situation?* (bad) *How do you know that?* (because they couldn't complete their homework on time) Point out that *couldn't* and *weren't able to* have the same meaning and are both, therefore, correct answers.
- Have Ss work individually and then compare their answers in pairs. Remind them that more than one answer may be possible. Encourage them to read the sentences aloud as they work. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud.

C
- Bring Ss' attention to the images to the right. Open a S's textbook to page 133 and hold it up in front of the class, or project the images on the board. Say, *Look at the images of situations that happened in the past.*
- Point to the first image. Ask, *What happened here?* Elicit answers from Ss. (A man wanted to read the newspaper but wasn't able to.) Bring Ss' attention to the example. Say, *For this exercise, write two different sentences using the verb and words in parentheses based on what you see in the pictures. In one sentence, include* couldn't *and in the other include* wasn't able to *or* weren't able to*, depending on the subject.* Read the two example sentences aloud.
- Have Ss complete the exercise individually and then compare in pairs. Encourage Ss to take turns saying the sentences aloud. To review, point to the image and say, *What happened in this picture?* Have volunteers take turns reading the sentences aloud.

EXTENSION Ask Ss to bring in magazine pages or photos featuring people doing different activities. Be sure to bring several yourself in case Ss aren't able. Have Ss get in small groups. Ask them to take turns holding up their images as the group tries to understand what that person did and how he or she felt. Write guiding questions on the board, such as

1. *What happened in this picture?*
2. *How did this person/these people feel? How can you tell?*
3. *Have you ever done the same thing or gone to the same place?*
4. *What might it have felt like to have been in this situation?*
5. *Have you ever felt the same way? When?*

Have volunteers share any images that made a strong impact on their group.

EXTENSION Say, *Nowadays the Internet and social media make many things easier.* Ask Ss to discuss in pairs things people couldn't or weren't able to do before the Internet revolution. For example, *People couldn't find information as quickly. People weren't able to stream movies and TV shows.*

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ABILITY / INABILITY IN THE PAST

A ▶03-17 Listen to the sentences. Are the situations good or bad? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
good	✓				✓		✓	
bad		✓	✓	✓		✓		✓

B Fill in the blanks with *could, couldn't,* or the correct form of *be able to*. More than one answer may be possible.

1. We couldn't / weren't able to complete our homework. We needed more time.
2. Malik could / was able to read when he was only four years old. His parents were very proud of him.
3. We were able to find Alice's house. Your directions were very clear.
4. Andrea hurt her leg. She couldn't / wasn't able to drive for three weeks.
5. Our dinner was delicious, but we couldn't / weren't able to finish all the food.
6. When I was a child, I could / was able to speak French, but now I can't.
7. Ellen was able to fix her computer when it crashed this morning. She's great with computers.
8. Juan couldn't / wasn't able to play chess, but Gabi taught him.

C Write two sentences for each picture. Use *couldn't* in one sentence and *wasn't / weren't able to* in the other sentence.



1. (read / the newspaper) He couldn't read the newspaper.
   He wasn't able to read the newspaper.



2. (start / the car) She couldn't start the car.
   She wasn't able to start the car.



3. (lift / the box) They couldn't lift the box.
   They weren't able to lift the box.



4. (play / outside) They couldn't play outside.
   They weren't able to play outside.



5. (play / tennis) She couldn't play tennis.
   She wasn't able to play tennis.



6. (understand / the instructions) He couldn't understand the instructions.
   He wasn't able to understand the instructions.

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UNIT 4, LESSON 1 COUNT AND NON-COUNT NOUNS WITH *SOME*, *ANY*, AND *NO*

A 04-02 Listen to the sentences. Fill in the missing words. Then read the sentences again and check (✓) whether the word in each blank is a count noun or a non-count noun.

	Count	Non-count
1. Where can I buy ___some apples___ ?	✓	
2. Do we have ___any sugar___ ?		✓
3. Can you stop by the store? We have ___no milk___ .		✓
4. Would you like ___some cookies___ ?	✓	
5. There is ___no dressing___ on this salad.		✓
6. I'm going to have ___some soup___ for lunch.		✓
7. Are there ___any restaurants___ in this building?	✓	
8. There aren't ___any burgers___ left.	✓	

B Fill in the blanks with *some, any,* or *no.*

1. Do we have ___any___ iced tea?
2. Michael is making ___some___ spinach and mushroom pasta.
3. We don't have ___any___ salad dressing.
4. Jo is a vegetarian. There are ___no___ vegetarian dishes on the menu. Let's go someplace else.
5. I really want Indian food, but there aren't ___any___ Indian restaurants nearby.
6. I need ___some___ water. It's hot and I'm thirsty!
7. I'm making ___some___ coffee. Would you like a cup?
8. This dessert tastes sweet, but it has ___no___ sugar in it.

C Complete the questions with *Is there/Are there any*. Complete the answers with *There is/There are some,* or *There is/There are no.*

1. A: ___Is there any___ ketchup?
   B: Yes, ___there is some___ over there.
2. A: ___Are there any___ burgers?
   B: No, ___there are no___ burgers left.
3. A: ___Are there any___ restaurants in the airport?
   B: Yes, ___there are some___ on the second floor.
4. A: ___Are there any___ seafood dishes? I really want fish tonight.
   B: ___There are no___ seafood dishes. Do you want to go somewhere else?
5. A: ___Is there any___ coffee?
   B: ___There is no___ coffee, but there is some tea. Would you like a cup?
6. A: ___Are there any___ forks? I see a lot of spoons, but no forks.
   B: Yes, ___there are some___ on that table in the corner.
7. A: ___Is there any___ milk in this coffee?
   B: Yes, ___there is some___ milk in it. I can make one without milk.
8. A: ___Is there any___ bread left? I want to make a sandwich.
   B: ___There is no___ bread left. We have to go to the store.

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UNIT 4, LESSON 1 COUNT AND NON-COUNT NOUNS WITH *SOME, ANY*, AND *NO*

REVIEW GRAMMAR
Some / any with count and non-count nouns, page 161

OPTIONAL REVIEW GRAMMAR
Simple past, affirmative and negative statements

COMMON ERRORS
Using *a / an* with non-count nouns
Using *some / any* with singular count nouns
Using *any* in affirmative sentences

A
- Tell Ss, *You will hear eight questions and statements using count and non-count nouns. Fill in the missing words as you listen.*
- Do number one as a class. Play the audio, and pause after the word *apples*. Say, *Where can I buy...* Elicit the answer from Ss (some apples). Ask, *Is the word* apples *count or non-count?* (count) *How do you know?* (It has a plural form.) *Why does the speaker use the word* some *here?* (It's a question. The speaker wants to buy more than one apple.)
- Play the audio without pausing. Have Ss fill in the missing words individually and then compare answers in pairs. Replay the audio if appropriate.
- Then have Ss take turns reading the sentences aloud in pairs and discuss whether the noun in the blank is count or non-count. Walk around as Ss work to make sure they are completing all parts of the exercise.
- To review, have volunteers take turns reading the complete sentences aloud for the class. After each sentence, ask the class, *Is this word count or non-count?*

B
- Have Ss read through the sentences and fill in the blanks with *some, any,* or *no.* Bring Ss' attention to number one. Ask, *Is number one a statement or a question?* (question) *Do we use* some, any, *or* no *with questions?* (any) Ask Ss to write *any* in the blank.
- Have Ss complete the exercise individually and then compare in pairs. Tell them to be ready to explain their answers.
- To review, call on Ss to read the complete sentences aloud. Follow-up by asking, *Why did you choose that answer?*
- Wrap up the activity by identifying if the nouns in each sentence are count or non-count. Bring Ss' attention back to number one. Ask, *Is iced tea count or non-count?* (non-count) Create a T-chart on the board with *Count nouns* and *Non-count nouns* as the headings. Write iced tea in the non-count column. Repeat for all exercise items. Address any questions Ss have regarding count and non-count nouns before moving on.

C
- Read the activity instructions aloud. List the answer choices on the board and underline the verbs:

Questions:
1. *Is there any...*
2. *Are there any...*

Answers:
1. *There is... (no)*
2. *There are...(no)*
3. *There is some...*
4. *There are some...*

- Go through the answer choices one-by-one. Point to the first answer choice, 1. Is there any..., and say, *We use this in questions with non-count nouns.* Then point to the other answer choices and ask, *When do we use this one?* Elicit Ss' answers.
- Do number one as a class. Read the conversation aloud with a higher-level S. Tell Ss, *Complete the rest of the conversations in pairs.*
- Have Ss work in pairs to complete the sentences with the correct answer choices.
- To review, have volunteers read the conversations aloud. After each answer, ask Ss to explain it.

⊕ **EXTENSION** Have Ss write their own short conversations between a server and customer in a restaurant. Bring in menus from different restaurants to create a more real-life context. Remind Ss to use the appropriate quantity words. Have volunteers role-play the scenes in front of the class.

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UNIT 4, LESSON 2 *MUCH / MANY / A LOT OF* AND *HOW MUCH / HOW MANY*

REVIEW GRAMMAR
Questions with *How much* and *How many*, page, 162

COMMON ERRORS
Using *much* with count nouns
Using *many* with non-count nouns
Using *much* in affirmative statements

A
- Tell Ss, *You will hear eight sentences about food and drink. For each number, circle either* much *or* many *to complete the correct follow-up question.*
- Do number one as a class. Play the audio and pause after the first sentence. Write the statement and follow-up question on the board. Underline the word *honey*. For example, *I need some honey for this recipe. How much / many do you need?* Point to the first sentence, and ask, *Is honey a count or non-count noun?* (non-count) Point to the second sentence, and ask, *So, if honey is non-count, do we need* much *or* many *in the follow-up question?* (much) Elicit responses. Circle *much* on the board.
- Play the audio. Have Ss complete the exercise individually as they listen to the remaining sentences. Remind Ss that many nouns have both a count and non-count meaning, and that if the sentence is referring to the noun in general, it should be non-count.
- Replay the audio as appropriate. Challenge **higher-level Ss** to complete a dictation exercise and write down the complete sentences they hear on a separate piece of paper.
- Have Ss compare their answers in pairs.
- To review, read each sentence aloud to a S, and ask the S to say the complete response. For example, T: *Hiroki, I need some honey for this recipe.* S: *How much do you need?*

LANGUAGE NOTE The adverbs *very* and *too* can both be used before *much* and *many* and mean to a great degree. The phrases *very much* and *very many* have a similar meaning as *a lot of*. For example, *I don't think she has very many friends* means the same as *I don't think she has a lot of friends. Too,* however, means that there is more of something than what is wanted, needed, acceptable, or possible. For example, *This soup is very hot* means it is really hot, but you can still eat it, while *This soup is too hot* means it's so hot that it's impossible to eat.

OPTION Have Ss listen twice. The first time, ask them to listen for and write down the food or drink items they hear. Review answers as a class. (1. honey; 2. coffee; 3. veggie burgers; 4. oatmeal cookies; 5. salad; 6. pizza; 7. blueberries; 8. milk) In pairs, have them identify if each noun is count or non-count. Review answers as a class. (1. non-count; 2. non-count; 3. count; 4. count; 5. non-count; 6. non-count; 7. count; 8. non-count) Play the audio again. This time, ask Ss to circle the correct answer in the response as they listen.

B
- Read number one aloud. Ask the class, *Is the noun* ingredients *singular or plural?* (plural) *Is it count or non-count?* (count) So, *why is the correct answer* a lot of? (We use *a lot of* with plural count nouns.) *Is there another possible answer here? Why?* (Yes, we can also use *many* with plural count nouns.)
- Tell Ss to complete the conversation individually and then compare their answers in pairs.
- To review, elicit the correct answers from the class. After each answer, ask a volunteer to explain why he or she chose *much, many,* or *a lot of.*
- Clarify the meaning of any new words, such as *fridge* (the abbreviation for refrigerator, which is a device used to keep things, such as food and drinks, cold) or *plenty* (a large number or amount of something).
- Have Ss practice the conversations in pairs. Time permitting, have them swap roles and practice again. Walk around and provide feedback on pronunciation.

C
- Ask Ss to read through the sentences and rewrite them using *much* or *many* if possible. Ss can work together but should rewrite the sentences individually in their books.
- Remind Ss to reference the grammar chart on page 44 as they work.
- To review, read the original sentence aloud and have volunteers say their answers. Ask them to explain why they chose to replace *a lot of* with *much* or *many*.

EXTENSION For each exercise item, ask Ss to take turns in pairs saying the original sentences with different nouns. For example, *1. This cereal doesn't have a lot of milk. 2. There aren't a lot of banks in this city.*

EXTENSION Ask Ss to bring in the recipe of their favorite dish, or print some recipes and have each S choose one. Arrange Ss in mixed-level pairs. Tell them not to show their recipe to their partner. Explain the activity: Student A reads the ingredients in his or her recipe aloud. For each ingredient, Student B asks questions about quantity. For example,
A: *In this recipe, you need milk.*
B: *How much milk?*
A: *Just one cup of milk.*
Then Student A explains how to make the dish while Student B asks questions about the process. For example, *How many minutes do you cook the pasta? How many servings does it make?*

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UNIT 4, LESSON 2 *MUCH / MANY / A LOT OF* AND *HOW MUCH / HOW MANY*

A ▶04-10 Listen to the sentences. Circle the correct answers to complete the responses.

1. How *much* / *many* do you need?
2. How *much* / *many* is he making?
3. How *much* / *many* should we make?
4. How *much* / *many* did they eat?
5. Sure, but I don't want *very much* / *too many*.
6. OK, but let's not order too *much* / *many*.
7. Yes, but I didn't add *very much* / *too many*.
8. How *much* / *many* cartons do we need?

B Complete the conversation with *much*, *many*, or *a lot of*. More than one answer may be possible.

A: You have ___a lot of___ (1) ingredients here! What are you making?

B: Cookies. Want to help?

A: Sure, but I don't have ___much / a lot of___ (2) time. How long will it take?

B: Not long. Could you get me some flour and sugar, please?

A: OK. How ___much___ (3) do you need?

B: Two cups of each. Could you get some eggs from the fridge?

A: OK. How ___many___ (4) do you need?

B: Three. Could you pass the salt?

A: Uh-oh. We don't have ___much / a lot of___ (5) salt left.

B: It's OK. I just need a little. There! Now let's put these in the oven.

A: How ___many___ (6) minutes do they need to bake?

B: About twenty four.

A: Mmm! They smell delicious. How ___many___ (7) cookies are there?

B: Thirty.

A: And how ___many___ (8) people are coming over?

B: Five or six. We'll have plenty of cookies left over!

C Look at the sentences. If possible, replace *a lot of* with *much* or *many*. If it's not possible, write *no change* after the sentence.

1. This cereal doesn't have ~~a lot of~~ much sugar.
2. There aren't ~~a lot of~~ many Japanese restaurants in this city.
3. Do you drink ~~a lot of~~ much coffee in the morning?
4. Did you order ~~a lot of~~ much food for the party?
5. This salad has ~~a lot of~~ many different vegetables.
6. I eat a lot of soup in the winter. no change
7. The farmer's market has ~~a lot of~~ many fruits and vegetables.
8. There is a lot of oil in this dish. no change

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UNIT 4, LESSON 3 *ENOUGH* AND *TOO MUCH / TOO MANY* + NOUNS

A 04-16 Listen to the conversations. Decide if they have *too much / many* or *enough / not enough*. Check (✓) the correct box.

	1. blueberries	2. seats	3. watermelons	4. tomatoes	5. sugar	6. bread	7. lemonade	8. honey
too much					✓		✓	
too many	✓			✓				
enough			✓					✓
not enough		✓				✓		

B Complete the sentences using *too much, too many,* or *enough*.

1. He can't make the cookies. He doesn't have ___enough___ sugar.
2. He's really full. He ate ___too much___ pizza.
3. The menu is six pages long. There are ___too many___ choices.
4. She didn't have ___enough___ time to go to a restaurant for lunch. So she ate at her desk.
5. She decided to order two desserts. There were ___too many___ to choose from.
6. There are ___enough___ sandwiches for everyone. Please help yourself.
7. She is eating ___too much___ ice cream. She's going to have a stomachache.
8. We bought ___too many___ apples. Let's make an apple pie.

C Rewrite the sentences.

Part I: Put the word *enough* in the correct place.

1. We don't have time for this recipe.
   We don't have enough time for this recipe.
2. There are tomatoes for the salad.
   There are enough tomatoes for the salad.
3. She has cookies for everyone.
   She has enough cookies for everyone.
4. Do you have honey for your tea?
   Do you have enough honey for your tea?
5. Is there ice cream for everyone?
   Is there enough ice cream for everyone?

Part II: Put the phrase *too much* or *too many* in the correct place.

6. This soup has salt in it.
   This soup has too much salt in it.
7. We bought hot dogs for the picnic.
   We bought too many hot dogs for the picnic.
8. I ate cookies after dinner.
   I ate too many cookies after dinner.
9. Ben poured milk in his cereal.
   Ben poured too much milk in his cereal.
10. You put eggs in the bowl.
    You put too many eggs in the bowl.

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UNIT 4, LESSON 3 *ENOUGH* AND *TOO MUCH / TOO MANY* + NOUNS

REVIEW GRAMMAR
Simple present: affirmative statements with *need* and *have*

OPTIONAL REVIEW GRAMMAR
Yes/No questions with *need* and *have*

COMMON ERRORS
Misplacement of *too much, too many,* or *enough*
Overuse or misuse of *too much* and *too many* in situations that aren't negative

A
- Copy the chart on the board. Write the headings, but leave the boxes blank. Point to the headings, and say, *Listen to conversations about these eight different items. Check the correct box to show if these items are* too much, too many, enough, *or* not enough.
- Do number one as a class. Play the audio, and pause after *blueberries*. Ask, *Do the speakers have too much, too many, enough, or not enough blueberries?* (too many) *Why is this the correct answer?* (because blueberry is a count noun)
- Play the audio without pausing. Working individually, have Ss check the correct boxes as they listen. Replay the audio if appropriate.
- Have Ss compare answers in pairs. To review, invite volunteers to check the correct boxes in the chart on the board.

B
- Say, *Use* too much, too many, *and* enough *to complete the sentences.* Read the example aloud.
- Have Ss work individually and then compare their answers in pairs. Encourage them to read the sentences aloud as they work. Walk around and provide help as necessary.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud. Ask them to provide reasons for their answer choice.
- Bring Ss' attention back to exercise item five. Write it on the board with the answer: She decided to order two desserts. There were too many to choose from. Ask Ss, *There were too many what to choose from?* (desserts) Underline the phrase too many and draw an arrow pointing back to the word *desserts.* Point out that it is possible to omit a noun if it was stated in the previous sentence.

C
- Say, *Rewrite the sentences, adding* enough *in the correct place.* Read the example aloud. Point out that *enough* is placed before the noun *time.*
- Have Ss complete the exercise individually and then compare in pairs. Encourage Ss to take turns saying the sentences aloud.
- Have **higher-level Ss** write an additional sentence for each exercise item that adds details to the situation. Tell them to use the sentences in B as an example.
- To review, have volunteers take turns reading the sentences aloud.

EXTENSION Have Ss share their opinions about good and bad habits. Write on the board, *1. How much/many _____ is enough? How much/many _____ is too much/many?* Ask Ss, *How much time on social media is enough? How much time is too much?* Elicit opinions from the class. In pairs, ask Ss to take turns asking and answering the questions on the board about everyday activities. Provide additional examples if necessary, such as *How many hours of sleep is enough? How many hours of sleep is too many?*

EXTENSION Have Ss imagine their perfect meal and write 3–5 sentences describing what they want or don't want to eat. Encourage Ss to use the target vocabulary and as many different quantity words as possible. Write a model on the board and read it aloud. For example, *For my perfect meal, two large pizzas are not enough. I need three! One pizza will have a lot of vegetables, but not too many onions. Another pizza will have a can of tomatoes and a half-pound of cheese. The last pizza will have meat, but not too much.* Walk around and provide help as needed. When Ss are ready, have them take turns describing their perfect meals. Have volunteers share with the class the most interesting or surprising meals they heard about.

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UNIT 5, LESSON 1 *COULD* AND *SHOULD* FOR SUGGESTIONS

REVIEW GRAMMAR
Wh- questions and answers

COMMON ERRORS
Using the negative form *couldn't* for statements when making a suggestion
Using an incorrect verb form after the modal
Incorrect word order in *Wh-* questions

A
- Tell Ss, *You will hear eight conversations about different situations. In each suggestion, listen for the words* could, couldn't, should, *and* shouldn't, *and circle the correct answer.*
- Do number one as a class. Play the audio, and pause after *there*. Ask, *Should you leave your laptop in the car overnight, or shouldn't you leave it there?* (shouldn't) Stress the words *should* and *shouldn't* as you ask. Ask, *Why do we use* should *(and not* could*) in this situation?* (It's a strong suggestion, not an idea.)
- Give Ss time to preview the exercise items before listening and then play the audio without pausing. Have Ss complete the exercise individually and then compare their answers in pairs.
- Then have Ss take turns reading the sentences aloud in pairs and recalling information from the listening.
- Review answers as a class. Ask volunteers to take turns reading the complete sentences aloud. Ask them to provide reasons for their answer choice.
- Remind Ss that the word *app* is an abbreviation for *application* and means a computer program that performs a special function. Ask, *Do you have apps on your computer or your phone? How many?* Take a class survey to see which S has the most apps.
- Clarify the meaning of any new words or phrases, such as *log in* (to access a website or account), *crack* (to damage something so that there are lines in its surface, but not broken into pieces), or *ride* (usually a short journey in or on a vehicle).

LANGUAGE NOTE *Log in* is two words when it functions as a verb. *Login* (or *log-in*), spelled as one word, is a noun or an adjective. For example, you log in with your login information.

LANGUAGE NOTE Both *log in* and *sign in* are commonly used verbs that mean to gain access to a website or account by entering a registered username and password. *Log on* is used in a similar context, but usually means to access digital material without needing a password.

B
- Tell Ss to read through the conversations and fill in the blanks with *could, should,* or *shouldn't* plus the verb in parentheses. Bring Ss' attention to number one. Read the conversation aloud with a higher-level S. Elicit the answer from the class. Ask, *Why do we use* shouldn't *here?* (It's an opinion and a strong suggestion.) *What is the verb form of the verb in parentheses?* (base form)
- Have Ss complete the exercise individually and then compare in pairs. Remind Ss that more than one answer may be possible.
- To review, call on two volunteers to read the complete conversations aloud. Then ask, *Why is this the correct answer? Did anyone put a different answer?*
- Remind Ss that the choice between *should* and *could* depends on the speaker's purpose, which could be to give an opinion and strong suggestion or just to provide an idea or option.

LANGUAGE NOTE The intonation of suggestions with *should* often differs with the intonation of suggestions with *could*. A suggestion with *should* has a falling intonation, like a statement, while a suggestion with *could* usually has a rising intonation, like a question.

C
- Tell Ss to write their own sentences with the words in parentheses and *should, shouldn't,* or *could*. Remind them *couldn't* is not an option.
- Read the example aloud with a higher-level S. Ask Ss, *Why do we use* should *here?* (This is the person's strong opinion.)
- Have Ss complete the rest of the exercise individually and then compare their answers in pairs. Ask them to explain why they chose *should, shouldn't,* or *could*.
- Encourage Ss to practice the conversations in pairs. Address any pronunciation or vocabulary questions.
- Review answers as a class. Invite volunteers to role-play the conversations in front of the class.

EXTENSION Say, *What is advice you would give someone learning English for the first time?* Ask Ss to discuss their suggestions in pairs. For example, *He should buy a dictionary. She could listen to podcasts.* Have volunteers share their ideas with the class. Take a class survey to see how many Ss had similar suggestions.

EXTENSION In small groups, have Ss discuss how technology impacts behavior and make a list of 5–10 suggestions to help parents manage their children's technology use at home. Remind them to use *could, should,* and *shouldn't* in their suggestions. For example, *Parents should make sure children also have face-to-face interaction. Parents shouldn't let children be online for more than two hours a day.* Then have groups exchange lists with another group and discuss whether they agree or disagree with their classmates' statements. Have a representative from each group share the suggestions they found most interesting. Take a class vote on the best suggestions.

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UNIT 5, LESSON 1 *COULD* AND *SHOULD* FOR SUGGESTIONS

A ▶05-02 Listen to the conversations. Circle the correct answers.

1. You *should* / *shouldn't* leave your laptop there.
2. You *could* / *shouldn't* share your password with anyone.
3. You *could* / *couldn't* ask the receptionist for the correct name.
4. You *should* / *shouldn't* call her.
5. I *could* / *couldn't* show you how.
6. You *should* / *shouldn't* ask him.
7. She *could* / *shouldn't* use a new case.
8. I *could* / *shouldn't* give you a ride.

B Use *could, should,* or *shouldn't* and the verb in parentheses to complete the sentences. More than one answer may be possible.

1. A: My phone is really slow.
   B: Let me see. You have so many apps! You shouldn't download (download) any more.
2. A: My wireless network isn't working. I can't connect.
   B: You should call / could call (call) Chris for help. He works in tech support.
3. A: Kevin's presentation is at 9:00.
   B: We really should go (go) to his presentation. He's a great speaker!
4. A: My dad emailed me a link to a website. I think I can win a prize if I click on it.
   B: You shouldn't click (click) on it! Call your dad. Someone might be using his email.
5. A: Should I bring (bring) my laptop to the meeting?
   B: No, it really isn't necessary. You won't need to take notes or anything.
6. A: Where should I leave (leave) my coat?
   B: You should probably take it with you. Don't leave it in the meeting room.

C Form statements or questions with the words in parentheses and *should*, *shouldn't*, or *could*.

1. A: I left my phone in the taxi. What should I do?
   B: You should call the taxi company (you, call the taxi company).
2. A: This app is from a company I've never heard of, and it doesn't have many reviews.
   B: You shouldn't download it (you, download it). It might not be safe.
3. A: I don't have time to finish my presentation.
   B: I have some time. I could help you (I, help you).
4. A: My computer is really slow. I can't open any files.
   B: You should definitely restart it (you, definitely restart it).
5. A: should we update our website (we, update our website)?
   B: Yes, we should. Some of the links don't work.
6. A: Where should I connect my computer (Where, I, connect my computer)?
   B: There's a spot in the conference room near the projector. Let me show you.

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UNIT 5, LESSON 2 *WILL*, *MAY*, AND *MIGHT* TO EXPRESS LIKELIHOOD

A 05-10 Listen to the sentences. Circle the correct answers.

1. Ana (*will probably*) / *will definitely* be late.
2. The coffee shop (*might*) / *probably won't* have free Wi Fi.
3. Chris (*will*) / *may* buy new headphones.
4. Restarting the computer *likely won't* / (*might*) fix the problem.
5. There *will* / (*may*) be a problem with Mai's hard drive.
6. Alicia *will* / (*will probably*) cancel their presentation.
7. John and Kirsten (*will*) / *might* have a video call soon.
8. Selena (*may*) / *will* have the wrong password.

B Read the sentences. Circle the correct answers.

1. The weather report says there's a 70 percent chance of rain tomorrow.
   a. It probably won't rain tomorrow. (b.) It will probably rain tomorrow.
   c. It will definitely rain tomorrow.
2. Traffic is terrible this morning. I'll be at least thirty minutes late today.
   a. She might be late. (b.) She will definitely be late. c. She won't be late.
3. We don't need to give Ken directions. He has a GPS app on his phone.
   a. Ken will probably need directions. (b.) Ken likely won't ask for directions.
   c. Ken will definitely ask for directions.
4. Why didn't you make a reservation? That restaurant is always very busy. I don't think we'll get a table.
   a. They might have a reservation. (b.) They might not get a table.
   c. The restaurant won't likely be busy.
5. I should probably buy a new computer. My old one crashes all the time, and I don't think I can fix it.
   a. She will definitely fix her computer. b. Her old computer won't likely crash again.
   (c.) She will likely get a new computer.
6. We should go to the meeting now. Let's not wait for Lucy. She's almost always late.
   a. They will wait for Lucy. b. They might have a meeting. (c.) Lucy will likely be late.

C Complete the sentences based on the situations. Use *will, won't,* or *might*.

1. John is working hard to get good grades in his classes. He has two more semesters left.
   He will probably graduate next year.
2. Karen is thinking about moving to London. She isn't sure.
   She might move to London.
3. Sam is driving from downtown. There was an accident there a few minutes ago.
   He will likely be late.
4. My computer always crashes when I use this program.
   My computer will probably crash again.
5. I'm not sure about going to see that movie. I don't usually watch action films.
   I might not see that movie.
6. Keith wants a new computer, but he can't afford one.
   He likely won't buy a new computer.

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UNIT 5, LESSON 2 *WILL, MAY*, AND *MIGHT* TO EXPRESS LIKELIHOOD

REVIEW GRAMMAR
Simple present and present continuous
OPTIONAL REVIEW GRAMMAR
Base form vs. infinitives

COMMON ERRORS
Misplacement of *not* in negative sentences
Verb form after *will (not), may (not),* and *might (not)*

A
- Tell Ss, *You will hear eight sentences about future possibility. Circle the word or phrase that makes an appropriate response.*
- Do number one as a class. Play the audio, and pause after the word *bad*. Ask, *Do you think Ana will probably be late or will definitely be late?* Stress the words *probably* and *definitely*. Elicit the answer from Ss (probably). Ask, *How do you know?* (because the traffic may be bad)
- Play the audio without pausing. Have Ss complete the exercise individually and compare their answers in pairs. Replay the audio if appropriate.
- Encourage Ss to take turns reading the sentences aloud. Remind them to focus on the pronunciation of consonant groups in words like *probably, problem, presentation, fix,* and *drive*. Walk around as Ss practice and listen for any common pronunciation errors to review and practice in later lessons.
- To review, have volunteers take turns reading the complete sentences aloud for the class. After each sentence, ask the class, *Why is this the correct answer?*

B
- Tell Ss, *Read about the situations, and circle the most appropriate response.* Do number one as a class. Read the sentence and answer choices aloud. Give Ss a moment to discuss the answer in pairs. Then ask, *Why is this the correct answer?* (Answer choice *a* would be much less than 70 percent, and answer choice *c* would be much more.)
- Have Ss complete the exercise individually and compare their answers in pairs.
- To review answers, read the situations aloud and have volunteers read the correct response. Ask them to explain their answers.
- Point out the use of *Let's not...* in number six. Ask Ss, *Why do we use* Let's? (to make suggestions and invitations) *Why do we use* Let's not? (to make negative suggestions; that is, to suggest not doing something)

C
- Tell Ss, *Complete the responses with the correct pronoun and* will, won't, *or* might. Have them work in pairs but write the answers individually in their books.
- Encourage them to take turns reading the situations and responses aloud. Remind Ss to reference the grammar chart on page 56 as they work.
- To review, call on pairs to read the situation and answer aloud. Ask them to explain why they chose *will, won't,* or *might* in their responses.

EXTENSION Ask Ss, *What kinds of jobs will humans have in the future?* Tell them to discuss the future of work in pairs or small groups. Ask them to use *will, won't,* or *might* to talk about what kinds of jobs will likely or definitely be the same or different. Then have Ss individually write 3–5 sentences about the future of work and share them in small groups.

EXTENSION Say, *We have to be careful with our information online.* In pairs, have Ss write down 3–5 consequences of what will, may, or might happen if their personal information gets stolen online. (For example, *I might have to cancel my credit cards. I will contact my bank.*) Have volunteers share their answers with the class. Lead a class discussion about how people can keep their personal information secure online.

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UNIT 5, LESSON 3 *HAVE TO / NEED TO* FOR OBLIGATION AND NECESSITY

REVIEW GRAMMAR
Yes/no questions and short answers
Wh- questions and answers
OPTIONAL REVIEW GRAMMAR
Simple present: affirmative statements

COMMON ERRORS
Misplacement of *not* in negative sentences
Word order in *yes/no* and information questions

A
- Tell Ss, *You will hear eight conversations at work using* have to *and* need to. *As you listen, circle the statements that are true.*
- Do number one as a class. Play the audio, and pause after the word *yesterday*. Ask, *Does Lily need to meet Tim?* Elicit the answer from Ss. (no) Say, *That's right! So, the speaker doesn't have to introduce Tim. Answer choice b is the statement that is true.*
- Play the audio without pausing. Have Ss complete the exercise individually and then compare answers in pairs.
- To review, have volunteers take turns reading the answers aloud. For any wrong or confusing answers, replay the audio and discuss them as a class.
- Clarify any new or confusing terms that came up in the conversations. Ask Ss, *What does* light *refreshments mean?* (a small amount of food or drink) *What does the speaker mean when she says,* Sorry, that was my fault? (that she was responsible for the mistake or bad situation)

B
- Read the instructions aloud. Tell Ss to pay close attention to how the form of the verb will change depending on the subject in the sentence.
- Read number one aloud. Ask Ss, *Why is the contraction* don't *included in the answers?* (We need *do* + *not* to make negative statements.) Remind them that more than one answer may be possible.
- Have Ss complete the exercise individually and then compare their answers in pairs. Encourage them to take turns reading the sentences aloud as they work.
- To review answers, call on Ss to read their answers aloud. Elicit any additional possible answers from the class.

C
- Read the instructions aloud. Model number one with a **higher-lever S**.
- Have Ss complete the questions individually and then compare answers with a partner.
- Call on volunteers to read the completed questions aloud. Elicit the other possible answer from the class.

EXTENSION Ask Ss, *In your opinion, what are some actions you have or need to do in order to be successful in your career?* Tell Ss to write down 3–5 actions. Remind them to use *have to* and *need to* in their sentences. (For example, *I have to get a certification. I need to prepare a portfolio.*) Then have Ss get in small groups. Ask them to take turns saying their jobs and sharing their lists. Encourage Ss to ask each other follow-up questions to get more information. Invite volunteers to share actions they need to take to be successful in their careers.

EXTENSION In small groups, have Ss brainstorm what people living in their home country have to or need to do in order to vote, drive, buy a car, rent an apartment, and buy a house. Write the five topics on the board for reference. Ask Ss to take five minutes to brainstorm one obligation or necessity for each topic and then share them in their groups. Lead a class discussion about the similarities and differences among countries.

EXTENSION Write on the board, *How to be healthy.* Say, *Let's make a list of health tips.* Elicit ideas of things people have to or need to do in order to be healthy. (For example, *They have to eat vegetables. They need to exercise three times a week.*) Write Ss' ideas on the board. List no more than ten tips. Then tell Ss to list the numbers 1 to 10 on a piece of paper and individually rank each tip in the order of its importance. (1 being the most important; 10 being the least). Encourage them to have reasons and real-life examples to support their ranking. Ask them to compare their rankings in small groups and come up with a group ranking of the top five health tips. Have each group share their final ranking with the class.

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UNIT 5, LESSON 3 *HAVE TO / NEED TO* FOR OBLIGATION AND NECESSITY

A ▶05-13 Listen to the conversations. Circle the statements that are true.

1. a. Lily needs to meet Tim. b. He doesn't have to introduce Tim.
2. a. He has to send Kevin an invitation. b. Kevin doesn't need to be at the meeting.
3. a. She doesn't need to get drinks. b. She doesn't have to order lunch.
4. a. She needs to reschedule. b. She doesn't have to reserve a room.
5. a. He has to make more copies. b. He didn't have to make so many copies.
6. a. Carlos needs to go to the presentation. b. Carlos doesn't have to speak Spanish.
7. a. She has to ask Claire for new headphones. b. She doesn't need to order new headphones.
8. a. He doesn't have to meet new clients. b. He needs to be on time tomorrow.

B Complete the sentences with the correct form of *need to* or *have to*. More than one answer may be possible.

1. You _don't have to / don't need to_ make photocopies. We can email it to everyone instead.
2. Sorry I'll be a little late. I _need to / have to_ meet a new client at the downtown office this morning.
3. Thank you so much for buying my lunch! You _don't have to_ do that.
4. You _need to / have to_ set up your webcam before our video call tomorrow. Do you need help with that?
5. James can't be here this afternoon. He _needs to / has to_ take his daughter to the doctor.
6. Maggie _doesn't need to / doesn't have to_ work late tonight. She already finished her work.
7. _Do I need to / Do I have to_ reserve a room for our presentation next week?
8. Laura's flight is very early. What time _does she need to / does she have to_ leave?
9. Does Mike _need to / have to_ write an agenda for the meeting? I think it would help to organize the meeting.

C Write questions using the correct form of *need to* or *have to* and the words in parentheses. More than one answer may be possible.

1. A: (Jack) _Does Jack have to_ work late tonight?
   B: No, but he had to work late on Monday.
2. A: (I) _Do I have to / Do I need to_ make a reservation for that restaurant?
   B: No, it's not necessary. They usually can seat you right away.
3. A: (she) _Didn't she have to / Didn't she need to_ leave early yesterday?
   B: No, she didn't. Her appointment was canceled.
4. A: (What time, we) _What time do we have to / What time do we need to_ be here tomorrow?
   B: No later than 7:00. The meeting starts at 7:15.
5. A: (When, you) _When do you have to / When do you need to_ turn in your project?
   B: The deadline is next Friday.
6. A: (Why, Scott) _Why does Scott have to / Why does Scott need to_ go to Korea?
   B: He is going to a conference in Seoul.
7. A: (Alice) _Does Alice need to / Does Alice have to_ arrange a video call?
   B: No, she doesn't. The meeting was canceled.
8. A: (What, we) _What do we need to / What do we have to_ bring to the conference?
   B: Bring a notebook and your I.D. badge.

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UNIT 6, LESSON 1 *TOO* AND *ENOUGH* + ADJECTIVES

A 06-02 Listen to the conversations. Circle the correct answers.

1. The dressing *isn't sour enough* / *is too sour* / *isn't too sour*.
2. The cake *isn't big enough* / *is too big* / *isn't small enough*.
3. The coffee *is warm enough* / *is too cold* / *isn't cold enough*.
4. This soup *isn't salty enough* / *isn't rich enough* / *is too sweet*.
5. The cookies *aren't cool enough* / *are too cool* / *aren't hot enough* to eat.
6. It will be *cold enough* / *too cold* / *too hot* to have a picnic.
7. He's *old enough* / *too young* / *isn't too young* to work at the restaurant.

B Complete the sentences with *too* or *enough* plus the adjective in parentheses.

1. Do you think this soup is ___warm enough___ (warm) to eat yet?
2. This dish is perfect! Don't add any salt. It's ___salty enough___ (salty).
3. I don't like the taste of dark chocolate. It's ___too bitter___ (bitter).
4. Can we wait a little before we eat dinner? I'm not ___hungry enough___ (hungry) to eat yet.
5. Let's eat somewhere else. It's hard to talk in here because the music is ___too loud___ (loud).
6. Do you have some hot sauce? This food isn't ___spicy enough___ (spicy).
7. We need to throw out this milk. It's old, and now it's ___too sour___ (sour) to drink.
8. Is your coffee ___strong enough___ (strong)? It looks a little light, and I know you love really dark coffee.
9. This cake is way ___too sweet___ (sweet). I need a glass of milk.
10. Can I get some ice? My drink isn't ___cold enough___ (cold).
11. Wait. Don't eat that yet. It just came out of the oven. It's ___too hot___ (hot).

C Complete the sentences.

Part I: Complete the sentences using *too* + the boldfaced adjective.

1. Miriam is very **tired**. She 's too tired to cook dinner.
2. This food is very **spicy**. It _____ to eat. is too spicy / 's too spicy
3. Dan's very **busy** tonight. He _____ to go out. is too busy / 's too busy
4. This shelf is really **high**. It _____ for me to reach. is too high / 's too high
5. These onions are so **bitter**. They _____ to use. are too bitter / 're too bitter
6. This tea is really **cold**. It _____ to drink. is too cold / 's too cold

Part II: Complete the sentences using *enough* + the boldfaced adjective.

7. These strawberries are very **sweet**. They 're sweet enough to eat for dessert.
8. This dish is so **good**! It _____ for a dinner party. is good enough / 's good enough
9. That pot is very **large**. It _____ to make pasta. is large enough / 's large enough
10. That coffee isn't **hot**. It _____ to drink. isn't hot enough
11. This pie is really **big**. It _____ for 12 people! is big enough / 's big enough
12. The green peppers aren't **spicy**. Use the red peppers instead. The red ones are spicy enough for this recipe.

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UNIT 6, LESSON 1 *TOO* AND *ENOUGH* + ADJECTIVES

REVIEW GRAMMAR
Be + adjective + infinitive
OPTIONAL REVIEW GRAMMAR
Simple present affirmative and negative statements
Contractions with *be* in singular or plural statements

COMMON ERRORS
Using *too* when there is no negative meaning
Placing *too* in the incorrect position (after adjective)
Placing *enough* in the incorrect position (before adjective)

A
- Tell Ss, *You will hear seven conversations about food. As you listen, circle the phrase that best describes the situation.*
- Do number one as a class. Play the audio, and pause after *finish it*. Say, *The woman isn't eating her salad because of the dressing.* Ask, *How would you describe the dressing?* (too sour) Say, *That's right! It's sourer than she wanted, and now she can't finish the salad.*
- Give Ss time to preview the exercise items before listening. Suggest they underline the subject in each exercise item. (1. the dressing; 2. the cake; 3. the coffee; 4. this soup; 5. the cookies; 6. it; 7. he)
- Play the audio without pausing. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- Then have Ss take turns reading the sentences aloud in pairs and recalling information from the listening.
- Review the answers as a class. Ask volunteers to take turns reading the complete sentences aloud. Ask them to provide reasons for their choices. Point out the infinitives in exercise items 5–7.

B
- Tell Ss to read through the sentences and fill in the blanks with *too* or *enough* plus the adjective in parentheses. Bring Ss' attention to the example. Read the question aloud. Elicit the answer.
- Ask, *Why do we use* enough *here?* (The person is asking if it's the right temperature to eat.) *What is the infinitive after the adjective?* (to eat) Point out that *enough* is placed after the adjective, and not before.
- Have Ss complete the exercise individually and then compare in pairs. Tell them to be ready to explain their answers.
- To review, have volunteers take turns reading the sentences aloud. Follow up by asking the class, *Why is this the correct answer?*
- Clarify any new or confusing words, such as *throw out* (to put something that is no longer useful or wanted in the trash). Ask Ss, *What does the word* light *mean in number eight?* (not dark or deep in color).

C
- Read the instructions for Part 1 and Part 2 aloud. Tell Ss to first complete the sentences with *too* plus the adjectives in bold and then do the same using *enough*.
- Read number one and number seven aloud. Point out the placement of *too* and *enough* and the contractions of the verb *be* (She's; They're). Have Ss complete the exercises individually and then compare their answers in pairs.
- If they finish early, ask **higher-level Ss** to make new sentences using *too* and *enough* plus the adjectives in bold. For example, *He's too tired to go running. These apples are sweet enough to make a pie.*
- Review answers as a class. Invite volunteers take turns reading the answers aloud.

EXTENSION Lead a class brainstorm on different cuisines. Write Ss ideas on the board. (For example, *Mexican food, Japanese food, Moroccan food, Italian food,* etc.) In small groups, have Ss research the cuisines and write down 2–3 adjectives to describe each one. Then ask them to share if they like or don't like each one, and why. For example, *I love Chinese food, but Mexican food is too spicy for me. Italian food has so much cheese! I think it's too rich.* Ask volunteers to share their opinions with the class.

EXTENSION Say, *If you don't drink enough water, you may get a headache.* Write the following sentences on the board. In pairs, ask Ss to complete them with their own ideas.

1. *If you drink too much coffee,* _____.
2. *If you don't eat enough vegetables,* _____.
3. *If you don't get enough exercise,* _____.
4. *If you're too tired when you drive,* _____.
5. *If you're on the Internet too long,* _____.

To review, elicit ideas from Ss, and write them on the board. Ask Ss if they agree or disagree with the statements on the board. Then have Ss write their own unfinished sentences with *too* and *enough*. **Lower-level Ss** can write three. **Higher-level Ss** can write five. In same-level pairs, have Ss swap papers and complete their partner's sentences with their own ideas. Have volunteers share their completed sentences with the class.

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UNIT 6, LESSON 2 VERBS + TWO OBJECTS

OPTIONAL REVIEW GRAMMAR
Simple past affirmative statements

COMMON ERRORS
Misplacement of indirect object (before verb or after direct object without *for/to*)
Use of *for/to* with incorrect verbs

A
- Tell Ss, *You will hear eight conversations about gifts. As you listen, circle the statement that is true.*
- Do number one as a class. Play the audio, and pause after the sentence *He needs to sign it, too*. Read the answer choices aloud. Ask Ss, *Which statement is true?* (a)
- Give Ss time to preview the answer choices. Tell them to notice the differences between the two statements.
- Play the audio without pausing. Have Ss complete the exercise individually and compare their answers in pairs. Replay the audio if appropriate.
- Encourage Ss to take turns reading the sentences aloud. Ask them to label the direct and indirect objects in the answer choices.
- To review, have volunteers take turns reading the answers aloud for the class.

B
- Have Ss make sentences with the words provided. Do number one as a class. Read the individual words aloud. After each, ask Ss, *What is this word?* (a subject, a direct object, etc.) Then ask a volunteer to read the sentence aloud. Point out the word order and the use of *for* with the verb *cook*.
- Have Ss complete the exercise individually and compare their answers in pairs. Tell them to pay attention to the parts of speech and word order in each sentence.
- Call on Ss to read their answers aloud. Ask follow-up questions to give Ss more practice making sentences with direct and indirect objects. For example, *What do you like to cook? Who do you like to cook it for? Have you ever sent anyone a long letter or email?*
- Address any questions about word order or the use of *for* and *to*.

C
- Have Ss change the sentence patterns for each exercise item. Have them work in pairs but write the answers individually in their books.
- Encourage Ss to take turns reading the sentences aloud. Remind them to reference the grammar chart on page 68 as they work.
- To review, read the original sentence aloud, and call on a S to read the answer.

EXTENSION Ask Ss to think of a favorite holiday where presents are typically exchanged, such as Eid, Christmas, or Chinese New Year. In pairs, have them share memories of gifts they gave and received on this holiday. Tell them to use direct and indirect objects in their descriptions. Remind them to use *to* and *for* correctly. For example, *Last Eid, I cooked meat stew for my family every night.* or *Last Christmas, I gave my father a watch.*

EXTENSION Ask Ss to write 3–5 sentences about their own lives using direct and indirect objects. Have them use the verbs listed in the Notes of the grammar chart on page 68. Suggest they write about things they do on a daily basis. (For example, *I send a text message to my mom every night. I cook my breakfast for my family every morning.*) Have them share their sentences in small groups and check each other's answers.

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UNIT 6, LESSON 2 VERBS + TWO OBJECTS

A ▶06-10 Listen to the conversations. Circle the true statement.

1. (a.) They got a card for Alice.
   b. Susie got a card from Alice.
2. a. She's cooking dinner for her family.
   (b.) Her family is cooking her dinner.
3. (a.) She's buying her parents a gift.
   b. Her parents bought her something silver.
4. a. Emma and Ryan gave her some flowers.
   (b.) She's giving flowers to Emma and Ryan.
5. (a.) She offered Tim a concert ticket.
   b. Tim gave her a concert ticket.
6. a. She gave her kids a book.
   (b.) She's going to read her kids a story.
7. a. She made her aunt a sweater.
   (b.) Her aunt made her a sweater.
8. (a.) She might buy her sister a suitcase.
   b. Her sister gave her a suitcase.

B Write sentences with the words.

1. cooked / dinner / I / my neighbors / for
   I cooked dinner for my neighbors.
2. sent / a long letter / Jack / her
   Jack sent her a long letter.
3. us / The waiter / brought / to / the food
   The waiter brought the food to us.
4. the day off / Their boss / them / gave
   Their boss gave them the day off.
5. me / Korean / Ms. Park / taught
   Ms. Park taught me Korean.
6. I / my roommate / gave / to / some perfume
   I gave some perfume to my roommate.

C Rewrite the sentences.

Part I. Rewrite the sentences so the indirect object is first.

1. Jorge bought a bike for his son.
   Jorge bought his son a bike.
2. I got a diamond necklace for my wife.
   I got my wife a diamond necklace.
3. Kylie found the perfect gift for her mother.
   Kylie found her mother the perfect gift.
4. Tom brought some chocolate for his kids.
   Tom brought his kids some chocolate.

Part II. Rewrite the sentences so the direct object is first.

5. Trisha read her nephew a story.
   Trisha read a story to her nephew.
6. I sent my best friend a funny birthday card.
   I sent a funny birthday card to my best friend.
7. Maya showed us her wedding pictures.
   Maya showed her wedding pictures to us.
8. Jill made her co-workers some cookies.
   Jill made some cookies for her co-workers.

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UNIT 6, LESSON 3 PAST CONTINUOUS; PAST CONTINUOUS WITH *WHEN*

A 06-17 Listen. Complete the sentences with the past continuous.

1. Jane was traveling for business when she met her husband.
2. We were cooking dinner when our neighbor unexpectedly stopped by.
3. Were you sleeping when I called?
4. Was it raining when you left this morning?
5. We took a taxi to work yesterday because the trains weren't running.
6. Why were you laughing when Bob came in?
7. Where was Mary going when we saw her yesterday?

B Complete the sentences with the past continuous form of the verbs in the box.

do have ~~leave~~ meet play shop think

1. I only saw Chris and Mary for a few minutes at the party. They were leaving by the time I got there.
2. I'm sorry I missed your call last night. I was having dinner with some friends.
3. What were you doing when you cut your hand?
4. I was thinking about Ellen this morning. Have you talked to her lately?
5. I went to the park last night and I ran into Joan and Martin. They were playing tennis.
6. I was meeting with some clients this afternoon so I didn't get a chance to see Paul.
7. Was she shopping when you saw her at the mall?

C Use *when* to combine the two sentences. Use the simple past and the past continuous in each sentence.

1. First: I walked to the train.
   Second: I saw an old friend.
   I was walking to the train when I saw an old friend.
2. First: They drove home.
   Second: They saw a terrible accident.
   They were driving home when they saw a terrible accident.
3. First: Everyone ate dinner.
   Second: I got home.
   Everyone was eating dinner when I got home.
4. First: We had lunch.
   Second: The storm started.
   We were having lunch when the storm started.
5. First: I watched a boring TV show.
   Second: I fell asleep.
   I was watching a boring TV show when I fell asleep.
6. First: Tania didn't work yesterday.
   Second: I stopped by her office.
   Tania wasn't working yesterday when I stopped by her office.
7. First: Mike waited in line to buy tickets.
   Second: Someone offered him a free ticket.
   Mike was waiting in line to buy tickets when someone offered him a free ticket.

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UNIT 6, LESSON 3 PAST CONTINUOUS; PAST CONTINUOUS WITH *WHEN*

REVIEW GRAMMAR

Simple past: affirmative and negative statements

Present continuous, statements and questions, page 159

OPTIONAL REVIEW GRAMMAR

Yes/no questions and short answers

Wh- questions and answers

COMMON ERRORS

Misplacement of *not* in negative sentences

Word order in *yes/no* and information questions

A

- Tell Ss, *You will hear seven sentences using the past continuous. As you listen, complete each sentence with a verb in the past continuous.*
- Do number one as a class. Play the audio, and pause after the word *husband*. Ask, *When did Jane meet her husband?* Elicit the answer from Ss (when she was traveling for business)
- Play the audio without pausing. Have Ss complete the exercise individually and then compare answers in pairs. While Ss listen, write the incomplete sentences on the board.
- To review, have volunteers complete the sentences on the board. For any wrong or confusing answers, replay the audio and discuss them as a class.
- Clarify any new or confusing terms that came up in the conversations.

B

- Read the instructions and the verbs in the box aloud. Remind Ss about the spelling changes for *-ing* verbs. Ask them to circle any verbs whose spelling will change (leave, have, shop).
- Read number one aloud. Ask Ss, *Why do we use* were *in the past continuous?* (because the subject is plural) Point out the spelling change in the verb *leave*. Use a timeline to demonstrate the order and duration of the second sentence. Suggest that Ss cross off *leave* in the answer box.
- Have Ss complete the exercise individually and then compare their answers in pairs. Encourage them to take turns reading the sentences aloud as they work.
- To review the answers, call on Ss to read their answers aloud. After each answer, ask the class, *Which action came first? Which came second?*

EXTENSION In pairs, have Ss create a timeline for each sentence in B. Invite volunteers draw their timelines on the board.

C

- Tell Ss to combine the two sentences in each exercise item using *when*. Have them work in pairs but write the answers individually in their books.
- Walk around as Ss work and provide help as necessary. Remind them to use both the simple past and the past continuous in their answers.
- To review, read the two sentences aloud, and then have a volunteer read the answer.

EXTENSION In pairs, have Ss take turns asking and answering questions about what they were doing at specific moments of time in the past. For example:
S1: *What were you doing at 9am yesterday morning?*
S2: *I was eating breakfast.*

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UNIT 7, LESSON 1 GERUNDS AS OBJECTS OF PREPOSITIONS

REVIEW GRAMMAR
Participial adjectives
OPTIONAL REVIEW GRAMMAR
Simple present affirmative statements

COMMON ERRORS
Using the wrong verb/adjective + preposition combination

A
- Tell Ss, *Listen to seven different conversations. Complete the sentences with the correct preposition and gerund.*
- Do number one as a class. Play the audio, and pause after *Let's eat there*. Ask, *What is the preposition that follows the verb* talk *in number one?* (about) *What is the gerund?* (going) *What are they talking about?* (going to a North African restaurant)
- Play the audio without pausing. Have Ss complete the sentences as they listen. Replay the audio if appropriate.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To review, have volunteers take turns reading the complete sentences aloud. Write the answers on the board as Ss say them. Point out the spelling changes in *taking* and *inviting*.
- Clarify any new or confusing words or phrases, such as *exhausted* (extremely tired and without enough energy to do anything else) or *sea sick* (feeling sick from the movement of the boat that you are traveling on).

EXTENSION Tell Ss to change the subject in the statements to *I* and rewrite them using information from their own lives. Remind them to use the same verb/adjective + preposition combination. Model an example for number one. Say, *Last night, I talked about going to the park this weekend with my family.* Give Ss time to rewrite the sentences individually and then read their sentences aloud in pairs.

B
- Say, *These eight sentences are divided into two parts. Match the beginning of the sentences with their correct endings.*
- Read number one aloud. Then elicit the answer from Ss. Ask, *Why is e the correct answer?* (*excited* goes with the preposition *about*; the other answer option with *about–about missing her flight*–doesn't make sense in this context or match the subject in the first clause)
- Have Ss complete the exercise individually and then compare in pairs. To review, read each number aloud then call on a S to finish the sentence. Point out the spelling change in the word *missing*.
- Ask Ss follow-up questions after each number, such as *Where are you excited about visiting? Where are you interested in going on a private tour?*

C
- Read the instructions aloud. Bring Ss' attention to the base verbs in parentheses.
- Ask a volunteer to read the example aloud. Ask, *What's the preposition?* (about) *What's the gerund form of the verb* go*?* (going)
- Have Ss complete the exercise in pairs. They can work together but should complete the sentences individually. Remind them to consider the *-ing* spelling changes.
- To review, read the sentences aloud and elicit the answers from Ss.
- If possible, show the Canadian Rockies on a map of the United States. Clarify any new or confusing words, such as *GPS* (an abbreviation of *Global Positioning System*, a radio system that uses signals from satellites to tell you where you are and to give you directions to other places) and *old-fashioned* (no longer used).
- In pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again. Address any questions Ss have about tricky pronunciations.
- Invite two volunteers to role-play the conversation for the class.

CULTURE NOTE A road trip is a long-distance journey on the road, typically in a car. This all-American tradition became popular in the 1940s and 50s as the ownership of automobiles and the interstate highway system rapidly expanded in the United States.

EXTENSION In pairs or small groups, have Ss share what they are doing in the next year and how they feel about it. For example, *I look forward to visiting my family.* or *I will take care of my sister's pets later this year.*

EXTENSION Write down the verbs and adjectives in the grammar chart on a piece of paper or print them out. Cut them out separately so you have 25 pieces of paper. Arrange the words in groups of five, and place them in five small bags. Arrange Ss in same-level groups of three or four. Give one bag to each group. Say, *Take turns choosing one word out of the bag. Ask your group a question using the word and its preposition. The other group members respond with complete sentences.* Model the activity. Choose a word out of one of the bags, and read it aloud. For example, *Fond.* Ask, *What kind of animal are you fond of?* Elicit responses from the class. Make sure they are answering in complete sentences. Suggest that **lower-level Ss** reference the grammar chart as they work. Challenge **higher-level Ss** to complete the exercise without looking at their books. To extend the activity, swap bags of words among the groups so Ss practice with additional verbs and adjectives.

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UNIT 7, LESSON 1 GERUNDS AS OBJECTS OF PREPOSITIONS

A ▶07-02 **Listen to the conversations. Complete each sentence with a preposition and gerund.**

1. They talked about going to a North African restaurant.
2. Caroline is excited about taking a vacation with her family.
3. John is tired of traveling for work.
4. Jennifer is looking forward to staying home.
5. Bruno is nervous about going on a boat tour.
6. Maria thanked Susie for inviting her.
7. Katie is interested in seeing Amy's vacation pictures.

B **Match the sentence parts. Write the letter on the line.**

e	1. Sam and Ellen are excited	a. for buying our tickets.
h	2. We were interested	b. of traveling to unusual places.
c	3. Lin is worried	c. about missing her flight.
g	4. I look forward	d. to it today.
a	5. They aren't responsible	e. about visiting the pyramids.
b	6. Dave isn't afraid	f. for your rude behavior.
f	7. You need to apologize	g. to meeting you.
d	8. She doesn't feel up	h. in going on a private tour.

C **Complete each sentence with the correct preposition and the gerund form of the verb in parentheses.**

A: Are you excited about going (1 (go)) on your road trip to the Canadian Rockies?

B: Yes, I've been dreaming about this trip for a while. But I'm worried about getting (2 (get)) lost. The GPS doesn't always work.

A: You should think about buying (3 (buy)) an old-fashioned paper map.

B: We have some paper maps, but I'm not used to reading (4 (read)) them.

A: Right, I understand. I'm interested in visiting (5 (visit)) the Canadian Rockies, but I don't want to drive. How many hours will you be in a car?

B: About twenty hours total.

A: That's crazy! Won't you get tired of driving (6 (drive)) ?

B: No, I don't think so. I love it! I really look forward to being (7 (be)) on the road. And besides, we talked about getting a room if we feel tired.

A: Oh, OK. It doesn't sound fun to me, but I believe in trying (8 (try)) new things. Maybe I'll take a road trip for my next vacation.

B: You should! It's awesome. You'll thank me for suggesting (9 (suggest)) it.

A: OK. I'll let you know if I'm feeling up to it when I plan my next trip.

B: Sounds good.

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A 07-10 Listen to the conversations. Circle the correct answers.

1. Yuki's parents *would like* / *wouldn't like* to see old buildings.
2. Mike *would love* / *wouldn't like* to go camping.
3. John *would love* / *wouldn't like* to eat Greek food.
4. Magda *would like* / *wouldn't like* to swim in Silver Lake.
5. Brenda *would like* / *would hate* to visit places that are not well known.
6. Sam *would love* / *wouldn't like* to go to a modern place.

B Complete the conversations with the correct form of the verb and infinitive. Use the words in parentheses.

1. A: What languages _____ ? (you / would like / learn)
   B: I would love to speak Chinese.
2. A: Is Damien going to New York City for his vacation?
   B: I don't think so. He _____ somewhere crowded. (would hate / go)
3. A: My hometown isn't famous, but I love it. It's very safe and clean.
   B: It sounds nice. I _____ it someday. (would like / visit)
4. A: What do you want to do tonight?
   B: I _____ anything. Can we just stay home? (not want / do)
5. A: _____ a glass of water? (you / Would like / have)
   B: That would be great. Thanks.
6. A: What cities _____ ? (you / would like / visit)
   B: I'm not sure, but I usually like to go to places that are not well known.
7. A: Where _____ tonight? (you / want / eat / do)
   B: I don't care. Why don't you decide?

C Rewrite the sentences in bold using *would / wouldn't like, would love,* or *would hate*. More than one answer may be possible. Use contractions when possible.

1. **I really don't want to miss my flight.** The next flight isn't until tomorrow.
   _____ .
2. Molly loves to travel. **She hopes to visit an ancient city someday.**
   _____ .
3. **We really want to see some famous tourist attractions.** We came to Paris for this reason.
   _____ .
4. **Charlie doesn't want to go to touristy places.** But he'll go if the whole group wants to go.
   _____ .
5. **I definitely don't want to be late for our tour.** I reserved our spots four months ago!
   _____ .
6. **Do you want to go to the modern art museum?**
   _____ ?
7. **Does your friend want to come with us?**
   _____ ?
8. **What cities do you want to visit?**
   _____ ?

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UNIT 7, LESSON 2 *WOULD LIKE / LOVE / HATE* + INFINITIVE

REVIEW GRAMMAR
Base form vs. infinitives
OPTIONAL REVIEW GRAMMAR
Word order in *Wh-* questions

COMMON ERRORS
Using the base form of a verb after *would like, love, hate, need, plan,* and *prefer*
No subject-auxiliary inversion in question formation
Misplacement of *not* in negative sentences

A
- Tell Ss, *You will hear six short conversations about what people like to do. As you listen, circle the verb which best completes the sentence.*
- Play the audio for number one. Pause after the word *crowds.* Ask Ss, *Do you think Yuki's parents would or wouldn't like to see old buildings? Why?* Stress the words *would* and *wouldn't* as you ask. (They would like it because they love old buildings.)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in same-level pairs.
- Go over answers as a class. To recycle target vocabulary, ask follow-up questions after each answer. For example, for number one, ask *What are famous?* (the historic buildings) *What places are touristy and crowded?* (the famous historic buildings)
- In pairs, Ss take turns reading the sentences aloud. Challenge **higher-level Ss** to include more detail about the situation as they practice. For example, *Yuki's parents would like to see the old buildings, but they hate crowded places.*

B
- Tell Ss to use the words in parentheses to complete the conversations. Read number one aloud with a higher-level S. Ask the class, *Is the speaker asking about a possible or imagined event, a general preference, or making an offer or request?* (possible or imagined event)
- Point out the subject-auxiliary inversion in the answer. Ask, *What is the infinitive in Speaker A's question?* (to learn) Point out the *to* in the answer.
- Ask Ss, *What languages would you like to learn?* Have Ss model their answer after speaker B in number one.
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, write the correct answers on the board as volunteers take turns reading the complete sentences aloud. After each answer, ask them to identify whether the speakers are discussing 1. possible or imagined events, 2. offers or requests, or 3. general preferences.
- Point out the use of *Why don't* in number seven. Remind Ss that we can use *Why don't* for suggestions.
- In pairs, have Ss practice the conversations. Encourage them to make contractions by combining the subjects with the *would* auxiliary in the statements in numbers two and three. Time permitting, have them swap roles and practice again.
- Invite volunteers to role-play the conversations for the class.

C
- Read the directions aloud. Do number one as a class. Read the original sentences aloud. Write the bold sentence and the example answer on the board. Underline *I really don't want* and *I'd hate.* Say, *These two parts of the sentence have almost the same meaning.* Ask, *Is another answer possible here?* (Yes, *I wouldn't like* has a similar meaning.) *What's the infinitive that follows the verb?* (to miss)
- Ask Ss to underline all the infinitives in the exercise items. Review them as a class. (Answers: 1. to miss; 2. to travel, to visit; 3. to see; 4. to go; 5. to be late; 6. to go; 7. to come; 8. to visit)
- Have Ss complete the exercise in pairs but write the answers individually. Encourage them to read the sentences aloud as they work. Remind them to blend *want to* together as *wanna* when appropriate.
- Monitor their work and provide help with vocabulary as necessary.
- To review, call on volunteers to read the original sentences aloud. Encourage them to use *wanna* as they read. Then elicit answers from the class.

⊕ **EXTENSION** Write on the board, *What would you like to do?* Have Ss write three questions about possible or imagined events. Then have them stand up and walk around. Tell Ss to take turns asking and answering the questions with several different classmates. Remind them to answer with *would/ wouldn't like, would love,* or *would hate.* Encourage them to make contractions with the *would* auxiliary when appropriate.

⊕ **EXTENSION** Write on the board,
Q: Would you like some coffee?
A1: No, I don't like coffee.
A2: Yes, I'd love some!
Say, *Welcome to my dinner party!* Ask two different Ss, *Would you like some coffee?* Have them answer with the examples on the board. Split the class into Group A and Group B. Say, *Group A are the party hosts. Group B are the guests.* Have Group A walk around and pretend to offer their classmates' food or drink. Keep time. After five minutes, have the groups swap roles. Remind Ss to only use *would like* in their questions, but encourage them to use *like, would love,* and *would hate* in their short answers.

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UNIT 7, LESSON 3 SUPERLATIVE ADJECTIVES

REVIEW GRAMMAR
Comparative adjectives: Regular and irregular, page 162

COMMON ERRORS
Not following the spelling rules for superlatives
Using a comparative instead of a superlative

TEACHING TIP Review comparatives with Ss before completing the exercises. Ask, *Why do we use comparatives?* (to compare two items). Then review the following rules:

1. For most one-syllable adjectives, add *-er* for the comparative. (high → high**er**)
2. For one-syllable adjectives ending in *-e*, add *-r*. (large → large**r**)
3. For one-syllable adjectives ending in *-y*, change *y* to *i* and add *-er*. (happy → happ**ier**)
4. For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add *-er*. (big → big**ger**)
5. However, do not double a final *w*. (new → ne**wer**)
6. For most adjectives with two or more syllables, use *less* or *more* + adjective. (beautiful → **more** beautiful)
7. Some two-syllable adjectives have two forms. (quiet**er**/**more** quiet; simpl**er**/**more** simple; friendl**ier**/**more** friendly)
8. When making a comparison between two items, we use *than* before the second item. (A mountain is bigger **than** a hill.)
9. Some comparative adjectives have irregular forms (good → **better**; bad → **worse**; far → **farther**/**further**)

A
- Tell Ss, *Listen to six different conversations comparing people and places. Fill in the blank with the correct comparative or superlative adjective.*
- Do number one as a class. Play the audio, and pause after *feet*. Say, *Mt. Everest is...* Elicit the answer from Ss. Ask, *Why do we use a comparative adjective here?* (because we are comparing two things)
- Play the rest of the audio without pausing. Have Ss complete the sentences individually.
- To review, ask Ss to read the sentences aloud.

B
- Tell Ss, *Complete the sentences about the cities of Dubai and Abu Dhabi with the correct form of the adjectives in parentheses.*
- Do number one as a class. Ask, *Why do we add the word* most *to the adjective* famous? *(*because it has three syllables) *Why do we use the superlative adjective in this sentence?* (because there are more than two cities in the United Arab Emirates)
- Have Ss work individually and then compare their answers in pairs. Review answers as a class.
- Back in their pairs, have Ss take turns reading the paragraph aloud. Ask, *What is the most surprising piece of information you learned?*

EXTENSION Have Ss research two famous cities in a different country and write a short paragraph comparing them. **Lower-level Ss** can write 3–5 sentences. **Higher-level Ss** should write 5–7 sentences. Remind them to use both comparative and superlative adjectives. Use exercise B as a model. Collect writings for assessment and/or have Ss present their paragraphs to a small group.

C
- Bring Ss' attention to the images in the chart. Read the name of each city and country aloud. Ask Ss, *Which of these cities have you heard of before? Have you ever visited one of these cities?* Have Ss share in pairs.
- Read the information about each city aloud. Tell Ss, *Let's compare the cities using four adjectives:* big, large, cold, *and* old. Explain to Ss that the adjectives *big* and *large* both mean "large in size", but in this exercise *big* refers to the size of a population while *large* refers to the size of an area.
- Read the answers in number one aloud. Ask follow-up questions: *How big is Hanoi?* (7.6 million) *How many people live in Mexico City?* (8.851 million)
- Have Ss complete the exercise individually and then compare in pairs. Encourage Ss to take turns saying the sentences aloud. Walk around as Ss work and help with any tricky pronunciations, such as *kilometers squared* and *degrees Celsius*.
- To review, have volunteers read the comparative and superlative statements aloud.

CULTURE NOTE If relevant, tell Ss the area in miles and the temperature in Fahrenheit.

Area	573 km² = 221 m²	517 km² = 200 m²	3,329 km² = 1,285 m²
Average temperature	17°C = 63°F	16°C = 61°F	31°C = 88°F

EXTENSION In pairs, have Ss discuss the following questions. Allow them to look at more images and research more information about the cities in C.

1. *Which city do you think is the prettiest? Why?*
2. *In which city do you think the people are the happiest? Why?*

EXTENSION Take a class vote on which city Ss most want to visit. Write the number of Ss who voted for each city on the board. Then ask the class, *Which city is the most popular in the class? Which city is the least popular?*

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UNIT 7, LESSON 3 SUPERLATIVE ADJECTIVES

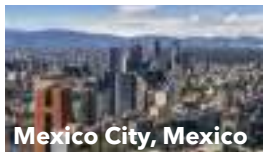
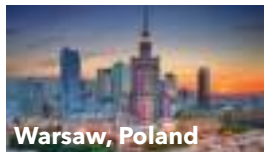
A ▶07-15 **Listen to the conversations. Then complete the sentences.**

1. Mt. Everest is _____taller_____ than Mt. Kilimanjaro.
2. The Caspian Sea is the _____largest_____ lake in the world.
3. He thinks that lakes are _____bigger_____ than ponds.
4. The Sahara Desert is the _____hottest_____ desert.
5. The hotels on the coast are the _____most expensive_____ hotels in the city.
6. Calgary, Canada is the _____cleanest_____ city in the world.

B **Complete the sentences with the correct form of the adjectives in parentheses.**

Dubai and Abu Dhabi are two of the _____most famous_____ (1 (famous)) cities in the United Arab Emirates. Dubai is the _____biggest_____ (2 (big)) city in the country. With its tall skyscrapers, Dubai is possibly the _____most modern_____ (3 (modern)) city in the Middle East. In fact, the _____highest_____ (4 (high)) skyscraper in the world, the Burj Khalifa, is located in Dubai. Abu Dhabi is older and _____more traditional_____ (5 (traditional)) than Dubai. The average temperature in Abu Dhabi is 96°F, but Dubai is a little _____hotter_____ (6 (hot)), with an average temperature of 104°F. While Dubai is modern, many people prefer Abu Dhabi because it is _____less expensive_____ (7 (expensive)) than Dubai.

C **Look at the chart. Write sentences with comparatives and superlatives using the given adjectives. More than one answer may be possible.**

	 Mexico City, Mexico	 Warsaw, Poland	 Hanoi, Vietnam
Population	8.851 million	1.735 million	7.6 million
Area	573 km²	517 km²	3,329 km²
Average temperature	17°C	16°C	31°C
Year founded	1521	1200	1010

1. *big (in population)*
   comparative: Hanoi is bigger than Warsaw.
   superlative: Mexico City is the biggest city.
2. *large (in area)*
   comparative: Mexico City is larger than Warsaw / Hanoi is larger than Mexico City / Hanoi is bigger than Warsaw.
   superlative: Hanoi is the largest.
3. *cold*
   comparative: Mexico City is colder than Hanoi / Warsaw is colder than Mexico City / Warsaw is colder than Hanoi.
   superlative: Warsaw is the coldest.
4. *old*
   comparative: Warsaw is older than Mexico City / Hanoi is older than Mexico City / Hanoi is older than Warsaw.
   superlative: Hanoi is the oldest.

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UNIT 8, LESSON 1 QUESTIONS ABOUT THE SUBJECT AND OBJECT

A 08-03 Listen to the questions. Circle the correct responses.

1. a. He's a drummer. (b.) Joe plays drums.
2. a. Bianca plays instruments. (b.) She plays the violin, guitar, and piano.
3. (a.) I'm listening to a new rock band. b. I'm listening to the radio.
4. (a.) Max is wearing the green jacket. b. The green jacket is Max's.
5. a. That song is so sad. (b.) The Clouds sing that song.
6. a. Ari is a bassist. (b.) It's a person who plays a bass instrument.
7. (a.) Pete Ross is the guitarist. b. That band has a guitarist.
8. a. He plays the saxophone. (b.) He plays with that jazz band.

B Complete the conversations. Make questions using the information from Speaker B.

1. A: What instruments ___do you play___ ?
   B: I play the violin and guitar.
2. A: What time ___is she going___ to the concert?
   B: She's going at 8:00.
3. A: Who ___is___ the bassist?
   B: John Tibbs.
4. A: What instrument ___does Jae play___ ?
   B: Jae plays the trumpet.
5. A: What kind of music ___do you like___ ?
   B: I like rock music.
6. A: What band ___performed___ at the park last night?
   B: A new jazz band performed at the park.
7. A: Who ___sings___ for that band?
   B: Ray Jones sings for that band.
8. A: What kind of music lessons ___did you take___ when you were young?
   B: I took violin lessons in high school.

C Change the sentences to questions. The words in bold should be the answers to the questions you make.

1. Jake went **to a concert** last weekend.
   What did Jake do last weekend ?
2. His name is **Michael**.
   What is his name ?
3. Sue plays **the keyboard**.
   What does Sue play ?
4. I saw **Talking Hearts** in concert.
   Who did you see in concert ?
5. **Kamila** knocked on the door.
   Who knocked on the door ?
6. Emma taught **piano lessons**.
   What did Emma teach ?
7. **Darren** taught drum lessons.
   Who taught drum lessons ?

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UNIT 8, LESSON 1 QUESTIONS ABOUT THE SUBJECT AND OBJECT

REVIEW GRAMMAR
Simple present information questions and answers
Simple past information questions and answers

COMMON ERRORS
Use of auxiliary verb in questions about the subject
Misplacement of auxiliary verb in questions about the object (after subject)
Repetition of subject pronoun in answer

A
- Tell Ss, *Listen to eight questions. Circle the most appropriate answer.*
- Do number one as a class. Play the audio, and pause after *band*. Write the question on the board. Read the two answer choices aloud.
- Elicit the correct answer from Ss. Ask, *Why is this the correct answer?* (The question asked who the person was, not what kind of musician he was.)
- Play the rest of the audio without pausing. Have Ss complete the exercise individually and then compare answers in pairs. Replay the audio if appropriate.
- To review, read the questions aloud. Have volunteers say the answers and give reasons to explain their choice.

B
- For each conversation, tell Ss to complete the questions based on the information in the answer.
- Do number one as a class. Write the conversation on the board with the answer and read it aloud with a higher-level S. Bring Ss' attention first to the response. Ask Ss, *What is the subject?* (I) *What is the object?* (the violin and guitar) Circle *I* and underline *the violin and guitar*. Ask, *Is this a question about the subject or the object?* (object) Say, *That's right! The violin and guitar are kinds of instruments.* Underline *instruments* in the question.
- Bring Ss' attention to the question. Point out the word order. Remind Ss that the auxiliary verb comes before the subject. Circle *you* in the question. Ask, *Why do we need an auxiliary verb in this question?* (Questions about an object need an auxiliary verb.)
- Have Ss complete the exercise individually and then compare in pairs. To review, call on pairs to read the conversation aloud. Then ask the class if the question is about the subject or the object.
- In pairs, have Ss practice the conversations. Time permitting, have Ss swap roles and practice again.

C
- Read the instructions aloud. First, ask Ss to identify if the words in bold are the subject or the object of each sentence. Suggest they write *S* when they are the subject and *O* when they are the object. (Answers: 1. O; 2. O; 3. O; 4. O; 5. S; 6. O; 7. S)
- Ask a volunteer to read the example sentence and question aloud. Ask Ss, *Is this a question about the subject or the object?* (object) Point out the auxiliary *did* in the question.
- Have Ss complete the exercise in pairs. They can work together but should complete the sentences individually. Remind them to add the auxiliary verb for questions about the object.
- To review, read the sentences aloud and elicit the questions from Ss.

EXTENSION On a small piece of paper, have Ss write a sentence about themselves. It can be surprising, such as *I play five instruments*, or factual, such as *My last name has 14 letters.* Collect Ss' papers and compile them into one list. Make copies of the list. The next class, pass out the lists and tell Ss to guess which classmate wrote each sentence. Have Ss compare their ideas in small groups by asking questions about the subject. For example, *Who plays five instruments? Who has a last name with 14 letters?* Bring the class back together and have Ss reveal which sentences they wrote.

EXTENSION Ask Ss to bring in or show pictures featuring people doing different activities. In small groups, have Ss take turns holding up their pictures and answering their group members' questions about what's happening in each. Model the activity for the class. Hold up or bring up a picture of an activity, such as going to a concert or talking with friends. Elicit questions about the subject or object from Ss. For example, *Who is the band?* (The band is the Space Apes.) *What are you talking about?* (We are talking about a class project.) Have Ss complete the activity.

EXTENSION Ask Ss to write three sentences about people in their lives and three sentences about what happened this past weekend. In each, have them underline either the subject or the object. Ask them to leave a line between sentences. Then, have Ss swap sentences with a partner and change the new sentences to questions. Remind them that the underlined words should be the answers to the questions they make. Monitor Ss work and take notes on areas for review and extra practice in later lessons.

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UNIT 8, LESSON 2 *SO* / *BECAUSE (OF)* TO SHOW CAUSE AND EFFECT

REVIEW GRAMMAR
Independent and dependent clauses

COMMON ERRORS
Misuse of connectors to introduce cause and effect
Omission of comma before *so*
Omission of comma after dependent clause that begins the sentence

A
- Tell Ss, *You will hear seven conversations about evening events. As you listen, circle the statement that summarizes the correct cause-and-effect relationship about the situation.*
- Play the audio for number one. Pause after *next spring*. Read the answer choices aloud. Ask Ss, *Which of these statements best expresses the cause-and-effect relationship discussed in the conversation?* (a) *What's the cause in the answer?* (It's the last game of the season.) *What's the effect?* (They're going to the game.)
- Play the rest of the audio. Have Ss complete the exercise individually and compare their answers in pairs. Replay the audio if appropriate.
- Encourage Ss to take turns reading the sentences aloud. Ask them to label the cause and effect in the answer choices and circle *so* and *because*.
- To review, have volunteers take turns reading the answers aloud for the class.

B
- Tell Ss to read the sentences and complete them with *so, because,* or *because of*. Read number one aloud. Ask the class, *Why do we use* because *here?* (because *it isn't open* is a cause) *Why do we use* because *and not* because of? (because *it isn't open* has a subject and a verb; it is an independent clause)
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review, read the sentences aloud and elicit answers from Ss. Have volunteers give reasons to explain the correct answer choice.
- Clarify any new or confusing words, such as *cancel* (to decide that something, such as a game or a show, will not happen) or *fancy* (very expensive and fashionable).

EXTENSION Have Ss write three more cause and effect sentences about evening events or other activities that interest them. Walk around as Ss work and check for correct use of *so, because,* and *because of*. Then ask Ss to copy their sentences on a separate sheet of paper but, this time, draw a short line in place of the connectors *so, because,* and *because of*. Tell Ss to write their names on their papers. Collect Ss' papers and distribute them randomly around the class so each S has a new paper. Give Ss a couple minutes to complete the exercise. Tell them to check their answers with the original author. **Higher-level Ss** can write a short paragraph in which every sentence has a cause and an effect. In this case, make sure there is an even number of **higher-level Ss** to exchange paragraphs.

C
- Read the directions aloud. Do number one as a class. Read the original sentences aloud. Ask a volunteer to read the answer with *so* aloud. Ask the class, *Is the clause following* so *the cause or the effect?* (effect) Ask a different volunteer to read the answer with *because* aloud. Ask the class, *Is the clause following* because *the cause or the effect?* (cause)
- Have Ss complete the exercise in pairs but write the answers down in their book individually. Encourage them to read the sentences aloud as they work. Tell them to reference the grammar chart if necessary.
- To review, read the original sentences aloud and have volunteers take turns reading the answers.

EXTENSION Write on the board, *Because she was late for the movie, _____*. Read the beginning of the sentence aloud and elicit from Ss different ways to finish it. Ask them, *What is the effect, or result? What happened next?* Then have Ss write three sentences using *so, because,* and *because of* that have either the cause or effect missing. When they are done, ask them to swap papers with a partner and complete the sentences.

EXTENSION Arrange Ss in same-level pairs. Have Ss choose a topic that is important or interesting to them and write cause and effect sentences about it. **Lower-level Ss** can write three sentences. **Higher-level Ss** should write at least five. Tell them to use *so, because,* and *because of*. Suggest topics such as animal extinction, climate change, or childhood obesity. Ask Ss to take notes on the causes and effects of their topic and then write statements that show the relationship. For example, *Fish are going extinct because of chemicals in the water.* Invite volunteers to share their sentences. Brainstorm solutions as a class.

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UNIT 8, LESSON 2 *SO* / *BECAUSE (OF)* TO SHOW CAUSE AND EFFECT

A ▶08-11 Listen to the conversations. Circle the correct statements.

1. (a.) They're going to the game because it's the last game of the season.
   b. They're going to miss the game, so they'll go to another one next spring.
2. (a.) She wants to go to the art gallery because there's a new art show.
   b. They didn't go to the art gallery last weekend, so they'll go tonight.
3. a. There aren't any musicals, so they'll go to a comedy club instead.
   (b.) Because she doesn't like musicals, they'll do something else instead.
4. a. He offered her a ticket because she's never been to the ballet.
   (b.) He had an extra ticket, so he offered it to her.
5. (a.) Tickets are sold out, so they can't go to the opera.
   b. They're going to the opera because they bought their tickets weeks ago.
6. (a.) The movie was scary, so she really didn't enjoy it.
   b. She didn't like the movie because of the actors.
7. a. They missed the whole show because they were stuck in traffic.
   (b.) They were stuck in traffic, so they missed half of the show.

B Complete the sentences with *so*, *because*, or *because of*.

1. We can't go to the art gallery tonight ___because___ it isn't open.
2. We're going to be late to the ballet ___because of___ the heavy traffic.
3. The game was canceled last night, ___so___ we went to a movie instead.
4. I don't usually get popcorn at the movies ___because___ it's too salty.
5. My children love the opera ___because of___ the fancy costumes.
6. Kelly loves to laugh, ___so___ let's take her to the comedy club for her birthday.
7. We didn't like the movie very much ___because___ the plot was really boring.
8. ___Because of___ the rain, the outdoor concert will probably be canceled.

C Write sentences using *so*, *because*, or *because of*.

1. The musical is sold out. We can't go.
   so: The musical is sold out, so we can't go.
   because: We can't go to the musical because it is sold out.
2. We loved the movie. The actors were amazing.
   because: We loved the movie because the actors were amazing / Because the actors were amazing, we loved the movie.
   because of: We loved the movie because of the amazing actors / Because of the amazing actors, we loved the movie.
3. We're going to a show this weekend. Scott's favorite band is performing.
   because: We're going to a show this weekend because Scott's favorite band is performing / Because Scott's favorite band is performing, we're going to a show this weekend.
   so: Scott's favorite band is performing, so we're going to a show this weekend.
4. I enjoyed the art gallery. The exhibit was very interesting.
   because: I enjoyed the art gallery because the exhibit was very interesting / Because the exhibit was very interesting, I enjoyed the art gallery.
   because of: I enjoyed the art gallery because of the interesting exhibit / Because of the interesting exhibit, I enjoyed the art gallery.
5. The opera tickets were too expensive. We saw a movie.
   because: We saw a movie because the opera tickets were too expensive / Because the opera tickets were too expensive, we saw a movie.
   so: The opera tickets were too expensive, so we saw a movie.

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UNIT 8, LESSON 3 TIME EXPRESSIONS

A 08-18 Listen to the conversations. Circle the correct answers.

1. Alex goes to the gym *every day* / *three days a week* / *several times* a day.
2. The exercise group runs *weekly* / *on weekends* / *five days a week*.
3. She spends time outdoors *all week* / *several times a week* / *on weekends*.
4. He turns off his phone *every morning* / *every night* / *24 hours a day*.
5. He told her to follow a balanced diet *on weekends* / *during the week* / *daily*.
6. She used to meditate *daily* / *weekly* / *monthly*, but now she meditates *every morning* / *once in a while* / *on weekends*.

B Write complete sentences to answer the questions. Use the information in parentheses.

1. Q: How often do you get a check-up? (once a year)
   A: I get a check up once a year.
2. Q: When do you have practice? (in the evening)
   A: I have practice in the evening.
3. Q: What days do you go to the gym? (Tuesdays and Thursdays)
   A: I go to the gym on Tuesdays and Thursdays.
4. Q: When do you spend time outdoors? (weekends)
   A: I spend time outdoors on weekends.
5. Q: How often do you put down your device? (a few hours a day)
   A: I put down my device a few hours a day.
6. Q: How much do you sleep? (eight hours a night)
   A: I sleep eight hours a night.

C Look at Maria's weekly planner. Use the words in parentheses to write sentences. Use each activity only one time.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 AM	---------- meditate (Monday–Sunday) ----------						
8:00 AM – 5:00 PM	work at office			work at home		spend time outdoors	do volunteer work
6:00 PM	go to the gym	go to guitar lessons	go to the gym		go to a cooking class	go out with friends	

1. She does volunteer work on Sundays. **(on Sundays)**
2. She meditates daily. **(daily)**
3. She goes to the gym on Mondays and Wednesdays. **(on Mondays and Wednesdays)**
4. She goes to a cooking class on Friday evenings. **(on Friday evenings)**
5. She works at home twice a week. **(twice a week)**
6. She works at the office three days a week. **(three days a week)**
7. She spends time outdoors every Saturday. **(every Saturday)**
8. She goes out with friends on weekends. **(on weekends)**
9. She goes to guitar lessons on Tuesday evenings. **(on Tuesday evenings)**

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UNIT 8, LESSON 3 TIME EXPRESSIONS

REVIEW GRAMMAR
Simple present affirmative and negative statements

COMMON ERRORS
Misplacement of time expressions (in the middle of the sentence)

A
- Tell Ss, *Listen to six different conversations about healthy habits. Circle the correct time expression to complete the sentence.*
- Do number one as a class. Play the audio, and pause after *Saturday*. Say, *Alex goes to the gym...* Elicit the answer from Ss. Ask, *What three days does Alex go to the gym?* (Monday, Wednesday, and Saturday)
- Play the rest of the audio. Have Ss complete the exercise individually and compare their answers in pairs. Replay the audio if appropriate.
- Encourage Ss to take turns reading the sentences aloud. Remind them to stress the time expression in the sentence because it is new and important information.
- To review, have volunteers take turns reading the complete sentences aloud for the class.
- Ask follow-up questions to challenge Ss to recall details from the conversations, such as:
  2. *What days of the week does the exercise group run?* (Monday through Friday) *What time of the day do they run?* (5:00 to 6:00 in the morning)
  3. *What does she spend time doing outdoors?* (hiking with friends) *Why does she like spending time outdoors on the weekends?* (because she works all week)
  4. *Why does he turn his phone off every night?* (because he doesn't want to look at a screen 24 hours a day)
  5. *What kind of diet is she trying?* (eating fruits and vegetables during the week and whatever she wants on the weekends)
  6. *How often does she meditate?* (a couple times a month)

⊕ **EXTENSION** In pairs, have Ss take turns comparing their habits with those described in A. Tell them to use main stress to emphasize the contrast, or difference, between their own habits and the speakers'. For example, *Alex goes to the gym <u>three</u> days a week, but I go just <u>once</u> a week.*

B
- Read the directions aloud. Then read the first question aloud and call on a volunteer to read the answer.
- Have Ss work individually to answer the questions.
- Go over the answers as a class. Then have Ss practice asking and answering the questions in pairs. Time permitting, have Ss swap roles and practice again.

C
- Tell Ss, *Write sentences about Maria's weekly activities using the time expressions in parentheses.*
- Review number one as a class. Bring Ss' attention to the weekly planner. Ask them, *When does Maria do volunteer work?* (on Sundays) Read the example sentence aloud. Point out the verb *does* in the simple present tense and the placement of the time expression.

  Ask Ss, *Is there another way we can say this sentence?* (On Sundays, she does volunteer work.) Remind Ss that when a time expression comes at the beginning of the sentence, it is sometimes followed by a comma.
- Have Ss work individually and then compare their answers in pairs. Review the answers as a class.

⊕ **EXTENSION** Write on the board, *How often do you...* Remind Ss that *How often* asks about frequency, or the number of times something happens during a particular period. In pairs, ask Ss to take turns asking each other how often they do the healthy habits in 1A and answer using the appropriate time expression. For example, *How often to you go for a run? I go for a run twice a week.*

⊕ **EXTENSION** Using exercise C as a model, have Ss make a weekly planner of their main activities. Encourage them to use their own ideas in addition to the target vocabulary in 1A. Ask them to include at least ten activities in their planners. Walk around as Ss work and help provide ideas, if necessary. For example, Ss can include when they talk to family on the phone or when they do their homework. Arrange Ss in same-level pairs. Have them swap their planners and write sentences about their partner's activities using the appropriate time expressions. **Lower-level Ss** can write five sentences. **Higher-level Ss** should write 8–10 sentences.

⊕ **EXTENSION** In pairs, have Ss role-play a doctor's visit. Student A is the patient and should explain his or her concerns about staying healthy. Student B is the doctor and should give at least five suggestions for how to create healthy habits. Give Ss a couple minutes to decide on roles and 5–10 minutes to complete the activity. Invite volunteers to role-play their doctor's visit for the class.

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UNIT 9, LESSON 1 FUTURE WITH *WILL, BE GOING TO*, PRESENT CONTINUOUS, AND SIMPLE PRESENT

REVIEW GRAMMAR
Will for future intention, page 162
Future plans with *be going to*, page 163
Present continuous for the future, page 163

COMMON ERRORS
Using an incorrect verb form after *will* and *be going to*
Using the wrong future form for the situation

A
- Tell Ss, *You will hear six questions about furniture and decor. Circle the correct answer.*
- Do number one as a class. Play the audio, and pause after the first question. Read the two answer choices aloud. Ask, *What is the verb form used in a?* (will) *In b?* (be going to) *Should the response use* will *or* be going to*?* (will) Ask, *Why do we use* will *(and not* be going to*) in this situation?* (It's a quick decision.)
- Give Ss time to preview the exercise items before listening and then play the rest of the audio without pausing. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- To review, read each question aloud and ask volunteers to take turns saying the answers. Ask them to provide reasons for their answer choice.

B
- Have Ss close their books. Write on the board, *My favorite TV show came on at 8:00.* Ask Ss, *What is the verb?* (came) *What verb form is it in?* (simple past) *How can I write this sentence in the simple present?* Elicit the answer from Ss.
- Have Ss open their books and check their answer. Read the instructions aloud. Ask, *What is the underlined word in number one?* (last) *In number two?* (yesterday) Repeat for all exercise items.
- Have Ss complete the exercise individually. Suggest that they use contractions in their answers. Encourage **higher-level Ss** to use a variety of time expressions in the future in addition to *tomorrow*, such as *tonight, this weekend, next week, next month,* etc.
- Have Ss compare their answers in pairs. Tell them to be ready to explain their answers.
- To review, call on volunteers to read the original and new sentences aloud. Write the new verb form on the board for Ss to check their spelling. Follow up by asking the class, *Why is this the correct answer?*

C
- Tell Ss to read through the conversation and fill in the blanks with *will, be going to,* or the present continuous plus the verb in parentheses. Bring Ss' attention to number one. Read the complete sentence aloud. Ask, *What verb form is this?* (present continuous) *Why do we use the present continuous here?* (The question is asking about specific plans.)
- Have Ss complete the exercise individually and then compare in pairs. Tell them to be ready to explain their answers.
- To review, call on two volunteers to read the complete conversation aloud. Follow up after each exercise item by asking the class, *Why is this the correct answer?*

EXTENSION Write on the board, *What are you doing after class today?* Arrange Ss in same-level pairs. Have them write a short conversation answering the question on the board using the different verb forms to talk about the future and the target vocabulary from the lesson. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

EXTENSION Have Ss make predictions about how people will use technology in the future and share that information in small groups. Tell them to use *will* and *be going to* as they discuss. Have volunteers share their predications with the class.

EXTENSION Have Ss write 2–3 sentences using *will* or *be going to* to make predictions (indefinite plans) about their future. Then have them write 2–3 more sentences using *be going to* and the present continuous to express specific, definite plans for the future. Have Ss share their sentences in pairs or small groups. Encourage Ss to ask each other follow-up questions to learn more about each other's life goals.

EXTENSION Ask Ss to think about their schedules and write down several activities or events they do on a daily or weekly basis, such as *wake up*, *eat breakfast*, *take the bus*, *eat lunch*, *go to class*, *go to work*, etc. In pairs, have Ss take turns sharing their schedules and asking each other questions about them. Remind Ss to use *be going to* and the present continuous for specific plans and the simple present to talk about definite schedules. For example, S1: *Tomorrow, I'm going to English class.* S2: *What time is English class?* S1: *It starts at 5:00 and ends at 7:30.*

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UNIT 9, LESSON 1 FUTURE WITH *WILL, BE GOING TO*, PRESENT CONTINUOUS, AND SIMPLE PRESENT

A ▶09-03 Listen to the questions. Circle the correct responses.

1. (a.) I'll help you.
   b. I'm going to help you.
2. (a.) It leaves at 7:00.
   b. My train will leave at 7:00.
3. a. Sure, I'm going to take it.
   (b.) Sure, I'll take it.
4. a. I'll make some new curtains.
   (b.) I'm going to make some new curtains.
5. (a.) Sure. I'll get one at the store today.
   b. Sure. I'm going to get one at the store.
6. (a.) I'm going to buy a new bookcase this weekend.
   b. I'll buy a new bookcase this weekend.

B Rewrite the sentences using the verb form in parentheses. Change the underlined word(s) to *tomorrow*.

1. My favorite TV show came on at 8:00 last night.
   (*simple present*) My favorite TV show comes on at 8:00 tomorrow night.
2. I bought a new couch yesterday.
   (*be going to*) I'm going to buy a new couch tomorrow.
3. Lena sold her old rug and armchair last week.
   (*present continuous*) Lena is selling her old rug and armchair tomorrow.
4. I helped you move your furniture this morning.
   (*will*) I'll help you move your furniture tomorrow.
5. Dan's brother moved in with him last month.
   (*be going to*) Dan's brother is going to move in with him tomorrow.
6. Joe started his new job yesterday.
   (*simple present*) Joe starts his new job tomorrow.
7. Eva looked for a new apartment last week.
   (*will*) Eva will look for a new apartment tomorrow.

C Complete the conversation with *will*, *be going to*, the present continuous, or the simple present and the verb in parentheses.

A: What ___are you doing___ (1 do) after work today?
B: I ___'m going to help___ (2 help) Sandy move some furniture. She just moved into your building.
A: I know! ___Are you going___ (3 go) to her apartment right after work? Can I get a ride with you?
B: Sure, I ___'ll give___ (4 give) you a ride. I ___'m leaving___ (5 leave) when I get off work, around 5:00 or 5:30. Is that OK with you?
A: Oh, today is Monday. I ___get___ (6 get) off work at 6:00 on Mondays, but I ___'ll see___ (7 see) if I can leave a little early.
B: No, that's OK. I ___'ll wait___ (8 wait) until 6:00 for you.
A: Great! Thanks!

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UNIT 9, LESSON 2 INDIRECT QUESTIONS

A 09-09 Listen. Circle the direct question that matches.

1. (a.) Why does James have to work late?
   b. Does James have to work late?
2. (a.) Where did everyone go?
   b. Did everyone go?
3. (a.) What time does the meeting start?
   b. Is the meeting starting now?
4. a. Where is Luisa today?
   (b.) Is Luisa in the office today?
5. (a.) Is the train delayed?
   b. Where is the train?
6. a. Did I lose my keys?
   (b.) Where did I put my keys?

B Write sentences and questions using the words in parentheses.

1. I think Maya has an apartment around here. I wonder where she lives . (wonder / she / lives)
2. That man is waving at me, but I don't know him. Do you know who he is ? (do you know / he / is)
3. Liza's car looks really bad. The lights are falling off! I wonder if she got into an accident . (wonder / she / got into an accident)
4. I'm not familiar with this building. Can you tell me where the restroom is ? (can you tell me / restroom / is)
5. There's a meeting tomorrow morning. Do you know why we are meeting ? (do you know / we / are meeting)
6. I can't find my keys! I wonder where I left them . (wonder / I / left them)
7. I need the report. Could you tell me if it is ready ? (could you tell me / it / is ready)
8. I need to go to the bank today. I wonder if it's open . (I wonder / it / is open)

C Change the direct questions to indirect questions.

Part I. Begin each sentence with *I wonder.*

1. Where is Katie?
   I wonder where Katie is .
2. What country is Maya from?
   I wonder what country Maya is from .
3. Do we have to work late tonight?
   I wonder if we have to work late tonight. / I wonder whether we have to work late tonight .
4. Did Jane lose her keys?
   I wonder if Jane lost her keys. / I wonder whether Jane lost her keys .
5. Why did Eric leave?
   I wonder why Eric left .

Part II. Begin each sentence with *Do you know.*

6. What did Peter say?
   Do you know what Peter said ?
7. What time did Alan leave last night?
   Do you know what time Alan left last night ?
8. Was the train delayed?
   Do you know if the train was delayed / Do you know whether the train was delayed ?
9. Did Dina get stuck in traffic?
   Do you know if Dina got stuck in traffic / Do you know whether Dina got stuck in traffic ?
10. Where is Kelly today?
    Do you know where Kelly is today ?

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UNIT 9, LESSON 2 INDIRECT QUESTIONS

REVIEW GRAMMAR
Wh- questions
Yes/no questions
OPTIONAL REVIEW GRAMMAR
Simple past irregular verbs

COMMON ERRORS
Incorrect word order in *Wh-* questions
Incorrect word order in indirect questions
Incorrect punctuation in indirect questions

A
- Tell Ss, *You will hear six indirect questions. Circle the direct question that matches.*
- Do number one as a class. Play the audio, and pause after the first question. Have a volunteer read the answer aloud. Ask, *Why is this the correct answer?* (The question is asking about why, not if, James has to work late.)
- Play the rest of the audio without pausing. Remind Ss to listen for the *wh-* words in the questions.
- Have them complete the exercise individually and compare their answers in pairs. Replay the audio if appropriate.
- To review, read the indirect sentences aloud again and elicit the answer from Ss.

EXTENSION Have Ss write indirect questions for the direct questions that weren't circled.

EXTENSION In pairs, have Ss write six additional indirect questions that match each direct question. Suggest they refer to the grammar chart for introductory phrases. Remind them to make the questions different from those in the audio. For example, 1. *I'd like to know why James has to work late.* Monitor Ss' work for correct verb forms and word order. Have the pairs form groups of four and swap sentences. Tell Ss to check each other's work.

B
- Tell Ss, *Make indirect sentences with the phrases, subjects, and verbs in parentheses.* Read number one. Ask, *What are the two reasons why we use indirect questions?* (to be polite or if you're not sure the person will know the answer to the question) *Why did we use an indirect, and not a direct, sentence in number one?* (The person might not know the answer to the question.)
- Give Ss a moment to compare the example answer with the words in parentheses. Then ask, *What additional words were used to complete the sentence?* (I; where) Remind Ss that they will need to add *wh-* words or *if/whether* to make indirect sentences.
- Have Ss complete the exercise individually and compare their answers in pairs.
- To review answers, read the first sentence aloud and call on Ss to say the answer. Have volunteers explain why indirect questions were used in each situation.
- Address any questions or COMMON ERRORS with word order.

C
- Read the instructions and the example aloud. Point out the word order of the direct and the indirect question. Ask Ss, *What's different between the two?* (the order of the subject and verb)
- In pairs, have Ss identify if each direct question is a *wh-* or *yes/no* question and label them in their books with *wh-* or *y/n*. Ask, *What words do we need to use before the subject in indirect* wh- *questions?* (*wh-* words) *What words do we need to use before the subject in indirect* yes/no *questions?* (*if* or *whether*)
- Have Ss work in pairs but write the answers individually in their books. Remind them to use *I wonder* in Part 1 and *Do you know* in Part 2 and to reference the grammar chart on page 104 as they work.
- Encourage them to take turns reading the direct and indirect questions aloud.
- Monitor Ss' work for correct verb forms and word order. Pay special attention to whether Ss are changing the main verb to the simple past in numbers 4, 5, 6, and 7.
- To review, call on pairs to read the direct and indirect questions aloud. Address any questions about verb forms or word order.

EXTENSION Ask Ss to find a partner they don't know very well. In pairs, have them write five direct questions they have about each other. For example, *Where are you from? Do you have any brothers or sisters?* Tell Ss to write three *wh-* questions and two *yes/no* questions. Then have Ss take turns interviewing each other using indirect, rather than direct, questions. For example, *Would you mind explaining where you are from? I'd like to know if you have any brothers or sisters.* Encourage Ss to take notes on their partner's answers. Invite volunteers to share what they learned about their partner with the class.

EXTENSION Have Ss choose one person from history they admire. Tell them to research and take notes on basic facts about the person's personal and professional life. In pairs, have Ss take turns asking and answering indirect questions about the people they chose. For example, *S1: I chose Albert Einstein. S2: Could you tell me where he was from? S1: He was born in Germany. S2: Would you mind explaining what he is famous for?* If necessary, provide a model. Choose a person from history you admire, and show this person's picture. Elicit indirect questions from Ss and answer as best you can. Model different ways to respond if you don't know an answer, such as *I don't know* or *I'm not sure.*

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UNIT 9, LESSON 3 ADVERBS AND ADVERBIAL PHRASES OF PLACE

REVIEW GRAMMAR
Prepositions of location

COMMON ERRORS
Using the wrong preposition in an adverbial phrase
Incorrect placement of adverbs or adverbial phrases (not at end of sentence)

A
- Tell Ss, *You will hear six conversations about where or how things or people are. Listen for the adverb or adverbial phrases and use them to complete the sentences.*
- Do number one as a class. Play the audio, and pause after the word *upstairs*. Ask, *Where are the family albums?* Elicit the answer (upstairs). Say the complete sentence aloud.
- Play the rest of the audio without pausing. Have Ss complete the exercise individually and then compare answers in pairs.
- To review, have volunteers take turns reading the answers aloud. For any wrong or confusing answers, replay the audio and discuss them as a class.
- Clarify different uses of the word *comfortable*. Ask Ss, *What does* comfortable *mean?* (feeling relaxed and happy; not worried) Explain to Ss that the adjective *comfortable* can also describe physical comfort due to pleasant weather or temperature.

B
- Read the instructions and adverbial phrases aloud.
- Read number one aloud. Say, *We cook dinner in the kitchen.* Point out how the context of the sentence can help Ss choose the correct adverbial phrase.
- Encourage Ss to cross off the adverbial phrases after they have used them. Each will be used only once.
- Have Ss complete the exercise individually and then compare their answers in pairs. Encourage them to take turns reading the sentences aloud as they work.
- To review answers, call on Ss to read their answer aloud. Have them identify the context clues that helped them choose the correct adverbial phrase.
- Ask Ss, *Are there any indirect questions in this exercise? What are they?* Elicit the answer from the class. (2. Could you please put this book on the table? 4. I wonder if he's in the backyard.)

C
- Read the instructions and example sentence aloud. Ask Ss, *Where in the sentence did we add the adverb of place?* (before adverbial phrase) *How is the meaning of the two sentences different?* (adverbs of place provide additional details about location)
- Have Ss work in pairs but write the answers individually in their books. Walk around and provide help as necessary.
- To review, read the two sentences aloud, and then have a volunteer read the answer.

EXTENSION Lead a class brainstorm about different places or items in or around the classroom and/or school. Elicit ideas and write them on the board. In pairs or small groups, have Ss take turns saying sentences using adverbs and adverbial phrases of place. Encourage Ss to draw a diagram of the classroom and/or school as they discuss. Invite volunteers to share their descriptions with the class.

EXTENSION Say, *I put down my phone when I eat with others. I usually leave it in my purse.* Stress the adverbial phrase *in my purse* as you speak. Tell Ss to take a few minutes to write down their habits and routines. Have them reference Lesson 3 in Unit 8 for ideas, if necessary. Then in pairs, have Ss take turns sharing their habits and routines and asking each other follow-up questions to get more information. Encourage them to use both direct and indirect questions when appropriate. For example,

- S1: *I go to the gym twice a week.*
  S2: *Where's the gym?*
  S1: *It's inside my building at work.*
  S2: *I go for a run on Mondays.*
  S1: *Where do you run?*
  S2: *I run at a park nearby.*
  S1: *I meditate every morning.*
  S2: *Could you tell me where you meditate?*
  S1: *Sure! I usually practice meditation in my backyard.*

EXTENSION Have Ss add an adverb or adverbial phrase of place to at least five of the reasons for being late in 1A of Lesson 2. Ask them to write a complete sentence describing each situation. For example, *I had to work late at the office. My car broke down nearby.* Encourage Ss to use more than one adverb or adverbial phrase in a sentence. Then have Ss swap their sentences with a partner. Tell Ss to check each other's work by underlining the adverb or adverbial phrase in each sentence. If necessary, ask them to give each other suggestions on how to improve their sentences. Challenge **higher-level Ss** to write a short story using the reasons for being late and adverbs/adverbial phrases.

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UNIT 9, LESSON 3 ADVERBS AND ADVERBIAL PHRASES OF PLACE

A ▶09-16 Listen. Complete the sentences.

1. I think they're in the bedroom upstairs .
2. It's way too cold in the house !
3. It's on the third floor .
4. I'll see if there's a coffee shop nearby .
5. He's at the library .
6. Do you want to eat outside ?

B Complete the sentences with the correct adverbial phrases from the box.

in the backyard	at home	on the bookshelf	~~in the kitchen~~	in the country
	at the office	on the table	in the middle	

1. Jorge is in the kitchen cooking dinner.
2. Could you please put this book on the bookshelf ?
3. Oh, no. I left my umbrella at home . Now I'm going to get wet.
4. I can't find my cat. I wonder if he's in the backyard .
5. Jack forgot his laptop at the office . He needs to go back to work.
6. There are some apples on the table .
7. They bought a beautiful house in the country .
8. Mary left her toy in the middle of the yard.

C Rewrite each sentence. Add the adverb of place in parentheses.

1. I can't find my keys in the house. (anywhere)
   I can't find my keys anywhere in the house .
2. They're doing laundry in the basement. (downstairs)
   They're doing laundry downstairs in the basement .
3. Pat is working in the garden. (outside)
   Pat is working outside in the garden .
4. There is a café in this building. (somewhere)
   There is a café somewhere in this building. / There is a café in the building somewhere .
5. I found some old pictures in the bedroom. (upstairs)
   I found some old pictures upstairs in the bedroom .
6. I don't know where I left my phone, but it's somewhere. (nearby)
   I don't know where I left my phone, but it's somewhere nearby .
7. Ann is eating in the kitchen. (inside)
   Ann is eating inside in the kitchen .

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UNIT 10, LESSON 1 TAG QUESTIONS

A ▶10-02 **Listen. What does the speaker think is true? Circle the correct answers.**

1. (a.) They have a new designer on their team. b. They don't have a new designer on their team.
2. a. There are some open positions. (b.) There are no open positions.
3. (a.) Lisa is a manager. b. Lisa isn't a manager.
4. (a.) I can use Jim as a reference. b. I can't use Jim as a reference.
5. a. She was a candidate for the management position. (b.) She wasn't a candidate for the management position.
6. (a.) We're interviewing candidates next week. b. We aren't interviewing candidates next week.
7. a. Greg worked in Human Resources. (b.) Greg didn't work in Human Resources.

B **Complete the tag questions with the correct verbs.**



1. Kenji isn't in his office, ___is___ he?
2. You submitted an application online, ___didn't___ you?
3. She's applying for another job, ___isn't___ she?
4. I don't need to include a cover letter with my résumé, ___do___ I?
5. They have an opening for a manager position, ___don't___ they?
6. You can't be here an hour early tomorrow, ___can___ you?
7. He's applied for a position at our company before, ___hasn't___ he?
8. We should hire someone who speaks Spanish, ___shouldn't___ we?
9. You don't have a pen I can borrow, ___do___ you?

C **Add a tag question to each conversation.**

1. A: Beatriz works in the Human Resources department, ___doesn't she___ ?
   B: That's right. She's worked there for several years.
2. A: You're here to interview for the sales position, ___aren't you___ ?
   B: No, I'm here for a sales meeting.
3. A: Hurry up! We're going to be late.
   B: Late for what? We don't have another meeting today, ___do we___ ?
4. A: You haven't heard from Julie lately, ___have you___ ?
   B: No, I haven't. I wonder what she's doing these days.
5. A: Did Gabe get the manager position?
   B: No. He wasn't even a candidate, ___was he___ ?
6. A: This application has old information on it.
   B: We're going to update it, ___aren't we___ ?
7. A: Your résumé looks great, but you forgot to include the languages you speak.
   B: Oh, that's right! I should include that, ___shouldn't I___ ?
8. A: You'll apply for the new manager position, ___won't you___ ?
   B: No, I don't think so. I'm happy with my job now.
9. A: We need another person on the project. We can hire someone now, ___can't we___ ?
   B: No, we don't have the budget to hire anyone new this year.
10. A: You're starting your new job next week, ___aren't you___ ?
    B: Yes, I am. I'm excited but also a little nervous.

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UNIT 10, LESSON 1 TAG QUESTIONS

REVIEW GRAMMAR
Auxiliary vs. main verbs
Modals
OPTIONAL REVIEW GRAMMAR
Affirmative and negative *yes/no* questions

COMMON ERRORS
Using an affirmative tag with an affirmative sentence
Using a negative tag with a negative sentence

A

- Tell Ss, *You will hear seven statements with tag questions. Circle the answer that best describes what the speaker thinks is true.*
- Do number one as a class. Play the audio, and pause after *don't they?* Read the two answer choices aloud. Ask, *Which of these answers does the speaker think is true?* (a) *Why is this the correct answer?* (The affirmative sentence states the information; the tag question is simply confirming that the information is correct.)
- Give Ss time to preview the exercise items before listening. Suggest they circle the words in the two answer choices that differ from each other. For example, in number two, Ss would circle *some* and *no*; in number three, Ss would circle *is* and *isn't*.
- Ask Ss to underline any target vocabulary in the answer choices (*position, reference, candidates, Human Resources*). Give them time to discuss the meaning of the words in pairs. Clarify any terms that are still confusing.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs. Replay the audio if appropriate.
- Review the answers as a class. Read each question aloud and ask volunteers to say the answers. Encourage them to answer in the affirmative or negative, beginning the sentences with *Yes* or *No*. For example, *Yes, they have a new designer on their team* or *No, there are no open positions.* Ask them to provide reasons for their answer choice.

EXTENSION List the seven statements with tag questions from the audio on the board. Ask Ss to rewrite each sentence so it expresses the opposite meaning. For example, *They have a new designer on their team, don't they?* becomes *They don't have a new designer on their team, do they?* Remind Ss that when the sentence is affirmative, the tag question is negative, and when the sentence is negative, the tag question is affirmative. Review the answers as a class. Then have Ss practice conversations with the new sentences and new correct answer choices. For example,

S1: *They don't have a new designer on their team, do they?*
S2: *No, they don't have a new designer on their team.* (answer b)

B

- Read the instructions aloud. Remind Ss that if the main verb in the sentence is not a modal or the verb *be*, the auxiliary *do/does/did* is used in the tag.
- Have Ss complete the exercise individually, and then compare their answers in pairs. Tell them to be ready to explain their answers.
- Walk around as Ss work to provide help as necessary.
- To review, call on volunteers to read the complete sentence aloud. Follow up by asking the class, *Why is this the correct answer?*
- Ask, *What vocabulary words are in this exercise?* (application, cover letter, résumé, position) *What do they mean?* Have volunteers define them.

EXTENSION In pairs, have Ss make full-form responses to the questions in B. **Lower-level Ss** can write out their answers. To review, read the question aloud and call on a S to respond in complete sentences. For example,

T: *Kenji isn't in his office, is he?*
S1: *No, he isn't in his office.*

Encourage **higher-level Ss** to add more information.

S2: *No, he isn't in his office. I think he's in the conference room.*

C

- Tell Ss to read through the conversations and fill in the blanks with the appropriate tag question. Bring Ss' attention to number one. Read the complete statement aloud. Ask, *Is this an affirmative or negative statement?* (affirmative) *What's the main verb?* (works) *Should the tag be affirmative or negative? Why?* (negative, because the statement is positive)
- Read the example conversation with a S. Ask, *Why do we use the auxiliary verb* does *in this tag?* (The main verb in the sentence is not a modal or the verb *be*.)
- Tell Ss to work in pairs to complete the exercise, but write down their answers individually.
- To review, call on volunteers to read the complete conversations aloud. Follow up by asking the class, *Why is this the correct answer?*
- Have Ss practice the conversations. Time permitting, have them swap roles and practice again.

EXTENSION Have Ss write sentences with tags they would like to ask their classmates. Have **lower-level Ss** write two affirmative sentences with negative tags, and two negative sentences with affirmative tags. Have **higher-level Ss** write three of each. Monitor Ss' work for correct use of verb forms. Then ask Ss to stand up and take turns asking their questions and responding with short answers. For example,

S1: *You're from Chile, aren't you?*
S2: *Yes, I am!*

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UNIT 10, LESSON 2 PRESENT PERFECT WITH *FOR* AND *SINCE*; *HOW LONG* AND *EVER*

REVIEW GRAMMAR
Present perfect for past experiences
Regular and irregular past participles, page 164
OPTIONAL REVIEW GRAMMAR
Simple past irregular verbs, page 164

COMMON ERRORS
Using *for* for a specific time and *since* for a length of time
No subject-auxiliary inversion in question formation
Misplacement of the adverb *ever* (at the beginning or in the end of the sentence)
Using the present perfect instead of the simple past for specific time

A
- Tell Ss, *You will hear seven sentences describing work situations. For each sentence, check the box that describes what the speaker is talking about.*
- Bring Ss' attention to the chart. Read the headings aloud. Remind Ss we start questions with *how long* to ask about the length, or amount, of time that something lasted.
- Ask Ss, *What word do we use to describe how long something lasted?* (for) *What word do we use to describe when something started?* (since) *How do we talk about something that happened at a specific time in the past?* (use the simple past)
- Do number one as a class. Play the audio, and pause after the word *Jane*. Have a volunteer read the answer aloud. Ask, *Why is this the correct answer?* (The speaker is asking about a period of time that started in the past and continues to now.)
- Play the rest of the audio. Remind Ss to listen for the key words *how long, for,* and *since* in the sentences. Tell them to pay attention to the verb forms they hear.
- Have them complete the exercise individually and compare their answers in pairs. Replay the audio if appropriate.
- To review, read the sentences aloud and elicit the answers. Ask volunteers to explain them.

B
- Read the instructions. Ask a volunteer to read number one aloud. Tell Ss to underline the phrase *over a week*. Ask, *Does the phrase* over a week *describe how long something lasted or when something started?* (how long something lasted) Say, *Right! It describes a length of time. So, we complete the sentence with* for.
- Ask a different volunteer to read number two aloud. Tell Ss to underline the phrase *6:00 this morning*. Ask, *Does the phrase* 6:00 this morning *describe how long something lasted or when something started?* (when something started) Say, *Yes, it describes a point in time. So, we need to complete the sentence with* since.
- Tell Ss to underline the time expressions in the rest of the sentences. In pairs, have them discuss if the expression describes a length of time or a point in time. Review the answers as a class.
  3. *several weeks*: length of time
  4. *2014*: point in time
  5. *the beginning of the year*: point in time
  6. *college*: point in time
  7. *over a week*: length of time
  8. *last year*: point in time
  9. *forty years*: length of time
  10. *about an hour*: length of time
  11. *this morning*: point in time
  12. *Monday*: point in time
- Bring Ss' attention to numbers four and six. Explain to Ss that even though 2014 is a year and *college* refers to several years, both are considered to be points in time, not durations.
- Have Ss complete the exercise individually and compare their answers in pairs.
- Call on Ss to read the completed sentences aloud.

C
- Tell Ss, *Combine the two sentences to make one sentence in the present perfect.*
- Write the original sentences in number one on the board. Read them aloud. Ask, *What is the verb in the first sentence?* (manage) *What is the time expression in the second sentence?* (one month ago) Cross out *I began* and *ago*. Write the answer on the board.
- Read the answer aloud. Ask, *Why is* for *the correct answer?* (*One month* refers to how long, or the length of time, the job has lasted.)
- Arrange Ss in same-level pairs. Ask **lower-level Ss** to underline the verbs in the first sentences and time expressions in the second sentences before they complete the exercise.
- Have Ss work in pairs but write the answers individually.
- Monitor Ss' work. Pay special attention to the irregular verb forms in numbers 3, 4, 5, and 7.
- Have volunteers read the new sentences aloud. Ask them to explain their answers.

EXTENSION Write on the board, *What have they done?* In pairs, have Ss choose a living person they both admire. Ask them to write three statements about this person's accomplishments using present perfect statements with *for* and *since*. Provide an example for Ss. Write *Malala* on the board. Ask Ss, *Do you know who this is?* Say, *Malala has fought for the right to female education in Pakistan since she was eleven. For ten years, she has given speeches around the world about this topic.* Allow Ss to research on their phones, if appropriate. Have each pair present their person in small groups or to the class.

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UNIT 10, LESSON 2 PRESENT PERFECT WITH *FOR* AND *SINCE; HOW LONG* AND *EVER*

A ▶10-10 Listen. Is the speaker talking about how long something lasted, when something started, or something that happened at a specific time in the past? Check (✓) the correct box.

	1	2	3	4	5	6	7
how long something lasted	✓	✓	✓		✓		
when something started				✓		✓	
something that happened at a specific time in the past							✓

B Complete the sentences and questions with *for* and *since*.

1. We have worked on the budget ___for___ over a week.
2. I've been here ___since___ 6:00 this morning.
3. We haven't seen Chang ___for___ several weeks.
4. Rob has worked at the company ___since___ 2014.
5. Dylan hasn't given a presentation ___since___ the beginning of the year.
6. Tim and I have known each other ___since___ college.
7. Ali has had a cold ___for___ over a week.
8. Mario hasn't managed a team ___since___ last year.
9. Harry and Janice have been married ___for___ forty years.
10. I've been here ___for___ about an hour.
11. Have you eaten anything ___since___ this morning?
12. Has anyone seen Sam ___since___ Monday?

C Rewrite the sentences. Use the present perfect form of the verb and *for* or *since*.

1. I manage a large team. I began one month ago.
   I have managed a large team for one month.
2. John works on the sales team. He started over a year ago.
   John has worked on the sales team for over a year.
3. I am done with my project. I finished it last night.
   I have been done with my project since last night.
4. I know Karen. We met in March.
   I have known Karen since March.
5. Luke is at the office. He got there at 6:00 this morning.
   Luke has been at the office since 6:00 this morning.
6. Brad lives in India. He moved there six months ago.
   Brad has lived in India for six months.
7. Ann is sick. She got sick on Tuesday.
   Ann has been sick since Tuesday.
8. I work in sales. I started three years ago.
   I have worked in sales for three years.
9. Tom is in China. He arrived there last week.
   Tom has been in China since last week.
10. John is unemployed. He quit his job in 2017.
    John has been unemployed since he quit his job in 2017 / John has been unemployed since 2017.

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UNIT 10, LESSON 3 INFORMATION QUESTIONS WITH THE PRESENT PERFECT

A 10-17 Listen. Complete the questions.

1. What have they changed?
2. How often has that happened?
3. Where has she worked before?
4. So, why haven't we spoken to him yet?
5. How long has the position been open?
6. Terrific. Who have you met so far?
7. How many interviews have you had?

B Complete the questions with the present perfect form of the words in parentheses.

A: Why have you applied (1 (you / apply)) for this position?
B: I work for a small start-up company with only twenty employees, but I'd like to work for a larger company. Your company would be the perfect fit for me.
A: How long have you been (2 (you / be)) interested in computer programming?
B: I've always loved computers for as long as I can remember.
A: What companies have you worked (3 (you / work)) for in the past?
B: I've worked for a couple of small technology companies.
A: In this position, you'll need to manage a small team. How have you shown (4 (you / show)) leadership at your other jobs?
B: At my current job, I manage a team of eight workers.
A: How have you dealt (5 (you / deal)) with conflict?
B: When a conflict comes up, I stay calm and work with my team to resolve the issue quickly.
A: Do you have any questions for me?
B: Yes. What challenges has the company handled (6 (the company / handle)) in the past year?
A: Our biggest challenge has been growth. We grew by over 2,000 employees last year.
B: How has this growth changed (7 (this growth / change)) the work environment?
A: It's still a great place to work, but we've had to hire more people and find bigger offices.

C Write questions in the present perfect using the words below.

1. When / you / deal / with a conflict
   When have you dealt with a conflict?
2. How / she / handle / challenges
   How has she handled challenges?
3. Where / he / work / in the past
   Where has he worked in the past?
4. When / you / think / outside the box
   When have you thought outside the box?
5. How long / they / work / as a team
   How long have they worked as a team?
6. How many calls / the assistant / answer / this morning
   How many calls has the assistant answered this morning?
7. What countries / you / visited / this past year
   What countries have you visited this past year?

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UNIT 10, LESSON 3 INFORMATION QUESTIONS WITH THE PRESENT PERFECT

REVIEW GRAMMAR
Information questions and answers

COMMON ERRORS
Word order of information questions
Misplacement of past participle (before subject)

A
- Tell Ss, *Listen to the seven conversations about work. Complete the information questions in exercise A.*
- Do number one as a class. Play the audio, and pause after the first conversation. Have a volunteer read the answer aloud.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare their answers in pairs.
- Replay the audio, if necessary. Pause after each conversation to give Ss time to complete the questions.
- To review, have volunteers take turns reading the answers aloud.

B
- Read aloud the instructions and the first question in the conversation. Bring Ss' attention to the words in parentheses. Point out the word order in the answer.
- Have Ss read through the words in parentheses and identify any verbs with irregular past participle forms (2. been; 4. shown; 5. dealt).
- Have Ss complete the exercise individually and then compare their answers in pairs.
- To review the answers, read the conversation aloud with a higher-level S, pausing at each question to elicit the answer from Ss.
- Clarify any new or confusing words or phrases. Ask Ss, *What does* a perfect fit *mean?* (something that meets all your needs) *What is a* start-up company*?* (a small business that is just being started)
- Have Ss practice the conversation in pairs. Monitor for correct pronunciation of the weak pronunciation of *have* and *has*. Time permitting, have Ss swap roles and practice again.

C
- Tell Ss to write information questions with the words given. Read the example question aloud.
- Have them work in pairs but write the answers individually in their books. Walk around as Ss work and provide help as necessary.
- To review, call on Ss to read the questions aloud.

EXTENSION Tell Ss to write three information questions with the present perfect that you would ask when you first meet a classmate. For example, *How long have you gone to this school? How long have you studied English?* Ask them to find a classmate they don't know well and take turns asking and answering these questions in pairs.

EXTENSION Have Ss write five information questions in the present perfect to ask their classmates. For example, *Where have you traveled in the past year?* Walk around as Ss work to make sure the questions are appropriate. Then have Ss stand up and take turns asking and answering the questions. Tell them to talk to at least five classmates. Encourage them to ask follow-up questions to learn more about each other.

EXTENSION Say, *My cat is missing! Can you help me?* Tell Ss to write down one information question with the present perfect to ask about your problem. Elicit questions from the class. Be sure to respond in the present perfect. For example,

S1: *Where have you looked?*
T: *I've looked inside the house.*
S2: *How long has she been missing?*
T: *She's been missing for three days.*

In small groups, have Ss make a plan to solve the problem based on your answers. Elicit ideas from the class. Take a class vote on the best solution.

EXTENSION In pairs, have Ss take turns sharing a current problem and asking each other about it with information questions in the present perfect. If Ss have no problem or aren't comfortable sharing, they can make one up. For example,

S1: *My sister can't sleep.*
S2: *What doctor has she talked to? How have her friends helped?*

Tell Ss make plans to solve their problems based on their answers.

VOCABULARY PRACTICE NOTES

UNIT 1, LESSON 4

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION **For lower-level Ss**, let Ss work in pairs to complete the activity.

EXTENSION Have Ss write their own sentences using the words.

UNIT 2, LESSON 4

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

OPTION **For higher-level Ss**, let Ss say what they remember about the definitions.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Have Ss write their own sentences using the words. Then ask them to write their sentences on the board but leave a blank line where the vocabulary item belongs. Have the other Ss complete the sentences.

UNIT 3, LESSON 4

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Have a class discussion by posing questions using the words in other contexts.

What is an activity that gives you an adrenaline rush?
Are you a risk-taker? Why or why not?
Do you like to be in control? What do you like to be in control of?
Have you ever felt out of control? What was the situation? How did you change it?
What is something you have a fear of?
What is something you are focused on right now?
What is the last flight you took?

OPTION For larger classes, divide Ss into pairs or small groups for the discussion.

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VOCABULARY PRACTICE

UNIT 1, LESSON 4

Complete the sentences with words from the box.

workplace	research	encourage	friendship	employees

1. The teacher liked Lin's history paper because his ___research___ about the subject was excellent.
2. The company hired many new ___employees___ when it opened the new factory.
3. Raffy and Tino began their ___friendship___ when they were in high school.
4. It is important for teachers to ___encourage___ students to do their best.
5. The ___workplace___ is made up of people from different places and experiences.

UNIT 2, LESSON 4

Complete the sentences with words from the box.

piece of advice	product	recycled	wise	elegant	designer

1. I always listen to my grandfather because he is such a ___wise___ man.
2. The ___designer___ made a beautiful drawing of a new dress.
3. Companies often advertise a new ___product___ on TV.
4. Soda cans and newspapers are often ___recycled___.
5. The movie star was wearing an ___elegant___ dress.
6. My teacher gave me a ___piece of advice___. She told me to make many mistakes and to be proud of them.

UNIT 3, LESSON 4

Complete the sentences with words from the box.

adrenaline rush	risk-taker	in control	out of control	fear	focus	flight

1. Trish doesn't like surprises and always wants to be ___in control___.
2. The car hit a wall because it was ___out of control___.
3. I love how I feel when I skydive. It gives me such an ___adrenaline rush___.
4. I don't like most insects, and I have a terrible ___fear___ of snakes!
5. I can't believe he jumped out of an airplane. He's a real ___risk-taker___.
6. Peter really needs to ___focus___ on his work. His paper is due tomorrow!
7. Mario took a ___flight___ from Mexico City to Paris yesterday.

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UNIT 4, LESSON 4

Circle the correct answers.

1. When you get used to a kind of food, you ***are unsure of it*** / ***dislike it*** / ***are comfortable with it***.
2. When someone has room for more food, they ***are full*** / ***could eat more*** / ***need to go shopping***.
3. An example of a sweet treat is a ***steak*** / ***salad*** / ***cake***.
4. When you relax your body, you make it ***straight*** / ***loose*** / ***strong***.
5. When someone feels pleasure from a meal, they ***enjoy it*** / ***don't like it*** / ***aren't satisfied***.
6. Someone who is having a bite of food is ***cooking*** / ***eating*** / ***drinking***.
7. When you are satisfied by a meal, you are ***upset*** / ***hungry*** / ***pleased***.
8. When something is expanded, it gets ***bigger*** / ***heavier*** / ***tighter***.
9. A person can push open a ***door*** / ***car*** / ***tree***.
10. The taste of sugar is ***cold*** / ***hard*** / ***sweet***.

UNIT 5, LESSON 4

Match each word with its definition. Write the letter on the line.

i	1. three-dimensional	a. the body part in your chest that makes blood move through your body
d	2. a disaster	b. the smallest part that forms an animal or plant
f	3. waste	c. materials from nature, such as land, forests, water, etc.
c	4. natural resources	d. an event that causes great harm and damage, like a terrible storm
g	5. skin	e. the body part in your chest that you use to breathe
h	6. organs	f. what is left after you have used something
e	7. the lungs	g. the outside part of a person's or animal's body
a	8. the heart	h. parts of the body that have a special purpose
b	9. a cell	i. with length, depth, and height

UNIT 6, LESSON 4

Circle the correct answers.

1. One word used to describe a cliff might be ___.
   a. soft
   b. flat
   c. high
2. An example of wildlife is ___.
   a. a cow on a farm
   b. a tiger in a desert
   c. a pet dog in a home
3. Someone in a cave is ___.
   a. inside a hole in a mountain
   b. outside on the edge of a mountain
   c. on top of a mountain
4. Limestone is ___.
   a. a type of water
   b. a type of rock
   c. a type of sand
5. A crane is often used to ___.
   a. build buildings
   b. pick vegetables
   c. make computers
6. A platform is ___.
   a. a raised area that people stand or sit on
   b. a machine used to carry large objects
   c. a place where boats are kept

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UNIT 4, LESSON 4

- Explain to Ss they need to choose the answer based on the context of the sentence. Say, *You need to pay attention to the other words in the sentence to choose the right answer.*
- Read the directions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION For each sentence, have Ss answer a related question with a partner.

1. What is something that you had to get used to?
2. What food makes you feel full?
3. What is another example of a sweet treat?
4. How do you relax?
5. Do you ever eat just one bite of something?
6. When was the last time you were satisfied by a meal? What was that meal?
7. What is an example of something that expands?
8. What else can you push?
9. Sugar tastes sweet. What is a food that is cold? What is a food that is hard?

UNIT 5, LESSON 4

- Point out that this vocabulary practice is different from the previous activities because it is matching.
- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION Let Ss use a dictionary, online search, or the pages from the unit to complete the exercise.

EXTENSION Discuss flash cards as a study strategy. Flash cards are cards that hold words on one side and definitions on the opposite sides. They are used in classroom or private study. Have Ss make flash cards using these words or other words from the unit. Explain that flash cards can also be virtual or online and there are software programs and apps they can use to make flash cards such as Flashcards+, Quizlet, AnkiApp, and Cram.

UNIT 6, LESSON 4

- Draw attention to the vocabulary activity.
- Explain that this is a common form of test question.

EXTENSION Provide some test-taking strategies for multiple-choice questions.

Read the whole question.

Eliminate answers that you know are wrong. Narrow down your choices.

Read all the answer choices before choosing an answer.

Answer questions you know first.

Make educated guesses after you narrow the answers down.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

EXTENSION Bring pictures of the vocabulary items: cliff, wildlife, cave, limestone, crane and platform. Hold them up or project them on the screen one at a time. Ask, *Which vocabulary word is this?* Or, have Ss find pictures to show and ask them to show their picture to the class or to a small group and say *This is an example of a [cave].*

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UNIT 7, LESSON 4

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

EXTENSION Put Ss in pairs or small groups and assign each pair or group one of the vocabulary items. Have them find the definition and write it on the board. Tell Ss to use these definitions to complete the activity.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION **For lower-level Ss**, let Ss work in pairs to complete the activity.

EXTENSION Play a version of vocabulary tic-tac-toe. Have Ss write the nine vocabulary items into a grid of three columns and three rows (one word per space). Read the definition of the word and Ss place a marker over the matching word. When they get three words in a row, column, or diagonal line, they call out "tic-tac-toe". In order to win, they must have chosen the correct words from the definitions that were read.

UNIT 8, LESSON 4

- Tell Ss they will review some of the vocabulary items used in the reading from this unit.
- Explain that words can be categorized based on things they have in common or similar definitions.
- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION Give Ss time to find where the words were used in the reading to see how the words are used in context.

OPTION **For lower-level Ss**, let Ss work in pairs to complete the activity.

EXTENSION Challenge Ss to think of one more word for each category. Let them use dictionaries or online sources to find another word. Write the new words on the board so Ss can add them to their notes.

EXTENSION Have Ss write their own sentences using the vocabulary words.

UNIT 9, LESSON 4

- Focus attention on the words in the box. Say, *These are vocabulary items from the reading in this unit.*

OPTION Give Ss time to scan the reading to see how the words are used in context.

- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION **For lower-level Ss**, let Ss work in pairs to complete the activity.

EXTENSION Schedule time in the computer lab or give Ss time to use their phones in class. Make a chart on the board with three categories, *search engines, favorite websites to browse*, and *websites with drop-down menus*. Give Ss time to search for examples of each category. Then have Ss come up to the board and write what they found.

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UNIT 7, LESSON 4

Complete the sentences with words from the box.

tank	submerged	palace	rules	butler	out of sight	faces	lick	rotate

1. The king lived in a beautiful ___palace___ with many rooms.
2. Every day, my puppy jumps up on me to ___lick___ my face!
3. The wheels on a bicycle ___rotate___ so that it can move forward and backward.
4. I have a pet fish that lives in a ___tank___ of water.
5. She is so lucky! She has a ___butler___ to help take care of her house.
6. Frank's clothes were in the closet and ___out of sight___ after he cleaned his room.
7. My building ___faces___ the ocean. I can see the waves and the sand from my living room windows.
8. The plants grow out of the sand in the ocean. They're completely ___submerged___.
9. This game has ___rules___ that the players have to follow.

UNIT 8, LESSON 4

Match each word group with a word. Write the letter on the line.

d	1. brain, endorphin, body	a. stress
g	2. beat, heart rate, repeated sound	b. piece
a	3. worry, tension, pressure	c. translate
f	4. emotion, feeling, attitude	d. hormone
b	5. drawing, statue, painting	e. release
c	6. change, turn, remake	f. mood
e	7. let go, unleash, free up	g. rhythm

UNIT 9, LESSON 4

Complete the sentences with words from the box.

used	directly	search engine	goods	browsing	dropdown menu

1. I gave my homework ___directly___ to the teacher at the start of the class. I didn't email it to her.
2. Frank clicked on the ___dropdown menu___ to find the page that tells you about the company.
3. I typed "how to find free furniture" in the ___search engine___ and thousands of websites were listed.
4. I was ___browsing___ through pictures of furniture when I saw the perfect couch for my apartment!
5. This store sells furniture and other ___goods___ for the home.
6. Susan didn't have enough money to buy a new computer, so she bought a ___used___ one.

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UNIT 10, LESSON 4

Circle the correct answers.

1. Tina kept fidgeting; she couldn't ___.
   a. stay awake
   b. stop moving
   c. stop relaxing
2. When you convince a person, you want them to ___ what you say.
   a. question
   b. believe
   c. follow
3. An impressive job candidate is someone who has the ___.
   a. right skills
   b. best clothes
   c. most questions
4. A person who mumbles is ___.
   a. yelling loudly
   b. crying softly
   c. speaking quietly
5. When someone gives you a tip on how to do something, they give you ___.
   a. money
   b. advice
   c. a job
6. Rosa ___ as she slouched in the chair.
   a. stood up
   b. bent forward
   c. straightened up
7. Someone with a positive attitude shows that he or she is ___ something.
   a. happy about
   b. sad about
   c. tired of
8. Sam's body language was clear; his ___ told us exactly how he felt!
   a. words
   b. movements
   c. sounds

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- Draw attention to the vocabulary activity.
- Read the directions and give Ss time to complete the activity.
- Go over the answers.

OPTION Ask Ss to explain why the other two answer options in each item are incorrect.

EXTENSION Challenge Ss to write a story using all eight of the vocabulary items from this practice. Give Ss time to read their stories to the class or to a small group.

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UNIT 1, LESSON 2 SIMPLE PAST, IRREGULAR VERBS: REVIEW

Affirmative statements		
Subject	**Verb**	
I	**ate**	at a restaurant.
She	**swam**	at the beach.
We	**got**	a massage.

Negative statements			
Subject	***Did* + *not***	**Verb**	
I	**did not**	**eat**	at the hotel.
She		**swim**	in the pool.
We		**get**	a double room.

Note: We almost always use the contraction *didn't* in speech and informal writing.

Common irregular verbs			
Base form	Simple past	Base form	Simple past
be	was, were	see	saw
buy	bought	sit	sat
go	went	sleep	slept
hang out	hung out	spend	spent
have	had	take	took
make	made	write	wrote

UNIT 1, LESSON 2 SIMPLE PAST QUESTIONS, REGULAR AND IRREGULAR VERBS: REVIEW

Yes / no questions				Short answers	
Did	**Subject**	**Verb**		**Affirmative**	**Negative**
Did	you	**learn**	English at school?	Yes, I **did.**	No, I **didn't.**
	she	**grow up**	in New York?	Yes, she **did.**	No, she **didn't.**

Information questions					Answers
***Wh-* word**	***Did***	**Subject**	**Verb**		
When	**did**	he	**start**	working?	In 2015.
Where		they	**get**	married?	In Bogotá.
Why		you	**move**	to Brazil?	For work.

Notes

- We almost always use the contraction *didn't*.
- To ask questions with *born*, you can say *Where were you born?* or *Were you born in New York?*

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UNIT 2, LESSON 3 ADVERBS OF FREQUENCY

Statements with most verbs			
Subject	Adverb	Verb	
I	**always**	**get up**	early.
She	**rarely**	**gets up**	late.

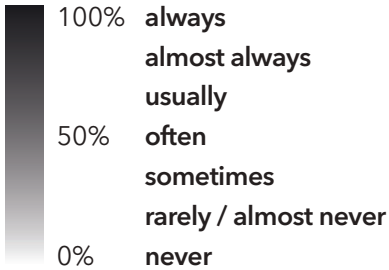
Statements with *be*			
Subject	***Be***	**Adverb**	
I	**am**	**never**	late for work.
She	**is**	**sometimes**	

Yes / No questions with most verbs				
Do / Does	Subject	Adverb	Verb	
Do	you	**often**	**go**	to the gym?
Does	he	**ever**		

Yes / No questions with *be*			
Be	Subject	Adverb	
Are	you	**often**	late for work?
Is	he	**ever**	

Notes

- Use adverbs of frequency with simple present verbs, not present continuous verbs.
  It's 6:00 P.M., and Kate is ordering takeout. She **often orders** takeout for dinner.
- With *be,* put the adverb after *be* in statements and after the subject in questions.
  They **are never** late. Are **they ever** late?
- With most verbs, put the adverb before the verb.
  They **always arrive** on time.
- Use *ever* in *yes / no* questions and negative statements only. Do not use *never* in questions.
  He **doesn't ever** stay up late. = He **never stays** up late.
  Does he **ever** stay up late? NOT Does he ~~never~~ stay up late?
- Do not use *sometimes, rarely,* or *never* in sentences with *not.*
- We almost always use contractions in speech and informal writing.



UNIT 4, LESSON 1 *SOME / ANY* WITH COUNT AND NON-COUNT NOUNS: REVIEW

Statements			
Affirmative	I added	**some**	milk.
Negative	I didn't add	**any**	eggs.

Yes/No questions		
Do we need	**any**	milk?
	some	eggs?

Notes

- Don't use *some* or *any* when speaking about something in general.
  A: I love **fruit**! What about you? Do you like **fruit**?
  B: Yes, but I don't like **cherries**.
- Using *some* makes offers and requests sound more natural.
  A: Do you want **some** soda? Or **some** cookies?
  B: No, thanks, but can I have **some** water?
- You can use *some* and *any* alone when the meaning is clear.
  A: I made coffee. Do you want **some**?
  B: Thank you, but no, I don't want **any** right now.
- Remember, you can use *there* + *be* + *no* + noun.
  There's **no sugar**. = There isn't any sugar.
  There are **no cherries**. = There aren't any cherries.

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UNIT 4, LESSON 2 QUESTIONS WITH *HOW MUCH* AND *HOW MANY*

How much	Non-count noun		Answers
How much	bread	do we need?	A lot.
	cheese		Not much.
	rice		Three bags.

How many	Plural noun		Answers
How many	vegetables	will there be?	Four.
	desserts		Two.
	people		Not many.

UNIT 7, LESSON 3 COMPARATIVE ADJECTIVES: REGULAR AND IRREGULAR

Use comparative adjectives to compare two people or things.

	Adjective	Comparative adjective
For most one-syllable adjectives, add ***-(e)r*** for the comparative.	fast cheap	fast**er** cheap**er**
For one-syllable adjectives ending in one vowel + one consonant, double the final consonant and add ***-er.***	thin big	thin**ner** big**ger**
For two-syllable adjectives ending in ***y***, drop the ***y*** and add ***-ier***.	easy dirty	eas**ier** dirt**ier**
For most adjectives with two or more syllables, use ***more / less*** + the adjective.	expensive interesting	**more** expensive **less** interesting

Notes

- Use *than* when you use a comparative adjective in front of a noun.
  Laptops are more expensive **than tablets**.
- Some adjectives have irregular forms: good → **better** bad → **worse**

UNIT 9, LESSON 1 *WILL* FOR FUTURE INTENTION

Affirmative statements			Negative statements			*Yes / no* questions			Short answers	
Subject	***Will***	**Verb**	**Subject**	***Will + not***	**Verb**	***Will***	**Subject**	**Verb**	**Affirmative**	**Negative**
I We	**will**	**wait**.	I We	**will not**	**wait**.	**Will**	he	come?	Yes, he will.	No, he won't.

Information questions					Short answers
Wh- word	***Will***	**Subject**	**Verb**		
When	**will**	I	**see**	you?	After work.
What time		he	**get**	here?	At 10:00.

Notes

- You can use *will* + the base form of a verb to make an offer or state a plan made at the moment of speaking.
  A: I don't have a ride. **A:** **I'll be** back in a minute.
  B: **I'll pick** you up. **B:** Hurry! The movie **is** starting.
- We almost always contract the subject pronoun + *will* in speaking and informal writing.
  I will → **I'll** they will → **they'll** it will not → it **won't** we will not → we **won't**
- Use contractions in negative short answers only.
  A: Will he call us back? **B:** Yes, he **will**. / No, he **won't.** NOT Yes, ~~he'll~~.

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UNIT 9, LESSON 1 FUTURE PLANS WITH *BE GOING TO*

Affirmative statements					Negative statements				
Subject	***Be***	***Going to***	**Base form of the verb**		**Subject**	***Be* + *not***	***Going to***	**Base form of the verb**	
I	**am**	**going to**	**start**	college.	I	**am not**	**going to**	**get**	married.
She	**is**				She	**is not**			
We	**are**				We	**are not**			

Yes / no questions					Short answers	
Be	**Subject**	***Going to***	**Verb**		**Affirmative**	**Negative**
Are	you	**going to**	**get**	married?	Yes, I **am**.	No, I **am not**.
	they				Yes, they **are**.	No, they **are not**.
Is	he				Yes, he **is**.	No, he **is not.**

Information questions					Answers
***Wh-* word**	***Be***	**Subject**	***Going to***	**Verb**	
What	**are**	you	**going to**	**do?**	I'm going to get a job.
Where	**is**	she		**go?**	To Costa Rica.
When		it		**start?**	In a month.

Notes

- We almost always use contractions with *be*.
- Don't use contractions in affirmative short answers. Yes, she **is**. NOT ~~Yes, she's~~
  A: Are you **going to** go back to school? **B:** Yes, I **am**.
- In negative answers, you can make a contraction with the pronoun and *be*. You can also make a contraction with *be* and *not*.
  A: She**'s not going to** go to the beach. Is he going to go? **B:** No, he **isn't**.

UNIT 9, LESSON 1 PRESENT CONTINUOUS FOR THE FUTURE

When	***Be***	**Subject**	**Verb + *ing***	**Subject**	***Be***	**Verb + *ing***	**Future time expression**
When	**are**	you	**leaving?**	I	**am**	**leaving**	on Sunday night.
	is	she		She	**is**		
	are	we		We	**are**		

Notes

- We almost always contract the subject pronoun + *be* with the present continuous in speech and informal writing.
  He**'s** working in Tokyo next week.
  We**'re** taking the train to the airport.
- Use a future time expression to make the future meaning clear.
  I**'m working** on the project **next week.**
- Remember that you can also use the present continuous to talk about events happening now.
  I**'m working** on the project **now.**

IRREGULAR VERBS

Base form of verb	Simple past	Past participle	Base form of verb	Simple past	Past participle
be	was	been	leave	left	left
become	became	become	lay (off)	laid (off)	laid (off)
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	oversleep	overslept	overslept
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
cost	cost	cost	ride	rode	ridden
deal	dealt	dealt	rise	rose	risen
do	did	done	run	run	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sit	sit
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
know	knew	known	write	wrote	written

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IRREGULAR VERBS

Base form of verb	Simple past	Past participle	Base form of verb	Simple past	Past participle
be	was	been	leave	left	left
become	became	become	lay (off)	laid (off)	laid (off)
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	oversleep	overslept	overslept
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	quit	quit	quit
cut	cut	cut	read	read	read
cost	cost	cost	ride	rode	ridden
deal	dealt	dealt	rise	rose	risen
do	did	done	run	run	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spend	spent	spent
freeze	froze	frozen	stand	stood	stood
get	got	gotten	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
know	knew	known	write	wrote	written

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PARTICIPIAL ADJECTIVES

-ed	*-ing*	*-ed*	*-ing*	*-ed*	*-ing*
alarmed	alarming	disturbed	disturbing	moved	moving
amazed	amazing	embarrassed	embarrassing	paralyzed	paralyzing
amused	amusing	entertained	entertaining	pleased	pleasing
annoyed	annoying	excited	exciting	relaxed	relaxing
astonished	astonishing	exhausted	exhausting	satisfied	satisfying
bored	boring	fascinated	fascinating	shocked	shocking
charmed	charming	frightened	frightening	surprised	surprising
confused	confusing	horrified	horrifying	terrified	terrifying
depressed	depressing	inspired	inspiring	tired	tiring
disappointed	disappointing	interested	interesting	touched	touching
disgusted	disgusting	irritated	irritating	troubled	troubling

METRIC CONVERSIONS

Volume		Length and distance		Weight	
1 fluid ounce	29.57 milliliters	1 centimeter	.39 inch	1 ounce	28.35 grams
1 milliliter	.034 fluid ounce	1 inch	2.54 centimeters	1 gram	.04 ounce
1 pint	.47 liter	1 foot	.30 meter	1 pound	.45 kilogram
1 liter	2.11 pints	1 meter	3.28 feet	1 kilogram	2.2 pounds
1 quart	.95 liter	1 yard	.91 meter		
1 liter	1.06 quarts	1 meter	1.09 yards		
1 gallon	3.79 liters	1 mile	1.61 kilometers		
1 liter	.26 gallon	1 kilometer	.62 mile		

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Audio Scripts

WELCOME UNIT

Page 2, Ex. 1B

1. A: OK everyone. Ask your partner the questions on page 14.
   B: I'm sorry. I don't understand. Can you explain that?
   A: Sure. Turn to page 14. Work in pairs. Ask your partner the questions.
2. A: Could I borrow a pen please?
   B: Did you say a pen?
   A: Yes, a pen. Thanks.
3. A: Excuse me, Sue. What's the word for this in English?
   B: That? That's an outlet.
   A: An outlet? Thanks.
4. A: When you finish, please check your answers with a partner.
   B: Sorry. Do you mean first we should work alone?
   A: Yes, that's right.
5. A: Class, please look at the article on page 8 and read it to yourselves.
   B: Sorry. I don't understand.
   A: What I mean is you shouldn't read aloud. Read silently.
6. A: OK everyone. Open your books to page 52.
   B: I'm sorry. What page?
   A: Page 52.

UNIT 1

Page 125, Grammar, Ex. A

1. A: What are you doing next summer?
   B: I'm visiting my family in Mexico.
2. A: Is Alex still living in Miami?
   B: No, he's teaching English in Japan for a month.
3. A: Can Susie join us for dinner later?
   B: No, she's playing chess at the center tonight.
4. A: Why isn't Mark here?
   B: He's working at the café.
5. A: Are Brian and Kathy still looking for a new house?
   B: Yes. They're still living in an apartment in the city.
6. A: Are you busy at the moment?
   B: A little. I'm finishing my homework.
7. A: What's Karen doing these days?
   B: She's working at her parent's restaurant this summer.
8. A: When are you leaving for your vacation?
   B: In two weeks.

Page 7, Ex. 4A

Sarah: Hi, Mario! It's good to see you! When you did arrive in town?

Mario: A few hours ago. Just in time for our meeting this afternoon. How are you doing?

Sarah: I'm good, thanks. What are you doing these days? Are you still in Quito?

Mario: Yes, but my wife and I are looking for a new house. She's six months pregnant, so we really need to find a bigger place.

Sarah: Oh, wow! That's so exciting! Congratulations.

Mario: Thanks. I've been busy! I'm taking an online class now, too.

Sarah: Oh, yeah? What kind of class are you taking?

Mario: A programming class. I'm learning a lot about computer software.

Sarah: That sounds interesting,

Mario: It is. So, what's going on with you?

Sarah: Well, I'm taking a class, too. I'm studying Japanese! I want to visit Japan so I'm trying to learn the language.

Mario: That's really cool!

Sarah: Yeah. Things have been busy at the Toronto office so I could use a break.

Mario: Have you been to Japan before?

Sarah: No, I haven't. I want to go in the spring during *sakura* season.

Mario: *Sakura* season?

Sarah: *Sakura* is the Japanese word for cherry blossoms.

Mario: I didn't know that.

Sarah: Yep. The cherry blossoms bloom around that time and they only last for a couple of weeks in each city. It's supposed to be a fun time to visit.

Mario: That sounds amazing. What part of Japan are you going to?

Sarah: I plan to fly into Tokyo and will spend a few days visiting different parts of the city. I also hope to visit Kyoto. I want to see all of the shrines and temples.

Mario: Sounds great. Take lots of pictures!

Sarah: Definitely.

Page 7, Exs. 4B and 4C

Sarah: So, what are you doing these days?

Mario: I'm taking an online class.

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Sarah: That's great.
Mario: Yeah, it's pretty interesting. What's going on with you?
Sarah: Well, I'm studying Japanese.
Mario: That's really cool!

Page 126, Grammar, Ex. A

1. David was upset when he heard the news.
2. Oscar looked for a new job after he got married.
3. Kevin took some classes before he found a new job.
4. Dina applied to graduate school after she graduated from college.
5. Miriam started her own business before she got engaged.
6. Nora adopted a pet when she moved to a larger apartment.
7. Jim and Ann moved to a new house after they had a baby.
8. Mark changed careers when he got a certificate in teaching.

Page 9, Ex. 4A

Sarah: So, what else is new? How's your family doing?
Mario: They're good, thanks. I *am* a little worried about my brother Eddie, though. He quit his job when his office moved to another city.
Sarah: Really? I thought he liked his job.
Mario: He did, but he didn't want to drive two hours to get to the office.
Sarah: Oh. Is he OK?
Mario: Yeah, he's fine. But he was pretty upset when he first heard the news.
Sarah: That's too bad. So, what's he doing?
Mario: He's living with my parents now, and he's looking for a new job.
Sarah: Well, I'm sure he'll find something soon.
Mario: Thanks. I think so, too. So, what's going on with you? How's your husband doing?
Sarah: Mark is doing well. He started his own business after he lost his job at the bank a while ago.
Mario: I'm sorry to hear that. But wow, I mean, good for him! What kind of business?
Sarah: A café.
Mario: That's a big change!
Sarah: It is. But he's an amazing cook. And he took some business classes before he opened the café.
Mario: I'm happy for both of you. It's a lot of work to own your own business.
Sarah: Yeah, it is. I'm helping him when I can but I have my job at TSW, too. And our ten-year-old son, and our dog . . .
Mario: I don't know how you do it all, Sarah.
Sarah: I don't know either! We're having fun, but I don't sleep a lot.
Mario: Well, with my new baby coming, in a few weeks we *both* won't be getting any sleep!

Page 9, Exs. 4B and 4C

Sarah: How's your brother?
Mario: OK. He quit his job when his office moved.
Sarah: Oh. That's too bad.
Mario: Yeah. He's doing alright. How's your husband?
Sarah: He's great. He started his own business after he took some classes.
Mario: Wow! Good for him.

Page 127, Grammar, Ex. A

A: What do you want to do tonight?
B: Why don't we go to a concert?
A: Let's not go to a concert. They are so loud! I want to do something quiet.
B: OK. Why don't we go on a walking tour of the city?
A: No, it's too cold. Let's do something indoors.
B: Hmm. Let me think. Do you like art? Why don't we go to a museum?
A: I don't really like museums.
B: OK. I know! Let's go shopping.
A: OK, sounds great. Do you want to have dinner first? Let's go to a sushi place.
B: We always get sushi. Let's not have sushi again.
A: Why don't we try that new French restaurant?
B: Perfect!

Page 11, Ex. 3A

Mario: Do you have any plans for tonight? It is Friday after all. Do you want to go sightseeing? There's always something interesting to see.
Sarah: Sorry, I have plans. I'm meeting an old friend. Why don't we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: Let's go on a tour. Why don't we try one of those bus tours?
Mario: OK. That sounds great!
Sarah: I think there's a bus tour that starts in Chinatown. Why don't we meet there?
Mario: OK. Oh, and I want to get my mother-in-law something. Do you need to go souvenir shopping, too?
Sarah: Let me see.
Mario: Wow. That's a lot of key chains.
Sarah: Wait.
Mario: So you don't need to go.

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Sarah: No, we can go. Let's go after the tour. I need to get something for my husband and son.
Mario: But who are all those souvenirs for then?
Sarah: They're all for me, Mario!
Mario: Oh, right! OK.
Sarah: After we go souvenir shopping, do you want to go to dinner? My husband told me about this great restaurant in Chinatown.
Mario: Sounds like a plan. He is a chef now after all.
Sarah: Why don't I make a reservation? Oh, my goodness!
Mario: What?
Sarah: They're completely booked! We can get a reservation next *month* if you want to go *then*!

Page 11, Exs. 3B and 3C

Mario: Do you want to go sightseeing tonight?
Sarah: Sorry, I have plans. Why don't we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: Let's go on a tour.
Mario: OK. That sounds great.

Page 16, Exs. 1A and 1B

Hi everyone! It's Yu. Here's what I've been up to lately. I'm still studying engineering, but I'm also working at a lab on the weekends. Here's the lab. I'm not living with my parents anymore. I'm living in the dormitory at the university. Here's a picture of my dorm room. On the weekends, I love spending time with my friends. We like to play cards or sing karaoke. What's going on with you these days?

UNIT 2

Page 128, Grammar, Ex. A

1. **A:** This is delicious chili. Did you make this?
   B: No. It's from a can.
   A: Mmm. It's great. It tastes like chicken.
   B: Actually, it's turkey chili.
2. **A:** That blanket is beautiful!
   B: Thanks. I made it for Ellen's baby.
   A: It's perfect! This material feels like silk. Ellen will love it.
3. **A:** Try this shampoo. It smells like strawberries.
   B: I like the smell of strawberries, but not for my hair.
   A: OK, how about this one? It smells like roses.
   B: It's nice, but that's not shampoo. It's lotion.
4. **A:** What's that noise? It sounds like a fire alarm or something.
   B: I know, right? It's only Mario's alarm clock.
   A: Wow, it's so loud!
5. **A:** Hey, is that Jenny over there? She's talking to our professor.
   B: No, it's her sister, Jackie.
   A: Wow. She looks a lot like her sister.
6. **A:** What's going on next door? Are they having a party?
   B: No, that's just my neighbor. He plays the guitar and practices all day.
   A: I don't know. I hear a lot of people. It sounds like a party to me.

Page 19, Ex. 4A

Lucas: Eric, thanks for helping me today with the new ads for Costa Rica.
Eric: I'm happy to help. Let's get started. What are we working on?
Lucas: I'm having a problem with the shampoo ad. I don't know what to include.
Eric: Well, let's think about the shampoo. How would you describe it?
Lucas: Hmm. What about this? It smells like coconuts, and it feels like honey.
Eric: It feels like *honey*? I don't know about that. Honey is really thick. I definitely don't want honey in *my* hair.
Lucas: OK. How about, it smells like coconuts, and it feels like silk?
Eric: Hmm. I'm not so sure. *It* feels like silk? What about, after you use it, your *hair* feels like silk?
Lucas: That's better.
Eric: What else can we say?
Lucas: Use it and you'll look like a movie star.
Eric: Yes, I can imagine that.
Lucas: Now we need an image.
Eric: What are you going to draw?
Lucas: A woman on a beach with palm trees around her–she has long hair and she's smiling.
Eric: That looks perfect. In fact, that looks a lot like Sofia what's-her name. Maybe we should get a celebrity to be the spokesperson.
Lucas: Good idea!

Page 19, Exs. 4B and 4C

Eric: How would you describe the shampoo?
Lucas: How about this? It smells like coconuts, and it feels like silk.
Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* feels like silk?
Lucas: That's better. What else could we say?
Eric: How about, use it and you'll look like a movie star?
Lucas: Good idea!

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Page 20, Ex. 1B

1. Joe was so excited to see the new movie that he practically pushed me out of the way to get on line.
2. Sue always has something negative to say in meetings. She's really hard to get along with.
3. Carlos lied to his parents about his car accident, but they found out what really happened. He felt terrible.
4. The students worked hard and won an important prize for their chemistry project. They're really happy with themselves.
5. Andre likes helping his friends and family. He is always there to lend a hand.
6. Liz screamed and ran out of the room when she saw the mouse.

Page 129, Grammar, Ex. A

1. A: Hi, there! I'm Mike. Are you ready to buy a new car?
   B: Hi, Mike. I'm Jim. Thank you, but I'm only looking right now. I'm not buying a car today.
2. A: Are you sure? We have a great sale. It ends tonight. I'm happy to help you.
   B: Thanks, Mike, but cars cost a lot of money. I just want to look around today.
3. A: Of course, Jim. I'm happy to show you some of our best-selling cars. Let's start over here. This is our most popular sports car.
   B: It's beautiful, but I'm really surprised to see the price. Is it really that much?
4. A: OK, then. So maybe not a sports car. Why don't we look at the sedans? They're small and affordable.
   B: Perfect! It's important to know about the gas mileage, too.
5. A: Oh, look! It's your lucky day! This model gets really great gas mileage. It's a very popular model at a lower price.
   B: Nice! That looks like a good car for me. I'm anxious to do some research on it.
6. A: Are you sure you aren't ready to buy it today? I'm willing to give you an extra discount.
   B: No, not today. I need to read customer reviews and safety reports before I'm ready to buy. Thanks for all your help!

Page 21, Ex. 4A

Eric: Hi, Min-ji. I heard you were looking for me.
Min-ji: Hey, Eric. I just wanted to check in with you. How's the Costa Rica project going?
Eric: I think it's going well! Lucas is a great guy.
Min-ji: Well, that's good to hear.
Eric: Yeah. He's a very talented illustrator, and he's always eager to help.
Min-ji: Oh, good. And what are the new freelancers in Colombia like?
Eric: They're very hardworking, and they have a lot of creative ideas.
Min-ji: That's good. I'm glad to hear it. I know the old freelancers were a *little* difficult to work with.
Eric: Yes, that's true. The only problem with our new team is that sometimes it's hard to meet. Everyone's so busy!
Min-ji: Well, sure. And also, there's a fourteen-hour time difference.
Eric: Exactly. When I get to work, they're already asleep!
Min-ji: That's right! And when you leave work, they're just arriving at their desks.
Eric: I'm lucky that everyone on the team is very flexible.
Min-ji: You're right about that!

Page 21, Exs. 4B and 4C

Min-ji: How's the project going?
Eric: It's going well! Lucas is a great guy. He's always eager to help.
Min-ji: Oh, good. And what are the new freelancers like?
Eric: They're very hardworking, and they have a lot of creative ideas.
Min-ji: I'm happy to hear that. I know the old freelancers were difficult to work with.

Page 130, Grammar, Ex. A

1. Pedro worked really hard today.
2. Amanda doesn't swim very well.
3. John does his work very carefully.
4. Emily got to her office fairly quickly this morning.
5. Dr. Lee speaks to her patients honestly.
6. Ethan did his homework carelessly.
7. When Martin gave his presentation, he spoke softly.
8. Bella finished the assignment pretty easily.

Page 23, Exs. 3A, 3B, and 3C

Managers usually don't enjoy telling their employees that they're doing a bad job, but it doesn't have to be a negative experience for you or your employees. Today on *Working Smarter,* we're going to talk about how to give employees feedback—or information about how well they are working—honestly and in a way that helps employees do better at their jobs.

Before you give feedback, make sure you think very carefully about your goals for the conversation. The goal of giving feedback is to help improve someone's performance at work, not to complain or to make him or her feel bad.

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Of course, it's much easier to give feedback when you have employees who work well. You'll likely have many positive things to say, and you might not be able to think of even *one thing* they need to improve. That's great! However, you should always ask them what they think about their work. In other words, let *them* give feedback to *you*. An employee may want to improve in areas that you haven't noticed. Or some may want to take classes to do their jobs better or to further their careers. Make a plan together.

But what do you do when an employee is working pretty carelessly or completes his or her tasks too slowly? This can be a difficult process, even for experienced managers.

Start with something positive. Your employees will feel more comfortable and will be open to what you have to say, which means they will listen to your ideas and suggestions. But don't go overboard and give too much positive feedback if there are many things that need to be changed. You need to have a clear message. And remember, don't be afraid to tell them what they aren't doing well. Give specific suggestions so they know exactly what they need to do. For example, say, "I want you to spend more time talking to clients. That way, you'll know more about what they need, and the company can better meet those needs."

Later, follow up with your employees. That is, talk to them again to see if they are making changes, or if they need more help. You should follow up a few days after your first conversation, so your feedback is still fresh.

If you use these ideas to give the right kind of feedback, all of your employees—good and bad—will do better at work, and will feel better in the workplace. Your business will do better, too.

Page 28, Exs. 1A and 1B

Hi everyone! It's Fatma. I want to tell you about my running shoes, the Glider. They're my new favorite. Why? First, these shoes look like something from the future. They have a really fun design. Also, they're great for running because they're so light, and you can move quickly and easily in them. Lastly, they're just really comfortable. You feel like you're walking on clouds when you wear them. The material inside is very soft like a fluffy sock. So, if you're looking for a great pair of running shoes, you should get a pair of these.

UNIT 3

Page 131, Grammar, Ex. A

1. My sister bought me a dog for my birthday. I was so surprised!
2. James went to the beach last weekend. It was very relaxing.
3. Ana doesn't like her chemistry class. She thinks it's boring.
4. Nora worked hard all day and had a lot of meetings. She's really tired.
5. We couldn't stop talking about the movie. The ending was shocking.
6. Jane's boss started talking about how well she was doing during a meeting. Jane was embarrassed by all the attention.
7. My friends went surfing last weekend. They saw dolphins in the water. They were so excited!
8. I read a book about Robert Kennedy last week. It was very interesting.

Page 31, Ex. 4A

Alba: Hi, Sarah. How was your weekend? Did you do anything fun?
Sarah: Yes, I did! It was exciting, actually.
Alba: Yeah? Why? What did you do?
Sarah: On Saturday, I went sightseeing with Mario. We took a bus tour around the city. We saw so many cool things!
Alba: Fun!
Sarah: It was. The city has so many interesting neighborhoods.
Alba: I know. I took a bus tour the last time I visited. I loved it! What did you do after?
Sarah: We went souvenir shopping and we went out for a late dinner.
Alba: Where did you go?
Sarah: To a wonderful Chinese restaurant. I was a little embarrassed, though!
Alba: Why were you embarrassed?
Sarah: The restaurant gave us chopsticks but I don't know how to use them. I kept dropping my food! Finally the waiter brought me a fork.
Alba: Chopsticks can be tricky to use. Anyway, it sounds like it was a great day.
Sarah: It was.
Alba: What'd you do on Sunday?
Sarah: On *Sunday,* I had brunch with some friends and went to an art museum. I'm tired today.
Alba: I'll bet. Try to do something relaxing tonight.
Sarah: Well, I don't know if you'd call it *relaxing,* but I'm going for a run after work.
Alba: Oh, OK.
Sarah: And then I'm going to work out at my hotel gym and go for a swim.
Alba: Sarah, all of your relaxing is making me tired.

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Page 31, Exs. 4B and 4C

Alba: How was your weekend?
Sarah: It was exciting. On Saturday, I went sightseeing and then I went souvenir shopping.
Alba: Oh, fun!
Sarah: And on Sunday, I had brunch with some friends. I'm tired today.
Alba: I'll bet. Try to do something relaxing tonight.

Page 132, Grammar, Ex. A

1. A: Have you eaten breakfast yet?
   B: Yes, I have.
2. A: What did you do last Friday?
   B: Not much. I did homework and some chores around the house.
3. A: Have you tried the new Japanese restaurant by our office?
   B: No, I haven't. Have you?
4. A: How many countries have you been to?
   B: Let's see. I've been to China, Japan, Russia, Egypt, France, England, Canada, Mexico, and Brazil.
5. A: Where were you yesterday?
   B: I was out sick. Did I miss anything?
6. A: Did you hang out with Ingrid at the party last night?
   B: No, not really. I saw her there, but we didn't talk.
7. A: Have you met Brianna?
   B: Yes, we've met, but I haven't met her husband yet. Have you?

Page 33, Ex. 4A

Sarah: What about you, Alba? What did you do this weekend?
Alba: Well, I certainly wasn't as busy as you were!
Sarah: Probably not.
Alba: It was a nice weekend, though. I went for a walk in the park. Everything was so green and there were so many beautiful flowers everywhere.
Sarah: Oh, that reminds me. You have a garden, right? Have you been to the Botanical Gardens? They have flowers from all over the world.
Alba: No, I haven't. I was planning to go, but I've been so busy this week.
Sarah: That's too bad. So, what else did you do?
Alba: I went to the theater. I saw a play–*A Streetcar Named Desire*. Have you seen it?
Sarah: No, I haven't but I've heard so much about it. How was it?
Alba: It was amazing! I want to see it again. You should go.
Sarah: Wow! Maybe I can see it next time I'm in town.
Alba: I always go to the theater when I'm here. I love it! Oh, before I forget–I heard your husband is opening a café! That's so great!
Sarah: Thanks! We've both been so busy. This work trip has been like a vacation for me. Oh. I've got to go.
Alba: Me, too. It was fun catching up though.
Sarah: Absolutely! Talk later!

Page 33, Exs. 4B and C

Sarah: What did you do this weekend?
Alba: I went for a walk in the park. It was nice to do something outdoors.
Sarah: Oh, that reminds me. Have you been to the Botanical Gardens?
Alba: No, I haven't. I was planning to go, but I've been so busy this week.
Sarah: Well, maybe next time. So, what else did you do?
Alba: I went to the theater. Have you been?
Sarah: No, I haven't but I'd like to go.

Page 34, Ex. 1B

1. You just moved to a new city. You don't know anyone yet.
2. You bought a new video game. Your brother loses it.
3. You got a job at a great company. The salary is excellent.
4. Your roommate brings home a big box. It's making a strange noise.

Page 133, Grammar, Ex. A

1. They were able to get tickets.
2. Lina couldn't remember her customer's name.
3. Julie wasn't able to sleep last night.
4. I couldn't find a parking spot.
5. Ethan was able to finish the project yesterday.
6. Michael couldn't open the box.
7. Leslie was able to go to the party last night.
8. We weren't able to find the restaurant.

Page 35, Exs. 3A, 3B, and 3C

Last weekend, something really strange happened. The weather was great, so my friend Tony and I decided to go for a hike in the mountains. But we got lost–can you believe it? We've been to the area lots of times, and as kids, we could always find our way around by using a map. But somehow, we forgot the map and I guess we walked off the trail. Anyway, after a couple of hours, we found this little town that we'd never seen before. It looked like a really interesting

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place and we were curious, so we stopped to look around.

Now, Tony is a very calm guy, and he doesn't get upset very often. But when we got to the center of town, he seemed a little upset. I could tell that something was wrong and it made me feel nervous. (I'm not a calm guy at all!) I asked him, "Are you OK?" and he said, "Yeah, I guess so. I just feel like I've been here before. It's strange." I laughed a little, but I could see he was serious. That made me feel even more nervous!

We were hungry, so we looked for a restaurant. After a few minutes, we were only able to find one—the only restaurant in the whole town! It was dark and quiet, and the walls were decorated with lots of old photos. The owner told us they were from hundreds of years ago. Tony sat quietly looking around the room until he saw something on the wall, right behind me. He seemed very surprised and a little scared so I turned to see what he was looking at. It was a picture of a man who looked exactly like him, except that he was wearing old-fashioned clothes. Now, this is what made me really scared. I couldn't believe it. Tony has a scar on his left cheek. The man in the photo had the same scar.

Tony couldn't stand at first so he just sat there looking stunned. Then, he stood up and ran out of the restaurant, fast. I, of course, followed him. I didn't want to be left behind in that creepy place! I couldn't catch up with him at first—I was getting angry about it, too. But finally, I found him at the beginning of the trail. He said, "Jack, let's go home. I don't want to spend another minute here!"

Tony didn't say a word all the way home. His face was white and he was shaking. He told me later that he wasn't able to speak because he was so upset. He felt as if it was his own ghost in the picture. I was kind of glad we left the restaurant before I could see mine! Even then, I wasn't able to sleep that night because I was so frightened.

Page 40, Exs. 1A and 1B

Hi, it's Ana. I had a busy weekend! On Saturday, I went to the beach with my friends. The water was so clear and there were lots of colorful fish. And the weather that day was beautiful. We had such a great time.

On Sunday, I went to a concert. I've been to a lot of different concerts, but this was my first outdoor concert. We were able to get seats pretty close to the stage, so we had a good view of the band. They played a lot of great songs and the lead singer was amazing.

Overall, I had a really exciting weekend!

UNIT 4

Page 134, Grammar, Ex. A

1. Where can I buy some apples?
2. Do we have any sugar?
3. Can you stop by the store? We have no milk.
4. Would you like some cookies?
5. There is no dressing on this salad.
6. I'm going to have some soup for lunch.
7. Are there any restaurants in this building?
8. There aren't any burgers left.

Page 43, Ex. 4A

Mandy: That was a long meeting! I'm so hungry.
Mario: Me, too.
Mandy: Did you hear my stomach growling? It was so loud! Come on. Let's have something to eat. Lunch is ready.
Mario: Great. So, how long have you lived in New York, Mandy?
Mandy: I was born here. I've never lived anywhere else.
Mario: Wow. You're a true New Yorker!
Mandy: I guess I am! Look at this buffet. Everything looks so good. I'm going to have some salad. Would you like some?
Mario: Um. No thanks. I don't really care for salad.
Mandy: OK. Look, there's some hot food, too. I think I'll have some tomato soup.
Mario: Hmm. What's that over there?
Mandy: It's a grilled vegetable wrap.
Mario: Oh. I don't really like vegetables. Um. Is there any meat? Maybe a roast beef or chicken sandwich?
Mandy: Let's see. No, I'm sorry! There aren't any.
Mario: That's OK. Um. I think I'll have a burger.
Mandy: Oh, good. I'm glad there was something here for you.
Mario: Mmm. Delicious. I love hamburgers.
Mandy: You know, I think that's a veggie burger, Mario.
Mario: Really? It's good! I guess I *do* like vegetables.

Page 43, Exs. 4B and 4C

Mario: Let's have something to eat.
Mandy: OK. I'm going to have some salad. Would you like some?
Mario: No, thanks. Are there any chicken sandwiches?
Mandy: Let's see. No, I'm sorry! There aren't any.
Mario: That's OK. Um . . . I think I'll have a burger.

Page 44, Ex. 1B

1. **A:** What do you need from the store?
   B: I need a half-pound of tomatoes, please.

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A: Anything else?
B: Yes. A bag of sugar.

2. A: Did you buy anything for dessert?
   B: Yes. I bought a pint of ice cream and a box of cookies.
3. A: Would you like anything to drink?
   B: Could I have a glass of soda with a slice of lemon, please?
4. A: This cake is delicious. What's in it?
   B: It's made with a quart of blueberries and about one cup of butter.

Page 135, Grammar, Ex. A

1. I need some honey for this recipe.
2. Jason is making some coffee.
3. Let's make veggie burgers.
4. They ate a lot of oatmeal cookies.
5. Would you like some salad?
6. Should we order some pizza for the party?
7. Did you add blueberries to the dessert?
8. This recipe says we need a lot of milk.

Page 45, Exs. 4A, 4B, and 4C

A: Do you want to live to be 100 years old? It's possible! Every year, there are more and more centenarians, or people who are 100 years old or older. In fact, in some parts of the world, there are large numbers of centenarians. These areas are called "Blue Zones." We're talking to nutritionist Emily Brown about how these people are living so long. Emily, it's great to talk to you.

B: Thanks, Laura! Well, there are many reasons why centenarians live so long, but scientists think diet is one of the most important. Let's look at two of these Blue Zones—Okinawa, Japan, and Sardinia, Italy.

A: OK.

B: People in Okinawa and Sardinia eat very different foods, but they are similar in the *way* they eat. For example, in both cultures, they don't eat much meat. But they *do* both eat a lot of vegetables every day—in fact, most of their diet is vegetables. They are alike in that way.

A: What kind of vegetables do they eat? And what are their health benefits?

B: Okinawans' favorite vegetable is the purple sweet potato. This vegetable has a lot of antioxidants. Antioxidants are vitamins and minerals that keep people healthy and help slow down aging. Many people in Okinawa grow sweet potatoes in their own gardens. They eat more than a pound every day!

A: How many times a day do people in Blue Zones eat vegetables?

B: Sometimes they eat them at all of their meals! In Sardinia, for example, people often have a large bowl of minestrone soup, for lunch or dinner. Minestrone is made from dried beans, fresh vegetables, tomatoes, and olive oil. These ingredients contain many different vitamins, minerals, and antioxidants.

A: And what do they drink? I'm sure they drink a lot of water, right? How much?

B: You're right—they drink plenty of water, but that's not the only thing they drink. In Sardinia, people almost always have a glass of wine at lunch and dinner. Whereas in Okinawa, they generally prefer a cup of jasmine tea. But both of these drinks also have high levels of antioxidants.

A: So, antioxidants are one of the keys to reaching 100. Are there any other keys to living longer?

B: There are. Eat fewer calories—a tradition in Okinawa says to eat until you are only 80% full. And in each area, the biggest meal is in the middle of the day. The smallest is in the evening.

A: So, we should eat a bigger lunch and a smaller dinner—and no huge burgers or gallons of ice cream! That doesn't sound too hard. Emily, thanks again for being here with us.

B: It was my pleasure, Laura.

Page 46, Ex. 1B

1. It's round and made of meat. We often eat it on a bun with ketchup and cheese.
2. It's a large fruit that is cut into smaller pieces for eating. It's very sweet. It's green on the outside and pink on the inside.
3. It's long and made of meat. We often eat it on a bun with mustard or ketchup.
4. It's a side dish that's made with a sweet sauce. It's cooked in the oven.
5. It's a drink made from lemons, water, and sugar.
6. It's a side dish and it's often made with pasta, mayonnaise, and vegetables.
7. It's a type of meat often served covered in barbecue sauce. It's messy to eat!
8. It's a sweet yellow vegetable. It's long and often served with butter. You hold it with your hands to eat.
9. It's a side dish and it's often made with cabbage and mayonnaise.
10. It's a type of baked fruit dessert. It's sweet and it's served in slices, often with ice cream.
11. It's a side dish and it's often made with potatoes and mayonnaise.

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Page 136, Grammar, Ex. A

1. A: I bought some blueberries at the farmer's market.
   B: Oh, no! You bought blueberries, too? I bought three pints today at the supermarket.
   A: What are we going to do with all these blueberries?
2. A: Hello. Mario's restaurant.
   B: Hello, I need to make a dinner reservation for this evening.
   A: We only have one table left. It's a table for six.
   B: Hmm. That won't work. We have nine people.
3. A: How many watermelons did you buy?
   B: Two. Do you think that's all we need?
   A: Yes, I think so.
4. A: That looks like a lot of tomatoes!
   B: They were on sale today, so I got a lot.
   A: We can't eat all of those. We should give some to our neighbor.
5. A: How much sugar did you add?
   B: Two cups. Is that right?
   A: Oh, no! The recipe said only one cup.
6. A: Could you run to the store?
   B: Of course. What do you need?
   A: Bread. I want to make some sandwiches, but there's only one slice of bread left.
7. A: Wow, what is this?
   B: It's lemonade for the barbecue. I made four gallons.
   A: But we only have three people coming. We'll never finish it all.
8. A: Do you want a little more honey in your tea?
   B: Mmm. No, thanks. This tastes perfect.

Page 47, Ex. 3A

Mandy: Do we have everything for the barbecue on Saturday? I know we have enough hamburgers, but what else do we need?
Hailey: Don't worry! I planned everything!
Mandy: OK. So we have enough hot dogs? And ribs?
Hailey: No, but I'll add them to the shopping list.
Mandy: And do we have baked beans?
Hailey: Not yet, but OK - three cans of beans. Anything else?
Mandy: We need a dozen ears of corn on the cob.
Hailey: Yum! I love corn on the cob. I think twelve is too many, though. Let's get six. What else do we need?
Mandy: Wait. I thought you planned everything.
Hailey: Yeah, I planned to have a barbecue. You're coming and other people are coming.
Mandy: OK. But you forgot about the food. It's a good thing you're my sister, or I'd be pretty mad at you right now!
Hailey: So, anything else?
Mandy: Coleslaw, potato salad, macaroni salad, and lemonade to drink. And some blueberry pie.
Hailey: Mandy, slow down! That's too much food! We're only having four people over!
Mandy: I know, but we don't know what they'll want. And we need enough food!
Hailey: But that's more than enough. And all that food is going to be expensive.
Mandy: Well . . .
Hailey: Look, I'm sure everyone would be happy to bring something. Why don't we ask people to bring some food? Layla makes great potato salad.
Mandy: OK, I guess we could do that. And Tom lives near the farmer's market. He can get the corn.
Hailey: That's a good plan. And we can buy the other things.
Mandy: Sounds good.

Page 47, Exs. 3B and 3C

Hailey: What do we need for the barbecue? I'm making a list.
Mandy: We have enough hamburgers. What about hot dogs?
Hailey: OK. Hot dogs. What else?
Mandy: Well, we need some corn on the cob. Let's get twelve.
Hailey: That's too many. Let's get six. Anything else?
Mandy: Coleslaw, potato salad, and macaroni salad.
Hailey: That's too much food.

Page 52, Exs. 1A and 1B

Hi everyone. It's Yu-jin. I want to make my favorite meal, Japchae, or Korean glass noodles. Here's what I have. OK. I have a package of noodles, a bag of carrots, three cups of spinach, two green onions, a bottle of sesame oil, a bottle of soy sauce, and a jar of sesame seeds. I don't have any mushrooms or beef. I need a half-pound of each. I guess I need to go shopping again since I don't have all the ingredients.

UNIT 5

Page 137, Grammar, Ex. A

1. A: Do you think it's OK to leave my laptop in my car overnight?
   B: No. You shouldn't leave your laptop there.

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2. A: My roommate can log in with my account. I gave him my password.
   B: That's not good. You shouldn't share your password with anyone.
3. A: This place has free WiFi, but I'm not sure how to connect. There are so many names on this list.
   B: You could ask the receptionist for the correct name.
4. A: I'm worried about Caroline. She's an hour late.
   B: You should probably call her. You have her number, don't you?
5. A: I just got a new phone. I don't know how to download apps.
   B: I have the same phone. I could show you how if you'd like.
6. A: Where did James put my charger?
   B: I have no idea. You should ask him.
7. A: Natasha dropped her phone again and she cracked the screen.
   B: Her phone case is very thin. She could use a new one.
8. A: I can't go to the party because I don't have a car.
   B: I could give you a ride if you want.

Page 55, Ex. 3B

1. click, close
2. start
3. problem, program, presentation
4. screen
5. fix
6. connect
7. link
8. plug
9. speakers

Page 55, Ex. 4A

Eric: Thanks for meeting to get ready for the presentation, Lucas. There's a lot to do!
Lucas: No problem, Eric. We worked so hard on the shampoo ad. So, of course we want everything to go well.
Eric: Right. Speaking of which, I'm actually having a technical issue. I want to show our presentation, but I can't get anything to play on the screen. It won't connect! What should I do?
Lucas: OK. I've had this problem before. First, I think you should close the presentation and unplug the cable.
Eric: Uh-huh. OK. Ouch! I just hit my head really hard.
Lucas: Are you OK?
Eric: Yeah, I'm fine.
Lucas: OK. Now, restart the computer.
Eric: Should I try to connect to the screen again?
Lucas: No, not yet. Plug the cable in to the computer first.
Eric: OK, I understand.
Lucas: *Now* try to connect to the screen. Do you see your desktop on the screen?
Eric: Yes, I do!
Lucas: OK, good. Now, you should start the presentation. Turn on the sound to make sure it's working, too.
Eric: Got it. It's working!
Lucas: Great!
Eric: So, what about the people who are joining us online? Do they have the latest software?
Lucas: Hmm. I'm not sure.
Eric: We should probably send everyone an email so they can download it before the meeting.
Lucas: That's a good idea.
Eric: And we could include a link to the website in the email, so they can just click on it. Oh, and we should bring the number for Tech Support, in case we have any problems.
Lucas: Yes, good idea. Thanks, Eric.
Eric: No problem.

Page 55, Exs. 4B and 4C

Eric: I can't get our presentation to play. What should I do?
Lucas: You should unplug the cable. Then plug it in again.
Eric: Uh-huh.
Lucas: If that doesn't fix the problem, you could restart your computer.
Eric: Got it.

Page 56, Ex. 1B

1. I have my headphones on, but I can't hear you.
2. I added a wireless network, but every time I click on the link nothing happens!
3. My computer keeps turning off by itself. I think my monitor is broken.
4. I can hear you, but I can't see you on my screen!
5. I'm typing on my keyboard, but nothing is happening.

Page 138, Grammar, Ex. A

1. Oh, no! You should leave. It's almost 5:00. Traffic may be very bad.
2. Let's go to the coffee shop. I think they have free Wi Fi.
3. These headphones are really old. I have to get some new ones.

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4. You should restart your computer. Maybe that will solve the issue.
5. I think there's a problem with your hard drive. You should call Tech Support.
6. I think I'm going to cancel the presentation. I don't think we're ready yet.
7. Do you have a webcam? You'll need it for our video call tomorrow.
8. Is this the right password? It's not working.

Page 57, Exs. 3A and 3B

1. Hi, Yuki. This is Mary in Tech Support. I understand that your speakers aren't working. It may be because of the volume level. First, click on the sound icon on your desktop. Then, change the volume level as needed. That will probably solve the issue. Call me back if you need more help.
2. Hi Tom, this is Junior. You reported that your laptop screen is frozen. Your laptop is new so it won't be a serious issue. First, try restarting the computer. After that, try logging in again. Please call me back if that doesn't work.
3. Hi Sarah, this is Mary from Tech Support. You reported that you can't get online from the main conference room. It may be because you're no longer connected to the Internet. To start, check the Wi Fi connection. Next, add the correct wireless network. And finally, make sure the password is correct. You might have to restart your computer after that. Let me know if you still need help.
4. Hello Sam, this is Junior in Tech Support. I got your message. I understand that you can't do your presentation since there is no microphone in your meeting room. First, you should check with Carla, in Reception. She should have a microphone and will help you. If she isn't there, then please call me back. I might be able to find another one.
5. Hi Julio, this is Mary. I got your message that your computer keeps crashing. Your hard drive may be full. To start, delete any files that you don't need. Then, remove any programs that you no longer use. And finally, restart your computer. That will solve the problem. Let me know if you need any more help.
6. Hi Katie, this is Junior. You said you're having trouble making a video call with your computer. It may be that your webcam is off. First, make sure that the webcam is turned on. Then, check that the cables are plugged in correctly. If you need more help, please call me.

Page 139, Grammar, Ex. A

1. A: Hi, Lily. Our new co-worker Tim is here today. I'll introduce you to him later.
   B: Actually, I've already met him so you don't need to introduce us. He was here yesterday.
2. A: Did you invite Kevin to our meeting? He needs to be there.
   B: Oh, no! I forgot.
3. A: Do I have to order lunch for our meeting tomorrow?
   B: No, you don't have to. But can you get some drinks and light refreshments?
4. A: Why did we cancel the presentation for tomorrow?
   B: Sorry, that was my fault. I didn't reserve a room, and now everything is full. I need to reschedule.
5. A: How many copies of the presentation did you make?
   B: I made 20 copies.
   A: There are only 10 people coming. You didn't have to make that many.
6. A: Is Carlos coming to the presentation?
   B: Yes, he definitely needs to be there. Some of the clients only speak Spanish, and Carlos is our only Spanish speaker.
7. A: I need to replace my headphones. These are broken.
   B: You have to talk to Claire. She's the only person in our office who can purchase new equipment.
8. A: I have a doctor's appointment in the morning. Can I be a little late tomorrow?
   B: No, we're meeting with our new clients first thing in the morning. So you need to be on time.

Page 59, Ex. 3B

1. What do we need to do?
2. I have to write an agenda.
3. I need to send invitations to the guests.
4. I'll have to send a link to the website.
5. I don't have time to do everything.
6. I don't need to make photocopies.

Page 59, Ex. 4A

Victor: Lucas, we need to organize a meeting tomorrow with the owners of a new beach resort in Belize. They want to work with us on their new campaign. They might be our next big client!

Lucas: Tomorrow? Are they coming to San José or are we having a video conference?

Victor: They're coming here. Can you help me plan it since we don't have a lot of time?

Lucas: Sure. I guess I need to reserve a meeting room first.

Victor: Yes, that's right. And could you make sure the room has a projector and a screen?

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Lucas: OK.
Victor: Once the room is set up, I can check the equipment. I'll ask Marta from Tech Support for help.
Lucas: Good idea. It will be faster if she helps. So, do I have to create a presentation for the meeting?
Victor: No, you don't have to. I'm going to do that.
Lucas: Sounds good. Is there anything else? Do I have to send a meeting invitation?
Victor: Yes, please. The meeting's at 11:00. Send an invite to everyone in our department and I'll get you a list of the people from the resort.
Lucas: OK. I'm on it.
Victor: Can you think of anything else?
Lucas: What about refreshments? Do I need to order anything to eat?
Victor: Yes. You don't need to order lunch, but I would get some drinks and some snacks.
Lucas: Got it. OK, I'm going to get started. I'll reserve the room first and . . .
Victor: Oh, you're kidding!
Lucas: What is it?
Victor: They just canceled the meeting.

Page 59, Exs. 4B and 4C

Victor: Let's talk about what we need to do for the meeting.
Lucas: Sure. I guess I need to reserve a meeting room.
Victor: Yes, that's right.
Lucas: OK. Do I have to create a presentation?
Victor: No, you don't have to. I'm going to do it.
Lucas: Is there anything else?
Victor: Yes. We have to order refreshments.

Page 64, Exs. 1A and 1B

Hi everyone. It's Ahmed. Do you have a favorite app that you use to learn English? There are a lot of apps out there but my favorite is the Pearson Practice English app. I use it to learn English when I'm on the go.

I love this app because it's fast and easy to use. All you have to do is open the app and choose the unit that you want to study. Click on the icon to download the unit. Download the unit when you're online. Then, click on the lesson and activity. You can practice many of the skills from the course.

This app is really helpful because I can use it for some quick practice when I'm on the bus or in between classes. I can even pick and choose which skills I want to practice. The app also includes all of the audio and video from the Student Book.

You should check it out. You will love it, I promise.

UNIT 6

Page 140, Grammar, Ex. A

1. **A:** Why aren't you eating your salad?
   B: I'm trying, but this dressing is so sour! I'm not sure I can finish it.
2. **A:** That birthday cake looks really small.
   B: Really? I can cut it into ten, maybe twelve, slices. How many people did you invite?
   A: Twenty-five.
   B: Uh-oh! I'll go get another cake.
3. **A:** Where are you going?
   B: To the kitchen. I need to warm up my coffee in the microwave.
4. **A:** This soup is good! It's a little sweet, but it's not very rich. Can we add more cream?
   B: Sure. Does it also need a little more salt?
   A: No, I don't think so.
5. **A:** Don't eat those cookies yet!
   B: Why not?
   A: I just took them out of the oven. They're too hot! They need to cool for a few minutes.
6. **A:** We need to cancel the picnic for tomorrow.
   B: Oh, no! Why?
   A: Didn't you see the weather report? It's going to be cold and rainy all afternoon.
7. **A:** I'd like to apply for a job at your restaurant.
   B: How old are you?
   A: I just turned 16.
   B: I'm sorry. You have to be 18 to work here.

Page 67, Ex. 4A

Alba: How's your salad, Sarah?
Sarah: It's good! I love the dressing. It's both sweet and sour. How's the curry?
Alba: Oh, it's delicious! But I don't really like the tea. It's too bitter. Mmm. I can't wait to try the soup, though.
Sarah: Yeah, me, too. I heard the soups here are really tasty.
Alba: What's wrong? Is there something wrong with the soup?
Sarah: It's too hot for me!
Alba: It is? I don't think it's hot.
Sarah: You don't? My mouth is burning!
Alba: It is? My soup is barely warm enough to eat.
Sarah: No, I don't mean "hot" like "temperature," I mean "hot" like "spicy."
Alba: Oh, of course! I love spicy food, so I didn't think about that. Actually, I don't think it's spicy enough.
Sarah: Wow. Yeah, well, spicy food is not my thing.
Alba: So what is "your thing"?
Sarah: I like to snack. And, yes, I know it's not good for me.

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Alba: Well, everyone snacks sometimes. What kind of snacks do you like?
Sarah: I like tortilla chips, pretzels, French fries—anything salty.
Alba: I like salty foods, too, but I definitely have more of a sweet tooth when it comes to snacks.
Sarah: In that case, should we get some dessert? The sticky rice with mango sounds amazing.
Alba: Great idea!

Page 67, Exs. 4B and 4C

Sarah: How's the curry?
Alba: It's delicious! But I don't really like the tea. It's too bitter.
Sarah: That's too bad.
Alba: How do you like the soup?
Sarah: It's OK, but it's too spicy.
Alba: Really? I don't think it's spicy enough.

Page 68, Ex. 1B

1. My sister helps me with everything. I want to give her something to say thank you, and I know there's a rock band she really likes.
2. My friend Sam was in my class last year, but we don't see each other much anymore. I want to get her something small for her birthday.
3. He's been my boyfriend for five years, and I really love him. He's usually late to meet people because he doesn't pay attention to the time.
4. My uncle is moving into a new house. He needs a lot of new things to decorate, but I'm not sure exactly what to buy.
5. My mom is also my best friend. She loves plants and flowers, but she never buys any for herself.
6. My cousin's graduation is next week and I'd like to get her something special. She loves clothes and jewelry.

Page 141, Grammar, Ex. A

1. **A:** Alice is getting married this Saturday. Susie and I got a card from all of us. Could you please sign it?
   B: Sure! Thanks for getting it.
2. **A:** Happy birthday! Are you going anywhere special tonight?
   B: No, I'm staying home. My husband and kids are cooking dinner.
   A: Oh, how nice! I hope you have a wonderful evening.
3. **A:** My parents' twenty-fifth wedding anniversary is coming up. I need to buy them something silver.
   B: Really? Why silver?
   A: It's an old tradition in the US and Canada. I'm not sure why.
4. **A:** Emma and Ryan invited me over to a dinner party. Should I bring a gift?
   B: No, you don't have to buy a gift, but it would be nice to bring some flowers.
   A: Great idea. Thanks!
5. **A:** Hi, Tim. Would you like to go to a concert tomorrow night? I'm going with some friends from work, and we have an extra ticket.
   B: Sure. Sounds fun! Thanks.
6. **A:** Time to go to bed, kids.
   B: Already? Can we stay up a little longer?
   A: No, you need to get in bed now. Pick out a book, and I'll read you a story before you go to sleep.
7. **A:** I love your sweater.
   B: Thanks! My aunt made it.
   A: Wow, she's really talented.
8. **A:** My sister's graduation is next weekend.
   B: Have you bought her a gift yet?
   A: No, not yet. I'll probably get her a suitcase. She loves to travel.

Page 69, Ex. 4A

Sarah: Wow, your necklace is beautiful!
Alba: Oh, thank you. My kids gave it to me for Valentine's Day.
Sarah: What a nice gift! My son gave me a card he made at school. He was very proud of it.
Alba: When my kids were younger, they gave me handmade gifts, too. I love them.
Sarah: You're right. Handmade gifts are really sweet.
Alba: I'm guessing your husband didn't give you a handmade gift for Valentine's Day.
Sarah: No, he didn't. He cooked me a wonderful dinner though, and he got me a very cool watch.
Alba: Nice.
Sarah: And I got him a gift card to use at his favorite kitchen store. He always shops there. He loves food.
Alba: That was thoughtful. I love giving gifts. I got my boyfriend tickets to a concert. And he bought *me* a bunch of roses and some chocolate-covered strawberries.
Sarah: Wow! Aww! I love flowers . . . and chocolate!
Alba: Yes, the flowers were beautiful. But I couldn't eat the chocolate. I'm actually very allergic to strawberries!
Sarah: Oh, no! Poor guy. Did he feel bad?
Alba: He was pretty embarrassed, but it didn't really matter. I mean, he didn't *know* that I was allergic! And it's the thought that counts.

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Sarah: Definitely. Oh, we'd better get the check soon. Our meeting starts in a few minutes.
Alba: Oh, right. Excuse me . . .

Page 69, Exs. 4B and 4C

Sarah: How was Valentine's Day? Did you get anything special?
Alba: It was good. My boyfriend gave me some roses.
Sarah: Aww. That's sweet. My husband got me a watch.
Alba: Nice! And what did you get him?
Sarah: I bought him a gift card.

Page 142, Grammar, Ex. A

1. Jane was traveling for business when she met her husband.
2. We were cooking dinner when our neighbor unexpectedly stopped by.
3. Were you sleeping when I called?
4. Was it raining when you left this morning?
5. We took a taxi to work yesterday because the trains weren't running.
6. Why were you laughing when Bob came in?
7. Where was Mary going when we saw her yesterday?

Page 71, Exs. 3A, 3B, and 3C

Do you believe in fate? That things happen for a reason? I never did, until a couple of years ago, when a series of strange events happened to me over the course of a week. And because of that, I now believe that things happen for a reason.

It was Monday morning, and I was taking the train to work. For some reason, I looked up and out the window toward another train in the station. I saw someone holding my favorite book, The Elephant Vanishes. It's not a book you see every day, so I was surprised. Just at that moment, the man put his book down, and looked out his window. He saw me, and smiled. My heart beat a little faster, but I thought, "Well, he's cute, but I'll never see him again."

That evening, I stopped at the supermarket to buy something for dinner. I was waiting to pay for my groceries, when all of a sudden I saw the man from the train in the line next to me. He was buying the same kind of pizza as I was. Now, I thought, "This is a little strange, but I'm sure it's just a coincidence. He probably lives near here. And he just happens to have good taste in pizza!"

A few days passed but I didn't see the "mystery man" again. To be honest, I was beginning to think I had imagined him! Then on Thursday, I went to a concert with a few friends. We sat down and I couldn't believe it. The man from the train and the supermarket was sitting next to me! We laughed when we saw each other. We talked and talked during the rest of the concert . . . I don't even think we heard any music! By the time the concert was over, it was like we had known each other for years.

Later, I said goodbye to my friends. Mike—that's the mystery man's name—and I went to get something to eat. We talked for another six hours! We started dating, and eventually we got married. So now when people ask me if I believe in fate, the answer is definitely "Yes!"

Page 76, Exs. 1A and 1B

Hi, it's Andre. We celebrated my brother Oscar's birthday last month. We had a great time! People were eating, talking, and laughing all through the party. My brother loves spicy food, so we had Thai food for dinner. The food was too spicy for me, so I was glad we had enough sweet lemonade to drink. Later in the evening, we had birthday cake. The cake was delicious, but it was really rich! My brother got a lot of nice gifts. I gave him a handmade scarf and my parents gave him a camera. He was so surprised! He was still smiling when the party ended.

UNIT 7

Page 143, Grammar, Ex. A

1. A: Where should we eat tonight? Didn't we talk about going to that new North African restaurant?
   B: Yes, it sounds interesting. They give you a special tea at the end of your meal. Let's eat there.
2. A: Do you have any plans for the summer, Caroline?
   B: Yes, I have a lot going on this summer. I'm really excited about taking a vacation with my family.
3. A: Hey, John. How's work going?
   B: It's OK, I guess. I'm just a little tired of traveling. I had to travel for work five times last month! It was too much. I'm exhausted.
4. A: Do you have any exciting weekend plans, Jennifer?
   B: Actually, no, and I'm really happy about that! This week was so busy at work. I know it doesn't sound exciting, but I'm really looking forward to staying home.
5. A: Why do you look so nervous, Bruno?
   B: I just saw our travel schedule for today. I'm nervous about going on a boat tour because I usually get sea sick. I really don't want to go.
6. A: Maria, there's a new exhibit at the art museum tonight. Would you like to come with us?

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B: That sounds great, Susie! Thank you so much for inviting me.

7. A: Your trip to the pyramids sounds amazing, Amy. I'm interested in seeing all of your pictures from your trip.
   B: Are you sure you want to see *all* of my pictures, Katie? I took hundreds!

Page 79, Ex. 3B

1. I'm going to Japan in the summer.
2. I'm going to take cooking classes.
3. I want to learn to make sushi.
4. My friend and I want to go hiking.
5. We're talking about going to Canada.
6. I think we're going to go in August.

Page 79, Ex. 4A

Mario: Hey, did I tell you I'm going to a meeting in Mexico City next week?
Eric: Yes, you did and I'm so jealous! I'm interested in learning more about Mexico City. I've been to Mexico, but only to some of the beach resorts.
Mario: It's a wonderful city, and it has so much history! I go a couple of times a year for meetings, and the team always plans some interesting activities for us.
Eric: What kinds of things have you done?
Mario: We've gone on guided tours of the Frida Kahlo Museum and the National Museum of Anthropology, and we visited the pyramids at Teotihuacán.
Eric: That sounds fascinating!
Mario: Yes, it was! Here. I'll show you a picture.
Eric: Wow. That's so cool.
Mario: They're some of the biggest pyramids in the world and no one knows who built them. You can even take a tour of the pyramids in a hot air balloon! I really want to do that sometime.
Eric: I definitely have to go! Do you have anything fun planned for this visit?
Mario: Yes! We talked about going to a restaurant where every dish on the menu includes insects.
Eric: Huh. That's unusual. I'd be a little worried about eating something like that.
Mario: I've heard they're very tasty. I'm actually pretty excited about trying them!
Eric: OK! I look forward to hearing all about it.
Mario: You bet! I'll send you some pictures, too.

Page 79, Exs. 4B and 4C

Mario: I'm going to Mexico City next week. Have you ever been there?
Eric: No, but I'm interested in visiting. What are you going to do?
Mario: We talked about going to an unusual restaurant. Every dish on the menu includes insects.
Eric: That sounds interesting.
Mario: Yes. I'm excited! We're also going to visit some museums.
Eric: Well, I look forward to hearing all about it.

Page 80, Ex. 1B

1. There are too many people here–I can't move!
2. Don't swim in that lake–it's full of garbage.
3. This building was finished two years ago, and it has these cool large screen TVs everywhere.
4. Nobody was at the restaurant–it was completely quiet.
5. Nothing bad ever happens in this city.
6. The building was built over 4,000 years ago.
7. People from all over the world want to visit this city.
8. You shouldn't walk around there by yourself at night.

Page 144, Grammar, Ex. A

1. A: My parents are visiting this weekend. I'd like to show them around the city.
   B: That's great, Yuki. You should take them to all the famous historic buildings.
   A: I don't know. Those places are touristy and crowded. My parents love old buildings, but they hate big crowds.
2. A: How was your trip to the Grand Canyon?
   B: It was great, Mike, but it was too crowded there. I also went camping in the desert. I enjoyed that much more.
   A: Really? I'm interested in visiting the Grand Canyon, but I don't think I'd like to go to camping.
3. A: What's your favorite city?
   B: That's a hard question, John. I guess my favorite is Athens, Greece because the people are so friendly, and the city is full of ancient buildings and monuments.
   A: It sounds amazing. I'd love to go there someday. I want to see the city, and I want to eat Greek food!
4. A: Silver Lake is so beautiful. Maybe we can go swimming there next week.
   B: I don't know, Magda. I don't think you would like to swim there. The water is polluted. It's really not safe.
   A: You're right. I wouldn't like that. I had no idea! The water doesn't *look* dirty.
5. A: Thanks for showing me around today. I know we don't have a lot of time. Could you take me to the three most popular tourist attractions?
   B: Are you sure, Brenda? There are some very interesting places that not many people

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know about. Wouldn't you prefer to go somewhere like that?

A: No, not really. I'd prefer to see famous places.

6. A: We have lots of restaurants. What kind of food do you like, Sam? There's Mexican, Chinese, Italian, and Japanese.

B: I like everything. It doesn't really matter what kind of food we get, but I prefer some place clean and modern.

Page 81, Ex. 3A

Mario: You like to travel, right, Eric?

Eric: I love to travel! But I'm not interested in visiting the touristy places. I prefer places that are not well known. In fact, I have a long list of places I want to visit.

Mario: Like where?

Eric: I'd love to go to a place called "the Door to Hell."

Mario: "The Door to Hell?" That doesn't sound very safe! Where is it?

Eric: In Central Asia.

Mario: OK, I need to look this up. What is it like?

Eric: It's this big crater—you know, a huge hole in the ground—that's always on fire.

Mario: On fire? Wow. Why do you want to go *there*?

Eric: I don't know. It's just so *different*! There's no other place on Earth like it! It's in the middle of the desert.

Mario: Gee. I wonder why it's not well known!

Eric: Ha ha.

Mario: OK, so now you've got me curious. What other places would you like to visit?

Eric: Um, I'd like to visit Patagonia.

Mario: Patagonia! That's in Chile and Argentina, right?

Eric: That's right. There are glaciers, and caves where you can see ancient animal bones. I'd like to go soon—I'd hate to go after it gets even more popular.

Mario: I think you and I have different ideas about what popular means, Eric!

Eric: Ha ha.

Mario: Well, I should be going now. I need to get ready for my trip to Mexico City. I still have *so* much to do!

Eric: Sure. I'll talk to you soon, Mario.

Page 81, Exs. 3B and 3C

Mario: You like to travel, right?

Eric: Yes, I do! I like to visit places that are not well known.

Mario: Really? Like where?

Eric: I'd love to go to Patagonia.

Mario: Patagonia? Wow. I'd love to hear more about it.

Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

Page 145, Grammar, Ex. A

1. A: Is Mt. Everest a lot taller than Mt. Kilimanjaro?

B: Yes, by almost 10,000 feet!

2. A: I think Lake Superior is the largest lake in the world.

B: No. Lake Superior is pretty big, but the Caspian Sea is the largest lake in the world.

3. A: What's the difference between a lake and a pond?

B: I'm not sure, but I think lakes are usually bigger. Ponds are often pretty small.

4. A: Which desert is the hottest—the Arabian, the Mojave, or the Sahara?

B: It's definitely the Sahara.

5. A: Where's your hotel? Is it on the coast?

B: No, it's a couple of miles away from the coast. The hotels on the coast cost too much. They're the most expensive hotels in this city.

6. A: Did you see this list on this blog?

B: Yes, I can't believe Calgary, Canada is the cleanest city in the world.

Page 83, Exs. 4A and 4B

A: Hello and welcome to "Five Questions", the quiz podcast! I'm Max Taylor, and today's topic is world geography. Our contestants are Marc Stevens, from Chicago, and Lola Mendez, from Miami. Hi, Marc and Lola!

B: Hi, Max!

C: Hey, Max.

A: OK. Let's get started. First question. What's the smallest country in the world? Lola!

C: Vatican City!

A: Correct! Vatican City is less than half a square mile and has a population of under 1,000 people. It's near the Tiber River and it's about one-eighth of the size of Central Park in New York City. It's also the home of the world's biggest church, St. Peter's Basilica.
Question two . . . What is the name of the largest freshwater lake in the world?
Yes, Marc.

B: Lake Baikal?

A: No, I'm sorry. The answer is, Lake Superior, in North America. It covers 31,700 square miles and crosses the border between Canada and the United States. Lake Baikal, in Russia, is the deepest lake, but it doesn't cover as much area.
Question three . . . In which country can you find South America's highest mountain?
Yes, Marc.

B: Argentina.

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A: That's right! Aconcagua, which is 22,838 feet tall, is in Argentina. It's one of the seven highest mountains in the world, and it's the only one outside of Asia.
Here's question four. Which of these rivers is longer, the Nile or the Yangtze?
Back to you, Lola.
C: The Nile.
A: Correct! The Nile, in Africa, is longer than the Yangtze, in Asia–4,258 miles long versus 3,917 miles long. However, the longest river in the world is the Amazon (in South America), which is 4,345 miles long.
OK, here's question five. What is the name of the largest sand desert in the world?
Marc, your answer, please.
B: The Sahara Desert!
A: Yes, Marc! The world's largest desert is the Sahara, in Africa. It covers about 3.5 million square miles–which is about the size of the US. However, it's not the hottest place on earth. That record belongs to Death Valley, in California. The temperature there often reaches 129 degrees F!
So, that makes our final score, Lola, two and Marc, two. You'll both receive our prize today–a two-year subscription to World Bulletin magazine!
Thanks for joining me on Five Questions, and remember–if you don't know the answer, guess!

Page 88, Exs. 1A and 1B

Hi everyone! It's Paula. I'm looking forward to your group's visit to La Paz, here in Bolivia. You said you were interested in seeing some of Bolivia's more unknown places. I'd love to take you to Valle de la Luna, or Moon Valley. It's very close to the city of La Paz. Parts of the mountains there have been washed away by water, so you feel like you're walking on the moon. I'd also like to take you to famous Lake Titicaca. It's up in the mountains, and is one of the highest lakes in the world. And it is the largest lake in South America. Let me know what you think of these ideas!

UNIT 8

Page 146, Grammar, Ex. A

1. Who plays drums for that band?
2. What instruments does Bianca play?
3. What are you listening to on the radio?
4. Who is wearing the green jacket?
5. Who sings that really sad song?
6. What's a bassist?
7. Who is the guitarist for that band?
8. Who does Mark Davis play the saxophone with?

Page 91, Ex. 3B

1. That's great.
2. You're kidding!
3. Wonderful!
4. Great.

Page 91, Ex. 4A

Lucas: Hey, Mandy! It's good to see you.
Mandy: It's nice to see you, too! I heard you were coming to the office.
Lucas: Yeah, it's great to be here. So, what are you listening to?
Mandy: This? It's one of my favorite songs.
Lucas: Oh, yeah? Who sings it?
Mandy: You probably haven't heard of them. They're a Canadian rock band. They're called Talking Hearts.
Lucas: You're kidding! They're a great band.
Mandy: You know them? They're not very famous. How did you hear about them?
Lucas: I have a friend in Vancouver. She loves them. She sent me some of their music.
Mandy: Cool! Hey, did you know they're on their first world tour?
Lucas: No, I didn't.
Mandy: And they just released a new album.
Lucas: Oh, yeah? What's it called?
Mandy: "Dreaming." Here. listen.
Lucas: This is a cool song. That guitar solo is great. Who's the guitarist again?
Mandy: His name is Joe Ramos. He's amazing. So, what other bands do you like?
Lucas: Well, I listen to a lot of British bands, too, like The Clouds.
Mandy: How cool! I like their drummer, Emma Taylor.
Lucas: I do, too. She's so talented. She plays the bass and the piano, too.
Mandy: If she learns to play the guitar, she could be a one-woman band!
Lucas: Yeah, she could!

Page 91, Exs. 4B and 4C

Lucas: What are you listening to?
Mandy: A band called Talking Hearts. Here. Listen.
Lucas: Cool. I like this song. I love the guitar solo.
Mandy: Yeah. Me, too. It's amazing.
Lucas: Who's the guitarist?
Mandy: His name is Joe Ramos.

Page 92, Ex. 1B

1. I'm going to see my favorite team tomorrow night. I'm excited because they're playing at the new stadium.
2. The dancers were amazing, and the costumes were really beautiful. They told a whole story without saying any words.

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3. I saw so many paintings and sculptures by this new artist—some of them were really strange, but most of them were beautiful and original.
4. We really enjoyed the singing, even though we didn't understand the language. The orchestra was excellent, too.
5. Everyone laughed so much! The performers were really funny, and I loved the jokes they told.
6. We always get popcorn and sit close to the screen. I like horror films, but my friends don't.

Page 147, Grammar, Ex. A

1. A: We're both really busy this weekend, but we should get tickets to the baseball game. It's the last game of the season.
   B: You're right. Let's not miss it. We won't be able to go to another game until next spring.
2. A: Why do you want to go to the art gallery tonight? Didn't we go there last weekend?
   B: Yes, but there's a new art show tonight. It looks interesting.
3. A: Do we have to go to a musical? I really don't like musicals very much.
   B: No, we can do something else. Why don't we go to a movie or the comedy club instead?
4. A: I have an extra ticket to the ballet. Would you like to go?
   B: Sure! I've never been to the ballet.
5. A: Are we going to the opera this weekend?
   B: No, we can't. Tickets sold out weeks ago.
6. A: Did you enjoy the movie?
   B: No, not really. The actors were great, but the movie was too scary for me.
7. A: We got stuck in traffic and missed the first half of the show.
   B: Oh, that's too bad! It was an awesome show. At least you didn't miss the whole thing.

Page 93, Ex. 4A

Lucas: You know, I'd love to go to a Talking Hearts show.
Mandy: So would I. I think they're going to be in New York soon. Let me just check. Cool! There are a few shows this week. Will you be in town all week?
Lucas: Yes! I decided to stay until Saturday because of our late meeting on Friday.
Mandy: Great. Are you free on Wednesday night?
Lucas: Oh, no. I'm sorry. I'm afraid I'm busy that night. I'm meeting some friends.
Mandy: Oh, OK. What about *Thursday* night?
Lucas: Thursday night works for me.
Mandy: Great! They just added this show, so I'm sure we can still get tickets. Oh, that reminds me. My boyfriend loves them too, so he'll probably want to come with us.
Lucas: Sure. I'd love to meet him.
Mandy: Let me see. The show starts at 8:00, so we should have dinner before we go.
Lucas: OK.
Mandy: I know! Let's eat at Pasha Café because it's near the club. Oh, do you like Turkish food?
Lucas: Sure.
Mandy: We can meet there at 6:30.
Lucas: OK. Do you mind buying the tickets? I'll pay you later.
Mandy: No problem.
Lucas: This is turning out to be a busy week. Guess what I'm doing on Friday night?
Mandy: I have no idea. What?
Lucas: I'm going to a basketball game. The Knicks are playing the Golden State Warriors. I can't wait!
Mandy: No way! I'll be there, too.
Lucas: How funny! Maybe I'll see you there.

Page 93, Exs. 4B and 4C

Mandy: Do you want to see a show on Wednesday?
Lucas: I'd love to, but I can't because I'm meeting some friends.
Mandy: Oh, OK. There's another one on Thursday night. Are you free?
Lucas: Yes, I am.
Mandy: Great. They just added this show, so I'm sure we can still get tickets.
Lucas: Sounds good. I'm in.

Page 148, Grammar, Ex. A

1. A: Alex, it seems like you *live* at the gym! How often do you work out?
   B: I work out every day, but I only go to the gym every Monday, Wednesday, and Saturday.
2. A: You look different. Have you lost weight?
   B: I hope so! I joined a new exercise group. We run from 5:00 to 6:00 in the morning, Monday through Friday.
3. A: Did you do anything fun last weekend?
   B: Yes, I went hiking with some friends. I work all week, so I try to spend time outdoors on Saturdays or Sundays.
4. A: Did you get my message last night?
   B: I saw it this morning. I always turn off my phone at night because I don't want to look at a screen 24 hours a day.
5. A: I'm trying a new diet. I eat only fruits and vegetables during the week. On weekends, I eat whatever I want.

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B: That sounds unhealthy! You should follow a balanced diet every day.

6. A: You meditate every morning, right?
   B: No, not anymore. I used to meditate regularly, but now only a couple times a month.

Page 95, Exs. 3A, 3B, and 3C

A: Hello, everyone. I'm David Duran. Today on Wellness Weekly, I'm speaking with Anika Rai, a psychologist who studies the effects of too much screen time. She's going to tell us about some of the negative effects and give us some tips for reducing our screen time and adding healthy habits to our routines.
B: Thanks for having me, David.
A: Anika, why is it important for people to put down their devices?
B: The average adult in the U.S. spends more than ten hours a day using electronic devices. That's over 60 hours a week! This can cause real health problems.
A: Wow. Can you tell us more about some of these problems?
B: Sure. Take sleep, for example. In my opinion, one of the most serious problems is that people aren't getting enough sleep. Let me explain. People are going to bed with their devices instead of just relaxing or reading a book.
A: OK.
B: The light that comes out of our devices keeps us awake, so the longer we use them, the harder it is to fall asleep. That's why it's important to stop using phones, tablets, and computers at least 30 minutes before bed-time so you can start to relax.
A: Interesting . . .
B: Another issue that we're seeing is that too much screen time can change a part of the brain that helps people care for others. However, this is especially true for kids, because their brains haven't finished developing yet. For instance, kids who spend a lot of time on devices may not be learning how to have good relationships with other people. Parents should limit kids' screen time, depending on their age. Even adults need to be careful about this. Many people have plenty of friends online, but not enough in real life.
A: But kids these days don't want to put down their phones or tablets.
B: Yes, that's right. And actually, parents are often on their phones as well, and this sends a message to children that it's OK. Parents have to remember to limit their time, too.
A: So, what can we do to help both ourselves and our children avoid too much screen time?
B: Well, here are a few small ideas that will change your life in a big way. Instead of picking up your phone or tablet, think about something new that you'd like to try. For example, you could start a new hobby or take a course.
A: Uh-huh. OK.
B: Another idea is to spend more time with family and friends. It doesn't have to be anything special. Catching up around the dinner table every day is a great way to build stronger relationships. In fact, the more you spend time with other people, the more you remember how important it is to socialize . . . just basic things like laughing, seeing people's faces, and hearing about people's lives.
A: Right. That makes sense.
B: And finally, do something for yourself– meditate, get outdoors, go for a swim, or just find some quiet time every day. In general, it's always a good idea to focus on yourself for part of the day.
A: Thanks so much for being here Anika. This is all very interesting and helpful information. Until next week, everyone. Be well!

Page 100, Exs. 1A and 1B

Hi! It's Rina. I'm really busy, but I want to stay healthy, too. So, I always make sure to exercise, spend time with friends, and relax. This is a park near my home. Because I like to spend time outdoors, I go for a run in the park three times a week. It's a great way to get some exercise. On the first Friday of every month, I go to an art gallery with friends, so we can walk, talk, and look at all of the art together. These are my friends. I always feel less stressed after getting together with them. Last, every evening before I go to bed, I play my guitar for a little while to relax.

UNIT 9

Page 102, Ex. 1B

A: Wow, this couch is huge!
B: Yeah, it is. We won't have space for too many other things in the living room.
A: Well, let's put the couch over here. And we can put the end table by the couch.
B: OK. And will the TV stand fit?
A: Yes, I think so. But we need to put the bookcase and armchair in the bedroom.

Page 149, Grammar, Ex. A

1. Could someone help me move this desk?
2. What time does your train leave?
3. I'm getting a new couch next month. Do you want my old one?
4. Why did you buy all that fabric?

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5. I broke my favorite picture frame. Can you buy me a new one?
6. You don't have a bookcase. Where are you going to put all these books?

Page 103, Ex. 3A

Teo: Hi, Alba. How are you? What are you doing out here?
Alba: Oh, hey, Teo! I'm meeting Mario. He's on his way here from his hotel.
Teo: Of course! There's a team meeting this afternoon, right?
Alba: Yes, there is. Ugh. It's only Monday, and I'm already exhausted!
Teo: Busy weekend?
Alba: Yes, but not in a good way! My cousin's apartment flooded during the storm yesterday, so now she's staying with me.
Teo: Oh. I'm sorry to hear that.
Alba: Thanks. I'm helping her clean up. Her apartment is a mess.
Teo: How terrible!
Alba: I know. And unfortunately, a lot of her furniture was ruined. She's going to go furniture shopping next weekend, so I told her I would help her with that, too.
Teo: That's really good of you.
Alba: She has a ton of things to buy.
Teo: Like what? What does she need?
Alba: Well, her coffee table and her TV stand are OK. But she has to get a couch, a bookcase, an armchair, an end table, a floor lamp, curtains—the list is as long as my arm! It's going to be expensive.
Teo: Ah, I just thought of something. My friend is going to move overseas soon and he's selling some of his furniture. Maybe your cousin can take a look at what he has.
Alba: That's a great idea.
Teo: I'll give him a call later today. I think he'll be around this weekend. I can go with you. OK?
Alba: That would be wonderful! Can you ask him if we can do it on Saturday morning?
Teo: Sure! I'll let you know what he says.
Alba: Perfect! Thanks so much, Teo.

Page 103, Exs. 3B and 3C

Alba: I'm going to go furniture shopping with my cousin this weekend.
Teo: Oh yeah? What does she need?
Alba: She needs a couch, a bookcase, and a table.
Teo: My friend is selling some of his furniture. Do you want to take a look?
Alba: That's a great idea!
Teo: I think he'll be around this weekend. I'll give him a call.
Alba: Perfect. Thanks so much.

Page 104, Ex. 1B

1. We waited for such a long time. The train was over an hour late!
2. She looked everywhere, but she couldn't find them! She couldn't use her car, and had to take the bus.
3. It was raining hard, and we didn't have our umbrellas. We had to go inside and wait for a bit.
4. He slowed down, but her car still hit him. Luckily, they were both OK.
5. There were so many cars on the road. She couldn't get to the appointment on time.
6. He forgot to set his alarm this morning. He was late for the doctor.

Page 150, Grammar, Ex. A

1. He wants to know why James has to work late.
2. They wonder where everyone went.
3. They aren't sure what time the meeting starts.
4. Can you tell me whether Luisa is in the office today?
5. Do you know whether the train is delayed?
6. I lost my keys. I can't remember where I put them!

Page 105, Ex. 4A

Teo: You look worried. Is everything OK?
Alba: I *am* a little worried. I wonder where Mario is! He's always on time.
Teo: He might be stuck in traffic. You know how bad traffic is.
Alba: Maybe. I'm going to call him. That's strange. I can't understand why he isn't answering his phone.
Teo: When was he supposed to be here?
Alba: Half an hour ago.
Teo: And does he know which building to come to? Maybe he got lost.
Alba: No, I sent him a message with our new address.
Mario: Hi, Alba. Sorry I'm late. Oh, hi, Teo!
Teo: Hi, Mario.
Alba: Mario! We were worried! Are you all right?
Mario: I'm fine. You'll never believe why I'm late. It's a little embarrassing, actually.
Alba: What happened?
Mario: OK. So, the first thing that happened is that I overslept. I didn't have time for breakfast or even coffee.
Alba: You? No coffee? Mario is famous for drinking a LOT of coffee!

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Mario: Yes. Can you imagine? I left without having coffee! I got in my cab, and I told the driver the address, but I wasn't really paying attention.
Teo: Well, it sounds like you were sleeping with your eyes open.
Mario: Exactly. After I got out of the cab, I realized where I was!
Alba: Where were you?
Mario: The old building! I had given the driver the wrong address! So, then I had to hail another cab to take me here.
Alba: I'm so sorry!
Mario: Yeah, and of course I wanted to call you, but then I realized I didn't have my phone. I forgot it in my hotel room. I'm so sorry.
Alba: Well, you're here now. Let's go inside and get you a cup of coffee!

Page 105, Exs. 4B and 4C

Teo: You look worried. Is everything OK?
Alba: I'm just worried about Mario. I wonder where he is.
Teo: I'm sure he's OK. Maybe he overslept.
Alba: I don't think so. Maybe he got lost, or maybe he's stuck in traffic.
Teo: Could be. Does he know where the meeting is?
Alba: Yes, he knows where it is. I'm going to call him.

Page 151, Grammar, Ex. A

1. **A:** Where are our family albums?
   B: I think they're in the bedroom upstairs.
2. **A:** It's way too cold in the house!
   B: Really? I think it's comfortable.
3. **A:** Excuse me. Can you tell me where the furniture department is?
   B: The furniture department? It's on the third floor.
4. **A:** We have fifteen minutes. Let's stop for coffee.
   B: OK. Let me check my app. I'll see if there's a coffee shop nearby.
5. **A:** Is Victor in class right now?
   B: No. I just saw him. He's at the library.
6. **A:** Do you want to eat outside?
   B: Yes! I think I see an empty table.

Page 107, Ex. 4A

Anyone who has a cat knows that they're like ninjas, those Japanese warriors that are almost invisible. They can jump from the floor to a high table. They move without making any noise. Sometimes you don't even know they're right behind you. Best of all, they can hide so well that you might never find them.

Page 107, Exs. 4B and 4C

Anyone who has a cat knows that they're like ninjas, those Japanese warriors that are almost invisible. They can jump from the floor to a high table. They move without making any noise. Sometimes you don't even know they're right behind you. Best of all, they can hide so well that you might never find them.

A couple of months ago, my wife and I moved into a new house. It's much bigger than our old house, with an attic, a basement, and a big garage. We were excited, but our cat, Tiger, wasn't. When we got to the house, I could see him trying to hide in the corner of his carrier with his ears flat against his head. As soon as the movers headed toward their truck and we opened his carrier, he disappeared.

At first we weren't worried. We thought he was upstairs. But when it was time for his dinner and we called him, he didn't come to the kitchen—and he never misses a meal! So, we started to look for him. First we searched downstairs. We looked under all the furniture in the living room, under the stairs towards the back of the house, and in the small bathroom. We even went back into the kitchen, but he wasn't there.

Then we went upstairs, and looked in the bedrooms—and in all of the closets. Tiger wasn't anywhere! The attic door was locked, so we knew he wasn't up there, and there was no way he could get outside and on to the roof.

My wife was upset and I was exhausted. We went back downstairs to have dinner. She kept saying, "He's lost!" And all I could say was, "If he's outside, he'll come home soon."

We went into the kitchen, and there was Tiger, eating his dinner. He was covered in dirt, and there were leaves and little feathers stuck in his fur. I said, "Where have you been, Tiger?" I could swear he was smiling at me, but he didn't make a sound! I guess we'll never know where he was all that time . . .

Page 112, Exs. 1A and 1B

Hi, it's Boris. I want to redecorate the living room in my apartment. It's a small space, and I share it with two roommates, so I have to be creative. I'm going to put a small table here in the entryway. Then I'll have a place to put my keys when I walk in the door. For my living room, I'm going to get a bigger sofa. Then we can all sit and relax when we come home. I'm also going to get a small dining table and chairs. I'll put them near the kitchen over here so we can eat our meals there. Thanks for watching!

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UNIT 10

Page 152, Grammar, Ex. A

1. They have a new designer on their team, don't they?
2. You don't have any open positions, do you?
3. Lisa is a manager, isn't she?
4. I can put Jim down as a reference, can't I?
5. She wasn't a candidate for the management position, was she?
6. We're interviewing candidates next week, aren't we?
7. Greg didn't work in Human Resources, did he?

Page 115, Ex. 4A

Mandy: Hello. You're here for the Market Researcher interview.
Joanne: Yes, I am. Hi. I'm Joanne Martin.
Mandy: Hi Joanne. I'm Mandy Wilson. Welcome to TSW Media. Thanks for coming in for the interview today.
Joanne: Thank you. I'm happy to be here.
Mandy: You didn't have any trouble finding the office, did you?
Joanne: Oh, no, not at all. Thank you. It was easy to find.
Mandy: Here, let me take your coat, Joanne.
Joanne: Great, thanks.
Mandy: You've already stopped by Human Resources, haven't you?
Joanne: Yes, I have. I gave them a copy of my résumé and cover letter.
Mandy: Great. I have a copy of them as well. Would you like anything to drink? Some water? A cup of coffee?
Joanne: Oh, no, thanks. I don't need anything right now.
Mandy: OK then. Follow me. Here we are. Please have a seat.
Joanne: Thank you.

Page 115, Exs. 4B and 4C

Mandy: Thanks for coming in for the interview today.
Joanne: I'm happy to be here.
Mandy: You didn't have any trouble finding the office, did you?
Joanne: No, not at all. Thank you.
Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.

Page 116, Ex. 1B

1. I work with a lot of different people. Yesterday, I had to help two co-workers who were arguing.
2. After the project is finished, we're going to write about what went well and the things that could be improved.
3. Andrew's job is to show new employees how to use certain computer programs.
4. I'm in charge of a group of people at my company.
5. We need to decide how much money we will need to do the work.
6. You have to send this proposal to the client by tomorrow night. We have to send it to them on time!
7. I have to speak in front of a large group of people next week. I'm so nervous!
8. Make sure to email everyone about the latest design changes.

Page 153, Grammar, Ex. A

1. How long have you worked there, Jane?
2. I've been in this job since 2018.
3. How long have you managed a team?
4. When did you start writing this report?
5. John has worked in Guatemala for six years now.
6. We've been working on this project since last month.
7. When was our deadline?

Page 117, Ex. 3B

1. I've had a lot of different jobs.
2. I studied computer science.
3. I worked in a restaurant for two years.
4. I've managed a business.
5. I lived in another country.
6. I've trained other employees.

Page 117, Ex. 4A

Mandy: So, Joanne, tell me a little about your experience. How long have you been at your current job?
Joanne: I've worked at Parrot Creative for five years. I started as a marketing assistant.
Mandy: Oh, yes. I see.
Joanne: The head of the marketing department really liked my work and, after a year, I became a market research analyst.
Mandy: That's great! And how do you like working for Parrot?
Joanne: I really enjoy it. But they are a small company and I'm ready for a bigger challenge. I'm looking to grow my career.
Mandy: That makes sense. Have you ever managed a team?
Joanne: Yes, I have. I've managed two small teams since I became an analyst. I also train new employees.
Mandy: Great. And what's the hardest part of being a team leader?
Joanne: Well, for me it's having to resolve all the problems that come up. Problem-solving

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can be tough, but it's a really important part of my job.

Mandy: Do you have an example?

Joanne: Sure. My last project involved new branding for a small airline. We had very demanding deadlines.

Mandy: Deadlines can be tough!

Joanne: My team worked really hard but they were stressed out. I was able to hire some extra freelancers so that we could meet those deadlines.

Mandy: And did you?

Joanne: Yes, we did, and the team was much happier.

Mandy: What have you felt the proudest about?

Joanne: On my first project as a team leader, the client kept changing their minds, and we were really frustrated.

Mandy: Yes, I can imagine.

Joanne: But we were still able to come up with a really creative marketing campaign, and the project turned out better than anyone expected. We even won a few awards.

Mandy: That's impressive.

Joanne: Thank you.

Page 117, Exs. 4B and 4C

Mandy: How long have you been at your current job?

Joanne: I've worked there for five years.

Mandy: OK. Have you ever managed a team?

Joanne: Yes, I've managed two small teams since I started.

Mandy: That's great. What's the hardest part of being a team leader?

Joanne: For me, it's having to solve all of the problems that come up.

Page 154, Grammar, Ex. A

1. **A:** You seem unhappy at your job.
   B: That's true. But they just made some changes, so I'm hopeful.
   A: Oh, good. What have they changed?
2. **A:** Have you ever had a problem with a manager?
   B: Yes. My last manager told me things about other people that I know aren't true.
   A: How often has that happened?
3. **A:** Are you still looking for a new designer?
   B: No, we just hired someone yesterday. She has a lot of experience.
   A: Great! Where has she worked before?
4. **A:** We still haven't chosen a team leader.
   B: Chris may be interested, but no one has talked to him.
   A: So, why haven't we spoken to him yet?
5. **A:** When are we getting a new manager?
   B: I'm not sure. We're having trouble finding someone good.
   A: How long has the position been open?
6. **A:** I'll show you around the office and introduce you to your new co-workers.
   B: Sounds great. I've already met a few people here.
   A: Terrific. Who have you met so far?
7. **A:** You look really tired.
   B: I am! I'm looking for a new job. I've been in interviews all week.
   A: How many interviews have you had?

Page 119, Ex. 3A

Mandy: It sounds as though you've enjoyed your work at Parrot. So, what would you say are your strengths?

Joanne: First, I'm very creative. I always come up with new ways to do things.

Mandy: That's important!

Joanne: And second, I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? How have you used feedback?

Joanne: Sure. When I start a new marketing campaign, I share my ideas with my colleagues and I ask for feedback. I use their ideas to make the campaign better.

Mandy: That sounds great. And, have you ever been in any difficult situations at work?

Joanne: Yes! I'm sure most people have! I've had to deal with conflict among team members.

Mandy: I see. So, how have you dealt with conflict? Can you explain?

Joanne: Sure. Well, I noticed that two people on my team weren't working together well and I spoke to each of them privately.

Mandy: Did that help?

Joanne: Yes. I found out what was going on and I was able to help each of them understand the other person's point of view. I believe it made a big difference!

Mandy: I'm sure it did. Now, tell me about something that you still want to improve about yourself. For example, are there any work skills you're still working on?

Joanne: Yes. I've worked hard to manage my time better.

Mandy: Time management is often a problem! What have you done specifically?

Joanne: Well, for me, the problem is that I can always see ways to improve what we've done. I've had to accept that sometimes our work is fine as it is. I just don't have the time to make it even better.

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Mandy: Oh!

Joanne: I've learned that it's OK to sometimes let things go.

Mandy: That's a hard lesson to learn. Well, Joanne, it's been wonderful talking with you. We'll contact you very soon with our decision.

Joanne: Thank you, Mandy. It was a pleasure.

Page 119, Exs. 3B and 3C

Mandy: What are your strengths?

Joanne: I welcome feedback and I use it to make my work better. I think that's very important.

Mandy: Can you give me an example? How have you used feedback?

Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.

Mandy: That's interesting. Are there any work skills you're still working on? What have you done specifically?

Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

Page 124, Exs. 1A and 1B

Hi, Alex here. My dream job is to own my own restaurant. I already have a lot of skills and experience. For example, I've been the assistant manager of a large restaurant for five years. During that time, I've trained over 25 new employees. Also, I've communicated with the staff to resolve problems and handle challenges. I've built good relationships with my team, and we are now one of the most popular restaurants in the city. I don't have a lot of experience in marketing, so I'm going to take a marketing class this fall.

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Conversation Video Scripts

Unit 1, Lesson 1, Ex. 4A

Sarah: Hi, Mario! It's good to see you! When you did arrive in town?
Mario: A few hours ago. Just in time for our meeting this afternoon. How are you doing?
Sarah: I'm good, thanks. What are you doing these days? Are you still in Quito?
Mario: Yes, but my wife and I are looking for a new house. She's six months pregnant, so we really need to find a bigger place.
Sarah: Oh, wow! That's so exciting! Congratulations.
Mario: Thanks. I've been busy! I'm taking an online class now, too.
Sarah: Oh, yeah? What kind of class are you taking?
Mario: A programming class. I'm learning a lot about computer software.
Sarah: That sounds interesting,
Mario: It is. So, what's going on with you?
Sarah: Well, I'm taking a class, too. I'm studying Japanese! I want to visit Japan so I'm trying to learn the language.
Mario: That's really cool!
Sarah: Yeah. Things have been busy at the Toronto office so I could use a break.
Mario: Have you been to Japan before?
Sarah: No, I haven't. I want to go in the spring during *sakura* season.
Mario: *Sakura* season?
Sarah: *Sakura* is the Japanese word for cherry blossoms.
Mario: I didn't know that.
Sarah: Yep. The cherry blossoms bloom around that time and they only last for a couple of weeks in each city. It's supposed to be a fun time to visit.
Mario: That sounds amazing. What part of Japan are you going to?
Sarah: I plan to fly into Tokyo and will spend a few days visiting different parts of the city. I also hope to visit Kyoto. I want to see all of the shrines and temples.
Mario: Sounds great. Take lots of pictures!
Sarah: Definitely.

Unit 1, Lesson 1, Exs. 4B and 4C

Sarah: So, what are you doing these days?
Mario: I'm taking an online class.
Sarah: That's great.
Mario: Yeah, it's pretty interesting. What's going on with you?
Sarah: Well, I'm studying Japanese.
Mario: That's really cool!

Unit 1, Lesson 2, Ex. 4A

Sarah: So, what else is new? How's your family doing?
Mario: They're good, thanks. I *am* a little worried about my brother Eddie, though. He quit his job when his office moved to another city.
Sarah: Really? I thought he liked his job.
Mario: He did, but he didn't want to drive two hours to get to the office.
Sarah: Oh. Is he OK?
Mario: Yeah, he's fine. But he was pretty upset when he first heard the news.
Sarah: That's too bad. So, what's he doing?
Mario: He's living with my parents now, and he's looking for a new job.
Sarah: Well, I'm sure he'll find something soon.
Mario: Thanks. I think so, too. So, what's going on with you? How's your husband doing?
Sarah: Mark is doing well. He started his own business after he lost his job at the bank a while ago.
Mario: I'm sorry to hear that. But wow, I mean, good for him! What kind of business?
Sarah: A café.
Mario: That's a big change!
Sarah: It is. But he's an amazing cook. And he took some business classes before he opened the café.
Mario: I'm happy for both of you. It's a lot of work to own your own business.
Sarah: Yeah, it is. I'm helping him when I can but I have my job at TSW, too. And our ten-year-old son, and our dog . . .
Mario: I don't know how you do it all, Sarah.
Sarah: I don't know either! We're having fun, but I don't sleep a lot.
Mario: Well, with my new baby coming, in a few weeks we *both* won't be getting any sleep!

Unit 1, Lesson 2, Exs. 4B and 4C

Sarah: How's your brother?
Mario: OK. He quit his job when his office moved.
Sarah: Oh. That's too bad.

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Mario: Yeah. He's doing alright. How's your husband?
Sarah: He's great. He started his own business after he took some classes.
Mario: Wow! Good for him.

Unit 1, Lesson 3, Ex. 3A

Mario: Do you have any plans for tonight? It is Friday after all. Do you want to go sightseeing? There's always something interesting to see.
Sarah: Sorry, I have plans. I'm meeting an old friend. Why don't we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: Let's go on a tour. Why don't we try one of those bus tours?
Mario: OK. That sounds great!
Sarah: I think there's a bus tour that starts in Chinatown. Why don't we meet there?
Mario: OK. Oh, and I want to get my mother-in-law something. Do you need to go souvenir shopping, too?
Sarah: Let me see.
Mario: Wow. That's a lot of key chains.
Sarah: Wait.
Mario: So you don't need to go.
Sarah: No, we can go. Let's go after the tour. I need to get something for my husband and son.
Mario: But who are all those souvenirs for then?
Sarah: They're all for me, Mario!
Mario: Oh, right! OK.
Sarah: After we go souvenir shopping, do you want to go to dinner? My husband told me about this great restaurant in Chinatown.
Mario: Sounds like a plan. He is a chef now after all.
Sarah: Why don't I make a reservation? Oh, my goodness!
Mario: What?
Sarah: They're completely booked! We can get a reservation next *month* if you want to go *then*!

Unit 1, Lesson 3, Exs. 3B and 3C

Mario: Do you want to go sightseeing tonight?
Sarah: Sorry, I have plans. Why don't we do something tomorrow?
Mario: Sure. What do you want to do?
Sarah: Let's go on a tour.
Mario: OK. That sounds great.

Unit 2, Lesson 1, Ex. 4A

Lucas: Eric, thanks for helping me today with the new ads for Costa Rica.
Eric: I'm happy to help. Let's get started. What are we working on?
Lucas: I'm having a problem with the shampoo ad. I don't know what to include.
Eric: Well, let's think about the shampoo. How would you describe it?
Lucas: Hmm. What about this? It smells like coconuts, and it feels like honey.
Eric: It feels like *honey*? I don't know about that. Honey is really thick. I definitely don't want honey in *my* hair.
Lucas: OK. How about, it smells like coconuts, and it feels like silk?
Eric: Hmm. I'm not so sure. *It* feels like silk? What about, after you use it, your *hair* feels like silk?
Lucas: That's better.
Eric: What else can we say?
Lucas: Use it and you'll look like a movie star.
Eric: Yes, I can imagine that.
Lucas: Now we need an image.
Eric: What are you going to draw?
Lucas: A woman on a beach with palm trees around her—she has long hair and she's smiling.
Eric: That looks perfect. In fact, that looks a lot like Sofia what's-her name. Maybe we should get a celebrity to be the spokesperson.
Lucas: Good idea!

Unit 2, Lesson 1, Exs. 4B and 4C

Eric: How would you describe the shampoo?
Lucas: How about this? It smells like coconuts, and it feels like silk.
Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* feels like silk?
Lucas: That's better. What else could we say?
Eric: How about, use it and you'll look like a movie star?
Lucas: Good idea!

Unit 2, Lesson 2, Ex. 4A

Eric: Hi, Min-ji. I heard you were looking for me.
Min-ji: Hey, Eric. I just wanted to check in with you. How's the Costa Rica project going?
Eric: I think it's going well! Lucas is a great guy.
Min-ji: Well, that's good to hear.
Eric: Yeah. He's a very talented illustrator, and he's always eager to help.

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Min-ji: Oh, good. And what are the new freelancers in Colombia like?
Eric: They're very hardworking, and they have a lot of creative ideas.
Min-ji: That's good. I'm glad to hear it. I know the old freelancers were a *little* difficult to work with.
Eric: Yes, that's true. The only problem with our new team is that sometimes it's hard to meet. Everyone's so busy!
Min-ji: Well, sure. And also, there's a fourteen-hour time difference.
Eric: Exactly. When I get to work, they're already asleep!
Min-ji: That's right! And when you leave work, they're just arriving at their desks.
Eric: I'm lucky that everyone on the team is very flexible.
Min-ji: You're right about that!

Unit 2, Lesson 2, Exs. 4B and 4C

Min-ji: How's the project going?
Eric: It's going well! Lucas is a great guy. He's always eager to help.
Min-ji: Oh, good. And what are the new freelancers like?
Eric: They're very hardworking, and they have a lot of creative ideas.
Min-ji: I'm happy to hear that. I know the old freelancers were difficult to work with.

Unit 3, Lesson 1, Ex. 4A

Alba: Hi, Sarah. How was your weekend? Did you do anything fun?
Sarah: Yes, I did! It was exciting, actually.
Alba: Yeah? Why? What did you do?
Sarah: On Saturday, I went sightseeing with Mario. We took a bus tour around the city. We saw so many cool things!
Alba: Fun!
Sarah: It was. The city has so many interesting neighborhoods.
Alba: I know. I took a bus tour the last time I visited. I loved it! What did you do after?
Sarah: We went souvenir shopping and we went out for a late dinner.
Alba: Where did you go?
Sarah: To a wonderful Chinese restaurant. I was a little embarrassed, though!
Alba: Why were you embarrassed?
Sarah: The restaurant gave us chopsticks but I don't know how to use them. I kept dropping my food! Finally the waiter brought me a fork.
Alba: Chopsticks can be tricky to use. Anyway, it sounds like it was a great day.
Sarah: It was.
Alba: What'd you do on Sunday?
Sarah: On *Sunday,* I had brunch with some friends and went to an art museum. I'm tired today.
Alba: I'll bet. Try to do something relaxing tonight.
Sarah: Well, I don't know if you'd call it *relaxing,* but I'm going for a run after work.
Alba: Oh, OK.
Sarah: And then I'm going to work out at my hotel gym and go for a swim.
Alba: Sarah, all of your relaxing is making me tired.

Unit 3, Lesson 1, Exs. 4B and 4C

Alba: How was your weekend?
Sarah: It was exciting. On Saturday, I went sightseeing and then I went souvenir shopping.
Alba: Oh, fun!
Sarah: And on Sunday, I had brunch with some friends. I'm tired today.
Alba: I'll bet. Try to do something relaxing tonight.

Unit 3, Lesson 2, Ex. 3A

Sarah: What about you, Alba? What did you do this weekend?
Alba: Well, I certainly wasn't as busy as you were!
Sarah: Probably not.
Alba: It was a nice weekend, though. I went for a walk in the park. Everything was so green and there were so many beautiful flowers everywhere.
Sarah: Oh, that reminds me. You have a garden, right? Have you been to the Botanical Gardens? They have flowers from all over the world.
Alba: No, I haven't. I was planning to go, but I've been so busy this week.
Sarah: That's too bad. So, what else did you do?
Alba: I went to the theater. I saw a play—*A Streetcar Named Desire.* Have you seen it?
Sarah: No, I haven't but I've heard so much about it. How was it?
Alba: It was amazing! I want to see it again. You should go.
Sarah: Wow! Maybe I can see it next time I'm in town.

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Alba: I always go to the theater when I'm here. I love it! Oh, before I forget–I heard your husband is opening a café! That's so great!
Sarah: Thanks! We've both been so busy. This work trip has been like a vacation for me. Oh. I've got to go.
Alba: Me, too. It was fun catching up though.
Sarah: Absolutely! Talk later!

Unit 3, Lesson 2, Exs. 3B and 3C

Sarah: What did you do this weekend?
Alba: I went for a walk in the park. It was nice to do something outdoors.
Sarah: Oh, that reminds me. Have you been to the Botanical Gardens?
Alba: No, I haven't. I was planning to go, but I've been so busy this week.
Sarah: Well, maybe next time. So, what else did you do?
Alba: I went to the theater. Have you been?
Sarah: No, I haven't but I'd like to go.

Unit 4, Lesson 1, Ex. 4A

Mandy: That was a long meeting! I'm so hungry.
Mario: Me, too.
Mandy: Did you hear my stomach growling? It was so loud! Come on. Let's have something to eat. Lunch is ready.
Mario: Great. So, how long have you lived in New York, Mandy?
Mandy: I was born here. I've never lived anywhere else.
Mario: Wow. You're a true New Yorker!
Mandy: I guess I am! Look at this buffet. Everything looks so good. I'm going to have some salad. Would you like some?
Mario: Um. No thanks. I don't really care for salad.
Mandy: OK. Look, there's some hot food, too. I think I'll have some tomato soup.
Mario: Hmm. What's that over there?
Mandy: It's a grilled vegetable wrap.
Mario: Oh. I don't really like vegetables. Um. Is there any meat? Maybe a roast beef or chicken sandwich?
Mandy: Let's see. No, I'm sorry! There aren't any.
Mario: That's OK. Um. I think I'll have a burger.
Mandy: Oh, good. I'm glad there was something here for you.
Mario: Mmm. Delicious. I love hamburgers.
Mandy: You know, I think that's a veggie burger, Mario.
Mario: Really? It's good! I guess I *do* like vegetables.

Unit 4, Lesson 1, Exs. 4B and 4C

Mario: Let's have something to eat.
Mandy: OK. I'm going to have some salad. Would you like some?
Mario: No, thanks. Are there any chicken sandwiches?
Mandy: Let's see. No, I'm sorry! There aren't any.
Mario: That's OK. Um . . . I think I'll have a burger.

Unit 4, Lesson 3, Ex. 3A

Mandy: Do we have everything for the barbecue on Saturday? I know we have enough hamburgers, but what else do we need?
Hailey: Don't worry! I planned everything!
Mandy: OK. So we have enough hot dogs? And ribs?
Hailey: No, but I'll add them to the shopping list.
Mandy: And do we have baked beans?
Hailey: Not yet, but OK - three cans of beans. Anything else?
Mandy: We need a dozen ears of corn on the cob.
Hailey: Yum! I love corn on the cob. I think twelve is too many, though. Let's get six. What else do we need?
Mandy: Wait. I thought you planned everything.
Hailey: Yeah, I planned to have a barbecue. You're coming and other people are coming.
Mandy: OK. But you forgot about the food. It's a good thing you're my sister, or I'd be pretty mad at you right now!
Hailey: So, anything else?
Mandy: Coleslaw, potato salad, macaroni salad, and lemonade to drink. And some blueberry pie.
Hailey: Mandy, slow down! That's too much food! We're only having four people over!
Mandy: I know, but we don't know what they'll want. And we need enough food!
Hailey: But that's more than enough. And all that food is going to be expensive.
Mandy: Well . . .
Hailey: Look, I'm sure everyone would be happy to bring something. Why don't we ask people to bring some food? Layla makes great potato salad.
Mandy: OK, I guess we could do that. And Tom lives near the farmer's market. He can get the corn.
Hailey: That's a good plan. And we can buy the other things.
Mandy: Sounds good.

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Unit 4, Lesson 3, Exs. 3B and 3C

Hailey: What do we need for the barbecue? I'm making a list.
Mandy: We have enough hamburgers. What about hot dogs?
Hailey: OK. Hot dogs. What else?
Mandy: Well, we need some corn on the cob. Let's get twelve.
Hailey: That's too many. Let's get six. Anything else?
Mandy: Coleslaw, potato salad, and macaroni salad.
Hailey: That's too much food.

Unit 5, Lesson 1, Ex. 4A

Eric: Thanks for meeting to get ready for the presentation, Lucas. There's a lot to do!
Lucas: No problem, Eric. We worked so hard on the shampoo ad. So, of course we want everything to go well.
Eric: Right. Speaking of which, I'm actually having a technical issue. I want to show our presentation, but I can't get anything to play on the screen. It won't connect! What should I do?
Lucas: OK. I've had this problem before. First, I think you should close the presentation and unplug the cable.
Eric: Uh-huh. OK. Ouch! I just hit my head really hard.
Lucas: Are you OK?
Eric: Yeah, I'm fine.
Lucas: OK. Now, restart the computer.
Eric: Should I try to connect to the screen again?
Lucas: No, not yet. Plug the cable in to the computer first.
Eric: OK, I understand.
Lucas: *Now* try to connect to the screen. Do you see your desktop on the screen?
Eric: Yes, I do!
Lucas: OK, good. Now, you should start the presentation. Turn on the sound to make sure it's working, too.
Eric: Got it. It's working!
Lucas: Great!
Eric: So, what about the people who are joining us online? Do they have the latest software?
Lucas: Hmm. I'm not sure.
Eric: We should probably send everyone an email so they can download it before the meeting.
Lucas: That's a good idea.
Eric: And we could include a link to the website in the email, so they can just click on it. Oh, and we should bring the number for Tech Support, in case we have any problems.
Lucas: Yes, good idea. Thanks, Eric.
Eric: No problem.

Unit 5, Lesson 1, Exs. 4B and 4C

Eric: I can't get our presentation to play. What should I do?
Lucas: You should unplug the cable. Then plug it in again.
Eric: Uh-huh.
Lucas: If that doesn't fix the problem, you could restart your computer.
Eric: Got it.

Unit 5, Lesson 3, Ex. 4A

Victor: Lucas, we need to organize a meeting tomorrow with the owners of a new beach resort in Belize. They want to work with us on their new campaign. They might be our next big client!
Lucas: Tomorrow? Are they coming to San José or are we having a video conference?
Victor: They're coming here. Can you help me plan it since we don't have a lot of time?
Lucas: Sure. I guess I need to reserve a meeting room first.
Victor: Yes, that's right. And could you make sure the room has a projector and a screen?
Lucas: OK.
Victor: Once the room is set up, I can check the equipment. I'll ask Marta from Tech Support for help.
Lucas: Good idea. It will be faster if she helps. So, do I have to create a presentation for the meeting?
Victor: No, you don't have to. I'm going to do that.
Lucas: Sounds good. Is there anything else? Do I have to send a meeting invitation?
Victor: Yes, please. The meeting's at 11:00. Send an invite to everyone in our department and I'll get you a list of the people from the resort.
Lucas: OK. I'm on it.
Victor: Can you think of anything else?
Lucas: What about refreshments? Do I need to order anything to eat?
Victor: Yes. You don't need to order lunch, but I would get some drinks and some snacks.
Lucas: Got it. OK, I'm going to get started. I'll reserve the room first and . . .

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Victor: Oh, you're kidding!
Lucas: What is it?
Victor: They just canceled the meeting.

Unit 5, Lesson 3, Exs. 4B and 4C

Victor: Let's talk about what we need to do for the meeting.
Lucas: Sure. I guess I need to reserve a meeting room.
Victor: Yes, that's right.
Lucas: OK. Do I have to create a presentation?
Victor: No, you don't have to. I'm going to do it.
Lucas: Is there anything else?
Victor: Yes. We have to order refreshments.

Unit 6, Lesson 1, Ex. 4A

Alba: How's your salad, Sarah?
Sarah: It's good! I love the dressing. It's both sweet and sour. How's the curry?
Alba: Oh, it's delicious! But I don't really like the tea. It's too bitter. Mmm. I can't wait to try the soup, though.
Sarah: Yeah, me, too. I heard the soups here are really tasty.
Alba: What's wrong? Is there something wrong with the soup?
Sarah: It's too hot for me!
Alba: It is? I don't think it's hot.
Sarah: You don't? My mouth is burning!
Alba: It is? My soup is barely warm enough to eat.
Sarah: No, I don't mean "hot" like "temperature," I mean "hot" like "spicy."
Alba: Oh, of course! I love spicy food, so I didn't think about that. Actually, I don't think it's spicy enough.
Sarah: Wow. Yeah, well, spicy food is not my thing.
Alba: So what is "your thing"?
Sarah: I like to snack. And, yes, I know it's not good for me.
Alba: Well, everyone snacks sometimes. What kind of snacks do you like?
Sarah: I like tortilla chips, pretzels, French fries—anything salty.
Alba: I like salty foods, too, but I definitely have more of a sweet tooth when it comes to snacks.
Sarah: In that case, should we get some dessert? The sticky rice with mango sounds amazing.
Alba: Great idea!

Unit 6, Lesson 1, Exs. 4B and 4C

Sarah: How's the curry?
Alba: It's delicious! But I don't really like the tea. It's too bitter.
Sarah: That's too bad.
Alba: How do you like the soup?
Sarah: It's OK, but it's too spicy.
Alba: Really? I don't think it's spicy enough.

Unit 6, Lesson 2, Ex. 4A

Sarah: Wow, your necklace is beautiful!
Alba: Oh, thank you. My kids gave it to me for Valentine's Day.
Sarah: What a nice gift! My son gave me a card he made at school. He was very proud of it.
Alba: When my kids were younger, they gave me handmade gifts, too. I love them.
Sarah: You're right. Handmade gifts are really sweet.
Alba: I'm guessing your husband didn't give you a handmade gift for Valentine's Day.
Sarah: No, he didn't. He cooked me a wonderful dinner though, and he got me a very cool watch.
Alba: Nice.
Sarah: And I got him a gift card to use at his favorite kitchen store. He always shops there. He loves food.
Alba: That was thoughtful. I love giving gifts. I got my boyfriend tickets to a concert. And he bought *me* a bunch of roses and some chocolate-covered strawberries.
Sarah: Wow! Aww! I love flowers . . . and chocolate!
Alba: Yes, the flowers were beautiful. But I couldn't eat the chocolate. I'm actually very allergic to strawberries!
Sarah: Oh, no! Poor guy. Did he feel bad?
Alba: He was pretty embarrassed, but it didn't really matter. I mean, he didn't *know* that I was allergic! And it's the thought that counts.
Sarah: Definitely. Oh, we'd better get the check soon. Our meeting starts in a few minutes.
Alba: Oh, right. Excuse me . . .

Unit 6, Lesson 2, Exs. 4B and 4C

Sarah: How was Valentine's Day? Did you get anything special?
Alba: It was good. My boyfriend gave me some roses.
Sarah: Aww. That's sweet. My husband got me a watch.

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Alba: Nice! And what did you get him?
Sarah: I bought him a gift card.

Unit 7, Lesson 1, Ex. 4A

Mario: Hey, did I tell you I'm going to a meeting in Mexico City next week?
Eric: Yes, you did and I'm so jealous! I'm interested in learning more about Mexico City. I've been to Mexico, but only to some of the beach resorts.
Mario: It's a wonderful city, and it has so much history! I go a couple of times a year for meetings, and the team always plans some interesting activities for us.
Eric: What kinds of things have you done?
Mario: We've gone on guided tours of the Frida Kahlo Museum and the National Museum of Anthropology, and we visited the pyramids at Teotihuacán.
Eric: That sounds fascinating!
Mario: Yes, it was! Here. I'll show you a picture.
Eric: Wow. That's so cool.
Mario: They're some of the biggest pyramids in the world and no one knows who built them. You can even take a tour of the pyramids in a hot air balloon! I really want to do that sometime.
Eric: I definitely have to go! Do you have anything fun planned for this visit?
Mario: Yes! We talked about going to a restaurant where every dish on the menu includes insects.
Eric: Huh. That's unusual. I'd be a little worried about eating something like that.
Mario: I've heard they're very tasty. I'm actually pretty excited about trying them!
Eric: OK! I look forward to hearing all about it.
Mario: You bet! I'll send you some pictures, too.

Unit 7, Lesson 1, Exs. 4B and 4C

Mario: I'm going to Mexico City next week. Have you ever been there?
Eric: No, but I'm interested in visiting. What are you going to do?
Mario: We talked about going to an unusual restaurant. Every dish on the menu includes insects.
Eric: That sounds interesting.
Mario: Yes. I'm excited! We're also going to visit some museums.
Eric: Well, I look forward to hearing all about it.

Unit 7, Lesson 2, Ex. 3A

Mario: You like to travel, right, Eric?
Eric: I love to travel! But I'm not interested in visiting the touristy places. I prefer places that are not well known. In fact, I have a long list of places I want to visit.
Mario: Like where?
Eric: I'd love to go to a place called "the Door to Hell."
Mario: "The Door to Hell?" That doesn't sound very safe! Where is it?
Eric: In Central Asia.
Mario: OK, I need to look this up. What is it like?
Eric: It's this big crater—you know, a huge hole in the ground—that's always on fire.
Mario: On fire? Wow. Why do you want to go *there*?
Eric: I don't know. It's just so *different*! There's no other place on Earth like it! It's in the middle of the desert.
Mario: Gee. I wonder why it's not well known!
Eric: Ha ha.
Mario: OK, so now you've got me curious. What other places would you like to visit?
Eric: Um, I'd like to visit Patagonia.
Mario: Patagonia! That's in Chile and Argentina, right?
Eric: That's right. There are glaciers, and caves where you can see ancient animal bones. I'd like to go soon—I'd hate to go after it gets even more popular.
Mario: I think you and I have different ideas about what popular means, Eric!
Eric: Ha ha.
Mario: Well, I should be going now. I need to get ready for my trip to Mexico City. I still have *so* much to do!
Eric: Sure. I'll talk to you soon, Mario.

Unit 7, Lesson 2, Exs. 3B and 3C

Mario: You like to travel, right?
Eric: Yes, I do! I like to visit places that are not well known.
Mario: Really? Like where?
Eric: I'd love to go to Patagonia.
Mario: Patagonia? Wow. I'd love to hear more about it.
Eric: OK, sure. But I'm so sorry, I have to go now. I'll tell you more later.

Unit 8, Lesson 1, Ex. 4A

Lucas: Hey, Mandy! It's good to see you.
Mandy: It's nice to see you, too! I heard you were coming to the office.

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Lucas: Yeah, it's great to be here. So, what are you listening to?
Mandy: This? It's one of my favorite songs.
Lucas: Oh, yeah? Who sings it?
Mandy: You probably haven't heard of them. They're a Canadian rock band. They're called Talking Hearts.
Lucas: You're kidding! They're a great band.
Mandy: You know them? They're not very famous. How did you hear about them?
Lucas: I have a friend in Vancouver. She loves them. She sent me some of their music.
Mandy: Cool! Hey, did you know they're on their first world tour?
Lucas: No, I didn't.
Mandy: And they just released a new album.
Lucas: Oh, yeah? What's it called?
Mandy: "Dreaming." Here. listen.
Lucas: This is a cool song. That guitar solo is great. Who's the guitarist again?
Mandy: His name is Joe Ramos. He's amazing. So, what other bands do you like?
Lucas: Well, I listen to a lot of British bands, too, like The Clouds.
Mandy: How cool! I like their drummer, Emma Taylor.
Lucas: I do, too. She's so talented. She plays the bass and the piano, too.
Mandy: If she learns to play the guitar, she could be a one-woman band!
Lucas: Yeah, she could!

Unit 8, Lesson 1, Exs. 4B and 4C

Lucas: What are you listening to?
Mandy: A band called Talking Hearts. Here. Listen.
Lucas: Cool. I like this song. I love the guitar solo.
Mandy: Yeah. Me, too. It's amazing.
Lucas: Who's the guitarist?
Mandy: His name is Joe Ramos.

Unit 8, Lesson 2, Ex. 4A

Lucas: You know, I'd love to go to a Talking Hearts show.
Mandy: So would I. I think they're going to be in New York soon. Let me just check. Cool! There are a few shows this week. Will you be in town all week?
Lucas: Yes! I decided to stay until Saturday because of our late meeting on Friday.
Mandy: Great. Are you free on Wednesday night?
Lucas: Oh, no. I'm sorry. I'm afraid I'm busy that night. I'm meeting some friends.
Mandy: Oh, OK. What about *Thursday* night?
Lucas: Thursday night works for me.
Mandy: Great! They just added this show, so I'm sure we can still get tickets. Oh, that reminds me. My boyfriend loves them too, so he'll probably want to come with us.
Lucas: Sure. I'd love to meet him.
Mandy: Let me see. The show starts at 8:00, so we should have dinner before we go.
Lucas: OK.
Mandy: I know! Let's eat at Pasha Café because it's near the club. Oh, do you like Turkish food?
Lucas: Sure.
Mandy: We can meet there at 6:30.
Lucas: OK. Do you mind buying the tickets? I'll pay you later.
Mandy: No problem.
Lucas: This is turning out to be a busy week. Guess what I'm doing on Friday night?
Mandy: I have no idea. What?
Lucas: I'm going to a basketball game. The Knicks are playing the Golden State Warriors. I can't wait!
Mandy: No way! I'll be there, too.
Lucas: How funny! Maybe I'll see you there.

Unit 8, Lesson 2, Exs. 4B and 4C

Mandy: Do you want to see a show on Wednesday?
Lucas: I'd love to, but I can't because I'm meeting some friends.
Mandy: Oh, OK. There's another one on Thursday night. Are you free?
Lucas: Yes, I am.
Mandy: Great. They just added this show, so I'm sure we can still get tickets.
Lucas: Sounds good. I'm in.

Unit 9, Lesson 1, Ex. 3A

Teo: Hi, Alba. How are you? What are you doing out here?
Alba: Oh, hey, Teo! I'm meeting Mario. He's on his way here from his hotel.
Teo: Of course! There's a team meeting this afternoon, right?
Alba: Yes, there is. Ugh. It's only Monday, and I'm already exhausted!
Teo: Busy weekend?
Alba: Yes, but not in a good way! My cousin's apartment flooded during the storm yesterday, so now she's staying with me.
Teo: Oh. I'm sorry to hear that.
Alba: Thanks. I'm helping her clean up. Her apartment is a mess.
Teo: How terrible!

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Alba: I know. And unfortunately, a lot of her furniture was ruined. She's going to go furniture shopping next weekend, so I told her I would help her with that, too.
Teo: That's really good of you.
Alba: She has a ton of things to buy.
Teo: Like what? What does she need?
Alba: Well, her coffee table and her TV stand are OK. But she has to get a couch, a bookcase, an armchair, an end table, a floor lamp, curtains–the list is as long as my arm! It's going to be expensive.
Teo: Ah, I just thought of something. My friend is going to move overseas soon and he's selling some of his furniture. Maybe your cousin can take a look at what he has.
Alba: That's a great idea.
Teo: I'll give him a call later today. I think he'll be around this weekend. I can go with you. OK?
Alba: That would be wonderful! Can you ask him if we can do it on Saturday morning?
Teo: Sure! I'll let you know what he says.
Alba: Perfect! Thanks so much, Teo.

Unit 9, Lesson 1, Exs. 3B and 3C

Alba: I'm going to go furniture shopping with my cousin this weekend.
Teo: Oh yeah? What does she need?
Alba: She needs a couch, a bookcase, and a table.
Teo: My friend is selling some of his furniture. Do you want to take a look?
Alba: That's a great idea!
Teo: I think he'll be around this weekend. I'll give him a call.
Alba: Perfect. Thanks so much.

Unit 9, Lesson 2, Ex. 4A

Teo: You look worried. Is everything OK?
Alba: I *am* a little worried. I wonder where Mario is! He's always on time.
Teo: He might be stuck in traffic. You know how bad traffic is.
Alba: Maybe. I'm going to call him. That's strange. I can't understand why he isn't answering his phone.
Teo: When was he supposed to be here?
Alba: Half an hour ago.
Teo: And does he know which building to come to? Maybe he got lost.
Alba: No, I sent him a message with our new address.
Mario: Hi, Alba. Sorry I'm late. Oh, hi, Teo!
Teo: Hi, Mario.
Alba: Mario! We were worried! Are you all right?
Mario: I'm fine. You'll never believe why I'm late. It's a little embarrassing, actually.
Alba: What happened?
Mario: OK. So, the first thing that happened is that I overslept. I didn't have time for breakfast or even coffee.
Alba: You? No coffee? Mario is famous for drinking a LOT of coffee!
Mario: Yes. Can you imagine? I left without having coffee! I got in my cab, and I told the driver the address, but I wasn't really paying attention.
Teo: Well, it sounds like you were sleeping with your eyes open.
Mario: Exactly. After I got out of the cab, I realized where I was!
Alba: Where were you?
Mario: The old building! I had given the driver the wrong address! So, then I had to hail another cab to take me here.
Alba: I'm so sorry!
Mario: Yeah, and of course I wanted to call you, but then I realized I didn't have my phone. I forgot it in my hotel room. I'm so sorry.
Alba: Well, you're here now. Let's go inside and get you a cup of coffee!

Unit 9, Lesson 2, Exs. 4B and 4C

Teo: You look worried. Is everything OK?
Alba: I'm just worried about Mario. I wonder where he is.
Teo: I'm sure he's OK. Maybe he overslept.
Alba: I don't think so. Maybe he got lost, or maybe he's stuck in traffic.
Teo: Could be. Does he know where the meeting is?
Alba: Yes, he knows where it is. I'm going to call him.

Unit 10, Lesson 1, Ex. 4A

Mandy: Hello. You're here for the Market Researcher interview.
Joanne: Yes, I am. Hi. I'm Joanne Martin.
Mandy: Hi Joanne. I'm Mandy Wilson. Welcome to TSW Media. Thanks for coming in for the interview today.
Joanne: Thank you. I'm happy to be here.
Mandy: You didn't have any trouble finding the office, did you?
Joanne: Oh, no, not at all. Thank you. It was easy to find.
Mandy: Here, let me take your coat, Joanne.

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Joanne: Great, thanks.
Mandy: You've already stopped by Human Resources, haven't you?
Joanne: Yes, I have. I gave them a copy of my résumé and cover letter.
Mandy: Great. I have a copy of them as well. Would you like anything to drink? Some water? A cup of coffee?
Joanne: Oh, no, thanks. I don't need anything right now.
Mandy: OK then. Follow me. Here we are. Please have a seat.
Joanne: Thank you.

Unit 10, Lesson 1, Exs. 4B and 4C

Mandy: Thanks for coming in for the interview today.
Joanne: I'm happy to be here.
Mandy: You didn't have any trouble finding the office, did you?
Joanne: No, not at all. Thank you.
Mandy: Great. I have a copy of your résumé and cover letter. Let's get started.

Unit 10, Lesson 2, Ex. 4A

Mandy: So, Joanne, tell me a little about your experience. How long have you been at your current job?
Joanne: I've worked at Parrot Creative for five years. I started as a marketing assistant.
Mandy: Oh, yes. I see.
Joanne: The head of the marketing department really liked my work and, after a year, I became a market research analyst.
Mandy: That's great! And how do you like working for Parrot?
Joanne: I really enjoy it. But they are a small company and I'm ready for a bigger challenge. I'm looking to grow my career.
Mandy: That makes sense. Have you ever managed a team?
Joanne: Yes, I have. I've managed two small teams since I became an analyst. I also train new employees.
Mandy: Great. And what's the hardest part of being a team leader?
Joanne: Well, for me it's having to resolve all the problems that come up. Problem-solving can be tough, but it's a really important part of my job.
Mandy: Do you have an example?
Joanne: Sure. My last project involved new branding for a small airline. We had very demanding deadlines.
Mandy: Deadlines can be tough!
Joanne: My team worked really hard but they were stressed out. I was able to hire some extra freelancers so that we could meet those deadlines.
Mandy: And did you?
Joanne: Yes, we did, and the team was much happier.
Mandy: What have you felt the proudest about?
Joanne: On my first project as a team leader, the client kept changing their minds, and we were really frustrated.
Mandy: Yes, I can imagine.
Joanne: But we were still able to come up with a really creative marketing campaign, and the project turned out better than anyone expected. We even won a few awards.
Mandy: That's impressive.
Joanne: Thank you.

Unit 10, Lesson 2, Exs. 4B and 4C

Mandy: How long have you been at your current job?
Joanne: I've worked there for five years.
Mandy: OK. Have you ever managed a team?
Joanne: Yes, I've managed two small teams since I started.
Mandy: That's great. What's the hardest part of being a team leader?
Joanne: For me, it's having to solve all of the problems that come up.

Unit 10, Lesson 3, Ex. 3A

Mandy: It sounds as though you've enjoyed your work at Parrot. So, what would you say are your strengths?
Joanne: First, I'm very creative. I always come up with new ways to do things.
Mandy: That's important!
Joanne: And second, I welcome feedback and I use it to make my work better. I think that's very important.
Mandy: Can you give me an example? How have you used feedback?
Joanne: Sure. When I start a new marketing campaign, I share my ideas with my colleagues and I ask for feedback. I use their ideas to make the campaign better.
Mandy: That sounds great. And, have you ever been in any difficult situations at work?
Joanne: Yes! I'm sure most people have! I've had to deal with conflict among team members.
Mandy: I see. So, how have you dealt with conflict? Can you explain?

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Joanne: Sure. Well, I noticed that two people on my team weren't working together well and I spoke to each of them privately.
Mandy: Did that help?
Joanne: Yes. I found out what was going on and I was able to help each of them understand the other person's point of view. I believe it made a big difference!
Mandy: I'm sure it did. Now, tell me about something that you still want to improve about yourself. For example, are there any work skills you're still working on?
Joanne: Yes. I've worked hard to manage my time better.
Mandy: Time management is often a problem! What have you done specifically?
Joanne: Well, for me, the problem is that I can always see ways to improve what we've done. I've had to accept that sometimes our work is fine as it is. I just don't have the time to make it even better.
Mandy: Oh!
Joanne: I've learned that it's OK to sometimes let things go.
Mandy: That's a hard lesson to learn. Well, Joanne, it's been wonderful talking with you. We'll contact you very soon with our decision.
Joanne: Thank you, Mandy. It was a pleasure.

Unit 10, Lesson 3, Exs. 3B and 3C

Mandy: What are your strengths?
Joanne: I welcome feedback and I use it to make my work better. I think that's very important.
Mandy: Can you give me an example? How have you used feedback?
Joanne: Sure. I share my ideas with my colleagues and I ask for feedback. I use their ideas to improve my work.
Mandy: That's interesting. Are there any work skills you're still working on? What have you done specifically?
Joanne: I've worked hard to manage my time better. I've learned that it's OK to sometimes let things go.

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Put It Together Video Scripts

Unit 1, Exs. 1A and 1B, p. 16

Hi everyone! It's Yu. Here's what I've been up to lately. I'm still studying engineering, but I'm also working at a lab on the weekends. Here's the lab. I'm not living with my parents anymore. I'm living in the dormitory at the university. Here's a picture of my dorm room. On the weekends, I love spending time with my friends. We like to play cards or sing karaoke. What's going on with you these days?

Unit 2, Exs. 1A and 1B, p. 28

Hi everyone! It's Fatma. I want to tell you about my running shoes, the Glider. They're my new favorite. Why? First, these shoes look like something from the future. They have a really fun design. Also, they're great for running because they're so light, and you can move quickly and easily in them. Lastly, they're just really comfortable. You feel like you're walking on clouds when you wear them. The material inside is very soft like a fluffy sock. So, if you're looking for a great pair of running shoes, you should get a pair of these.

Unit 3, Exs. 1A and 1B, p. 40

Hi, it's Ana. I had a busy weekend! On Saturday, I went to the beach with my friends. The water was so clear and there were lots of colorful fish. And the weather that day was beautiful–we had such a great time.

On Sunday, I went to a concert. I've been to a lot of different concerts, but this was my first *outdoor* concert. We were able to get seats pretty close to the stage, so we had a good view of the band. They played a lot of great songs and the lead singer was amazing.

Overall, I had a really exciting weekend!

Unit 4, Exs. 1A and 1B, p. 52

Hi everyone. It's Yu-jin. I want to make my favorite meal, Japchae, or Korean glass noodles. Here's what I have. OK. I have a package of noodles, a bag of carrots, three cups of spinach, two green onions, a bottle of sesame oil, a bottle of soy sauce, and a jar of sesame seeds. I don't have any mushrooms or beef. I need a half-pound of each. I guess I need to go shopping again since I don't have all the ingredients.

Unit 5, Exs. 1A and 1B, p. 64

Hi everyone. It's Ahmed. Do you have a favorite app that you use to learn English? There are a lot of apps out there but my favorite is the Pearson Practice English app. I use it to learn English when I'm on the go.

I love this app because it's fast and easy to use. All you have to do is open the app and choose the unit that you want to study. Click on the icon to download the unit. Download the unit when you're online. Then, click on the lesson and activity. You can practice many of the skills from the course.

This app is really helpful because I can use it for some quick practice when I'm on the bus or in between classes. I can even pick and choose which skills I want to practice. The app also includes all of the audio and video from the Student Book.

You should check it out. You will love it, I promise.

Unit 6, Exs. 1A and 1B, p. 76

Hi, it's Andre. We celebrated my brother Oscar's birthday last month. We had a great time! People were eating, talking, and laughing all through the party. My brother loves spicy food, so we had Thai food for dinner. The food was too spicy for me, so I was glad we had enough sweet lemonade to drink. Later in the evening, we had birthday cake. The cake was delicious, but it was really rich! My brother got a lot of nice gifts. I gave him a handmade scarf and my parents gave him a camera. He was so surprised! He was still smiling when the party ended.

Unit 7, Exs. 1A and 1B, p. 88

Hi everyone! It's Paula. I'm looking forward to your group's visit to La Paz, here in Bolivia. You said you were interested in seeing some of Bolivia's more unknown places. I'd love to take you to Valle de la Luna, or Moon Valley. It's very close to the city of La Paz. Parts of the mountains there have been washed away by water, so you feel like you're walking on the moon. I'd also like to take you to famous Lake Titicaca. It's up in the mountains, and is one of the highest lakes in the world. And it is the largest lake in South America. Let me know what you think of these ideas!

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Unit 8, Exs. 1A and 1B, p. 100

Hi! It's Rina. I'm really busy, but I want to stay healthy, too. So, I always make sure to exercise, spend time with friends, and relax. This is a park near my home. Because I like to spend time outdoors, I go for a run in the park three times a week. It's a great way to get some exercise. On the first Friday of every month, I go to an art gallery with friends, so we can walk, talk, and look at all of the art together. These are my friends. I always feel less stressed after getting together with them. Last, every evening before I go to bed, I play my guitar for a little while to relax.

Unit 9, Exs. 1A and 1B, p. 112

Hi, it's Boris. I want to redecorate the living room in my apartment. It's a small space, and I share it with two roommates, so I have to be creative. I'm going to put a small table here in the entryway. Then I'll have a place to put my keys when I walk in the door. For my living room, I'm going to get a bigger sofa. Then we can all sit and relax when we come home. I'm also going to get a small dining table and chairs. I'll put them near the kitchen over here so we can eat our meals there. Thanks for watching!

Unit 10, Exs. 1A and 1B, p. 124

Hi, Alex here. My dream job is to own my own restaurant. I already have a lot of skills and experience. For example, I've been the assistant manager of a large restaurant for five years. During that time, I've trained over 25 new employees. Also, I've communicated with the staff to resolve problems and handle challenges. I've built good relationships with my team, and we are now one of the most popular restaurants in the city. I don't have a lot of experience in marketing, so I'm going to take a marketing class this fall.

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Welcome Unit

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Unit 1

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Unit 2

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Unit 3

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Unit 4

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Unit 6

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Unit 7

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Unit 8

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Unit 9

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Grammar Practice

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