StartUp

Ken Beatty, Series Consultant
Teacher's Edition



Daria Ruzicka

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StartUp 4

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 are your favorite things? page 5	• Personal interests • Fashion accessories • Adjectives for describing objects	• No article • Restrictive relative clauses • Sequence of adjectives	• Talk about your interests • Talk about accessories • Describe personal objects **Skill** Talk about your interests	• Listen to a radio show about memories **Skill** Visualize what you hear
2 What is the weather like? page 17	• Weather conditions • Dangerous weather • Effect of dangerous weather	• *Must / may / might / could* for conclusions • Present perfect and present perfect continuous • Expressing cause and effect with *so / such…that*	• Talk about the weather • Report dangerous weather • Discuss the effects of weather **Skill** Express relief	• Listen to a news report about weather **Skill** Listen for organization
3 How well do you work together? page 29	• When things go wrong • Ways to avoid problems • Words related to understanding	• Object complements • Making suggestions • Imperatives in reported speech	• Discuss problems at work • Talk about avoiding problems • Talk about a misunderstanding **Skill** Show agreement	• Listen to stories about problems **Skill** Listen for cause and effect
4 How do you relax? Page 41	• Ways to connect • Entertainment • Movies	• *Used to* and *would* • *So, neither, too,* and *either* with simple present action verbs • Simple present and simple past passives	• Talk about how life has changed • Talk about what you like • Talk about a movie review **Skill** Ask for clarification	• Listen to a movie review **Skill** Draw inferences
5 What are we eating? page 53	• Restaurant experiences • Categories on a menu • Party food	• Tag questions • Expressing preference with *would rather* and *would prefer* • Quantifiers	• Discuss restaurant experiences • Talk about food preferences • Tell a story about a party **Skill** Talk about preferences	• Listen to a radio show about a party **Skill** Listen for time words

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Pronunciation	Reading	Writing	Media Project	Learning Strategy
• Main stress • Intonation in compliments	• Read about making choices **Skill** Find the main idea	• Write about a friend **Skill** Use a main idea and supporting details	• Make a video about important items and memories	**Grammar** • Use good examples to make new sentences
• Pronouncing *th* • Stressed and unstressed words	• Read about extreme weather **Skill** Identify examples as supporting details	• Write about a weather event **Skill** Organize one idea per paragraph	• Describe photos of a time when weather changed your plans	**Vocabulary** • Make a vocabulary word web
• Stress and word endings • Numbers and moving stress	• Read about creative thinking **Skill** Understand extended definitions	• Write about communication skills **Skill** Develop an argument	• Describe photos of co-workers and friends	**Pronunciation** • Listen, read, and say
• Blended pronunciation of *used to* ("useta") • Sentence rhythm	• Read an interview with a location scout **Skill** Make predictions based on text features	• Write a movie review **Skill** Use contrast to express your opinion	• Describe photos about your favorite band, book, or movie	**Grammar** • Find grammar examples in real-life English
• The sounds /ʃ/, /ʒ/, /ʧ/, and /ʤ/ • The sounds /u/, /ʊ/, and /ʌ/	• Read a restaurant review **Skill** Identify author's opinion with key words	• Write a food blog **Skill** Use specific details	• Make a video of your favorite meal	**Vocabulary** • Use new vocabulary in daily life

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Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
6 How do you stay healthy? **page 65**	• Fitness activities • Managing stress • Staying healthy	• Gerunds as subjects and objects • Past forms of *be* + *going to* for past intentions • Prepositions of time	• Talk about fitness activities • Talk about managing stress • Give advice on staying healthy **Skill** Reply questions	• Listen to a podcast about exercise **Skill** Listen for enumeration
7 How do you do this? **page 77**	• Technology verbs • Describe work and co-workers • Phrasal verbs	• Embedded *wh-* questions • Comparisons with *as…as* • Phrasal verbs with objects	• Ask about how to do something • Talk about expectations • Give instructions **Skill** Respond to "thank you"	• Listen to voicemail messages **Skill** Listen for instructions
8 How are you feeling? **page 89**	• Common health problems • The flu • When you are sick	• *May / might / could* with the continuous to show possibility • Subordinating conjunctions in time clauses • Future real conditional	• Talk about feeling sick • Talk about the flu • Discuss what happens when you get sick **Skill** Show concern	• Listen to a podcast about the flu **Skill** Listen for signal words
9 Can you tell me a story? **page 101**	• Adjectives to describe • Morning routines • Verbs for thinking and understanding	• Reflexive pronouns • Past continuous with *while* and *when* • Infinitives of purpose	• Tell a personal story • Retell a story • Explain how you learned to do something **Skill** Show interest	• Listen to a podcast about learning **Skill** Listen for details
10 What will the future bring? **page 113**	• Dreams and ambitions • Helping others • Making decisions	• Noun clauses with *that* • Present unreal conditional • Past perfect	• Discuss hopes and dreams • Talk about *what if* situations • Tell someone's success story **Skill** Respond with encouragement	• Listen to a podcast about someone's life **Skill** Listen for key words in questions and answers

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

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Pronunciation	Reading	Writing	Media Project	Learning Strategy
• Linking identical consonants • Blended pronunciation with *to*	• Read about fitness apps **Skill** Identify comparison and contrast	• Write about health and fitness **Skill** Show cause and effect	• Describe photos of how to reduce stress	**Vocabulary** • Group words
• Stress and linking in comparisons with *as…as* • Stress in phrasal verbs	• Read about good work habits **Skill** Synthesize information	• Write about how people learn **Skill** Show comparison and contrast	• Make a video about showing how to do something	**Grammar** • Grammar challenge
• Silent letters • *Can* and *can't*	• Read about keeping cool **Skill** Identify cause and effect	• Write about being sick **Skill** Use formal and informal writing	• Make a video about staying healthy	**Vocabulary** • Connect vocabulary to personal experience
• Consonant groups • Intonation to end or continue a thought	• Read about the power of stories **Skill** Find supporting evidence	• Write about a funny experience **Skill** Show sequence	• Describe photos of working hard to learn something	**Pronunciation** • Watch TV or a movie in English
• Blended pronunciation of *would you* ("wouldja") and *did you* ("didja") • Thought groups	• Read about reducing waste **Skill** Make inferences	• Write about good advice **Skill** Use parallel structure	• Describe photos of hopes and dreams	**Pronunciation** • Study the sounds of new words

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

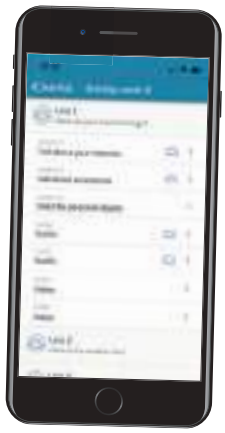
StartUp creates an immersive learning experience with a rich blend of multimedia and interactive activities, including interactive flashcards for vocabulary practice; Grammar Coach and Pronunciation Coach videos; interactive grammar activities; podcasts, interviews, and other audio texts for listening 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



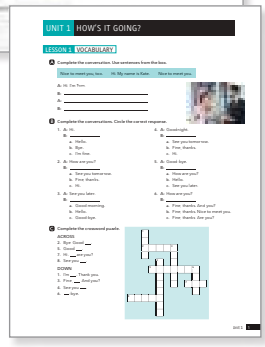
For the Student

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!

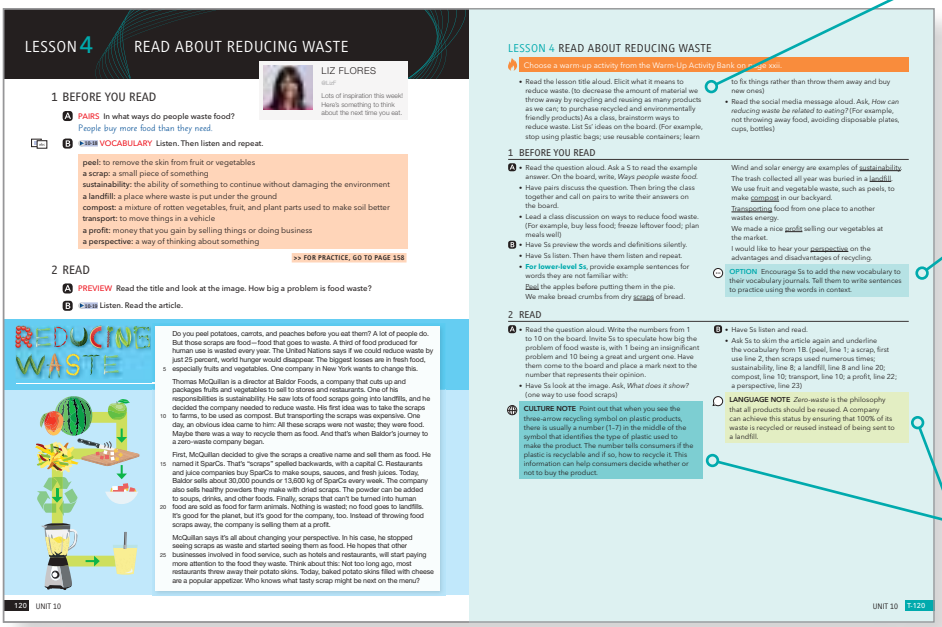
For each unit of *StartUp* the TE includes the Student Book pages with answers annotated in blue ink and corresponding teacher's notes on the facing pages.

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



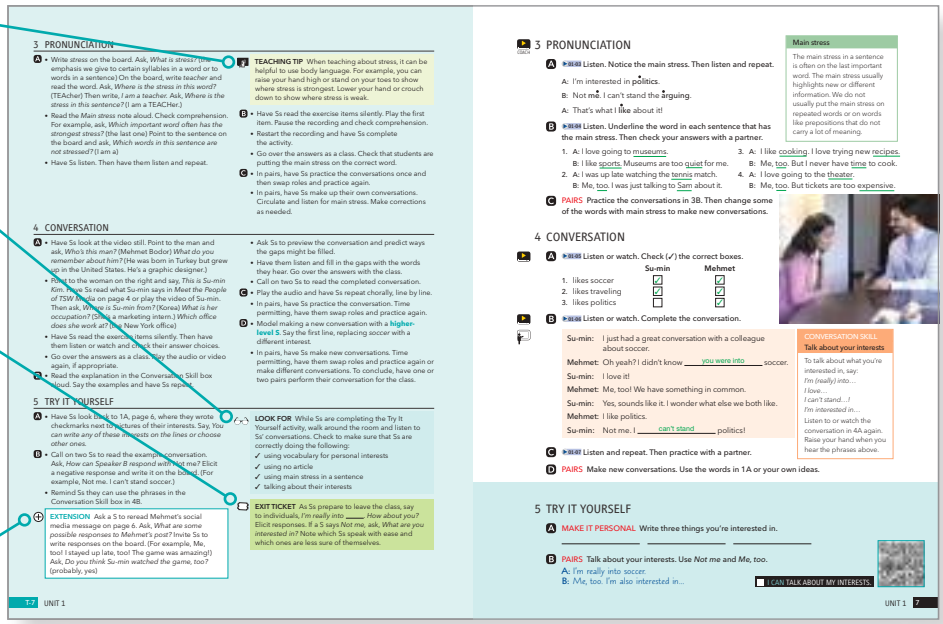
2. Then there is a suggestion that you choose a **Warm-Up** to use at the beginning of the class.
3. This is followed by teaching notes that help you **Get Started**: to establish the topic of the unit, set the context, and introduce the character who is the center of the unit.

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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. **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. **Language and Culture Notes** offer insightful and helpful information about English.

1. **Teaching Tips** give helpful teaching techniques and strategies.
2. **Look for** notes help you assess your students' performance.
3. **Exit Tickets** are activities students do at the end of each lesson to help you know which students may need additional practice.
4. **Extensions** provide more practice with specific skills.



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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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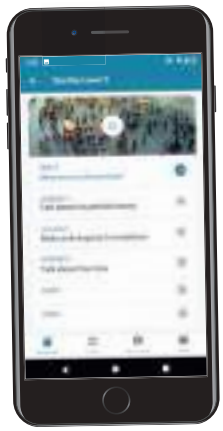
Pearson Practice English App



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 4–6

1. **Categories:** Write five categories on the board (e.g., *animals, foods, countries, furniture, sports*). In pairs, have students list the categories on a piece of paper. Choose a letter (A–Z) at random, and write it on the board. When you say *go*, pairs write down a word for each category beginning with the letter on the board. For example, if the letter is *C*, example answers are *cat, cake, Cambodia, chair, cricket*. The first pair with five correct answers wins.

2. **Shape share:** In pairs, have students take out a piece of paper and a pencil. Ask students to face away from the board. Draw a large vertical rectangle on the board. In the rectangle, draw 3–4 random shapes (e.g. lines, circles, triangles, squares). Then, tell Student A to face front while Student B stays facing away. When you say *go*, Student A has one minute to give Student B instructions on how to replicate the drawing on the board. For example, *In the top left corner, there is a large circle. In the middle, draw a short horizontal line.* Remind students they can use only words, no gestures. After one minute, call time. Have students turn around and compare their drawing with the drawing on the board.

3. **Story circle:** Write a sentence on the board to start a story. For example, *Yesterday, I bought two chocolate cakes.* In small groups, have students take turns adding one sentence to the story. For example, *Student 1: I walked home carefully carrying one cake in each hand. Student 2: I rang the doorbell for someone to open the door, but nobody answered. Student 3: Then out of nowhere, my dog jumped up and opened the door!* After two minutes, call time.

4. **Info questions:** In pairs, have students take turns sharing something they believe to be true and asking each other questions beginning with *Who, What, Where, When, Why,* and *How.* For example, *A: Too many people can't access clean water. B: Where is water polluted? What makes water dirty? Why is this problem so serious? How can we solve this problem?* If they can, students should answer. If not, suggest they say, *Good question. I don't know.*

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5. **Taboo:** Arrange students in pairs. Student A sits facing the board, and Student B sits facing away. Write a word or phrase on the board (e.g., *graphic design*). When you say *go*, Student A has one minute to get Student B to guess the word or phrase using associated words as clues but not any part of the word or phrase itself. For example, Student A could say *job, visual, logo,* and *colors* as clues, but not *graphic* or *design.* After one minute, call time. Have students switch roles.

6. **What's different?:** Have a volunteer stand in front of the class for fifteen seconds while the other students notice what the person is wearing. Then, take the volunteer outside of the room, and change one thing about what he or she is wearing (e.g., move a hair clip, roll up a sleeve). Bring the volunteer back to the front, and elicit from the class declarative statements about what's different. Each student gets only one chance to guess. For example, *Your hair clip is now on the left. Your right sleeve is rolled up.* The volunteer responds with *yes* or *no.* The student who guesses correctly wins.

7. **Synonyms, antonyms:** Arrange students in groups of three. Have them individually draw three columns on a piece of paper. Give students thirty seconds to list three adjectives in the first column (e.g., *happy, tall, difficult*). After thirty seconds, ask students to pass their papers to the left. Have them write synonyms for their partner's adjectives in the second column (e.g., *glad, high, hard*). After thirty seconds, ask students to pass their papers to the left. Have them write down three antonyms to complete the table (e.g., *sad, short, easy*).

8. **Tongue twister:** Arrange students in pairs. Give each pair one or two sounds (e.g., /p/ and /b/). Have students create a tongue twister—a sentence with 8–10 words, five of which must begin with the sounds given (e.g. *Peter Piper picked a peck of pickled peppers*).

9. **Telephone:** Ask students to stand side by side in a straight line. Whisper an expression (e.g., *Take it easy!*) or a sentence (e.g., *I love to go hiking with friends.*) so only the first student in the line can hear you. This student then whispers the same expression or sentence to the next student. Students repeat until the message reaches the last player in line. This student says the expression or sentence aloud so the class can hear how much it has changed.

10. **Comparisons:** Arrange students in small groups. Write a category on the board (e.g., *cities, animals*). Say aloud a comparison of two objects from this category (e.g., *Monkeys are louder than snakes*). One student from each group then makes a new comparison starting with the second noun, *snakes* (e.g., *Snakes are scarier than bunnies*). Students continue to take turns making comparisons in this manner for two minutes.

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WELCOME UNIT

1 IN THE CLASSROOM

A Get to know your classmates

Say your name and one thing about yourself. Repeat what your classmates said.



B Ask for help

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

~~What was that last part again?~~	Could you explain that a bit more?
Could you speak up, please?	How do you say "firma" in English?
What's the difference between"I want" and "I would like"?	
You're saying we should interview our partners and take notes?	



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 B1 level learners. B1 learners are intermediate-level learners. They can usually understand the main ideas of clear and standard English on familiar topics such as work, school, and hobbies. They can produce simple conversations on topics that are familiar or of personal interest and can provide descriptions of experiences, events, and dreams in the appropriate tenses. To best communicate with B1 learners, speak clearly and enunciate. Use body language and facial expressions to help communicate new and unfamiliar content. For example, when teaching a word like *embarrassed*, hold your head down and cover your cheeks with your hands. Use visual aids to help when available.

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 these people are?* Give an example. Say, *I think they are near the Pacific Ocean.* Give Ss time to share their answers.

LANGUAGE NOTE *Start up* means to start something, such as a journey. Explain that the title means that students will be starting on a journey to learn more English. *Start up* has other meanings as well. 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 learn something about each other. Explain that this activity will help them learn everyone's names and something about them.
- 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, I'm [Margarita]. I like to read.*

  T: *This is [Margarita]. She likes to read. I'm [Anita]. I like to teach English.*
- Give Ss time to practice.

OPTION Depending on the class size, divide the class into smaller groups and then have Ss change groups several times so they can meet everyone.

B

- Say, *There will be times you may have to ask for help during class. These are some questions you can use. It is always okay to ask for help.* Have Ss look at the questions in the box.
- Draw attention to the photos. 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.

C

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

  Can you remind me – How do you say "firma" in English?

  Signature.

  Thanks.
- Draw an X through *"firma" and signature.*
- Say, *For example, you can use this question to ask about other specific information.*
- Replace the crossed out information with *"collar"* and *necklace*:

  Can you remind me – How do you say "collar" in English?

  Necklace.

  Thanks.

  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.

OPTION Solicit volunteers to read their new conversations for the rest of the class.

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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.
- Go over the answers.

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.
- Go over the answers.

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 and / 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? on pages 125-154
5. Look at the QR code . Find the icon on page 7. What does it mean?
   There's practice in the mobile app.
6. Look at the I CAN STATEMENT. Find it on page 11. What does it tell you?
   the goal of the lesson
7. Look at this icon . Find it on page 13. What does it mean?
   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? in the app and also in the website:
   pearsonELT.com/startup
3. Look at the picture of the app. What do you see?
   the Table of Contents for Unit 1
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 the 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.



MEHMET BODUR

Graphic designer

00-02 Hey there. I'm Mehmet Bodur. I'm a graphic designer. In my free time, I like to cook and discover new foods.



SU-MIN KIM

Marketing intern

00-05 Hi everyone! I'm Su-min Kim. I'm from Seoul, South Korea, but I'm doing a marketing internship at the New York office. Every day I learn something new. It's really exciting!



LIZ FLORES

Social media

00-03 Hello. I'm Liz Flores. I live in Lima, Peru. I'm in charge of social media for TSW. I love traveling to unknown places and meeting the local people there.



JIM STEVENS

Copywriter

00-06 Hi! I'm Jim Stevens. I'm a copywriter. I live in New York. I enjoy writing and I love hearing people's stories. Tell me yours!



FLAVIO VEGA

Animator

00-04 Hola! My name is Flavio Vega. I live in Bogotá, Colombia with my wife Carmen. I'm an animator. I loved cartoons as a kid, and I still do!



DIANA OLVERA

Art director

00-07 Hi there! My name is Diana Olvera. I live in Santiago, Chile. I'm an art director and I love my job. I also enjoy visiting galleries and meeting new artists.

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MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company that has locations around the world. Mehmet, Su-Min, Liz, Jim, Flavio, and Diana 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.

- Draw attention 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?*
- Say, *Let's meet the characters now.* Play each clip.
- Ask follow-up questions such as *Which job would you want to have? What do you know about the places where these characters work? Does anyone like to do the same things as these characters? Does anyone have or want the same kind of job as these characters?*

EXTENSION Test comprehension by asking questions.

Where is Mehmet's job? (a graphic designer)
What does Mehmet like to do? (cook and discover new foods)
What does Su-Min do? (marketing intern)
Where does Su-Min work? (New York City)
Where is Su-Min from? (Seoul, South Korea)
Where does Liz live? (Lima, Peru)
What is Liz in charge of at work? (social media)
What does she like doing? (traveling and meeting people)
Where does Jim live? (New York)
What is Jim's job? (a copywriter)
What does Jim like to do in his free time? (writing)
Where does Flavio work? (Bogota, Colombia)
What is Flavio's job? (an animator)
What does Flavio like? (cartoons)
Where does Diana live? (Santiago, Chile)
What is Diana's job? (an art director)
What does Diana like to do in her spare time? (visiting galleries and meeting new artists)

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

Does Su-Min like working in New York? (Yes, she thinks it is exciting.)
Where does Liz like going? (unknown places)
Who does she want to meet? (local people)
Whose stories does Jim like hearing? (other people's stories)
Who works in New York? (Jim and Su-Min)
Who is married? (Flavio)

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 ARE YOUR FAVORITE THINGS?

PREVIEW THE UNIT

LESSON 1	**Talk about your interests**	
	Vocabulary	Personal interests
	Grammar	No article
	Pronunciation	Main stress
	Conversation skill	Talk about your interests
LESSON 2	**Talk about accessories**	
	Vocabulary	Fashion accessories
	Grammar	Restrictive relative clauses
	Pronunciation	Intonation in compliments
LESSON 3	**Describe personal objects**	
	Vocabulary	Adjectives for describing
	Grammar	Sequence of adjectives
	Listening skill	Visualize what you hear
LESSON 4	**Read about making choices**	
	Reading skill	Find the main idea
LESSON 5	**Write about a friend**	
	Writing skill	Use a main idea and supporting details
PUT IT TOGETHER		
	Media project	Video: Describe something important to you
	Learning strategy	Use good examples to make new sentences

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

GET STARTED

A
- Read the unit title aloud. Write *favorite* on the board. Ask, *What does this word mean?* (the thing in a group that you like the most) Ask individual Ss, *What is your favorite food? song? book? movie?* etc. Write Ss' answers on the board.
- Tell Ss to read the Learning goals silently. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct students' attention to the opening picture. Ask, *What do you see?* Have Ss discuss in pairs.
- Bring the class together and ask pairs to share. Write the responses on the board. (For example, a street corner, a building, a souvenir shop, souvenirs, scarves, flags, magnets, jewelry, earrings, bags, books, hats)

C
- Focus on the social media message. Bring Ss' attention to the picture and the person's name. Have Ss read what Mehmet says in *Meet the People of TSW Media* on page 4, or play the video of Mehmet.
- Have Ss turn back to page 5. Read the social media message aloud. Ask, *What makes Mehmet happy?* (traveling and cooking) Then ask individual Ss, *What makes you happy?*

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1 WHAT ARE YOUR FAVORITE THINGS?

LEARNING GOALS

In this unit, you

- talk about your interests
- talk about accessories
- describe personal objects
- read about making choices
- write about a friend



GET STARTED

A Read the unit title and learning goals.

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

C Now read Mehmet's message. What makes him happy?



MEHMET BODUR

@MehmetB

What makes you happy? For me it's always been traveling and cooking.

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LESSON 1 TALK ABOUT YOUR INTERESTS



MEHMET BODUR
@MehmetB
Stayed up way too late watching soccer. What a game!

1 VOCABULARY Personal interests

A 01-01 Listen. Then listen and repeat.


play soccer


play baseball


play tennis


go to the theater


go to a museum


go to a gallery


enjoy hiking


enjoy traveling


enjoy cooking


do charity work


discuss politics


do community service

B Make categories. Write a word or words that describe each list of words.

1. sports	2. cultural activities	3. hobbies or free-time activities	4. social issues
play soccer	go to the theater	enjoy hiking	do charity work
play baseball	go to a museum	enjoy traveling	discuss politics
play tennis	go to a gallery	enjoy cooking	do community service

C PAIRS Compare answers in 1B. Explain your categories.

2 GRAMMAR No article

COACH

Use no article before certain kinds of nouns

Abstract nouns	**Love** is blind.	Everyone has a right to **freedom**.
Languages	Millions of people speak **Spanish**.	**Chinese** is a difficult language to learn.
Fields of study	Do you like **politics**?	I'm going to study **law** when I graduate.
Sports and games	We sometimes play **chess**.	He's really good at **tennis**.

Notes

- Use *the* before a noun when
  - you know your listener is thinking about the same thing.
    *How do you like **the new Spanish teacher**?*
  - you have already mentioned an indefinite noun.
    *I'm going to a soccer game tomorrow. Do you want to go to **the game** with me?*
- Use *a / an* or *the* when the no-article noun is used as an adjective before a singular countable noun.
  *We went to **a history museum** last week. I can't believe **the soccer ball** costs $75!*
- Use *a / an* before a noun that is not specific.
  *Where can I buy **a travel book** about Guatemala?*

>> FOR PRACTICE, GO TO PAGE 125

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LESSON 1 TALK ABOUT YOUR INTERESTS

- Read the lesson title aloud. Point to the pictures in 1A and say, *These are examples of interests.*
- Ask, *What are some of your interests?* List Ss' responses on the board.
- Read the social media message aloud. Ask, *What is Mehmet's interest?* (soccer) *Does anyone here ever stay up way too late to watch soccer? Do you stay up late to do other things?* Call on Ss to share.

TEACHING TIP Social media messages often use incomplete sentences. Instead of *I stayed up way too late…*, Mehmet says, *Stayed up way too late...* Explain that shortened forms like this are appropriate for texts or posts but not for more formal writing at work or school.

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss look at the pictures and skim the captions. Say, *Put a checkmark next to the pictures that show your interests.*
- Have Ss listen. Then have them listen and repeat.
- Call on Ss to share the interests they checked with a partner or the class.

CULTURE NOTE An *art museum* and an *art gallery* are both places to view art; the difference is that at an art gallery, you can also buy the art.

CULTURE NOTE *Charity work* means volunteering one's time to help people in need. *Community service* is unpaid work for the benefit of the community. Unlike charity work, it is not always voluntary. For example, students may be required to do community service for school. Legal offenders sometimes do it as an alternative to going to prison.

B
- Have Ss work individually to think up words for the categories. Point out that various answers are possible. Assist with explanation of categories as needed. If Ss have problems completing the exercise, write a list of possible category words on the board for Ss to match with the lists of words in the book. (Possible categories: sports, cultural activities; hobbies; social issues)

C
- Circulate as Ss compare answers in pairs.
- Bring the class together. Ask individual Ss, *What word or words did you propose* for each category? Write the words on the board. Decide which one works the best.

OPTION Write the four category words on the board. In pairs, have Ss write additional words to list under each category. Then bring the class together and have Ss add to the lists on the board. (For example, 1. play hockey, play basketball; 2. go to the opera, go to poetry reading; 3. enjoy reading, enjoy playing video games; 4. work at an animal rescue center, help out at a local library)

2 GRAMMAR

- Books closed. To introduce the grammar, ask, *Which words in English are articles?* (a, an, the) On the board, write, *Education is important. I want to study science someday. I also want to learn Japanese.* Ask, *Are there any articles in these sentences?* (no)
- Tell Ss to open their books to page 6. Read the chart heading aloud. Focus on the *Abstract nouns* section. Call on volunteers to read the example sentences. Ask, *What are abstract nouns?* (concepts or ideas; things that have no physical form)
- Elicit additional examples of abstract nouns and have Ss suggest sentences. (For example, Sam loves adventure.)
- Present the other categories of nouns in the same way. Elicit additional examples. (For example, I learned Spanish when I lived in Chile; Lina studied art history in college; I don't know how to play volleyball.)
- Focus on the Notes. Read the first note for *the* and the example sentence. Ask, *Does the listener know which new Spanish teacher the speaker means?* (yes) Say, *Use the when both the speaker and the listener know the identity of the noun.*
- Read the second note for *the* and the example sentence. Write an additional example on the board: *A: Jack posted a funny video online. B: I haven't seen the video yet.* Draw Ss' attention to Speaker A's use of *a* and Speaker B's use of *the*.
- Read the second bulleted note. Focus on the first example sentence. For comparison, write *Are you going to study history next semester?* Ask, *Is* history *an adjective here, too?* (no) Say, *It's an abstract noun, so it has no article.* Read the second example sentence. For comparison, write, *I can't believe soccer is so expensive.* Ask, *Is soccer an adjective here, too?* (no) Say, *It's an abstract noun and has no article.*
- Finally, read the last bulleted note and example sentence. Elicit additional sentences with *a / an*. (For example, Do you want to take a class this summer? I need to buy a present for Marc.)

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3 PRONUNCIATION

A
- Write *stress* on the board. Ask, *What is stress?* (the emphasis we give to certain syllables in a word or to words in a sentence) On the board, write *teacher* and read the word. Ask, *Where is the stress in this word?* (TEAcher) Then write, *I am a teacher.* Ask, *Where is the stress in this sentence?* (I am a TEACHer.)
- Read the *Main stress* note aloud. Check comprehension. For example, ask, *Which important word often has the strongest stress?* (the last one) Point to the sentence on the board and ask, *Which words in this sentence are not stressed?* (I am a)
- Have Ss listen. Then have them listen and repeat.

TEACHING TIP When teaching about stress, it can be helpful to use body language. For example, you can raise your hand high or stand on your toes to show where stress is strongest. Lower your hand or crouch down to show where stress is weak.

B
- Have Ss read the exercise items silently. Play the first item. Pause the recording and check comprehension.
- Restart the recording and have Ss complete the activity.
- Go over the answers as a class. Check that students are putting the main stress on the correct word.

C
- In pairs, have Ss practice the conversations once and then swap roles and practice again.
- In pairs, have Ss make up their own conversations. Circulate and listen for main stress. Make corrections as needed.

4 CONVERSATION

A
- Have Ss look at the video still. Point to the man and ask, *Who's this man?* (Mehmet Bodor) *What do you remember about him?* (He was born in Turkey but grew up in the United States. He's a graphic designer.)
- Point to the woman on the right and say, *This is Su-min Kim.* Have Ss read what Su-min says in *Meet the People of TSW Media* on page 4 or play the video of Su-min. Then ask, *Where is Su-min from?* (Korea) *What is her occupation?* (She's a marketing intern.) *Which office does she work at?* (the New York office)
- Have Ss read the exercise items silently. Then have them listen or watch and check their answer choices.
- Go over the answers as a class. Play the audio or video again, if appropriate.

B
- Read the explanation in the Conversation Skill box aloud. Say the examples and have Ss repeat.
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Have them listen and fill in the gaps with the words they hear. Go over the answers with the class.
- Call on two Ss to read the completed conversation.

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.

D
- Model making a new conversation with a **higher-level S**. Say the first line, replacing *soccer* with a different interest.
- In pairs, have Ss make new conversations. Time permitting, have them swap roles and practice again or make different conversations. To conclude, have one or two pairs perform their conversation for the class.

5 TRY IT YOURSELF

A
- Have Ss look back to 1A, page 6, where they wrote checkmarks next to pictures of their interests. Say, *You can write any of these interests on the lines or choose other ones.*

B
- Call on two Ss to read the example conversation. Ask, *How can Speaker B respond with* Not me? Elicit a negative response and write it on the board. (For example, Not me. I can't stand soccer.)
- Remind Ss they can use the phrases in the Conversation Skill box in 4B.

EXTENSION Ask a S to reread Mehmet's social media message on page 6. Ask, *What are some possible responses to Mehmet's post?* Invite Ss to write responses on the board. (For example, Me, too! I stayed up late, too! The game was amazing!) Ask, *Do you think Su-min watched the game, too?* (probably, yes)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Check to make sure that Ss are correctly doing the following:

✓ using vocabulary for personal interests
✓ using no article
✓ using main stress in a sentence
✓ talking about their interests

EXIT TICKET As Ss prepare to leave the class, say to individuals, *I'm really into _____. How about you?* Elicit responses. If a S says *Not me,* ask, *What are you interested in?* Note which Ss speak with ease and which ones are less sure of themselves.

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3 PRONUNCIATION

Main stress

The main stress in a sentence is often on the last important word. The main stress usually highlights new or different information. We do not usually put the main stress on repeated words or on words like prepositions that do not carry a lot of meaning.

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

A: I'm interested in politics.
B: Not me. I can't stand the arguing.
A: That's what I like about it!

B 01-04 Listen. Underline the word in each sentence that has the main stress. Then check your answers with a partner.

1. A: I love going to museums.
   B: I like sports. Museums are too quiet for me.
2. A: I was up late watching the tennis match.
   B: Me, too. I was just talking to Sam about it.
3. A: I like cooking. I love trying new recipes.
   B: Me, too. But I never have time to cook.
4. A: I love going to the theater.
   B: Me, too. But tickets are too expensive.

C PAIRS Practice the conversations in 3B. Then change some of the words with main stress to make new conversations.



4 CONVERSATION

A 01-05 Listen or watch. Check (✓) the correct boxes.

	Su-min	Mehmet
1. likes soccer	✓	✓
2. likes traveling	✓	✓
3. likes politics		✓

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

Su-min: I just had a great conversation with a colleague about soccer.
Mehmet: Oh yeah? I didn't know ___you were into___ soccer.
Su-min: I love it!
Mehmet: Me, too! We have something in common.
Su-min: Yes, sounds like it. I wonder what else we both like.
Mehmet: I like politics.
Su-min: Not me. I ___can't stand___ politics!

CONVERSATION SKILL
Talk about your interests

To talk about what you're interested in, say:
I'm (really) into…
I love…
I can't stand…!
I'm interested in…

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

C 01-07 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 Write three things you're interested in.

_____ _____ _____

B PAIRS Talk about your interests. Use *Not me* and *Me, too*.

A: I'm really into soccer.
B: Me, too. I'm also interested in...

☐ I CAN TALK ABOUT MY INTERESTS.

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LESSON 2 TALK ABOUT ACCESSORIES



MEHMET BODUR
@MehmetB
Need a birthday gift for my sister. Any ideas?

1 VOCABULARY Fashion accessories

A 01-08 Listen. Then listen and repeat.



B PAIRS What are your favorite fashion accessories from 1A?

I like watches. I wear a watch every day.

2 GRAMMAR Restrictive relative clauses

COACH

Restrictive relative clauses define the meaning of nouns. They provide information that is necessary to understand the sentence.

Relative pronoun	Used for	Example
who	people	I know the designer **who** made this jacket.
whom	people	Selena is the woman (**whom**) I met at the fashion show.
that	people and things	The man **that** owns the accessories store is sitting over there. It's one of the few pieces of jewelry (**that**) I wear.
Relative adverb		
when	time	I'll always remember the day **when** my husband gave me this ring.
where	place	The store **where** my cousin works is in London.

Notes

- The relative pronouns *who* and *that* can be the subject or the object of the relative clause.
  Subject: *I know the designer* ***who made*** *this jacket.*
  (S) (V)
  Object: *It's one of the few pieces of jewelry* ***that I wear****.*
  (obj) (S) (V)
- The relative pronoun can be deleted when it is the object of the relative clause.
  *It's one of the few pieces of jewelry (****that****) I wear.*

>> FOR PRACTICE, GO TO PAGE 126

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LESSON 2 TALK ABOUT ACCESSORIES

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

- Write *accessories* on the board. Ask, *What are accessories?* Take one or two accessories that belong to you, for example, glasses and a watch, and put them on your desk. Say, *These are accessories. Look at what you are wearing. Choose one accessory and put it on my desk.* Have students leave the items on your desk to refer to shortly in 1A.
- Read the social media message aloud. Ask, *What do you think is a good birthday gift for someone's sister?* Call on Ss to share ideas. Ask, *In your family, what kinds of presents do brothers or sisters give each other?*

1 VOCABULARY

A
- Read the Vocabulary topic aloud. Have Ss look at the pictures and read the captions.
- Have Ss listen. Then have them listen and repeat.
- Point to the items out of order and have Ss call out the names of the items. Tell the class to raise their hand if they own an item they hear.
- Point at your desk and ask, *Are any of the items from the audio on my desk?* Elicit the names of all the items on the desk. Then have Ss come up and take back their possessions.

B
- Call on a S to read the example. Circulate and listen as Ss talk in pairs. **For higher-level Ss**, say, *You can also talk about other accessories we have mentioned in class.*

TEACHING TIP Brainstorming is an effective way to generate ideas and engage the whole class. Write a word or sentence on the board and ask Ss to think of things related to that concept. Ss can say anything that comes to mind and build on each other's ideas. Brainstorming provides valuable information about what Ss may or may not already know. If Ss are hesitant to participate in brainstorming, encourage them by saying that there are no wrong answers.

2 GRAMMAR

- Books closed. On the board, write:
  My brother gave me a gift. The gift was beautiful. > The gift that...
  Read the two sentences in the first line aloud. Then point to the second line and ask, *How can we combine the two sentences into one sentence with* that? Elicit *The gift <u>that my brother gave me</u> was beautiful*. Write it on the board. Point to the underlined clause and ask, *What does this tell us about the gift?* (My brother gave it to me.) *Without this information, do we know which gift the speaker means?* (no) Say, *This is called a restrictive relative clause.*
- Have Ss look at the grammar chart. Read the introduction.
- Focus on the Relative pronoun section of the grammar chart. Say, Who *and* whom *are used for people.* Read the example sentences. Ask, *Which noun does the relative clause with* who *define?* (the designer) *What about the relative clause with* whom? (the woman)
- Move on to the relative pronoun *that* in the grammar chart. Say, That *is used for people and things.* Read the example sentences.
- Bring Ss' attention to the first bulleted Note at the bottom of the chart; read the example sentences. Explain that in the first sentence, *who* is the subject of the relative clause. It is followed by the verb, *made*. In contrast, in the second sentence, *that* is the object.

OPTION To clarify the syntax of relative pronouns in object position, write the following sequence on the board:

1. *It's one of the few pieces of jewelry. I wear it.*
2. *It's one of the few pieces of jewelry. I wear ~~it~~.*
3. *It's one of the few pieces of jewelry that I wear.*

Explain that the object, *it*, changes to *that* in the relative clause and moves to the beginning of the clause. Repeat the sequence using a sentence with *whom*.

1. *Selena is the woman. I met her at a fashion show.*
2. *Selena is the woman. I met ~~her~~ at a fashion show.*
3. *Selena is the woman whom I met at a fashion show.*

- Refer Ss to the second bulleted Note at the bottom of the chart. Read the example sentence. Then say, *Look at the sentences in the chart that have parentheses around the relative pronoun*. Say, *This means that the sentence is correct with or without the relative pronoun, and the meaning is the same.*
- Finally, focus on the Relative adverbs section of the grammar chart. Say, When *is used for time and* where *is used for place.* Read the example sentence for time. Ask, *What noun does* when *define?* (the day) Read the example sentence for place. Ask, *What noun does* where *define?* (the store)

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3 PRONUNCIATION

A
- To introduce the topic, choose a student and give him or her a compliment. (For example, That's a great backpack!)
- Ask, *What happened to the intonation when I gave [student's name] a compliment?* (It rose on *great* and then fell on *pack*.) Read the Intonation in compliments note aloud. Ask, *When we give someone a compliment, when does the intonation rise?* (on important words) *When does it fall?* (at the end of the sentence)

OPTION In pairs, have Ss exchange compliments, using correct intonation.

- Say, *Sometimes people add a statement with* but *after a compliment. In that case, it's not a real compliment, and the intonation is more flat.* Model the same sentence, *That's a great [backpack],* with flatter intonation. Then add, *but I'm not crazy about the color*. Make sure the intonation falls at the end. Repeat several times.
- Have Ss listen. Then have them listen and repeat. Explain that they will hear and repeat only the first sentence in each pair the second time.

B
- Have Ss read item 1 silently. Ask, *Can you tell which sentence would follow the statement, choice* a *or* b, *just by reading it?* (no) *Why not?* (because we can't hear the intonation) Then play item 1. Pause the recording and ask, *What is the correct answer? Why?* (answer *a*, because it's a real compliment)

OPTION Invite a volunteer to read item 1 with intonation that suggests a statement with *but* will follow.

- Play the rest of the audio and have Ss complete the exercise. Have Ss compare answers in pairs. Then bring the class together and call on pairs to model the answers. Correct Ss' intonation as needed.

4 CONVERSATION

A
- Say, *We're going to listen to another conversation between Mehmet and Su-min.* Have Ss look at the video still next to 4B. Ask, *What do you think the conversation will be about?*
- Direct Ss' attention to item 1. Read the false statement as well as the statement with the correction. Check that Ss understand what they are supposed to do. Then have them listen or watch and complete the exercise individually.
- Go over the answers as a class. Replay the audio or video as needed.

B
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.

C
- Play the audio and have Ss repeat chorally, line by line.
- Focus on lines 1 and 5. Ask, *Are these real compliments?* (yes) Call on a volunteer to read the sentences and model the intonation.
- Have Ss practice in pairs. Then have them swap roles and practice again.
- Challenge **higher-level Ss** to practice the conversation with books closed. Say, *You don't need to remember the exact words. Just say the main ideas.*

5 TRY IT YOURSELF

A
- Tell Ss to make a list of special items they own. Say, *Look at the accessories in 1A, page 8, to help you think of special items, or think about presents you've gotten that have important meaning to you.*

B
- On the board, write *I have a special _____. It is special because...* Model a conversation with a high-level student.
- In pairs, have Ss talk about the items they listed. Have them refer to the example as needed. Circulate and assist as needed.

EXTENSION Have Ss return to Mehmet's social media message on page 8. Ask, *What are some possible responses to Mehmet's post?* Invite Ss to write their responses on the board. (For example, How about a bracelet? Maybe a music app?) As a follow-up, ask, *What message do you think he will include with the gift?* (For example, Happy birthday, [sister's name]!)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check to make sure that Ss are correctly doing the following:

✓ using vocabulary to talk about fashion accessories
✓ using restrictive relative clauses
✓ using correct intonation in compliments

EXIT TICKET Write on the board: *Write one or two sentences about an accessory you have with you today. Include a restrictive relative clause in one of the sentences.* Have Ss write their names and sentences on a blank card or piece of paper. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

COACH

A 01-10 Listen. Notice the intonation. Then listen and repeat.

That's a beautiful **necklace**. (I love the color.)

That's a beautiful **necklace**. (But it's too thin.)

That's a great **idea**. (Why didn't I think of that?)

That's a great **idea**. (But it won't work.)

B 01-11 Listen. Notice the intonation. Circle the sentence that the speaker might say next.

1. I like your sunglasses.
   a. They look great on you.
   b. But they're too big.
2. That's a really nice tie.
   a. It's very cool.
   b. But it doesn't look good with that shirt.
3. I like your ring.
   a. It looks really good on you.
   b. But I like your other ring better.
4. Your watch is very cool.
   a. I love it!
   b. But it's not my style.

Intonation in compliments

Sometimes *how* we say something is as important as *what* we say. When we give a compliment, the intonation jumps up high to emphasize the important words and then falls at the end of the sentence. If the intonation falls but then rises a little at the end, it can sound like we're going to add a negative idea beginning with a *but*.

4 CONVERSATION

A 01-12 Listen or watch. Read the sentences. Circle *T* for ***True*** and *F* for ***False***. If the statement is false, cross out the false information and correct it.

1. Mehmet ~~hates~~ likes Su-min's bracelet. T F
2. The personal message on Su-min's bracelet is from her ~~mother.~~ grandmother T F
3. Mehmet thinks a gift like Su-min's bracelet is ~~too personal and not~~ a good idea. T F
4. Su-min wants to help Mehmet shop for his sister's birthday gift. T F

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

Mehmet: That's a _____beautiful_____ bracelet!

Su-min: Thanks. It's one of the few pieces of jewelry _____that_____ I wear.

Mehmet: Well, I really like it.

Su-min: Thank you. By the way, that tie is very cool. Where did you get it?

Mehmet: I got it at a _____store where_____ my cousin works.



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

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a few items that are special to you, like Su-min's bracelet.

B PAIRS Talk about the items you thought about in 5A. Explain why they are special.

☐ I CAN TALK ABOUT ACCESSORIES.

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LESSON 3 DESCRIBE PERSONAL OBJECTS



MEHMET BODUR
@MehmetB
I found my father's old leather photo album with his childhood pictures.

1 VOCABULARY Adjectives for describing objects

A ▶01-15 Listen. Then listen and repeat.


antique

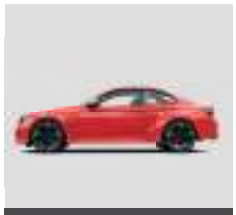

glass


metal

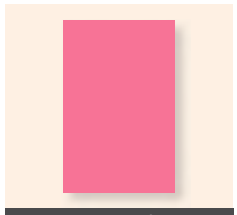

shiny

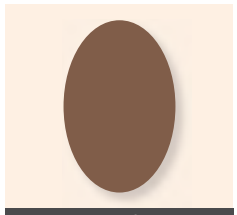

dull


old-fashioned


modern


cotton


rectangular


oval

B Put the vocabulary words in 1A into the correct categories.

Age	Physical quality (appearance and feel)	Shape	Material
antique, old-fashioned, modern	shiny, dull	rectangular, oval	glass, metal, cotton

C PAIRS Describe objects in the room with words from 1A.

There is a rectangular door. The window is made of glass.

2 GRAMMAR Sequence of adjectives

COACH

When more than one adjective is used before a noun, the adjectives generally occur in a certain order.

Opinion	Size	Physical quality	Age	Shape	Color	Origin	Material	Noun
		shiny					**metal**	keychain
		smooth		**rectangular**				tiles
			old	**round**				hatbox
beautiful							**silk**	top hat
	small				**black**	**Italian**		handbag

Note: Commas are often used to separate three or more adjectives. They may be left out in informal writing.

*I got this **small, black, Italian** handbag from my grandmother.*

>> FOR PRACTICE, GO TO PAGE 127

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LESSON 3 DESCRIBE PERSONAL OBJECTS

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

- Read the lesson title aloud. Review the meaning of *personal objects* (objects that belong to you). Hold up your phone. Ask, *Is this a personal object?* (yes) *Whom does it belong to?* (you / the teacher)
- Say, *Let's brainstorm words to describe this object.* (for example, expensive, [color], smooth, plastic, rectangular, small) Write the responses on the board.
- Read the social media message aloud. Ask, *What words does Mehmet use to describe the album?* (old, leather, photo) *What kind of pictures are in the album?* (childhood) Call on a volunteer to read the message again and ask, *Do you have old photos in albums, or do you store your photos digitally?*

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss look at the pictures and skim the adjectives that describe them. Ask, *Do you see any of these words on the board?*
- Have Ss listen. Then have them listen and repeat.

OPTION In pairs, have Ss make statements about the items in the pictures. Write an example on the board: *That is an antique chair.*

B
- Read the category titles in the chart head. Ask, *Where should we put the word* antique? (age) **For lower-level Ss**, explain that the adjective *antique* means old and valuable.
- Have Ss complete the exercise individually. Then have them compare answers in pairs.

C
- Read the example sentences aloud. Ask, *Which words are adjectives?* (rectangular, glass) Circulate and assist as students are writing. Have each pair choose one sentence to write on the board. Call on other Ss to take turns reading the sentences aloud.

2 GRAMMAR

- Books closed. On the board, write, *I have a beautiful, shiny heart pendant from my mom*. Ask a volunteer to come to the board and underline the adjectives. (beautiful, shiny, heart) Say, *The sequence, or order, of adjectives is important in English. You couldn't say,* I have a shiny heart beautiful pendant *or* I have a heart beautiful shiny pendant. *There are special rules for sequence of adjectives.*
- Read the grammar topic and the introduction to the grammar chart aloud. Point to and read the category heads. Have Ss read the examples and note the order silently.
- Have Ss work in pairs. Say, *Add words from 1A that aren't listed in the chart.* Go over the answers with the class. (antique: Age; glass: Material; metal: Material; dull: Physical quality; old-fashioned: Age; modern: Age; cotton: Material; oval: shape)
- Read the note at the bottom of the chart aloud. Explain that it isn't typical to write sentences with more than 3 adjectives, even though it is possible.

OPTION To further practice sequence of adjectives, have Ss work in pairs to make up sentences with two to three adjectives. On the board, write, *I have an old, red cotton T-shirt.*

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3 LISTENING

A
- Ask Ss to look at the picture. Ask, *What do you see?* (a drawer full of antique items) Elicit names of individual items (dice, coins, spoons, a bullet, a ring, a book, a pocket watch) Ask, *Where might you find such items?* (for example, in a grandparent's attic) *Do you think any of these items are valuable?* (Probably, yes; they look like antiques.)
- Tell Ss they will listen to a radio show. Play the audio once and have Ss complete the exercise. Then have them listen again to check their answers.
- Go over the answers as a class. Read each question and call on a volunteer to answer.

B
- Read the Listening Skill aloud. Ask, *What does* visualize *mean?* (create a mental picture)
- Ask Ss to read the example in the chart individually. Ask, *Do you remember what other items people spoke about? If yes, write them in the chart.* Then have Ss listen to the audio again and complete the chart.
- Have Ss compare answers in pairs.

OPTION On the board, write:
Audrey described…
Larry described…
Rita talked about two things:…
Then bring the class together and call on Ss to complete the statements using the information in their charts. After each statement, ask, *Did the description help you visualize the items?*

EXTENSION Say, *Each person who shared a memory gave a detailed description not just of the item, but also of the memory that's connected with it.* Call on volunteers to retell details of each speaker's memory.

C
- On the board, write, *I'm thinking of a / an [adjective adjective] object. What is it?* Say, *I'm thinking of a shiny metal object. What is it?* (a keychain) In pairs, have Ss take turns describing and guessing items. Remind them to order the adjectives correctly.

4 TRY IT YOURSELF

A
- Say, *Think about some valuable, memorable items that you would like to save for the future. List the items in the chart. Write adjectives to describe them. Make sure the adjectives are in the correct order.*
- **For lower-level Ss**, help Ss brainstorm ideas. Say, *Visualize your own closets and drawers at home. Where do you keep items that have special meaning to you? Do you have something special that someone gave you or made for you*? Then refer Ss to the categories in the grammar chart in Exercise 2, page 10, to help elicit descriptions.
- Circulate and assist as needed.

B
- In pairs, have Ss describe their items and tell the stories behind them. Say, *Help your partner visualize what you are describing. Use adjectives and sequence them correctly.* **For higher-level Ss**, say, *Audrey described the shiny metal keychain, and she also told her memory of being at the fair with her dad. When you describe your item, give more than just the physical description.*

C
- Invite Ss to walk around and share their items with different students in class. Circulate and listen. If Ss don't provide vivid descriptions, elicit additional adjectives by asking questions. For example, *What color is it? Where was it made? Is it beautiful?*
- Bring the class together. Have Ss answer the question at the end of 4C.

EXTENSION Have Ss return to Mehmet's social media message on page 10. Ask, *Where is it possible that Mehmet found his father's old leather photo album?* (maybe in his parents' or grandparents' house, in a closet or an attic) Then ask, *What are some possible responses to Mehmet's post?* Invite Ss to write their responses on the board. (For example, Cool! Post some pictures. I'd love to see them!)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Make sure that Ss are correctly doing the following:
- ✓ using vocabulary for describing personal objects
- ✓ using correct sequence of adjectives
- ✓ helping their listener visualize what they are describing

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *Write one to two sentences describing a memorable item. Include three to four adjectives.* Tell Ss to think of something they have not described already and write sentences about it on their cards. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 LISTENING

A 01-17 Listen to the radio show. Circle the correct answers.

1. What's the show about?
   a. childhood memories
   b. cleaning up your home
   (c.) special personal items
2. Where did the stories on the show come from?
   a. They are the host's personal stories.
   (b.) The listeners of the show sent them in.
   c. The writers of the show created the stories.
3. What do Larry's cards make him think of?
   a. college classes
   b. late night studying
   (c.) his old friends
4. What do all the stories have in common?
   (a.) They are about family and friends.
   b. They are about exciting events.
   c. They are about famous people.



B 01-17 Read the Listening Skill. Listen again. Complete the chart with the items you hear and their descriptions.

Item	Description
keychain	shiny, metal
cards	smooth, rectangular
hatbox	old, round
hat	old-fashioned, silk

LISTENING SKILL
Visualize what you hear

When you listen to descriptions, try to create a mental image of what you hear. This will help you understand the information and remember it better.

C PAIRS Student A, use your notes from 3B to describe one of the items. Student B, try to identify the item your partner describes.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of at least three items you would like to save for the future. Make notes.

Item	Description

B PAIRS Describe your items. Ask each other follow-up questions.

C WALK AROUND Ask three classmates to describe their items. Did anyone have the same item?

☐ I CAN DESCRIBE PERSONAL OBJECTS.

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LESSON 4 READ ABOUT MAKING CHOICES



MEHMET BODUR
@MehmetB
You can CHOOSE to be happy!

1 BEFORE YOU READ

A PAIRS What is your favorite leisure activity?

I really enjoy Brazilian jujitsu.

B 01-18 VOCABULARY Listen. Then listen and repeat.

last: to continue for a period of time
a possession: something that you own
joy: a feeling of happiness
eat out: to have a meal in a restaurant
temporary: happening for just a short time
significant: large or important
network: a group of people that are connected
immediate: happening right away or right after something else

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A PREVIEW Read the title and look at the photo. Why do you think the people are happy?

B 01-19 Listen. Read the article.

ARE YOUR CHOICES MAKING YOU HAPPY?

Certainly, we've all felt pleasure when we buy something new. However, research shows that these good feelings don't actually last very long. For over two decades, Dr. Thomas Gilovich, a psychology professor at Cornell University, has studied the connection between happiness and the choices we make. His studies included over 1,200 people living in the U.S. ranging in ages from 21 to 69. According to Gilovich, it is experiences, and not possessions, that make people the happiest. People report the most joy when they participate in interesting activities. They feel happy when they go to concerts, eat out, learn a new skill, or enjoy a hobby.

When we buy something like a new phone, we gain a physical object that we can enjoy for a long time. Experiences are temporary and leave us with nothing but a memory. So why do they make us happier? Gilovich suggests that our new possessions make us happy at first. But we soon begin to take them for granted, or we just get tired of them when they become old. With experiences that make us happy, the opposite is true. After the experience is over, the memory of it continues to bring pleasure. In fact, we tend to remember events more positively as time passes.

These kinds of experiences also lead to more happiness because we usually share them with other people. We organize events with our friends, and enjoying these experiences together builds a sense of community. And these connections to other people make us happy. In fact, research shows that there is a significant connection between friendships and happiness. People with a good network of close friends and family members are generally happier and more successful in life.



Finally, leisure activities help you relax and reduce stress. Participants in one study reported feeling less stress and greater happiness after enjoying a hobby. Not only did the activities make the people feel better, but they also brought immediate and lasting health benefits. Many participants experienced a lower heart rate and reduced blood pressure. This calming effect lasted for hours. Over time, reducing stress can lower the risk of heart disease, weight gain, and depression. According to these studies, the health benefits of experiences are both emotional and physical.

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LESSON 4 READ ABOUT MAKING CHOICES

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

- Read the lesson title aloud. Ask, *What are some choices that you make every day?* (for example, what to wear, what to eat, what time to go to bed) *What are some big choices you make in life?* (for example, what to study, what job to do) Write examples on the board. Point to the examples and *ask*, *Which issues are especially important to you?* Call on volunteers to share.
- Read the social media message aloud. Ask, *Why does Mehmet write* CHOOSE *in capital letters?* (He wants to stress that happiness is something people can control. It doesn't happen by itself.)
- Ask, *Who thinks that we can choose to be happy? Who thinks that happiness just happens?* On the board, write, ☐ *Happiness a choice;* ☐ *Happiness is not a choice.* Poll the class. Then fill in the numbers.

1 BEFORE YOU READ

A

- Read the question aloud. Ask, *What are leisure activities?* (activities people do for fun in their free time) Ask a S to read the example. Ask, *What is Brazilian jujitsu?* (a martial art and combat sport) *Does anyone enjoy this leisure activity?* If anyone says *yes*, ask, *Do you practice it or watch it?*
- In pairs, have Ss share their favorite leisure activity.
- Bring the class together and have Ss write their names and favorite activities on the board. (for example, Andrea: Zumba; Mateo: soccer) Direct Ss' attention to the board. Then ask, *Do any students have the same leisure activities?*

OPTION Instead of having Ss work in pairs and write on the board, go around the room and call on each S to answer in turn. Conclude by asking the class if any Ss have the same leisure activities.

B

- Have Ss read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.

TEACHING TIP Encourage or require Ss to keep a vocabulary journal in which they write definitions of new words. Tell them to write sentences with the words to practice using them in context. For example:

significant: (adjective) large or important

My career is a <u>significant</u> part of my life.

Tell Ss they can also add words they learned outside of class. If students have phones, they can use a note app for new words. That way they can always access the vocabulary and practice it wherever they are.

2 READ

A

- After the preview, have volunteers share their answers to the question. (For example, They are outside in nature, enjoying physical activity and each other's company.)

EXTENSION Lead a class discussion about things that make Ss happy, for example, *Do the activities in the photo make you happy? What else makes you happy?*

B

- Have students scan the article and underline the vocabulary from 1B. (last, line 2; possessions, line 4; joy, line 5; eat out, line 5; temporary, line 8; significant, line 15; network, line 16; immediate, line 20)
- Have Ss listen and read.

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3 CHECK YOUR UNDERSTANDING

A
- On the board, write, *Main idea = topic + writer's point*. Then read the Reading Skill aloud. To check comprehension, read the two questions at the end and have Ss point to the words on the board that match. (What is this text about? = topic. What point is the writer making about this topic? = writer's point)
- Have Ss complete A in pairs. Encourage them to look back at the reading as needed.
- Bring the class together to go over the answers. Encourage Ss to underline the parts of the text that support their answer choices. (1. line 3; 2. line 4)

B
- Have Ss do the exercise individually. Encourage them to look back at the reading as needed.
- Have Ss compare answers in pairs.
- Go over the answers as a class. If Ss disagree on any answers, elicit from them the line numbers of the content that supports the correct answers. (1. lines 1–2; 2. lines 12–14; 5. lines 18–21; 7. line 15; 8. line 22; 10. line 10)

C
- Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, I appreciate the fact that my parents help me pay for school. I don't take it for granted. There was a great sense of community in my hometown. Everyone looked after one another.)

D
- To help Ss answer the question, have them reread the Reading Skill in 3A and Paragraph 1 in 2B, page 12. Then ask, *What is the main idea?* (For example, the article explains that experiences are key to being happy.) Then tell Ss to summarize the key points of the article.

4 MAKE IT PERSONAL

A
- Poll the class. Ask, *Who agrees with the article that experiences are more important than possessions? Who disagrees?* Say, *In this exercise you will support your point of view with examples.*

B
- Read the example aloud. In pairs, have Ss share their ideas.

⊕ **EXTENSION** Have Ss return to Mehmet's social media message. Ask, *How can we choose happiness? What kinds of things can we do?* Then ask, *What are some possible responses to Mehmet's post?* Invite Ss to write responses on the board. (For example, 👎 I totally disagree. We don't control how happy we are. Life just happens.)

🎟 **EXIT TICKET** Say, *I will read a short paragraph to you. You will determine the main idea.* Then read the paragraph: *There are different ways to attain happiness. Helping other people is one effective way to achieve this feeling. Doing something good for someone else, for example, tutoring a child, cooking a meal for a neighbor, or driving someone somewhere, are just a few examples of activities that can evoke a happy feeling.*

On the board, write, *What is the topic? What point is the writer making about the topic?*

Have Ss write their names and answer on a blank card or piece of paper and answer the questions. (topic: happiness; point: People can achieve happiness by helping others.) Collect the 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 Reading Skill. Circle the correct answers.

1. Which phrase best describes the topic of the article?
   a. the relationship between choices and stress
   b. the relationship between choices and happiness
   c. the relationship between happiness and experiences
2. What point is the writer making about this topic?
   a. Experiences can bring long-lasting pleasure.
   b. People should not buy possessions.
   c. Being happy can help you stay healthy.

READING SKILL Find the main idea

The main idea has two parts: (1) the topic and (2) the point that the writer wants to make about that topic. When you read, ask yourself: "What is this text about?" and then, "What point is the writer making about this topic?"

B DETAILS Check (✓) the ideas that are true based on the reading.

- [x] 1. Pleasure from possessions ends quickly.
- [x] 2. Experiences are often social.
- [ ] 3. Experiences are less expensive than possessions.
- [ ] 4. People who have experiences are less likely to get sick.
- [x] 5. Experiences are good for physical health.
- [ ] 6. Possessions can't make people happy.
- [x] 7. Experiences with others often lead to more happiness.
- [x] 8. Experiences are good for mental health.
- [ ] 9. The number of possessions people buy is increasing.
- [x] 10. Pleasure from experiences lasts.

C FOCUS ON LANGUAGE Reread lines 8–15 in the article. Think about the phrases *take them for granted* and *sense of community*. Circle the correct answers.

1. The expression *take them for granted* means ___.
   a. to get used to something and think about it less
   b. to stop using something
   c. to take a long time using something
2. The expression *sense of community* means ___.
   a. a wish to stay together
   b. a feeling that you are part of a larger group
   c. a place where people can gather

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

The article explains that experiences are...

Find out about other things that make people happy. Are they similar to what makes you happy?

4 MAKE IT PERSONAL

A Think about the questions below. Take notes.

Which do you get more pleasure from, possessions or experiences? Give examples and say why.

B PAIRS Discuss your answers in 4A.

I get more pleasure from experiences, such as cycling, because...

☐ I CAN READ ABOUT MAKING CHOICES.

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LESSON 5 WRITE ABOUT A FRIEND



MEHMET BODUR

@MehmetB

My conversation with Su-min this morning got me thinking about friendship…

1 BEFORE YOU WRITE

A Think about a good friend.
What makes that person a good friend?

B Read Mehmet's post. What are some things he does together with his friend Callum?

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My Best Friend

Posted on September 19

I have a lot of friends, but I have only a few friends who I feel very close with. My best friend is Callum. Callum and I met three years ago, at a design conference. We started talking about a presentation that we both liked. Then we found out that we have a lot of the same interests in our personal lives. Both of us like sports, especially soccer and tennis. We also both like traveling. Callum has been to some really interesting places, like Nepal and South Africa.

As designers, Callum and I both have very busy lives, but we always make time to see each other. We play tennis together almost every weekend. Afterwards, we have lunch and talk about a lot of different things. We often talk about the projects we are working on. Sometimes it's nice to get an outside opinion. We also discuss politics. We don't always agree with each other, but Callum always has interesting points to make. I like that he introduces new ideas to me.

It's not every day you find someone that you get along with so well. I really enjoy spending time with Callum.

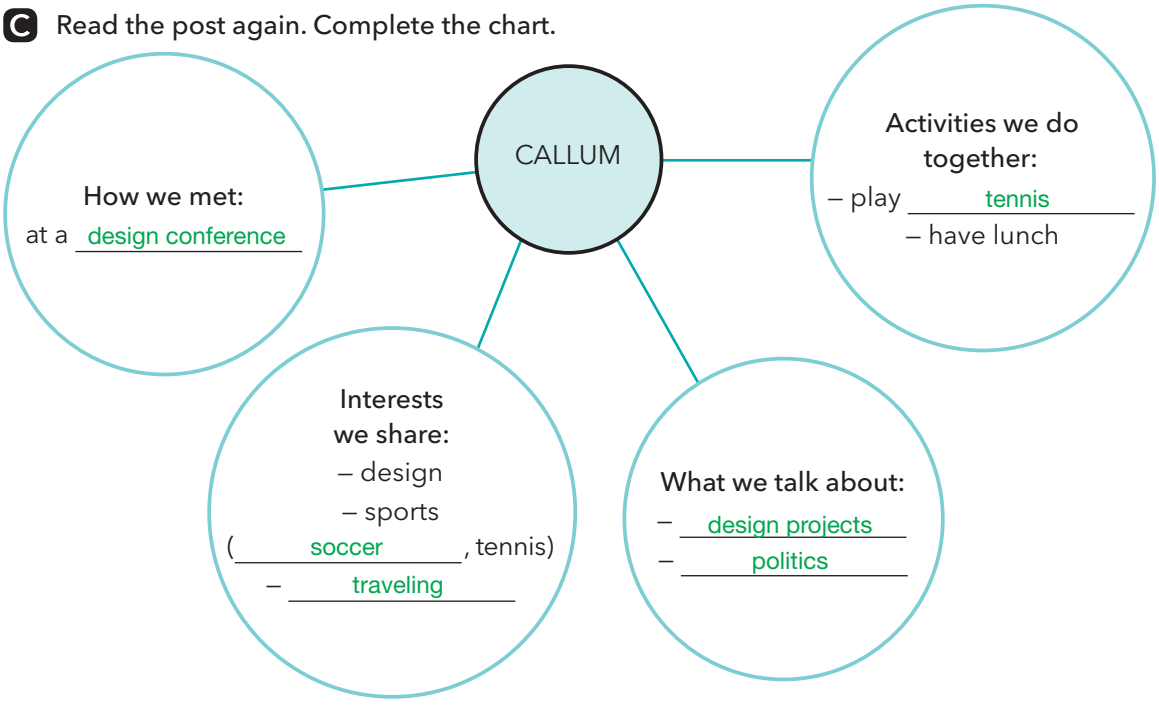
Leave a Reply

Enter your comment here…

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*



C Read the post again. Complete the chart.



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LESSON 5 WRITE ABOUT A FRIEND

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

- Read the lesson title aloud. Ask, *Do you have a lot of friends? Do you have a best friend? What things do you like to do together?* Call on volunteers to share.
- Read the social media message aloud. Say, *Let's recall Mehmet's conversation with Su-min from Lesson 1. Turn to 4B, page 7, and read the conversation silently.* Then ask, *What do Su-min and Mehmet have in common?* (soccer) *Do you think Mehmet and Su-min could become friends?* (maybe)

1 BEFORE YOU WRITE

A
- Lead a class discussion on the qualities of a good friend. Elicit ideas from the whole class and write them on the board. (for example, honest, kind, reliable, sincere, sweet, sympathetic, thoughtful, trustworthy)
- Tell Ss to think of one particular friend. Have Ss describe their friend in pairs. Encourage them to use the words on the board or others that they know. Circulate and assist as needed.

B
- Have Ss look at the title and the text. Ask, *What kind of reading is this?* (a blog post) *What is it about?* (the writer's best friend) *Where might you see something similar to this?* (on someone's personal web page)
- Read the directions and the question. Have Ss read the post individually. Tell them to underline the parts of the blog that answer the question.
- Have Ss answer the question in pairs. Then go over the answer with the class.

⊕ **EXTENSION** On the board, write, *Do you have anything in common with Mehmet and Callum?* Have Ss discuss with a partner. Then bring the class together and ask, *Do you think you need to have the same interests to be friends with someone?* Have Ss share opinions. (For example, Yes. The best way to get to know someone is by doing similar things. / No. You can be friends with someone and get along with him or her, and still have very different interests or personalities.)

C
- Have Ss look at the graphic organizer. Say, *A chart like this can help you brainstorm ideas about a topic. Notice* Callum *in the center circle. This is the main topic. The topics in the surrounding circles are details about Callum's friendship with Mehmet.*
- Copy the circle about how Callum and Mehmet met on the board. Call on a volunteer to read the first three lines of the blog post aloud. Ask, *How did Callum and Mehmet meet?* (at a design conference) Fill in the first circle as an example.
- Have Ss reread the rest of the post individually in order to fill in the rest of the information. Point out that they should not write whole sentences in the circles. They should take notes and write only the important words.
- Ask Ss to compare answers with a partner. Then go over the answers with the class.

TEACHING TIP Graphic organizers are useful tools in English language instruction. They can help students do all of the following: generate ideas, visually demonstrate the relationship between facts and concepts, classify ideas, examine relationships, summarize readings, analyze texts, and structure writing assignments.

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2 FOCUS ON WRITING

- Say, *Let's review. What is a main idea?* (the topic and the point the writer wants to make about the topic) If necessary, refer back to the Reading Skill on page 13.
- Read the Writing Skill aloud. Then have Ss circle the main idea and underline the supporting details in each paragraph of Mehmet's post on page 14. Go over the answers as a class.

TEACHING TIP There are different kinds of supporting details. Examples are one kind. Facts, statistics, and reasons are other kinds.

3 PLAN YOUR WRITING

A
- Have Ss choose a person to write about. Say, *Use the graphic organizer to help organize your ideas. Write the person's name in the center circle. Add details in the other circles. Don't write full sentences. Just take notes.*
- While Ss are working, circulate and ask questions if they appear stuck. (For example, for the first circle, you can ask, *Do you remember where you were when you met this friend? How old were you?*)

B
- Invite a volunteer to read the example aloud.
- In pairs, have Ss talk about their friend, referring to each circle in their graphic organizer. Encourage Ss to add information to their graphic organizer if they get new ideas while talking.

4 WRITE

- Have Ss work individually to write the post in their notebook or on a piece of paper. Remind Ss to use the post in 1A on page 14 as a model. They should also refer to their notes in 3A. Say, *You will likely use present simple to talk about your friend and things you like to do together.*
- Circulate and assist as needed.

EXTENSION Say, *Imagine that you click on* Comment *below Mehmet's post in 1B on page 14. Write a comment.* (For example, Callum sounds awesome! You have so much in common. Amazing friends are like gold!)

TEACHING TIP A way to offer feedback without singling out individual Ss is to quietly observe while Ss work. Circulate, glancing at Ss' writing and taking notes on problem areas. Later, take a few minutes to go over common errors on the board with the whole class. Don't identify who made which mistake.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Explain, *Read your partner's post and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper.*

TEACHING TIP If Ss prefer for their peers not to write comments on their actual writing assignments, provide them with sticky notes or small pieces of paper on which they can write feedback.

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

TEACHING TIP *Proofread* means to read and mark any errors. Advise Ss that a good way to proofread is to read a piece of writing several times, focusing each time on a different type of error. Point out that when proofreading, you don't focus on content or organization but only on writing mistakes.

- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *My oldest friend.* Say, *Write a short paragraph about your oldest friend. Include the main idea in the first sentence and then some supporting details.* Give Ss a few minutes to write. Collect the cards or paper as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

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2 FOCUS ON WRITING

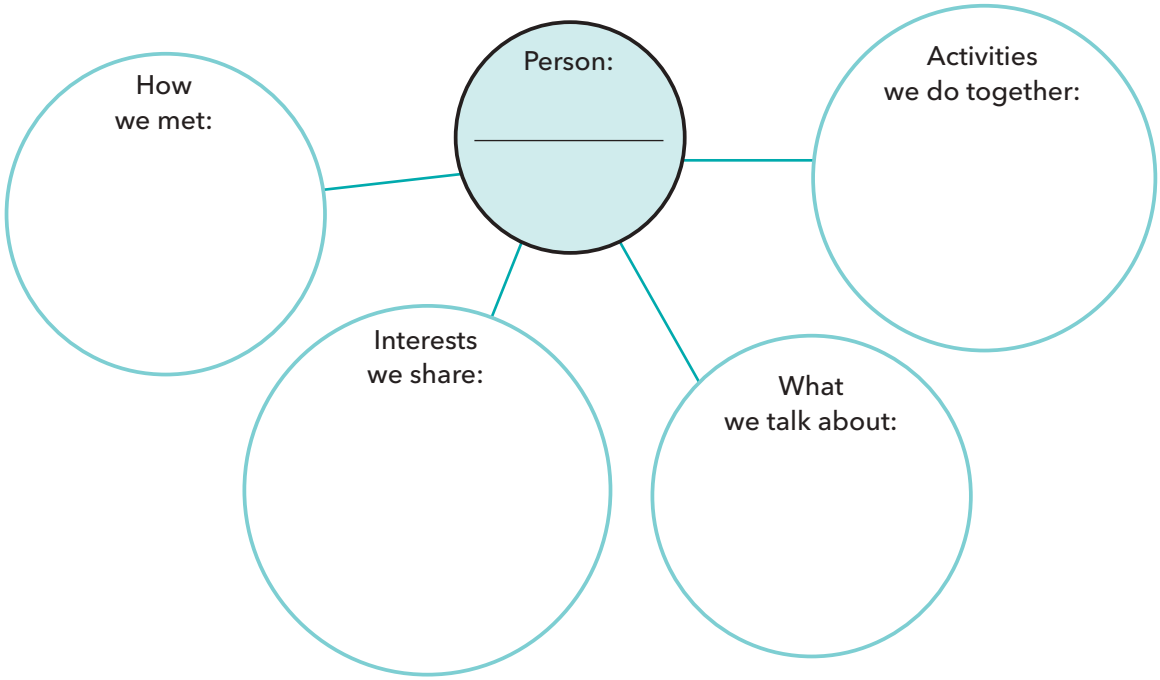
Read the Writing Skill. Then reread Mehmet's post. Circle the main idea sentence. Underline the supporting details.

WRITING SKILL Use a main idea and supporting details

To write in an organized way, include a **main idea** sentence to state your main point. Then give **supporting details**. Supporting details are examples which further explain the main idea.

3 PLAN YOUR WRITING

A Think about a friend you enjoy spending time with. Complete the chart to help plan your writing.



B PAIRS Talk about the friend you enjoy spending time with.

I enjoy spending time with my friend Ella. We like to go to concerts...

4 WRITE

Write a post about a good friend using your details in 3A. Remember to include a main idea sentence and clear supporting details. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's posts.

1. Circle the main idea sentence and underline all of the supporting details.
2. Did your partner's supporting details help you understand why he or she enjoys spending time with this friend? Why or why not?

B PAIRS Can your classmate 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 A FRIEND.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 01-20 Listen or watch. What does Keiko talk about?

Answers will vary. Possible answer: She talks about things that are important to her.

B 01-20 Listen or watch again. Answer the questions.

1. What items does Keiko describe?
   She talks about a silver ring and an antique brown wood and metal box.
2. Where did she get these items?
   Her grandfather gave her the ring as a graduation gift. She bought the box when she was traveling in Japan with her family.
3. Why are these items important to her?
   The ring has special memories of her graduation and her grandfather. The box has an interesting story and is an antique.

C Make your own video.

Step 1 Think of 1 or 2 items that are important to you. Where did you get them? What memories or stories do you have about them?

Step 2 Make a 30-second video. Describe each of your items. Tell why the item is special.

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

2 LEARNING STRATEGY

USE GOOD EXAMPLES TO MAKE NEW SENTENCES

Study new grammar by making new sentences from a good example sentence. Use the good example to make some fill-in-the-blank sentences. Fill in the blanks with your own words. Say the sentences aloud for speaking practice with the grammar.

I'm studying _____.
Chinese
engineering
law

Review the grammar from the unit. Find some good example sentences. Use these to make fill-in-the-blank practice sentences. Write five new sentences and say them for practice.

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 my interests
- ☐ Talk about accessories
- ☐ Describe personal objects

Vocabulary
- ☐ Personal interests
- ☐ Fashion accessories
- ☐ Adjectives for describing objects

Pronunciation
- ☐ Main stress
- ☐ Intonation in compliments

Grammar
- ☐ No article
- ☐ Restrictive relative clauses
- ☐ Sequence of adjectives

Reading
- ☐ Find the main idea

Writing
- ☐ Use a main idea and supporting details

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

- Have Ss look at the picture. Ask, *What do you see?* (a young woman in a graduation gown holding a diploma) *What do you think is happening?* (She is graduating.) Call on volunteers to share their ideas.

A • Have Ss listen or watch. Call on a volunteer to answer the question.

B • Have Ss compare answers in pairs. Then go over the answers with the class.

C • Say, *You are going to create a similar video.* Have Ss read the three steps silently. Answer any questions.

- Have Ss complete Step 1 in class. Explain, *You can refer to the items you listed in 5A, page 9, or think of other objects. Tell a partner which object or objects you chose.*
- Have them write notes or create a script of what they want to say. Model an introduction on the board: *Hi, I'm Dana. I want to tell you about two things that are important to me. The first thing is… The second thing is…*
- Have Ss do Step 2 for homework. Say, *Use the notes or a script you prepared in class. You can speak behind the camera or have someone record you.*
- Have Ss do Step 3 at the next class meeting. On the board, write a short evaluation form with the following questions:
  1. *Did the speaker describe one or two items important to him or her?*
  2. *Did the speaker share stories or memories about each item?*
  3. *Did the speaker speak clearly?*
  4. *Is the video interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the person presents, and then to take notes on the questions during or after the presentation. Instruct Ss to set their notes aside for later.
- Following each video presentation, invite classmates to ask questions about the content of the video.
- After all the videos have been presented, have Ss walk around and give feedback on the presentations. As they meet each classmate, they should refer to their notes and say what their classmates did well or could do better. Remind Ss to speak kindly and to use correct intonation when giving compliments.

OPTION To provide an opportunity for self-critique, have Ss watch their video for homework and fill out the following checklist:

- ☐ *Did I describe two items important to me?*
- ☐ *Did I share stories or memories about each item?*
- ☐ *Did I speak clearly?*
- ☐ *Is my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud. Have Ss read the notepad with blanks to the right of the box. Say, *Chinese, engineering, and chess are examples of no article used before nouns.*
- Copy *I'm studying* _____ on the board. Ask, *What other examples can you think of to complete the sentence?* (for example, history, politics, English)
- Ask, *What grammar did we cover in this unit?* (no article, restrictive relative clauses, sequence of adjectives) Write these topics on the board.
- Have Ss work in pairs. Say, *Go back to the individual lessons* (pages 6, 8, and 10) *and grammar exercises* (pages 125 to 127) *to find good examples of each grammar point. Write fill-in-the blank practice sentences based on these models.* Circulate and assist as needed.

OPTION Have pairs combine into groups of four and ask them to exchange the fill-in-the-blank sentences they wrote and complete them.

3 REFLECT AND PLAN

A • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.

- 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.

- Finally, 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 IS THE WEATHER LIKE?

PREVIEW THE UNIT

LESSON 1	**Talk about the weather**	
	Vocabulary	Weather conditions
	Grammar	*Must / may / might / could* for conclusions
	Pronunciation	Pronouncing *th*
LESSON 2	**Report dangerous weather**	
	Vocabulary	Dangerous weather
	Grammar	Present perfect and present perfect continuous
	Pronunciation	Stressed and unstressed words
	Listening skill	Listen for organization
LESSON 3	**Discuss the effects of weather**	
	Vocabulary	Effects of dangerous weather
	Grammar	Expressing cause and effect with *so / such...that*
	Conversation skill	Express relief
LESSON 4	**Read about extreme weather**	
	Reading skill	Identify examples as supporting details
LESSON 5	**Write about a weather event**	
	Writing skill	Organize one idea per paragraph
PUT IT TOGETHER		
	Media project	Photos: Talk about a time weather changed your plans
	Learning strategy	Make a vocabulary word web

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

GET STARTED

A
- Point to the unit title and ask, *What is the weather like today?* Write Ss' answers on the board.
- Tell Ss to read the learning goals individually. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What do you see*? Have Ss discuss in pairs.
- Bring the class together and ask pairs to share. Write their responses on the board. (for example, lightning, a city at night, New York City, the Empire State Building)

C
- Focus on the social media message. Bring Ss' attention to the speaker's picture and name. Ask, *What do you know about Diana*? If necessary, have Ss read what Diana says in *Meet the People of TSW Media* on page 4, or play the video of Diana.
- Read the social media message aloud. Ask, *How might Diana be prepared for a storm?* (She likely has an umbrella; she might even have a flashlight in case of an emergency.) Then ask, *Are you usually prepared for an emergency situation? If yes, how?*

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2 WHAT IS THE WEATHER LIKE?

LEARNING GOALS

In this unit, you

- talk about the weather
- report dangerous weather
- discuss the effects of weather
- read about extreme weather
- write about a weather event



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What do you see?

C Now read Diana's message. What is she worried about?



DIANA OLVERA

@DianaO

I hope we don't have a bad storm this week!

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LESSON 1 TALK ABOUT THE WEATHER

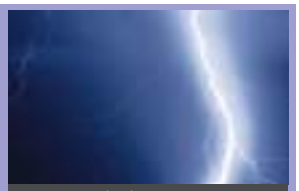


DIANA OLVERA
@DianaO
I wonder if I need my umbrella today…

1 VOCABULARY Weather conditions

A 02-01 Listen. Then listen and repeat.

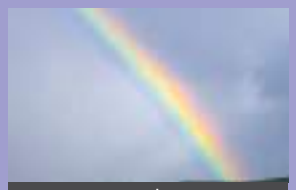

a storm


lightning

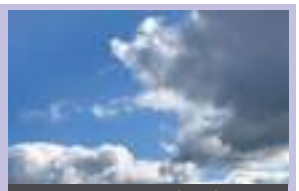

a thunderstorm


thunder


a snowstorm


a rainbow


It's clearing up.


It's getting cloudy.


The sky is getting dark.


It's starting to rain.


It's getting windy.


It's starting to snow.

B 02-02 Listen. Write the weather condition that each speaker talks about.

1. thunder
2. It's clearing up.
3. a rainbow
4. It's getting windy.
5. It's getting cloudy. / The sky is getting dark.
6. It's starting to rain. / a storm

2 GRAMMAR *Must / may / might / could* for conclusions

COACH

Use modals to draw conclusions about present situations based on facts.
The modal shows varying degrees of certainty.

Fact	Conclusion				
	Subject	**Modal (*not*)**		**Base form of verb**	
The sky is getting dark.	The storm	**must**	very certain	be	close.
	You	**may**		need	a raincoat.
	The game	**might**		start	late.
	They	**could**	least certain	cancel	the picnic.
The sky is clearing up.	The storm	**couldn't**	very certain	be	close.
	The storm	**must not**		be coming	this way.
	You	**may not**		need	a raincoat.
	They	**might not**	least certain	be	late.

Note: Affirmative and negative modals show different degrees of certainty.

>> FOR PRACTICE, GO TO PAGE 128

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LESSON 1 TALK ABOUT THE WEATHER

- Read the lesson title aloud. Then write the Vocabulary topic, *Weather conditions,* on the board. Say, *Weather conditions refer to the temperature, wind, clouds, and rain in a specific location at a specific time*. Ask, *Can you think of examples of weather conditions?* Write the words on the board and leave them there for reference as students do 1A.
- Ask a **higher-level S** to read the social media message. Then ask, *Do I need my umbrella today?* Have Ss look out the window and answer.

1 VOCABULARY

A
- Point to the pictures and say, *These words and statements describe weather conditions.* Ask, *Which weather conditions have we mentioned already?* Point to the words on the board.
- Give students a moment to look at the photos and read the captions. Have Ss listen. Then have them listen and repeat.

B
- Have Ss listen and write the weather condition. Replay the audio if appropriate.
- Bring the class together and go over the answers. **For lower-level Ss**, offer the following explanations:

1. Thunder is a weather condition that makes a loud noise, like *boom*!
2. There were clouds and the sun is starting come out, *it's clearing up*.
3. The woman is describing colors–*a rainbow* is the weather condition that has colors.
4. Wind can make a hat blow off your head–so *it's getting windy* is the best answer.
5. When the sun disappears and it becomes gray, you'd say *It's getting dark.*
6. You'd wear your raincoat when *it's starting to rain*.

2 GRAMMAR

- Books closed. Write *modal* on the board. Ask, *Do you know what a modal is?* (a helping verb) *What are some examples of modals?* (can, could, may, might, will, would, shall, should) Say, *Modals are used to express lots of meanings, such as ability, possibility, permission, and obligation. They are also used to make conclusions.*
- Books open. Read the title of the grammar chart and the introduction. Focus on the top half of the chart. Read the fact. Then call on volunteers to read the conclusions. Copy the list of modals and the certainty gauge on the board. Point to *must* and say that it indicates the most certainty. Then point to *could* and say that it indicates the least certainty.
- To illustrate the difference between the most and the least certainty, ask a volunteer to go outside and knock on the door. When the class hears knocking, say, *Oh that must be [name of S]*. Write the statement on the board. Ask, *Do we know for sure it's [name of S]?* Say, *We are very certain. We are making a conclusion.* Open the door and let the S return to class.
- To illustrate affirmative modals further, point to the example on the board and read it, replacing *must* with *may / might*. Say, *It's probably [name of S], but we're not as certain.* Finally, point to the example on the board and read it, replacing *must* with *could be.* Say, this *means it's possible, but we really aren't certain*.
- Focus on the bottom part of the grammar chart. Say, *These are negative modals.* Read the Note at the bottom. Read the fact. Then call on Ss to read the conclusions.
- Point to *couldn't* and say, *In affirmative modals,* could *has the lowest degree of certainty, but in negative modals,* couldn't *has the highest degree of certainty. It means you are quite sure of what you are saying.*
- Knock on your desk and say, *Someone is knocking at the door. Who could it be?* Say and write, *It couldn't be [name of S sitting in the class]. He's right here in class.* Then write *must not* above *couldn't be* and say the full sentence with *must not*. Explain that the two modals express a similarly high level of certainty.
- Say, *The modals* may not / might not *show the lowest level of certainty.* Point out that they are not very different in meaning. Write on the board and read, *Josh is wearing a coat, but it's supposed to snow. The coat might not / may not be warm enough.*
- Finally, point out that we don't use contractions with *must not, may not,* or *might not*.

LANGUAGE NOTE The contraction *mustn't* is used in British English to indicate that something is not allowed. For example: *You mustn't walk on the grass.* In American English *must not*, uncontracted, is used.

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3 PRONUNCIATION

A
- Write *th* on the board. Then say two words: *think*, *there*. Ask, *Does the* th *sound the same or different in these two words?* (different) Ask, *How are they different?* (It's voiceless in *think* but voiced in *there*.)
- Bring Ss' attention to the boxed pronunciation note and read it aloud. Have Ss practice the mouth position and repeat *they* and *thanks* after you. Make sure they are voicing the *th* sound in *they*.

TEACHING TIP Tell Ss to put one hand on their throat to feel the vibration of voiced sounds.

- Have Ss listen. Then have them listen and repeat.

B
- Have Ss preview the items and predict which words have voiced / voiceless *th*. Then have them listen and complete the exercise.
- To check answers, copy the two-column chart in 3A on the board. Assign the items to different Ss and have them come to the board and write the answers in the correct columns. Point to each word and ask, *Is this correct?* If not, erase the word and rewrite it in the other column. Have Ss repeat the word.

C
- Model item one. On the board, write, *A: Was that thunder? B:* _____. Ask, *Which item in 3B would be the best answer?* (I think so.) **For lower-level Ss**, you may need to point out that the items in 3B contain both questions and answers.

OPTION Have Ss read the conversations in pairs. Circulate and listen for correct pronunciation of voiced and voiceless *th*. Then have volunteers read the conversations for the class.

4 CONVERSATION

A
- Have Ss look at the video still next to 4B. Ask, *Who is the woman?* (Diana) Then ask, *What is she wearing?* (a yellow raincoat, boots) *What is she holding?* (a rain hat) Ask, *Why is Diana wearing rain gear?* (It is probably going to rain.)
- Have Ss preview the items in 4A. Then have them listen or watch.
- Have Ss complete the exercise. Go over the answers as a class. If appropriate, play the audio or video again.

B
- Ask Ss to skim the conversation and predict the missing words. Point out that there may be more than one correct answer.
- Have Ss listen and fill in the gap. Check the answer with the class. Then ask, *Did you predict correctly?*

C
- Play the audio again. Pause the recording after each line and have Ss repeat chorally, line by line.
- Say, *Scan the conversation for words with the* th *sound. Remember that there are two ways to pronounce* th*–voiced and voiceless. Circle the voiced sound and underline the voiceless sound* (voiced: that, there, weather; voiceless: thunder, think)
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again. Circulate and listen for correct pronunciation of the voiced and voiceless *th* sound.

D
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

A
- Read the example conversation with a volunteer. Read part B, suggesting ways to complete the statement. (cancel our beach plans/play tennis indoors.)
- Circulate as Ss speak.

OPTION Say, *Choose a new picture. Talk to a new partner.* Have Ss walk around and talk to different partners, time permitting.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Look to see if Ss are correctly doing the following:

✓ using vocabulary for weather conditions
✓ using modals to make conclusions
✓ pronouncing *th*

EXIT TICKET As Ss prepare to leave the class, conduct short interviews. Point to one of the weather conditions in 1A on page 18 and elicit a fact and conclusion. (For example, The ground is dry. It couldn't be raining.) Note which Ss speak with ease and which ones are less sure of themselves. Identify areas for review in later lessons and notice Ss who may need additional practice.

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3 PRONUNCIATION

COACH

A 02-04 Listen. Notice the two pronunciations of *th*. Then listen and repeat.

/ð/	/θ/
they, there, weather that, the, brother's, this	thanks, three, fourth thunder, theater, birthday, Thursday, think, third

Pronouncing *th*

There are two *th* sounds in English. For both *th* sounds, put your tongue between your teeth. Push air out between your tongue and top teeth. To say the voiced *th* sound in *they*, use your voice. To say the voiceless *th* sound in *thanks*, do not use your voice.

B 02-05 Write each word with *th* in the correct box in 3A. Then listen and check your answers.

1. Was that thunder?
2. It's this Thursday.
3. Where's the theater?
4. I think so.
5. When is your brother's birthday?
6. It's on Third Avenue.

C PAIRS Match the questions and answers in 3B to make two-line conversations. 1 and 4, 3 and 6, 5 and 2

4 CONVERSATION

A 02-06 Listen or watch. Circle the correct answers.

1. Why do Jim and Diana think a storm is coming?
   a. They see lightning. b. It's starting to rain. (c.) It's getting windy.
2. How is the weather at the end of the day?
   (a.) It clears up. b. The sky gets darker. c. It rains more.



B 02-07 Listen or watch. Complete the conversation.

Diana: Did you hear that?
Jim: Yeah. Sounds like thunder.
Diana: The sky is getting dark. There might be a storm coming.
Jim: I don't think I'll go out for lunch today.
Diana: Good idea. You don't want to be out in this weather.

C 02-08 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.
it's starting to rain it's getting cloudy thunderstorm

5 TRY IT YOURSELF

ROLE PLAY You are planning an outdoor event today. Choose a picture. Take turns describing the weather conditions. Make conclusions about the weather and what you may need to do.



Picture 1
A: Look. The sky is getting dark.
B: It might rain. We may need to...

☐ I CAN TALK ABOUT THE WEATHER.

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LESSON 2 REPORT DANGEROUS WEATHER



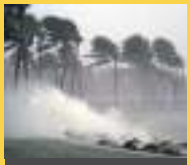
DIANA OLVERA
@DianaO
I just heard we're going to get another storm! I need to listen to the weather report.

1 VOCABULARY Dangerous weather

A 02-09 Listen. Then listen and repeat.

Weather events

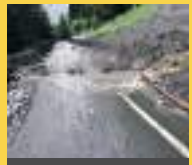

a tornado


a hurricane


a blizzard

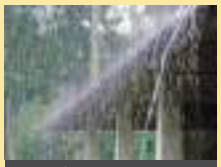

a drought


a wildfire


a landslide


an earthquake

Weather conditions


heavy rain


heavy snow


strong winds


freezing temperatures


icy roads


flooding

B Circle the word that doesn't belong to each weather event.

1. **a tornado** strong winds (icy roads) heavy rain
2. **a blizzard** (flooding) icy roads heavy snow
3. **a wildfire** (heavy rain) strong winds a drought
4. **a landslide** heavy rain flooding (freezing temperatures)

C PAIRS Describe a dangerous weather event from 1A. Your partner guesses the word.

A: There are freezing temperatures and heavy snow.
B: It's a blizzard.

2 GRAMMAR Present perfect and present perfect continuous

COACH

Use contractions in spoken English and informal writing, such as *I've, I haven't, she's, she hasn't.*

Present perfect				Present perfect continuous				
Subject	***Have / has***	**Past participle**		**Subject**	***Have / has***	***Been***	**Present participle**	
I	**have**	**watched**	the news.	I	**have**		**watching**	the news all day.
The fire	**has**	**destroyed**	ten homes.	The fire	**has**	**been**	**burning**	for two days.
They	**have**	**issued**	warnings.	They	**have**		**issuing**	warnings since 5:00.

Notes

- The present perfect shows
  – a completed action at some point in the past
  – how much, how many
  *The fire **has destroyed** 60 homes.*
- The present perfect continuous shows
  – a continuing action
  – how long
  *The fire **has been burning** for five days.*
- With some verbs such as *live*, *study*, and *work*, there is little difference between the two tenses.
  *I **have lived** here since 2014.* *I **have been living** here since 2014.*

>> FOR PRACTICE, GO TO PAGE 129

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LESSON 2 REPORT DANGEROUS WEATHER

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

- Books closed. Write *dangerous weather* on the board and circle it. Tell Ss, *Let's create a word web around this phrase.* Add a branching circle and write the word *storm*. Elicit more examples from the class and add or have Ss add them to the word web. Leave the web on the board.
- Read the social media message. Ask, *What news did Diana hear?* (A storm is coming.) *Why does she use the word* another? (There was another storm before.) *Why do you think she says she needs to listen to the weather report?* (She wants to be prepared for the next storm.)

1 VOCABULARY

A
- Have Ss look at the pictures and read the captions. Ask, *Are any of these words in our word web on the board?*
- Focus on *Weather events* in the first row. Ask, *What are weather events? Look at the vocabulary. What is similar about the events?* (For example, they can cause damage or hurt people.) Look at each image and explain the weather event further as needed. Refer to the Language Note below.
- Focus on *Weather conditions* in the second row. Say, *Weather conditions can happen in different weather events. For example, heavy rain and strong winds can happen in a hurricane or a tornado.*
- Have students listen. Then have them listen and repeat.

LANGUAGE NOTE A *tornado* is an extremely violent storm consisting of air that spins very quickly and causes a lot of damage. A *hurricane* is a storm that has very strong, fast winds and that moves over water. A *blizzard* is a severe snowstorm. A *drought* is a long period of dry weather when there is not enough water for plants and animals to live. A *wildfire* is a fire that moves quickly and cannot be easily controlled. A *landslide* is a sudden fall of a lot of earth and / or rocks down a hill, cliff, etc. An *earthquake* is a sudden shaking of the Earth's surface that often causes a lot of damage.

B
- Have Ss focus on *a tornado* in item 1. Ask a volunteer to read the three words that follow aloud. Ask, *Which of these conditions does NOT describe a tornado?* (icy roads) Have Ss complete the activity in pairs.
- Bring the class together and go over the answers. Invite Ss to explain their answers. (For example, 2. A blizzard produces snow; flooding is not likely unless the snow melts. 3. Heavy rain is not a condition of a wildfire; if there were heavy rain, it would help put out the wildfire. 4. Heavy rain and flooding lead to landslides; freezing temperatures do not.)

OPTION Have Ss make statements about each weather event, using the conditions listed. Write an example on the board, *Typically, during a tornado there are strong winds and heavy rain. Icy roads are not common.*

C
- Read the example conversation with a volunteer. Tell Ss to use the model to provide weather conditions that describe a weather event. Have Ss alternate roles.

EXTENSION On the board, write, *Have you ever experienced a dangerous weather event? If yes, describe the conditions.* Call on individual Ss to share.

2 GRAMMAR

- Read the grammar topic aloud. On the board, write:
  Jeff has shoveled the snow.
  Jeff has been shoveling the snow for two hours.
  Pantomime a person shoveling snow, if necessary. **For higher-level Ss**, ask, *What is the difference between these two sentences?* (In the first sentence, Jeff finished shoveling the snow; in the second sentence, Jeff has not yet finished shoveling the snow.) **For lower-level Ss**, point to the first sentence and ask, *Is Jeff finished shoveling the snow?* (yes) Then point to the second sentence and ask, *Is Jeff finished shoveling the snow?* (No, he is still shoveling it.)
- Focus on the Present perfect section of the grammar chart. Read the statements and have Ss repeat. Then read the first bullet point in the Notes under the chart on the left. Ask a S to read the example sentence. Ask, *Is the fire still burning, or is the action finished?* (The action is finished.)
- Focus on the *Present perfect continuous* section of the chart. Read the statements and have Ss repeat. Bring Ss' attention to *for two days* and say, *We use* for + *a period of time to express the length of time something continues.* Focus on *since 5:00* and say, *We use* since + *a specific time to express the starting point of an action.*
- Read the bulleted Note under the chart on the right. Ask a S to read the example sentence. Ask, *Is this a completed action?* (No. The fire is still burning.)
- Finally, read the bullet point at the very end. Ask, *Is there a difference in meaning between these two sentences?* (no) Elicit pairs of sentences using present perfect and present perfect continuous with *work* and *study* to show no difference in meaning. (For example, Meg has worked / has been working at this company since 2003.) Invite volunteers to write sentences on the board. Point to individual sentences and ask, *Is the action completed?* Correct errors as needed.
- Read the yellow note about contractions. Add, *Don't write contractions with nouns.*

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3 PRONUNCIATION

A
- Write *stress* on the board. Say, *Stress is the force you use when you say a word or a part of a word. A stressed word sounds stronger than other words. It's louder, higher in pitch, and spoken more clearly than the other words in a sentence.*
- On the board, write and say, *It is snowing.* Ask, *Which word is stressed?* (snowing) *How do you know?* (It's louder, higher in pitch, and spoken more clearly than the other words.) To reinforce the stressed and unstressed words, say the sentence again. Clap silently for *it* and *is* and loudly for *snowing*. Have Ss repeat.
- Read the Stressed and unstressed words pronunciation note aloud. To reinforce, ask, *Which words do we usually stress?* (important words like nouns, adjectives, main verbs, auxiliary verbs at the end of a sentence, and negative contractions) *Which words are normally not stressed?* (auxiliary verbs)
- Have Ss look at 3A. Read the first sentence and say, *The dots show the stressed words.* Clap out the sentence, demonstrating loud claps for the stressed words and silent claps for the unstressed words.
- Tell Ss to read the sentences quietly and notice the stressed and unstressed words.
- Have Ss listen. Then ask them to listen and repeat, clapping loudly for stressed words and softly for unstressed words.

B
- Have Ss preview the items and underline words they think are stressed. If they are not sure, encourage them to reread the Stressed and unstressed words note.
- Have Ss listen and check their answers. Go over the answers with the class. If appropriate, play the audio again.

C
- In pairs, have Ss take turns reading the sentences. Circulate and listen for correct stress.

4 LISTENING

A
- Tell Ss they will listen to a report from the National Weather Service. Read the Listening Skill aloud. Ask, *What are some different ways of grouping information?* (for example, by time, location, size, importance)
- Play the audio once and ask Ss to complete the exercise. Then have them listen again to check their answers.
- Go over the answers as a class. Focus on Question 2. Ask, *What words did the speaker use to introduce each area?* Have Ss listen to the report again. Pause the recording and have Ss repeat after each key phrase. (In local weather; And now for international news)

B
- Have Ss look at the chart and read the heads. Point to the two questions. Ask, *Which question asks about a continuing event?* (the first) *a completed event?* (the second)
- Encourage Ss to predict the missing information. Then have them listen again and complete the exercise individually. **For lower-level Ss**, provide a word bank on the board: *drought, 600 homes, blizzard, homes and businesses, temperatures, tornadoes*
- Have Ss compare answers with a partner.

OPTION For further grammar practice, call on volunteers to read each statement aloud. Ask a follow-up question after each one: *Are dangerous tornados still moving through the area?* (yes) *Are temperatures still falling?* (yes) *Is Chile still experiencing a severe drought?* (yes) *Are 20,000 homes and businesses in western Texas still reporting loss of power?* (no) *Is a blizzard still dropping ten inches of snow on the city?* (no) *Is the wildfire still burning more than 600 homes?* (no)

5 TRY IT YOURSELF

A
- Have Ss fill in the chart individually. If necessary, refer them to 1A on page 20 to choose a weather event and to describe conditions. Then say, *For the last column, think of something that has happened as a result of the weather event.*
- **For lower-level Ss**, model an example. Draw the chart on the board. Invite Ss to come to the board to fill in the categories. (for example, a blizzard, Chicago, snow has been falling nonstop, all major highways have closed)

B
- In pairs, have Ss take turns reporting the weather event in their chart. Tell the listener to copy the chart and to take notes on the speaker's report.

OPTION Bring the class together and have Ss report their partner's weather event.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:

✓ using vocabulary for dangerous weather
✓ using present perfect and present perfect continuous
✓ reading stressed and unstressed words

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Assign Ss different weather events. On the board, write, *Write a short report about a dangerous weather event. Choose a location. Say what has happened as a result of the event and describe weather conditions that are continuing.* Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

COACH

A 02-11 Listen. Notice the stressed words. Then listen and repeat.

1. Snow has been falling for hours.
2. The roads have been icy.
3. I haven't left the house.
4. Have you checked the weather?
5. Yes, I have.
6. No, I haven't.

Stressed and unstressed words

We stress the important words in a sentence. We usually stress words that have a clear meaning, like nouns, adjectives, and main verbs. We do not usually stress helping verbs like *has*, *have*, or *been*. They are stressed only at the end of a sentence or in negative contractions.

B 02-12 Underline the stressed words. Then listen and check your answers.

1. I've lived in a place with hurricanes.
2. I've driven on icy roads.
3. I haven't seen a tornado.
4. I've been watching the news a lot.
5. It hasn't rained in a month.
6. The weather has been colder.

C PAIRS Practice the sentences in 3A and B.

4 LISTENING

A 02-13 Listen to the radio news reports. Circle the correct answers.

1. What is the purpose of the reports?
   (a.) to warn people about dangerous weather
   b. to explain how a tornado starts
   c. to give tips on how to predict the weather
2. How is the weather news organized?
   a. by type of weather (b.) by area or city c. by time and day

LISTENING SKILL
Listen for organization

When you listen, notice how the speaker organizes his or her ideas. Understanding how the information is grouped together will help you get the information you need

B 02-13 Read the Listening Skill. Listen again. Complete the notes about weather events.

Place	What has been happening?	What has happened?
The Midwest	Dangerous tornadoes have been moving through the area.	20,000 homes and businesses in western Texas have reported loss of power.
Montreal	Temperatures have been falling all week.	A blizzard has dropped ten inches of snow on the city.
Santiago	Chile has been experiencing a severe drought.	The wildfire has burned more than 600 homes.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Imagine you are reporting a dangerous weather event. Complete the chart.

Weather event	Place	What has been happening?	What has happened?

B ROLE PLAY Report the dangerous weather event to your classmate. Take notes.

☐ I CAN REPORT DANGEROUS WEATHER.

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LESSON 3 DISCUSS THE EFFECTS OF WEATHER

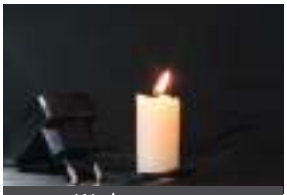


DIANA OLVERA
@DianaO
It's been raining the entire week. Is this normal here?

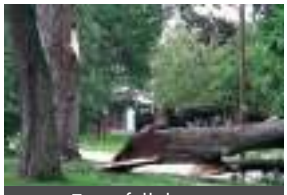
1 VOCABULARY Effects of dangerous weather

A 02-14 Listen. Then listen and repeat.


We had to evacuate.


We lost power.


The streets were flooded.


Trees fell down.


The roads were closed.


The roads were icy.



Stores were closed.


Homes were damaged.

B Match weather events in Lesson 2 with the effects below. There can be more than one answer.

We had to evacuate.	We lost power.	The streets were flooded.	Trees fell down.
a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	a hurricane, a landslide	a tornado, a hurricane, a blizzard, a wildfire, a landslide, an earthquake
The roads were closed.	**The roads were icy.**	**Stores were closed.**	**Homes were damaged.**
a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	a blizzard	a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	a tornado, a hurricane, a blizzard, a wildfire, a landslide, an earthquake

C PAIRS Compare your answers in 1B.

2 GRAMMAR Expressing cause and effect with *so* / *such…that*

COACH

Subject	Verb	*So* + adjective	*That* clause
I	was	**so** scared	**that** I ran from the thunder.
It	is	**so** cold	**that** I can't feel my fingers.
The roads	were	**so** dangerous	**that** people stayed home.
Subject	**Verb**	***So* + adverb**	***That* clause**
He	drove	**so** carefully	**that** we arrived safely.
We	have prepared	**so** well	**that** we are ready for the storm.
The fires	are spreading	**so** quickly	**that** people can't get out.
Subject	**Verb**	***Such* + adjective + noun**	***That* clause**
She	was	**such** a brave firefighter	**that** she won an award.
The tornado	caused	**such** terrible damage	**that** it will take years to rebuild.
The countries	experienced	**such** a long drought	**that** people had no food.

>> FOR PRACTICE, GO TO PAGE 130

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LESSON 3 DISCUSS THE EFFECTS OF WEATHER

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

- On the board, write, *Cause and Effect*. Elicit the meanings of these words (A cause is an event that makes something happen; an effect is the result of the event.) Say, *It was really warm yesterday. All the snow melted.* Ask, *What is the cause?* (It was warm.) *The effect?* (The snow melted.)
- Read the lesson title aloud. Say, *We will learn about the effects of weather. Weather is the cause.*
- Read the social media message. Focus on the first sentence. Ask, *Is it still raining?* (yes) *What is a possible effect of a lot of rain?* (flooding)

1 VOCABULARY

A
- Have Ss look at the pictures and read the captions.
- Have Ss listen. Then have them listen and repeat.

LANGUAGE NOTE *To evacuate* means to move away from a dangerous place to a safe place. *To lose power* means to not have functioning electricity.

B
- Refer Ss to the extreme weather events in 1A on page 20. If possible, write the terms on the board. Call on a volunteer to read them. Say, *These weather events are causes. You will fill in the blanks in the chart with possible events that caused them. Various answers may be possible.*
- First model an item with the class. Ask, *What possible event or events could cause people to evacuate?* (a flood, a hurricane, a wildfire, etc.) Instruct Ss to write these answers in the chart.
- Tell Ss to continue the exercise individually. Circulate and help as needed.

C
- Have Ss compare answers in pairs. Then bring the class back together. Call on Ss to form complete sentences with the items from the exercise and a cause. Write an example on the board. (For example, We had to evacuate because of a wildfire.)

2 GRAMMAR

- Write *so* and *such* on the board. Say, *These words are often used to express cause and effect.* On the board, write:
  The blizzard was <u>so bad</u> that we lost power.
  Snow fell <u>so quickly</u> that within minutes we couldn't see the road.
  The blizzard caused <u>such problems</u> that the town had to shut down.
- Read each sentence, putting stress on *so* and *such*. Then, for each sentence, ask, *Which part of the sentence is the cause?* (the part before *that*) *Which is the effect?* (the part after *that*)
- Bring Ss' attention to the grammar chart. For each section, read the heads and the model sentences. Have Ss repeat. Then ask questions to help Ss notice the sentence structure. **For lower-level Ss**, review the meaning and function of adjectives and adverbs. (Adjectives modify nouns. Adverbs modify verbs, adjectives, or other adverbs.)
- For the *so* + adjective section of the chart, ask, *Which words in the examples are adjectives?* (scared, cold, dangerous) *What comes after each adjective?* (a clause with *that*) To focus Ss' attention on the meaning, ask, *What is the cause? What is the effect?*
- Focus on the *so* + adverb section of the grammar chart. Read the examples and have Ss repeat. Ask, *Which words in the examples are adverbs?* (carefully, well, quickly) *Which words do they modify?* (drive, prepared, spreading) For each item, ask, *What is the cause? What is the effect?*
- Read the first and third sentences in the third section and have Ss repeat. Ask, *What kind of word is* firefighter? *What kind of word is* drought? (nouns) *Are they count or non-count?* (count) Point out the adjectives before the two nouns, and then explain that we use *such a* before phrases with adjectives + singular, countable nouns.
- Finally, read the second sentence in the third section and have Ss repeat. Ask, *What kind of word is* damage? (noun) *Is it count or non-count?* (non-count) Elicit the rule for using *such*. (*such* + adjective + non-count noun)
- For each item in the third section, ask, *What is the cause? What is the effect?* (1. cause: She was a very brave firefighter; effect: She won an award. 2. cause: The tornado caused terrible damage; effect: It will take years to rebuild. 3. cause: A long drought; effect: no food)

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are these people?* (Jim and Diana)
- Have Ss preview the exercise. Then have them listen or watch and complete the exercise individually.
- Go over the answers as a class. To check comprehension further, ask, *Where did the hurricane take place?* (in Taipei) *Who was Jim visiting there?* (his sister) *What is Diana's reaction to Jim's story? Do you think she worries too much?*

⊕ **EXTENSION** Say, *I will play the audio again. Listen carefully for examples of* so / such…that *to express cause and effect. Raise your hand when you hear an example.* Pause the audio / video each time. Have volunteers write the sentences on the board or write them yourself. Underline *so* + adjective.

It was <u>so bad</u> that the whole country was affected.
It rained <u>so hard</u> that all the streets were flooded.
But the wind was <u>so strong</u> that lots of trees fell down.

LANGUAGE NOTE A *house* refers to the construction a person, couple, family, or other combination of people live in. In contrast, a *home* can be any kind of structure where people live and feel that they belong.

B
- Read the Conversation Skill title aloud. Ask, *What is relief?* (the comfortable feeling when something scary, worrying, or painful has ended or hasn't happened) Ask, *When do we feel relief?* (for example, after bad weather passes or after a difficult test)
- Read the explanation in the Conversation Skill box aloud. Say the examples and have Ss repeat. Use appropriate intonation with each expression, indicating relief. For *Phew* mimic wiping your forehead.
- Have Ss listen to or watch the conversation in 3A again and ask them to raise their hands when they hear any of the phrases. You can hint that there are two examples.
- Ask Ss to skim the conversation and predict ways the gap might be filled.
- Have Ss listen or watch and complete the activity. To check the answer, call on two Ss to read the completed conversation.

C
- Play the audio and have Ss repeat chorally, line by line.
- Point out rising intonation for *Have you ever been in a hurricane?* and *Really?* and falling intonation for *What happened?* Have Ss listen and repeat after you.
- Model the stress on *so* in lines 4 and 6.
- In pairs, have Ss practice the conversation. Circulate and listen for rising and falling intonation in the questions and stress on *so*. Have one or two pairs perform the conversation for the class.

D
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or use can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again. Call on one or two pairs to perform their conversations for the class.

4 TRY IT YOURSELF

A
- Read the example with a volunteer. Have the S read part A.
- Have Ss choose a weather event from 1A, page 22, and follow the model to create a dialogue about it. Circulate and assist as needed. Encourage Ss to use expressions to express relief.

B
- On the board, write:
  A: Have you ever been in…
  B: Yes, I have. / No, I haven't.
- Tell Ss that if Student B answers *Yes, I have*, Student B should offer more details, using *so / such...that* if possible. Refer to the model in 4A.
- Then have Ss walk around and talk with their classmates. Circulate and assist as needed.

⊕ **EXTENSION** Have Ss return to Diana's social media message on page 22. Invite Ss to write responses on the board. Write a prompt for them to complete. For example, *Yes, it's normal. Sometimes it rains so much that…*

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for effects of dangerous weather
- ✓ expressing cause and effect with *so / such...that*
- ✓ expressing relief

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *Choose an extreme weather event and write two sentences with so / such…that express cause and effect.* Collect the 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 CONVERSATION

A 02-16 Listen or watch. Check (✓) all the effects of the hurricane.

- [x] The streets flooded.
- [x] People had to evacuate.
- [ ] Jim's sister's house flooded.
- [x] Trees fell down.
- [ ] Jim's sister's house lost power.
- [ ] Stores were closed.
- [ ] Roads were closed.
- [ ] Jim's sister lived near the water, so her house was damaged.
- [x] People lost their homes and cars.



B 02-17 Listen or watch. Complete the conversation.

Diana: Have you ever been in a hurricane?
Jim: Yeah. I have.
Diana: Really? What happened?
Jim: It rained so hard that streets were flooded.
Diana: Oh no!
Jim: And the wind was so strong that trees fell down.
Diana: Sounds like it was dangerous!
Jim: It was. A lot of homes were damaged.

CONVERSATION SKILL
Express relief

To express relief, say:
That's a relief.
I'm glad to hear that.
Phew!
Thank goodness!

Listen to or watch the conversation in 3A again. Raise your hand when you hear the phrases above.

C 02-18 Listen and repeat. Then practice with a partner.

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

roads were closed we lost power We had to evacuate.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Have a conversation about the effects of dangerous weather. Use words from 1A.

A: Have you ever been in an earthquake?
B: Yes. We lost power. But we were OK.
A: I'm glad to hear that.

B WALK AROUND Talk to three other classmates about their experiences with dangerous weather. Take notes.

☐ I CAN DISCUSS THE EFFECTS OF WEATHER.

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LESSON 4 READ ABOUT EXTREME WEATHER



DIANA OLVERA
@DianaO
Watched Sharknado 5 on TV during my workout. My life will never be the same 😉

1 BEFORE YOU READ

A PAIRS What is the strangest weather you have ever seen?

Once, during a storm, I saw a rainbow in a complete circle. It's called a glory.

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

a creature: an animal
frequent: happening often
logical: based on clear thinking
extreme: very unusual or very bad
a body of water: a lake, a pond, or an ocean
inspire: to give someone the idea to do something
attack: to try to hurt someone

>> FOR PRACTICE, GO TO PAGE 155

2 READ

A PREVIEW Read the title and headers and look at the image. What is strange about the rain?
Frogs and other animals fall from the sky.

B ▶02-20 Listen. Read the article.

STRANGE RAIN



What's falling from the sky?

Not long ago, a man in a village in Serbia looked up and saw a strange, dark cloud in the sky. Suddenly, hundreds of frogs were falling from the cloud onto the road. A similar event occurred in Hungary five years later, when falling frogs surprised shoppers during a storm. The same year, hundreds of small fish fell on the tiny town of Lajamanu, Australia.

Since early times, there have been reports of frogs, fish, worms, and other creatures falling from the sky. In 200 BCE, a Greek historian reported that it "often rained fishes" near his home. In Yoro, Honduras, the rain of fish was at one time so frequent that the town celebrates *The Festival of Rain of Fishes* every year. Strange rain is not limited to living creatures; in 1969, people in Punta Gorda, Florida, reported a sudden storm of golf balls.

Where does this strange rain come from?

A writer named Charles Fort was fascinated by these reports. In the early 1900s, he collected more than 60,000 newspaper articles about different forms of strange rain. Although most people who hear about strange rain assume these are just stories, Fort disagreed. He felt there had to be a scientific explanation, yet his own explanations were not particularly scientific! He suggested that an ocean in the clouds might be the cause of the rain. In another idea, he suggested that perhaps the frogs were from a spaceship that had exploded far above the earth.

Most people can agree that Fort's explanations are probably not correct; however, the reports have been frequent enough that experts believe there must be some logical explanation. Today, scientists believe that this strange rain is the result of extreme weather. When powerful winds, especially tornadoes, move over a lake or river, they may pick up the water—and everything in it—including fish and frogs. The strong winds then move across land, often for very long distances. The town of Lajamanu, Australia, for example, is more than 300 miles or 482 kilometers away from a body of water. When the wind becomes weaker, everything falls to the ground, resulting in strange rain.

Strange rain goes to Hollywood

These reports of strange rain have inspired books, television programs, and movies. The *Sharknado* movies are probably the most well-known movies about creatures that fall from the sky. In these movies, a powerful tornado picks up shark-filled water from the ocean. It drops the water, along with the sharks, across the city of Los Angeles. As they fall through the air, the sharks attack hundreds of people. No one takes these movies seriously, but they are extremely popular. Strange rain makes a good story!

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LESSON 4 READ ABOUT EXTREME WEATHER

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

- Read the lesson title aloud. Ask, *What is extreme weather?* (weather that is drastically different from the usual weather in an area) *What are some examples?* (floods, heat waves, earthquakes, blizzards) *Where have you heard about extreme weather?* (for example, on the news, in movies, TV programs, magazines, newspapers)
- Read the social media message aloud. Write *Sharknado 5* on the board. Ask, *Does anyone know what this is?* If Ss don't know, let them guess. (for example, a movie or a TV show) *What do you think it is about?* If no one in class knows, help Ss break down the word on the board: *shark-nado*. Ask, *What words do you recognize?* (shark) Then ask, *What word in the unit have we seen that has the ending* -nado? (tornado) Elicit that it's a movie about a tornado that lifts sharks out of the water. Ask, *Is this a movie you think you might be interested in seeing?*

1 BEFORE YOU READ

A
- Call on a S to read the example. Ask, *Has anyone here ever seen a glory?* Then invite Ss to share other strange weather. If Ss haven't witnessed strange weather, encourage them to mention strange weather they have heard about.

B
- Have Ss preview the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.

OPTION Encourage Ss to add the new vocabulary words to their vocabulary journals. Remind them to write sentences to practice using the words in context.

2 READ

A
- Have Ss look at the picture. Ask, *What do you see? Is there anything strange in the picture?* (Yes. There are fish in the clouds and "raining" from the sky.)
- Ask a S to read the title and subtitles. Ask Ss to predict the relationship between the reading and the photo.

B
- Have Ss listen and read. Then elicit the answer to the question in the direction line: *What is strange about the rain?* (There are fish in it.)

OPTION Have students skim the article and underline the vocabulary from 1B. Then have them listen again. (creatures, line 8; frequent, line 9; logical, line 18; extreme, line 18; body of water, line 21; inspired, line 24; attack, line 26) Tell Ss to restate each sentence using the definition instead of the word. (For example: Since early times, there have been reports of frogs, fish, worms, and other animals falling from the sky.)

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3 CHECK YOUR UNDERSTANDING

A
- Check that Ss have gotten the correct answer (b). Ask a volunteer to read the sentence in the text that confirms this answer. (Today, scientists believe that this strange rain is the result of extreme weather.)

B
- Read the Reading Skill aloud.
- Bring Ss' attention to the chart. Say, *This chart has the main ideas and examples from the article.* Point to the items in the Idea column. Have Ss look back at the subtitles on page 24. Say, *Notice that the subtitles are the same as the Ideas in the chart. You will fill in the examples that support each main idea.*
- Have Ss complete the chart individually. Tell them to underline the places in the text where they found the answers. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Have volunteers read the text that supports each answer.

C
- Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, At one time, I worked two jobs and went to school. Now I only have one job. Matt takes his studies very seriously. He wants to be a lawyer.)

D
- Read the example and say, *This can be your first line. Now follow the chart in 3B and expand the ideas and examples into full sentences as you retell the story. Take turns retelling the three parts of the article.*
- Circulate and offer feedback as pairs speak. Remind Ss to refer to the chart as needed.

4 MAKE IT PERSONAL

A
- Say, *Think of strange weather you have experienced. It doesn't have to be something as unusual as strange rain. Just recall something that was somewhat unusual.* **For lower-level Ss**, you can brainstorm as a class to help generate ideas. Write *Strange Weather* on the board and have Ss think about strange weather experiences. (for example, large hail; sun shining during a thunderstorm; incredible snowfall rate)
- Have Ss fill out the chart individually. Circulate and help as needed.

B
- Read the example aloud. Say, *Start by saying when the event happened. You can name the date, the year, or your own age as in the example. Then talk about the other ideas and details in your chart.*
- Circulate as Ss discuss and offer feedback as needed.

⊕ **EXTENSION** Have Ss return to Jim's social media message on page 24. Ask, *Why do you think he says,* My life will never be the same? (For example, because now, whenever there is extreme weather, he will worry that sharks will come flying out of the sky) *Are you a worrier like Jim? Do you worry about things like sharks falling out of the sky?*

EXIT TICKET Write on the board, *Hurricane Sandy caused a lot of damage in our town in 2012. We lost power for two weeks. A tree fell on our car. Also, schools were closed for a week. Other towns, however, suffered much more.* Have Ss write their names on blank cards or pieces of scrap paper. Say, *Read the paragraph on the board. Write down the supporting details.* (We lost power for two weeks. A tree fell on our car. Also, schools were closed for a week.) Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify 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. Strange rain has no logical explanation.
b. Extreme weather can bring strange forms of rain.
c. Strange rain has a long history.

B Read the Reading Skill. What examples support the ideas in each section? Complete the chart.

Idea	Examples
What's falling from the sky?	1. frogs 2. fish 3. worms 4. golf balls
Where does this strange rain come from?	1. ocean in the clouds 2. space ship that exploded 3. extreme weather
Strange rain goes to Hollywood	1. Sharknado movies

READING SKILL
Identify examples as supporting details

Writers often use examples to support their ideas. Identifying these examples can help you understand what the writer is trying to tell you.

C FOCUS ON LANGUAGE Reread lines 8–9 and 25–27 in the article. Think about the phrases *at one time* and *take seriously*. Circle the correct answers.

1. The expression *at one time* means that ___.
   a. it happened once
   b. it happened at a time in the past
   c. it happened a long time ago
2. The expression *take something seriously* means ___.
   a. to think something is real and important
   b. to think something is dangerous
   c. to want to buy something

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

The article is about an unusual kind of rain...

Find other news reports on strange rain.

4 MAKE IT PERSONAL

A Have you ever experienced strange rain or other kinds of strange weather? Complete the chart about a strange weather experience that you had.

What did you see?	Who were you with?	What did you do?

B PAIRS Share your weather experience. Use your notes in 4A.

When I was eleven years old, my family...

☐ I CAN READ ABOUT EXTREME WEATHER.

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LESSON 5 WRITE ABOUT A WEATHER EVENT



DIANA OLVERA
@DianaO
Busy emailing everyone back home. Want them to know everything is okay here!

1 BEFORE YOU WRITE

A Do your friends or family worry when you have dangerous weather? How do you let them know you are okay?

B Read Diana's email. What weather event is she writing about? She is writing about a snowstorm.

Subject: All OK!

From: Diana To: Sofia

Hi Sofia,

Just writing to let you know that I'm okay.

I've seen snow before, but I've never seen a snowstorm like this! I mean, it snowed for almost four days, non-stop. I think we got about 30 cm of snow here in the city! On top of that, the wind was so strong that you really couldn't be outside in it for more than a few seconds. And the temperature was probably around -12° C the whole time. It was pretty serious!

So, the storm caused a lot of problems with my travel plans. The snow and the freezing temperatures made all the roads really icy and shut down trains and subways, too. Because of that I couldn't travel to any of my meetings out of town. I had to reschedule them for this week. Plus, my flight back to Santiago was cancelled last week. I'm trying to get on another flight this week after my meetings. I'll find out tomorrow when I'll be back home.

I'll tell you more about it when I'm back in town. Is everything okay with you? How's the new job going? Hope all is well!

Diana

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Diana's email. Take notes in the chart.

WRITING SKILL Organize one idea per paragraph

To make your writing clear, describe only one idea in each paragraph. This will make both your informal writing, such as emails, and formal writing, such as essays, clear.

Opening (greeting, reason for writing)
- Greeting: Hi Susan
- Reason for writing: Just letting you know that I'm okay.

Details about the weather
- Snowed for four days non-stop
- Got 30 cm of snow
- Strong winds made it difficult to be outside
- The temperature was around –12° C

How weather affected plans
- Shut down trains and subways
- Couldn't travel to any meetings out of town
- Flight to Santiago cancelled last week
- Trying to get on another flight

Closing (ask about friend, sign off)
- Ask about friend: Is everything okay with you? How's the new job going?
- Sign off: Hope all is well!

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LESSON 5 WRITE ABOUT A WEATHER EVENT

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

- Read the title of the lesson aloud. Ask, *When might it be necessary to write about a weather event?* (for example, to warn someone about bad weather or to tell someone you are OK during an extreme weather event)
- Read the social media message aloud. Ask, *Why do you think Diana is emailing people that everything is OK?* (There probably is a bad weather event.)

1 BEFORE YOU WRITE

A
- Lead a class discussion about the questions. Ask, *How does Diana inform people that she is OK?* (email and social media) Write these on the board. Then elicit additional ways to inform others that you are OK. (for example, phone, text, Skype)

B
- Have Ss read the email individually. Then bring the class together and have a volunteer answer the question.

2 FOCUS ON WRITING

- Read the Writing Skill aloud. Have Ss look at the graphic organizer. Tell Ss to notice that the box matches the main ideas in the email. Give them a moment to look at the email and organizer silently.
- Have Ss read the post again in order to fill in the supporting details. Say, *Don't write full sentences. Just write short notes.*
- Ask Ss to compare answers with a partner.

OPTION Ask Ss to turn to the Reading Skill in 3B on page 25. Read the first sentence: *Writers often use examples to support their ideas.* Explain, *You are filling in examples that support the ideas in bold.*

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3 PLAN YOUR WRITING

A
- If Ss need help thinking of a bad weather event, refer them to 1A on page 20, or brainstorm as a class. Write *bad weather event* on the board and have Ss add words or ideas. Then have Ss choose the event they will write about. Say, *You will write about this event as if it happened recently and you are writing about it to someone you know. Decide who you will write to.*
- Say, *Start by filling in the greetings and reason for writing. Then take notes to give details about the weather and how the weather affected your plans. Finally, close the email.*
- Circulate and provide feedback while Ss are working. If they need help, encourage them to refer to the model in 1B, page 26.

B
- Invite a volunteer to read the example. In pairs, have Ss tell each other about the weather event they will write about in their email, referring to their notes. Encourage them to add information if they think of additional details.

4 WRITE

- Have Ss work individually to write the email. Remind them to refer to their notes in 3A.
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A Tell Ss they will peer-review their partner's writing. Say, *Read your partner's email and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper or on sticky notes.*

B Have Ss return their partner's writing with feedback and discuss suggestions for improvement.

- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their emails. Remind them to read their emails three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' emails. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their emails or print them again with corrections.

⊕ **EXTENSION** Have Ss return to Diana's social media message on page 26. Invite Ss to write responses on the board. (For example, Glad all's OK. What's going on? Oh, I read about the blizzard in New York. Stay safe!)

EXIT TICKET On the board write, *It's so hot in New York! It went up to 100 degrees yesterday. It has been like this all week. On top of that it is so humid! I only spend about an hour outside and then I go back to my air-conditioned hotel room! Yesterday we went to the opera, and it was amazing!*

Say, *This paragraph from an email has more than one idea. Cross out a sentence or sentences so that there is only one main idea.* Have Ss write their names and answers on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

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3 PLAN YOUR WRITING

A Think about a bad weather event you experienced. Imagine you are writing an email to someone about the event. Complete the chart to help plan your email.

Opening (greeting, reason for writing)

- Greeting: _____
- Reason for writing: _____

Details about the weather

- _____
- _____
- _____
- _____

How weather affected plans

- _____
- _____
- _____
- _____

Closing (ask about friend, sign off)

- Ask about friend: _____
- Sign off: _____

B PAIRS Talk about the weather event in your email.

I was in a hurricane last year. It rained so much...

4 WRITE

Write an email about the weather event using your ideas from 3A. Remember to use one idea per paragraph for each point you want to make. Use the email in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's emails.

1. Did your partner organize one idea per paragraph?
2. Did your partner include clear supporting details?

B PAIRS Can your classmate 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 ABOUT A WEATHER EVENT.

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PUT IT TOGETHER

1 MEDIA PROJECT



Answers will vary. Possible answer:
He talks about the weather.

A 02-21 Listen or watch. What does Lucas talk about?

Answers will vary. Possible answers:

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

1. What weather conditions does Lucas talk about?
   There was rain on Tuesday. On Wednesday, the sun came out. The afternoon was sunny and warm.
2. What did he do?
   Lucas couldn't go to the park on Tuesday (because of the rain). In the afternoon on Wednesday, Lucas played soccer.
3. What does he predict for tomorrow's weather?
   He thinks that there may be another rainstorm.

C Show your own photos.

Step 1 Think about a time when weather changed your plans and how it changed them. Choose 3–5 photos to show the weather.

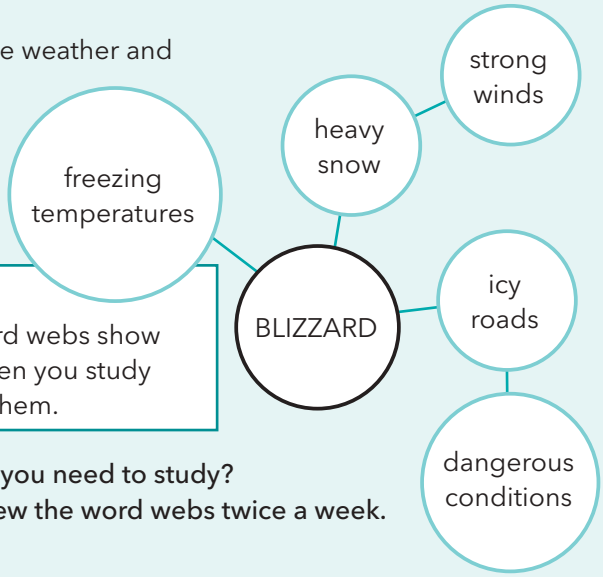
Step 2 Show the photos to the class. Describe the weather and what happened to your plans.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY

MAKE A VOCABULARY WORD WEB

Make a word web to help you learn vocabulary. Word webs show how words in a group are related to each other. When you study words that are connected, it is easier to remember them.



Review the vocabulary from the unit. What words do you need to study?
Make two or more word webs of related words. Review the word webs 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 the weather
- ☐ Report dangerous weather
- ☐ Discuss the effects of weather

Vocabulary
- ☐ Weather conditions
- ☐ Dangerous weather
- ☐ Effects of dangerous weather

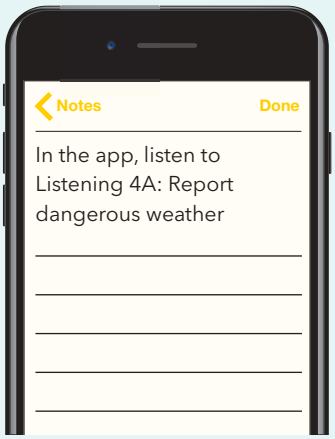
Pronunciation
- ☐ Pronouncing *th*
- ☐ Stressed and unstressed words

Grammar
- ☐ *Must / may / might / could* for conclusions
- ☐ Present perfect and present perfect continuous
- ☐ Expressing cause and effect with *so / such…that*

Reading
- ☐ Identify examples as supporting details

Writing
- ☐ Organize one idea per paragraph

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. Ask, *What is the weather like in this picture?* (rainy, windy, stormy) *Do you have weather like this in your city?*
- Have Ss listen or watch. Call on a volunteer to answer the question.

B
- Have Ss read the questions silently. Then have them listen or watch again. In pairs, have them compare answers.

C
- Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.
- For Step 1, explain that Ss can talk about an unusual event or regular, everyday activities that were affected by the weather. If Ss don't have photos of their own, tell them they can use stock photos instead.
- Tell Ss, *Write notes or create a script of what you will say in your presentation.* **For lower-level Ss**, model an introduction on the board. For example, *Hi, It's Lyla. Let me tell you about how the weather changed my plans one time.*
- Do Step 2 in class. Have Ss practice once with a partner. Then call on individual Ss to talk about their photos and the weather. Encourage them to refer to the notes or the script they prepared.
- For Step 3, write the following questions on the board to help Ss evaluate their classmates' presentations:
  1. *Did the speaker show photos of weather?*
  2. *Did the speaker describe the weather and explain how it changed his or her plans?*
  3. *Did the speaker speak clearly?*
  4. *Was this presentation interesting?*
- Tell Ss to write each person's name on a piece of paper before the person presents, and then take notes on the questions during or after the presentation. Instruct Ss to set their notes aside for later.
- Following each presentation, invite classmates to ask questions about the content.
- After all the Ss have presented, have Ss walk around and give their classmates feedback. As they meet each classmate, they should refer to their notes and say what the classmate did well or could do better. Remind Ss to speak kindly and to use correct intonation when giving compliments.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Write the following checklist on the board:

- ☐ *Did I show pictures of weather?*
- ☐ *Did I describe the weather and explain how it changed my plans?*
- ☐ *Did I speak clearly?*
- ☐ *Is my presentation interesting?*

Then have Ss watch themselves and fill out the checklist. Have them discuss their self-critiques with a partner and formulate goals for the next presentation.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud.
- Give students time to study the word web. Copy it on the board. Ask, *What is the topic?* (a blizzard) *Which circle is it in?* (the center one) *What information is in the other circles?* (weather conditions during a blizzard) *How are all the circles connected?* (with lines)
- Invite Ss to come to the board and add details to the web. (For example, *accidents* can branch off of *icy roads*; *falling trees* can branch off of *strong winds.*)
- Give Ss time to look through the vocabulary in the unit and start their own word webs. **For lower-level Ss**, encourage them to look at the Vocabulary exercises in lessons 1, 2, and 3.
- Have Ss share their webs with a partner and work together to add words.
- Circulate and assist as needed.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate 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 Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas.
- Finally, 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 WELL DO YOU WORK TOGETHER?

PREVIEW THE UNIT

LESSON 1	**Discuss problems at work**	
	Vocabulary	When things go wrong
	Grammar	Object complements
	Pronunciation	Stress with word endings
LESSON 2	**Talk about avoiding problems**	
	Vocabulary	Ways to avoid problems
	Grammar	Making suggestions
	Conversation skill	Show agreement
LESSON 3	**Talk about a misunderstanding**	
	Vocabulary	Words related to understanding
	Grammar	Imperatives in reported speech
	Pronunciation	Numbers and moving stress
	Listening skill	Listen for cause and effect
LESSON 4	**Read about creative thinking**	
	Reading skill	Understand extended definitions
LESSON 5	**Write about communication skills**	
	Writing skill	Develop an argument
PUT IT TOGETHER		
	Media project	Video: Talk about how co-workers or friends help you
	Learning strategy	Listen, read, and say

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

GET STARTED

A • Read the unit title aloud. Ask, *Do you like working in a group, or do you prefer to work by yourself?* Call on volunteers to answer.

• Tell Ss to read the learning goals silently. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B • Direct Ss' attention to the opening picture. Ask, *What do you see*? Have Ss discuss in pairs.

C • Focus on the social media message. Have Ss read what Liz says in *Meet the People of TSW Media* on page 4 or play the video of Liz.

• Have Ss turn back to the social media message on page 29. Read the message aloud. Ask, *What does* key *mean here?* (important)

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3 HOW WELL DO YOU WORK TOGETHER?

LEARNING GOALS

In this unit, you

- discuss problems at work
- talk about avoiding problems
- talk about a misunderstanding
- read about creative thinking
- write about communication skills



GET STARTED

A Read the unit title and learning goals.

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

C Now read Liz's message. Why does she talk about communication?



LIZ FLORES

@LizF

Communication is key in working with others.

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LESSON 1 DISCUSS PROBLEMS AT WORK



LIZ FLORES
@LizF
Check out the new brochure design on our website.
It wasn't easy, but we did it!

1 VOCABULARY When things go wrong

A 03-01 Listen. Then listen and repeat.

Negative feelings
embarrassed: feeling ashamed
frustrated: feeling upset because something is preventing you from doing something
mad: feeling angry
tense: feeling nervous or anxious






Ways to work successfully
communicate clearly: to talk about or explain things in a clear way
follow instructions: to do what you are supposed to do
have experience: to know how to do something well because you have done it before
meet deadlines: to finish something on time

B 03-02 Listen to four conversations. Match the words and phrases with each conversation.

Conversation 1	embarrassed	didn't meet deadlines
Conversation 2	frustrated	didn't follow instructions
Conversation 3	mad	doesn't have experience
Conversation 4	tense	didn't communicate clearly

C PAIRS Make four sentences, each one using one negative feeling and one action in 1A.
I was embarrassed because...

2 GRAMMAR Object complements

COACH

An object complement is a noun or adjective that comes after a direct object and renames or describes the direct object.

Subject	Verb	Direct object	Complement
I	find	the project	**interesting**.
She	painted	her office	**blue**.
It	makes	me	**uncomfortable**.
We	elected	Rosa	**president of the company**.
They	made	the presentation	**easy to understand**.

Notes
- Object complements are commonly used with certain verbs, such as *call*, *consider*, *elect*, *find*, and *make*.
- The complement can be a noun phrase (e.g., *president of the company*) or an adjective phrase (e.g., *easy to understand*).

>> FOR PRACTICE, GO TO PAGE 131

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LESSON 1 DISCUSS PROBLEMS AT WORK

- Read the title lesson title aloud. Ask, *What are examples of problems at work?* Elicit ideas from Ss and write them on the board. (for example, misunderstandings between co-workers, difficult tasks, lazy or dishonest co-workers, unrealistic expectations)
- Read the social media message aloud. Then ask, *Do you think Liz and her co-workers had problems with the new brochure design?* (yes) *How do we know?* (because she says it wasn't easy) *Did Liz work on the brochure alone or with other people?* (with other people) *How do you know?* (because she says, *We did it*)

LANGUAGE NOTE *To check something out* means to take a look at something or someone because it's interesting or attractive. The expression *We did it* is used to indicate that a specific goal has been achieved. For example, when someone graduates from school, or if a sports team wins a game, you could say, *You did it! Congratulations!*

1 VOCABULARY

A

- Write the Vocabulary topic on the board. Ask, *What does the expression* to go wrong *mean?* (that there were problems and there is a bad result)
- Ask Ss to read over both sets of words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for terms they are not familiar with: I was embarrassed when I forgot about the sales meeting. I get frustrated when my co-worker interrupts me. I was mad when Jack got the promotion instead of me. I feel tense when my supervisor is around. It's important to communicate clearly to get your point across. When I don't follow instructions, I usually make a mistake. I have experience designing websites. I'm not very good about meeting deadlines.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Remind them to write sentences to practice using the words in context.

B

- Ask Ss to read the information in the three columns silently. Say, *Each conversation mentions a negative feeling and gives a reason for it. You will draw a line matching the conversation number to a negative feeling and then another line from the feeling to the reason.*
- Play Conversation 1. Pause the audio and ask, *What feeling does the woman mention?* (being angry) *What is another word for* angry*?* (mad) Point to the line from Conversation 1 to *mad* in the example answer. Then ask, *Why was the man mad?* (because he told Susan to do something and she did it in a different way) *Which reason does this match?* (didn't follow instructions) Say, *Draw a line from* mad *to* didn't follow instructions. *Do the other items the same way.*
- Restart the audio and have Ss match the remaining items.
- Have Ss compare answers with a partner. Bring the class together and go over the answers. Elicit the details that determined the answer in each conversation. (2. I'm worried; didn't finish their part of the work on time. 3. Everyone must think I don't know how to do my job; I didn't explain it correctly. 4. frustrated; I still have so much to learn.) Play the audio again if necessary.

OPTION Ask Ss to summarize each conversation using the matched vocabulary. Model item 1: *The man is mad because Susan didn't follow instructions.* Play the audio again if necessary. (2. The man is tense because someone else didn't meet deadlines. 3. The woman is embarrassed because she didn't communicate clearly. 4. Erin is frustrated because he doesn't have experience.)

C

- Read the example and complete it with an action from *Ways to work successfully.* Write it on the board: *I was embarrassed because I didn't meet a deadline.*
- Tell Ss to make up sentences or recall real situations when they or someone they know felt a certain way due to one of the actions listed in the Vocabulary.

2 GRAMMAR

- Book closed. On the board, write, *I got a lot of good information during the meeting today. I found the meeting helpful.* Point to the second sentence. Ask, *What is the subject in this sentence?* (I) *the verb?* (found) *the object?* (the meeting) Write *s, v, o* over each corresponding word. Cover up *helpful* and ask, *Does the sentence make sense like this?* (no) Say, *In this sentence, the word* helpful *completes the meaning of the sentence.*
- Direct Ss' attention to the chart. Write *Object complement* on the board, and read the introduction in the grammar chart. Return to the example on the board and say, *The word* helpful *is the object complement. It describes the direct object* meeting.
- Read each statement. **For lower-level Ss**, copy one of the sentences on the board. Point to words and elicit or identify the subject, verb, direct object, and complement.
- Read the first note. Reiterate that only a group of specific verbs can take object complements.
- Read the second note. Point to *president of the company* and say, *This is a noun phrase*. Focus on the sentences in the chart again. Ask, *What part of speech are* interesting, blue, *and* uncomfortable*?* (adjectives) Reiterate that an object complement can be a noun, pronoun, or adjective.

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3 PRONUNCIATION

A
- To review syllables, write the word *problem* on the board. Clap out the syllables as you say the two parts of the word. Ask, *How many syllables does this word have?* (two)
- Read the Stress with word endings note aloud. Read each variation of *communicate* within the note slowly. Say, *The largest dot is the stressed syllable.* Ask, *With which ending does the stress move toward the end of the word?* (-tion) *Does the stress move with* communicated*?* (no)
- Have Ss listen. Then have them listen and repeat.
- Have Ss read the words and sentences in pairs, focusing on the shifted stress in the third example. Circulate and check Ss' pronunciation.

B
- Have Ss work in pairs to predict the stressed syllable in each pair of words.
- After Ss listen and check, bring the class together. Ask, *In which items did the stress move?* (3 and 6) Read the pairs of words to demonstrate the shift. Have Ss repeat.

C
- Circulate as pairs practice reading the words. Listen for stress shifting in the second word in items 3 and item 6.

4 CONVERSATION

A
- Have Ss look at the video still. Point to the picture and ask, *Who are these women?* (Liz and Diana)
- Ask, *What do we already know about Diana?* If Ss don't remember, have them read what she says in *Meet the People of TSW Media* on page 4 or play the video. Then ask again, *What do we know about Diana?* (Her last name is Olvera. She lives in Santiago, Chile. She's an art director.) Ask, *Is she in Santiago now?* (No, she's in New York City.) *What is Liz's job?* (She's in charge of social media for TSW design.)
- Have Ss read the questions silently. Then have them listen or watch and complete the exercise individually.
- Go over the answers as a class. Call on volunteers to read the questions and answers. Have Ss listen or watch again if needed.
- Then ask, *What does Liz mean when she says,* Let's talk about what went right? (She suggests they talk about what was good and didn't cause problems.) *What expression have we seen in this unit that is the opposite of* went right*?* (go wrong) *What kind of experience did Liz and Diana have with the printing company*? (both positive and negative)

B
- Ask Ss to read the conversation silently and predict the missing words. Write their ideas on the board.
- Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over the answers with the class. Ask, *Were your predictions correct?*

C
- Play the audio and have Ss repeat chorally, line by line. Check that students are using correct stress.
- In pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

A
- Have Ss look at the chart. Read the column heads and the example. Say, *In the first column list the person causing the problem. If the person is you, write your name.* If Ss haven't had a job yet, tell them to think of times they've had to work on a group project at school or in another situation. Tell Ss they can list more than one negative feeling in the last column.
- Encourage Ss to use the Vocabulary in 1A on page 30.
- Circulate and assist as needed.

B
- Ask two Ss to read the example conversation. Point out the object (me) and the object complement (so mad) in the first sentence. Encourage Ss to use object complements in their conversations. (For example, My co-worker called me stupid in front of everyone else; I find my co-worker extremely annoying.)

EXTENSION Ask a S to reread Liz's social media message on page 30. Ask, *What made the new brochure design difficult?* (The printing company was difficult to work with—they didn't communicate clearly, respond to emails, or follow instructions.) *What are some possible responses to Liz's post?* Invite Ss to write responses on the board. (For example, Looks great! 👍 What printer did you use?)

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

✓ using vocabulary for when things go wrong

✓ using object complements

EXIT TICKET Write on the board: *Write about a time when something went wrong at work, at school, or at home. How did it make you feel?* Have Ss write their names on a blank card or scrap of paper and write their responses. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

Stress with word endings

In words with more than one syllable, one syllable is stressed: communicate. When we add an ending like *-er, -ed,* or *-ly* to a word, usually the stress does not change: communicated. But with some endings, like *-tion*, the stress moves to the syllable just before the ending: communication.

A 03-04 Listen. Notice the stressed syllables. Then listen and repeat.

communicate — They didn't communicate clearly.
communicated — We communicated by email.
communication — Communication was a problem.

B 03-05 Underline the stressed syllable in each word. Then listen and check your answers.

1. design — designer
2. embarrassed — embarrassing
3. graduate — graduation
4. frustrated — frustrating
5. effective — effectively
6. organized — organization

C PAIRS Student A, say a word in 3B. Student B, say the other word in the pair.

4 CONVERSATION

A 03-06 Listen or watch. Circle the correct answers.

1. What was good about the printing company?
   a. They had a lot of experience. (b.) Their work was good. c. They met deadlines.
2. The printing company didn't _____.
   a. use the right paper b. return phone calls (c.) use the right color
3. Will Liz and Diana use the printing company again?
   a. Yes. b. No. (c.) They don't know yet.

B 03-07 Listen or watch. Complete the conversation.



Diana: So what went wrong?
Liz: Well first, they didn't communicate clearly.
Diana: I agree. They didn't respond to emails very well.
Liz: And they didn't follow instructions.
Diana: Yes! That got me so frustrated!
Liz: Yeah, I found that hard to understand.

C 03-08 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 problem you've had at work. Complete the chart.

Who was involved?	What was the problem?	How did it make you feel?
project team member	didn't meet deadlines	mad

B PAIRS Talk about the problems you've had.

A: My project team member made me so mad.
B: Why? What happened?

☐ I CAN DISCUSS PROBLEMS AT WORK.

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LESSON 2 TALK ABOUT AVOIDING PROBLEMS



LIZ FLORES
@LizF
Lesson for today: If you never make mistakes, you never learn!

1 VOCABULARY Ways to avoid problems

A 03-09 Listen. Then listen and repeat.

brainstorm ideas: to come up with ideas (usually with other people)
offer suggestions: to tell someone what you think he/she could or should do
set up a meeting: to arrange a time and place to come together to discuss something
set clear goals: to carefully plan what you want to achieve
stay on schedule: to do your work on time
give feedback: to tell people how well they did something, and how they can do it better
create an agenda: to think of a list of topics to discuss at a meeting

B When do you do the activities in 1A? Check (✓) the boxes. Some actions can happen multiple times.

	Before starting a project	During a project	After the project
1. brainstorm ideas	✓	✓	
2. offer suggestions	✓	✓	✓
3. set up a meeting	✓	✓	✓
4. set clear goals	✓	✓	
5. stay on schedule		✓	
6. give feedback		✓	✓
7. create an agenda	✓		

C PAIRS Compare your answers in 1B.

2 GRAMMAR Making suggestions

COACH

	Subject	Base form of verb	
What if **Why don't** **How about**	I we	give	them feedback?

	Verb + *-ing*	
How about	setting	some goals?

Subject 1 + *suggest*	(*that*)	Subject 2	Base form of verb	
I **suggest** She **suggests**	(that)	she we	set up	a meeting.

Notes
- With *suggest that*, the verb in the second clause is always in the base form.
- You can use *Let's* and *could* to make suggestions.
  Let's *talk to them about it.* *We* ***could*** *send them an email.*

We often use questions to make suggestions as a way of softening them, or making them more polite.

>> FOR PRACTICE, GO TO PAGE 132

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LESSON 2 TALK ABOUT AVOIDING PROBLEMS

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

- Read the lesson title. On the board, write *How to avoid problems.* Elicit ideas from Ss and write them on the board. (For example, be friendly and helpful, have a positive approach, respect your co-workers, stay on schedule, do what you are told, don't challenge authority)
- Read the social media message. Ask, *What does Liz mean?* (that it's OK to make mistakes, because you learn from them) Ask, *How do you usually feel when you make a mistake? Do you find that you learn from your mistakes? Or do you make them over and over again?*

1 VOCABULARY

A
- Say, *Let's learn some vocabulary for talking about ways to avoid problems.* Ask Ss to read over the items and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- Ask, *Do you think you can still have problems, even if you do all these things?* (For example, Yes, we can't control or predict every problem. / Probably, but there is a smaller chance if you do all these things.)

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Remind them to write sentences to practice using the words in context.

B
- Have Ss preview the exercise silently. Draw their attention to the headings over the checkboxes.
- Do item 1 with the whole class. Ask, *Is it possible to brainstorm before starting a project?* (yes, to get ideas for the project) *During the project?* (yes, to solve problems) *After a project?* (probably not, though it could be possible to brainstorm ways to achieve goals better or work better with a client) Instruct Ss to check off the appropriate boxes.
- Have Ss do the exercise individually.

C
- Have Ss compare answers in pairs. Encourage them to explain their ideas. (For example, for item 3, they could say, *I think you set up meetings throughout a project—during the planning stage, during the project, and after to offer feedback.*)
- Bring the class together and focus on items 4 and 7. Ask, *What did you check for these items?* (likely the first box) Say, *You likely set clear goals or create an agenda at the beginning, but you often revisit goals and update agenda throughout a project.* Write on the board: *revisit goals; update agenda.*

OPTION Focus on 2. Offer suggestions. Ask, *Does giving suggestions apply at every stage?* (probably) *What are the dangers of giving too many suggestions?* (You can turn your co-workers off.)

2 GRAMMAR

- To model the grammar, say, *Why don't we look at the Grammar now?* and write the question on the board. Read the chart title. Point to the sentence on the board and ask, *Is this a suggestion*? (yes) Ask, *What does it mean to make a suggestion?* (say it would be a good idea to do something)
- Focus on the top part of the chart. Read each suggestion and have Ss repeat. Point to the example on the board. Ask, *How can we make the same suggestion using* What if… *and* How about… (For example, What if we look at the Grammar now? How about we look at the grammar now?) Write the suggestions on the board.
- Focus on the middle part of the chart. Read the suggestion and have Ss repeat. Point to the example on the board and ask, *How can we make the same suggestion using* How about + *verb* + -ing? (For example, How about looking at the Grammar now?) Write the suggestion on the board.
- Finally, have Ss look at the bottom part of the chart. Read the examples with *suggest*. Ask, *Are these questions or statements?* (statements) Point to the suggestions on the board and have Ss notice the question marks. Also instruct Ss to notice *that* in parentheses. Explain, *This means it's correct with or without* that.
- Bring Ss' attention to the first Note. Emphasize that it would be incorrect to write *that she sets up a meeting.* To stress this point, write the following incorrect sentences on the board for Ss to correct: *Mel's boss suggests that she takes a few days off.* (Mel's boss suggests that she take a few days off.) *I suggest that Mike sets up the meeting today.* (I suggest that Mike set up the meeting today.)
- Point to the original sentence on the board (*Why don't we look at the Grammar now?*) and elicit a suggestion with *suggest that.* Write the answer on the board: *I suggest that we look at the Grammar now.*
- Focus on the last Note. Read the examples and have Ss repeat. Elicit suggestions with these two forms for the original sentence on the board. Call on volunteers to write them. *(Let's look at the Grammar now. We could look at the Grammar now.)* Specify that *Let's* is a suggestion that includes the speaker, as if to say, *How about we…* or *I suggest we…* Elicit more examples with *Let's* and *could.* (For example, Let's take a break now. You could leave your car at our house.)

OPTION Point out that *Let's* is short for *Let us,* which is very formal; speakers rarely use the uncontracted form.

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *What might Liz and Diana be talking about now?* (maybe avoiding future problems with the printing company they used) Remind Ss of the lesson title if they don't have any ideas.
- Have Ss preview the exercise items. At the same time, copy the items on the board.
- Play the audio once and have Ss do the exercise. Then have them watch or listen again to check their answers.
- Go over the answers as a class. For each false statement, have a student come to the board, cross out the incorrect words, and write the correct ones. To verify, ask the class, *Do you agree with the correction?*

⊕ **EXTENSION** Play the audio one more time and say, *Listen for examples of making suggestions. Raise your hand when you hear an example.* Stop the audio when a S raises his or her hand. Write each example on the board:

Why don't we give them that feedback... ?

How about we also offer some suggestions... ?

We could make weekly meetings part of the agreement next time.

Let's see if the meetings and more communication helps.

LANGUAGE NOTE *Figure out* means to think about a problem or situation until you find a solution. *Got it* can mean I understand; as used in this conversation, Liz says *Got it* to indicate that she has written down something Diana is saying.

B
- Read the explanation in the Conversation Skill box aloud. Model the examples in an enthusiastic tone and have Ss repeat. Point out that *I couldn't agree more* means I completely agree.
- Have Ss listen to or watch the conversation in 3A again and raise their hands when they hear examples of showing agreement. You can hint that there are four instances.
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over the answers with the class.

C
- Play the audio and have Ss repeat chorally, line by line.
- Model the intonation of Liz's suggestion in the first exchange and Diana's response, *What did you have in mind?*
- Model an enthusiastic tone when Diana and Liz show agreement: *That's a great idea! I couldn't agree more! Exactly!*
- Have Ss practice in pairs. Time permitting, have them swap roles and practice again.

D
- Model making a new conversation with a volunteer. **For higher-level Ss**, encourage Ss to refer to the grammar chart in Exercise 2, page 32, and vary the ways of making suggestions. Write an example on the board: *We could set clear goals with them at the beginning…*
- Time permitting, have Ss swap roles and practice their conversations again or make different conversations.

4 TRY IT YOURSELF

A
- Ask Ss to read the situations in the chart. Ask, *Does anyone have experience with either of these problems?* Call on volunteers to share.
- Read the example with a volunteer.
- In pairs, have Ss choose a situation to role-play. Refer Ss to the Vocabulary in 1A and the grammar for making suggestions in Exercise 2, page 32. Encourage Ss to use a variety of expressions for showing agreement from the Conversation Skill box, page 33.
- Circulate and assist as needed.

⊕ **EXTENSION** Have Ss return to Liz's social media message on page 32. Ask, *What are some possible responses to* Liz's *post?* (For example, 👍 I totally agree. I never make the same mistake twice!) Ask, *Do you think Liz and Diana are making a mistake by planning to use a printing company that they weren't fully happy with? Why? Why not?*

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

✓ using vocabulary for ways to avoid problems
✓ making suggestions
✓ showing agreement

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board: *You and a co-worker need to write a report by Friday. Write four suggestions for avoiding problems on this task. Use four different ways to make suggestions.* Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 CONVERSATION

A 03-11 Listen or watch. Read the sentences. Circle *T* for *True* and *F* for *False*. If the statement is false, cross out the false information and correct it.

1. Liz and Diana have decided ~~not~~ to use the printing company again. T (F)
2. They will give the printing company feedback with specific examples. (T) F
3. They will set clear goals to communicate better. (T) F
4. They will not ask the printing company for daily reports. T (F)

B 03-12 Listen or watch. Complete the conversation.

Liz: ___How about___ we offer suggestions on how to work together more effectively?

Diana: That's a great idea! What did you have in mind?

Liz: Well, for one, we ___could___ set up weekly meetings.

Diana: I couldn't agree more! That will give us a specific time to discuss problems that come up.

Liz: Exactly!



C 03-13 Listen and repeat. Then practice with a partner.

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

CONVERSATION SKILL Show agreement

To show that you agree with something, say:

Right. I agree.
That sounds good / great.
I couldn't agree more.
That's a great / good idea.
Exactly!

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

4 TRY IT YOURSELF

ROLE PLAY Imagine that you work for TSW Media. Choose one of these situations and then have a meeting. Brainstorm ways to avoid a similar problem in the future.

Situation 1	Situation 2
Your project was late by a month.	A project costs 25% more than you planned.

A: I can't believe our project was late by a month.
B: What can we do next time?

☐ I CAN TALK ABOUT AVOIDING PROBLEMS.

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LESSON 3 TALK ABOUT A MISUNDERSTANDING



LIZ FLORES
@LizF

Just listened to a couple of hilarious stories on the podcast *Daily Trouble*. Still laughing!

1 VOCABULARY Words related to understanding

A 03-14 Listen. Then listen and repeat.

be confused: to not understand something clearly
clarify: to try and make something easier to understand
figure out: to understand or solve something
misunderstand: to understand something in the wrong way
assume: to think that something is true even though you don't have proof
realize: to finally understand something that you did not know before



B Complete the sentences. Use words from 1A.

1. It's easy to _misunderstand_ the question, so listen carefully.
2. I am totally _confused_. Can you explain that again?
3. I don't know where Bora is, but I _assume_ she is still coming.
4. We have to _figure out_ how to solve this problem together.
5. I didn't _realize_ how difficult this class was going to be until I failed my first test.
6. Pictures can help _clarify_ written instructions.

C PAIRS Write a sentence with each of the verbs in 1A that are true for you. Tell your classmate.

Yesterday, I finally figured out the meaning of "brainstorm ideas."

2 GRAMMAR Imperatives in reported speech

COACH

Use *said*, *told*, and *asked* with an infinitive to report past orders and requests.

Direct speech				Reported speech				
Subject	**Verb**	**Object**	**Imperative**	**Subject**	**Verb**	**Object**	**(*Not*) infinitive**	
I You She	said, told	– him,	"Arrive on time." "Don't be late."	I You She	**said** **told** **asked**	– him us	**to arrive** **not to be**	on time. late.

Notes
- Never use a noun or pronoun as an object with *said*.
- Always use a noun or pronoun as an object with *told* and *asked*.
- Never use *ask* with imperatives in direct speech.
- Always use a comma before the imperative in direct speech.

>> FOR PRACTICE, GO TO PAGE 133

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LESSON 3 TALK ABOUT A MISUNDERSTANDING

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

- Read the lesson title aloud. Say, *I'm going to tell you about a misunderstanding I once had at work*. Use the following example, or choose your own:

  I was new at my job and my supervisor asked me to bring some boxes from the conference room to her office. When I got to the conference room, I saw ten boxes of books that needed to be moved. I was surprised at this difficult task, but I didn't complain and moved them all. Later, when my supervisor returned to her office and saw all the boxes, she started laughing! She had wanted me to bring the boxes of cookies she had brought for someone's birthday—from Conference Room A, not B!

- Ask, *What went wrong?* Call on volunteers to answer. (You misunderstood which conference room to bring the boxes from; you didn't check with your supervisor that she actually wanted you to move ten boxes of books to her office.) Say, *This is an example of a misunderstanding*. Write *misunderstanding* on the board.
- Call on a volunteer to read the social media message aloud. Ask, *What does* hilarious *mean?* (extremely funny) *What might the podcast* Daily Trouble *be about?* (possibly about misunderstandings people have had) *Do you think misunderstandings can be hilarious?* (yes, but usually a while *after* they have happened)

1 VOCABULARY

A

- Read the vocabulary topic aloud. Ask Ss to read over the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Remind them to write sentences to practice using the words in context.

B

- **For higher-level Ss**, encourage Ss to cover the definitions in 1A and try to do the exercise without looking. Then have them uncover the definitions and make any corrections.
- Have Ss compare answers with a partner. Then bring the class together and call on volunteers to read the answers. Make corrections if necessary.

C

- Ask a volunteer to read the example. Instruct Ss to work individually to write their true statements. Then have them share with a partner.
- Circulate and make sure Ss are using the vocabulary correctly.

EXTENSION Books closed. To test knowledge of vocabulary, read definitions and have Ss write down the words. **For lower-level Ss**, provide a bank on the board: *clarify, figure out, assume, realize, be confused, misunderstand.*

2 GRAMMAR

- Books closed. To introduce the grammar, write on the board:

  I told Sara to send the email.

  "Sara, _____."
- Say, *How would I make the first statement to Sara directly?* Call on a volunteer and fill in the answer. (Send the email.) Point to the filled-in statement and say, *This is direct speech. I am talking directly to Sara.* Then point to the first statement and say, *This is reported speech. I am reporting what I said to Sara.*
- Books open. Read the grammar topic. Ask, *Which sentence on the board is in the imperative form?* ("Sara, send the email.") **For lower-level Ss**, explain that the imperative is the form used to give orders or make requests. Imperatives use the base form of the verb. Elicit other examples. (For example, Be quiet. Hold the door for me, please.)
- Read the introduction to the grammar chart. Point to the first sentence on the board. Ask, *Is the verb past or present?* (past) Say, *This is an example of a past order or request.*
- Focus Ss' attention on the items in the Direct speech column and their "translation" in the Reported speech column. Read the direct speech side (I said, "Arrive on time.") and have Ss read the Reported speech side (I said to arrive on time.). Copy the third example on the board: *She told him, "Don't be late." → She told him not to be late.* Point out that *Don't* translates to *not to.*
- Read the first note. Write the following incorrect sentences on the board:

  I said him, "Be on time."

  I said Joe, "Be on time."

  Ask, *What is wrong with these sentences? How can we correct them?* (Delete "him" and "Joe.")
- Read the second note. On the board, write the following incorrect sentence: *She told, "Don't be late."* Elicit the error and write the correction on the board (*She told him, "Don't be late."*)
- Read the third note. To illustrate, write the following incorrect sentence on the board: *The supervisor asked, "Don't be late."* Say, *This sentence is incorrect. How can we fix it?* (The supervisor said, "Don't be late." / The supervisor told us, "Don't be late.")
- Read the last note and point to the commas before the direct speech examples in the chart. Then point out that in reported speech there are no commas.

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3 PRONUNCIATION

A
- Say, *In lesson two we learned about moving stress in word families like* communicate, communicated, *and* communication. *In this lesson we will learn about moving stress in numbers.* Read the first sentence in the Numbers and moving stress Note aloud. Write on the board: *20, 30, 40, 50, 60, 70, 80, 90.* Read each number and have Ss repeat. Say, *We never put stress on the second syllable.*
- Read the rest of the note. Tell Ss to notice the stress in the examples. To further illustrate, write the following sentences on the board:

  I am eighteen.

  I am eighteen years old.

  Read the pair of sentences. Be sure to stress the second syllable (eighTEEN) in the first sentence and the first syllable (EIGHteen) in the second sentence. Have Ss repeat the pronunciation of the number in each sentence. Ask a volunteer to restate the "rule" for stress in *-teen* numbers.
- Have Ss listen. Then have them listen and repeat.

OPTION Have Ss read the words and sentences in pairs.

B
- Have Ss read the items silently.
- Play the first item. Pause the recording and check comprehension. Then restart the recording and have Ss complete the activity.
- Go over the answers as a class. Call on Ss to read the sentences. Correct and model as needed.

EXTENSION Have Ss work in pairs. Say, *Student A should read a sentence, choosing one of the numbers. Student B should write down the number. You can check that you heard correctly.* For example:

A: Did you say thirTEEN or THIRrty?

B: ThirTEEN.

Tell Ss to take turns reading and writing the numbers.

4 LISTENING

A
- Read the Listening Skill aloud. Refer to your story at the beginning of the lesson. Ask, *What was the cause of the misunderstanding?* (moving boxes from the wrong conference room) *What was the effect?* (supervisor's office filled with ten large boxes) *What other possible effects did that story have?* (for example, having to move the boxes of books back to the conference room)
- Have Ss listen to the audio and answer the questions.
- Go over the answers as a class. Replay the audio if necessary.

B
- Have Ss preview the chart. Point out that they should read across, not down.
- Then have Ss listen again and complete the chart. To check answers, call on Ss to read the completed sentences.

C
- Tell Ss to refer to the information in 4A and 4B to help them retell the stories.
- Circulate and make sure Ss retell the problem (the cause) as well as the effect. Encourage Ss to use reported speech if possible.

5 TRY IT YOURSELF

A
- Help Ss think of situations if they get stuck. For example, say, *Think of a misunderstanding that happened at work, at school, at home, or while shopping*.
- Circulate and check to make sure Ss include a clear cause and effect.

B
- Have Ss tell their stories in pairs. Remind them to ask follow-up questions.
- Time permitting, invite volunteers to share their stories with the class.

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

✓ using words related to a misunderstanding
✓ using imperatives in reported speech
✓ expressing cause and effect

EXTENSION Have Ss return to Liz's social media message on page 34. Ask, *Do you agree that the stories in the podcast are hilarious? What are some possible responses to* Liz's *post?* (For example, 😀 So funny. A similar thing happened to me! My boss said order 18 staplers, and I ordered 80! 😳)

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *Tom emailed his assistant to make lunch reservations for a business lunch with clients. Then he emailed his clients to meet at the restaurant at noon. When they met, there was no table for them.* Ask, *What is a possible cause of the problem? What is the effect?* Have Ss write their answers. (Cause: Tom assumed his assistant received the email and made a reservation. Result: Tom and his clients had no table for the meeting.) 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

COACH

A 03-16 Listen. Notice the way the stress moves in these numbers. Then listen and repeat.

Turn to page fifteen. I read fifteen pages.
She's twenty-five. Let's meet in twenty-five minutes.

B 03-17 Listen. Circle the number you hear. Then listen and repeat.

1. There were 13 / (30) students in the class.
2. They've been married for (14) / 40 years.
3. The book cost (18) / 80 dollars.
4. The meeting took about 15 / (50) minutes.

Numbers and moving stress

We always stress the first syllable of numbers ending in *-ty*: fifty.
But in -teen numbers (like *fifteen*) and numbers with two parts (like *twenty-five*), the stress can move. We stress the last part of these numbers when we say them alone or at the end of a sentence: *fifteen*. But we often stress the first part of the number when another word follows: *fifteen pages*.

4 LISTENING

A 03-18 Listen to the two stories. Circle the correct answers.

1. What was the problem in the first story?
   (a.) Tony's mom didn't understand what a vegetarian was.
   b. Tony didn't want his mother to cook.
   c. Tony's mother didn't know Tony had a girlfriend.
2. What was the problem in the second story?
   a. Greg didn't know how to set up the meeting room.
   (b.) Greg set up the meeting for the wrong number of people.
   c. Greg didn't know where to order the sandwiches.

LISTENING SKILL
Listen for cause and effect

Understanding cause and effect relationships can help you identify the important ideas in a listening. For example, stories often start with a problem. That is the *cause*. The *effect* is what happens because of the problem.

B 03-18 Read the Listening Skill. Listen again. Complete the chart.

	Story 1	Story 2
Who	Tony and his mother	Greg and his boss
Effect of the misunderstanding	First, mom asked Tony if she could make ___chicken___ (1) Then she wanted to make ___fish___ (2)	Greg reserved a ___room___ (3) that was too small. Greg didn't order enough ___food___ (4)

C PAIRS Student A, retell the first story. Student B, retell the second story.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Complete the chart with information about a misunderstanding. It can be something that happened to you or to someone you know.

Who	
Why it happened	
What was the effect	

B PAIRS Tell your stories. Ask follow-up questions.

☐ I CAN TALK ABOUT A MISUNDERSTANDING.

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LESSON 4 READ ABOUT CREATIVE THINKING



LIZ FLORES

@LizF

Do you know what helps me think of original ideas? Riddles and puzzles —they're a great brain exercise!

1 BEFORE YOU READ

A PAIRS Think of a creative way you solved a problem. What was the problem? What did you do?

B 03-19 VOCABULARY Listen. Then listen and repeat.

flexible: able to change easily
an assumption: something you think is probably true but don't know for sure
relevant: related to what you are doing or talking about
obvious: easy to notice or understand
a criminal: a person who is involved in illegal activities or has been proven guilty of a crime
arrest: to take a person to the police station because the person has done something illegal

>> FOR PRACTICE, GO TO PAGE 156

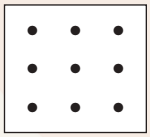
2 READ

A PREVIEW Read the title. What do you think the dots in the article are?

B 03-20 Listen. Read the article.

LATERAL THINKING

Sometimes no matter how much I think about a problem, I just can't solve it. Solving problems is important for my job, so when a colleague mentioned lateral thinking, I was ready to listen. Lateral thinking means thinking in an indirect and creative way and looking at the problem in a new and unusual way. This can help you become more flexible when you try to solve a problem. Lateral thinking is different from how I thought about problems. I was being too logical. I was thinking about each problem in a very direct, step-by-step way and making too many assumptions. You've probably heard the expression, "thinking outside of the box." It actually comes from a famous problem called the nine-dot puzzle. To solve the puzzle, you have to connect all nine dots with four straight lines, but you can't take your pen off the page. HINT: To complete this task successfully, you must go "outside the box." Solving this puzzle is an example of lateral thinking.



Nine-dot puzzle

Situation puzzles are other examples of practicing lateral thinking. To solve situation puzzles, you may ask only yes/no questions, which have three possible answers: "yes," "no," or "the information isn't relevant." There's not only one answer to problems like these, but one answer is usually the best. That answer usually seems obvious after you know it.

Here is an example:

Someone calls the police to tell them that a criminal named Jim Price is playing cards in the apartment next door. The police know Price is dangerous, but they don't know what he looks like. They go into the apartment and they see three people playing cards: two truck drivers and a firefighter. They don't say a word, but they immediately arrest the firefighter. How do the police know he is Jim Price?

Here is one way that *yes/no* questions could help you find the solution:

Did any of the players say anything?	No
Did the firefighter try to run away?	No
Did the policemen know any of the players?	No
Did the firefighter look different from the truck drivers?	Yes
Was the firefighter wearing a hat?	Not relevant
Was the firefighter's hairstyle different from the truck drivers'?	Yes

Price looked different from the truck drivers and had a different hairstyle from them because Price was a man and the truck drivers were women. Many people begin with the assumption that truck drivers are always men.

Lateral thinking is already helping me at my job in market research. After practicing this type of thinking, I suggested a whole new group of customers for our products to my boss. Try it! It just might work for you!

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LESSON 4 READ ABOUT CREATIVE THINKING

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

- Read the lesson title aloud. Ask, *What do you think creative thinking is?* Write Ss' ideas on the board and compile a definition with the class. (For example, a fresh or different way of solving problems)
- Read the social media message. Clarify vocabulary as needed. Ask, *What types of riddles and puzzles do you know?* (for example, crosswords, sudoku, jigsaw puzzles, mechanical puzzles like Rubik's cube, word games) *Do you enjoy doing riddles and puzzles? Do you think they are good for developing the brain?*

1 BEFORE YOU READ

A
- If Ss have difficulty thinking up a personal example, tell them to think of someone they know who solved a problem creatively. (For example, One time my friend used a paper clip instead of a small screwdriver to fix his eyeglasses.)
- Bring the class together. Call on Ss to share their examples. Elicit details by asking more questions, for example, *How did you feel? What was the result?*

B
- Have Ss read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- Focus on the term *an assumption*. Elicit the part of speech. (noun) Have Ss look back to the Vocabulary in Lesson 3, page 34. Ask, *Can you find a word that is similar to* assumption? (assume) *What part of speech is this?* (verb) Say, *When you assume, you make an assumption. You think something is true, but you don't know for sure. For example, you could say,* I assumed or I made the assumption that the test would be difficult.
- Direct Ss back to 1B on page 36. Elicit the parts of speech of the other vocabulary items. Ask, *Is _____ a noun, an adjective, or a verb?* (adjectives: flexible, logical, relevant, obvious; nouns: an assumption, a criminal; verb: arrest)

OPTION Encourage Ss to add the new vocabulary and definitions to their vocabulary journals. Remind them to write sentences to practice using the words in context.

2 READ

A
- Write *lateral* on the board. Then write, *My co-worker made a lateral move to a new department. He is making the same salary but learning new skills*. Say, *In this example*, lateral *refers to moving sideways. But in the article you're going to read,* lateral *is used in relation to a different type of thinking, called lateral thinking.*

B
- Have Ss listen and read.
- Have Ss try to solve the puzzle in pairs.
- If any pair solves the puzzle, have them come up to the board to demonstrate. If no Ss solve the puzzle, draw the completed puzzle on the board:



OPTION If you have Internet access in your classroom, have Ss look online to find the answer. Note that the answer can be found here: *http://www.brainstorming.co.uk/puzzles/ninedotsnj.html*

OPTION Have Ss scan the article and underline the vocabulary from 1B. Say, *Study the words in context.* (flexible, line 7; logical, line 9; relevant, line 21; obvious, line 24; a criminal, line 25; arrest, line 30)

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the question in pairs. Go over the answer with the class. If necessary, review the two parts that make up a main idea in Unit 1, page 13.

B
- Read the Reading Skill aloud. Define *extended* if necessary. (long, large, or expanded)
- Have Ss complete 3B individually. Then bring the class together and go over the answers.

C
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Encourage them to find the place in the text that supports their answer choice.
- Circulate and assist as needed. Then go over the answers with the class.

D
- Have Ss find and circle the phrase in the article. Tell them to notice how it is used in context.
- Call on a volunteer to share the answer. To check comprehension, ask, *Is lateral thinking step-by-step?* (No. It is the opposite.) Invite Ss to give other examples of the phrase. (For example, I got step-by-step instructions for baking a cake.)

E
- On the board, write:
  - *definition of lateral thinking*
  - *differences from other ways of thinking*
  - *examples of lateral thinking*

  Say, *Use this outline of the article to guide you in your retelling.*
- Ask a volunteer to read the example prompt. Say, *You can start like this or your own way.*
- Circulate and offer feedback as needed.

4 MAKE IT PERSONAL

A
- Have Ss read the situation puzzle. Clarify any vocabulary. Then have Ss work individually to write *yes / no* questions to try to solve the puzzle.
- **For lower-level Ss**, provide one or two examples of *yes / no* questions: (*Did the man say anything? Did the man try to run away?*)
- Ask volunteers to share some questions. Write them on the board. (For example, Was the man standing in the road? Did the driver say anything? Was there another source of light? Did the man see the car? Did the driver know the man?)

B
- In pairs, have Ss ask and answer their *yes / no* questions and try to solve the puzzle.
- Bring the class together and have Ss share their solutions. If no one can solve the puzzle, provide a hint: *Does the puzzle suggest what time of day it is?*
- Have Ss turn their books so that they can read the solution to the puzzle. Ask a S to read.
- Follow up by asking, *Did* yes / no questions *help you to solve the puzzle? Can lateral thinking help to solve problems in your life?*

⊕ **EXTENSION** Have Ss return to Liz's social media message on page 36. Ask, *What helps you think of original ideas*? Then poll the class. Ask, *Who here is good at lateral thinking? Who is better at solving problems in a step-by-step, logical way?* Ask the latter group of Ss, *Would you be willing to experiment with lateral thinking? Why? Why not?*

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board:

In the article, find the extended definition of "thinking outside the box." Write it in your own words. (For example, The expression thinking outside the box is based on the nine-dot puzzle. It means you solve a problem in a creative way and you don't make assumptions.) 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 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

a. Lateral thinking is the best way to solve a problem.
b. Lateral thinking helps you make assumptions.
c. Lateral thinking might help you to solve problems.

B Read the Reading Skill. Circle the correct answer.

1. Where is the definition of lateral thinking?
   a. Lines 4–6 b. Lines 7–8 c. Lines 16–18
2. Where does the writer explain how lateral thinking is different from other ways of thinking?
   a. Lines 6–8 b. Lines 7–11 c. Lines 24–26
3. Where is an example of lateral thinking?
   a. Lines 11–16 b. Lines 19–23 c. Lines 28–46

READING SKILL Understand extended definitions

Writers often provide extended definitions to explain important or difficult ideas. They can do this by providing:

- dictionary definitions
- differences from other ideas
- examples

C Read the Reading Skill again. Circle the correct answer.

1. What does lateral thinking mean?
   a. thinking in a creative way
   b. taking a direct approach to problems
   c. asking questions about a situation
2. Lateral thinking is different from ___.
   a. problem solving
   b. logical, step-by-step thinking
   c. thinking outside the box
3. What is an example of lateral thinking?
   a. making an assumption
   b. solving a situation puzzle
   c. asking a yes / no question
4. Why are situation puzzles difficult?
   a. People think the solution is too obvious.
   b. People add their own information.
   c. People don't understand the problem.

D FOCUS ON LANGUAGE Reread lines 9–11 in the article. Think about the phrase *step-by-step*. Circle the correct answer.

The expression *step-by-step* means ___.

a. a way that helps you finish quickly
b. a new and different way
c. a way of doing something in a certain order

E PAIRS What is the article about? Retell the most important ideas in the article. Use your own words.

Lateral thinking is a different way to solve problems...

Find out about lateral thinking. What other puzzles use lateral thinking?

4 MAKE IT PERSONAL

A Read the situation puzzle. Write *yes* / *no* questions like the ones in the article to solve it.

A man is dressed in black. He is wearing a black mask. There are no streetlights. There is no moon. A car is coming toward him. It has no lights. Then the driver turns away. How was the driver able to see the man in black?

B PAIRS Share your *yes* / *no* questions with your classmate. Decide who will ask the questions and try to solve the puzzle, and who will provide the answer.

Did the man say something to the driver?

It was daytime so it was light.

☐ I CAN READ ABOUT CREATIVE THINKING.

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LESSON 5 WRITE ABOUT COMMUNICATION SKILLS



LIZ FLORES

@LizF

Good communication is so important! I've been thinking about how to communicate better…

1 BEFORE YOU WRITE

A What are some good communication skills?

B Read Liz's blog post. What communication skill is she writing about? Listening

Blog | About | Destinations | Contact

Search

The secret to good communication

A famous Greek philosopher once said, "We have two ears and one mouth so that we can listen twice as much as we speak." I couldn't agree more. It is so important to listen well in order to communicate well.

Listening is especially important when you disagree with people. If you want to solve the disagreement, you first have to listen and understand how they are feeling. Are they frustrated, angry, disappointed? If they feel like you are trying to understand them, they will be more open to you. Also, if you understand how they are feeling, it's easier to come up with solutions that you can both agree on.

Listening is also important because it can help you succeed at work. The most successful business leaders are good listeners. They are always paying attention to what others are saying so that they can hear new or different ideas. Listening to new ideas like this can help you think of a better way to do something.

Of course it's important to learn how to speak well and communicate your point clearly. But it doesn't matter how clear you are if you can't hear what other people are saying. I think listening is probably the most important communication skill.

Leave a Reply

Enter your comment here…

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*

C Read the post again. Complete the chart.

Argument: Listening is the most important communication skill.

Supporting argument 1: Listening well makes it easier to solve disagreements.

- **Reason:** When you understand someone's feelings, they will be more open to you.
- **Reason:** When you understand someone's feelings, you can find solutions you both like.

Supporting argument 2: Listening well helps you succeed at work.

- **Reason:** You can hear new or different ideas if you listen well.
- **Reason:** You can think of a better way to do something.

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LESSON 5 WRITE ABOUT COMMUNICATION SKILLS

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

- Read the lesson title aloud. To warm up, ask, *Who here has strong communication skills? Why do you think so?* (For example, I do! I connect with people well and am good at interpreting body language. / I don't. I am pretty shy in new situations, and sometimes I can't express myself very well.)
- Read the social media message aloud. Ask, *What communication problem did Liz and Diana have with the printing company?* (The company wasn't good about returning emails; they didn't listen well, even though Liz and Diana gave clear instructions. For example, they made pink brochures instead of red.) Help Ss recall the content from the Conversation section in Lesson 1, page 31, and Lesson 2, page 33.

1 BEFORE YOU WRITE

A
- Write *communication skills* on the board. Ask, *What words come to mind when you see this term?* (for example, speaking, listening, body language, friendliness, respect) Invite Ss to come to the board and continue brainstorming around the term.

B
- Have Ss preview the title and the text. Ask, *What kind of reading is this?* (a blog post) *What is it about?* (the secret to good communication) *Where might you see something similar to this?* (on someone's personal web page)
- Have Ss read the blog individually. Then go over the answer with the class.

OPTION Write, *What are the qualities of a good listener?* Have Ss discuss in pairs.

Bring the class together and have Ss share. Ask individual Ss, *Was your partner a good listener during your conversation? Did your partner give you full attention? Did he or she ever interrupt you?*

EXTENSION Say, *Imagine you click on* Leave a comment here *below the post. Write a comment.* (For example, Great post. I totally agree! When we don't listen, the communication is one-sided. And it doesn't work, of course!)

C
- Have Ss look at the graphic organizer. Say, *This graphic organizer breaks down the organization of the blog post.* Ask questions to help them understand the structure. Ask, *What information is in the first box? How many supporting arguments are there? How many reasons does each supporting argument have?*
- Have Ss read the post again in order to fill in the missing information in the graphic organizer.
- Ask Ss to compare answers with a partner. Then go over the answers with the class.

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2 FOCUS ON WRITING

- Read the Writing Skill aloud. Then have Ss return to the blog post in 1B on page 38 to recall the two supporting arguments and reasons.

For lower-level Ss, you can hint that the supporting arguments are listed in the graphic organizer in 1C.

3 PLAN YOUR WRITING

A
- Copy the quote on the board. Ask, *What is another way to say* wise men? (for example, intelligent people) fools? (for example, ignorant people) Lead a class discussion about the quote. Call on volunteers to say what they think it means. (For example, wise people speak to share facts and valuable information. They think before they talk. Fools just talk without thinking.) Ask, *Do you agree that some people just like to talk, while other people only talk when they have something interesting to say?* Invite Ss to share ideas and give examples referring to people they know.
- Tell Ss to use their understanding of the quote to develop their argument. Tell them to fill in the first box of the chart. Offer some examples if they have difficulty. (For example, Knowing when to speak / Staying silent / Thinking before speaking / is the most important communication skill.)
- Next have Ss fill in each supporting argument and reason / example. For lower-level Ss, ask questions to help them formulate their supporting arguments. For example, *Why is it important to think before speaking? How does it help you to stay silent? What is another benefit of knowing when to speak?*
- Circulate and assist as needed. Refer Ss to the chart in 1C if they get stuck.

B
- Invite Ss to share their opinions and arguments. Have them compare how they filled in their charts.
- Encourage Ss to add or edit information in their chart if they think of additional points.

4 WRITE

A
- Have Ss work individually to write the post in their notebook or on paper. Remind them to use the post in 1B on page 38 as a model. They can start their blog in a similar way, that is, *The Greek philosopher Plato once said… I couldn't agree more. It is so important to...*
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Say, *Read your partner's post and provide feedback according to Questions 1–3. Write your comments on your partner's paper or on sticky notes.*
- Have Ss peer-review their partner's writing.

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections.

6 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

⊕ **EXTENSION** Have Ss return to Liz's social media message on page 38. Ask, *Did you get any ideas about communicating better? What are some possible responses to* Liz's *post?* (For example, Hmm… thanks Liz, you made me think, too! Interesting ideas!)

EXIT TICKET Have Ss write their names and answers on a blank card or piece of paper. On the board, write the following outline:

Argument: There are many important communication skills.

Supporting Argument: Body language is one key form of communication.

Reason:

Reason:

Say, *Write two reasons supporting the argument on the board.* Collect the cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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2 FOCUS ON WRITING

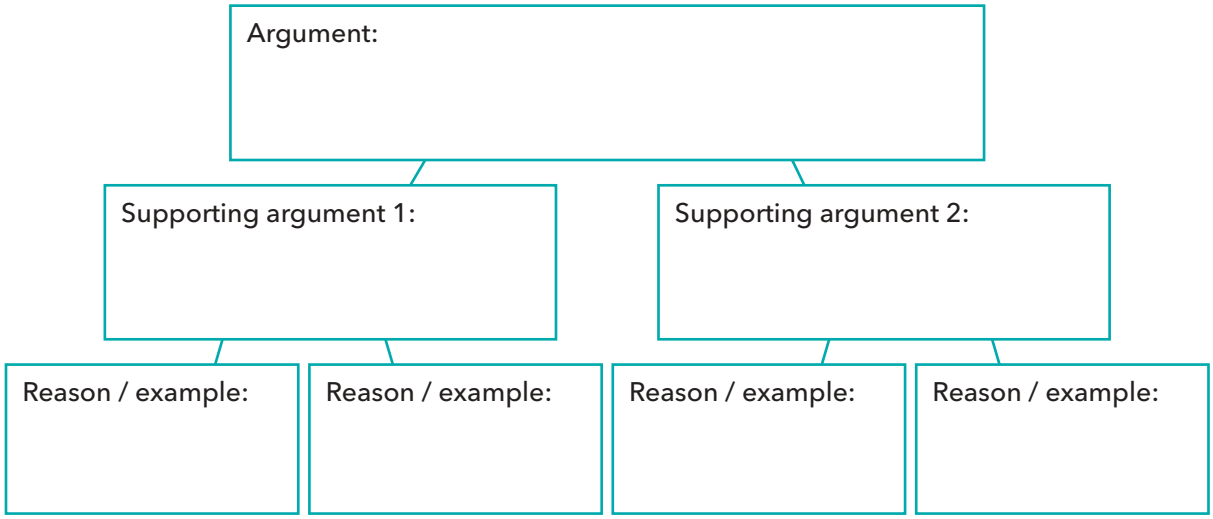
Read the Writing Skill. Then reread Liz's post. Underline the two supporting arguments. Circle the reasons given for each one.

WRITING SKILL Develop an argument

When writing your opinion about a topic, provide **supporting arguments**. These arguments should include details which further explain and support your main idea. You can give reasons for your opinion, or you can provide specific examples that help to support your point.

3 PLAN YOUR WRITING

A The Greek philosopher Plato said, "Wise men speak because they have something to say; fools speak because they have to say something." What do you think this means? Do you agree or disagree? Develop your argument with supporting reasons and examples. Complete the chart to help plan your writing.



B PAIRS Share your opinion and supporting arguments.

I agree with the quote. I think it means that...

4 WRITE

Write a post giving your opinion about the quote using your details from 3A. Remember to give supporting arguments with reasons and examples. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's posts.

1. Underline the supporting arguments.
2. Circle all the reasons or examples given.
3. Did your partner's reasons and examples help to develop their argument in a clear and persuasive way? Why or why not?

B PAIRS Can your classmate 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 COMMUNICATION SKILLS.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 03-21 Listen or watch. Who does Rafi talk about?
Answers will vary. Possible answer: He talks about his co-workers.

B 03-21 Listen or watch again. Answer the questions.

1. What does Rafi do with Malik? Malik brainstorms ideas for projects with him and has lots of creative ideas.
2. Why is Rafi happy to know Yanni? He goes to lunch with Yanni and feels more relaxed. Yanni asked him to lunch when Rafi was new at work.
3. How does Tariq help Rafi? Tariq gives him helpful feedback.

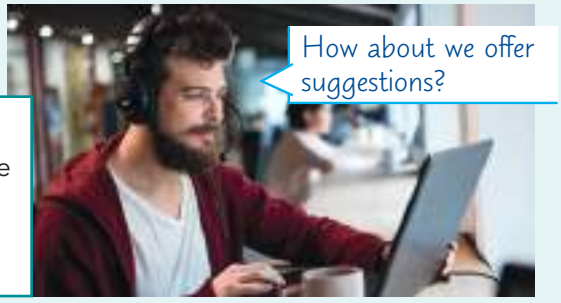
C Show your own photos.

Step 1 Take photos of 2–3 co-workers or friends. What do you do with them? How do they help you?

Step 2 Show the photos to the class. Talk about each person.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY



LISTEN, READ, AND SAY

To improve your pronunciation, listen to audio while reading. For example, listen to audio while reading the script from your book. Read aloud along with the video for practice.

Review the audio / video from the unit. Listen to the Conversation audio while reading along with the script on the page. Listen again. This time read aloud. Try to match the pronunciation. Review the audio / video at least twice.

3 REFLECT AND PLAN

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

Speaking objectives
- ☐ Discuss problems at work
- ☐ Talk about avoiding problems
- ☐ Talk about a misunderstanding

Vocabulary
- ☐ When things go wrong
- ☐ Ways to avoid problems
- ☐ Words related to understanding

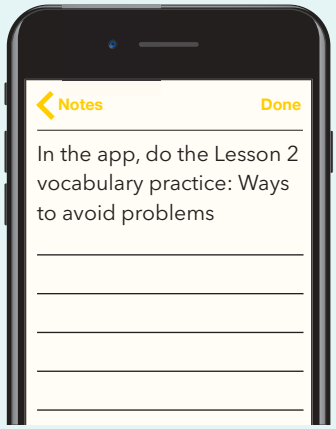
Pronunciation
- ☐ Stress with word endings
- ☐ Numbers and moving stress

Grammar
- ☐ Object complements
- ☐ Making suggestions
- ☐ Imperatives in reported speech

Reading
- ☐ Understand extended definitions

Writing
- ☐ Develop an argument

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. Say, *This is Rafi.*
- Have Ss listen or watch. Call on a volunteer to answer the question. To check, ask the class, *Do you agree?*

B
- Play the audio or video again and have Ss answer the questions individually.
- In pairs, have Ss compare answers. Go over the answers with the class. Play the audio or video again as needed.

C
- Say, *You are going to create a photo project like Rafi's.* Have Ss read the three steps silently. Answer any questions.
- For Step 1, explain, *You don't have to choose co-workers. You can take photos of friends.*
- Have Ss write notes or create a script of what they want to say. **For lower-level Ss**, model an introduction on the board: *Hi, It's Michelle. I have the greatest co-workers / friends. This is…*
- For Step 2, have Ss practice once with a partner. Then call on individual Ss to talk about their co-workers or friends. Say, *Use the notes or the script you prepared in class.*
- Write a short evaluation form on the board with the following questions:
  1. *Did the speaker show photos of two to three co-workers or friends?*
  2. *Did the speaker talk about what he or she does with them and / or how they help him / her?*
  3. *Did the speaker speak clearly?*
  4. *Is the presentation interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the person presents, and then to take notes on the questions during or after the presentation. Instruct Ss to set their notes aside for later.
- For Step 3, invite classmates to ask questions about the content of each presentation. Ss may also provide feedback at this time, or you may choose to save the feedback until all Ss have spoken. In that case, have Ss walk around. As they meet each classmate, have them refer to their notes and say what their classmates did well or could do better. Remind Ss to speak kindly and use correct intonation when giving compliments.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch themselves and fill out the following checklist:

- ☐ *Did I show photos of two to three co-workers or friends?*
- ☐ *Did I talk about what I do with them and / or how they help me?*
- ☐ *Did I speak clearly?*
- ☐ *Was my presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud. Then have Ss look at the photo and read the caption.
- Refer Ss to the audio script for the conversation in 4A, page 31. Instruct Ss to read silently and listen. Play the audio until *talk about what went right.*
- Then say, *We will listen to this segment again and read along chorally.* Motion to Ss who are shy or not participating to read along with everyone. Then play the audio again and call on individual Ss to read aloud. Encourage Ss to try to match the speaker's pronunciation.

OPTION If Ss have access to video, assign them this learning strategy for homework.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.
- 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.
- Finally, 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 HOW DO YOU RELAX?

PREVIEW THE UNIT

LESSON 1	**Talk about how life has changed**	
	Vocabulary	Ways to connect
	Grammar	*Used to* and *would*
	Pronunciation	Blended pronunciation of *used to* ("useta")
	Conversation skill	Ask for clarification
LESSON 2	**Talk about what you like**	
	Vocabulary	Entertainment
	Grammar	*So, neither, too,* and *either* with simple present action words
	Pronunciation	Sentence rhythm
LESSON 3	**Talk about a movie review**	
	Vocabulary	Movies
	Grammar	Simple present and past passive
	Listening skill	Draw inferences
LESSON 4	**Read an interview with a location scout**	
	Reading skill	Make predictions based on text features
LESSON 5	**Write a movie review**	
	Writing skill	Use contrast to express your opinion
PUT IT TOGETHER		
	Media project	Photos: Talk about your favorite band, book, or movie
	Learning strategy	Find grammar examples in real-life English

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

GET STARTED

A
- Read the unit title aloud. Write it on the board. Have Ss call out answers. (for example, watch TV, listen to music, read a book)
- Tell Ss to read the learning goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What do you see*? Have Ss discuss in pairs.
- Lead a class discussion about the picture. Ask, *Is attending a rock concert an example of how you relax? What are some other ways?* Call on volunteers to share.

C
- Focus on the social media message and direct Ss' attention to the picture and the speaker's name. Have Ss read what Flavio says in *Meet the People of TSW Media* on page 4 or play the video of Flavio.
- Have Ss turn back to page 41. Read the social media message aloud. Ask, *What are some possible responses to Flavio's post?* (For example, Cool shot! Who are you taking a picture of? 😉)

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4 HOW DO YOU RELAX?

LEARNING GOALS

In this unit, you

- talk about how life has changed
- talk about what you like
- talk about a movie review
- read an interview with a location scout
- write a movie review



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 Flavio's message. What did he do last night?



FLAVIO VEGA

@FlavioV

Went to a great concert last night with my best friends!

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LESSON 1 TALK ABOUT HOW LIFE HAS CHANGED



FLAVIO VEGA
@FlavioV
Forgot my cell phone—feeling a little lost! Email me!!!

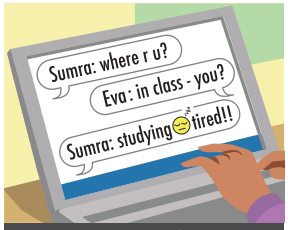
1 VOCABULARY Ways to connect

A 04-01 Listen. Then listen and repeat.

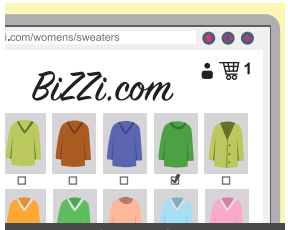

stay in touch



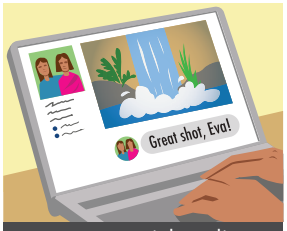
meet in person



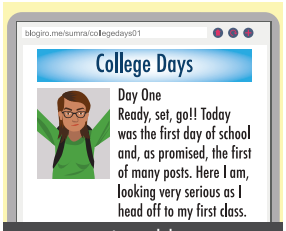
connect online



shop online



post on social media



write a blog


video chat



catch up

B PAIRS Choose one of the ways to connect in 1A and describe what you do, how often, and other details.

I post on social media every day...

2 GRAMMAR *Used to* and *would*

COACH

Use *used to* or *would* for past habits or situations that don't happen or are not true anymore.

Statements

Subject	*Used to* / *Would*		Base form of verb	
He They	**used to / would**		live write	in Chile. letters in the past.
Subject	***Didn't***	***Use to***	**Base form of verb**	
I	didn't	**use to**	study	hard.

Notes
- Use *used to* (not *would*) with past situations: *He **used to** live in Chile.*
- Do not use *would* unless it follows a clear reference to past time: *When I was a child, I **would** play a lot of video games.*
- In negative statements, *never used to* is more common than *didn't use to*: *I **never used to** study hard.*

Questions

Wh- word	*Did*	Subject	*Use to*	Base form of verb	
Where	did	you	**use to**	work?	
	Did	you	**use to**	have	a blog?
	Didn't	he	**use to**	play	guitar?

Notes
- Do not use *would* with questions.
- In questions, the simple past is more common than *did use to*: ***Did** you **have** a blog then?*

>> FOR PRACTICE, GO TO PAGE 134

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LESSON 1 TALK ABOUT HOW LIFE HAS CHANGED

- Read the lesson title aloud. On the board, write, *How has your life changed in the last ten years?* Model an answer to the question. (For example, I have my own apartment now, and I have a dog!) Go around the room and call on individual Ss to share changes in their lives.
- Ask a volunteer to read the social media message. Then ask, *Do you ever feel lost when you forget your phone? Why do you think Flavio says,* email me? (For example, He usually uses his phone to communicate with people. Today he has to rely on email)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss look at the pictures and read the captions.
- Have Ss listen. Then have them listen and repeat. Explain vocabulary as needed.
- Focus on selected terms. Say, To stay in touch *means to have contact with people regularly, to learn what is happening in their lives.* Ask Ss to look at the first picture. Ask, *How do the women stay in touch?* (by calling each other and meeting in person) Then ask, *Which other pictures are examples of staying in touch?* (connecting online, posting on social media, blogging, video chatting)
- Focus on *catch up*. Ask a S to read the speech bubble. Elicit the meaning. (to spend time finding out what has been happening during the time you have not seen someone) Say, *It is possible to catch up in person or over the phone, video chat, email, and so on.*

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Remind them to write sentences to practice using the words in context.

B
- Read the example. Then have Ss discuss in pairs.
- Bring the class together and take a class poll. On the board, write:

  meet in person *write a blog*
  connect online *video chat*
  post on social media
- Say, *Which way of communicating do you practice most often? I'll say each item, and you raise your hands.* Write the number of votes next to each item. To conclude, say, _____ *is the most popular way of communicating in this class.*

2 GRAMMAR

- Books closed. To introduce the grammar, write on the board and say these sentences: *Jeff used to get a lot of exercise before he bought a car. He would ride his bike or walk to work every day.* Ask, *Does Jeff still get a lot of exercise?* (No, he does not.) *Does he ride his bike or walk to work every day?* (no) Underline *used to* and *would*. Say, *We're going to learn how to use* used to *and* would *for past habits and situations*. Then read the introduction to the grammar chart.
- Focus on the top part of the grammar chart. Read the column heads and direct Ss' attention to the structure of the affirmative sentences: subject + *used to / would* + base form.
- Read the first two statements and ask, *Does he still live in Chile?* (no) *Do they still write letters?* (no) *Do* used to *and* would *have the same meaning in these sentences?* (yes)
- Read the first note. Elicit other past situations. (For example, He used to have a big house. We used to like soccer. I used to want a dog.) Read the second note. Specify that the past time reference does not need to be *when*–It can be any past statement or reference; for example, *before, after*.
- Say, *The first two examples are affirmative statements. Notice how the form differs in the negative statement.* Read the column heads and direct Ss' attention to the structure of the negative sentences: subject + *didn't use to* + base form. Point out that the *d* drops in the negative. Write the sentence on the board and underline *use*. Finally, stress that only *used to* is used in the negative, not *would*.
- Read the last note. Point out that with *never*, *used to* doesn't drop the *d*.
- Focus on the bottom part of the grammar chart. Read the column heads and direct Ss' attention to the structure of the questions: *Wh-* word + *did* + subject + *use to* + base form. Then read the notes.

OPTION Point out that *used to* is sometimes used in past information questions. On the board, write:

A: What is a food that you used to hate but now like?
B: I used to hate _____. I would always leave it on my plate. But now I really like it.

In pairs, have Ss discuss. Circulate and make corrections as needed.

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3 PRONUNCIATION

A
- Write *blended pronunciation* on the board. Say, To blend *means to combine. Blended pronunciation refers to combining sounds.* Write, *I want to go.* Ask a S to read it. Say, *It's possible to say each syllable clearly. But more often you will hear people say,* I wanna go *or* I wanta go. *This is an example of blended pronunciation.*
- Read the boxed pronunciation note aloud. Have Ss repeat *use* /yuz/, *used* (/yuzd/), and *used to* (/yustə/).

LANGUAGE NOTE The symbol that looks like an upside-down *e*, /ə/, is called *schwa*. It represents the *uh* sound in unstressed syllables. The diagonal lines indicate spoken pronunciation, as opposed to written spelling.

- Have Ss listen. Then have them listen and repeat.

B
- Have Ss listen and complete the exercise. Go over the answers as a class. Have Ss listen again, if appropriate.

OPTION Play the audio again. Pause it after each item and have Ss repeat.

C
- Model the example conversation with a volunteer. Play role A and model the blended pronunciation of *used to*.
- Circulate as Ss talk.
- Bring the class together and ask, *Did anyone have any changes in common?* Have pairs share. If no one has any, suggest *Did you speak English in the past?* (No, but I do now.)

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who are the speakers?* (Flavio and Jim) If Ss don't remember Jim, say, *Jim is another employee at TSW media. We met him in Unit 2. He is a copywriter, and he is from New York.* Ask, *What do you think they are talking about?* (for example, how life has changed)
- Have Ss listen or watch. Then have Ss complete the exercise individually. Play the audio or video again, if appropriate.
- Go over the answers as a class. Read each statement and call on volunteers to share the name they wrote.
- To wrap up, ask, *Do Flavio and Jim have similar ideas about how life has changed with technology?* Have Ss give examples.

B
- Read the explanation in the Conversation Skill aloud. Say the examples and have Ss repeat.
- Ask Ss to preview the conversation and predict ways the gaps might be filled. Then have them listen and fill in the gaps with the words they hear.
- Check answers. Correct errors as needed. To conclude, ask, *Why is* would *appropriate in the second gap?* (because there is clear reference to past time—*before social media*)

LANGUAGE NOTE The idiom *to get your hands on something* means to succeed in getting something. *To pocket dial* means to make a call by accident, for example, by sitting on your phone.

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.

D
- With a volunteer, model making a new conversation based on 4B. **For higher-level Ss**, encourage asking for clarification in different ways. Refer them to the Conversation Skill in 4A.
- In pairs, have Ss make new conversations. Time permitting, have Ss swap roles and practice again or make different conversations. Circulate and assist as needed.

5 TRY IT YOURSELF

A
- Have Ss read the direction line silently. On the board, draw a chart with two headings: *How tech shapes my social life; Social life before modern tech.* Elicit examples and write them in the chart as a model. (for example, for the first column: I get social media alerts on my phone; for the second column: met in person more) Tell Ss to think up a few more ideas for each column and take notes.

B
- In pairs, have Ss share and compare how they think life has changed.

EXTENSION Ask a S to read Flavio's social media message on page 42. Ask, *What are some possible responses to Flavio's post?* Invite Ss to write responses on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for ways to connect
- ✓ using *used* to and *would*
- ✓ using blended pronunciation of *used to* ("useta")

EXIT TICKET As Ss prepare to leave the class, ask, *What toys and games did you use to play with?* Go around the room and have each S make two or three statements with *used to* or *would*. Note which Ss speak with ease and which ones are less sure of themselves. Identify areas for review in later lessons and identify Ss who may need additional practice.

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3 PRONUNCIATION

A 04-03 Listen. Notice the blended pronunciation of *used to* and *use to*. Then listen and repeat.

/yustə/	/yuzd/
I used to hate shopping.	I used a credit card.
He didn't use to see his friends.	She used an app to pay.

Blended pronunciation of *used to* ("useta")

The verb *use* is normally pronounced /yuz/ (past *used* /yuzd/). But when we use *used to* or *use to* to talk about past habits, we blend the two words together and say "useta" /yustə/.

B 04-04 Listen. Circle "yes" if the sentence uses the blended pronunciation "useta" /yustə/. Circle "no" if it doesn't. Then check your answers with a partner.

1. (yes) / no 2. yes / (no) 3. (yes) / no 4. (yes) / no 5. yes / (no) 6. (yes) / no

C PAIRS Talk about things you used to do or like and how that has changed. Try to find a change that you have in common.

A: I used to play soccer, but I don't have time anymore.
B: Not me. I never played soccer.

4 CONVERSATION



A 04-05 Listen or watch. Who does each statement refer to? Write *Jim* or *Flavio*.

1. Flavio — He forgot his phone today.
2. Jim — He hates shopping in stores.
3. Flavio — He stays in touch with his friends more easily now.
4. Jim — He video chats with his niece in Taipei.

B 04-06 Listen or watch. Complete the conversation.

Flavio: I was thinking about what we ___used to___ do before all this technology.
Jim: What do you mean?
Flavio: Well, before social media, I ___would___ stay in touch with my friends much less frequently.
Jim: What do you do now?
Flavio: Now I message them all the time.

CONVERSATION SKILL
Ask for clarification

To ask someone to clarify his or her meaning, say:
What do you mean?
Can you explain that a little bit?
Why's that?

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

C 04-07 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 about how technology shapes your social life. Think about what your parents and grandparents used to do before modern technology. Take notes.

B PAIRS Use your notes to talk about how social life has changed.

☐ I CAN TALK ABOUT HOW LIFE HAS CHANGED.

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LESSON 2 TALK ABOUT WHAT YOU LIKE



FLAVIO VEGA
@FlavioV
I miss playing with my band. Time to dust off my old guitar!

1 VOCABULARY Entertainment

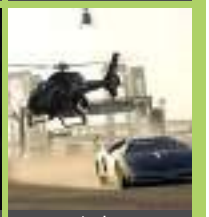
A 04-08 Listen. Then listen and repeat.

Movies


science fiction


comedy


suspense


action/adventure

Music


rock


pop

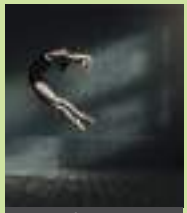

hip hop


jazz

Art


painting


sculpture


dance


photography

B PAIRS Student A, describe a word from 1A. Student B, guess the word. Take turns.

A: *You need a camera to do this.* B: *Photography!*

2 GRAMMAR *So, neither, too,* and *either* with simple present action verbs

COACH

Use *so*, *neither*, *too*, and *either* to show similarity or agreement.

Statement	Response	
Affirmative	***So***	***do / does* + subject**
Sara loves rock. I enjoy taking photos.	So	does John. do I.
Negative	***Neither***	***do / does* + subject**
Jake doesn't watch suspense movies. We don't like dancing.	Neither	does Amy. do we.

Statement	Response	
Affirmative	**Subject**	***do / does + too***
She takes hip-hop classes. I love painting.	Sam I	does, too. do, too.
Negative	**Subject**	***doesn't / don't + either***
Karl doesn't paint well. They don't like comedies.	Yoko We	doesn't, either. don't, either.

Note: In informal speech, we often use *me*, *too* and *me*, *neither*.

***A:** I love pop music.* ***A:** I don't like comedies.*
B: Me, too. ***B: Me, neither.***

>> FOR PRACTICE, GO TO PAGE 135

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LESSON 2 TALK ABOUT WHAT YOU LIKE

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

- Read the lesson title aloud. Ask, *What kinds of things do you like?* Invite Ss to come to the board and write responses that are true for them. Leave the responses on the board to refer to later.
- Read the social media message. Ask, *What does Flavio mean when he says,* Time to dust off my old guitar*?* (He means that it's time to prepare it for use again, after not using it in a long time.) *Is there something you used to do in the past and miss doing now?* Call on Ss to share.

LANGUAGE NOTE To clarify further, point out that *dust off* is a separable phrasal verb. This means you can separate the two words and put a direct object in the middle: *dust my guitar off.*

1 VOCABULARY

A

- Read the vocabulary topic aloud. Have Ss look at the pictures and read the captions. Point to the board and ask, *Did we list any of these activities on the board? Which activities are new?*
- Have Ss listen. Then have them listen and repeat.
- Say, *Put a checkmark next to the pictures that show your interests.*
- Call on Ss to share the interests they checked in pairs.

LANGUAGE NOTE Explain that we say *science fiction movies*, *suspense movies*, *action movies*, *adventure movies*, but with comedy, we just say *comedies*.

B

- Read the example with a **higher-level student**. Then have Ss complete the exercise in pairs. Circulate and assist as needed.

OPTION Bring the class together. Have volunteers say their clues. Have the whole class guess the words.

2 GRAMMAR

- Write on the board:
  A: I like reading science fiction.
  B: _____.

  A: I don't like horror movies.
  B: _____.

  Ask a S to read each statement and model affirmative and negative responses. (So do I. / I don't either.) Write the responses in the blanks.
- Read the grammar topic. Clarify that an action verb expresses action even if there is no movement. (for example, sitting or sleeping)
- Read the introduction to the grammar chart. Point out that *so* and *too* are used with affirmative statements and *neither* and *either* are used with negative statements.
- Focus on the top part of the grammar chart. Read the affirmative statements. Then read the responses and write them on the board. Ask, *Where is the subject?* (at the end)
- *What comes after* so? (*do / does* + subject)
- Read the negative statements. Ask, *What comes after* neither? (*do / does* + subject) *When do we use* does *and when do we use* do *with* neither? (Use *does* with a third-person singular subject. Use *do* with all other subjects.) Then call on volunteers to read the statements and responses again.
- Focus on the bottom part of the grammar chart. Read the affirmative statements. Then read the responses and write them on the board. Point out the word order. Ask, *How would you say these sentences using* So? (So does Sam. / So do I.) Say, *They mean the same thing.* Then call on volunteers to read the statements and responses again.
- Read the first negative statement. Then read the response and write it on the board: *Yoko doesn't, either.* Point out the word order. Ask, *How would you say this sentence using* neither? (Neither does Yoko.) Say, *It means the same thing.* Repeat this sequence with the second negative sentence. Then call on volunteers to read the statements and responses again.
- To check Ss' understanding, make statements and elicit responses to show similarity or agreement. Write the following pattern on the board:
  T: I like pizza.
  S1: So do I.
  S2: I do, too.
  Continue orally with other affirmative statements. Say, *Make sure you agree with me in your response.*
- Repeat with negative statements. For example:
  T: We don't live in Paris.
  S1: Neither do we.
  S2: We don't either.
  Invite Ss in groups of three to continue with other examples. Remind them to agree in their responses.
- Read the note at the end of the chart. On the board, write, *I am learning English.* Elicit an informal affirmative response. (Me, too.) Then write, *I don't live in an apartment.* Elicit an informal negative response. (Me, neither.)

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3 PRONUNCIATION

A
- Write *rhythm* on the board. Ask, *What do you think of when you see this word?* (for example, music; the repeated pattern of sounds)
- Read the Sentence rhythm note aloud. Model *introduce* and *What's your name* and have Ss repeat to notice the same rhythm.
- Have Ss listen. Explain, *The large dot indicates a stressed syllable. The small dot indicates an unstressed syllable.* Model each word with loud and quiet clapping. Then have Ss listen and repeat.

OPTION In pairs, have Ss read the words and sentences and clap.

B
- Read *I do, too* in item 1 and clap the syllables in a long-short-long pattern (*I do TOO*). Ask, *In which column of the chart in 3A does this sentence belong?* (the first one)
- In pairs, have Ss read the sentences aloud and sort them. Circulate and assist as needed.
- Have Ss listen and check their answers.
- Bring the class together and check answers. Ask, *What did you add to column 1? column 2? column 3?* If there are any disagreements, play the audio again and ask Ss to listen and repeat.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Where are Flavio and Jim now?* (in the break room or a meeting room)
- Have Ss watch or listen and complete the exercise individually.
- Go over the answers as a class. If appropriate, play the audio or video again.
- To check comprehension, ask:
  What was it like for Jim to work on the North Pole Ice cream ads? (It was a lot of work and very stressful.)
  What is he going to do to relax? (see a movie)
  What kinds of movies do both Jim and Flavio like? (science fiction and comedies) *What do they both not like?* (suspense)
  What else is Jim into? (photography)
  What else is Flavio into? (Music—he played jazz guitar in a band in college.)

LANGUAGE NOTE *Are you kidding?* and *No kidding!* are used when people are surprised by something someone has said. To say something is *the best* is to indicate that you like it very much. *To be into something* means you like it a lot and are interested in it.

B
- Ask Ss to preview the conversation and predict ways the gaps might be filled. Then have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over the answers with the class.

C
- Play the audio and have Ss repeat chorally, line by line.
- Have Ss listen to the conversation again and repeat.
- Have Ss practice in pairs. Time permitting, have them swap roles and practice again.

D
- With a volunteer, model making a new conversation based on 4B.
- In pairs, have Ss make new conversations about movies they like. Encourage them to vary the use of *so, neither, too,* and *either* to show similarity or agreement. Time permitting, have Ss swap roles and practice again or make different conversations.

5 TRY IT YOURSELF

A
- **For higher-level students**, encourage them to list items besides the ones in 1A, page 44.

B
- Model the walkaround. Walk up to a S and say, *I like hip hop.* Elicit a response from the S. (For example, Me, too. / I don't.)
- Ask a volunteer to read the examples.
- Tell Ss to take notes when their classmates agree with them. (for example, likes jazz—Roberta / doesn't like sculpture—Eddie)
- Circulate and assist as needed.
- Bring the class together. Then call on Ss to consult their notes and share.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check to make sure that Ss are correctly:
- ✓ using vocabulary for entertainment
- ✓ using *so, neither, too* and *either* with simple present action verbs
- ✓ using correct sentence rhythm

EXIT TICKET Write on the board:
I don't like pop music.
I love adventure movies.
I like dance.
I'm not really into sculpture.
I'm not interested in photography.
I enjoy a good comedy.
Have Ss write their names on a blank card or scrap of paper. Then have them copy three of the sentences and write responses with *so, neither, too,* or *either.* Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

COACH

A ▶04-10 Listen. Notice the rhythm. Then listen and repeat.

•••	••••	••••
modern dance	science fiction	play the guitar
So do I. I do, too.	I don't, either. We can do it. How did you do? How's it going?	Neither do I. Where are you from? What about you?

B ▶04-11 Write each sentence in the correct column in 3A. Then listen and repeat.

1. I do, too.
2. Where are you from?
3. We can do it.
4. How did you do?
5. How's it going?
6. What about you?

Sentence rhythm

Every language has its own rhythm, or beat. The pattern of stressed and unstressed syllables gives English its rhythm. Words, phrases, and sentences can have the same rhythm. For example, the word *introduce* has the same rhythm as the sentence *What's your name*?

4 CONVERSATION



A ▶04-12 Listen or watch. Circle the correct answers.

1. What do Flavio and Jim both like?
   a. action / adventure movies
   (b.) photography
   c. playing jazz guitar
2. What will Flavio and Jim do on Saturday?
   a. go to a movie
   b. go to a photography show
   (c.) go to a music festival

B ▶04-13 Listen or watch. Complete the conversation.

Flavio: What kind of movies do you like?
Jim: All kinds. But I don't like suspense movies too much.
Flavio: Yeah. I _____don't either_____. I like science fiction.
Jim: _____So do I_____! A good sci-fi movie can really make you think.
Flavio: I agree.

C ▶04-14 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 Write two or three things from 1A that you like and one thing you don't like.

B WALK AROUND Find someone who has similar likes and dislikes. Then report to the class.

Monica loves jazz, and so do I.
I don't like pop music, and neither does she.

☐ I CAN TALK ABOUT WHAT I LIKE.

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LESSON 3 TALK ABOUT A MOVIE REVIEW



FLAVIO VEGA
@FlavioV
Get Out of Town! is in theaters this week. Do you think it's worth watching?

1 VOCABULARY Movies

A 04-15 Listen. Then listen and repeat.

release: to make a movie available for the public to see
direct: to give instructions to the actors in a movie about how to perform
play: to act as a character in a movie
adapt: to change something and be able to use it in a different way
a plot: the details of a story
acting: the way an actor performs in a movie
a role: a character in a movie
a blockbuster: a movie that is a big success

B Complete the sentences. Use words from 1A.

1. Actors need to be good at _____acting_____, and directors need to _____direct_____ well.
2. The movie made millions of dollars. It was a _____blockbuster_____.
3. They will _____release_____ the movie next summer, but only in a few cities.
4. My favorite actors _____play_____ the main characters in the movie.
5. Valerie Vaine will play the _____role_____ of Jessica in the new movie.
6. The _____plot_____ of the movie includes suspense, comedy, and action/adventure.
7. The writers will _____adapt_____ the story of a famous novel to turn it into a movie.

C PAIRS Compare your answers in 1B.

2 GRAMMAR Simple present and simple past passives

COACH

Use the passive when it is not known or not important who performs an action.

Simple present passive				
Subject	***Be***	***(Not)***	**Past participle**	
I	**am**		**employed**	as a director.
The movie	**is**	(not)	**adapted**	from a book
Blockbusters	**are**		**released**	every day.
Simple past passive				
Subject	***Be***	***(Not)***	**Past participle**	
The movie	**was**	(not)	**filmed**	last year.
The actors	**were**		**known**	in Hollywood.

Notes

- In passive sentences, the focus shifts from the agent to the object.
  Active: *People invited the writer.* Passive: *The writer was invited.*
- Use *by* when it *is* important to know who performs an action:
  *The role is played **by** award-winning actor Henry Davis.*
- In questions, the verb *be* comes before the subject:
  ***Are you** employed now?* *Where **were you** employed last year?*

>> FOR PRACTICE, GO TO PAGE 136

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LESSON 3 TALK ABOUT A MOVIE REVIEW

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

- Read the lesson title aloud. Explain that a review is an article in a newspaper or magazine, print or online, that gives an opinion about something. Ask, *Do you read movie reviews? What other types of reviews are there?* (book, hotel, restaurant, company, website, product, service) Say, *These days almost everything can be reviewed. Which reviews do you read? Do you write reviews?*
- Call on a volunteer to read the social media message. Ask, *Why is* Get Out of Town *capitalized here?* (It's the title of a movie.) *Do you ask people's opinions before deciding to see a movie?*

1 VOCABULARY

A
- Ask Ss to read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for new words: They released the movie last week. Jack Stone directed the movie. George Anglin plays the part of the prisoner. They adapted the play into a movie. The plot of this movie is confusing. The acting in this movie is horrible. My sister played a small role in a movie once. The low-budget film turned into a major blockbuster earning 200 million dollars.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- **For higher-level Ss**, encourage Ss to cover the words in 1A and try to do the exercise without looking. Then have them uncover the words and make any corrections.

C
- Circulate and assist as Ss compare answers.
- Bring the class together and go over the answers. Read the item number and call on Ss to read the completed sentences.

EXTENSION Books closed. To test knowledge of vocabulary, read the definitions and have Ss write down the words. Provide a bank on the board: *release, direct, play, adapt, plot, acting, a role, soundtrack, a blockbuster.*

2 GRAMMAR

- Books closed. On the board, write, *Our workers are paid every two weeks.* Ask, *Do we know who pays the workers?* (no) *What do we know about the workers?* (They are paid every two weeks.) Then write, *This bridge was built twenty years ago.* Ask, *Do we know who built the bridge?* (no) *What do we know about the bridge?* (when it was built)
- Read the grammar topic and the introduction to the grammar chart aloud. Write *passive* on the board. Point to the first sentence on the board. Underline *are paid* and say, *This is simple present passive.* Then point to the second sentence on the board. Underline *was built*, and say, *This is simple past passive.*
- Have Ss look at the top part of the chart. Read the sentences and have Ss repeat. Then do the same for the bottom half.
- Read the first note. Clarify that the *agent* is the performer of an action. Read the active sentence and ask, *Who performs the action in this sentence?* (people) Ask, *Is this important information?* (no) Say, *It's better to use the passive with this information.* Read the passive sentence.
- Read the second note and the example. Then ask, *Who played the role?* (Henry Davis) *Is this important information?* (yes)
- Read the final note and the examples. Ask, *Which form of* be *do we use with the present passive?* (are) *Which form do we use with the past passive?* (were)

OPTION Make statements in active voice. Point at individual Ss and have them change the statements to passive voice.
They played the soundtrack at the party. (The soundtrack was played at the party.)
Nick Baker reviewed the movie. (The movie was reviewed by Nick Baker.)
Viewers gave the movie five stars. (The movie was given five stars.)
Make statements in passive voice. Point at Ss to have them change the statements to active voice.
That role was played by Amanda Adams. (Amanda Adams played that role.)
The movie was filmed in Slovenia. (The directors filmed the movie in Slovenia.)
The blockbuster film was seen by 8 million viewers. (Eight million viewers saw the blockbuster film.)

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3 LISTENING

A
- Say, *You are going to listen to a movie review*. Give Ss a moment to preview the movie review realia in Exercise B. Have them preview the questions in Exercise A silently. Play the audio once and have Ss complete the exercise. Then have them listen again to check their answers.
- Go over the answers as a class. Call on Ss to read the completed sentences. Play the audio again if needed.

B
- Write *infer* on the board. Read the Listening Skill aloud. Say, *In 3B you will infer the answers to the questions.*
- Have Ss preview the exercise items. Then play the audio.

C
- Go over the answers with the class. For each item, ask, *What is your answer? What information helped you choose it?* If necessary, play the audio again. Instruct Ss to listen specifically for information about the director / plot / actors. Hint that the information appears in more than one place.

⊕ **EXTENSION** Ask Ss, *Would you be interested in seeing this movie? Why? Why not?*

⊕ **EXTENSION** Have Ss listen and check off the vocabulary items in 1A on page 46, as they hear them. Hint that some words use different verb forms. Say, *Note some words are used several times, but you can draw just one check mark.*

4 TRY IT YOURSELF

A
- Encourage Ss to choose a movie they know well. Say, *You can talk about a movie you liked or didn't like or both.*
- Circulate and assist as needed.

B
- As Ss talk, remind Student B to guess how many stars Student A gave the movie.
- Circulate and assist as needed.
- Bring the class together and have one or two Ss report on their partner's movie. Invite Ss to comment if they have seen any of the movies mentioned and share if they agree with the number of stars awarded.

⊕ **EXTENSION** Have Ss return to Flavio's social media message on page 46. Invite them to write responses. (For example, Well, Flavio, I recall you don't like suspense films. So, you might want to skip this one! It's a pretty good movie though. I give it three stars.)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Check that Ss are correctly
- ✓ using vocabulary for movies
- ✓ using the simple present passive and past passive

EXIT TICKET On the board, write, Glorious Days *is a slow-moving drama about one woman's last days while dying from an illness. Despite some unlikely plot turns, the acting is excellent and the cinematography is outstanding. This film is worth seeing.* Say, *Infer how many stars out of five the writer of this review would give the film.* Have Ss write their answers on a blank card or a piece of paper. Have Ss support their answers by listing positive and negative remarks mentioned in the review. (For example, four stars. Positive remarks: acting is excellent, cinematography is outstanding; film is worth seeing; Negative remarks: slow-moving drama, some unlikely plot turns) Collect cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 LISTENING

A 04-17 Listen to the movie review. Circle the correct answers.

1. *Get Out of Town!* is a(n) _____ movie.
   a. action/adventure (b.) suspense/thriller c. science fiction
2. The plot in *Get Out of Town!* is _____.
   (a.) confusing b. wonderful c. mysterious
3. In *Get Out of Town!*, Patrick Solaro brings out the best in _____.
   (a.) the actors b. the action c. the story

B 04-17 Read the Listening Skill. Listen again. How many stars do you think Brad Johnson would give the director, actors, and plot? Circle the correct answers.



2h 12min
Directed by: Patrick Solaro
Written by: Kathleen Doherty, based on a novel by Melissa Bridges
Stars: Belle Winter, Henry Davis, Susan Robinson…

Get Out of Town!

Great acting. Confusing story. ★★★☆☆

Author: bjohnson2410

9 October

Patrick Solaro's new movie was expected to be a big hit. After all, he is last year's winner of the Academy Award… …More

Was this review helpful? Yes *87* No *2*

★★★★★ = Excellent ★★★☆☆ = Good ★☆☆☆☆ = Bad

1. Director
   (a.) ★★★★★ b. ★★★☆☆ c. ★☆☆☆☆
2. Actors
   (a.) ★★★★★ b. ★★★☆☆ c. ★☆☆☆☆
3. Plot
   a. ★★★★★ b. ★★★☆☆ (c.) ★☆☆☆☆

C PAIRS Compare your answers in 3B. Explain your choices.

LISTENING SKILL
Draw inferences

An inference is a conclusion based on the information you hear. It is not said directly, but the listener can understand it from the context.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Take notes on a movie you want to review using the chart.

Movie title	Actors and director	Characters	Story	What I liked	What I disliked	Number of stars

B PAIRS Student A, talk about your movie. Student B, guess how many stars Student A gave it.
The movie is called *Jumping Jack*. It was directed by Thomas England…

☐ I CAN TALK ABOUT A MOVIE REVIEW.

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LESSON 4 READ AN INTERVIEW WITH A LOCATION SCOUT



FLAVIO VEGA

@FlavioV

I wish they made more movies like *The Lord of the Rings*. The scenery was breathtaking!

1 BEFORE YOU READ

A PAIRS What are some of your favorite movie locations?

I loved the jungle scenes in *King Kong*.

B 04-18 VOCABULARY Listen. Then listen and repeat.

an industry: all the business of similar kind
shoot: to make a movie
authentic: made or done in the traditional way
remote: far away from other places
a scene: one part of a movie
a bonus: a good thing you did not expect

>> FOR PRACTICE, GO TO PAGE 156

2 READ

A Read the Reading Skill. Answer the questions.

1. What kind of article do you think this will be?
   an interview
2. What do you think Sam Dinh will talk about?
   his work as a location scout

READING SKILL Make predictions based on text features

Before you start reading, look at the title, any headings, and text in bold or italics. These features can help you predict the type of text and what it is about.

B 04-19 Listen. Read the interview.

A SCOUT'S STORY

As a writer for *On the Move*, I get the chance to share some of the fascinating behind-the-scenes details about making movies and to talk to people working in the film industry. I recently met Sam Dinh, a location scout for the new blockbuster, *Our Time in the Sun*.

Sam, you grew up near Los Angeles, but you moved to Vietnam about ten years ago. Now you are a top movie location scout in the industry. How did that happen?

Actually, I moved to Hanoi to be near my family. Then, one day I was talking to a friend who works for a movie director. The director was shooting a film in Vietnam and wanted a location in the jungle. I found the perfect location and things just continued from there.

What exactly do location scouts do?

We have to find the right locations for every scene in the movie, but we also make sure that all the details on the set look and sound authentic.

So, when you look for that perfect location, what are some of the things you have to think about?

The main thing is to find a location that looks right, but there are other things to consider as well. For one film, I found an old house in a remote village. The director said it was exactly what she had in mind. And it looked perfect, but…

What was the problem?

There was no electricity or running water in the village. We had to bring our own generators to produce electricity.

Wow! What about really unusual or unexpected tasks? Can you tell us about some of them?

I once had to set up a scene where a village was attacked by a tiger. There was a professional animal trainer and we had an emergency plan in place so there was no real danger. But so many things can go wrong with wild animals.

I can imagine! We don't think about all the details that make each scene authentic.

That's true, especially for historical movies. For example, *Our Time in the Sun* takes place in Hanoi in the 1950s. Of course, I knew that satellite dishes and other modern technology had to be removed, but those white lines on the streets? They had to go, too. They weren't there in the 1950s.

So, what's the best part of your job?

Well, one great bonus is that I sometimes get to play small roles—usually just in crowd scenes—but never with any tigers!

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LESSON 4 READ AN INTERVIEW WITH A LOCATION SCOUT

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

- Read the lesson title aloud. Explain that a location scout searches for places to film movies or video productions.
- Read the social media message aloud. Ask, *Who here has seen* Lord of the Rings? *What do you remember about the scenery?* If no one has seen it, point out that the film is famous for the extraordinary nature scenes including forests, hills, mountains, grassy fields, farming landscapes, rivers, and lakes.

LANGUAGE NOTE The pronoun *they* is often used instead of a specific noun. In the social media message, *they* refers to people in the movie business.

1 BEFORE YOU READ

A
- On the board, write, *movie locations.* Invite a volunteer to read the example.
- After pairs discuss, call on Ss to share the names of the movies they mentioned.

B
- Have Ss read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for words they are not familiar with: Simon works in the movie industry. They are going to shoot the movie in Tokyo. The scenes in the movie look authentic. They live in a remote town in the mountains. I really liked the fight scene in the movie. A nice bonus of this job is that I don't have to work on Fridays.

OPTION Encourage Ss to add the new vocabulary and definitions to their vocabulary journals. Remind them to write sentences to practice using the words in context.

2 READ

A
- Read the Reading Skill aloud. Ask, *According to the note, what are text features?* (the title, headings, and text in bold or italics) *What are some other examples of text features?* (photos, charts, captions, etc.) *Which of these features do you see in the reading* A Scout's Story*?* (title, bold text, italics, photo) *What do the boldface and roman fonts indicate?* (that this is an interview)
- Direct Ss' attention to the picture. Ask, *What is this a photo of?* (a silhouette of people filming; the stick microphone could hint that this is a film crew)
- Have Ss work individually to answer the questions. Then have them compare answers with a partner.

B
- Have Ss listen and read.

OPTION Have Ss listen and read again and underline the vocabulary words from 1B. (industry, line 3; shooting, line 13; authentic, line 20; remote, line 25; scene, line 18; worked out, line 31; images, line 36; bonus, line 50)

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3 CHECK YOUR UNDERSTANDING

A • Have Ss read again and underline the text that answers the questions. Then have them compare answers in pairs and show where they found the answers. (lines 16–26)

B • Have Ss complete the exercise. If they are not sure about an answer, have them scan the text to find it. Go over the answers as a class.

OPTION Focus on item 4. Ask, *Which part of the job would you find most challenging?*

C • Have Ss locate the expressions in the text and circle them.

• Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, That black dress is exactly what I had in mind; Everything is in place for the party tomorrow.)

D • Hint that Ss can read each question and answer in the article and summarize section by section using their own words. Ask a volunteer to read the example. Tell Ss they can start this way or their own way.

• Circulate as pairs work and offer feedback as needed.

4 MAKE IT PERSONAL

A • Tell Ss that their location doesn't have to be extraordinary. It can be an ordinary place such as a city, a building, or a room. For the last category, refer Ss to the movie genres listed in 1A on page 44, or elicit other genres. (romance, drama, fantasy, horror, historical fiction, documentary, etc.)

B • Have Ss talk about the information in their chart.

• Call on Ss to write their locations on the board. Then bring the class together and ask, *Do any Ss have the same location?* Time permitting, allow volunteers to share their movie ideas.

EXTENSION Have Ss return to Flavio's social media message on page 48. On the board, write, *I wish they made more movies like _____. The scenery is _____.* Call on Ss to fill in the blanks orally with their ideas.

EXIT TICKET Have students turn to page 50, Exercise 1B. Tell them to look at the film review and make predictions about the text based on text features. Have Ss write their names on a blank card or piece of paper and write their predictions. (For example, It looks like the reviewer didn't like the movie. He only gave it two out of five stars. It may be an action movie.) Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A What do location scouts do? Circle three answers.

a. They help the director make changes after the filming is finished.
b. They help set up the scenes.
c. They find the best locations for every scene in a movie.
d. They make changes in the location if it is not perfect.
e. They help the actors to look authentic.

B Circle the correct answer.

1. What was the problem with the house in a remote village?
   a. There were wild animals.
   b. It needed a lot of changes to make it authentic.
   c. There was no power for the equipment.
2. What kind of unexpected job has Sam had?
   a. finding remote locations
   b. building roads
   c. working with wild animals
3. What is one thing Sam had to do to make a scene authentic?
   a. remove modern technology
   b. find a professional animal trainer
   c. do historical research
4. What makes a scout's job challenging?
   a. attention to lots of details
   b. the need for emergency plans
   c. living far from home

C FOCUS ON LANGUAGE Reread lines 21–23 and 29–31 in the interview. Think about the phrases *had in mind* and *in place*. Circle the correct answers.

1. The expression *had in mind* means to have ___.
   a. an opinion about something b. a plan or intention c. an original idea
2. The expression *in place* means ___.
   a. organized and ready for use b. in a specific location c. close to you

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

The reading is an interview with a location scout. He...

4 MAKE IT PERSONAL

Look for information about location scouts. How can someone find a job as a location scout?

A Think about a location that would be interesting for a movie. Describe the location and say what kind of movie you imagine.

Location	Description	Movie type

B PAIRS Talk about the locations you chose for each movie type and why you chose them.

☐ I CAN READ AN INTERVIEW WITH A LOCATION SCOUT.

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LESSON 5 WRITE A MOVIE REVIEW



FLAVIO VEGA

@FlavioV

I saw a new movie this weekend. Check out my review before you go to see it.

1 BEFORE YOU WRITE

A What are your favorite kinds of movies? Why do you like those movies?

B Read Flavio's online movie review. How did he feel about the movie? *Answers will vary. Possible answer: He thought it was terrible.*



1h 49 min

Directed by: Oscar Lombard

Written by: Kate Reynolds

Stars: Pia Andrade, Britt Malcolm, Jan Jansen...

***Hunted* Review** Critic Review | **Audience Reviews**

Flavio V ★★☆☆☆

I went to see *Hunted* this weekend, and I thought it was awful! I felt like I wasted two hours and twelve dollars.

First of all, the plot sounds exciting, but it is actually very predictable. Carla, an ordinary woman—a high school teacher—is chased by a group of bad men. We don't know who they are, and we don't know why they are chasing her. As the movie goes on, you find out more and more about Carla's past, and how she is connected to these men. Of course, it turns out that she isn't so ordinary after all. By the time the movie reveals the "surprise", it isn't much of a surprise. I knew exactly what was going to happen in the end.

The star of the movie is Pia Andrade, an actress I usually like a lot. Her acting in this movie is good—she is the reason I gave the movie two stars instead of just one. While the role she plays in this movie is very silly, Andrade makes the character realistic. Still, with her talent, I think she should play more serious roles.

This is the second movie that was directed by Oscar Lombard. I loved his first movie, *Awaken*. It had an interesting, surprising plot, and the acting was great. In contrast, *Hunted* is a real disappointment. Let's hope his next movie is better!

C Read the review again. Complete the chart. Indicate positive (+) and negative (–) opinions.

Feature	Summary	+ or –	Why?
Plot	An ordinary woman is chased by a group of bad men. You learn about Carla's past throughout the movie. It turns out she is connected to the men in some way.	–	The plot sounds exciting but is predictable.
Actor	The star is Pia Andrade.	+	While the role is silly, Andrade makes the character realistic.
Director	The director is Oscar Lombard. This is his second movie.	–	In contrast to his first movie, *Hunted* is a disappointment.

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LESSON 5 WRITE A MOVIE REVIEW

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

- Read the lesson title aloud. Ask, *Do you ever write movie reviews? If yes, where do you post or publish them?* Call on volunteers to share.
- Read the social media message aloud. Say, *Why do you think Flavio recommends checking out his review before going to see the movie?* (For example, maybe it wasn't such a good movie, or he wants to share some ideas before someone goes to see the movie.) Ask, *Do you ever decide not to see a movie after reading a negative review?*

1 BEFORE YOU WRITE

A
- Elicit different types of movies. Write the words on the board. **For lower-level Ss**, refer Ss to the movie genres in 1A on page 44, or elicit other genres. (romance, drama, fantasy, horror, historical fiction, documentary, etc.)
- Lead a discussion about different types of movies. Ask, *What is your favorite type of movie? Why do you like it? What don't you like about it?* Write Ss' preferences on the board. Have Ss notice who has similar interests.

B
- Have Ss read the post individually. Ask, *How did Flavio feel about the movie?* (He did not like it.) *How do you know?* (He gave it only two stars. He says he thought it was awful.)

OPTION Ask, *Was your prediction in the Exit ticket in the previous lesson correct?*

C
- Have Ss look at the graphic organizer. Say, *This chart breaks downs the structure of the movie review into four sections and provides a summary and comment for each one. What are the four sections?*
- Have Ss read the box containing the summary of the plot. Have them scan the post to find the missing information. Call on Ss to say the answers and have Ss write them in the blanks.

TEACHING TIP It can be helpful to review scanning with the class. When scanning, you simply move your eyes quickly through text searching for specific keywords. You are not reading the content carefully.

- Have Ss continue working alone.
- Ask Ss to compare answers with a partner. Then check answers with the class as a whole.

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2 FOCUS ON WRITING

- Focus on the Writing Skill box. Read the title aloud. **For lower-level Ss**, make sure Ss understand that *contrast* refers to differences between ideas, people, things, etc.
- Write the contrast words on the board: *but, however, while, although, in contrast, on the other hand, despite*. Have Ss underline any of these words they find in the review. **For lower-level Ss**, you can hint there are only three examples. (but in line 3; while in line 13; In contrast in the line before last)

3 PLAN YOUR WRITING

A
- Encourage Ss to review a film they know well. Allow them to look online for details such as full names of directors or actors. Assist with spelling as needed.
- Focus on the first chart head, Feature. Elicit different features from the unit and write them on the board. If needed, have Ss look at 1A on page 46 and 1C on page 50. Say, *In the third column write a plus* (+) *if a feature (for example, plot, acting, director) was good and a minus* (–) *if not*.
- Circulate and assist as needed.

B
- Invite a volunteer to read the example aloud.
- In pairs, have Ss use their notes to share their opinions. Bring the class back together and invite volunteers to share their opinions with the class.

4 WRITE

- Before Ss write, bring their attention to paragraph 2 in the review in 1B on page 50. Explain that when describing the plot of a movie or a book, we write in the present. When commenting on an actor, as in paragraph 3, we also use the present. But when commenting on directing, we write in the past, since that action is completed.
- Have Ss work individually. For reference as they write, instruct Ss to use the review in 1B, page 50, as a model; their notes in 3B, page 51; and the skill box on page 51 for expressions of contrast.
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Say, *Read your partner's movie review and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper or on a sticky note.*

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to apply feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

⊕ **EXTENSION** Have Ss return to Flavio's social media message on page 50. Ask, *Would you see the movie* Hunted *after reading his review? What are some possible responses to Flavio's post?* (For example, Thanks for the heads up, Flavio. I think I'll pass on this one; What? Only two stars? I liked this movie!!)

EXIT TICKET Write contrast words on the board: *but, however, while, although, in contrast, on the other hand.* Say, *Choose three words and make statements about how a film or films were different from what you expected.* (For example, Although the cinematography was beautiful, the acting was boring.) Have Ss write their statements on a blank card or small piece of paper. Collect the cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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2 FOCUS ON WRITING

Read the Writing Skill. Then read Flavio's review again. Underline the words and sentences that show a contrast to what he expected.

WRITING SKILL Use contrast to express your opinion

Sometimes, when you express your opinion, you can make it stronger by saying how it is different from what you expected. Use **contrast words** like *but*, *however*, *while*, *although*, *in contrast*, *on the other hand*, and *despite* to express these contrasts.

3 PLAN YOUR WRITING

A Think of a movie you want to review. Complete the chart to help plan your review.

Feature	Summary	+ or –	Why?

B PAIRS Share your opinions about the movie.

I saw the movie *Inception* and really liked it. It's about...

4 WRITE

Write a movie review using your details from 3A. Remember to use contrasts to express your opinion. Use the review in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's reviews.

1. Underline the sentences your partner used to express his or her opinion using contrasts.
2. Did these sentences make your partner's opinion stronger? Why or why not?

B PAIRS Can your classmate improve his or her review? Make suggestions.

6 PROOFREAD

Read your review again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A MOVIE REVIEW.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 04-20 Listen or watch. What type of music does Sofia like?

Answers will vary. Possible answer: She likes rock music. / She loves rock ('n roll).

B 04-20 Listen or watch again. Answer the questions.

1. Who is Sofia's favorite band?
   The Roads
2. What does she like about the band?
   Their music is really exciting; the guitarist and the drummer both sing really well.
3. How does she describe their music and videos?
   The band has a really cool sound, and their videos are interesting and creative.

C Show your own photos.

Step 1 Think about your favorite band, book, or movie. Choose 3–5 photos to show what you like about it.

Step 2 Show the photos to the class. Talk about what you like. Describe the music, story, characters, or actors.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY



FIND GRAMMAR EXAMPLES IN REAL-LIFE ENGLISH

When you learn a new grammar form, look for examples of it in places other than your textbook. Write down examples you find to study later. You can also bookmark or save what you find on an app or computer.

Review the grammar from the unit. Look or listen for the grammar on the internet, in movies, or in other classes. Make note of the examples. Review the grammar examples 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
- ☐ Talk about how life has changed
- ☐ Talk about what I like
- ☐ Talk about a movie review

Vocabulary
- ☐ Ways to connect
- ☐ Entertainment
- ☐ Movies

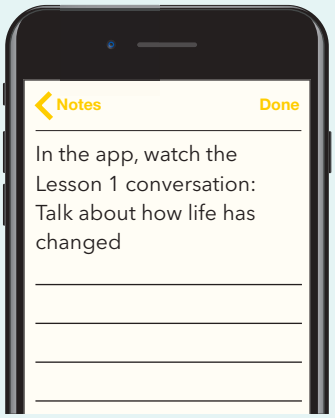
Pronunciation
- ☐ Blended pronunciation of *used to* ("useta")
- ☐ Sentence rhythm

Grammar
- ☐ *Used to* and *would*
- ☐ *So*, *neither*, *too*, and *either* with simple present action verbs
- ☐ Simple present and simple past passives

Reading
- ☐ Make predictions based on text features

Writing
- ☐ Use contrast to express your opinion

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. Ask, *What do you see?* (a concert, probably a rock concert)
- Have Ss listen or watch. Call on a volunteer to answer the question. Ask, *Do you also like this kind of music?*

B
- Have Ss answer the questions and compare answers in pairs. If appropriate, have them listen or watch again.
- Bring the class together and check answers. Replay sections of the audio or video as needed.

C
- Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.
- For Step 1, explain, *You can use photos you have or find photos online.*
- Tell Ss, *Write notes or create a script of what you want to say.* Model an introduction on the board: *Hello, everyone. It's ____. Do you love____?*
- For Step 2, have Ss practice once with a partner. Then call on individual Ss to present their photos. Say, *Use the notes or the script you prepared in class.*
- For Step 3, write the following questions on the board:
  1. *Did the speaker show photos of a band, book, or movie?*
  2. *Did the speaker talk about each photo?*
  3. *Did the person speak clearly?*
  4. *Was this presentation interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the person presents, and then take notes on the questions during or after the presentation.
- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch their video and fill out the following checklist:

- ☐ *Did I show three to five photos of a favorite band, movie, or book?*
- ☐ *Did I talk about each photo?*
- ☐ *Did I speak clearly?*
- ☐ *Was my presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Say, *You can keep a grammar journal similar to your vocabulary journal.* Encourage Ss to keep an electronic journal if they have a phone or a laptop so that they can easily copy and paste examples into their journal.
- Give Ss a few minutes to look back at the unit grammar. Write the topics on the board: *used to / would; So, neither, too, either; Simple present passive and simple past passive.* Point to each grammar point and ask, *In what real-life situations might you find this grammar point?* (for example, passive in movie reviews; *used to* and *would* in a history textbook; *so, neither, too, either* in a social setting when people are talking about likes and dislikes)

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit as needed.
- 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.
- Finally, 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 WHAT ARE WE EATING?

PREVIEW THE UNIT

LESSON 1	**Discuss restaurant experiences**	
	Vocabulary	Restaurant experiences
	Grammar	Tag questions
	Pronunciation	The sounds /ʃ/, /ʒ/, /ʧ/, and /ʤ/
LESSON 2	**Talk about food preferences**	
	Vocabulary	Categories on a menu
	Grammar	Expressing preferences with *would rather* and *would prefer*
	Pronunciation	The sounds /u/, /ʊ/, /ʌ/
	Conversation	Talk about preferences
LESSON 3	**Tell a story about a party**	
	Vocabulary	Party food
	Grammar	Quantifiers
	Listening skill	Listen for time words
LESSON 4	**Read a restaurant review**	
	Reading skill	Identify author's opinion with key words
LESSON 5	**Write a food blog**	
	Writing skill	Use specific details
PUT IT TOGETHER		
	Media project	Photos: Talk about a meal
	Learning strategy	Use new vocabulary in daily life

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

GET STARTED

A
- Read the unit title aloud. Ask, *When might someone ask this question?* (for example, when someone comes home from work or school and another person is cooking)
- Tell Ss to read the learning goals silently. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What do you see?* Have Ss discuss in pairs. Bring the class together and ask pairs to share.

C
- Focus on the social media message. Ask, *What do you remember about Mehmet?* If necessary, have Ss read what Mehmet says in *Meet the People of TSW Media* on page 4 or play the video of Mehmet.
- Have Ss turn back to page 53. Read the social media message aloud. Ask, *How do we know he is excited?* (He says, *I can't wait…*) *Why is he excited?* (He plans to take Liz to his favorite restaurants during her visit.)

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5 WHAT ARE WE EATING?

LEARNING GOALS

In this unit, you

- discuss restaurant experiences
- talk about food preferences
- tell a story about a party
- read a restaurant review
- write a food blog



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 Mehmet's message. Why is he excited?



MEHMET BODUR

@MehmetB

Can't wait to share my favorite restaurants with Liz during her visit!

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LESSON 1 DISCUSS RESTAURANT EXPERIENCES



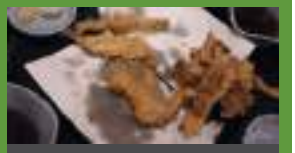
MEHMET BODUR
@MehmetB
Going to an awesome restaurant for lunch. So much good food and so little time!

1 VOCABULARY Restaurant experiences

A 05-01 Listen. Then listen and repeat.

Taste

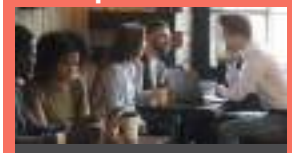

bland

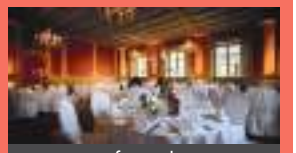

greasy


fresh


stale

Atmosphere


cozy


formal


casual


crowded

Service


rushed


efficient


slow


poor

B PAIRS Write the words from 1A in the chart. Discuss your answers. *Answers will vary.*

Positive (good things)	Negative (bad things)	Neutral (not good or bad)
fresh, cozy, efficient	bland, greasy, stale, slow, poor, rushed, crowded	casual, formal

2 GRAMMAR Tag questions

COACH

We use tag questions to confirm the information we have.

Affirmative sentence	Negative tag	Negative sentence	Affirmative tag
The atmosphere is great,	**isn't** it?	You aren't coming,	**are** you?
You have eaten here many times,	**haven't** you?	She didn't bring the menu,	**did** she?
He owns this restaurant,	**doesn't** he?	We can't walk there,	**can** we?

Real questions

In tag questions, our *voice rises* at the end when we are *not sure* if our statement is true. We are asking a real question and expect the listener to *give* us *information*.

A: *You don't like sushi, do you?* **B:** *Yes, I do! I like it a lot!*

Questions expecting agreement

Our *voice falls* at the end when we are *sure* our statement is true. We expect the listener to *agree*.

A: *The food here is terrible, isn't it?* **B:** *Yes, it really is.*

>> FOR PRACTICE, GO TO PAGE 137

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LESSON 1 DISCUSS RESTAURANT EXPERIENCES

- Read the lesson title aloud. Say, *Think of a restaurant you have recently been to. What kind of experience did you have?* Call on volunteers to share (for example, The food was delicious. The view was really pretty. The waiters were really rude. The food was not so great.) For each experience described ask, *Have you had a similar restaurant experience?*
- Read the social media message aloud. Ask, *What does Mehmet mean when he says,* So much good food and so little time? (There are a lot of good restaurants to choose from but not enough time to visit them all.) Ask, *What kind of experience did he probably once have at the restaurant where he's taking Liz for lunch?* (A very good one—he calls it an awesome restaurant.)

1 VOCABULARY

A

- Read the vocabulary topic aloud. Define *taste*, *atmosphere*, and *service* as needed. (taste: the feeling that is produced by a particular food or drink when you put it in your mouth; atmosphere: the feeling that a place gives you; service: the help that people who work in restaurant give you) Have Ss look at the pictures and read the words in each category.
- Have Ss listen. Then have them listen and repeat. Define new terms as needed.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B

- Copy the chart and chart headings on the board. Focus on the Taste category and elicit an example of a word that reflects something positive. (for example, fresh) Write it in the first column. Then elicit an example of a word that reflects something negative (for example, bland) and write it in the second column. Focus on the third column and stress that this category is for words that are neither good nor bad (for example, formal).
- Have Ss work individually to categorize the words. Then bring the class together. Have three Ss come to the board at once and fill in the answers. Make corrections as needed.

2 GRAMMAR

- Books closed. To introduce the grammar, ask a S, *You understand all the new vocabulary, don't you?* Elicit an affirmative answer by nodding your head up and down. Write the question on the board and say, *This is a tag question. Underline* don't you *and say, We call this part a tag.*
- Ask Ss to open their books to page 54 and read the chart title. Read the introduction aloud. Elicit that *confirm* means to check that something is true.
- Have Ss read the chart heads. Ask, *What kind of tag comes after an affirmative sentence?* (negative) *What kind of tag comes after a negative sentence?* (affirmative)
- Read the first affirmative tag question. Point out that the tag *isn't it* repeats the verb *is* used in the sentence and changes it to negative. Read the second affirmative tag question. Explain that the tag repeats the auxiliary verb *have* and changes it to negative. Focus on the last affirmative tag question. Clarify that for simple present, affirmative statements, the auxiliary *don't / doesn't* is used in the tag.
- Call on volunteers to read the negative tag questions. For each one ask, *Which verb or auxiliary appears in the sentence? Which auxiliary is used in the tag?* (aren't / are, didn't / did, can't / can)
- Focus on Real questions and read the explanation. Model the exchange with a S. Read role A and exaggerate the voice rising at the end. Explain that the answer can be affirmative or negative, depending on whether the listener agrees or disagrees with the speaker For example,

  Question: *You haven't taken classes at this school before, have you?*

  Answer: *Yes, I have. / No, I haven't.*
- Next, look at Questions expecting agreement and read the explanation. Model the exchange with another S. Read role A and exaggerate the voice falling at the end. Reiterate that the speaker may expect agreement but not get it. For example,

  Question: *It's a [beautiful / rainy / cloudy] day today, isn't it?*

  Answer: *Yes, it is. / No, it isn't.*

OPTION To reiterate that it is possible to disagree with tag questions, draw the following chart on the board. Elicit the tags from the class. Then have Ss practice asking and answering. Check that they are using correct intonation.

Speaker	Listener
Real question: The bookstore is open this afternoon, _____?	(Agrees) Yes, it is. It's open from 3 to 4 P.M. (Disagrees) No, it's not. It's never open on Mondays.
Question expecting agreement: That writing assignment was hard, _____?	(Agrees) Yes, it was. It took me all evening. (Disagrees) Not really. I finished it in ten minutes.

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3 PRONUNCIATION

A
- Say, *We will focus on four sounds in this section*. Write on the board: /ʃ/ /ʒ/ /ʧ/ /ʤ/. Point to each symbol and say the sound: /ʃ/ (as in *wish*); /ʒ/ (as in *vision*); /ʧ/ (as in *watch*); /ʤ/ (as in *jam*). Have Ss repeat.
- Read the boxed pronunciation note aloud.
- Have Ss listen. Then have them listen and repeat.

B
- Have Ss read the exercise items silently. Play the recording for item 1. Pause the recording and have Ss choose an answer. Ask a S to read the word that has a different sound (service). Ask, *Do you hear the /ʃ/ sound?* (no) Call on a volunteer to read the other words in the item. Ask, *Do they all have the /ʃ/ sound?* (yes) *Are they all spelled the same way?* (no) *Write fresh, efficient, delicious, rushed* on the board and point to the different spellings.
- Restart the recording and have Ss complete the activity.
- Go over the answers as a class. Say the words or play the recording again as needed. Have Ss repeat the four words with the same sound. Write them on the board and compare spellings.

OPTION In pairs, have Ss think of additional words for each sound. Encourage them to try to come up with words with different spellings. (for example, special, treasure, nature, energy) Make a four-column chart on the board and add the words in the proper columns. Correct Ss' pronunciation as needed. Focus on the different spellings of each sound.

C
- Ask a S to read the example. Write /ʃ/, /ʒ/, /ʧ/, and /ʤ/ on the board. Repeat the words *usually*, *fish*, *chowder*, *lunch*, and have Ss point to the symbol that represents each target sound.
- Circulate as pairs make up sentences. Assist as needed.
- Bring the class together and have each pair write one of their sentences on the board. Call on volunteers to identify the /ʃ/, /ʒ/, /ʧ/, or /ʤ/ sounds in the target words in each sentence.

4 CONVERSATION

A
- Have Ss look at the video still. Point to the woman and ask, *Who is this with Mehmet?* (Liz) *Where are they now?* (in a restaurant) *Can you tell the atmosphere of the restaurant from the picture?* Have Ss speculate. (for example, casual, cozy, modern)
- Have Ss read the exercise items silently. Then have them listen or watch and circle their answer choices.
- Go over the answers as a class. Play the audio or video again, if appropriate.

LANGUAGE NOTE The term *folks* is used when talking to a group of people in a friendly way; the server says, *How're you folks today?*

EXTENSION Have Ss listen to the conversation again and raise their hands when words from 1A on page 54 are used. (casual, cozy, not too crowded, modern, efficient)

B
- Ask Ss to preview the conversation and predict ways the gaps might be filled. Write their ideas on the board.
- Have them listen and fill in the gaps with the words they hear. Go over the answers with the class.

C
- Play the audio and have Ss repeat chorally, line by line.
- Focus on lines 1 and 2. Ask, *Is Mehmet asking for information or does he expect agreement?* (information) Tell Ss to notice if Mehmet's voice rises or falls at the end. (rises)
- Have Ss practice the segment in pairs. Then have them swap roles and practice again.

D
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.
- To conclude, have one or two pairs perform their conversation for the class.

5 TRY IT YOURSELF

A
- Point out that the atmosphere and quality of service do not have to be good. Ss can describe a bad restaurant experience. Encourage Ss to use the vocabulary from 1A on page 54. Circulate and assist while Ss are working.

B
- Have one or two pairs perform their role plays for the class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for restaurant experiences
- ✓ using tag questions
- ✓ pronouncing the sounds /ʃ/ /ʒ/ /ʧ/ /ʤ/ correctly

EXIT TICKET As Ss prepare to leave the class, have them ask you a tag question (for example, You like sushi, don't you?) pronounced in two ways: first, as a real question, with rising intonation in the tag; second, as a question indicating that the speaker expects agreement, with falling intonation in the tag. Note which Ss speak with ease and which ones are less sure of themselves.

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3 PRONUNCIATION

COACH

A 05-04 Listen. Notice the sound of the underlined consonants. Then listen and repeat.

/ʃ/	/ʒ/	/ʧ/	/ʤ/
fresh	casual	chicken	juice

B 05-05 Circle the word that has a different consonant sound than the first word in the line. Then listen and check your answers.

1.	**fresh**	efficient	service	delicious	rushed
2.	**casual**	usually	Asian	Russian	television
3.	**chicken**	chef	question	chowder	adventure
4.	**juice**	beverage	dangerous	greasy	orange

C PAIRS Create three sentences. Each sentence should include at least two words with the consonant sounds /ʃ/, /ʒ/, /ʧ/, or /ʤ/. Use words from 3A or 3B, or your own ideas.

I usually eat fish chowder for lunch.

The sounds /ʃ/, /ʒ/, /ʧ/, and /ʤ/

The sounds /ʃ/, /ʒ/, /ʧ/, and /ʤ/ have the following usual spellings, but note that they also have other spellings.

Sound	Example	Usual spelling
/ʃ/	fresh	sh
/ʒ/	casual	s
/ʧ/	chicken	ch
/ʤ/	juice	j or g

4 CONVERSATION



A 05-06 Listen or watch. Circle the correct answers.

1. The restaurant is ***formal*** / ***cozy*** / ***crowded***.
2. The service is ***efficient*** / ***slow*** / ***poor***.
3. The restaurant has fresh ***bread*** / ***vegetables*** / ***sandwiches***.

B 05-07 Listen or watch. Complete the conversation.

Mehmet: You ___haven't___ been here before, ___have you___?

Liz: No. It's my first time. The atmosphere is great, casual, not too crowded. And I love the modern style.

Mehmet: Yeah, it's a nice place. And just wait until you taste the food!

C 05-08 Listen and repeat. Then practice with a partner.

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

5 TRY IT YOURSELF

A PAIRS Make up a restaurant. Complete the chart.

Restaurant name	Kind of food	Atmosphere	Quality of service

B ROLE PLAY You're at the restaurant. Have a conversation about food, service, or atmosphere. Use tag questions to check on whether you agree.

☐ I CAN DISCUSS RESTAURANT EXPERIENCES.

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LESSON 2 TALK ABOUT FOOD PREFERENCES



MEHMET BODUR
@MehmetB
LOVE the food, but why do servers ask so many questions??!

1 VOCABULARY Categories on a menu

A ▶05-09 Listen. Then listen and repeat.

starters and soups
Fish chowder $5 — Chicken wings $5
Vegetable soup $5 — Fried mozzerella $4

salads
Garden salad $6 — Caesar salad $6
(add chicken – $4 extra / add grilled shrimp – $6 extra)

main dishes
Grilled salmon, served with rice $12
Spaghetti with meatballs $11
Chicken sandwich with grilled onions $11
Steak sandwich, served with one side $14

desserts
Apple pie $4 (add ice cream – $1 extra) — Chocolate cake $5

sides ($3 EACH)
Seasonal vegetables — French fries — Roasted or mashed potatoes

appetizers
Fried calamari $8
Stuffed mushrooms $6
Shrimp cocktail $12

entrées
Seafood pasta (shrimp, clams, fish) $15
Roasted half chicken $14
T-bone steak $18

à la carte
Steamed vegetables
Mashed potatoes
Garlic bread
(all items $2 each)

Dessert
Cheesecake $6
Lemon meringue pie $6

beverages
Sodas $2
Fresh fruit juice (orange, apple, cranberry) $3
Coffee / Tea $2

B Complete the chart with the category names from the menus in 1A. Some categories can have two names.

Beverages	Dessert	Starters and soups/Appetizers	Entrees/Main Dishes	Sides/A la Carte
water	cookies	nachos	fish and chips	rice
milk	pie	shrimp cocktail	spaghetti	onion rings

C PAIRS Discuss which parts of the meal you usually have when you eat at a restaurant.
When we eat in a restaurant, we usually have a main dish and one or two sides.

2 GRAMMAR Expressing preference with *would rather* and *would prefer*

COACH

Subject	*Would rather*	(*Not*)	Base form of verb	
I He	**would rather**	(not)	**have** **eat**	the steak. Italian food tonight.
Subject	***Would prefer***	**(*Not*)**	**Infinitive**	
We They	**would prefer**	(not)	**to sit** **to order**	outside. appetizers.

Notes
- Use the contraction form of *would* (*'d*) with subjects in spoken English and informal writing: *I'd*, *You'd*, *He'd*, *They'd*.
- To form questions, place *would* before the subject.
  Would *you* ***prefer*** *to eat at 7:00?* *What time* ***would*** *you* ***prefer*** *to eat?*

>> FOR PRACTICE, GO TO PAGE 138

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LESSON 2 TALK ABOUT FOOD PREFERENCES

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

- Read the lesson title aloud. Ask, *What is a preference?* (something that you like more than another thing, and you will choose it if you can) Write *preference* on the board. Say, *This word is a noun. What verb do you see in this word?* (prefer) Elicit that it means to like something more than another thing.
- Call on Ss to share their food preferences. Ask, *When you go to a restaurant what do you usually choose to eat?*
- Read the social media message aloud. Ask, *Why do servers ask so many questions?* Call on Ss to share their opinions. List ideas on the board. (for example, to make sure servers get a customer's order right; to make sure guests are satisfied and will want to come back; to make sure customers have a good experience and leave a good tip)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss skim the two menus and ask, *What are some examples of categories on the menus?* (appetizers, salads, entrées, desserts, etc.) Ask, *Are the categories in the two menus the same or different?* (different)
- Ask Ss to look at the menus more carefully. Ask, *How are they different?* (Some categories appear in just one menu, for example, Beverages, and some categories have different names in the two menus, for example, Entrées / Main dishes.) Then ask, *At which restaurant do you think you would prefer to eat? Why?*
- Have Ss listen. Then have them listen and repeat.
- Ask, *What is another word for* appetizer? (starter) Entrée? (main dish) Focus on a *la carte* and elicit the meaning (food that can be ordered separately from the main dish) Then ask, *What is missing from the first menu?* (beverages) *What might be the reason for this?* (For example, there may be a separate beverage menu.)

CULTURE NOTE Some restaurants include a choice of side dishes in the price of an entrée / main dish. But sometimes side dishes can be ordered *a la carte*.

B
- Have Ss look at the chart and the foods listed. Focus on the example and say, *Beverages is the category name for water, milk, and things you drink.* Have Ss work individually to think of categories for the other words. Refer Ss to the two menus in 1A.

OPTION Have Ss copy the chart into their notebooks and add food items to the categories. In pairs, have Ss share what they wrote.

C
- Invite a S to read the example. Say, *When I eat in a restaurant, I usually have two starters and no main dish. How about you?*
- Circulate as pairs discuss.
- Bring the class together and call on pairs to share their partner's food preferences.

2 GRAMMAR

- Books closed. On the board, write, *I'd rather not go out tonight. I'd prefer to stay home.* Ask, *What are two options for activities tonight?* (to go out or to stay home) *Which do I want to do?* (stay home) Underline *I'd rather* and *I'd prefer* in the sentence on the board and say, *We use* I'd rather *and* I'd prefer *to express preference*.
- Tell Ss to open their books to page 56 and read the chart headings.
- Have Ss look at the grammar chart. Focus on the *would rather* section. Call on volunteers to read the sentences. Point out that what follows *would rather* is the base form of the verb.
- Next focus on the *would prefer* section. Call on volunteers to read the sentences. Point out that what follows *would prefer* is the infinitive form.
- To highlight the difference in form, write on the board: *I'd prefer not* _____ *(take) the test today.* Ask, *What form do we need in this blank?* (infinitive) Cross out *prefer not* and write *rather not* above it. Ask, *What is the difference?* (*Would rather not* is followed by the base form, *take*, not by an infinitive.)
- Focus on the Notes. Read the first note about contractions. Then call on volunteers to contract the subject and *would* in each model sentence (I'd rather…; He'd rather…; We'd prefer…; They'd prefer…)
- Read the second note. Call on Ss to create *yes / no* questions from the statements in the chart and write them on the board. (Would you rather have the steak? Would he rather eat Italian food tonight? Would you prefer to sit outside? Would they prefer to order appetizers?) Focus on the word order (*Would* + subject + verb + complement). Next call on Ss to create information questions from the statements in the chart and write them on the board. (For example, What would you rather have? What would he rather eat tonight? Where would you prefer to sit? What would they prefer to order?) **For lower-level Ss**, write the *Wh*-words (*What, Where*) on the board and have Ss complete the questions.
- To conclude, elicit the word order in information questions with *would prefer* and *would rather*. (*Wh*-word + *would* + subject + infinitive or verb)

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3 PRONUNCIATION

A
- Say, *We will focus on three vowel sounds in this section.* Write on the board: /u/ /ʊ/ /ʌ/. Say the sounds: /u/ (as in blue); /ʊ/ (as in book); /ʌ/ (as in lunch).
- Read the boxed pronunciation note aloud. Demonstrate the lip positions and have Ss imitate them. Call on individual Ss to try saying the individual sounds.
- Give Ss time to look at the spellings of the words in the chart in 3A. Have them listen. Then have them listen again and repeat.

TEACHING TIP Have Ss use a mirror or their phones to see themselves as they change the shape of their mouth for the different sounds.

B
- Have Ss read the exercise items silently. Play the first item. Pause the recording and ask a volunteer, *Which sound did you hear?* (/u/)
- Restart the recording and have Ss complete the activity.
- Go over the answers as a class. Call on Ss to read each word. Correct pronunciation as needed.
- Finally, have Ss listen again and repeat.

C
- Ask a S to read the example and write it on the board. Elicit the vowel sounds in the sentence and write the symbols above the words. (onion → /ʌ/; soup → /u/; looks → /ʊ/; wonderful → /ʌ/)
- Circulate as pairs make up sentences. Assist as needed.
- Bring the class together and have each pair share one of their sentences on the board. Call on the class to identify the /u/, /ʊ/, and /ʌ/ sounds. Write the symbols above the words.

4 CONVERSATION

A
- Say, *We're going to listen to another conversation between Mehmet and Liz.* Have Ss look at the video still next to 4B.
- Have Ss read the exercise items silently. Then have them listen or watch and circle their answer choices.
- Go over the answers as a class. Replay the audio or video as needed.

LANGUAGE NOTE When Liz makes the comment that her salad didn't come with a side of questions, she is making a play on words with the term *side dish*, which can be ordered in addition to a meal.

B
- Read the explanation in the Conversation Skill box aloud. Say the examples and have Ss repeat.
- Have Ss listen to or watch the conversation in 4A again and ask them to raise their hands when they hear any of the target phrases. You can hint that there are two examples. (*So, what do you feel like?* and *I usually order fish, but I'm not in the mood today.*)
- Ask Ss to skim the conversation and predict ways the gaps might be filled.
- Have them listen and fill in the gaps with the words they hear.
- Bring the class together and go over the answers.

C
- Play the audio and have Ss repeat chorally, line by line.
- Have Ss practice in pairs. Then have them swap roles and practice again. Have one or two pairs role-play their conversation for the class.

5 TRY IT YOURSELF

A
- Encourage Ss to check off at least one item per category in the menu.

B
- In pairs, have Ss talk about their preferences. Then bring the class together and ask each S to make a true statement about his or her partner.

OPTION To encourage Ss to recycle the target structures, write the following conversation on the board. Have **lower-level Ss** practice in pairs. **Higher-level Ss** can replace the food items with target vocabulary from the lesson.

A: So, what do you feel like eating?
B: Well, the salads look good, but I had a salad for lunch. I'd rather have some meat.
A: The steak here is good.
B: No, I'd prefer the grilled chicken.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:

✓ using vocabulary for categories on a menu
✓ expressing preferences with *would rather* and *would prefer*
✓ using the sounds /u/ /ʊ/ /ʌ/

EXIT TICKET On the board, write, *What food are you in the mood for today?*
Have Ss write their names and their answers on a blank card or piece of paper. Say, *Write two to three sentences describing what you would like to eat after class today. Include a statement with I'd rather (not) or I'd prefer (not).* Collect the 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

COACH

A 05-11 Listen. Notice that the spellings for all three vowel sounds usually include the letter *u* or *o*. Then listen and repeat.

1. /u/	2. /ʊ/	3. /ʌ/
m<u>oo</u>d	b<u>oo</u>k	l<u>u</u>nch
bl<u>ue</u>	s<u>u</u>gar	l<u>o</u>ve

The sounds /u/, /ʊ/, and /ʌ/

Notice how we say the following sounds:

sound	example	description	how to say it
/u/	*blue*	a long sound	push your lips into a circle.
/ʊ/	*book*	a shorter sound	make your lips less round.
/ʌ/	*lunch*	a relaxed sound	open your mouth just a little.

B 05-12 Listen. Do the underlined letters have the vowel sound 1. /u/, 2. /ʊ/, or 3. /ʌ/? Write the numbers in the spaces. Then listen and repeat.

1. fruit 1 2. juice 1 3. good 2 4. food 1 5. onion 3 6. soup 1

C PAIRS Write five sentences. Include two words with vowel sounds in 3A in each sentence.

The onion soup looks wonderful!



4 CONVERSATION

A 05-13 Listen or watch. Circle the correct answers.

1. What does Mehmet order?
   a. fish b. a garden salad (c.) a steak sandwich
2. What would Mehemt rather have than potatoes?
   (a.) vegetables b. a salad c. a soup
3. What does Liz find funny?
   (a.) the waiter's questions
   b. Mehmet's choices
   c. the menu options

B 05-14 Listen or watch. Complete the conversation.

Mehmet: So, what do you feel like ?

Liz: The salmon looks good, but I had it last night. I'd rather try something else.

Mehmet: Well, how about the salad with grilled shrimp?

Liz: Perfect! So, what are you having?

Mehmet: I usually order fish, but I'm not in the mood today. Maybe the steak sandwich?

Liz: The steak sandwich looks good.

CONVERSATION SKILL

Talk about preferences

Here are some useful expressions you can use when talking about preferences.

What do you feel like?
I feel like Italian food.
What are you in the mood for?
I'm in the mood for a steak

Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

C 05-15 Listen and repeat. Then practice with a partner.

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

fish chowder caesar salad with chicken pasta fried chicken

5 TRY IT YOURSELF

A MAKE IT PERSONAL Look at the menus in 1A. Check (✓) the food you prefer.

B PAIRS Talk about your choices in 5A.

☐ I CAN TALK ABOUT FOOD PREFERENCES.

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LESSON 3 TELL A STORY ABOUT A PARTY



MEHMET BODUR
@MehmetB
Went to a great party on Saturday! Good job, Sis!

1 VOCABULARY Party food

A 05-16 Listen. Then listen and repeat.


chips and salsa


guacamole


cheese and crackers


pretzels


hummus


chili


donuts


cheesecake

B Put the words from 1A in the chart.

Foods I have tried	Foods I haven't tried

C PAIRS Discuss your answers in 1B. Are any of these foods served in restaurants and cafés near you? What other party foods do you like?

2 GRAMMAR Quantifiers

COACH

	Count nouns	Non-count nouns
Affirmative	I have **many / a lot of** friends. She has **some** pies. We have **a few** notebooks. They have **enough** chairs.	I have **a lot of** time. She has **some** food. We have **a little** paper. They have **enough** furniture.
Negative	I don't have **many / a lot of** friends. You don't have **any** notebooks.	We don't have **much / a lot of** time. He doesn't have **any** food.
Question	Do we have **any** pies? Do we have **enough** chairs?	Do they have **any** furniture? Do we have **enough** paper?

Notes

- Be careful: *a few* and *few* and *a little* and *little* have different meanings.
  a few = several *a little = some*
  few = not enough *little = not enough*
- *Much* is formal and less common. Use *a lot of / lots of* instead of *much* in spoken English.
- Use phrases that show quantity to make non-count nouns plural:
  a bottle of (water), two pieces of (paper), a game of (chess)

A **count noun** can be counted: *I ate a cookie. There are twenty cookies.*
A **non-count noun** cannot be counted: *Food is important for survival.*
Some categories of non-count nouns

- **Abstract nouns:** time, happiness, love
- **Sports and activities:** soccer, chess, baseball
- **Food and drink:** bread, pasta, rice, milk, coffee
- **Materials:** wood, paper, plastic, metal
- **Groups of similar things:** homework, furniture, money

>> FOR PRACTICE, GO TO PAGE 139

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LESSON 3 TELL A STORY ABOUT A PARTY

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

- Read the lesson title aloud. Tell a short story about a party. Include information about the food. For example, *I went to a great party on Friday. It was at an Italian restaurant downtown. It was a goodbye party for my co-worker Melody. The appetizers were amazing! I ate so many that I didn't have room for a main dish!*
- Call on a couple of Ss to share a short story about a party. Tell them to include information about the food.
- Call on a S to read the social media message aloud. Ask, *Who threw the party Mehmet attended?* (his sister) *How do we know?* (because he says, *Good job, Sis*) *What does he mean when he says* good job? (that she planned the party well; the party was a success)

LANGUAGE NOTE *Sis* is short for *sister*. Similarly, *bro* can be used as an abbreviation for *brother*.

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss look at the pictures and read the captions. Explain any foods Ss haven't heard about.
- Have Ss listen. Then have them listen and repeat.

LANGUAGE NOTE *Doughnut* is the official dictionary spelling of the word. *Donut* is the simplified Americanized spelling.

B
- Have Ss fill in the charts individually.

C
- After pairs discuss, bring the class together. Read the first question and call on volunteers to share. Then call on Ss to write the names of other party foods on the board. Invite Ss to say which foods they know and like.

2 GRAMMAR

- Books closed. On the board, write, *Sometimes, when I'm working on a project, I don't get <u>much</u> sleep. Last night I only slept <u>a few</u> hours. Today I'm going to drink <u>a lot of</u> coffee!* Underline the quantifiers as shown.
- Point to the underlined words and say, *These are quantifiers—words or phrases that tell the amount of something.* Explain that we use some different quantifiers for count and non-count nouns. We also use some different quantifiers in affirmative and negative sentences.
- Tell Ss to open their books to page 58.
- To review count and non-count nouns, focus on the yellow box to the right of the chart. Call on a S to read the definition and examples of count nouns. Elicit other examples. (for example, pens, students, tissues, bags) As Ss suggest items, ask, *Can these items be counted?* (yes) Then have a different S read the definition and example of a non-count noun. Ask Ss to read the categories of non-count nouns and to study the examples.
- Direct Ss' attention to the chart. Point out the heads and the sentence types. Read the two sentences in the first horizontal line (*I have many… I have a lot of…*) and say, Many *and* a lot of *can be used with count nouns; only* a lot of *can be used with non-count nouns.*
- In pairs, have Ss read and compare the remaining sentences in the Count and Non-count columns of the chart.
- Follow up by eliciting comparisons between the various quantifiers. For example, ask, *How is* some *used?* (in affirmative sentences with both count and non-count nouns) If Ss provide incomplete information, prompt by saying, *And?* Do the same for each quantifier in the chart.
- Read the first note. Write two sentences on the board:
  <u>A few</u> people came to my presentation.
  <u>Few</u> people came to my presentation.
  Elicit the difference in meaning (*A few* means that a small number of people came; *few* means not many / hardly any people came.)
- Repeat with *little / a little*. Write two sentences on the board:
  There's a little ice cream left.
  There's little ice cream left.
  Elicit the difference in meaning (*A little* means a small amount of ice cream; *little* means not much / hardly any ice cream.)
- Read the second note. Say, *There is much to do. This sentence is not wrong, but more commonly you would hear* There's a lot to do.
- Read the final note and examples. Tell Ss that these are also known as measurement words or counters. Elicit additional examples and write them on the board.

EXTENSION Write the two columns of measurement words and foods on the board. Have Ss compete to write phrases using a counter in the left column and a food in the right. Instruct them to raise their hands as they finish writing. Have the first S that finishes read out the complete phrases.

a loaf	*of water*
a tube	*of soup*
a can	*of bread*
a glass	*of advice*
a piece	*of toothpaste*

(a loaf of bread, a tube of toothpaste, a can of soup, a glass of water, a piece of advice)

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3 LISTENING

A
- Ask Ss to look at the picture. Ask, *What do you see?* (a group of people at a birthday party) *What are they wearing on their heads?* (party hats) *What is the woman in the middle holding?* (a cake)
- Tell Ss they will listen to a radio show. Have them preview the question and the answer choices. If necessary, review *go wrong*. (When a situation goes wrong, there are problems or there is a negative result.) Ask, *Which of the answer choices sounds to you like a possible story?*
- Play the audio once and have Ss answer the question.
- Bring the class together. Call on a volunteer to read the question and the answer.

B
- Read the Listening Skill aloud. Write the time words on the board: *when, after, before, at first, at that moment, later*. To review the use of each word, provide a scenario (For example, My car broke down on the way to work.) Provide details using the time words from the skill box. (For example, I was stopped for a red light when my car broke down. At that moment, I was thinking about...)
- Have Ss skim the illustrations. In pairs, have them predict the order. Then have them listen to the recording and number the pictures.
- Have Ss compare answers with a partner. Play the recording a third time, if appropriate.
- Bring the class together and ask, *Were your predictions correct?*

C
- Point to the time words you copied on the board and instruct Ss to refer to them as they retell the story, picture by picture.
- Circulate and listen for time words. Check that Ss are retelling in the past tense and using the time words correctly.

4 TRY IT YOURSELF

A
- Model making up a story about a party. Write the words from Set 3 on the board and circle each one. Then invite Ss to brainstorm around these words. Write Ss' ideas on the board.
- Start telling a story using the words on the board. (For example, A few days ago, I was hosting a party…) Invite Ss to add to the story until all the circled words are used.
- Give each group a clean sheet of paper. Have Ss choose one person to be the note taker. Have them write the words in Set 1 or Set 2, circle them, and brainstorm additional words. Then have them make up their stories. Remind them to use time words from the Listening skill as they speak.
- Circulate as Ss tell their stories. Assist as needed.

B
- Remind groups that all Ss in a group should participate in the storytelling.
- Tell groups not to reveal which set of words they chose. Instruct the class that as soon as they have heard enough to identify the set, they should raise their hand. Have the class listen to each story. When a S raises his or her hand, call on him or her to say the set number. Then let the group continue the story.

⊕ **EXTENSION** Have Ss return to Mehmet's social media message on page 58. Ask, *What are some possible reasons the party was great?* (The food was good; the company was fun; they played interesting games; they listened to music and danced.) Ask individual Ss, *What would be a great party for you?*

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for party food
- ✓ using quantifiers
- ✓ using time words to show the order of events.

EXIT TICKET Tell Ss they will hear sentences with time words from the story in 3A on page 59. Have Ss write their names on a blank card or piece of paper and write the numbers 1–7 on it. Say, *Listen for the time word in each statement and write it down.* Read the sentences aloud. Include the numbers at the beginning:

1. **Once** all the party food was ready, Katy left the kitchen to watch her sister open presents.
2. **At this moment,** the dog ate all the party food.
3. **When** Katy returned to the kitchen, she saw the mess!
4. **At first** she didn't know what to do.
5. **Then** she cleaned the kitchen and called the pizza place.
6. **When** she called the pizza place, the woman on the phone had a great idea.
7. **Later,** a three-layer pizza cake arrived and the party was a success!

Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 LISTENING

A 05-18 Listen to the radio show. What went wrong at the party?

a. Katy didn't share a secret, so her sister got upset.
b. People left because there was hardly any food.
c. The dog ate almost everything that Katy had prepared.

B 05-18 Read the Listening Skill. Listen again. Put the events from the story in the correct order. Write the numbers in the boxes.





LISTENING SKILL
Listen for time words

Pay attention to time words such as *when*, *after*, *before*, *at first*, *at that moment*, and *later*. They will help you understand the order of the events in a story.







C PAIRS Retell the story you just heard. Take turns.

4 TRY IT YOURSELF

A GROUPS Work in a group of 3–4. Choose one of the sets of words from the chart. Make up a story about a party. Use all of the words in the set, as well as your own ideas.

Set 1	not enough	cheesecake, chips	later	rushed
Set 2	a little bit	chili, donuts	at that moment	stale
Set 3	a few	hummus, pretzels	before	greasy

B CLASS Tell your story to the class. One student in the group starts the story, then the next student speaks, and so on.

☐ I CAN TELL A STORY ABOUT A PARTY.

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LESSON 4 READ A RESTAURANT REVIEW



MEHMET BODUR
@MehmetB
I tried some unusual food yesterday. And it was definitely worth it!

1 BEFORE YOU READ

A PAIRS Do you read or write restaurant reviews?
I write restaurant reviews all the time, especially when...

B 05-19 VOCABULARY Listen. Then listen and repeat.

superb: excellent
to order: according to a customer's request
an option: something that you can choose
tender: easy to cut and eat
skip: not do something that you would usually do
intimate: suggesting warmth or privacy
tough: difficult to cut or eat

>> FOR PRACTICE, GO TO PAGE 156

2 READ

A PREVIEW Read the title and look at the photo. Are the reviews positive or negative?
The reviews are both positive and negative.

B 05-20 Listen. Read the reviews.



Churrasco
New York City-Midtown
$$$ Brazilian/Steak

Review for **Churrasco**

Cristina M. Mexico City ★★★★★

If you're a meat lover, you're going to love Churrasco. Churrasco is my favorite Brazilian steakhouse, where the meat is the star of the show, but there's also seafood and a great salad bar. It's an all-you-can-eat restaurant but Churrasco offers more than quantity. The quality of all the food is also very high and the service is superb. They come to your table with a selection of meat, and then your choice is cooked to order.

Churrasco is a great choice if you're dining out with a big group of friends because there are lots of options—beef, lamb, or chicken—and each piece is perfectly prepared—juicy and tender. I agree it's a little expensive. But for top-quality food, I think the price is fair. My advice is to skip lunch before you go so you're really hungry for dinner. Then you can really get your money's worth. I think I gain about two kilos every time I go!

Marco C. New York City ★☆☆☆☆

I cannot recommend this place. We expected a choice of different kinds of meat, but when the waiter finally arrived, he only offered us lamb. Then we had to wait 40 minutes to get steaks. Much too salty and almost raw, they were definitely not worth the wait. I'd heard that their salad bar is very good, but again, there were hardly any choices—just a lot of different kinds of lettuce and a few tomatoes. And guess what? Dessert is not included in the price. It's a separate menu, at an additional price. Finally, I expected a quiet, intimate atmosphere, but there were kids running around the tables, and the music was much too loud.

Joan F. San Francisco ★★★☆☆

I tried Churrasco for the first time last week when my friends and I went there for my birthday. I have to say that I was a bit disappointed with the food. I thought the steaks were rather tough; on the other hand, I loved the garlic mashed potatoes and the bread, which they bake fresh every morning. At the end of the meal, the waiters brought me a big slice of chocolate cake and they all sang, "Happy Birthday" to me. They were very sweet.

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LESSON 4 READ A RESTAURANT REVIEW

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

- Read the lesson title aloud. Ask, *Why might it be a good idea to read a restaurant review before going to a restaurant?* (You can find out if a restaurant has good food, service, atmosphere; a review can tell you how expensive a restaurant is; a review can recommend specific meals to try.)
- Read the social media message aloud. Ask, *What does Mehmet mean when he says,* It was definitely worth it*?* (The unusual food probably tasted good.) Ask, *Do you like to try unusual food? Why? Why not?*

1 BEFORE YOU READ

A
- Ask a S to read the question. Poll the class. Ask, *Who reads restaurant reviews? Who writes restaurant reviews?* Write the numbers on the board.

B
- Have Ss preview the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- Focus on the terms. Ask, *Which word is a verb?* (skip) *Which word is a noun?* (option) *Which words are adjectives?* (superb, tender, intimate, tough)
- Say, *Two words here are opposites, or antonyms. Can you figure out which ones they are?* (tough / tender)
- **For lower-level Ss**, provide examples for words they are not familiar with: The restaurant gets five stars. The food is superb. The vegetables were grilled to order. The meat was very tender. The server gave me another option, so I ordered a salad instead of French fries. I skipped eating dinner today because I wasn't hungry. The intimate atmosphere of the restaurant made us feel like we were dining at home. The meat was so tough that I couldn't cut it.

OPTION Encourage Ss to add the new vocabulary and definitions to their vocabulary journals. Remind them to write sentences to practice using the words in context.

2 READ

A
- After Ss preview the article, ask, *What does the photo tell you about the restaurant?* (that it's for meat lovers; it is in midtown New York City, and it's rather expensive; it's a Brazilian restaurant, and steak is popular on the menu)
- Ask, *How can you tell if the reviews are positive or negative before reading them?* (by looking at the number of stars) Then ask the question in the direction line.

B
- Have Ss listen and read once. Call on Ss to provide the main idea of each review. (Cristina loved Churrasco. She praises the food and the quality of the service. She points out that meat is the most popular item on the menu. She gives advice to come to the restaurant hungry. Marco didn't have a good experience in Churrasco. The service was slow. The selection of food was poor. There was loud music and a noisy atmosphere. Joan was not impressed with the meat at Churrasco, but she liked the sides. The service was good, and she had a generally pleasant experience.)
- Ask Ss to skim the article and underline the vocabulary from 1B. (First review: superb, line 5; to order, line 6; options, line 8; tender, line 9; skip, line 10. Second review: intimate, line 19. Third review: tough, line 24.)
- Have Ss listen and read again, paying attention to the vocabulary words.

CULTURE NOTE An all-you-can-eat restaurant is one where you pay one price and eat as much as you want. Some restaurants have all-you-can-eat buffets.

OPTION Lead a discussion about restaurant reviews. Ask, *What details are important to you in a review?* (for example, information about the taste of the food, atmosphere, service) *How many reviews do you think it is necessary to read to get a good idea about a restaurant? Were you surprised at the different experiences people had at Churrasco? Would you consider going there after reading these three reviews? What information helped you decide?* Encourage Ss to find information in the text to support their answers.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the question individually.
- Then bring the class together and go over the answer. Ask, *Why is choice a not correct?* (Not everyone liked the restaurant; the reviews were varied.) *Why is choice c not correct?* (Churrasco also has great seafood choices and a salad bar.)

B
- Have Ss look at the names and stars above each review. Ask, *Who had an excellent experience at Churrasco?* (Cristina) *Who had an average experience?* (Joan) *Who had a bad experience?* (Marco)
- Ask Ss to skim the statements. Clarify that they don't appear in the reviews. Ss will need to make inferences about who said which statement.
- Have Ss complete the exercise individually. Encourage them to look back at the text and reread individual reviews to help decide who could have said what. Have them underline text that supports each speaker's comments in the exercise. This will help when going over answers.
- Go over the answers as a class. If Ss disagree about an answer, encourage them to read aloud the text they underlined supporting their answer choice. (1. Marco's review: I cannot recommend this place. 2. Cristina's review: I think I gain about two kilos every time I go. 3. Marco's review: Dessert is not included in the price. It's a separate menu, at an additional price. 4. Joan's review: I have to say I was a bit disappointed with the food...They [the waiters] were very sweet. 5. Joan's review: At the end of the meal, the waiters brought me a big slice of chocolate cake and they all sang "Happy Birthday" to me. 6. Cristina: …there are lots of options—beef, lamb, or chicken—and each piece is perfectly prepared.)

C
- Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, My apple pie was the star of the show at the party. We stayed at the museum all day to get our money's worth.)

D
- Read the Reading Skill aloud. Ask Ss to draw checkmarks next to the positive terms in the shaded box. (lots of options, helpful waiters, perfectly prepared, a great salad bar). Call on Ss to read them. Then have a volunteer read the negative terms. (too salty, steaks were tough, hardly any choices, too loud)
- Say, *You're going to scan the text to locate each term in the box. But first, try to predict which person's review the term may relate to.* Model the first item. Ask, *Who might say that the food was too salty—someone who liked the food or someone who didn't?* (someone who didn't) *Which reviewer did not like the food?* (Marco) Have Ss scan for *too salty* in Marco's review. (line 15)
- Have Ss complete 3D in pairs.
- Bring the class together and go over the answers.

E
- On the board, write *atmosphere, service, taste*. Ss can use the chart in 3D and these words to guide them. **For lower-level Ss**, provide a bit more scaffolding. Write the following on the board: *Each review is different. Cristina gave the restaurant five stars. On the positive side, she thought...On the negative side, she said…*
- Bring the class together. Call on different pairs to retell the information from the three reviews. Remind Ss to mention atmosphere, service, and taste. Invite other Ss to add information a pair may have missed.

4 MAKE IT PERSONAL

A
- Call on Ss to read the numbered questions. Have them work individually to take notes about their restaurant using a chart like the following:

RESTAURANT NAME:		
	Positive	Negative
Food		
Service		
Atmosphere		

B
- Ask a S to read the example. Encourage Ss to refer to their notes as they discuss the details about their restaurant.
- Bring the class together and ask each pair, *Would you try your partner's restaurant? Why or why not?*

⊕ **EXTENSION** Have Ss return to Mehmet's social media message on page 60. Ask, *What are some possible responses to Mehmet's post?* Invite Ss to write responses on the board. (For example, Let me guess, you finally tried blood sausage at the German restaurant downtown! Yum, right?)

EXIT TICKET Write on the board, ★★★★★ *Baxter's grill was an [extraordinary] (1) experience! The grilled salmon was [amazing] (2). Who knew that fish could be so [perfectly] (3) prepared? The all-you-can-eat salad bar had lots of [delicious] (4) options. [Friendly] (5) and [fun] (6) waiters. [Cozy] (7) outdoor seating. What a [great] (8) experience.*

Have Ss write their names on a blank card or piece of paper. Tell them to copy the model review but to create their own five-star review by replacing the words in parentheses with their own. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons.

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3 CHECK YOUR UNDERSTANDING

A What can readers learn from the three reviews of Churrasco? Circle the correct answer.

a. Most people like it so it is probably a good choice.
b. People have had very different experiences there.
c. It's only good for meat lovers.

B Read the statements made by the three reviewers. Who do you think made each statement? Write *C* for Cristina, *M* for Marco, or *J* for Joan.

1. "I'll never go back." M
2. "I always eat too much when I go there." C
3. "The additional cost of dessert makes the restaurant quite expensive." M
4. "I think the service was better than the food." J
5. "In the end, we all had a good time at Churrasco." J
6. "There are so many choices." C

C FOCUS ON LANGUAGE Reread lines 2–4 and 10–11 in the reviews. Think about the phrases *star of the show* and *get your money's worth*. Circle the correct answers.

1. The expression *star of the show* means ___.
   a. very high quality b. the best thing c. the most expensive thing
2. The expression *get your money's worth* means ___.
   a. get as much as possible for what you paid
   b. receive something very expensive
   c. not pay too much for something

D Read the Reading Skill. Write each phrase in the correct place in the chart.

too salty	lots of options	helpful waiters
perfectly prepared	hardly any choices	too loud
steaks were tough	a great salad bar	

READING SKILL
Identify author's opinion with key words

Writers can express their opinion with negative or positive words; for example, *wonderful*, *terrible*, *too hot* and *too expensive*. Look for these kinds of words in texts to identify the writer's opinion.

	Positive	Negative
Cristina	lots of options, perfectly prepared, a great salad bar	
Marco		too salty, hardly any choices, too loud
Joan	helpful waiters	steaks were tough

E PAIRS What information do the reviews provide? Retell the most important ideas in the reviews. Use your own words.

Each review is different...

Find reviews of your favorite restaurant or a restaurant you know well. Are the reviewers' opinions similar to yours?

4 MAKE IT PERSONAL

A Think about a restaurant you know well. What's good and bad about it? Why do people go there? Take notes.

1. What is your opinion of the food there? Give some specific details about your experience.
2. What about the service and atmosphere? What is good or bad about it?

B PAIRS Discuss your answers from 4A.

The best thing about this restaurant is...

☐ I CAN READ A RESTAURANT REVIEW.

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LESSON 5 WRITE A FOOD BLOG



MEHMET BODUR
@MehmetB
My top two Korean dishes this week: kal-gook-soo and seafood pa-jeon.

1 BEFORE YOU WRITE

A What are some of your favorite foods? What do you like about them?

B Read Mehmet's food blog. What foods does he write about? Korean foods: kal-gook-soo and seafood pa-jeon





Food of the week: Korean

April 2 by Mehmet Bodur–15 comments

Korean food is one of my favorites, and there are several great Korean restaurants in my neighborhood. I wanted to share with you a couple of new dishes I discovered.

The first dish is kal-gook-soo. This is a noodle soup that comes in a variety of flavors. The noodles are what make the dish so special. They are long, thick noodles, similar to the width and thickness of fettuccini noodles in Italian cooking. Kal-gook-soo noodles taste best when they're fresh, so most restaurants make their own noodles. That's what makes them so good! The broth is made of vegetable, seafood, or chicken broth, depending on which flavor you choose. My favorite is the spicy chicken. Eating a bowl of spicy chicken kal-gook-soo makes any cold winter day feel warm and cozy.

Another dish I recently discovered is seafood pa-jeon. *Pa* in Korean means scallion, and *jeon* is a kind of pancake, but with meats and vegetables in it. Instead of pancake batter, pa-jeon uses a flour mix. And instead of breakfast, this is usually served as an appetizer. The seafood pa-jeon includes a variety of seafoods and scallions mixed into the flour mix. The batter is then fried in vegetable oil until the outside is slightly crispy. Delicious!

Try these two dishes the next time you're at a Korean restaurant. You'll thank me!

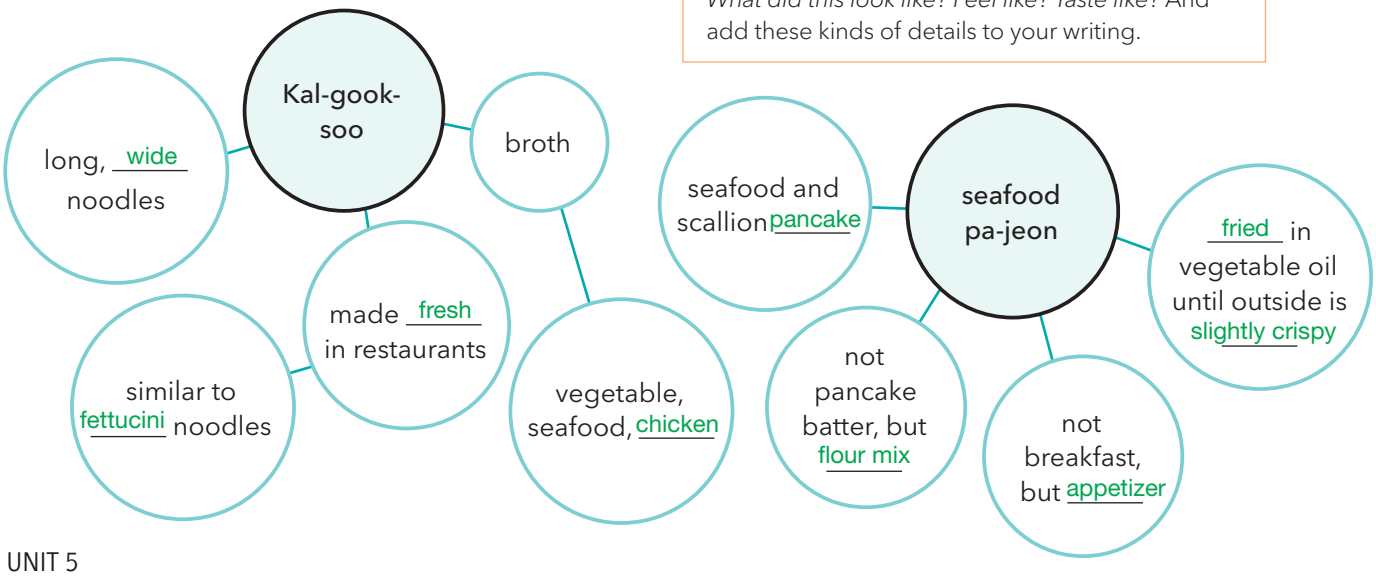
C PAIRS Based on Mehmet's descriptions, would you try these two dishes? Why or why not?

2 FOCUS ON WRITING

Read the Writing Skill. Then read Mehmet's food blog again. Take notes in the chart.

WRITING SKILL Use specific details

When you use **specific, clear details** in your writing, you can create mental images in the minds of your readers. Ask yourself questions such as: *What did this look like? Feel like? Taste like?* And add these kinds of details to your writing.



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LESSON 5 WRITE A FOOD BLOG

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

- Read the lesson title aloud. Elicit the meaning of *food blog*. (a blog on which people share recipes or food they are eating)
- Write *favorite foods* on the board. Invite Ss to come to the board and write down the name of one food they particularly like. Write the first item yourself (for example, mashed potatoes). Leave the list on the board to refer to later.
- Read the social media message aloud. Ask, *Does anyone here also like Korean food?* If anyone says yes, ask, *Are you familiar with kal-gook-soo and seafood pa-jeon? Please describe these dishes.* Tell Ss that they will read more about these dishes in Mehmet's food blog.

1 BEFORE YOU WRITE

A
- Lead a class discussion about favorite foods. Have Ss refer to the list on the board. Call on individual Ss to share why they like their favorite food. Start by pointing to your item. For example, say, *My favorite food is mashed potatoes. My grandmother always made them with milk, butter, and green onion. I can still see her mixing all the ingredients slowly with a spoon. Mashed potatoes always taste like home!*
- Call on volunteers to share their answers with the class.

B
- Have Ss preview the blog. Ask, *What does the title* Food of the week *probably mean?* (that every week he chooses a different food to focus on) *What is the food focus in this blog?* (Korean food) Point to the pictures. Say, *What are these foods probably?* (kal-gook-soo and seafood pa-jeon)
- Have Ss read the post individually. Tell them to underline the foods that Mehmet writes about. Ask, *Are these the same dishes Mehmet mentions in the social media post?* (yes)

C
- Have Ss answer the questions in pairs. Then bring the class together. Ask, *Who would like to try these dishes? Raise your hands.* Call on one or two students and ask, *Why would you like to try them?* Write Ss' reasons on the board. (For example, I love spicy food.) Then ask, *Who wouldn't like to try them? Why not?* (For example, I don't like fried food.) Write the reasons on the board as before.

2 FOCUS ON WRITING

- Read the Writing Skill aloud. Stop after you read the first sentence. Ask, *When I talked about mashed potatoes, what mental image did you get from my description?* (the grandmother mixing the ingredients)
- Continue reading the note. Write the questions eliciting details on the board:
  What did the food look like? Feel like? Taste like?
- Have Ss look at the graphic organizer. Say, *Notice the name of the dish in the blue circle. This is the main topic. The topics in the surrounding circles are details about the dish. The lines connect one detail to another.*
- Have Ss scan the food blog once again and fill in missing words in the graphic organizer.
- Circulate and assist as needed. Then have Ss compare answers in pairs.
- Bring the class together and have Ss use the information in the organizer to describe each dish.

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3 PLAN YOUR WRITING

A
- Have Ss choose two foods to write about. Say, *Use the graphic organizer to help plan your writing. Write the names the foods in the blue circles. Add details in the other circles. Don't write full sentences. Just take notes.*
- While Ss are working, circulate and ask questions if Ss appear stuck. For example, *What kind of food is it? What does it taste like? What is it made of? When do you eat it? How is it cooked?*

B
- Invite a volunteer to read the example aloud. Ask, *Has anyone ever eaten arepas?* If so, elicit details using the questions above.
- In pairs, have Ss talk about their foods, referring to each circle in their graphic organizer. Encourage Ss to add information to their graphic organizer as they speak.

CULTURE NOTE *Arepas* are cornmeal cakes popular in South American cuisine. They look like a combination of a tortilla and a pancake. They can be grilled, baked or fried, and there are many variations on how they are eaten—for example, filled with cheese, as sandwiches, or as desserts.

4 WRITE

- Have Ss work individually to write their blog post in their notebooks or on paper. Remind them to use the post in 1B, page 62, as a model. Tell them also to refer to their notes in 3A. Say, *You will likely use present simple to describe the food.*
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Say, *Read your partner's post and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper or on sticky notes.*

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

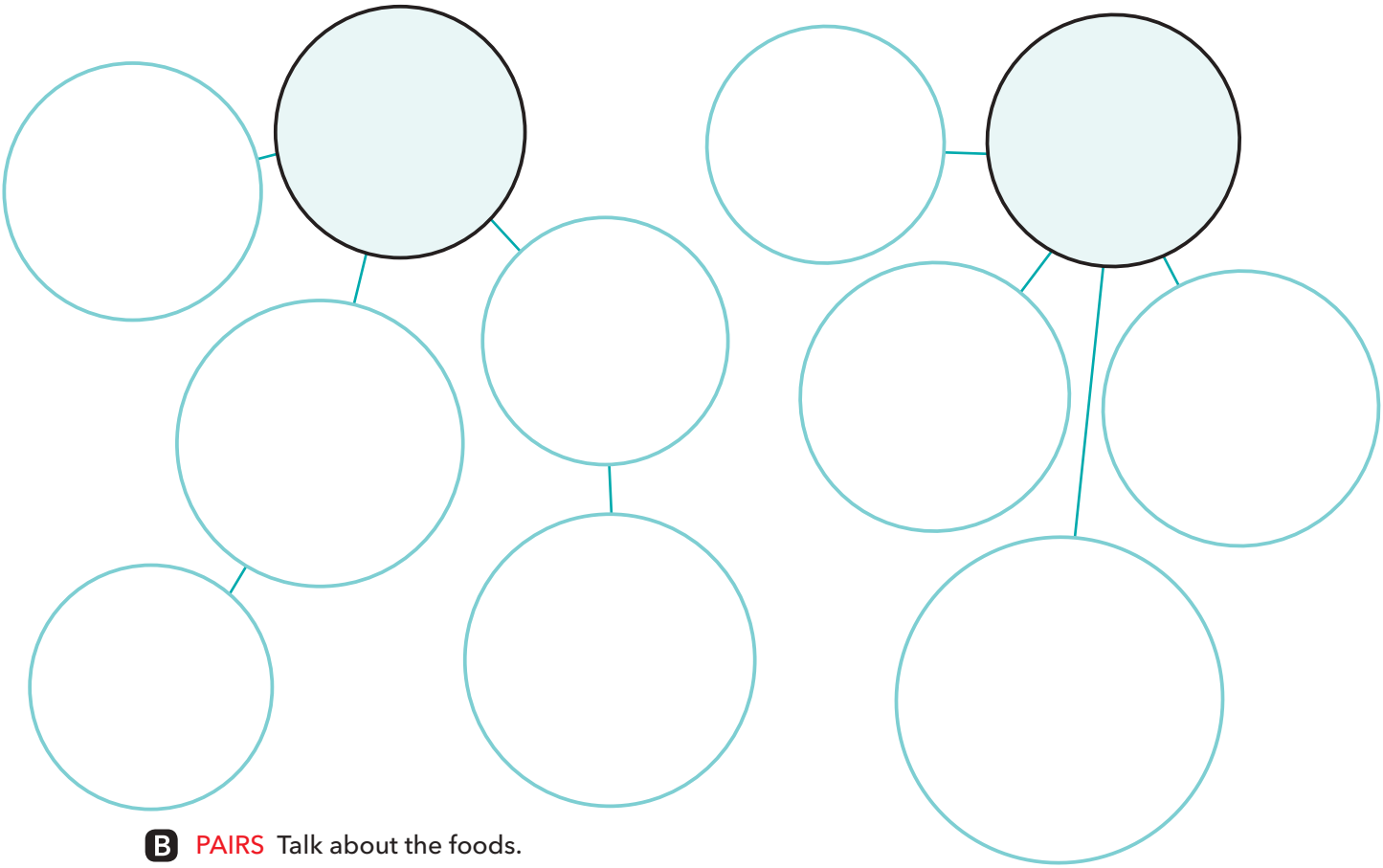
EXTENSION Have Ss return to Mehmet's social media message on page 62. Ask, *Does anyone here write blog posts like this? If yes, on what topic? Who enjoys reading blog posts? On what topic or topics?*

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *My least favorite food.* Say, *Write a short paragraph about a food you don't like. Use specific clear details to help readers form clear creative mental images. Refer to Exercise 2, page 62, if you need help.* Give Ss a few minutes to write. Collect the cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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3 PLAN YOUR WRITING

A Think of your favorite foods. Complete the chart to help plan your blog post.



B PAIRS Talk about the foods.

I love arepas. They are delicious corn cakes that...

4 WRITE

Write a post using your information from 3A. Remember to give specific, clear details. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's reviews.

1. Underline the specific details.
2. Did your partner's specific details help to give you a clear mental image of the foods? Why or why not?

B PAIRS Can your classmate improve his or her post? Make suggestions.

6 PROOFREAD

Read your review again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE A FOOD BLOG.

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PUT IT TOGETHER

1 MEDIA PROJECT



Answers will vary. Possible answer:
She talks about what she had for lunch.

A 05-21 Listen or watch. What does Elif talk about?

B 05-21 Listen or watch again. Answer the questions.

1. Why did Elif choose this restaurant?
   It's awesome. The restaurant has fast and efficient service.
2. What did she eat? She ate salad for her starter. Her main course was roast chicken with rice and carrots. Her dessert was chocolate cake and coffee.
3. What did she enjoy most about his meal?
   Dessert is her favorite part of the meal.

C Show your own photos.

Step 1 Choose a meal that you want to talk about. It can be prepared at home or ordered at a restaurant. Take 3–5 photos to talk about.

Step 2 Show the photos to the class. Why did you choose this meal? Describe the food. What do you like most about the meal?

Step 3 Answer questions and get feedback.



2 LEARNING STRATEGY

USE NEW VOCABULARY IN DAILY LIFE

When you learn new vocabulary, practice by making your own sentences that use the new words. Try to use the new words in conversation or in your writing each week.

Review the vocabulary from the unit. What words do you need to study? Write at least five sentences with new vocabulary.

3 REFLECT AND PLAN

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

Speaking objectives
- ☐ Discuss restaurant experiences
- ☐ Talk about food preferences
- ☐ Tell a story about a party

Grammar
- ☐ Tag questions
- ☐ Expressing preference with *would rather* and *would prefer*
- ☐ Quantifiers

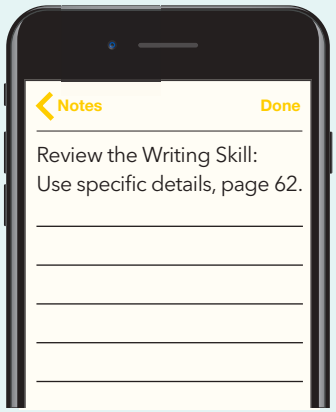
Vocabulary
- ☐ Restaurant experiences
- ☐ Categories on a menu
- ☐ Party food

Reading
- ☐ Identify author's opinion with key words

Pronunciation
- ☐ The sounds /ʃ/, /ʒ/, /ʧ/, and /ʤ/
- ☐ The sounds /u/, /ʊ/, and /ʌ/

Writing
- ☐ Use specific details

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

- Have Ss look at the picture. Ask, *What do you see?* (for example, an attractive restaurant with welcoming outdoor seating) Call on volunteers to share.

A
- Have Ss listen or watch. Call on a volunteer to answer the question.

B
- Play the audio again and have Ss answer the questions individually. If appropriate, let them listen or watch again.
- In pairs, have Ss compare answers. Then go over the answers with the class.

C
- Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.
- For Step 1, explain, *You can take photos yourself or find photos online*.
- Tell SS, *Write notes or create a script of what you want to say*. Model an introduction on the board: *Hello, everyone. This is Lyla. I'm going to talk about a meal...*
- For Step 2, have Ss practice once with a partner. Then call on individual Ss to show their photos and present. Say, *Refer to your notes or the script you prepared.*
- For Step 3, write the following questions on the board:
  1. *Did the speaker show three to five pictures of a meal and describe the food?*
  2. *Did the speaker explain why he or she chose the meal and give an opinion?*
  3. *Did the speaker speak clearly?*
  4. *Were the photos interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the person presents, and then take notes on the questions during or after the presentation.
- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell their classmates individually what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch their video and fill out the following checklist:

- ☐ *Did I show three to five pictures of a meal and describe the food?*
- ☐ *Did I explain why I chose the meal and give an opinion?*
- ☐ *Did I speak clearly?*
- ☐ *Were the photos interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud. Refer to the photo. Ask Ss, *Which words were new in this unit?* Then read the note.
- If needed, refer Ss to the vocabulary lists in the Unit (1A, page 54; 1A, page 56; 1A, page 58; 1B, page 60).
- Tell Ss to choose five words they are least familiar with and write sentences. Tell them they can include more than one word in a particular sentence.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.
- 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.
- Finally, 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 DO YOU STAY HEALTHY?

PREVIEW THE UNIT

LESSON 1	**Talk about fitness activities**	
	Vocabulary	Fitness activities
	Grammar	Gerunds as subjects and objects
	Pronunciation	Linking identical consonants
	Conversation skill	Reply questions
LESSON 2	**Talk about managing stress**	
	Vocabulary	Managing stress
	Grammar	Past form of *be* + *going to* for past intentions
	Pronunciation	Blended pronunciation with *to*
LESSON 3	**Give advice on staying healthy**	
	Vocabulary	Staying healthy
	Grammar	Prepositions of time
	Listening skill	Listen for enumeration
LESSON 4	**Read about fitness apps**	
	Reading skill	Identify comparison and contrast
LESSON 5	**Write about health and fitness**	
	Writing skill	Show cause and effect
PUT IT TOGETHER		
	Media project	Video: Talk about staying healthy
	Learning strategy	Group words

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

GET STARTED

A
- Read the unit title aloud. On the board, write, *How do you stay healthy?* Invite Ss to share their answers.
- Tell Ss to read the learning goals silently. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What do you see?* Have Ss discuss in pairs.
- Lead a class discussion about the picture. Ask, *Does this scene remind you of a place you know? Do you ever ride your bike, run, or walk in a similar location? How does this place make you feel?*

C
- Focus on the social media message. Have Ss read what Su-min says in *Meet the People of TSW Media* on page 4 or play the video of Su-min.
- Have Ss turn back to page 65. Read the social media message aloud. Ask, *What does it mean to clear your head?* (to stop worrying or thinking about something) Ask, *Why is Su-min feeling great?* (She had a good run last night.) Then ask individual Ss, *What activity clears <u>your</u> head and makes you feel great?*

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6 HOW DO YOU STAY HEALTHY?

LEARNING GOALS

In this unit, you

- talk about fitness activities
- talk about managing stress
- give advice on staying healthy
- read about fitness apps
- write about health and fitness



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What do you see?

C Now read Su-min's message. Why is she feeling good?



SU-MIN KIM

@Su-minK

Feeling great after last night's run! Nothing clears up your head like a little exercise!

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LESSON 1 TALK ABOUT FITNESS ACTIVITIES



SU-MIN KIM
@Su-minK
Good meetings today, but too much sitting around! Can't wait to get to the gym and MOVE!

1 VOCABULARY Fitness activities

A 06-01 Listen. Then listen and repeat.


weight training


spinning


cycling


rock climbing

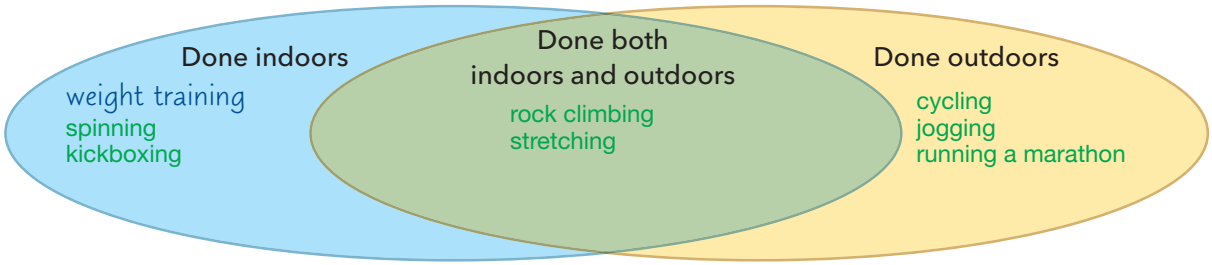

jogging


running a marathon


kickboxing


stretching

B Put the activities from 1A in the chart.



C PAIRS Compare your answers in 1B. Do you do any of the activities in 1A?

2 GRAMMAR Gerunds as subjects and objects

COACH

Gerunds are *-ing* verb forms used as nouns.

Gerund as subject			Gerund as object		
Subject	**Verb**		**Subject**	**Verb**	**Object**
Weight training	makes	you strong.	I	enjoy	**hiking** outdoors.
Kickboxing	is	fun.	She	suggested	**working out** every day.

Gerund as object of a preposition		
	Preposition	**Object**
You should stretch	before	**running**.
He asked the coach	about	**joining** the team.

Notes

- Use *not* + *gerund* to form the negative. ***Not running*** *will help your foot feel better.*
- Do not confuse the gerund with the continuous verb or adjective.
  He ***loves hiking****.* (gerund) *He* ***is hiking*** *now.* (verb) *He has new* ***hiking boots****.* (adjective)

>> FOR PRACTICE, GO TO PAGE 140

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LESSON 1 TALK ABOUT FITNESS ACTIVITIES

- Books closed. Read the lesson title aloud. Brainstorm different fitness activities. List Ss' responses on the board or invite Ss to come to the board to write them. Leave the responses on the board to refer to later.

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss look at the pictures and read the captions.
- Have Ss compare the items in 1A with the fitness activities listed on the board. Tell Ss to check (√) the items in the book that are also on the board.
- Have Ss listen. Then have them listen and repeat.

B
- Tell Ss, *This kind of graphic organizer is called a Venn diagram. It can help you organize information visually and identify similarities and differences.* Point to the left-hand cell and say, *Here you list activities you usually do indoors.* Point to the right-hand cell and say, *Here you list activities you usually do outdoors.* Point to the center cell and say, *Here you list activities you do both indoors and outdoors.*
- Focus on the example. Say, *Most people do weight training indoors, but you might have a different answer.*
- Have Ss fill in the diagram individually.

TEACHING TIP The Venn diagram and other graphic organizers are helpful tools in English language instruction. They help Ss organize information visually in order to think more deeply about a topic, summarize a piece of writing, analyze text, or plan an essay. Other graphic organizers help generate ideas and stimulate creativity.

C
- Have Ss compare answers in pairs and discuss the question. Call on pairs to share their answers with the class.
- As Ss listen to each other, tell them to notice which people in the class like similar fitness activities. Then elicit from the class who has similar interests and write statements on the board. For example, *Juan and Mia like rock climbing. Hana and Ollie both cycle.*

2 GRAMMAR

- Books closed. To introduce the grammar, write, *Dancing is fun! I love dancing.* Ask, *What is the subject in the first sentence?* (dancing) *What is the object in the second sentence?* (dancing) Ask, *Do you know what we call a verb that ends in* -ing? (a gerund)
- Tell Ss to open their books to page 66 and read the chart heading and introduction. Point to *dancing* in each sentence on the board and explain that the words function as nouns—the first one as the subject of the sentence and the second one as the object.
- Focus on the Gerund as subject section. Call on volunteers to read the sentences in the chart. For each one ask, *What is the subject?* (weight training, kickboxing) Reiterate that the *-ing* form of the verb functions as a noun.
- Focus on the Gerund as object section. Call on volunteers to read the sentences in the chart. For each one ask, *What is the object?* (hiking, working out) Reiterate that the *-ing* form of the verb functions as a noun.
- Focus on the Gerund as object of a preposition section. Review what a preposition is and elicit some examples. (A preposition is a word that shows place, time, direction, etc. Examples are *in, to, on, with, around.*) Call on volunteers to read the sentences in the chart. For each one ask, *What is the preposition?* (before, about) *What is the object of the preposition?* (running, joining)
- Read the first note. Write the following examples on the board:

  The trainer suggested not lifting such heavy weights.
  Not scoring the goal made my teammates angry.
  I asked the coach about not playing in today's game.

  Call on volunteers to come to the board and underline the negative gerunds. (not lifting, not scoring, not playing) Ask the class, *Which one is a subject?* (not scoring) *A direct object?* (not lifting) *An object of a preposition?* (not playing)
- Read the second note. Call on Ss to read the example sentences.

OPTION Tell Ss to write the numbers 1–8 on a piece of paper. Tell them you will say sentences and they should write whether the *-ing* word they hear is a gerund, verb, or adjective.

1. *He is jogging in the park.* (verb)
2. *Rock climbing is an exciting sport.* (gerund)
3. *I am tired of taking spinning classes all the time.* (gerund)
4. *I bought new running shoes.* (adjective)
5. *Jeff is not running in the race.* (verb)
6. *Noelle will start teaching yoga classes next month.* (gerund)
7. *I have a new cycling partner.* (adjective)
8. *I hated not exercising when I broke my foot.* (gerund)

Check answers. Read the sentences again and have Ss repeat the *-ing* forms.

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3 PRONUNCIATION

A
- Say, *I feel like eating pizza tonight.* Write the statement on the board and underline *feel like*. Say the sentence again and have Ss repeat. Say, *Notice how the letter l's connect, so* feellike *sounds like one word.*
- Read the Linking identical consonants note aloud. Define *identical* if needed. Say, *phone,* and have Ss repeat. Say, *number,* and have Ss repeat. Then say, *phonenumber,* with linking and have Ss repeat.
- Have Ss read the exercise items silently, paying attention to the linked consonants. Play the audio and have Ss listen. Then have them listen and repeat.

B
- Play the audio for the first item and have Ss look at the example. Pause the recording. Say *like kick boxing* and have Ss repeat.
- Have Ss look at the remaining items and predict where linking occurs. Restart the recording and have Ss complete the activity.
- Go over the answers as a class. Call on Ss to read the sentences. Check that they are extending the linked consonant sounds. Make corrections as needed.
- Have Ss listen again and repeat.

4 CONVERSATION

A
- Have Ss look at the video still. Point to the man and ask, *Who is this?* (Flavio) *What do you remember about him?* (He's an animator, and he's from Colombia.)
- Have Ss read the exercise items silently. Then have them listen or watch.
- Go over the answers as a class. Play the audio or video again, if appropriate.
- Read the explanation in the Conversation Skill box aloud. Say the reply questions and have Ss repeat.
- Have Ss listen to or watch the conversation in 4A again. Have them raise their hands each time they hear a reply question. You can hint that there are three. (*You do? You are? You did?*)

B
- Ask Ss to skim the conversation and predict ways the gaps might be filled.
- Have them listen and fill in the gaps with the words they hear.
- Bring the class together and go over the answers.
- To check comprehension, ask, *What kind of exercise does Flavio like?* (hiking and cycling) *Su-min?* (running) Then ask for Ss' opinion: *How do you manage to fit in exercise when you are very busy?*

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.

D
- Ask a volunteer to read the highlighted words with proper linking. Say, *You can use these phrases in place of same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.
- To conclude, have one or two pairs perform their conversation for the class.

5 TRY IT YOURSELF

A
- In pairs, have Ss choose roles they want to play. Tell them to take notes individually on why they love their fitness activity. Circulate and help Ss if they get stuck. (For example, Rock climbing is a wonderful sport because it helps you to focus; weight training is great because it makes your muscles and bones stronger.)
- Call on a S to read the example and complete it in his or her own words. Then have Ss do their role play. Circulate and assist as Ss are talking.

B
- Encourage Ss to show interest by using reply questions. Circulate and assist as needed.
- Bring the class together and have each pair say the fitness activity they discussed. Have the class note which ones are pronounced with linking.

⊕ **EXTENSION** Ask a S to reread Su-min's social media message on page 66. Ask, *What are some possible responses to Su-min's post?* Invite Ss to write responses on the board. (For example, There's no such thing as too much sitting around! Have fun at the gym–I prefer to sit around! ☺)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Make sure that Ss are correctly doing the following:
- ✓ using vocabulary for fitness activities
- ✓ using gerunds as subjects, objects, and objects of prepositions
- ✓ linking identical consonants
- ✓ using reply questions

EXIT TICKET As Ss prepare to leave the class, say one or two of these statements to individuals and elicit reply questions:

I love rock climbing. (You do?)
I'd like to go skiing. (You would?)
I am running a marathon in November. (You are?)
She has been weight training for two years. (She has?)
I just took a spinning class. (You did?)
He tries stretching before each work out. (He does?)

Note which Ss speak with ease and which ones are less sure of themselves.

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3 PRONUNCIATION

COACH

A 06-03 Listen. Notice the way we link the consonant sounds. Then listen and repeat.

weight training rock climbing a dangerous sport

B 06-04 Draw a line to show where we link two identical consonant sounds. Listen and check your answers.

1. Do you like kickboxing?
2. Do you drink coffee?
3. Have you ever gone ice skating?
4. What makes you feel less stressed?

Linking identical consonants

When one word ends in a consonant sound and the next word begins with the same consonant sound, we usually link the two sounds together to make one long consonant sound, for example, phone number.

4 CONVERSATION



A 06-05 Listen or watch. Circle the correct answers.

1. Why do Flavio and Sun-min start talking about exercise?
   a. Flavio is upset because the weather is bad and he can't go cycling.
   b. Flavio would like to go to the gym with Su-min.
   (c.) Su-min tells Flavio that she's on her way to the gym.
2. Both Flavio and Su-min ___.
   a. hate running alone.
   (b.) are interested in marathons.
   c. are training for a marathon.
3. Su-min thinks that Flavio ___.
   (a.) doesn't want to run with her. b. is going to the laundromat. c. doesn't like to exercise.

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

Su-min: Staying in shape can be tough when you're really busy. Do you do any kind of exercise?

Flavio: I like doing things outdoors, like hiking or cycling.

Su-min: You do? That's cool.

Flavio: How about you?

Su-min: I'm really into running these days.

CONVERSATION SKILL

Reply questions

To show interest in what the other person is saying, use reply questions.

You do? *You would?* *You are?*
You did? *They have?* *He does?*

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

C 06-07 Listen and repeat. Then practice with a partner.

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

rock climbing
weight training

5 TRY IT YOURSELF

A ROLE PLAY Student A is really into rock climbing. Student B is into weight training. Explain why your classmate should try your fitness activity.

You should try rock climbing. It is great because...

B WALK AROUND Find a new partner. Repeat the role play, but choose two different activities from 1A or your own ideas. Ask follow-up questions.

☐ I CAN TALK ABOUT FITNESS ACTIVITIES.

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LESSON 2 TALK ABOUT MANAGING STRESS



SU-MIN KIM
@Su-minK
Flavio's the best—like a big brother! He always makes me feel better.

1 VOCABULARY Managing stress

A 06-08 Listen. Then listen and repeat.

make time for yourself: to take the time to do the things that make you feel relaxed and happy
reduce your stress: to worry less about things in your work or personal life
keep a work-life balance: to have time for work, your family and friends, and yourself
set realistic goals: to make plans that are likely to be successful
take a break: to make time for a short rest
go offline: to stop using the internet for a period of time
take time off: to take a break from work or school for a period of time
burn out: to do an activity so often and for so long that you don't want to do it anymore



B Complete the sentences with the phrases from 1A. More than one answer may be possible. Use each phrase only one time.

1. Thinking positively and talking to trusted friends and family are good ways to reduce your stress.
2. You're working too hard. You need to take a break. Why don't you stop and get some coffee?
3. He works all the time and he's never home. He doesn't know how to keep a work-life balance/ take time off.
4. You always promise to do too much, and then you can't finish on time. You need to set realistic goals.
5. If you don't take breaks, you're going to burn out.

C PAIRS Which of the things in 1A do you find difficult to do? Explain.

2 GRAMMAR Past form of *be* + *going to* for past intentions

COACH

Use *was / were* + *going to* to talk about something you intended, or planned, to do, but didn't.

Subject	*Was / Were*	*Going to*	Base form of verb		*But*	
I He They	**was** **were**	**going to**	go take run	to yoga class, time off, after work,	but	I didn't. he was too busy. they were too tired.

Notes

- When we talk about past intentions, we often explain why we did or didn't do something.
- Use *wasn't* and *weren't* to form the negative:
  *I **wasn't going to** exercise after work, but I changed my mind.*
- Use *was / were* + *going to* + verb to form questions.
  ***Was** he **going to** meet us at 7:00?* ***Were** you **going to** train for the marathon?*

>> FOR PRACTICE, GO TO PAGE 141

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LESSON 2 TALK ABOUT MANAGING STRESS

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

- Read the lesson title aloud. Ask, *What does it mean to manage stress?* (to control or handle it) *How do you manage stress?* Invite individual Ss to share some ideas (For example, I do breathing exercises; I make a list of things I need to do.)
- Read the social media message aloud. Ask, *Do you remember who Flavio is?* (He lives in Bogotá, and he's an animator at TSW Media.) *What does Su-min Kim mean when she says he is like a brother?* (that they are close) *How might he make her feel better?* (Maybe he gives her good advice when she has problems or when she's feeling stressed.)

1 VOCABULARY

A
- Ask Ss to read over the terms and definitions silently. Explain that they are related to managing stress.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for new terms: It's important to make time for yourself every day and do something fun. You reduce your stress when you keep track of your tasks in a calendar. When you keep a work-life balance, you don't spend too much time working. When you set realistic goals, you don't take on more responsibilities than you can comfortably perform. I usually take a break during the day and do a little yoga. It's important to go offline once in a while. I will take time off during the summer to spend time with my kids. We encourage our employees not to work late hours so that they don't burn out.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- Make sure Ss understand that items can have more than one answer, but they should use each item only once. **For higher-level Ss**, encourage Ss to cover the definitions of the words in 1A and try to do the exercise without looking at the meanings. Then have them uncover the definitions and make any corrections.
- Go over the answers as a class. Call on Ss to read the completed sentences.

C
- To model something you find difficult to do, say, *I find it difficult to go* offline. *I like to be constantly connected to my texts and email.*
- Have Ss draw checks next to the items in 1A they find difficult to do. Then have them discuss in pairs.
- Bring the class together and call on Ss to share.

2 GRAMMAR

- Books closed. Tell Ss, *Yesterday, I was going to go running in the park, but then it started raining. So I went to the gym instead.* On the board, write, *I was going to go running in the park.* Ask, *Did I go running in the park?* (no) *Did I plan to go running in the park?* (yes) *Why didn't I go?* (because it started raining)
- Tell Ss to open their books to page 68 and read the title of the grammar chart. If necessary, clarify the meaning of *intention*. (something you plan to do) Then read the introduction aloud. Write *past intention* on the board. Reiterate that a past intention is something you intended or planned to do, but didn't. You can write the definition on the board.
- Read the column heads aloud and direct Ss' attention to the structure of sentences expressing past intentions. Ask Ss to read the sentences in the chart. For each one, ask, *Did the action with* was / were going to *happen?* (no)
- Bring Ss' attention to the first note at the bottom of the chart. Ask, *Which sentences in the chart explain why something didn't happen?* (the second and third) *What is the explanation given in the second sentence?* (He was too busy.) *In the third?* (They were too tired.)
- Refer Ss to the second note at the bottom of the chart. Challenge Ss to change the sentences in the chart to negative. Tell them also to change the explanations at the end of the sentences. (For example, I wasn't going to go to yoga class, but I did. He wasn't going to take time off, but he had extra vacation days. They weren't going to run after work, but they changed their minds.)
- Finally, focus on the last note and the structure for questions about past intentions. Call on volunteers to read the examples. Ask, *Are these* yes / no *questions or information questions?* (yes / no) Elicit possible answers (For example, Yes, he was. / No, I wasn't.) Then write on the board:

  A: Where was he going to meet you?

  B: At the restaurant.

  Have two volunteers read the exchange. Ask, *What type of question is this?* (information) Say, *Past intentions can appear in various question types.*

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3 PRONUNCIATION

A
- To review the topic, say, *In Unit 4 we learned about the blended pronunciation of* used to. Say, *I used to [useta] live in Madrid.* Write *blended pronunciation* on the board. Review that *to blend* means to combine. Blended pronunciation refers to combining sounds.
- Read the boxed pronunciation note aloud. Write, *want to, have to, had to, got to, going to* on the board. Model the blended *to* sound with each phrase and have Ss repeat: *wanta / wanna*; *hafta*, *hadta*, *gotta*, *gonna*.
- Have Ss read the exercise items silently. Then have them listen and repeat.

B
- Have Ss read the exercise items silently. Play the audio for the first item and have Ss fill in the blank. Pause the recording and ask, *Which words are blended?* (going to) Restart the recording and have Ss complete the conversation.
- Go over the answers as a class. Write them on the board to reinforce the fact that we hear blended forms but write full forms.
- In pairs, have Ss practice the conversations. Instruct them to blend the pronunciation of the gapped words.

OPTION Have Ss practice the conversation again, but change some of the words after the blended phrase in each sentence to make a new conversation. For example:

A: I thought you were going to go to the city today.

B: I had to stay home.

4 CONVERSATION

A
- Say, *We're going to listen to (watch) another conversation between Su-min and Flavio.*
- Have Ss listen or watch and complete the exercise individually. Go over the answers as a class. Replay the audio or video as appropriate.

B
- Ask Ss to skim the conversation and predict ways the gaps might be filled.
- Have Ss listen and fill in the gaps with the words they hear.
- Bring the class together and go over the answers.
- To check comprehension, ask, *What does Flavio mean when he says Su-min will burn out?* (that she will lose enthusiasm and won't be able to do an activity any more) *What does Su-min mean when she says she was going to make more time for herself?* (that she intended to make more time for herself, but she didn't)

C
- Play the audio and have Ss repeat chorally, line by line.
- Have Ss practice in pairs. Then have them swap roles and practice again.
- Challenge **higher-level Ss** to practice the conversation with books closed. Say, *You don't need to remember the exact words. Just say the main ideas.*

D
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have them swap roles and practice again.
- To conclude, have one or two pairs perform their conversation for the class.

EXTENSION Have Ss return to Su-min's social media message on page 68. Ask, *Did Flavio help Su-min to feel better? How?*

5 TRY IT YOURSELF

A
- Tell Ss to fill in the blanks. Circulate and assist as needed.

B
- Model a conversation with a volunteer. Play Part A. Have the S ask follow-up questions.
- Circulate and assist while Ss are talking. Then have one or two pairs role-play their conversation for the class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:

✓ using vocabulary to talk about managing stress
✓ using the past form of be going to for past intentions
✓ using blended pronunciation with to

EXIT TICKET Write on the board, *Write something you were going to do recently, but didn't do. Explain why you didn't do it.* Have Ss write their names and sentences on a blank card or piece of paper. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

A 06-10 Listen. Notice the blended pronunciations. Then listen and repeat.

I was going to go hiking, but I had to study.
sounds like: I was *gonna* go hiking, but I *hadta* study.

I want to travel, but I have to finish school first.
sounds like: I *wanna* travel, but I *hafta* finish school first.

I've got to leave now.
sounds like: I've *gotta* leave now.

Blended pronunciation with *to*

The phrases *want to*, *have to* (and *had to*), *got to*, and *going to* are very common in conversation. When we speak quickly, we often reduce these phrases. We make the pronunciation of *to* very weak and blend the two words together so that they sound like one word.

B 06-11 Listen. Complete the conversation. Write full words, not the blended pronunciations you hear. Then read the conversation in pairs.

1. A: I thought ___you were going to___ stay home today.
   B: ___I had to___ come in for a meeting.
2. A: ___Do you want to___ go to the gym?
   B: Now? ___I've got to___ make some phone calls.
   A: Well, ___I have to___ take a break and move around.

4 CONVERSATION

A 06-12 Listen or watch. Circle the correct answers.

1. Su-min is upset because she didn't finish ***her goals*** / ***her workout*** / ***a marketing plan***.
2. At home, Flavio and his wife ***don't watch television*** / ***turn off their phones*** / ***work just a little bit***.
3. Flavio is trying to help Su-min ***keep a work-life balance*** / ***train for the marathon*** / ***work faster***.



B 06-13 Listen or watch. Complete the conversation.

Flavio: Hey, you need to take a break or ___you're going to___ burn out!

Su-min: I know. I ___was going to___ make more time for myself, but…

Flavio: I know it's hard. But it's not healthy for you to work like this.

C 06-14 Listen and repeat. Then practice with a partner.

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

reduce your stress
take some time off

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about a situation when you were going to reduce stress in your life, but something stopped you.

I was going to _____, but _____.

B PAIRS Student A, tell Student B about your past intention to manage your stress. Explain. Student B, ask follow-up questions.

☐ I CAN TALK ABOUT MANAGING STRESS.

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LESSON 3 GIVE ADVICE ON STAYING HEALTHY



SU-MIN KIM
@Su-minK

Love the podcast *A Fitter You*—some great ideas for getting and staying healthy. Check it out!

1 VOCABULARY Staying healthy

A 06-15 Listen. Then listen and repeat.

intense: describes an activity that requires a lot of effort
moderate: describes an activity that requires some effort
fit: healthy and strong because you exercise regularly
build strength: to do exercises to become physically stronger, usually by growing muscles
burn calories: to use energy, usually by doing physical activities, to lose some of the calories you get from food
be out of shape: to be in a bad physical condition
stay in shape: to exercise or do other healthy activities to keep in good physical condition



B Complete the sentences with words and phrases from 1A. Use the correct form. More than one answer may be possible.

1. When you're _____fit_____, you can do _____intense_____ exercises without problems.
2. When you _____are out of shape_____, you can't do even _____moderate_____ exercises.
3. When you exercise, you _____build strenth_____ and _____burn calories_____.
4. Exercise helps you _____stay in shape_____.

C PAIRS Talk about yourself or someone you know. Use the words from 1A.

My sister is out of shape. She doesn't like to exercise at all.

2 GRAMMAR Prepositions of time

COACH

Preposition	Meaning or use	Examples
after	later than something	*I usually run **after** work.*
at	used with specific times	*Let's have dinner **at** 7:30.*
before	earlier than something	*Sal goes to the gym **before** breakfast.*
between… and…	somewhere in the middle of two times	*Kim usually gets to work **between** 9:00 **and** 9:30.*
by	before a certain time in the future	*We'll be done **by** 8:00 P.M.*
during	used to show a period of time	*They prefer to work out **during** the day.*
for	used to show a length of time	*My legs have been sore **for** three days.*
from…to…	used to show a start and end time	*Let's take a break **from** 12:30 **to** 1:00.*
in	used with months, years, and lengths of time	*I usually take a vacation **in** July.*
on	used with days and dates	*Are you going to the gym **on** Saturday?*
since	from a point in time in the past	*They have been running **since** early this morning.*
until	up to a certain time	*Spinning class lasts **until** 6:00 P.M.*

>> FOR PRACTICE, GO TO PAGE 142

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LESSON 3 GIVE ADVICE ON STAYING HEALTHY

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

- Books closed. Write on the board, *Give advice on staying healthy.* Ask each S to write down a short piece of advice. Then call on each person to share. Invite Ss to raise their hands if they do the things their classmates mention.
- Books open. Point out the title of the lesson. Read the social media message aloud. Ask, *What advice does the podcast offer?* (advice for getting and staying healthy) Ask, *Why do you think Su-min* emphasizes *getting as well as staying healthy?* (maybe because both of them require special effort—for example, eating well, exercising)

1 VOCABULARY

A
- Ask Ss to read the words and definitions silently. Explain that these are terms related to staying healthy.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for new terms: Running is too intense for me; it hurts my knees. I like moderate exercise like riding my bike in the park. I exercise three times a week, so I am pretty fit. I lift weights to build strength. I try to burn as many calories as I eat every day. I am really out of shape, so I need to get back to the gym. It's hard to stay in shape when you are taking classes and working full time.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- Before Ss do the exercise, ask, *Which vocabulary items in 1A are verb phrases?* (build strength, burn calories, be out of shape, stay in shape) *Which are adjectives?* (intense, moderate, fit) Tell Ss to pay attention to form when deciding what to write in each blank.
- Have Ss compare answers with a partner. Then call on volunteers to write the statements on the board.

C
- Read the example aloud. Tell Ss they can speak about themselves or people they know.

2 GRAMMAR

- Books closed. Write *preposition* on the board. To review, ask, *Where have we recently learned about prepositions?* (Lesson 1: gerunds as subjects and objects) To review gerunds as objects of prepositions, write on the board, *I read the book before seeing the movie*. Ask, *What is the preposition?* (before) Explain that *before* is an example of a preposition of time. It is used before the gerund *seeing* to show the order of events: First I read the book; then I saw the movie.
- Tell Ss to open their books to page 70. Read the chart title. In pairs, have Ss read each preposition, meaning, and example sentence. Instruct them to draw a checkmark or zero next to any prepositions they are not familiar with.
- Bring the class together. Read the list of prepositions aloud and have Ss raise their hands to indicate the prepositions they do not know. Elicit additional example sentences and write them on the board.

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3 LISTENING

A
- Read the title of the Listening Skill aloud. Explain that *enumeration* means listing things. Read the Listening Skill aloud. Write, *first, second, third, next, another, finally* and explain that it is possible to use numbers or words when enumerating.
- Tell Ss they will listen to a podcast. Play the audio once and have Ss complete the exercise. Then have them listen again to check their answers.
- Go over the answers as a class. Read the question and call on a volunteer to read the answer. Replay the audio if needed.

OPTION Ask, *Which enumeration signals do you hear in the podcast?* (first, next, finally)

B
- Have Ss listen to the audio and check the correct picture in each pair.
- Have Ss compare answers in pairs.

OPTION Ask Ss to retell the three suggestions for starting to get fit. (Do shorter periods of intense exercise; stand whenever you can; add small amounts of exercise to your everyday life.) Instruct Ss to connect the suggestions with enumeration signals. They can be the ones used in the podcast or others.

4 TRY IT YOURSELF

A
- On the board, write, *Why staying healthy can be difficult.* Brainstorm a couple of ideas as a class. (for example, exercise can be boring. Cooking healthy food can take time.) Call on two volunteers to read the example. Bring attention to the prepositions of time. (during, in)
- Tell Ss to give advice with *How about…* as in the model. Encourage Ss to use prepositions of time. Circulate and assist as needed.

B
- Circulate as Ss walk around. Make corrections as needed.
- Bring the class together and have each S write one piece of advice on the board. Call on other Ss to read the sentences and make corrections as needed.

EXTENSION Have Ss return to Su-min's social media message on page 70. Ask, *What are some possible responses to her post?* Invite Ss to write their responses on the board. Tell them to incorporate comments about the podcast, since they have already heard it. (For example, Great tips! I am going to start parking my car farther away from the supermarket.)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for staying healthy
- ✓ using prepositions of time
- ✓ using enumeration signals

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Read the following sentences and have Ss write down the enumeration signals they hear:

I have some good diet tips:
First of all, drink a lot of water all day!
Second, eat three meals a day.
Next, snack in moderation, and try to eat fruits and vegetables.
And finally, never eat after 7:00 P.M.

Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 LISTENING

A ▶06-17 Listen to the podcast. Circle the correct answers.

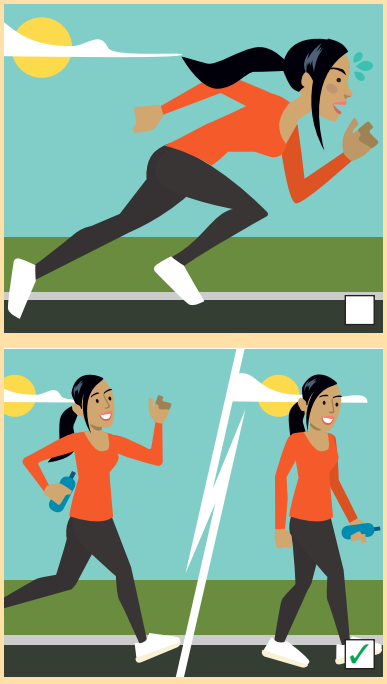
1. What is the main idea?
   a. There's too much information on getting fit, and it confuses people.
   b. Exercising intensely for a short time, followed by a short time to rest, is the best way to stay fit.
   c. If you want to get fit, there are several simple things to start doing immediately.
2. What is the third idea that the speaker talks about?
   a. Add small amounts of exercise to your everyday life.
   b. Repeat the fast/slow cycle five times.
   c. Stand up whenever you can.

B ▶06-17 Read the Listening Skill. Listen again. Put a check (✓) next to the picture that matches the speaker's suggestions.

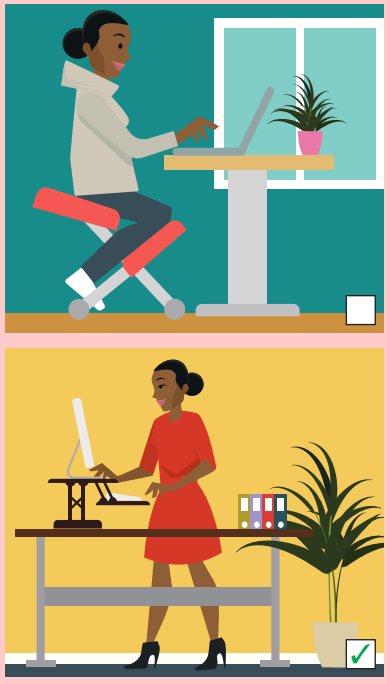
LISTENING SKILL
Listen for enumeration

Speakers often tell you how many ideas they are going to talk about at the beginning of a speech or presentation. Then they begin each idea with a number or the words "next," "another," and "finally."

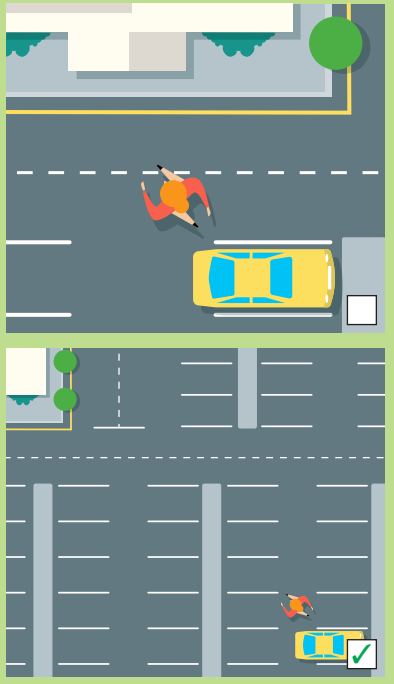
1



2



3



4 TRY IT YOURSELF

A MAKE IT PERSONAL Think of reasons why staying healthy can be difficult. Discuss the reasons with your partner. Then give each other advice. Use the vocabulary in 1A or your own ideas plus these prepositions: *at*, *on*, *in*, *before*, *during*, and *after*.

A: I don't have time to exercise during the day.
B: How about exercising in the morning?

B WALK AROUND Talk to four other classmates. Give and get advice about staying healthy.

☐ I CAN GIVE ADVICE ON STAYING HEALTHY.

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LESSON 4 READ ABOUT FITNESS APPS



SU-MIN KIM
@Su-minK
Just reached 10 miles on my app with great time, and still going!

1 BEFORE YOU READ

A PAIRS How do you like to exercise?

I go swimming with friends twice a week.

B 06-18 VOCABULARY Listen. Then listen and repeat.

encouragement: things that you say to make someone feel more hopeful or confident
rate: to give something a score to show how good or bad it is
adjust: change something a little bit to make it better
keep track of: to record the development of something over time
a diet: the kind of food you eat every day
a feature: an important or typical part of something
a barcode: a row of black lines on products that can be scanned to get information
an incentive: something that makes you want to work harder

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A PREVIEW Read the title and look at the photo. What do you think the text will be about?

B 06-19 Listen. Read the review.

THIS YEAR'S BEST FITNESS APPS



Today, with all the fitness apps available, staying fit and eating right are a lot easier than before. But that's also the problem. There are so many apps that it's hard to know which one is right for you. I've reviewed some of the most popular fitness apps out there today. I hope this information helps you find an app that works for you.

Before you download an app, you need to ask yourself what kind of fitness program you like best. Do you prefer working out by yourself? Do you want data? How about some music? For some people, a little more encouragement—maybe from a coach or friends on social media—helps push them to the next level. For others, there is nothing like a little competition.

One of my favorite apps is *FitVeu*. It's free to download, but there is a small monthly fee to use it. I like it because it lets you choose whether you want to exercise on your own, get help from a coach, or share your workouts on social media. After your first workout, you can rate the difficulty of each part of the workout and the app adjusts the workout to your fitness level. It also keeps track of how much and how fast you run, bike, etc. Its exercise programs are great, but it doesn't keep track of your diet.

FitterNow is another great choice. Compared to *FitVeu*, *FitterNow* is more expensive, but I think it's worth it. *FitterNow* does everything *FitVeu* does, but unlike *FitVeu*, it has a diet feature that helps you keep track of your food. It can read a product's barcode and then calculate the number of calories it has. It has a few other features that *FitVeu* doesn't have. One feature lets you and your friends set goals and compete. For example, you enter how many miles you'll run and your friend enters how many miles she'll bike. But this is the fun part: You use money as an incentive. You say how much money your goal is worth. The app checks your progress and if you don't meet your goal, your friend gets your money.

This year's best free app is *YouGoPal*. With just a few features, it is much easier to use than the other two. Some people just want to know how far and how fast they run, which is exactly what *YouGoPal* gives you. This one is a good choice if you prefer to exercise alone and you don't need features like exercising with friends, a coach, or social media. And the best part? It's completely free.

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LESSON 4 READ ABOUT FITNESS APPS

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

- Read the lesson title aloud. Ask, *Do you use any fitness apps? If not, what fitness apps are you familiar with?* (for example, walking apps, calorie counting apps, meditation apps, sleep apps, yoga apps)
- Read the social media message aloud. Ask, *What kind of app do you think Su-min is describing?* (maybe a running app or a cycling app) *What does she mean when she says* with great time*?* (a short amount of time) *Is Su-min done with her workout?* (no) *How do you know?* (She says, *…and still going.*)

1 BEFORE YOU READ

A
- Read the question aloud. Ask a S to read the example answer.
- In pairs, have Ss share their exercise preferences.
- Bring the class together and have Ss write their names and exercise preferences on the board. (for example, George: hiking; Marina: walking) Direct Ss' attention to the board. Then ask, *Do any students have the same exercise preferences?*

B
- Have Ss preview the terms and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for words they are not familiar with: Jack needed some encouragement while he trained for the marathon. I usually rate purchases I make online to help other consumers make decisions. I adjusted the workout to be comfortable for both me and my sister. The app helps keep track of calories we eat every day. Sam follows a low carbohydrate diet. My running app has many cool features like competing with my friends. The cashier scanned the barcode, but nothing happened. My incentive for working out is looking and feeling good.

2 READ

A
- After previewing, have volunteers share their answer to the question. (for example, running apps)

B
- Have Ss listen and read.
- Ask Ss to skim the article and underline the vocabulary from 1B. Then have them listen again. (encouragement, line 9; rate, line 13; adjust, line 13; keep track of, line 14; a diet, line 14; a feature, line 16; a barcode, line 17; an incentive, line 19)

OPTION Lead a discussion about fitness apps and features that are appealing to Ss. Poll the class by asking, *Which of the three apps in the review would you be interested in trying? Which features interested you most?*

TEACHING TIP To take a poll, write a set of options or choices on the board. Say or read each option, and have Ss raise their hands when they hear their favorite. Write the number of Ss who chose each option on the board. To conclude, make or have Ss make true statements based on the numbers. (For example, More than half of the students in the class prefer the YouGoPal app.)

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the question individually.
- Then bring the class together and go over the answer. Ask, *Why is choice* a *not correct?* (FitterNow has features that might appeal to some people; it's not necessarily the best.) *Why is choice* b *not correct?* (Competition and financial incentives are just some examples of things that make people exercise.)

B
- Have Ss do the exercise individually.
- Ask Ss to compare answers with a partner.
- Go over the answers as a class.

OPTION Ask, *Do you think it would be helpful to include a chart like this with the review? Why or why not? Which app would best fit your exercise needs?*

C
- Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (for example, Max pushed to the next level in his math class this semester and had an A+ average. There's nothing like a little competition to get students to work harder.)

D
- Read the Reading Skill aloud. **For lower-level Ss**, clarify that *to compare* is to look for similarities between two or more things; *to contrast* is to look for differences.
- Bring the class together to go over the answers.

OPTION Invite Ss to find the contrast signal *unlike* in line 16. Ask, *What two things are being contrasted?* (FitVeu and FitterNow) Invite Ss to think of a different way to say the same sentence. (For example, FitterNow and FitVeu are similar, but FitVeu has an additional feature—it helps you keep track of your food.)

E
- Create a two-column chart on the board. Elicit the comparison signals from the reading and write them in one of the columns. Elicit and write the contrast signals in the other column. (comparison: like, similar, compared to; contrast: worse, more, better, unlike, in contrast, whereas) Have Ss discuss the information in the chart in 3B using the compare and contrast signals. Suggest that they start with the example prompt in their book.

4 MAKE IT PERSONAL

A
- Have Ss look at the list of features in the chart in 3B. Tell them they can create a fifth column and check what they would like in their ideal app. Tell them to add other features that are important to them.

B
- Read the example answer aloud and fill in some information. In pairs, have Ss share their ideas.

EXTENSION Have Ss return to Su-min's social media message. Ask, *Which app in the review do you think Su-min would like?* (For example, she may like FitVeu or FitterNow because she could share her workouts on social media.)

EXIT TICKET On the board, write, *Write four sentences comparing and contrasting two fitness activities.* (for example, running and cycling) *Use a different signal of comparison or contrast in each sentence.* Have Ss write their names and sentences on a blank card or piece of paper. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons.

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the review? Circle the correct answer.

a. *FitterNow* is probably the best among the three apps.
b. Competition and financial incentives are most likely to make you exercise.
c. The best app choice depends on how you like to exercise.

B Read the chart with some features of the fitness apps from the review. Write (✓) if the app has the feature and (X) if it doesn't.

Features	*FitVeu*	*FitterNow*	*YouGoPal*
Free	×	×	✓
Provides a fitness coach	✓	✓	×
Connects to social media	✓	✓	×
Adjusts workout to fitness level	✓	✓	×
Keeps track of – speed	✓	✓	✓
– distance	✓	✓	✓
– diet	×	✓	×
Lets you compete with friends	×	✓	×

C FOCUS ON LANGUAGE Reread lines 8–10 in the review. Think about the phrases *push them to the next level* and *there's nothing like a little competition*. Circle the correct answers.

1. The expression *push to the next level* means ___.
   a. to work harder b. to encourage one's friends c. to gain social media followers
2. The expression *there's nothing like a little competition* means ___.
   a. people don't like competition
   b. people don't compete anymore
   c. competition is a good incentive to exercise

D Read the Reading Skill.

1. Circle the two things that are compared or contrasted in the sentences below.
   a. "Compared to *FitVeu*, *FitterNow* is more expensive, but I think it's worth it."
   b. "*FitterNow* does everything *FitVeu* does, but unlike *FitVeu*, it has a diet feature that helps you keep track of your food."
2. Write the two signal words from the sentences in 1a and 1b.
   compared to, unlike

READING SKILL Identify comparison and contrast

Writers often compare or contrast two or more things, people, or situations. Look for signals of comparison, such as *like*, *similar*, *compared to,* and *just as*. Signals of contrast include *unlike*, *in contrast*, and *whereas*.

E PAIRS What information did the review provide? Retell the most important ideas in the review. Use your own words.

The review compares three different...

Find some reviews of fitness apps online. Which ones have a high rating? Why?

4 MAKE IT PERSONAL

A Think about what you want in a fitness app. Take some notes.

B PAIRS Discuss your ideas in 4A.

For me, a great fitness app has to have...

☐ I CAN READ ABOUT FITNESS APPS.

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LESSON 5 WRITE ABOUT HEALTH AND FITNESS



SU-MIN KIM
@Su-minK
I love being strong and healthy! My post today is all about how I do that.

1 BEFORE YOU WRITE

A What are some of your healthy habits?

B Read Su-min's post. What two healthy habits does she mention? running and meditation



Su-min Kim
Oct 25, 5:45 P.M.

What's my secret to staying healthy and in shape? Well, I actually have two secrets: running and meditation.

Everyone knows that exercising regularly is a great way to get and stay healthy. And running is a great exercise because it strengthens your whole body. You use all the muscles in your body when you run, so it works out your legs, stomach, and your upper body. Running is also a great way to exercise because it's so easy to do! You can do it anywhere, anytime, and you don't even need to go to the gym! A lot of people think you need to do long, hard workouts. That's not true! All you need to do is do something active regularly. And because running is so easy to do, it's a ***great*** way to stay active regularly.

I also think it's really important to meditate every morning. One effect of meditation is that I feel calm even when work gets stressful. Another effect is that I can concentrate really well. I am able to stay focused on the task for a long time. Finally, I believe that meditation makes me more creative. I can come up with new and different ideas because my mind is relaxed.

What are *your* favorite ways to stay healthy?

C PAIRS Do you agree that it's important to keep both your body and your mind healthy? What are some other ways you can do this?

2 FOCUS ON WRITING

A Read the Writing Skill. Then reread Su-min's post. Underline all of the cause and effect signal words.

B Complete the chart with the causes and effects Su-min discusses in her post.

WRITING SKILL Show cause and effect

Use signal words to help organize **causes and effects** in your writing:
so, *because*, *as a result*, *one/another*, *effect of*, and *makes/helps*.

Cause	Effects
Running →	• It strengthens her whole body. • It works out her legs, stomach, and upper body. • It's so easy to do.
Meditation →	• It helps her feel calm. • It helps her concentrate well. • It makes her more creative.

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LESSON 5 WRITE ABOUT HEALTH AND FITNESS

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

- Read the lesson title aloud. Ask, *On a scale of 1 to 10, how important is health and fitness in your life? 10 means something is extremely important, and 1 means it is completely unimportant.* Invite volunteers to share and explain their ranking.

1 BEFORE YOU WRITE

A
- Lead a class discussion about healthy habits. Ask, *What healthy habits do you practice regularly?* Create a list on the board as Ss share. (for example, exercising 3x a week; shutting off phones; minimizing sugar) Leave the list for later reference.

B
- Have Ss preview the text and the photo. Ask, *What kind of reading is this probably?* (an online post) *What is it probably about?* (running) *Where might a post like this appear?* (on a social media website)
- Read the social media message aloud. Ask, *What do we know so far from the unit about Su-min's exercise preferences?* (She's into running, and exercise calms her down.)
- Have Ss read the post individually. Tell them to underline the parts of the post that answer the question.
- Have Ss answer the question in pairs. Then go over the answer with the class.

C
- Have Ss look at the list of healthy habits on the board and discuss additional ideas. Circulate as pairs discuss. Refer Ss to 1A on page 68 to recall ways to keep their minds healthy.

2 FOCUS ON WRITING

A
- Read the Writing Skill box aloud. Draw a two-column chart on the board with heads labeled *Cause* and *Effect*. Have Ss sort the signals from the box in the correct column. If necessary, provide examples:
  I don't run because I injured my knee.
  I injured my knee, so I don't run.
  I injured my knee; as a result, I don't run.
  I injured my knee; one effect of this is that I don't run.
  I injured my knee; another effect of this is that it's hard for me to climb stairs.
  My knee injury makes it impossible for me to run.
  (cause: because; result: so, as a result, one / another effect, makes / helps) Elicit examples of sentences with each signal from volunteers. Offer corrections as needed.
- Have Ss scan Su-min's post for the signal words and underline them. (because, line 4; so, line 5; because, line 6; because, line 9; one effect, line 10; another effect, line 11; makes, line 12) Call on Ss to read the sentences containing the signal words aloud. Have the class identify the cause and the effect in each sentence.

⊕ **EXTENSION** Remind Ss that in the Listening Skill they learned about enumeration—using numbers or words like *next, another,* and *finally* to move from topic to topic. Point out that in the last paragraph, Su-min enumerates the various effects of meditation. Invite a **higher-level S** to read the last paragraph. Have Ss underline the words that demonstrate enumeration. (One [effect], Another [effect], Finally)

B
- Have Ss look at the graphic organizer. Elicit the second cause (meditation) and have Ss write it in the purple box. Then tell Ss to work individually. Hint that they can refer to the signal words they underlined in 2A to guide them.
- Bring the class together to go over the answers.

⋯ **OPTION** In pairs, have Ss refer to the graphic organizer and use it to summarize the online post. Tell Ss to include an introduction. (For example, Su-min has two secrets to staying fit: running and meditation.)

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3 PLAN YOUR WRITING

A
- Have Ss choose two healthy habits they want to write about. Tell them the habits don't have to pertain only to exercise. They can include diet, lifestyle, mental health, etc. Write an example on the board: *Unplugging my phone at 6:00 P.M.* Elicit some effects. (For example, I can focus on my home life; I don't get distracted by social media; I go to bed at a healthy time.) Circulate and check that Ss have written appropriate topics in the *cause* section of the graphic organizer.
- Elicit effects for the example on the board. (For example, I am less distracted at home; I pay more attention to my family; I go to sleep earlier.) Then have Ss fill in the effects of each cause in their graphic organizer. While Ss are working, circulate and ask questions if they appear stuck. (For example, Because you do X, what is the effect? How does it help you?)

B
- Read the example aloud and complete the statement with a few effects.
- In pairs, have Ss talk about ways they stay healthy and in shape, referring to their graphic organizer. Encourage them to add information if they get new ideas while talking. Encourage them to use a variety of signal words to show cause and effect.

4 WRITE

- Have Ss work individually to write the post in their notebook or on paper. Remind them to use the post in 1B, page 74 as a model. They should also refer to their notes in 3A. Say, *You will likely use present simple to talk about causes and effects.*
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Explain, *Read your partner's post and provide feedback according to Questions 1 to 3. Write your comments on your partner's paper.*

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

⊕ **EXTENSION** Have Ss return to Su-min's social media message on page 74. Ask, *Does anyone here write online posts on personal topics? Why? Why not? Who enjoys reading such posts?*

EXIT TICKET On the board, write the following three topics:

Drinking water
Rock climbing
Meditation

Have Ss write their names on a blank card or piece of paper. Instruct them to choose one of the topics and write three sentences about the healthy effects of this activity. Tell them to use a different expression of effect in each sentence, and to connect the sentences with signal words.

Collect the cards or papers as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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3 PLAN YOUR WRITING

A How do you stay healthy and in shape? Think of two ways and the effects each one has on your health. Complete the chart.

Cause	Effects
_____ →	• • •
_____ →	• • •

B PAIRS Talk about the ways you stay healthy and in shape.

To keep healthy, I like to swim because...

4 WRITE

Write a post about staying healthy and in shape using your information from 3A. Remember to use signal words to show cause and effect. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's post.

1. Circle the signal words that show the causes and effects.
2. What two healthy habits did your partner write about? What effects does each habit have on his or her health?
3. Did your partner's causes and effects clearly explain how he or she stays healthy?

B PAIRS Can your classmate improve his or her post? Make suggestions.

6 PROOFREAD

Read your review again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT HEALTH AND FITNESS.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 06-20 Listen or watch. What advice does Camila give?

Answers will vary. Possible answer: She gives advice about how to reduce stress while studying.

B 06-20 Listen or watch again. Answer the questions.

Answers will vary. Possible answers:

1. What does Camila do when she feels stressed?
   She does chair yoga.
2. Can anyone do the moves she shows us?
   Answers will vary.
3. How does she feel after the exercise?
   It makes her body feel better and she has less stress.

C Show your own photos.

Step 1 Think of a way to reduce stress or stay healthy. Take 3–5 photos to show the ways you reduce stress or stay healthy.

Step 2 Show the photos to the class. Talk about how to stay healthy or reduce stress even when you are busy.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY

GROUP WORDS

Grouping words that are related can help you remember new vocabulary. There are many different ways to do this. For example, when you learn new sports, you can group them into indoor and outdoor sports. Or you can group the sports by those played on a team or individually.

Individual sports	Team sports
cycling	basketball
weight lifting	soccer

Review the vocabulary from the unit. Try grouping the same list of words in two different ways. Read the words aloud to remember them better. Try to learn a new group of words 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
- ☐ Talk about fitness activities
- ☐ Talk about managing stress
- ☐ Give advice on staying healthy

Vocabulary
- ☐ Fitness activities
- ☐ Managing stress
- ☐ Staying healthy

Pronunciation
- ☐ Linking identical consonants
- ☐ Blended pronunciations with *to*

Grammar
- ☐ Gerunds as subjects and objects
- ☐ Past form of *be* + *going to* for the past intentions
- ☐ Prepositions of time

Reading
- ☐ Identify comparison and contrast

Writing
- ☐ Identify cause and effect

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

- Have Ss look at the picture. Ask, *What do you see?* (a woman exercising in an office)

A
- Have Ss listen or watch. Call on a volunteer to answer the question.

B
- Play the audio again and have Ss answer the questions individually. If appropriate, let them listen or watch again.
- In pairs, have Ss compare answers. Then go over the answers with the class.

C
- Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.
- Have Ss complete Step 1 in class. Explain, *You can refer to the items you listed in 3A, page 75, or think of another topic. Tell a partner which topic you chose. Think of photos you can use or take.* Have Ss write notes or create a script of what they want to say. Model an introduction on the board: *Hello everyone! It's Vicky…*
- For Step 2, have Ss practice once with a partner. Then call on individual Ss to show the photos and present. Say, *Use the notes or the script you prepared in class.*
- For Step 3, write the following questions on the board:
  1. *Did the speaker show photos and describe a way to reduce stress or stay healthy?*
  2. *Did the speaker speak clearly?*
  3. *Was the presentation interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the presentation and then to take notes on the questions during or after the presentation.
- Then invite classmates to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch their video and fill out the following checklist:

- ☐ *Did I show photos of a way to reduce stress or stay healthy?*
- ☐ *Did I speak clearly?*
- ☐ *Was my presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud. Have Ss read the example with the grouped words.
- Have Ss work in pairs. Say, *Go back to the vocabulary exercises in the unit* (pages 66, 68, and 70) *and try grouping words.* Circulate and assist as needed. Have Ss share results or write them on the board.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.
- 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.
- Finally, 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 HOW DO YOU DO THIS?

PREVIEW THE UNIT

LESSON 1	**Ask about how to do something**	
	Vocabulary	Technology verbs
	Grammar	Embedded *wh-* questions
	Conversation skill	Respond to "thank you"
LESSON 2	**Talk about expectations**	
	Vocabulary	Describe work and co-workers
	Grammar	Comparison with *as…as*
	Pronunciation	Stress and linking in comparisons with *as…as*
LESSON 3	**Give instructions**	
	Vocabulary	Phrasal verbs
	Grammar	Phrasal verbs with objects
	Pronunciation	Stress in phrasal verbs
LESSON 4	**Read about good work habits**	
	Reading skill	Synthesize information
LESSON 5	**Write about how people learn**	
	Writing skill	Show comparison and contrast
PUT IT TOGETHER		
	Media project	Video: Show and tell how to do something
	Learning strategy	Grammar challenge

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

GET STARTED

A
- Read the unit title aloud. Ask, *When might you hear this question?* (when you need instructions; when you don't know how to do something–for example, use a computer program or a kitchen appliance)
- Tell Ss to read the learning goals silently. Clarify vocabulary as needed. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What do you see*? Have Ss discuss in pairs.
- Bring the class together and ask pairs to share. Write the responses on the board.

C
- Focus on the social media message. Bring Ss' attention to the person's picture and name. If necessary, have Ss read what Jim says in *Meet the People of TSW Media* on page 77 or play the video of Jim. Then ask, *Where is Jim from?* (New York) *What does he do?* (He's a copywriter.)
- Have Ss turn back to page 5. Read the social media message aloud. If necessary, clarify that a *campaign* is a series of actions intended to achieve a particular result–in this case, it's a business campaign at TSW Media.

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7 HOW DO YOU DO THIS?

LEARNING GOALS

In this unit, you

- ask about how to do something
- talk about expectations
- give instructions
- read about good work habits
- write about how people learn



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of an office. What do you see?

C Now read Jim's message. How do you think he feels? Why?



JIM STEVENS

@JimS

Finally finishing up the North Pole campaign. It's taken a while, but we're almost there!

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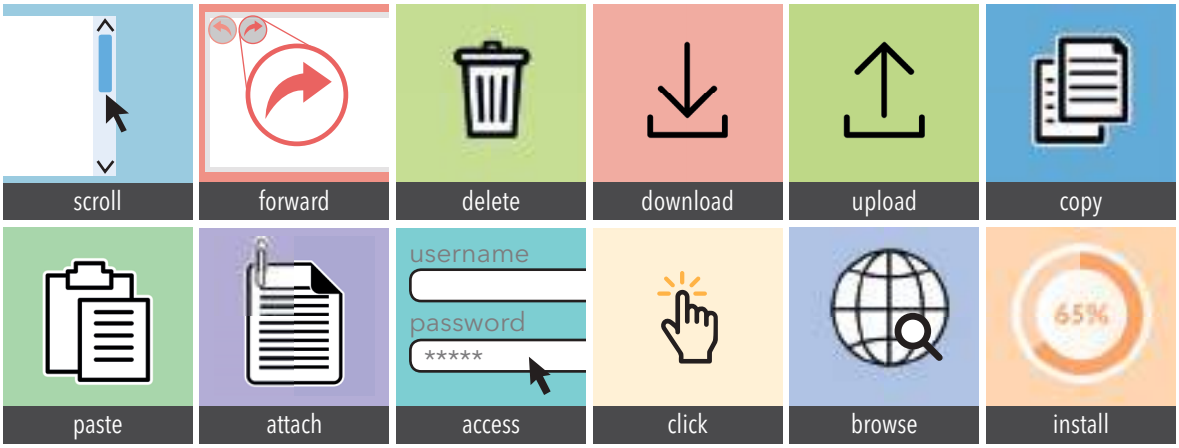
LESSON 1 ASK ABOUT HOW TO DO SOMETHING



JIM STEVENS
@JimS
It's going to be a busy day. Send some energy my way—I'm going to need it!

1 VOCABULARY Technology verbs

A 07-01 Listen. Then listen and repeat.



B What can you do with a file (*F*), an email (*E*), or on an Internet site (*I*)? Write the correct letters *I*, *F*, or *E*, next to the words. Some words can have more than one letter.

1. scroll I, F, E
2. forward I, F, E
3. delete F, E
4. download F, E
5. upload F
6. copy F, E
7. attach F, E
8. access I
9. click I, F, E
10. browse I

C PAIRS When do you do the things in 1A?

When I write emails to my friends, I often attach some photos.

2 GRAMMAR Embedded *wh*- questions

COACH

Embedded questions are questions inside other statements or questions.
Embedded questions are more polite than direct questions.

Direct *wh*-questions				Embedded questions			
***Wh*-word**	**Auxiliary verb**	**Subject**	**Main verb**		***Wh*-word**	**Subject**	**Verb**
What	**is**	the password?		Do you know	what	the password	**is**?
Where	**can**	I	**find** it?	Can you tell me	where	I	**can find** it?
When	**are**	we	**meeting**?	I don't know	when	we	**are meeting**.
How	**does**	this software	**work**?	I'm not sure	how	this software	**works**.

Notes

- Embedded questions often appear after introductory phrases, such as *Do you know*, *Can you tell me*, *I don't know*, *I'm not sure*, *I'd like to know*, or *Would you mind explaining*.
- Use statement word order in embedded questions. The subject always comes before the verb.
- The auxiliary verbs *do*, *does*, and *did* do not appear in the embedded question.

>> FOR PRACTICE, GO TO PAGE 143

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LESSON 1 ASK ABOUT HOW TO DO SOMETHING

- Read the lesson title aloud. Ask, *When was the last time you asked someone to show you how to do something? What was it?*
- Read the social media message aloud. Ask, *What time of day do you think Jim is posting this message?* (probably in the morning) *What type of day is he predicting he will have?* (a busy and difficult one)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss look at the pictures and read the captions. Have Ss define the terms they already know.
- Have Ss listen. Then have them listen and repeat.

B
- On the board, write, *file, email, internet site*. Call on Ss who are familiar with computers to define the terms. (file: a set of data or information on a computer; email: a system of sending messages from one computer to another; Internet site: a collection of related multimedia pages located at a single address on the World Wide Web)
- Have Ss complete the exercise individually.
- Call on Ss to share answers. Invite them to challenge answers if they disagree. For example:

  A: I don't think you can forward an Internet site.

  B: But you can forward a link to a website.

C
- Circulate as Ss discuss the question. Assist as needed.
- Bring the class together. Call on selected Ss to recite their responses and write them on the board. Have Ss notice the verb + object combination in each sentence. (for example, access email, delete a post, copy a link)

2 GRAMMAR

- Books closed. To introduce the grammar, write on the board:

  What time is it?

  Do you know _____?

  Ask, *How can we combine the two questions into one?* Write the embedded question on the board. (*Do you know what time it is?)* Say, *This is called an embedded question.*
- Tell Ss to open their books to page 78. Read the Grammar title and introduction aloud. Explain that *to embed* means to put something inside something else. Point to *Do you know what time it is?* on the board. Ask, *What is the embedded question*? (what time it is) *Which phrase introduces it* (Do you know)
- Give Ss a moment to look over the chart. Then call on a S to read the first direct question and embedded question. Ask, *What is the word order in the direct question?* (question word order: subject after the verb) *What happens to word order in an embedded question?* (It changes to statement word order: subject before the verb.) Say, *We always use statement word order in embedded questions.*
- Call on different Ss to read the remaining direct questions and embedded questions. After each set of sentences, ask questions to elicit the word order and other changes in the embedded questions. (In the second embedded question, the subject comes before the auxiliary verb *can*. In the third embedded question, the subject comes before the auxiliary verb *are*. In the fourth embedded question, the auxiliary *does* drops, and the verb changes from *work* to *works*.)
- Ask Ss, *What is the punctuation at the end of the direct* Wh- *questions?* (question marks) *What is the punctuation at the end of the embedded questions?* (both question marks and periods) Point out that the punctuation depends on whether the question is embedded into a statement or a question. Ask, *Which two embedded questions are actually statements?* (the last two) *Which ones are questions?* (the first two)
- Direct Ss' attention to the notes. Read the first one. Write the introductory phrases on the board, followed by an ellipsis (...). Elicit whether each introductory phrase is a question or statement and have Ss fill in punctuation. (Do you know…? Can you tell me…? I don't know… I'm not sure… I'd like to know… Would you mind explaining…?)
- Call different Ss to the board. Instruct each S to erase the ellipsis and replace it with an embedded question. (For example, Do you know what time it is?) If Ss need help, prompt them with a direct question (for example, What time is it?).
- Focus on the second note. Have Ss underline the subject once and the verb twice in the embedded questions on the board.
- Read the last note and point to the last example in the Direct questions section of the grammar chart. Reiterate that in the corresponding embedded question, the auxiliary verb is dropped and sentence word order is used, with third person singular *works* as the verb.
- To check Ss' understanding, write the following direct questions on the board:

  What are they going to do?

  When should we come?

  What is her name?

  How does this work?
- In pairs, have Ss write embedded questions using any of the introductory phrases in the first note. Remind them to use correct punctuation. (For example, Do you know what they're going to do? I'm not sure when you should come. I don't know what her name is. Would you mind explaining how this works?) Call Ss up to write the embedded sentences on the board. Then check as a class.

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3 CONVERSATION

A
- Have Ss look at the video still. Point to the picture and ask, *How does Jim look in the photo? How does he probably feel?* (stressed, frustrated, or perhaps just focused.)
- Have Ss preview the exercise items. Have Ss listen or watch and complete the exercise.
- Go over the answers as a class. Ask, *Was your prediction about Jim correct?* Play the audio or video again, if appropriate.

⊕ **EXTENSION** For grammar review, play the audio one more time and say, *Listen carefully for embedded questions. Raise your hand when you hear an example*. Stop the audio when a S raises his or her hand. Have the S dictate the sentence to you. Write it on the board, making corrections as needed. (*Do you know where I can find it? And can you tell me what the password is for the North Pole files?*)

- Have Ss close their books. Ask, *If someone says* Thank you *to you, what are some ways you can respond?* Write Ss' answers on the board. (For example, You're welcome. Any time. Don't mention it. It's no bother. It's nothing. My pleasure. No problem. Not at all. Sure. Sure thing. That's all right.)
- Tell Ss to open their books to page 79. Read the explanation in the Conversation Skill box aloud. Say the examples and have Ss repeat. Put a checkmark next to any expressions that are already on the board. Ask, *Did you know there were so many ways to say* You're welcome?
- In pairs, have Ss take turns saying thank you for something, practicing the various ways of responding. For example,

  Student A: Thanks for showing me how to access the database.

  Student B: Don't mention it.

B
- Ask Ss to skim the conversation and predict ways the gaps might be filled. Then have them listen and fill in the gaps with the words they hear.
- Bring the class together and go over the answers.

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.

D
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or you can use your own words.*
- Model making a new conversation with a **higher-level S**. Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.
- To conclude, have one or two pairs perform their conversation for the class.

4 TRY IT YOURSELF

A
- Call on Ss to read the list of ideas. Elicit additional ideas and write these on the board. Refer Ss to 1A and 1B on page 78 for ideas. (For example, access an account, install an app)
- Have a S read the example. Ask, *What type of question is this?* (embedded) Write it on the board and elicit a few more exchanges. For example,

  A: Do you know how to delete this app?

  B: Yeah. First click on the icon. Then click on the X.

  A: Thank you.

  B: Don't mention it.

  Call on two volunteers to read the conversation.
- Circulate as Ss are role playing and make necessary corrections.

B
- If Ss can't think of questions to ask, refer them to 1A again, and encourage them to use any technology words they haven't used yet. Encourage them to be creative. For example, tell them to imagine they are a person who does not know much about technology and to ask very basic questions. (For example, A: How do I move the screen to keep reading an email? B: You scroll down by swiping with your finger.)

⊕ **EXTENSION** Ask a S to reread Jim's social media message on page 78. Ask, *What are some ways people might send him energy?* (For example, ★★★, Good luck, Jim! Have a good day! Hang in there!) Invite Ss to write responses on the board.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Check that Ss are correctly doing the following:

✓ using technology verbs
✓ using embedded questions
✓ responding appropriately to *Thank you*

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board, *Thank you so much for helping me in class today!* Tell Ss to copy the sentence and write three responses on their cards. Collect the cards as Ss leave. Read them to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 CONVERSATION



A 07-03 Listen or watch. Circle the correct answers.

1. Su-min asks where the ___ is.
   a. email list
   b. North Pole file
   c. marketing meeting
2. Su-min wants to know when the ___ meeting is.
   a. marketing
   b. software
   c. lunch
3. Jim explains why ___.
   a. Su-min didn't get a pop-up window
   b. there was a mistake on the calendar
   c. Su-min needs to stop asking him questions

B 07-04 Listen or watch. Complete the conversation.

Su-min:	Can you explain how you install the Image View software?
Jim:	Sure. Open up the link and look for version 5.1 of the file.
Su-min:	Just a sec. OK, I'm there.
Jim:	Now click on direct download next to the file and wait for the pop-up window.
Su-min:	Got it. Thanks!
Jim:	No problem.

CONVERSATION SKILL
Respond to "thank you"

Here are some ways to respond when someone thanks you for helping them:
It was no big deal.
Don't worry about it.
No problem.
Don't mention it.

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

C 07-05 Listen and repeat. Then practice with a partner.

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

access download

4 TRY IT YOURSELF

A ROLE PLAY Ask your classmate to explain how to do things on your cell phone. Use the ideas below or your own ideas. Take turns asking and explaining.

delete an app
download pictures
upload photos into a text or email
copy and paste a text or an image

Do you know how to delete this app?

B WALK AROUND Find someone who can answer the questions your partner couldn't answer. If your partner answered all of your questions, ask another question, or answer someone's question.

☐ I CAN ASK ABOUT HOW TO DO SOMETHING.

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LESSON 2 TALK ABOUT EXPECTATIONS



JIM STEVENS
@JimS
A shout out to Diana for finding the best interns in the business!

1 VOCABULARY Describe work and co-workers

A 07-06 Listen. Then listen and repeat.

experienced: having skills or knowledge because you have done something often
intimidating: making you feel worried or frightened
laid-back: relaxed and not seeming to worry about anything
supportive: giving help or encouragement
confident: sure that you can do something well
challenging: difficult in an interesting way

B Circle the correct answers.

1. I don't like to be bored at work. I like ***laid-back*** / ***challenging*** projects.
2. When I have a problem, I talk with my best friend. He's very ***supportive*** / ***experienced***.
3. My boss is always relaxed. She is the most ***laid-back*** / ***intimidating*** person I know.
4. They have done this many times before. They are very ***experienced*** / ***challenging***.
5. He makes me feel nervous when I'm around him. He is ***confident*** / ***intimidating***.
6. I know that I'm going to do well because I'm ***supportive*** / ***confident*** in my experience.

C PAIRS For the sentences in 1B, say if this is true for you. If not, make a true statement.

This is true for me. I don't like to be bored at work. I like challenging projects.

2 GRAMMAR Comparisons with *as…as*

COACH

almost as = similar,
not as = different,
not nearly as = completely different

Use *as* + adjective + *as* to show similarities or differences between two people or things.

To show similarities

	Just	*As*	Adjective	*As*	
The work is	–	as	**challenging**	as	I thought.
We are	just		**busy**		they are.

To show differences

	Almost, not, not nearly	*As*	Adjective	*As*	
Jun is	almost	as	**experienced**	as	Carmen.
Yuri is	not		**laid-back**		May is.
These designs are	not nearly		**creative**		the last ones.

Notes

- Use *just* to make the comparison stronger.
- If the verb in the first and second part of the comparison are the same, you can leave it out in the second part. *Yuri **is** not as laid-back as May (is).*
- You can leave out the second part of the comparison when the meaning is clear because it's already been mentioned.
  *A: Sue **has a lot of meetings today**.* *B: Ask Sam. **He isn't as busy** (as Sue is).*

>> FOR PRACTICE, GO TO PAGE 144

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LESSON 2 TALK ABOUT EXPECTATIONS

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

- Read the lesson title aloud. Write *Expectations* on the board. Ask, *What verb do you see inside this word?* (expect) *What does it mean?* (to think or hope something will happen) Elicit that an expectation is something you think or hope will happen.
- Read the social media message aloud. Ask, *What is a* shout out? (a message of congratulations, appreciation, support, etc. on a website or on the radio) *What does Jim's message mean?* (He is thanking Diana for helping locate the most talented interns.)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Have Ss read the words and definitions silently. Ask, *What do you notice about the grammar of the words?* (They are all adjectives.)
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for new terms:
  Cara is an experienced designer.
  My new boss is intimidating.
  Jack is the most laidback employee I have ever met.
  Ashli is a very supportive co-worker.
  I am confident about this job interview.
  The new project is challenging, but I think I can do a good job managing it.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- **For higher-level Ss**, encourage Ss to cover the definitions of the words in 1A and try to do the exercise without looking at the meanings of the words. Then have them uncover the definitions and make any corrections.
- Go over the answers as a class. Call on Ss to read the completed sentences.

C
- Read the example. Then call on a volunteer to share what is true for him or her.
- In pairs, have Ss respond to each item in 1B.
- Bring the class together and call on Ss to share their answers.

2 GRAMMAR

- Books closed. Tell all Ss to stand up. Select two Ss who are the same height to remain standing, and tell the rest of the class to sit down. Point to the standing Ss and ask, *Is [Student A] taller than [Student B]?* (no) *Is [Student B] taller than [Student A]?* (no) Say, *[Student A] is as tall as [Student B].* Write the sentence on the board.
- Have Ss open their books to page 80. Read the chart title and introduction.
- Focus on the top section of the grammar chart. Read the first example sentence. Ask, *What is the speaker comparing?* (how challenging the work is with how challenging he or she thought it would be) *Are they about the same?* (yes) Read the second example sentence. Ask, *What is being compared?* (how busy we are with how busy they are) *Are* we *equally busy?* (yes) Point to *just* and elicit that it means *exactly*. It emphasizes that the two items compared are precisely the same.
- Focus on the bottom section of the grammar chart. Point to the column headed *Almost, not, not nearly*. Explain that these words combined with *as…as* can express different degrees of difference.
- Ask a S to read the first example sentence. Ask, *Are June and Carmen equally experienced?* (no) *Who is more experienced?* (Carmen) Say, Almost *means that they have a very similar level of experience, but Carmen is a little more experienced*.
- Ask a S to read the second example sentence. Ask, *Who is more laid-back?* (May) Then have a different S read the third example sentence. Ask, *Which designs are more creative, these or the last ones?* (the last ones) Point to *not nearly* and elicit that *it* means *not even close*. Ask, *Which designs were a lot more creative?* (the last ones)
- **For lower-level Ss**, paraphrase the statements as needed to clarify meaning:
  Carmen is a little more experienced than Jun.
  May is more laidback than Yuri.
  The last designs were a lot more creative than these.
- Direct Ss' attention to the notes following the chart. Read them aloud one by one. Focus on the second note. Return to the example sentences in the To show differences section. Point out that the verb is left out in the first example sentence. Ask, *What would the sentence be if we included the verb?* (Jun is almost as experienced as Carmen [is]). Focus on the third sentence and repeat the question: *What would the sentence be if we included the verb?* (These designs are not nearly as creative as the last ones were.) **For higher-level Ss**, focus on the first example in the To show similarities section. Elicit the missing words in the second part of the comparison. (The work is as challenging as I thought it would be.)
- Read the last note and ask a S to read the example. Provide another example on the board: *The grammar in Unit 1 was pretty easy. The grammar in this unit isn't as easy.* Point out that the first sentence provides the context for the comparison. Elicit the missing words. (…the grammar in Unit 1)

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3 PRONUNCIATION

A
- Say, *Is English as challenging as you expected?* Write the question on the board. Read the boxed pronunciation note aloud. Then reread the sentence on the board and underline *challenging*. Have Ss repeat.
- Read the sentence again and focus on unstressed *as* pronounced /əz/. Have Ss repeat /əz/ *CHALLENGING* /əz/. Then read the whole question again. On the board, draw linking lines between each *as* and the surrounding words: *English is as challenging as you expected*. Model the linking of *is* to /əz/ and /əz/ to *you*, and have Ss repeat.
- Have Ss listen. Then have them listen and repeat.
- Focus on the second sentence in 3A. Read the sentence and have Ss repeat. Then ask, *What happened to the* h *in* her *when it linked to as*? (The sound dropped.)

B
- Play the audio for item 1 and have Ss fill in the blank. Call on a S to say the whole sentence. Play the audio again and point out that *just* and *busy* are stressed, while *as* is pronounced /əz/ and is linked to the surrounding words.
- Restart the recording and have Ss complete the activity.
- Go over the answers as a class. Call on Ss to read the sentences. Check that Ss correctly stress adjectives and the adverbs *just, almost, nearly*, and that they linked unstressed *as* to the surrounding words.

4 CONVERSATION

A
- Say, *We're going to listen to a conversation between Jim and Su-min.* Have Ss look at the video still. Ask, *Based on their expressions, how do you think their project is going?*
- Have Ss preview the exercise items. Then have them listen or watch and complete the activity.
- Go over the answers with the class.

⊕ **EXTENSION** Play the recording again and have Ss listen and raise their hands when they hear *[not] as* + adjective + *as*. Pause the audio and have them repeat the phrases. ([weren't] as nervous as, [aren't] as intimidating as)

B
- Ask Ss to preview the conversation and predict ways the gaps might be filled. Then have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions. Then ask questions to check comprehension. For example, What story does Jim tell Su-min about being an intern? (He was so nervous that he kept forgetting his boss's name.)

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.

D
- Model making a new conversation with a **higher-level S**.
- In pairs, have Ss make new conversations.
- To conclude, have one or two pairs perform their conversation for the class.

5 TRY IT YOURSELF

A
- To help Ss gather ideas, draw a chart on the board. (See the model below.) Explain to Ss that they should choose an experience (a class, job, sport, hobby, etc.) and fill in the top line of the chart with adjectives describing what they expected it to be like. In the second line, they should write words describing how it really was. Explain that they will use this information to practice the *as…as* construction.

Example: Tennis	
Expectation	easy, fun, meet new people
Reality	challenging, fun, haven't met new people

B
- Have two Ss read the example in the book. With a volunteer, model a conversation based on the chart on the board. (For example, A: Tennis isn't nearly as easy as I had expected. It's just as much fun as I thought, but I haven't met as many people as I thought I would. B: That's too bad, but at least you're getting lots of good exercise.)
- Instruct Ss to create their own conversations. Encourage them to make both affirmative and negative statements with *as…as*. Also remind them to use *just, nearly, almost* when appropriate.
- Circulate and assist as needed.
- Call on pairs of Ss to share their conversations with the class.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check that Ss are correctly doing the following:
- ✓ using vocabulary to describe work and co-workers
- ✓ making comparisons with (not) *as…as*
- ✓ using correct stress and linking in comparisons with *as…as*

EXIT TICKET Write on the board, *Compare yourself to classmates or co-workers. Write two affirmative and one negative sentence with as…as.* Have Ss write their names and sentences on a blank card or piece of paper. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

Stress and linking in comparisons with *as…as*

In comparisons with *as*, we stress the adjective and words like *just*, *almost*, or *nearly*. The word *as* is usually unstressed and pronounced /əz/, with the short, weak vowel /ə/. We link *as* to the words around it.

A 07-08 Listen. Notice the stress and linking. Then listen and repeat.

The job isn't as easy as I expected.
She's just as experienced as her co-workers.

B 07-09 Listen. Write the missing words.

1. My friends _____ I am.
2. I'm _____ I seem.
3. English _____ some other languages.
4. Cell phones _____ laptops.

4 CONVERSATION

A 07-10 Listen or watch. Circle the correct answers.

1. Jim forgot ___ name because he was so nervous.
   a. his (b.) his boss's c. his co-worker's
2. Jim and Su-min say their co-workers are ___.
   a. confident (b.) supportive c. experienced
3. Su-min is learning how to ___.
   a. be more confident b. write marketing plans (c.) plan a meeting

B 07-11 Listen or watch. Complete the conversation.



Jim: How's your internship going?
Su-min: It's going great. Better than I expected.
Jim: Oh, yeah?
Su-min: Yeah. I was a little nervous at first.
Jim: Well, that's understandable. But I'll bet you weren't _____ I was when I started here!
Su-min: I'm not so sure about that! I was actually a little scared of *everyone*. But people here aren't _____ intimidating _____ I thought.

C 07-12 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 your classes, job, a sport, or hobby. How do they compare with what you expected? Make notes. Use the vocabulary in 1A.

B PAIRS Student A, talk about your expectations. Student B, ask follow-up questions.

A: Learning English isn't as intimidating as I expected.
B: What do you mean?

I CAN TALK ABOUT EXPECTATIONS.

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LESSON 3 GIVE INSTRUCTIONS



JIM STEVENS
@JimS
Looking forward to getting out of the city this weekend.

1 VOCABULARY Phrasal verbs

A 07-13 Listen. Then listen and repeat.

check in with: to talk with someone to make sure that everything is okay
run out of: to use all of something so that there is none left
get on: to connect to an online network to use a cell phone or computer
go over: to review something
go through: to look at or read something carefully
back up: to make a copy of information on a computer
put together: to prepare or produce something by collecting information, ideas, etc.
figure out: to understand someone or something after thinking about him, her, or it

B Write the phrasal verbs from 1A next to the correct word or phrase. More than one answer may be possible.

1. get on / back up / figure out your computer
2. figure out a problem
3. back up / go over / go through your files
4. check in with / figure out / go over / back up / go through your family
5. put together the information
6. run out of paper

C PAIRS Compare your answers in 1B. Make sentences about how often you do these activities.

I almost never back up my files.
I often check in with my parents.

2 GRAMMAR Phrasal verbs with objects

COACH

Phrasal verbs are made up of a verb + particle. Particles look like prepositions (*with*, *of*, *on*), but together with the verb they have a different meaning.

Separable phrasal verbs

Subject	Verb	Particle	Object		Subject	Verb	Object	Particle
I	**put**	**together**	a plan.	or	I	**put**	a plan	**together**.
Arun	**backs**	**up**	the files.		Arun	**backs**	them	**up**.

Inseparable phrasal verbs

Subject	Verb	Particle	Object
Mira	**is getting**	**on**	the Internet.
We	**went**	**over**	the notes.

Notes

- With separable phrasal verbs, the object can come before or after the particle.
- When the object is a pronoun, it ***must*** come after the verb and before the particle. Compare these examples:
  *I put **a plan** together.* *I put **it** together.*
  *I put together **a plan**.* **NOT** ~~*I put together it.*~~
- With **inseparable** phrasal verbs, the object always comes after the particle.
  *We went over **the notes**.* *We went over **them**.*

>> FOR PRACTICE, GO TO PAGE 145

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LESSON 3 GIVE INSTRUCTIONS

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

- Read the lesson title aloud.
- Ask a S to read the media message. Invite Ss to speculate how the social media message might connect to the title of the Lesson. Ask, *What kind of instructions might we have to give—and to whom—before we go on vacation?* (for example, to people at work who will be taking over our responsibilities)

1 VOCABULARY

A

- Say, *I'm going to give you some commands. Ready? Stand up. Now sit down. Take out a piece of paper. Write down your name.* Write the four phrasal verbs (*stand up, sit down, take out, write down*) on the board and say, *These are phrasal verbs. They're also called two-word verbs, though some of them actually have three words.*
- Ask Ss to read over the phrasal verbs and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for new terms:
  I check in with my supervisor every Tuesday afternoon. We ran out of time, so we had to get an extension on the project. I couldn't get on the Wi Fi at work, so I used the hotspot on my phone. The interns go over all our work and check facts. Did you have a chance yet to go through the report I sent you last week? Don't forget to back up your photos on the hard drive. Jack put together an excellent presentation at the last minute. My supervisor needs to figure out who will do my work while I'm on vacation.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

EXTENSION In pairs, have Ss drill each other to fix the phrasal verbs in their memory. Student A should say the verb, and Student B should respond with the matching particle. Then have them swap roles.

B

- **For higher-level Ss**, encourage Ss to cover the definitions of the phrasal verbs in 1A and try to do the exercise without looking at the meanings of the words.

EXTENSION To further practice the definitions, have Ss quiz each other in pairs. Student A says the definition, and Student B says the phrasal verb. Then have Ss switch.

C

- Write the following frequency adverbs on the board in descending order: *never, almost never, sometimes, often, always*. Instruct Ss to use the terms as they complete the activity.
- Bring the class together and call on Ss to share their answers.
- Then ask, *Are you and your partner similar in any ways?* Call on volunteers to share.

2 GRAMMAR

- To introduce the grammar, pretend to answer your phone. Say, *Hello? I'm sorry, Jeff, I can't talk right now. I'm teaching. I'll call you back later, OK?* Put your phone down and write on the board, *I'll call back Jeff later.* Ask, *What type of verb is* call back? (a phrasal verb)
- On the board, write, *I'll call Jeff back later.* Ask, *Is it correct to say the sentence this way?* (yes) *Is the meaning the same?* (yes) Say, Call back *is a separable phrasal verb. We can say it both ways.*
- Read the grammar topic and the introduction to the grammar chart aloud. Return to the example on the board. Ask, *What is the particle in the phrasal verb on the board?* (back) *What is the verb?* (call) *What is the direct object?* (Jeff)
- Focus on the Separable phrasal verbs section of the grammar chart. Have Ss read the examples. Ask, *Are the sentences correct both ways?* (yes) Elicit the differences in the position of the verb, object, and particle.
- Focus on the Inseparable phrasal verbs section of the chart. Say, *It is impossible to separate some phrasal verbs.* Read the examples in the grammar chart and write them on the board: *get on, go over.* Call on Ss to read the examples. Ask, *Can we say,* Mira is getting the internet on? (no) *Can we say,* We went the notes over? (no)
- Focus on the Notes. Read the first one to reiterate the structure of separable phrasal verbs.
- Give Ss time to study the second note. To check understanding, have Ss look at the second example sentence in the Separable phrasal verbs section. Then ask, *Could we say* Arun backs up them? (no) *Why not?* (because the object is a pronoun)
- Read the last note aloud. Reiterate the rule for inseparable phrasal verbs. It *is* possible to have a pronoun at the end.

OPTION Return to 1A, page 82, and help Ss identify the separable and inseparable verbs on the list. (separable: back up, put together, figure out. inseparable: check in with, run out of, get on, go through)

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3 PRONUNCIATION

A
- Write on the board:
  1. *Put together a contract.*
  2. *Put a contract together.*
  3. *Put it together.*
- Read the boxed pronunciation note aloud. Call a S to the board. Read the sentences and have the S underline the stressed words. Then point at various words and ask why they are or are not stressed. (For example, articles and pronouns are not usually stressed.)
- Have Ss listen. Then have them listen and repeat.

B
- Have Ss read item 1 silently and predict the stressed words in each sentence. Then play the item. Pause the recording and ask a S, *Which words did you underline?* Ask the class, *Is that correct?* If necessary play the audio again.
- Play the rest of the audio and have Ss complete the exercise. Have them compare answers in pairs. Then bring the class together and call on pairs to read the conversations. Correct and model pronunciation as needed.

C
- Circulate as pairs practice the conversations. Correct and model as needed.

4 LISTENING

A
- Read the direction line. Point to the man in the brown shirt and say, *This is Peter*. Point to the man in the blue shirt and say, *This is Jim*. To give Ss context, explain that Peter is Jim's co-worker, and he has agreed to housesit for Jim. The audio is a series of voice messages between the two men.
- Play the audio once and have Ss try to put the pictures in order.
- Read the Listening Skill aloud. **For lower-level Ss**, you may need to review that the imperative is the form used to give orders and requests. Imperatives use the base form of the verb. Elicit other examples. (For example, Be quiet. Hold the door for me, please.)
- Have Ss listen to the audio and number the pictures again. Then have them compare answers in pairs.

OPTION To reinforce the Listening Skill, replay messages 6 and 8. Have Ss listen for the imperative forms and write the instructions. (6. Always turn the TV on with the remote. Read the instructions in the email, or call me and I'll explain. 8. Get on the Wi Fi. Then enter the password.)

B
- Ask Ss to preview the items silently and fill in the names they remember from 4A. Then have them listen to the recording and complete the exercise or check their answers.
- Have Ss compare answers with a partner. Play the recording again if appropriate.

OPTION Have Ss use the items in 4B to retell the content of the voice messages.

C
- Read the listening skill again. Say, *Focus on pictures A, B, and D to give Peter instructions.*

5 TRY IT YOURSELF

- Call on a volunteer to read the examples.
- Have Ss work individually to make a list of housesitting instructions. Tell Ss to look back to 1A on page 82 and 4B on page 83 for ideas. Refer Ss to the Listening Skill in 4A to review the imperative form for instructions.
- In pairs, have Ss take turns giving instructions.

EXTENSION Say, *In 4A, Jim wrote an email to Peter with instructions. Imagine you are Jim. Write an email to Peter with your instructions from Exercise 5.*

EXTENSION Have Ss return to Jim's social media message on page 82. Ask, *Do you see any phrasal verbs in his post?* (get out of) *What do we know about Jim's vacation from 4A?* (that his co-worker Peter is going to housesit for him) Ask Ss, *What are some possible responses to Jim's post?* Have Ss write them on the board. (For example, Where are you going? Have fun!)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check that Ss are correctly doing the following:

- ✓ using phrasal verbs
- ✓ using phrasal verbs with objects
- ✓ using correct stress in phrasal verbs
- ✓ giving instructions

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Say, *I will read a set of instructions. Write the sentences you hear. Underline the imperative verbs.*

Enter your user ID.
Type in your password.
Click on the change password button.
Answer your security question.
Select a new password.

Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

COACH

A 07-15 Listen. Notice the stressed words. Then listen and repeat.

Turn the TV on. I turned it on. Check in with me.

B 07-16 Underline the two stressed words in each phrasal verb + object. Then listen and check your answers.

1. A: Don't forget to back your files up.
   B: I already backed them up.
2. A: Do you know how to set this up?
   B: I think I can figure it out.
3. A: Turn the lights off when you leave, OK?
   B: I'm not sure how to turn them off.
4. A: Let's go over these notes.
   B: OK. Let's go over them after lunch.

C PAIRS Practice the conversations in 3B.

Stress in phrasal verbs

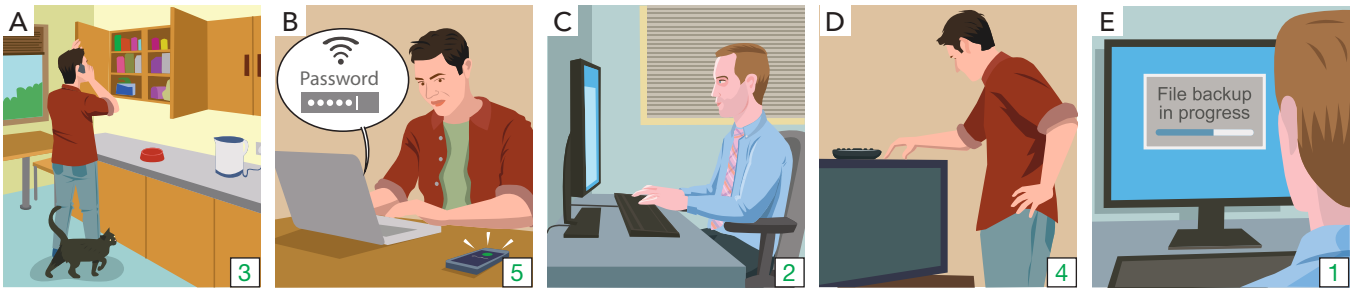
In most phrasal verbs, both the verb and the particle are stressed. If a phrasal verb has a noun object, stress sometimes shifts from the particle to the noun. Pronoun objects are not usually stressed.

4 LISTENING

A 07-17 Listen to the series of voicemail messages between Jim and his co-worker Peter. Put the pictures in the order that they happen.

LISTENING SKILL
Listen for instructions

When someone gives you instructions, listen for the imperative form of the verb. When you hear it, make a note of what the instruction is.



B 07-17 Read the Listening Skill. Listen again. Complete the sentences with *Jim* or *Peter*.

1. Peter called to find out if Jim backed up the North Pole files.
2. Jim put together information and emailed it to Peter.
3. Peter thought Jim didn't have any cat food in the house.
4. Peter couldn't figure out how to turn on the TV.
5. Jim sent the email to Peter again.
6. Jim wrote about the wifi in his email, but Peter didn't read it.

C PAIRS Look at the pictures in 4A. Give Peter instructions about what to do.

Picture A Look in the cabinet...

5 TRY IT YOURSELF

ROLE PLAY Imagine you are going away for the weekend and your classmate is housesitting for you. Make a list of 5–8 things you need to tell your classmate. Then give instructions about what to do and what not to do. When you finish, switch roles.

To get on the internet, choose the network "home sweet home."
Then type in the password "homealone."

☐ I CAN GIVE INSTRUCTIONS.

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LESSON 4 READ ABOUT GOOD WORK HABITS



JIM STEVENS
@JimS
Great tips in this article about how to be more productive without getting exhausted.

1 BEFORE YOU READ

A PAIRS How do you get everything done when you are at work?

I close my door so no one bothers me.

B 07-18 VOCABULARY Listen. Then listen and repeat.

a deadline: a date or time by which you must finish something
productive: achieving a lot
pile up: to increase (only if the things that are increasing are bad)
catch up: to do something you did not have time for earlier
dread: to worry about something that is going to happen
focus: to give a lot of attention to something or someone
a notification: a message about activity on your social media
distracted: confused or not paying attention because you are thinking of something else

>> FOR PRACTICE, GO TO PAGE 157

2 READ

A PREVIEW Read the title. What good work habits do you think the text will include?

B 07-19 Listen. Read the blog post.

Blog | About | Contact Logout

Good work habits

Last year was a disaster at work. I missed a lot of deadlines and I got a bad performance report. It's a new year and I need to be more productive. So, I asked a lot of successful people about their work habits. I got some good advice and some advice that's—well—a little unusual! Here is what they said:

Tarek, owner of multiple successful restaurants:



- I plan my day in 15-minute blocks, so I don't waste any time.
- I set goals and make a list of steps to meet each of them.
- I keep my meetings short by having "standing" meetings—that's right—no chairs!

Siguri, online store manager:



- It's hard, but I try to stay on top of my email. If I let it pile up, I never catch up.
- I have different music playlists for different purposes—electronic music for meeting deadlines; classical music for increasing creativity.

Kim, a writer and editor:



- I get the most unpleasant jobs out of the way as soon as I get to work. If I don't, I spend all day dreading them and I can't focus.
- I turn off my social media notifications, but I check them every few hours. That way, I don't get distracted with constant messages, but I still stay connected while I'm in the office.
- Every couple of hours, I stop working and do something silly, like watching cat videos. I can get back to work with a smile on my face and plenty of energy.

Vinod, a money manager:



- My job is very stressful. Plants make me feel calm and happy so I keep lots of them in my office. They also increase the amount of oxygen in the room, which helps me focus.
- I also keep fish in my office. They help me relax so I can be more creative. My best ideas come after watching my fish.

I've started following some of this advice. It's only been a few weeks, but I think it's already working. Yesterday, my boss told me how pleased she was with my work. She also asked about the goldfish in my office ☺ !

Comment

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LESSON 4 READ ABOUT GOOD WORK HABITS

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

- Read the lesson title aloud. Ask, *What is one good work habit you have?* Elicit four to five answers and write them on the board. Then ask, *Does anyone do the opposite of any of these things?* Encourage Ss to answer in complete sentences. (For example, Jack never leaves things until the last minute, but I'm most creative when I work under pressure.)
- Read the social media message aloud. Elicit the meaning of the word *productive*. (working hard and achieving a lot) Ask, *What are some things that make it hard for you to be productive?* Invite Ss to share specific examples. (for example, technology, social media, personality conflicts, hunger)

1 BEFORE YOU READ

A
- Read the question aloud. Ask a S to read the example. In pairs, have Ss discuss other steps they take in order to stay focused at work.
- Bring the class together and have Ss share. (For example, I shut off my phone; I give myself time limits for finishing each task.)

B
- Have Ss preview the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for words they are not familiar with: Henri gets things done at least a day before a deadline. My husband is most productive in the morning. If work piles up, I talk to my supervisor about getting someone to help me. My roommate sometimes catches up on office work on the weekend. We dread meetings with our boss because he's very intimidating. I focus the best after an intense work out. I got a notification after my friend commented on my blog post. I get easily distracted by text messages and social media.

LANGUAGE NOTE The word *notification* is not limited to technology or social media. A notification can be any official written or printed notice about something.

2 READ

- Have Ss preview the title, subtitles, and photos. Then ask them to predict which work habits the text might cover. Call on Ss to write ideas on the board. (For example, work quickly and efficiently; meet deadlines; ask for help and advice when it's needed)

B
- Have Ss listen and read.

OPTION Have Ss skim the article and underline the vocabulary from 1B. Then have them listen again. (deadline, line 2; productive, line 3; pile up, line 17; catch up, line 17; dread, line 25; focus, line 25; notification, line 26; distracted, line 28)

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss do the exercise individually. Encourage Ss to find and underline proof in the text that supports the correct answer. (lines 4–6)
- Bring the class together and call on a S for the answer.

B
- Have Ss do the exercise individually.
- Ask Ss to compare answers with a partner.
- Go over the answers as a class. If Ss disagree on any answers, elicit from them the line numbers in the text that support the correct answer. (1. lines 18–21; 2. lines 38–39; 3. lines 23–25; 4. lines 13–14; 5. lines 11–12; 6. lines 30–32)

TEACHING TIP You may want to review the Listening Skill on drawing inferences from Unit 4, page 47. An inference is a conclusion based on information that is not stated directly, but the listener can guess it from context.

C
- Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, Gina has three children and a full-time job, so she has to try hard to stay on top of all her responsibilities. I usually get exercise out of the way first thing in the morning before I do everything else.)

D
- Read the title of the Reading Skill aloud. Write *synthesize* on the board. Explain that to synthesize means to make something new by combining pieces or parts from different things. When a writer synthesizes information, he or she combines information from different sources to make a strong point. Read the reading skill aloud. Then say, *In the article "Good Work Habits," the author synthesizes advice on good work habits from four different people.*
- Have Ss complete the exercise.
- Bring the class together to go over the answers.

E
- Circulate and assist as needed. Refer Ss to individual sections if they get stuck: ways to use time efficiently (Tarek, Siguri); ways to use music at work (Siguri); ways to increase focus (Kim, Vinod); ways to decorate your office (Vinod); ways to increase energy (Kim); ways to be more creative (Siguri, Vinod).

4 MAKE IT PERSONAL

A
- Have Ss work individually to fill in the chart. Remind Ss that they do not need to write complete sentences. Encourage them to include at least two suggestions that would help them and two that would not. **Higher-level Ss** can fill in additional suggestions.

B
- Read the example aloud. In pairs, have Ss discuss the advice they think would and would not work for them. Invite Ss to respond to their partner's answers. (For example, That suggestion would work for me, too. / That suggestion wouldn't help me because...)
- Bring the class together and call on pairs to share ways that their work habits are similar. Encourage them to offer details and examples.

EXTENSION Have Ss return to Jim's social media message. Say, *Now that you have read the article, too, say which piece of advice you found the most interesting and worth trying.* Invite Ss to write responses on the board. (For example, I love the idea of the standing meetings! So much time is wasted by sitting around!)

EXIT TICKET On the board, write, *Synthesize information from the article, your experience, and other sources to make a list of four good work habits.* Have Ss write their names and answers on a blank card or piece of paper and write their advice. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons.

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3 CHECK YOUR UNDERSTANDING

A What is the main idea of the post? Circle the correct answer.

a. No one really knows how we can increase productivity.
b. There are many different strategies for increasing productivity.
c. The author is confused about how to improve her performance.

B Who probably said it? Write *T* (Tarek), *S* (Siguri), (K) Kim, or (V) Vinod in the blanks.

S 1. "Your deadline is when? Oh no! Put on some good music and let's get it done!
V 2. "I'm going back to my office so I can think in peace and quiet."
K 3. "I'm glad I finished that. Now I can start on the more interesting stuff."
T 4. "This meeting won't take long."
T 5. "I finished eight of the ten things on my list today."
K 6. "Check out this video. It's so cute!"

C FOCUS ON LANGUAGE Reread lines 16–25 in the blog post. Think about the phrases *on top of* and *out of the way*. Circle the correct answers.

1. The expression *on top of* means ___.
   a. above b. in control of c. not knowing about
2. The expression *out of the way* means ___.
   a. finished b. hidden c. done by somebody else

D Read the Reading Skill. Which of these ideas do the people discuss? Circle three answers.

a. ways to use time efficiently
b. ways to become more confident
c. ways to increase focus
d. ways to keep a work-life balance
e. ways to be more creative

READING SKILL
Synthesize information

When you synthesize information, you read details from different sources and group similar ideas together. Look for parts of the text that say the same thing in different ways and try to figure out what all of these ideas have in common.

E PAIRS For each of the ideas in 3D, what advice did the blog post provide?

The post offers advice about...

Look online for more ideas about how to increase productivity in the workplace. Which ones do you think would be the most successful? Why?

4 MAKE IT PERSONAL

A Think about how you work or study. Do you think any of the suggestions in the post would work for you? Take some notes in the chart.

What would help me	Why
What would not help me	**Why**

B PAIRS Discuss your answers in 4A.

The idea about plants is very interesting. It would help me because I always feel relaxed in a garden.

☐ I CAN READ ABOUT GOOD WORK HABITS.

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LESSON 5 WRITE ABOUT HOW PEOPLE LEARN



JIM STEVENS
@JimS
My friend can learn things just by watching a video! I wish I could. Here's my new post on learning.

1 BEFORE YOU WRITE

A What are some things that help you learn a new skill?

B Read Jim's post. What ways of learning does he talk about?



Jim Stevens
Copywriter,
TSW Media

THE WAYS WE LEARN

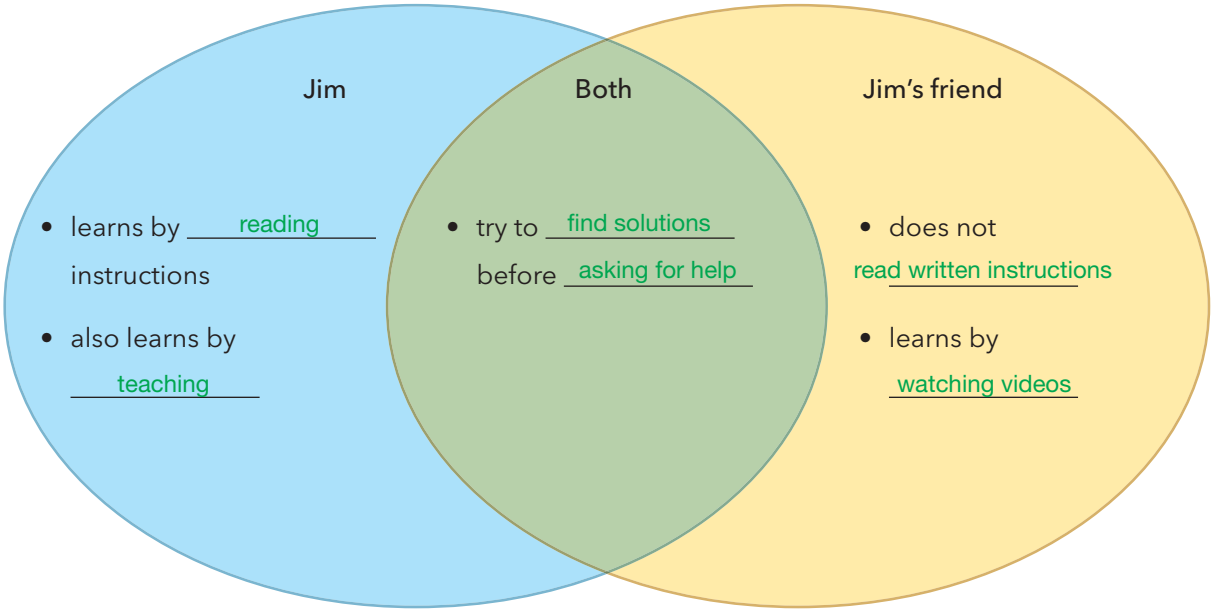
People learn in many different ways. Some of us are really good at reading written instructions; others prefer to look at pictures. Some people learn by watching other people do something first, while others learn by doing things themselves.

In my case, I need time to read and concentrate before I learn something new. Then I like to teach it to someone else right away. In this way, I gain a deeper understanding of the new skill. For example, I recently learned how to use a new computer program. Then I taught a co-worker how to use the program. After I taught my co-worker, I felt like I really understood the program. I no longer needed to check the written instructions.

In contrast, I have a friend who *never* reads written instructions. Instead, she prefers to watch videos online. Once, she watched a video about how to fix her laptop computer, and then she changed all the hardware in her laptop—all without reading anything! She is really good at figuring things out on her own, and she will always try to find solutions before she asks for help. That's one thing we have in common.

How do *you* learn? I'd love to hear your stories.

C Read the post again. Complete the chart.



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LESSON 5 WRITE ABOUT HOW PEOPLE LEARN

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

- Read the lesson title aloud and write *How people learn* on the board. Ask, *Do you have a preferred way of learning new things?* If students need help answering the question, ask, *Do you learn better by hearing, by seeing, or by doing?* Call on volunteers to share.
- Read the social media message aloud. Ask, *Can you learn something by watching someone else do it? Is this the way Jim Stevens learns best?* (no) *How do we know?* (He says he wishes he could learn like his friend.)

1 BEFORE YOU WRITE

A
- Have Ss take notes detailing their personal learning style. Then lead a class discussion on what helps different people learn new skills. If Ss get stuck, say, *Imagine you have to learn how to use a new computer program. How will you learn best? For example, by having someone show you step-by-step how to do it? By reading a manual? By playing with the program and figuring things out?*

B
- Have Ss preview the reading. Ask, *What kind of text is this?* (an online post) *What is it about?* (the ways people learn) *Who wrote it?* (Jim Stevens) *Where might you see something similar to this?* (on a social media page or on a personal blog)
- Have Ss read the post individually. Tell them to underline the parts of the blog that answer the question. **For lower-level Ss**, You can hint that the answer to the question is in the first paragraph.
- In pairs, have Ss compare the text they underlined and answer the question. Then go over the answer with the class.

C
- Have Ss look at the Venn diagram. Point to it and say, *The diagram compares the way Jim and his friend learn. The blue section lists Jim's learning preference. The yellow section does the same for his friend. The green section in the middle shows the learning preference they have in common.*
- Have Ss reread the post in order to fill in the missing information.
- Have Ss compare answers with a partner. Then go over the answers with the class.

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2 FOCUS ON WRITING

- Say, *Let's learn more about comparing and contrasting.* Read the Writing Skill aloud.
- Have Ss underline the words from the Writing Skill box. Then have them compare answers with a partner.

OPTION Write example sentences on the board. Focus on the syntax and punctuation of the different signal words.

3 PLAN YOUR WRITING

A
- Say, *Use the Venn diagram to help organize your ideas. Don't write full sentences. Just take notes in the blue circle.* If Ss need help with ideas, tell them to look back at Jim's post and underline the details that pertain to them.

B
- Say, *Fill in your partner's information in the yellow circle. If any aspects of your learning styles overlap, write this information under* Both.
- Circulate and assist as needed.

4 WRITE

- Have Ss work individually to write the post in their notebook or on a piece of paper. Remind them to use the post in 1B, page 86, as a model and to refer to the list of compare / contrast signal words in Exercise 2. They should also refer to their notes in 3A and 3B.
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Explain, *Read your partner's post and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper.*

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

EXTENSION Have Ss return to Jim's social media message on page 84. Say, *Jim says he wishes he could learn just by watching a video. How does he learn?* (by reading and concentrating, and then by teaching someone else) *Do you think a person who has only read about something would be a good teacher? Would you like Jim to teach you how to use a new program?* Invite Ss to discuss.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write the following paragraph. Replace the bracketed items with gaps for Ss to fill in.

My friend Andrea and I have a lot [in common], but we are very different learners. You explain something to her once and she knows what to do. [In contrast / Instead], I need to physically do something to understand it. [Unlike / As opposed to] Andrea, I need to attend training seminars to learn new programs. She just watches YouTube videos!

Have Ss fill in the gaps with compare and contrast signals. Tell them that items may have more than one correct answer. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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2 FOCUS ON WRITING

Read the Writing Skill. Then reread Jim's post. Underline the words or phrases that signal comparison or contrast.

WRITING SKILL Show comparison and contrast

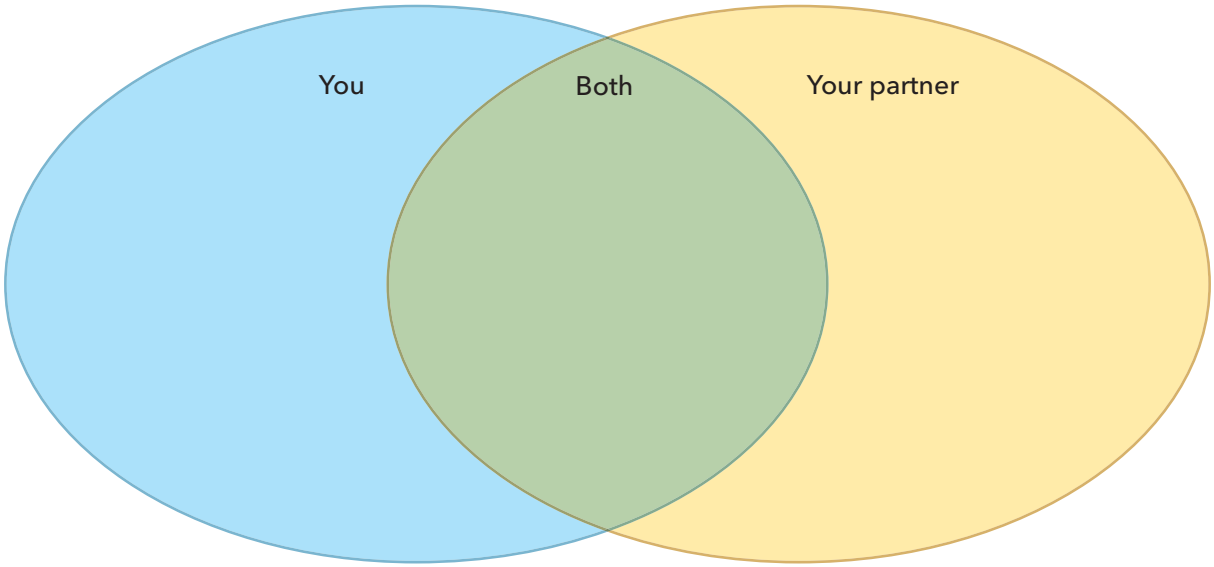
Use **compare and contrast** signal words to show how two things are alike and how they are different.

Compare: *alike*, *similarly*, *in common*

Contrast: *in contrast*, *unlike*, *as opposed to*, *instead*, *some…others*

3 PLAN YOUR WRITING

A How do you learn? Complete the chart with your information.



B PAIRS Interview your partner. Complete the chart in 3A with your partner's information.

4 WRITE

Write a post about how people learn using your and your partner's information from 3A and B. Remember to use signal words to show comparison and contrast. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's posts.

1. Underline the signal words that show comparison and contrast.
2. Did your partner's use of signal words show you the different ways your partner and the other person learn? Why or why not?

B PAIRS Can your classmate 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 ABOUT HOW PEOPLE LEARN.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 07-20 Listen or watch. What does Li Wei teach us?
Answers will vary. Possible answer: He shows how to play a guitar.

B 07-20 Listen or watch again. Answer the questions.
Answers will vary. Possible answers:

1. What does Li Wei need for his lesson?
He needs a guitar.
2. Which parts of the guitar does he talk about?
He talks about the strings, the neck, and the frets.
3. What are the three steps that he shows?
He shows how to hold the guitar, how to put your finger on the strings, and how to play the guitart strings/chord.

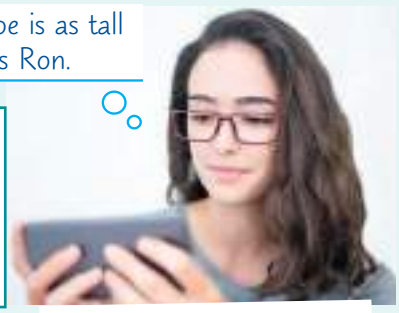
C Make your own video.

Step 1 Choose something that is easy to teach. What things do you need? Are there any words you need to teach? What steps do you need to show?

Step 2 Make a 30-second video. Show how to do something. Say what you need and the steps.

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

2 LEARNING STRATEGY



GRAMMAR CHALLENGE

To remember things better, you can create sentences with different grammar and vocabulary that you've learned. Review the grammar and try to put two or more grammar points together in one sentence. Add vocabulary from the unit.

Review the grammar from the unit. Write five sentences using two or more grammar points. Try to combine different grammar points. Add at least one vocabulary word to each sentence.

grammar: phrasal verbs, embedded questions, as...as

They wanted to know when we backed up our files.

3 REFLECT AND PLAN

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

Speaking objectives
- ☐ Ask about how to do something
- ☐ Talk about expectations
- ☐ Give instructions

Vocabulary
- ☐ Technology verbs
- ☐ Describe work and co-workers
- ☐ Phrasal verbs

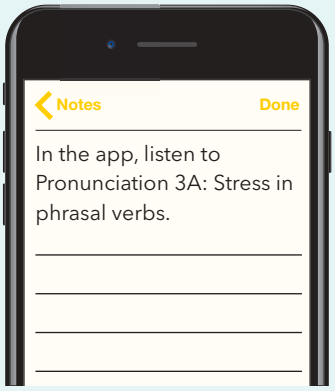
Pronunciation
- ☐ Stress and linking in comparisons with *as…as*
- ☐ Stress in phrasal verbs

Grammar
- ☐ Embedded *wh-* questions
- ☐ Comparisons with *as…as*
- ☐ Phrasal verbs with objects

Reading
- ☐ Synthesize information

Writing
- ☐ Show comparison and 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

- Have Ss look at the picture. Ask, *What do you see?* (a man playing the guitar) *How does the man look?* (like he is enjoying himself)

A
- Have Ss listen or watch. Call on a volunteer to answer the question.

B
- Have Ss compare answers in pairs. Then go over the answers with the class.

C
- Say, *You are going to create your own video.* Have Ss read the three steps silently. Answer any questions.
- Have Ss complete Step 1 in class. Circulate and assist as they answer the questions individually. Assist with any new vocabulary or words Ss will have to teach the class.
- Have Ss write notes or create a script of what they want to say. Model an introduction on the board: *Hi, I'm Matthew, I'm going to teach you how to…*
- Have Ss do Step 2 for homework. Say, *Use the notes or the script you prepared in class. You can speak behind the camera about your items or have someone record you.*
- Have Ss do Step 3 at the next class meeting. On the board, write a short evaluation form with the following questions:
  1. *Did the speaker teach us how to do something?*
  2. *Did the speaker specify what things we need and the steps we need to take?*
  3. *Did the speaker speak clearly?*
  4. *Is the video interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the person presents, and then to take notes on the questions during or after the presentation. Instruct Ss to set their notes aside for the moment.
- Have Ss present their videos.
- Following each video presentation, invite classmates to ask questions and give feedback about the content of the video.
- After all the videos have been presented, have Ss walk around and share their notes on the presentations. As they meet each classmate, they should refer to their notes and tell their classmates what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, have Ss watch their video for homework and fill out the following checklist:

- ☐ *Did I demonstrate to the class how to do something?*
- ☐ *Did I specify what things are needed and the steps my listeners need to take?*
- ☐ *Did I speak clearly?*
- ☐ *Is my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy topic and the information in the Grammar Challenge box aloud. Point to the example on the notepad. Ask, *Which two grammar points do we see combined in the example sentence?* (embedded questions and phrasal verbs) Elicit another example and write it on the board. (For example, Can you tell me how you figured out this problem?) Tell Ss to try to incorporate *as…as* comparisons with one of the other grammar points. (For example, I don't understand why Victor isn't as confident as Ben. He's a much better designer.)
- Have Ss work in pairs. Say, *Go back to the individual grammar lessons* (pages 78, 80, and 82) *and think up example sentences.* Use vocabulary from the lessons as well. Circulate and assist as needed.
- Have pairs combine into groups of four and share sentences.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.
- 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.
- Finally, 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 HOW ARE YOU FEELING?

PREVIEW THE UNIT

LESSON 1	**Talk about feeling sick**	
	Vocabulary	Common health problems
	Grammar	*May / Might / Could* with the continuous to express possibility
	Pronunciation	Silent letters
	Conversation skill	Show concern
LESSON 2	**Talk about the flu**	
	Vocabulary	The flu
	Grammar	Subordinating conjunctions in time clauses
	Pronunciation	*Can* and *can't*
	Listening skill	Listen for signal words
LESSON 3	**Discuss what happens when you get sick**	
	Vocabulary	When you are sick
	Grammar	Future real conditional
LESSON 4	**Read about keeping cool**	
	Reading skill	Identify cause and effect
LESSON 5	**Write about being sick**	
	Writing skill	Use formal and informal writing
PUT IT TOGETHER		
	Media project	Video: Give tips for staying healthy
	Learning strategy	Connect vocabulary to personal experience

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

GET STARTED

A
- Read the unit title aloud. Write *How are you feeling?* on the board. Focus on the pronunciation. Model *How're you feeling?* with linked pronunciation. Have Ss repeat. Ask individual Ss, *How're you feeling?* Elicit responses and write samples on the board. (for example, Fine, Not bad, Tired)
- Tell Ss to read the learning goals individually. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What do you see?* Have Ss discuss in pairs.
- Bring the class together and ask pairs to share. Write the responses on the board.

C
- Focus on the social media message. Bring Ss' attention to the picture and the speaker's name. Ask, *What do we know about Diana?* Have Ss read what Diana says in *Meet the People of TSW Media* on page 4 or play the video of Diana.
- Have Ss turn back to page 89. Read the social media message aloud. Ask, *What is Diana trying to tell people when she reminds them that it's flu season?* (to get their flu shots; to be careful to stay healthy)

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8 HOW ARE YOU FEELING?

LEARNING GOALS

In this unit, you

- talk about feeling sick
- talk about the flu
- discuss what happens when you get sick
- read about keeping cool
- write about being sick



GET STARTED

A Read the unit title and learning goals.

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

C Now read Diana's message. What does she remind people about?



DIANA OLVERA

@DianaO

Just a reminder that it's flu season again. Let's all stay healthy this year!

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LESSON 1 TALK ABOUT FEELING SICK



DIANA OLVERA
@DianaO
Not feeling well this morning —please don't tell me I'm coming down with the flu!

1 VOCABULARY Common health problems

A 08-01 Listen. Then listen and repeat.


an allergy


food poisoning


the flu


a migraine


a fever


a sneeze


a stuffy nose


indigestion


a stomachache


a rash

B 08-02 Listen. Write the health problem from 1A that each speaker talks about.

1. a migraine
2. allergies
3. a cold
4. the flu
5. food poisoning
6. indigestion

C PAIRS Compare your answers in 1B.

2 GRAMMAR *May / might / could* with the continuous to show possibility

COACH

Use *may / might / could* + continuous form to express the possibility that something is happening at the time of speaking.

Affirmative				
Subject	**Modal**	***Be***	**Verb + *-ing***	
I He They	**may** **might** **could**	**be**	**getting** **catching** **meeting**	sick. a cold. now.
Negative				
He We	**may not** **might not**	**be**	**feeling** **going**	better. home.
Questions				
Modal	**Subject**	***Be***	**Verb + *-ing***	
Could	he	**be**	**sleeping**?	

Notes

- Do not use *could not* (*couldn't*) to express possibility. *Couldn't* means you are very certain.
  He couldn't be sick. = I am almost 100% certain he is not sick.
- Do not use *may* or *might* to form questions.
- Do not confuse *may be* (verb phrase) and *maybe* (adverb).
  *Tim **may be** talking to the doctor.*
  ***Maybe** Tim is talking to the doctor.*

>> FOR PRACTICE, GO TO PAGE 146

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LESSON 1 TALK ABOUT FEELING SICK

- Books closed. Write *feeling sick* on the board. Ask, *What are some examples of being sick?* Invite Ss to come to the board and write words they know. (for example, the flu, a fever, a stomachache, a headache) Leave the words on the board.
- Read the social media message aloud. Elicit the meaning of vocabulary as needed. (For example, *To be coming down with something* means to be getting sick.)

LANGUAGE NOTE The phrase *don't tell me* is typically used to interrupt when you know what someone is going to say or because you want to guess something. It is also used when you are annoyed by something; for example, *Don't tell me you are going to be late*. As used in the social media message, *please, don't tell me* means Diana is anticipating something unpleasant.

1 VOCABULARY

A

- Books open. Tell Ss to check (√) the items in the book that are also on the board.
- Have Ss listen, and then listen and repeat. Focus on differences in meaning between *food poisoning, indigestion,* and *a stomachache*. Write the words on the board. For reference, see the Language note below.

LANGUAGE NOTE *Food poisoning* is a stomach illness caused by eating food that contains harmful bacteria, and as a result you vomit; *indigestion* is pain you get when your stomach can't break down food you've eaten; *a stomachache* refers to any pain in or near your stomach.
Unlike a regular headache, a *migraine* causes severe pain, during which you feel sick and may have pain behind your eyes.

B

- Have Ss listen and write. Play the audio again if appropriate. Encourage Ss to note the clues that helped them choose their answers.
- Bring the class together. Call on Ss for answers. Ask Ss what clues helped them choose their answers:
  1. head hurts so badly
  2. eyes watery and itchy; rash
  3. expression *bless you*
  4. sick way too long; fever way too high
  5. chicken…smelled a little strange; bad stomachache
  6. feels like food stuck in my stomach
- Play individual items again if necessary.

2 GRAMMAR

- Books closed. To introduce the grammar, say, *Don't call Jack. He may be resting right now. He might be getting the flu. Actually, I could be getting sick, too. My head really hurts.* Write the statements on the board.
- Ask, *Is it certain that Jack is coming down with the flu?* (no) *Is it certain that Jack is resting?* (no) *Is it certain that I am getting sick?* (no) *Are all these things possible?* (yes) *Which word in each sentence indicates this possibility?* (may, might, could) Underline the words on the board.
- Have Ss open their books to page 90. Read the chart title and the introduction aloud.
- Focus on the Affirmative section. Point out that the modal is followed by the base form of the verb. Say, *It would be incorrect to say,* I may am getting sick. Call on a volunteer to read the sentences. After each one, ask, for example, *Is it certain I am getting sick?* (no) *Is it certain that he is catching a cold?* (no) *Is it certain that they are coming later?* (no)
- Focus on the Negative section. Have Ss read the sentences. Point out that modals of possibility often refer to the future. After each sentence, ask, *Does the sentence refer to the present or the future?*
- Focus on the Questions section and ask a S to read the example. Then invite Ss to create questions from the sentences in the affirmative and negative sections. (Could he be getting sick? Could he be catching a cold? Could they be coming later? Could they be feeling better? Could we be going home?)
- Focus on the Notes. Read the first one. Refer Ss to Unit 2, Exercise 2, page 18 to review the certainty scale of affirmative and negative modals.
- Read the second note, and then the last note and examples. On the board, write:
  Maybe she is talking to Jeff.
  Maybe they are taking the train.
  Ask Ss to restate the sentences using *may be*. (She may be talking to Jeff. They may be taking the train.) Then write on the board, *Andre may be reading. Annette may be talking to the manager.* Have Ss change them to sentences with *maybe*. (Maybe Andre is reading. Maybe Annette is talking to the manager.)

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3 PRONUNCIATION

A
- Books closed. Say, *I will give you a spelling test. Take a piece of paper and write the numbers 1 to 5. Then listen to each sentence and write the word I repeat at the end. Don't write the full sentence.*
  1. *I hurt my knee yesterday. knee*
  2. *This is my right hand. right*
  3. *I only ate half my sandwich for lunch. half*
  4. *I don't assign a lot of homework, do I? assign*
  5. *We spent the whole day at the beach. whole*
- Have Ss compare their spellings with a partner's. Then bring the class together and call on volunteers to write the repeated words on the board. Read the list and ask, *What do these words have in common?* (They all have silent letters.) Elicit which letter(s) is / are silent in each word and circle it / them. (knee; right; half; assign; whole) Hint that one word (right) has two silent letters.
- Books open. Read the boxed pronunciation note aloud.
- Have Ss read the exercise items silently. Have them listen. Then have listen and repeat.

B
- Have Ss read the exercise items silently. Play the audio for the first item. Pause the recording and elicit the answer. (cough)
- Restart the recording and have Ss complete the activity.
- Go over the answers as a class. Call on Ss to read the series of words with silent letters. Correct and model as needed.
- Play the audio one more time if appropriate.

C
- Before Ss write sentences, model two examples on the board using words from the spelling test or 3B:
  The teacher didn't assign the whole unit for homework, only half.
  We thought Jack might get caught by the teacher, but he didn't.
- Circulate and assist as needed. Then bring the class together. Call on different pairs to write their sentences on the board and circle the silent letters.

4 CONVERSATION

A
- Have Ss look at the video still. Ask, *Who's the woman?* (Diana) *How is she probably feeling?* (sick)
- Have Ss read the exercise items silently. Then have them listen or watch.
- Go over the answers as a class.
- Read the explanation in the Conversation Skill box aloud. Say the examples, using your voice to demonstrate concern. Have Ss repeat.
- Have Ss listen to or watch the conversation in 4A again and raise their hands when they hear an expression of concern. Stop the audio or video and ask, *What did you hear?* **For lower-level Ss**, you can hint that there is only one example. (Are you OK?)

B
- Have Ss skim the conversation and predict ways the gaps might be filled. Have them listen and fill in the gaps with the words they hear.
- Bring the class together and go over the answers.

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.

D
- Ask a volunteer to read the highlighted words. Say, *You can use these or your own words in place of the same-color words in the conversation.*
- In pairs, have Ss make their own conversations. Time permitting, have them swap roles and practice again.
- To conclude, have one or two pairs perform their conversation for the class.

5 TRY IT YOURSELF

A
- Call on two Ss to read the example conversation. On the board, outline the role play as follows:
  Student A: Talk about symptoms.
  Student B: Show concern, guess what's wrong, give advice.
- Role-play another example with a **higher-level S**. Begin like this:
  Student: Oh, my stomach really hurts.
  Teacher: Oh no, are you OK?...

B
- Circulate and assist while Ss are talking.

⊕ **EXTENSION** Ask a S to reread Diana's social media message on page 6. Ask, *What are some possible responses to Diane's post?* Invite Ss to write responses on the board. (For example, Oh no! Stay home!! Don't get the rest of us ☺)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Check that Ss are correctly doing the following:
- ✓ using vocabulary for common health problems
- ✓ using *may, might,* and *could* with the continuous to show possibility
- ✓ pronouncing words with silent letters correctly
- ✓ showing concern

EXIT TICKET As Ss prepare to leave, describe some symptoms to them one by one. Tell them to express concern and offer help. Note which Ss speak with ease and which ones are less sure of themselves.

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3 PRONUNCIATION

Silent letters

Some words have consonant letters that are silent, or not pronounced. For example, *know* begins with the letter *k*, but we don't pronounce that letter. The letter *k* is silent.

A 08-04 Listen. Notice the silent letters. Then listen and repeat.

~~k~~now w~~r~~ong lis~~t~~en

B 08-05 Circle the one word in each line that does *not* have silent letters. Then listen and check your answers.

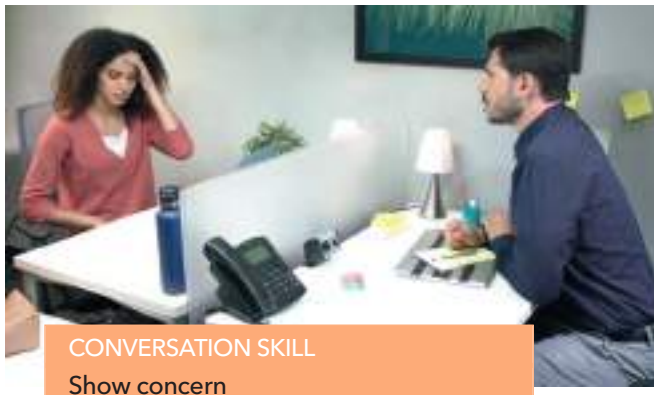
1. might thought caught (cough)
2. could (cold) half talk
3. sign foreign (migraine) design
4. write (why) answer whole

C PAIRS Create three sentences. Each sentence should include 2–3 words with silent letters.

4 CONVERSATION

A 08-06 Listen or watch. Circle the correct answers.

1. What is wrong with Diana?
   a. She's allergic to seafood.
   b. She's coming down with the flu.
   (c.) She doesn't feel well.
2. What does Mehmet suggest that she do?
   (a.) leave work early
   b. go to the doctor
   c. take some medicine
3. What happens at the end of the scene?
   a. Diana decides to go home.
   (b.) Diana starts to feel better.
   c. Mehmet starts to feel sick.



B 08-07 Listen or watch. Complete the conversation.

Mehmet: Do you have a stomachache?
Diana: No, but I think I might have a fever.
Mehmet: Do you have a cough? You could be coming down with the flu.
Diana: Oh no, not again!
Mehmet: What are you looking for?
Diana: I'm looking for my tea. I take it when I think I might be getting sick.

CONVERSATION SKILL
Show concern

To show concern and to offer help, say:
Are you okay?
What's wrong?
Do you need anything?

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

C 08-08 Listen and repeat. Then practice with a partner.

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

indigestion a stuffy nose a cold

5 TRY IT YOURSELF

A ROLE PLAY Student A, imagine you are not feeling well. Talk about your symptoms. Student B, show concern. Guess what is wrong with Student A and give advice.

A: I have a terrible headache. B: You might be getting a migraine. You should lie down.

B WALK AROUND Take turns talking to four other classmates about different symptoms.

☐ I CAN TALK ABOUT FEELING SICK.

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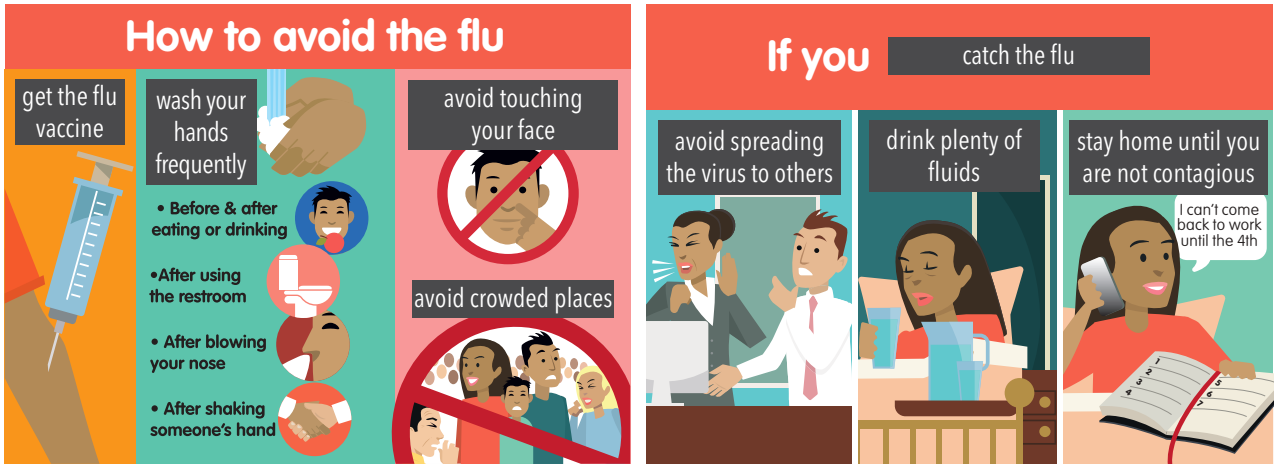
LESSON 2 TALK ABOUT THE FLU



DIANA OLVERA
@DianaO
Found a really informative podcast that helps you get through the flu season.

1 VOCABULARY The flu

A 08-09 Listen. Then listen and repeat.



B If you have the flu, what should you do to make sure others don't catch it? Check (✓) all the correct answers.

- [x] drink plenty of fluids
- [ ] get the flu vaccine
- [x] avoid crowded places
- [ ] avoid touching your face
- [ ] wash your hands frequently
- [x] stay home until you are not contagious

C PAIRS Compare your answers in 1B.

2 GRAMMAR Subordinating conjunctions in time clauses

COACH

A time clause tells when something happens. It begins with a subordinating conjunction.

Conjunction	Meaning	Example sentences with time clauses
after	at a later time	*Wash your hands **after** you touch anything in public.*
as soon as	happening shortly after an event	*He will call the doctor **as soon as** he finishes work.*
before	at an earlier time	*People should get the flu vaccine **before** flu season starts.*
once	from the moment something happens	***Once** you feel better, you can return to your normal activities.*
till / until	up to that time, and then no longer	*Don't go back to work **till** / **until** you feel better.*
when	at that time	***When** spring comes, she gets terrible allergies.*
whenever	every time	***Whenever** you can, avoid crowded places.*
while	at the same time	*They waited **while** he was taking a photo.*

Note: Time clauses are dependent clauses. This means they are **not** complete ideas. In formal speech and writing, they must be used with **independent clauses.**

***When** I see the doctor, I'll ask her about a flu shot.*
(dependent clause) (independent clause)

>> FOR PRACTICE, GO TO PAGE 147

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LESSON 2 TALK ABOUT THE FLU

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

- Read the lesson title aloud. On the board, write *flu symptoms*. Explain that symptoms are signs that someone has a particular illness. Then elicit symptoms of the flu. Tell ss they can look at 1A on page 90 or add their own ideas. (for example, fever, cough, sore throat, stuffy nose, body aches, headache, tiredness) Ask, *Who here has had the flu?* Invite Ss to talk about how they felt. Ask, *Who here gets the flu shot? Why or why not?*
- Read the social media message aloud. Elicit that *to get through something* means to come successfully to the end of an unpleasant experience. Poll the class. Ask, *Who believes it's possible to do things to avoid getting sick? Who thinks that if you're going to get sick, you'll get sick no matter what?* Have Ss vote. Then invite them to share their opinions.

LANGUAGE NOTE *Get through something* can mean to successfully come to the end of a difficult period of time. (For example, *It was tough getting through exams this semester.*) It is also possible to *get someone through* something when you help someone who is having difficulty. (For example, *Gina helped me get through the difficult time when I lost my job*).
The use of *you* in the social media message (*…that helps you get through the flu season*) is impersonal. It is addressed to an unspecified person, not necessarily the person reading the post.

1 VOCABULARY

A
- Read the Vocabulary topic aloud. Have Ss look at the two posters. Ask, *Where might you see such posters?* (at a doctor's office, at a school, at a work place)
- In pairs, have Ss read the various tips and talk about the illustrations.
- Have Ss listen. Then have them listen and repeat.
- Ask the class, *What is the message in each poster?* (The first one suggests what to do in order *not* to get the flu; the second one gives advice on what do once you have the flu.)

Then ask, *What other important things can you do to avoid catching the flu?* (get enough sleep, eat well, exercise, and take steps to build a strong immune system)

B
- Have Ss work individually and select their answers. Hint that some of the tips from the first poster, which focuses on ways to avoid catching the flu, also apply when you have the flu.

C
- After Ss compare answers, bring the class together. Ask, *What is the one thing you wouldn't do once you are sick?* (get the flu shot) *Why?* (because it would be too late)

2 GRAMMAR

- Books closed. On the board, write, *After I get well, I'll read the report.* Say, *This sentence has two parts, an independent clause and a dependent clause.* Ask, *What is the independent clause?* (I'll read the report) *Can this clause stand alone?* (yes) Ask, *What is the dependent clause?* (After I get well) *Can it stand alone?* (No. It does not express a complete idea.)
- Tell Ss to open their books to page 92. Read the introduction. Say, *A time clause is a kind of dependent clause.* Ask, *What is the time clause in the sentence on the board?* (After I get well) *What is the subordinating conjunction?* (After) *Tell* Ss to read the list of conjunctions and write a check mark next to any they don't know.
- Before looking at the conjunctions in more detail, direct Ss' attention to the Note at the bottom of the chart. Read the explanation and example aloud.
- Return to the list of conjunctions. Call on Ss to read each Conjunction, Meaning, and Example Sentence. After all items have been read, ask, *Which ones did you write a check mark next to? Do you understand them now?* Elicit additional example sentences and write them on the board.

OPTION Point out to Ss that the conjunctions in the chart are used in time clauses. Explain that there are many other types of subordinate clauses—for example, clauses that show reason (*because, since, as*), purpose (*so, so that, in order that*), or contrast (*although, even though*).

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3 PRONUNCIATION

A
- To introduce the topic say, *I can't dance, but I can sing really well.* Write these sentences on the board. Underline *can't* and *can* and pronounce each word. Ask, *Do these words sound the same?* (no) *How are they different?* Pronounce *can't* with a clear /æ/ vowel sound and an unclear /t/ sound. Pronounce *can* with a weak vowel /ə/ sound.
- Read the boxed pronunciation note aloud.
- Instruct Ss to read the exercise items silently. Have them listen and notice the difference in pronunciation between *can* and *can't*. Then have them listen and repeat.

OPTION In pairs, tell Ss to say things they can do; their partner should say if he or she can or can't do the same things. Model an example with a **higher-level S**. Say, *I can speak Russian.* Elicit a response from the S. (I can speak Russian, too! OR I can't speak Russian.)

B
- Play the audio for item one and pause the recording. Elicit the answer.
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio to let Ss check their answers.

OPTION Write the statements from the audio on the board:
I can't eat chocolate.
Allergies can start anytime.
I can, but I don't really like it.
I can't eat half the things on the menu.
Invite Ss to practice pronouncing the statements in pairs, paying attention to the clear /æ/ vowel and unclear /t/ in *can't* and the weak vowel /ə/ in *can*.

4 LISTENING

A
- Ask Ss to look at the picture and identify the man's profession. (a doctor) Then have a S read the direction line. Ask, *Do you ever listen to health podcasts? Do you listen more carefully if the speaker is a doctor? Why? Why not?*
- Play the audio once and have Ss complete the exercise. Then have them listen again to check their answers. Go over the answers as a class.

B
- Read the Listening Skill aloud. Have Ss skim the graphic organizer. Say, *What are the signal words?* (first, second, my third piece of advice, finally)
- Have Ss read the answer choices in the box silently. Then have them listen to the audio and fill in the graphic organizer.

OPTION In pairs, have Ss summarize the information in the chart. They can start like this: *According to Dr. Ramos, there are two easy things you can do to protect yourself from the flu.* **For lower-level Ss**, write these additional guide words on the board: *First,… Second,… His third piece of advice is…*

C
- Write the following chart on the board:

1	2	3
Flu yes _____	Flu shot yes _____	Flu shot no _____
Flu no _____	Flu shot yes _____	Flu shot no _____

Poll the class. Ask, *How many of you had the flu in the past two years? How many have not?* Have Ss raise their hands. Write the number of responses in the blanks in column 1.
- Ask the Ss who have had the flu, *How many of you have had a flu shot in the past two years? How many have not?* Have Ss raise their hands. Write the numbers in the first line of columns 2 and 3.
- Repeat for Ss who have not had the flu. Write the numbers in the second line of columns 2 and 3.
- Direct Ss to look critically at the chart. Invite them to make inferences about flu shots and what role they play in preventing the flu.

5 TRY IT YOURSELF

A
- Tell Ss to make notes individually. Say, *Look at the tips in 1A on page 92 and in 4B on page 93.* If Ss don't do anything special during flu season, tell them to take notes about their healthy habits year-round.
- Ask a volunteer to read the example sentence.

B
- Have Ss share ideas and compare their approaches to dealing with the flu and staying healthy.

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check that Ss are correctly doing the following:
✓ using vocabulary to talk about the flu
✓ using subordinating conjunctions in time clauses
✓ pronouncing *can* and *can't*
✓ using signal words

EXIT TICKET Write on the board, *Write three tips for what to do when you get food poisoning. Use signal words to order your advice logically.* Have Ss write their names and sentences on a blank card or piece of paper. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

COACH

A 08-11 Listen. Notice the pronunciations of *can* and *can't*. Then listen and repeat.

/kən/	/kæn(t)/
What can we do?	I can't always stay home.
Maybe I can help you.	Whenever you can, avoid crowds.

B 08-12 Listen. Circle the word that the *second* person says.

1. can / (can't)
2. (can) / can't
3. (can) / can't
4. can / (can't)

> ***Can* and *can't***
>
> Negative contractions like *can't* usually do not have a clear /t/ sound at the end. Stress and the sound of the vowel help us hear the difference between *can't* and *can*. *Can't* is stressed and has the clear vowel sound /æ/. *Can* is usually unstressed and has the weak vowel /ə/, though it is stressed before a pause.

4 LISTENING

A 08-13 Listen to the podcast. Check (✓) all the true statements about the flu.

1. ☑ It is very easy to pass on to others.
2. ☑ It can kill you.
3. ☐ Everyone should get the flu vaccine.
4. ☐ You can go back to work or school as soon as you feel better.



B 08-13 Read the Listening Skill. Listen again. Use the words in the box to help you complete the chart. Then check your answers.

avoid touching your face	avoid all public places
wait a couple of days	stay home and rest
get the flu vaccine	wash your hands
stay away from other people	drink plenty of fluids

Here are two easy things you can do to protect yourself.
First: get the flu vaccine
Second: • wash your hands
• avoid touching your face
Now here's my third piece of advice. If you catch the flu…
• stay away from other people
• avoid all public places
• stay home and rest
• drink plenty of fluids
Finally, once you feel better…
wait a couple of days

> LISTENING SKILL
> **Listen for signal words**
>
> Speakers sometimes use signal words to let us know what they are going to talk about, for example:
> *Here are **two** easy things you can do. **First**, most healthy people should…*
> When you hear signal words, use them to help you follow the speaker's important ideas.

C TAKE A POLL How many of your classmates have had the flu in the past two years?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about what you do during flu season to stay healthy. Use information from the podcast and your own ideas. Take notes.

As soon as flu season starts, I get the flu vaccine.

B PAIRS Discuss. What do you do during the flu season to stay healthy? Do you both do the same things?

☐ I CAN TALK ABOUT THE FLU.

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LESSON 3 DISCUSS WHAT HAPPENS WHEN YOU GET SICK



DIANA OLVERA
@DianaO
You can never be too careful during the flu season.

1 VOCABULARY When you are sick

A 08-14 Listen. Then listen and repeat.

go to the doctor: to see a doctor when you are sick
miss work: to not go to work, usually because you are sick
make others sick: to spread a virus or bacteria to other people
get worse: to become sicker
call in sick: to inform people that you are sick and won't go to work or school
stay in: to not go outside of your house
get over (something): to become well again after a difficult time, for example after being sick
get better: to feel better, usually after an injury or illness

B Complete the sentences with the words in 1A.

1. Stay home when you are sick so that you don't spread your illness and ___make others sick___.
2. Go to the doctor before you ___get worse___.
3. If you take medicine, you will ___get over___ your cold faster.
4. You should ___call in sick___ and get some rest today.
5. If you rest, you will ___get better___ faster.

C PAIRS Make five new sentences with the expressions from 1A.

2 GRAMMAR Future real conditional

COACH

Use the future real conditional to talk about what will likely happen under certain conditions. The *if*-clause gives the condition.

Statements

If-clause				Result clause			
If	**Subject**	**Simple present**		**Subject**	***Will / Won't***	**Base form of verb**	
If	I you people	**feel** **don't take** **get**	sick, this medicine, sick,	I you they	**will** **won't** **will**	**stay** **get** **miss**	home. better. work.

Questions

If-clause				Result clause				
If	**Subject**	**Simple present**		***Wh-* word**	***Will / Won't***	**Subject**	**Base form of verb**	
If	you he	**feel** **gets**	sick, better,	who –	**will** **will**	you he	**call**? **come**	to work?

Note: The *if*-clause can come at the beginning or end of a sentence. Use a comma when the *if*-clause comes at the beginning of a sentence.

***If** you come to work, you'll make others sick.* *You'll make other sick **if** you come to work.*
***If** you feel sick, will you come to work?* *Will you come to work **if** you feel sick?*

>> FOR PRACTICE, GO TO PAGE 148

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LESSON 3 DISCUSS WHAT HAPPENS WHEN YOU GET SICK

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

- Read the lesson title aloud. Ask, *How does your everyday life change when you get sick?* (For example, you feel weak, you have to rest, you have to miss school or work, you don't want to eat the same things.)
- Read the social media message aloud. Ask, *What does Diana mean when she writes,* You can never be too careful? (It's smart to be as careful as possible.) *Do you think any of the steps in 1A on page 92 are being "too careful"?* Elicit what might be examples of being too careful (never shaking other people's hands to avoid getting germs, wearing a mask at all times, feeling afraid to leave the house)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Ask Ss to read over the terms and definitions silently. Reiterate that these are terms related to what happens once you are sick.
- Have Ss listen. Then have them listen and repeat.
- Focus on individual terms as needed. Point out that *stay in* and *get over* are inseparable phrasal verbs. If necessary, refer Ss to Unit 7 1A and Exercise 2, page 82, for a review of phrasal verbs.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- **For higher-level Ss**, encourage them to cover up the words in 1A and try to do the exercise without looking at the meanings of the words.
- Have Ss compare answers with a partner. Then bring the class together and go over the answers.

C
- Have Ss write the sentences in pairs. While Ss are working, circulate and assist.
- Bring the class together and have each pair share one sentence. Make corrections as needed.

2 GRAMMAR

- Books closed. On the board, write, *If the weather is nice on Saturday, Ellen will go running.*
- Focus on the meaning. Ask, *Will the weather be nice on Saturday?* (We don't know. Maybe it will.) *Will Ellen go running?* (We don't know. Maybe she will.) *What does* if *tell us?* (Something is possible or might happen.)
- Focus on the form. Ask, *What is the independent clause in the sentence?* (Ellen will go running) *Can this clause stand alone?* (yes) Ask, *Is the second clause in the sentence also independent?* (no) *Can it stand alone?* (no) *Why?* (It isn't a complete idea.) Say, If the weather is nice on Saturday *is a dependent clause*.
- Tell Ss to open their books to page 94. Read the introduction. Ask, *What is the condition in the sentence on the board?* (If the weather is nice on Saturday) *If that happens, what else will happen?* (Ellen will go running.) Say, *Like a time clause, which we studied in the last lesson, a conditional clause is a type of subordinate clause that is introduced by the conjunction* if.
- Direct Ss' attention to the Statements section of the grammar chart. Call on Ss to read the example sentences. Ask, *What form do we use in the if-*clause *in future real conditional sentences?* (simple present) Then ask, *What form do we use in the result clause?* (future with *will*)
- Focus on the Questions section of the grammar chart. Call on Ss to read the example sentences. Ask, *Which part of the statement contains the question—the if-clause or the result clause?* (the result clause)
- Read the note at the end of the chart. Then invite Ss to reread the first two sentences in the Statement section of the chart but to swap the order of the clauses. (For example, I will stay home if I feel sick. You won't get better if you don't take this medicine.) Ask, *Do you need a comma when the clauses are swapped?* (no)
- Regarding the third sentence in the Statements section, explain that the noun needs to be in the first clause, even if the order is switched: *People will miss work if they get sick*.
- Repeat the steps above for the Question examples in the chart. (Who will you call if you feel sick? Will he come to work if he gets better?) Ask, *Do you need a comma when the clauses are swapped?* (no)

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3 CONVERSATION

- Say, *We're going to listen to another conversation between Diana and Mehmet.* Have Ss look at the video still. Ask, *What is Diana wearing?* (a mask)
- Ask Ss to preview the exercise items. Then have them listen or watch and complete the exercise individually.
- Go over the answers as a class. Replay the audio or video as needed.

LANGUAGE NOTE The expression *you never know* is used to say that something that seems unlikely may happen. For example, *Try playing the lottery. You could win. You never know.*

The expression *(It's) better (to be) safe than sorry* means that it's wise to be careful rather than risk having a bad result, even if this takes time and effort. For example, you could say, *I'm not sure it's going to rain, but I took my umbrella anyway. Better safe than sorry.*

EXTENSION

- For grammar review, play the audio one more time and say, *Listen for uses of the future real conditional. Raise your hand when you hear an example.* Stop the audio when a S raises his or her hand. Ask, *What did you hear?* Have the class repeat the sentences.

B

- Ask Ss to preview the conversation and predict ways the gaps might be filled. Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.
- Focus on the first word in the conversation. Model the rising intonation, as in a *yes / no* question. Point out that Mehmet is trying to get Diana's attention.
- To check comprehension, ask, *How does Mehmet express concern?* (He says, *What's wrong?*) *Why is Diana concerned about being sick?* (She doesn't want to miss work and miss their deadline.) *Why is Diana wearing a mask even though she has had a flu shot?* (She's being extra careful since it's the flu season.)

C

- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.
- Challenge **higher-level Ss** to practice the conversation with books closed. Say, *You don't need to remember the exact words. Just say the main ideas.*

D

- Model making a new conversation with a **higher-level S**.
- In pairs, have Ss make new conversations.
- To conclude, have one or two pairs perform their conversation for the class.

4 TRY IT YOURSELF

A

- Write the example answer on the board with clauses underlined as shown:

  A: I'm sick. If I don't get better soon, I'll go to the doctor.

  B: But if you go to the doctor…

  Explain that the result clause from A becomes the condition in B. Call on Ss to complete statement B. (For example, …you will miss work.) Elicit the next statement (If I miss work…) and have Ss suggest ways to complete it. (For example, … I won't meet with the new client.) If necessary, continue with additional exchanges until you are sure Ss understand the task.
- Tell Ss to start their dialogue with the condition *If I get sick…* and circulate as Ss are speaking.

B

- Tell Ss to role-play different stories. For example, if they get tired of the sickness scenario, they can focus on something else. (For example, *If I don't do my homework assignments…* or *If I don't pass this exam…*) Check that Ss are using the future real conditional correctly.

EXTENSION Have Ss return to Diana's social media message on page 94. Ask, *Do you think Diana is being too careful wearing a mask to work? Are you surprised Mehmet takes the mask from her and agrees to put it on? Would you have done the same? Why or why not? How do you react when you see a person walking around with a face mask?*

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check that Ss are correctly doing the following:

✓ using vocabulary to talk about being sick

✓ using the future real conditional

EXIT TICKET Write on the board, *What will happen if you don't come to the next English class?* Tell Ss to write three statements using the result statement from one statement as a condition in the next. Have Ss write their names and sentences on a blank card or piece of paper. Collect the 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 CONVERSATION



A 08-16 Listen or watch. Circle the correct answers.

1. Why is Diana worried?
   a. She could make others sick.
   (b.) She could catch the flu.
   c. They could lose business.
2. What does Diana give Mehmet?
   (a.) a mask
   b. a message from his sister
   c. meeting notes
3. What does Mehmet say about getting sick?
   a. He doesn't get sick.
   b. He hates being sick.
   (c.) He should protect himself.
4. What does Mehmet do at the end of the scene?
   (a.) He wears a mask.
   b. He sneezes.
   c. He goes to the doctor.

B 08-17 Listen or watch. Complete the conversation.

Mehmet: Diana? What's wrong? Why are you wearing a mask?

Diana: Oh, this. I'm just being careful. It's the flu season.

Mehmet: You've had the flu shot, right?

Diana: Yes, of course. But you never know. ___If I get___ sick, ___I'll miss___ work, and we ___won't meet___ our deadline.

C 08-18 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 What will happen if you get sick? Student A, start a sentence about getting or being sick. Student B, finish the sentence and start a new one. Continue the story. Keep the story going as long as you can.

A: I'm sick. If I don't get better soon, I'll go to the doctor.
B: But if you go to the doctor, you...

B WALK AROUND Change partners and role-play a different story.

☐ I CAN DISCUSS WHAT HAPPENS WHEN I GET SICK.

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LESSON 4 READ ABOUT KEEPING COOL



DIANA OLVERA
@DianaO
This is the most interesting way to stay cool. Has anyone else heard of this?

1 BEFORE YOU READ

A PAIRS How hot does it get where you live? What do you do to stay cool?

On hot, summer days, I spend time in cool, indoor places like the café near my house.

B 08-19 VOCABULARY Listen. Then listen and repeat.

tropical: in or from the hottest, wettest parts of the world
evidence: information or something you see that helps you decide if something is true
a surface: the outside or top part of something
sweat (noun): the liquid that comes out of your skin when you are hot, nervous, or have a fever
sweat (verb): when you sweat, liquid comes out of your skin because you are hot
evaporate: when liquid evaporates, it changes into a gas
a signal: a sound or action that tells someone or something to act
leave out: to not include

>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Read the title and look at the photos. How could these foods help you keep cool?

B 08-20 Listen. Read the article.

KEEPING COOL


spicy salsa–Mexico


hot chai tea–India

It's hot, really hot. There's no swimming pool or air conditioning. You should reach for an ice-cold glass of water or maybe a dish of ice cream, right? Wrong, at least according to people who live in hot, tropical climates. How about a cup of hot tea or a spicy dish full of chilies instead? Just listen to people in India, where hot tea is the most popular drink. Or ask people in Mexico, where archeologists have found evidence that ancient people were cooking up hot, spicy drinks more than 2,400 years ago!

So why are hot drinks and spicy foods so popular in hot climates? At first glance, this doesn't make a lot of sense. But if you look a little closer—at the science behind body temperature—it makes perfect sense because hot drinks and chilies can actually cool you down. Here's how it works: Your body temperature stays within about one degree of the normal body temperature. If your temperature goes higher, your blood begins to move toward the surface of your body. This causes your body to sweat. As a result of the sweat evaporating, you start to feel cooler and your body temperature goes back down.

How do the hot drinks and chilies fit into this picture? You have temperature sensors in your mouth, along your tongue, and all the way down into your stomach. When hot drinks, like tea or coffee, hit those sensors, they send a signal to your brain. Some foods, like ginger and black pepper, but most of all, chili peppers, cause those sensors to respond in the same way. Then the brain sends out a message: Start sweating! You may not like sweating, but it is extremely important, especially in hot climates, because the body cools down when sweat evaporates.

So, what about that ice-cold glass of water? Will it cool you off? It can actually have the opposite effect. The sensors in your mouth will tell your brain, "Ah, nice and cool." As a result, the brain sends out the message, "Time to stop sweating"—exactly what you don't want. However, keep in mind that when you sweat, your body loses water, so drinking water on hot days is still very important. You just might want to leave out the ice cubes.

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LESSON 4 READ ABOUT KEEPING COOL

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

- Read the lesson title aloud. Ask, *What does it mean to keep cool?* (to not be hot) Explain that *keep cool* is also an idiom that means to stay calm in a stressful situation, but in this article, it is used in the literal sense—to not be hot.
- Read the social media message aloud. Say, *What is an example of a typical way to keep cool?* (For example, turn on air conditioning) Ask, *What might be an interesting or unusual way to keep cool?* (For example, eat ice cream)

1 BEFORE YOU READ

A
- Read the first question aloud. Ask, *What does this mean?* (What is the highest possible temperature where you live?) Call on Ss to share. Then ask, *What is the warmest comfortable temperature for you? Where you live, what is the average temperature in each season?*
- Read the second question and ask a volunteer to read the example.

B
- Have Ss preview the terms and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for words they are not familiar with:

  Columbia has a tropical climate.

  There is evidence that drinking ice cold drinks will not cool you off.

  We saw leaves on the surface of the water.

  Luke was so nervous that you could see sweat on his forehead.

  She sweats a lot when she exercises.

  The water in the bowl evaporated, and the bowl was empty.

  The policeman gave me the signal to stop.

  The student left out the answer to item 23 because he didn't understand the question.

2 READ

A
- Have Ss look at the photos. Ask, *Have you ever tasted chai? Salsa? What do you know about these foods? What kinds of foods do you think help people stay cool?*

B
- Have Ss listen and read.
- Ask Ss to skim the article again and underline the vocabulary from 1B. (tropical, line 4; evidence, line 7; surface, line 11; sweat (v), line 12; sweat (n), line 12; evaporate, line 12; signal, line 14; leave out, line 21) Then have them listen again.

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the question individually.
- Then bring the class together and go over the answer.

B
- Have Ss do the exercise individually.
- Ask Ss to compare answers with a partner. Then go over the answers as a class.

C
- Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, It *makes sense* to dress lightly when it's very hot outside. My essay is about herbal medicine; this research on antibiotics doesn't *fit into the picture*.)

D
- Read the Reading Skill title aloud. Say, *In the Unit 6 Writing Skill, you learned how to use signal words to organize cause and effect in writing. Here you will look for these signal words in order to identify cause and effect in a text.*
- Write the signal words from the Reading Skill box on the board. As Ss reread the text, have them underline these words. (because, line 9; cause, line 11; because, line 9; so, line 20)
- Have Ss complete item 2 of the exercise in pairs. Go over the answers as a class.

OPTION
- If Ss are having difficulty identifying causes and effects, you can analyze the text in more detail. Have a S reread lines 11–12. Ask, *What is the first cause?* (The temperature goes up.) *What is the effect?* (Blood begins to move toward the surface of the body.) *What is the second cause?* (Blood begins to move toward the surface of the body.) *What is the effect of that?* (You sweat.) On the board, take notes on Ss' answer. (for example:
  Temperature goes up [cause], blood begins to move toward the surface of your body [effect]
  Blood moves to the surface of your body [cause], you sweat [effect])
- Continue similarly with lines 14, 15, and 18. Have a S reread the text. Have another S take notes on the board. Remind Ss to pay close attention to the Wrong color shading meaning of the cause-and-effect signals.

E
- Have Ss refer to their notes from 3D as they retell the important ideas in the article. Tell them they can use the example prompt to start off.

4 MAKE IT PERSONAL

A
- Have Ss answer the questions individually and take notes.

B
- Read the example answer aloud. In pairs, have Ss share their ideas.

EXTENSION Have Ss return to Diane's social media message. Ask, *Do you agree that this is the most interesting way to stay cool? Why or why not? Had you heard about this before reading the article?*
Invite Ss to write some responses on the board. (For example, Very interesting! Who knew? So, hot coffee…no more iced coffee!)

EXIT TICKET Write on the board, *I ate some spicy salsa for a snack, and as a result I started to sweat. Because I started to sweat, I began to feel cooler.*

Cause 1:
Effect 1:
Cause 2:
Effect 2:

Have Ss write their names and answers on a blank card or piece of paper. Tell them to read the statements, identify the causes and effects, and complete the outline. Collect the 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.

(Answers: Cause 1: I ate some spicy salsa. Effect 1: I started to sweat. Cause 2: I started to sweat. Effect 2: I began to feel cooler.)

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3 CHECK YOUR UNDERSTANDING

A What is the main thing readers can learn from this article? Circle the correct answer.

(a.) Hot drinks and spicy foods can keep you cool.
b. Your body sometimes has trouble keeping you cool.
c. Sweating is a signal that you are too hot.

B Circle the correct answers.

1. What causes body temperature to go down?
   a. body staying at normal temperature
   b. blood getting cooler
   (c.) sweat evaporating
2. What do hot drinks have in common with spicy food?
   a. They keep your body temperature within one degree of the normal temperature.
   b. They block temperature sensors from sending signals to the brain.
   (c.) They cause your body to sweat.
3. Why is important to drink a lot of water when it is hot?
   (a.) It replaces the water we lose in sweat.
   b. It keeps your blood moving quickly.
   c. It makes your sweat evaporate more quickly.

C FOCUS ON LANGUAGE Reread lines 8–15 in the blog post. Think about the phrases *make sense* and *fit into the picture*. Circle the correct answers.

1. The expression *make sense* means ___.
   (a.) have a meaning you can understand b. be useful c. feel right
2. The expression *fit into the picture* means ___.
   (a.) be related
   b. explain something difficult
   c. show how something looks

READING SKILL
Identify cause and effect

Writers use signals like *because*, *so*, *as a result*, *cause*, *result in*, *lead to*, *consequently*, and *therefore* to show a cause-and-effect relationship. Sometimes the order in which the writer reports the events or actions can also help you see the cause-and-effect relationship.

D Read the Reading Skill.

1. Reread the article. Underline words and phrases that signal cause or effect.
2. Write *C* (cause) and *E* (effect) next to the correct event in each pair.
   a. E you sweat
      C your blood moves to the skin's surface
   b. C you drink something hot or eat something spicy
      E sensors in your mouth send a signal to your brain
   c. E you feel cooler
      C sweat evaporates

E PAIRS What did you learn from the article? Retell the most important ideas in your own words.

I learned about foods that can...

Look online to find other foods that can help you keep cool. Was any of the information you found surprising?

4 MAKE IT PERSONAL

A Have you ever eaten spicy food or hot drinks to stay cool? What was your experience? What else do you do to stay cool?

B PAIRS Discuss your answers in 4A.

I always drink hot tea in the summer.

☐ I CAN READ ABOUT KEEPING COOL.

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LESSON 5 WRITE ABOUT BEING SICK



DIANA OLVERA
@DianaO
I was so careful, but I still got sick. 😕 I'll have to take a sick day…

1 BEFORE YOU WRITE

A When you are sick, who do you have to tell about it? How do you tell them?

B Read Diana's emails. What is wrong with her?

Subject: Out sick today

From: Diana Olvera To: tracy.callan@tswmedia.com

Dear Tracy,

I need to take a sick day today. I think I have the flu. As you may know, my team has a meeting today to discuss the design ideas for my new account. I've asked Heather to lead the meeting so that we can continue to move forward even in my absence. She's fully informed about the project.

Thanks for understanding. I'll keep you posted and let you know when I'm able to come back in to the office.

Best regards,
Diana

Subject: Sick!

From: Diana Olvera To: susanr@gotmail.com

Hi Susan,

I'm so sorry, but I I have to cancel our lunch today. Can't believe this—but I think I might be coming down with something! I went out to eat at my favorite restaurant last week, and guess what? The guy sitting at the table next to mine? Totally sick! He was coughing all over the place. I mean, why was he out in public when he was clearly sick?? Anyway, I woke up this morning feeling awful. My head is hurting and I have a bad cough. It looks like it might be the flu, and I'm pretty sure I got it from that guy. Ugh, I'm so mad! I'll have to miss work today. I don't want to spread it to other people.

I'll let you know as soon as I feel better. Let's reschedule our lunch then!

D

C Read the emails again. Complete the chart.

	Who will read this?	*What* are the important details?
Email 1	Diana's manager, Tracy	She needs to take a sick day. She has the flu. Her team has a meeting today. Heather will lead the meeting. She will let Tracy know when she can come back in to the office.
Email 2	Diana's friend, Susan	She has to cancel lunch. She has the flu. She caught it from a guy at a restaurant. She will let Susan know when they can reschedule their lunch.

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LESSON 5 WRITE ABOUT BEING SICK

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

- Read the lesson title aloud. Ask, *In what situation would you write someone about being sick?* (to say why you wouldn't be at work; to excuse yourself from an activity or meeting with someone; to inform a friend or family member)
- Read the social media message aloud. Ask, *In your culture, do working people get paid sick days? Do people ever come to work even when they are sick? Why?* Invite Ss to share opinions and discuss.

LANGUAGE NOTE *A sick day* refers to a day when you are not at work because you are sick. In many companies, employees are allowed a specific number of paid sick days per year. The expression *to take a sick day* means to use a paid sick day.

1 BEFORE YOU WRITE

A
- Revise the question in the Student Book as follows: *When you are sick, what methods of communication do you use to let people know? Do you ever use email? If so, who do you email?*
- Write Ss' answers on the board. (for example, a boss, a co-worker, a friend, a family member)

B
- Have Ss preview the emails by looking at the subject heading and the *To:* prompt. Ask, *who do you think Tracy Callan is?* (probably a boss or a co-worker) *Who is susanr@gotmail.com?* (maybe a friend)
- Have Ss read the emails silently. Tell them to underline the parts of the email that answer the question.
- Have Ss answer the question in pairs. Then bring the class together. Ask, *Which details about her illness does Diana include in her second email? Why doesn't she include these same details in her first email?* Point out the importance of carefully considering one's audience when writing an email.

C
- Have Ss look at the chart. Focus on the first blank and elicit the answer. **For higher-level Ss**, encourage Ss to try to complete the exercise without referring to the emails.
- Have Ss fill in the rest of the chart individually. Circulate and assist as needed.
- Have Ss compare answers with a partner. Tell them to refer back to the emails if they disagree about any answers.

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2 FOCUS ON WRITING

A • Read the Writing Skill aloud. Then have Ss answer the questions. Go over the answers as a class.

B • After Ss analyze the second email, have them compare answers with a partner.

- Bring the class together and elicit a way to rewrite the incomplete sentences into full statements. (For example, The guy who was sitting next to me was totally sick.)
- Focus on the exclamations and emotional language. Ask, *Do you typically use such a style in your emails to people you are close to? Do you use emojis in your communications?*

TEACHING TIP In a world where online communication is becoming more and more informal, it is important to relay to Ss the importance of formal written communication in email. Tell Ss that even if they have an easygoing relationship with their boss or teacher, it is important to keep email communication official. When Diana returns to work, she may decide to tell her supervisor about the guy who was coughing in the restaurant. This would be appropriate in person, over a cup of coffee. But in a business email, the message needs to be short and to the point.

3 PLAN YOUR WRITING

A • For the first email, suggest that Ss think about what they do at work and how their absence might affect other workers. Encourage them to include instructions or information regarding tasks that should be done in their absence. If Ss don't have jobs, tell them they can write to a teacher or a professor to explain why they won't be in class.

- For the second email, tell Ss to include details or information appropriate for a friend.
- While Ss are working, circulate and elicit details they can write in the chart. For example, if Ss opt to write to a teacher, encourage them to ask questions about what they will miss and to promise to make up missed work.

B • Invite a volunteer to read the example aloud. If necessary, explain that a colleague is a co-worker.

- In pairs, have Ss talk about their emails. Encourage them to add information to their charts if they get new ideas while talking.

4 WRITE

- Have Ss work individually to write their emails in their notebook or on a piece of paper. Remind them to use the emails in 1A, on page 98, as models. They should also refer to their notes in 3A on page 99.
- Circulate and assist as needed.

EXTENSION Invite Ss to write email responses to each email, taking on the role of a supervisor or friend. Tell them to be mindful of the level of formality in each email and to write the response accordingly.

5 REVISE YOUR WRITING

A • Tell Ss they will peer-review their partner's writing. Explain, *Read your partner's emails and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper.*

B • Have Ss return their partner's writing with feedback and discuss suggestions for improvement.

- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their emails. Remind them to read their emails at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their emails or print them again with corrections.

EXTENSION Have Ss return to Diana's social media message on page 98. Invite them to write some responses on the board. (For example, Oh no! ☹ Yes, please stay home! Feel better soon!)

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Say, *You don't have the name or location of tomorrow's status meeting. Write a short, formal email message to your supervisor asking for this information. Then ask about the same information in a short informal email to your co-worker and close friend Katya.* Tell Ss that each message should be no longer than two lines. Give Ss a few minutes to write the messages. Collect the cards or papers as Ss leave. Read them to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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2 FOCUS ON WRITING

A Read the Writing Skill. Then reread Diana's emails. Which email is formal? Which email is informal?

Email 1 is formal. Email 2 is informal.

B In the informal email, underline the extra details. Double underline the incomplete sentences. Circle the exclamations and other emotional language.

WRITING SKILL Use formal and informal writing

Choose to write in a **formal or informal** style depending on who will read your writing. Formal writing should have complete sentences, only important details, no exclamations points or emotional language. Informal writing can have incomplete sentences, extra details, and emotional language.

3 PLAN YOUR WRITING

A Imagine you need to take a sick day. Who will you email and what will you tell them? Complete the chart with your information.

	Who will read this?	*What* are the important details?
Email 1	your manager,	
Email 2	your friend,	

B PAIRS Talk about who you will email and what you will tell each person.

First, I'll email my manager, John. I'll tell him that my colleague Sara can help with...

4 WRITE

Write a formal email to a manager and an informal email to a friend to tell them you are sick. Use your information from 3A. Remember to add extra details and emotional language to the informal email. Remember to use complete sentences in the formal email. Use the emails in 1B as models.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's emails.

1. Underline examples of informal writing (extra details, emotional language, incomplete sentences).
2. Did your partner use an informal style for the email to the friend and a formal style for the email to the manager? In what ways?

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

6 PROOFREAD

Read your emails again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT BEING SICK.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 08-21 Listen or watch. Why does Hae-young show the items?
Possible answer: She wants to show ways to stay healthy.

B 08-21 Listen or watch again. Answer the questions.

1. What items does Hae-young show?
a water bottle, oranges, and tea with honey
2. How does she get enough vitamin C?
eating oranges
3. What makes her throat feel better?
tea with honey

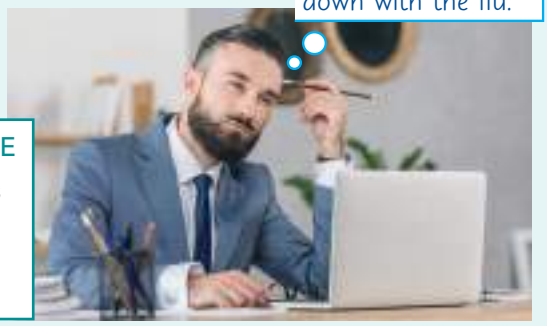
C Make your own video.

Step 1 Think of 3–5 tips for staying healthy. How do these tips help you stay well or feel better?

Step 2 Make a 30-second video. Tell why each tip is helpful.

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

2 LEARNING STRATEGY



CONNECT VOCABULARY TO PERSONAL EXPERIENCE

When you learn a new word, think about how it relates to your life. What does it remind you of? For example, if you are studying words about being sick, which words help you talk about a time when you were sick?

Review the vocabulary from the unit. What words do you need to practice? Choose five words or phrases that you want to learn. Write a sentence for each that connects to you personally.

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 feeling sick
- ☐ Talk about the flu
- ☐ Discuss what happens when I get sick

Vocabulary
- ☐ Common health problems
- ☐ The flu
- ☐ When you are sick

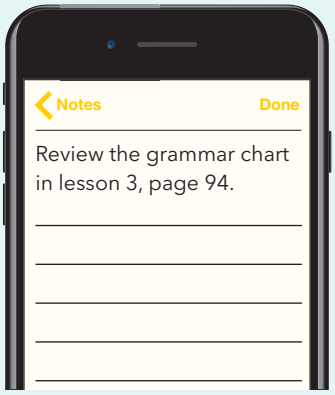
Pronunciation
- ☐ Silent letters
- ☐ *Can* and *can't*

Grammar
- ☐ *May / might / could* with the continuous to show possibility
- ☐ Subordinating conjunctions in time clauses
- ☐ Future real conditional

Reading
- ☐ Identify cause and effect

Writing
- ☐ Use formal and informal writing

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

- Have Ss look at the picture. Ask, *What do you see?* (a young woman holding a mug) *What do you think she is drinking?* (for example, tea)

A
- Have Ss listen or watch. Call on a volunteer to answer the question.

B
- Have Ss compare answers in pairs. Then go over the answers with the class.
- Ask Ss, *Do you drink tea when you are sick? What kind? Do you ever drink ginger tea? Do you drink tea with honey?*

C
- Say, *You are going to create your own video.* Have Ss read the three steps silently. Answer any questions.
- Have Ss complete Step 1 in class. Explain, *You can refer to the items you listed in 5A, page 93, or think of other tips. Tell a partner the tips you listed.*
- Have Ss write notes or create a script of what they want to say. Model an introduction on the board: *Hello, everyone. I'm Nadia. Today, I want to tell you a few easy ways to stay healthy.* Tell Ss to write in the first person, as in the video.
- Have Ss do Step 2 for homework. Say, *Use the notes or the script you prepared in class. Record yourself or ask someone to record you.*
- Have Ss do Step 3 at the next class meeting. On the board, write a short evaluation form with the following questions:
  1. *Did the speaker give three to five tips for staying healthy?*
  2. *Did the speaker explain how these tips will help a person stay well or feel better?*
  3. *Did the speaker speak clearly?*
  4. *Is the video interesting?*
- Tell Ss to write each speaker's name on a piece of paper before the person presents and then to take notes on the questions during or after the presentation. Instruct Ss to set their notes aside for the moment.
- Have Ss present their videos.
- Following each video presentation, invite classmates to ask questions and give feedback about the content of the video.
- After all the videos have been presented, have Ss walk around and share their notes on the presentations. As they meet each classmate, they should refer to their notes and tell their classmates what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, have Ss watch their video for homework and fill out the following checklist:

- ☐ *Did I give three to five tips for staying healthy?*
- ☐ *Did I explain how these tips will help a person stay well or feel better?*
- ☐ *Did I speak clearly?*
- ☐ *Is my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy title and contents aloud. Then have Ss look at the picture and the thought bubble. Ask, *How do the vocabulary items* come down with *and* flu *relate to this man's life?* (He remembers a time he got sick.)
- Have Ss work in pairs. Say, *Go back to the vocabulary exercises in the unit* (pages 90, 92, and 94). Encourage Ss to choose words they are less familiar with. Circulate and assist as needed.

OPTION Have pairs combine into groups of four and share their sentences.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.
- 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.
- Finally, 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 CAN YOU TELL ME A STORY?

PREVIEW THE UNIT

LESSON 1	**Tell a personal story**	
	Vocabulary	Adjectives to describe emotions
	Grammar	Reflexive pronouns
	Pronunciation	Consonant groups
LESSON 2	**Retell a story**	
	Vocabulary	Morning routines
	Grammar	Past continuous with *while* and *when*
	Pronunciation	Intonation to end or continue a thought
	Conversation skill	Show interest
LESSON 3	**Explain how you learned to do something**	
	Vocabulary	Verbs for thinking and understanding
	Grammar	Infinitives of purpose
	Listening skill	Listen for details
LESSON 4	**Read about the power of stories**	
	Reading skill	Find supporting evidence
LESSON 5	**Write about a funny experience**	
	Writing skill	Show sequence
PUT IT TOGETHER		
	Media project	Photos: Describe a time you worked hard to learn something
	Learning strategy	Watch TV or a movie in English

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

GET STARTED

A
- Read the unit title aloud. Ask, *Is storytelling important in your culture or family tradition?* Call on a volunteer to tell a story from their family or culture. Then ask the class, *What made this a good story?* (For example, the story was funny; it had a good ending; it kept the listener wanting to hear more)
- Tell Ss to read the learning goals silently. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *What connection can you see between the unit title and the photo?* Have Ss discuss in pairs.

C
- Focus on the social media message. Bring Ss' attention to the picture and the person's name. Ask, *What do we know about Flavio?* If necessary, have Ss read what Flavio says in *Meet the People of TSW Media* on page 4 or play the video of Flavio. (Flavio lives in Columbia; he's an animator.)
- Have Ss turn back to page 101. Read the social media message aloud. Say, *Flavio mentions Jim.* Ask, *What do we remember about Jim?* (He's from New York. He's a copywriter.)

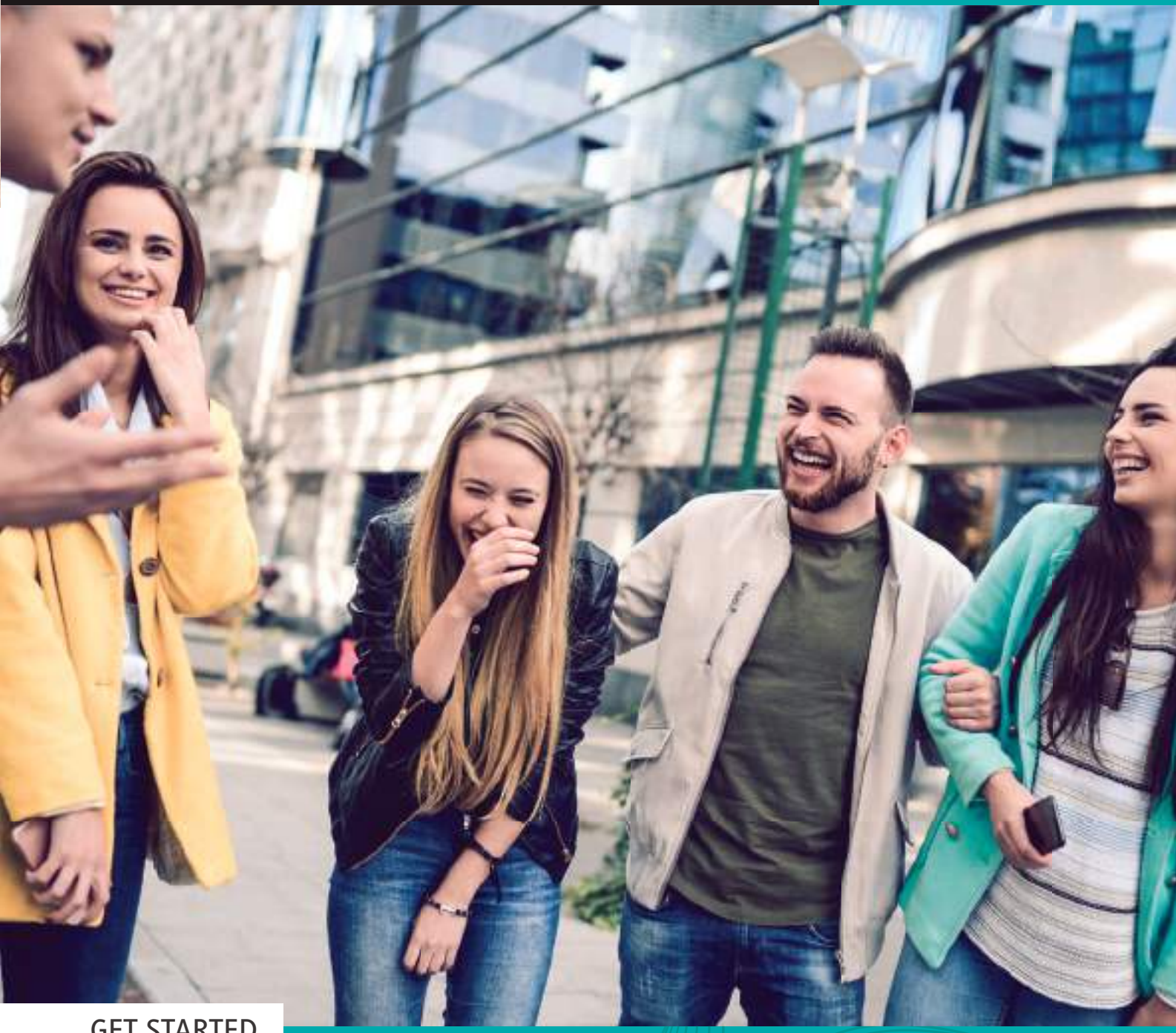
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9 CAN YOU TELL ME A STORY?

LEARNING GOALS

In this unit, you

- tell a personal story
- retell a story
- explain how you learned to do something
- read about the power of stories
- write about a funny experience



GET STARTED

A Read the unit title and learning goals.

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

C Now read Flavio's message. Why is he happy to work with Jim?



FLAVIO VEGA

@FlavioV

Nice to be working with Jim again. He's a great guy—always interesting to talk to.

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LESSON 1 TELL A PERSONAL STORY



FLAVIO VEGA
@FlavioV
I had a relaxing weekend. How was *your* weekend?

1 VOCABULARY Adjectives to describe emotions

A 09-01 Listen. Then listen and repeat.

proud of: happy about something good you did
mad at: angry or disappointed about something
surprised at: shocked by something you did
disappointed in: sad about something you did
satisfied with: happy because something happened the way you wanted
unhappy with: not happy because you don't like what is happening

B Put the phrases from 1A in the correct category. One expression can be in both.

Positive	Negative
proud of surprised at satisfied with	mad at disappointed in unhappy with surprised at

C PAIRS Think of a time when you felt one of the emotions in 1A. What happened to make you feel that way? Talk about the experience.

I remember I was really proud of my sister when she learned to drive.

2 GRAMMAR Reflexive pronouns

COACH

Subject	Verb	Adjective	Reflexive pronoun	
I	feel feels	proud of	**myself**	for passing the test.
You			**yourself**	
He			**himself**	
She			**herself**	
We			**ourselves**	
You			**yourselves**	
They			**themselves**	

Notes

- Adjectives commonly used with reflexive pronouns: *proud of*, *mad at*, *surprised at*, *disappointed in*, *satisfied with*, *unhappy with*, *ashamed of*, *hard on*
- Verbs commonly used with reflexive pronouns: *promise*, *blame*, *enjoy*, *help*, *teach*, *introduce*, *hurt*
  I ***promised myself*** that I'd fix the problem one day.
  He ***blames himself*** for having a fear of heights.
- *By* + a reflexive pronoun means "alone" or "without help."
  The students did this ***by themselves****.*

>> FOR PRACTICE, GO TO PAGE 149

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LESSON 1 TELL A PERSONAL STORY

- Read the lesson title aloud. Ask, *What are some benefits of sharing personal stories?* (For example, other people can learn from you; you might inspire other people to try something new; your story might help someone overcome a struggle or a fear.)
- Read the social media message aloud. Ask, *Does anyone have a personal story to share from the weekend?* Call on a couple volunteers.

1 VOCABULARY

A
- Read the vocabulary topic aloud. Write *emotions* on the board. Ask, *What is another word for* emotions? (feelings) Ask Ss to read over the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- Then ask, *What is each of these adjective phrases made up of?* (an adjective + a preposition) Point out that certain adjectives go with certain prepositions and that it's necessary to memorize the phrases as they do not follow a pattern.

OPTION Books closed. On the board, write the prepositions *with*, *in*, *at*, *of*. Tell Ss you will say different adjectives and they should call out the matching prepositions.
disappointed (in / with)
mad (at)
proud (of)
satisfied (with)
surprised (at)
unhappy (with)
- Point out that *disappointed* goes with more than one preposition–*disappointed in / disappointed with*.

EXTENSION Elicit additional adjective + preposition phrases that describe emotions and write them on the board. (For example, grateful for, worried about, bored with) If Ss make mistakes, offer corrections.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- Have Ss work individually to categorize the words. While they are working, copy the chart on the board.
- Bring the class together and call on Ss to write each phrase in the correct column in the chart. Check answers. Ask, *Which adjective appears in both categories?* (surprised at) Elicit example sentences for both the positive and negative uses of this phrase. (For example, I was surprised at the kind letters everyone wrote to me. The patient was surprised at the bad news the doctor gave her.)

C
- Call on a S to read the example. Offer another example: *I was proud of myself when I learned to ski.*
- In pairs, have Ss talk about feeling different emotions. Then bring the class together and call on volunteers to share with the class. Make corrections as needed.

2 GRAMMAR

- Say, *Ugh, I forgot my phone at home today. I'm really mad at myself. How am I going to stay connected?* On the board, write, *I'm really mad at myself*. Point to *myself* and say, *This is called a reflexive pronoun*. Point to *I* and say, I *and* myself *refer to the same person.*
- Have Ss read the sentences in the grammar chart silently. Then have them cover their books with their hands. Say the subjects and have the class respond chorally with the corresponding reflexive pronouns. If more practice is needed, have Ss do the same in pairs.
- Explain that reflexive pronouns are used with specific verbs or adjectives. Bring Ss' attention to the first note at the bottom of the chart. Point out that the adjectives listed are those from 1A, with the exception of the last two. On the board, write, *I was ashamed of myself after I cheated on a test. Eric's boss is too hard on him–he criticizes him all the time.* Elicit the meaning of *ashamed of* and *hard on*. (*Ashamed of* means feeling embarrassed because of something you have done; *hard on* means to criticize in a way that is unfair or too strict.) Elicit examples from Ss.
- Ask a S to read the second note and examples. Call on Ss to create sentences with the other verbs in the note. (For example, They really enjoyed themselves on the cruise. He helped himself to some pizza. Gina taught herself to ski. We introduced ourselves at the meeting. I hurt myself while cutting an onion.) Write the sentences on the board. Reiterate that the subject and reflexive pronoun refer to the same person.
- Focus on the last note. Elicit a few more examples with *by*. (For example, We remodeled the kitchen by ourselves. Are you sure you want to drive by yourself?) Have Ss write the sentences on the board.

LANGUAGE NOTE *Help yourself* is an expression meaning to take something without asking permission. It is often used in the imperative when inviting someone to take food. (For example, Help yourself to some pasta.)

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3 PRONUNCIATION

A
- Do a quick review of *consonant* sounds (for example, *s, t, p, r, l, m*). Remind Ss that in English, sounds can be spelled in different ways—for example, *flower, enough*.
- Read the boxed pronunciation note aloud. Give Ss time to preview the exercise. Point out that the letters between slashes / / represent the way we *say* sounds and the underlined letters the way we *write* them. For example, we write the letter *x* but pronounce it /ks/
- Have Ss listen. Then have them listen and repeat.

B
- Have Ss read the exercise items silently. Say, *There are several consonant groups in each item.* Have them complete the exercise in pairs. Suggest that Ss read the items aloud and listen to each other in order to identify the consonant groups.
- Play the recording once for Ss to check their answers. If appropriate, play the recording again.
- Go over the answers as a class. Correct and model as needed.

C
- Call on Ss to read the exercise items in 3B aloud. Clarify vocabulary as needed.
- Have pairs discuss. Circulate and listen for pronunciation of consonant groups. Then bring the class together and invite Ss to share whether they have any of the fears listed.

4 CONVERSATION

A
- Have Ss look at the video still. Point to the man next to Flavio and ask, *Who's this?* (Jim Stevens) *What do you remember about him?* (He's a copywriter.) *How does he look in the picture?* (excited about something)
- Have Ss read the exercise items silently. Then have them listen or watch. After Ss complete the exercise, play the audio or video again, if appropriate.
- Go over the answers as a class. Then point back to the video still and ask, *Why is Jim excited?* (because he went skydiving)

B
- Ask Ss to skim the conversation and predict ways the gaps might be filled. Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over the answers with the class.
- To check comprehension, ask, *Why is Flavio surprised that Jim went skydiving?* (because he's afraid of heights) *What does Jim mean when he says* deal with my fear? (that he was going to take steps to overcome it) Then invite Ss to share how they've dealt with a fear.

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.
- Challenge **higher-level Ss** to practice the conversation with books closed. Say, *You don't need to remember the exact words. Just say the main ideas.*

D
- Model making a new conversation with a **higher-level S**. Say the first line, replacing *skydiving* with a different interest.
- In pairs, have Ss make new conversations. Time permitting, have them swap roles and practice again or make different conversations. To conclude, have one or two pairs perform their conversation for the class.

5 TRY IT YOURSELF

A
- Have Ss review the adjectives to describe emotions in 1A, page 102.
- Call on a **higher-level S** to read the example and complete the statement with real or made up information. (For example, I was surprised at myself when I figured out how to fix the leaky faucet.)

B
- Circulate as pairs discuss. Encourage Ss to ask follow-up questions using reflexive pronouns and other adjectives to describe emotions from 1A, page 102. (For example, Were you proud of yourself when you figured out how to fix the leaky faucet?)

⊕ **EXTENSION** Ask a S to reread Flavio's social media message on page 102. Say, *Pretend you are Jim and write a response to Flavio's post. Refer to the content of the conversation in 4A, page 103.* (For example, Well, my weekend wasn't exactly relaxing, but I'm very satisfied with myself. I overcame my fear of heights!)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Check that Ss are correctly doing the following:
- ✓ using adjectives to describe emotions
- ✓ using reflexive pronouns
- ✓ pronouncing consonant groups correctly

EXIT TICKET As Ss prepare to leave the class, explain, *I will read statements and call on you to complete them with reflexive pronouns:*

I'm really unhappy with _____. (myself)
They're really mad at _____. (themselves)
[Name], you're really satisfied with _____. (yourself)
He was mad at _____. (himself)
We were disappointed in _____. (ourselves)
You and Anna were surprised at _____. (yourselves)
She is proud of _____. (herself)

Go around the room and address each S individually. Note which Ss speak with ease and which ones are less sure of themselves.

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3 PRONUNCIATION

COACH

A 09-03 Listen. Notice the number of sounds in each consonant group. Then listen and repeat.

/sk/ /kl/ /ks/ /ksp/ /md/ /lvz/

a skydiving class an exciting experience ashamed of ourselves

Consonant groups

Many words have groups of two or three consonant sounds next to each other. We say the consonants in a group together, and we do not add a vowel sound between them.

B 09-04 Underline the consonant groups in these words. Then listen and check your answers.

1. flying on a plane
2. speaking to a group
3. crowded streets
4. small spaces
5. driving on bridges
6. spiders or snakes

C PAIRS Talk about the things in 3B. Are you or is someone you know afraid of any of them?

4 CONVERSATION

A 09-05 Listen or watch. Circle the correct answers.

1. Jim has been afraid of heights since ___.
   a. he fell from a tall building (b.) he was a teenager c. he flew in an airplane
2. Jim lost his fear by ___.
   (a.) taking a class b. going to a doctor c. taking pictures from a plane
3. Jim wants to ___.
   a. go skydiving again
   (b.) never go skydiving again
   c. take skydiving lessons



B 09-06 Listen or watch. Complete the conversation.

Jim: I went skydiving last weekend!

Flavio: Skydiving? But wait–you're afraid of heights!

Jim: Not anymore! I promised myself that this year I was finally going to deal with my fear.

Flavio: Incredible. You must be proud of yourself.

C 09-07 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 Choose one of the expressions from 1A, and think of a story about a time when you felt that way. Take notes.

I was surprised at myself when I figured out how to...

B PAIRS Student A, talk about how you felt about yourself. Student B, ask follow-up questions.

☐ I CAN TELL A PERSONAL STORY.

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LESSON 2 RETELL A STORY



FLAVIO VEGA
@FlavioV
Every day is an adventure as a new dad.

1 VOCABULARY Morning routines

A 09-08 Listen. Then listen and repeat.

grab a cup of coffee: to get a cup of coffee quickly, on your way somewhere
oversleep: to sleep later than you planned to
run late: to be late on your way somewhere
rush out the door: to leave a place quickly
catch the bus: to get on the bus before it leaves
make it on time: to arrive somewhere on time



B Complete the statements with words from 1A.

1. If a meeting is important, you need to make it on time.
2. If your alarm clock doesn't work, you could oversleep.
3. If you are in a hurry, you rush out the door.
4. If you don't have time to eat, you should at least grab a cup of coffee.
5. If you car doesn't work, you need to catch the bus.
6. If you miss the bus, you will run late.

C PAIRS Compare your answers in 1B.

2 GRAMMAR Past continuous with *while* and *when*

COACH

Use the past continuous with *while* and *when* to show that one action was in progress when a second action occurred.

While / When	Subject 1	*Was / Were*	Verb + *-ing*	Subject 2	Simple past verb	
While / When	I she we	**was** **was** **were**	**waiting** for the bus, **shopping**, **working**,	it she the power	**started** **saw** **went out**.	to rain. David.

Notes

- The action in the *while / when* clause happened first.
  *While I **was waiting** for the bus, people **gave** me strange looks*
  (happened first) (happened second)
- The *when / while clause* may appear at the beginning or end of a sentence.
  *While I **was getting** dressed, the baby **woke up**.*
  *The baby **woke up** while I **was getting** dressed.*
- *When / while* clauses are dependent clauses. They must be used with independent clauses:
  *When I **was getting** on the elevator, I **got** some more looks.*
  (dependent clause) (independent clause)

>> FOR PRACTICE, GO TO PAGE 150

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LESSON 2 RETELL A STORY

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

- Read the lesson title aloud. Write *retell* on the board. Underline the prefix *re-* and ask, *What does this prefix mean?* (do again) Elicit the meaning of *retell*. (to tell a story again) Elicit additional examples of verbs with the prefix *re-*. (for example, reheat, redo, reelect, refill)

LANGUAGE NOTE The prefix *re-* can also be attached to words to mean back. For example, *repay* means to pay back; *return* means to turn back.

- Read the social media message aloud. Ask, *What do you think Flavio means when he says* every day is an adventure as a new dad*?* (that every day something new or interesting happens) *What kinds of adventures do you think he may mean?* (for example, something funny a child says or does; not knowing how to handle a new situation with a child)

1 VOCABULARY

A
- Read the Vocabulary topic aloud. Elicit the meaning of the word *routine*. (the usual order in which you do things) Ask a student, *What is your morning routine?* (For example, I wake up around 7, I go for a run, and then I shower and eat breakfast.) Invite Ss to respond to the S and share details about their own routines. (For example, I also run in the morning; Oh, I never eat breakfast.)
- Ask Ss to read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.

LANGUAGE NOTE The idiom *run late* is most often used with continuous tenses. (Item 6 in 1B is unusual.) If you are late for a meeting with a friend, you might send a text saying, *I'm running late.* If your boss asks you why you are late, you might say, *The trains were running late.* The idiom is not often used in the simple present or past tenses.

The word *oversleep* has the prefix *over-*, which means "too much." It can be attached to some verbs (for example, overthink, overheat), nouns (for example, overreaction, overabundance), and adjectives (for example, overqualified, overweight).

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- Have Ss do the exercise individually.

C
- After pairs compare answers, bring the class together and call on Ss to read the full sentences.

EXTENSION In pairs, have Ss make true statements about their lives using the new vocabulary. (For example, I overslept yesterday, and I was really late for work. I was running late this morning, but I made it to class on time.)

2 GRAMMAR

- To introduce the grammar, say, *Guess what happened to me on Saturday morning! While I was driving to the store, a huge rock fell on my car!* Draw a timeline on the board:

I was driving to the store ——— a huge rock fell on my car

Ask, *How many events were there?* (two) *In what order did they happen?* (I was driving, and then the rock fell on my car.) Write, *While I was driving to the store, a huge rock fell on my car.*

- Read the chart heading aloud. Then read the introduction. Point to the timeline and explain that the first action begins before, and continues until, the second action. The second action interrupts the first. Say that we signal this by using *While / when* + past progressive for the first action (I was driving) and simple past for the second (fell). Return to the example on the board. Ask, *Which action was in progress*? (driving the car) *What tense do we use in that clause?* (past continuous) *Which action interrupted the first one?* (a rock fell) *What tense is the second action?* (simple past)
- Call on volunteers to read the examples in the chart. Have them alternate reading them with *While* and *When*. Point out that *While* puts more focus on the continuity of the action, but both words are correct.
- Read the first note and the example.
- Read the second note. Ask, *How does punctuation change in the second sentence?* (There's no comma.) Call on Ss to read the sentences in the chart aloud, putting the *while / when* clause at the end of the sentence. Ask, *Would we use commas in these sentences?* (no)
- Read the last note and example. Ask Ss to identify the dependent clauses in the sentences in the chart. (It is the first clause in each sentence.) Reiterate that a dependent clause must be attached to an independent clause.

EXTENSION In pairs, have Ss make statements using past continuous with *while* and *when* and vocabulary in 1A, page 104. Model an example on the board: *I was rushing out the door when my friend texted me.*

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3 PRONUNCIATION

A
- To introduce the topic, write on the board: *There is no written homework tonight, but I would like you to memorize the vocabulary words.*
- Read the boxed pronunciation note aloud. Then read the sentence on the board. Ask, *What happens to the intonation of* tonight *in the first sentence?* (It falls.) *the second sentence?* (It falls and then rises slightly.)
- Have Ss read the exercise items silently. Then have them listen and repeat.

B
- Play the audio for item 1. Pause the recording and elicit the final punctuation. (a comma) If Ss need help, play the audio again and ask, *Does the intonation on* you *fall? Or does it fall and rise a little?* (It falls and rises a little.) *What does this mean?* (The speaker has more to say.) Elicit a possible continuation of the sentence and write it on the board. (For example, … but you didn't pick up.) Then invite a S to read the new sentence.
- Restart the recording and have Ss complete the activity.
- Go over the answers as a class.

OPTION In pairs, have Ss work together to complete the sentences in 3B that end in a comma. (For example, I tried to call you, but the line was busy. I was watching a movie with a friend when the power went out. She was walking her dog in the park when she saw a fox.)

4 CONVERSATION

A
- Say, *We're going to listen to another conversation between Jim and Flavio.* Have Ss look at the video still next to Exercise B.
- Have Ss read the exercise items silently. Then have them listen or watch.
- Go over the answers as a class. Then point back to the video still and ask, *Why was Jim laughing?* (because Flavio had gone to work with two different shoes and a half-shaved face)
- Read the explanation in the Conversation Skill box aloud. Say the expressions with intonation that shows genuine interest. Have Ss repeat.
- Have Ss listen to or watch the conversation in 4A again. Have them raise their hands when they hear expressions from the Conversation Skill box. You can hint that there are four examples (Makes sense. Right. Oh no! You've got to be kidding!)

B
- Ask Ss to skim the conversation and predict ways the gaps might be filled. Have them listen and fill in the gaps with the words they hear.
- Bring the class together and go over the answers.
- To check comprehension, ask, *What happened first– were people giving Flavio strange looks, or was Flavio waiting for the bus?* (Flavio was waiting for the bus.) *What expressions does Jim use to show interest?* (Yeah? What?)

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.

5 TRY IT YOURSELF

A
- Ask Ss to tell a story about something that happened this morning. Tell them to try to make the story unusual or funny, like Flavio with his different shoes and half-shaved face. Tell Ss to include at least one example of past continuous with *while* or *when*. Point out that when retelling a story, this sentence structure can help set a scene as well as show the progression of events. Circulate as Ss fill in the chart. Assist as needed.

B
- Role-play an exchange with a S, beginning with the first line from 4B.

EXTENSION Have Ss return to Flavio's social media message on page 104. Say, *Post a response from Jim* (For example, It sure is, Flavio! From now on, check your feet and your face before leaving the house! 😉)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check that Ss are correctly doing the following:

✓ using vocabulary to talk about morning routines
✓ using past continuous with *while* or *when*
✓ using intonation to end or continue a thought

EXIT TICKET Tell Ss to write a past continuous statement with *while* or *when* that shows one action in progress when the second action occurred. Then before Ss leave the class, tell them to read the statement. Tell them to use intonation that indicates continuation of a thought for the first clause (for example, While I was walking to the subway) and falling intonation for the second clause (I saw a bear). Note which Ss speak with ease and use correct intonation, and which ones are less sure of themselves.

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3 PRONUNCIATION

Intonation to end or continue a thought

At the end of a statement, the intonation usually goes down. This shows that the thought, or sentence, is finished. If the intonation falls and then rises a little, it shows that we have more to say. We often use this intonation in the first part of a longer sentence.

A 09-10 Listen. Notice the intonation. Then listen and repeat.

I didn't want to **wake** them.

I didn't want to **wake** them, so I didn't turn the **light** on.

B 09-11 Listen and notice the intonation. Add a period (.) if the sentence sounds finished. Add a comma (,) if the speaker has more to say.

1. I tried to call you,
2. He was telling me a funny story.
3. I was watching a movie with a friend,
4. She was walking her dog in the park,

4 CONVERSATION



A 09-12 Listen or watch. Circle the correct answers.

1. Flavio ___.
   a. was running late
   b. missed the bus
   c. didn't make it to work on time
2. People gave Flavio strange looks because he ___.
   a. was rushing out the door
   b. was late to a meeting
   c. shaved only half his face

B 09-13 Listen or watch. Complete the conversation.

Flavio: You'll never believe what happened last week.
Jim: Yeah? What?
Flavio: Well, I got dressed for work in the dark because I didn't want to wake up Carmen and the baby.
Jim: Makes sense.
Flavio: While I was waiting for the bus, a couple of people gave me strange looks.
Jim: Oh no!

CONVERSATION SKILL
Show interest

To show that you are interested in someone's story, use short expressions. Here are some examples:
Makes sense. Right. No way!
Oh no! You've got to be kidding!
Listen to or watch the conversation in 4A again. Raise your hand when you hear the phrases above.

C 09-14 Listen and repeat. Then practice with a partner.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about something funny or unusual that happened while you were doing something else. Complete the chart.

What I was doing…	What happened…

B PAIRS Student A, tell your story using notes from 5A. Student B, respond with expressions to show interest or ask questions.

☐ I CAN RETELL A STORY.

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LESSON 3 EXPLAIN HOW YOU LEARNED TO DO SOMETHING



FLAVIO VEGA
@FlavioV
It's so cool how people learn new things.

1 VOCABULARY Verbs for thinking and understanding

A 09-15 Listen. Then listen and repeat.

discover: to find out something that you did not know before
grasp: to understand something, especially something difficult
master: to learn something so well that you understand it completely and have no difficulty with it
memorize: to learn something so that you will remember it perfectly
get it: to understand something
catch on: to begin to understand
work on: to spend time improving something
get good at: to learn how to do something well

B Circle the correct words to complete the sentences. There may be more than one answer.

1. When learning to play an instrument, you should ***work on*** / ***discover*** / ***grasp*** it every day.
2. I ***memorized*** / ***discovered*** / ***caught on*** that I liked to do things with my hands.
3. Keep trying, and you'll ***work on*** / ***catch on*** / ***get it*** eventually.
4. It isn't necessary to ***memorize*** / ***master*** / ***grasp*** every word when you're learning a new language.
5. We want to ***get good at*** / ***get it*** / ***master*** tennis, so we're taking lessons.

C PAIRS Talk about a time you learned something new, using at least four of the verbs in 1A.

2 GRAMMAR Infinitives of purpose

COACH

Use the infinitive (*to* + base form of the verb) to explain the purpose–the reason for doing something.

Subject	Verb	Infinitive	
I	watch videos	**to learn**	new things.
He	called the show	**to share**	his story.
They	went to Mexico	**to practice**	their Spanish.

Notes

- Infinitives of purpose answer the question: *Why*?
  *A: **Why** do you watch online videos?*
  *B: I watch them **to learn** how to do things.*
- In informal speech, you can answer this question with just the infinitive phrase.
  A: Why do you watch online videos?
  *B: **To learn** how to do things.*

>> FOR PRACTICE, GO TO PAGE 151







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LESSON 3 EXPLAIN HOW YOU LEARNED TO DO SOMETHING

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

- Start by sharing a story about how you learned to do something. For example, *I'm really good at bike riding. How did I learn to ride my bike? Well, you wouldn't believe it, but I was an adult already! My friend Mike would take me every weekend to a path in the woods. At first, I couldn't get it and kept falling. But I caught on. Now I ride my bike every weekend. And I often return to the path in the woods.*
- Read the lesson title aloud. Call on one or two Ss to share how they learned to do something.
- Read the social media message aloud. Ask, *What are some ways that people learn to do new things?*
- Call on Ss to share ideas.

1 VOCABULARY

A

- Read the vocabulary topic aloud. Ask Ss to read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- Focus on two-word and three-word phrases. Note which ones take a direct object (for example, *get good at* + object) and which ones do not (for example, *catch on*). Provide additional examples, for example, *I couldn't understand what the teacher was saying, but then I got it.*

  Max catches on really quickly when he's learning something new.

  You need to work on this essay so the organization is clearer.

  Dan got good at playing the saxophone.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

LANGUAGE NOTE In spoken language, *Get it?* can be used to inquire if a person understands something.

B

- **For higher-level Ss**, encourage Ss to do the exercise without looking at the meanings of the words. Then have them look at the definitions and make any corrections.
- Have Ss compare answers with a partner.
- Bring the class together and go over the answers. Focus on the items with multiple answers. Elicit the subtle differences in meaning. (3. catch on means to begin to understand something, while get it means to fully understand something; 5. get good at means to learn to do something well, whereas master means to attain the highest level of knowledge of something)

C

- If necessary, model an example. Say, *Algebra was very hard for me. It seemed everyone in class would get it, but I just couldn't grasp the concepts. But I am stubborn, and I always worked on my assignments until I caught on.*
- Circulate as pairs talk. **For lower-level Ss**, make sure Ss are using the verbs in the past tense.
- Bring the class together and call on a few volunteers to share. Check that they are using the new vocabulary correctly.

2 GRAMMAR

- Books closed. Ask the class, *What things can you do to learn a new language?* List Ss' names and answers on the board. (For example, Amir: talk to native speakers; Bella: study grammar; Wen: watch videos)
- Use the information on the board to write complete sentences with an infinitive of purpose. (For example, Amir talks to native speakers to learn English. Bella studies grammar to learn English. Wen watches videos to learn English.) Underline the infinitive in each sentence and say, To learn English *is an infinitive of purpose.*
- Read the grammar topic and the introduction aloud. Return to the sentences on the board. Ask, *Why does Amir talk to native speakers? Why does Bella study grammar? Why does Wen watch videos?* After each question, elicit the answer *to learn English.* Say, To learn English *is the reason they do these things.*
- Call on volunteers to read the sentences in the chart.
- Direct Ss' attention to the notes. Read the first note and call on two volunteers to read the example.
- Read the second note. Have a pair of Ss read the example. Apply *Why* questions to each sentence in the chart and elicit abbreviated answers. For example, ask, *Why do you watch videos?* (to learn new things) *Why did he call the show?* (to share his story) *Why did he go to Mexico?* (to practice his Spanish)

OPTION Invite pairs to make up similar *Why* questions and answers with vocabulary items from 1A, page 106. Model an example:

A: Why do you spend so much time playing golf?

B: To master it, of course.

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3 LISTENING

A
- Ask Ss to look at the picture. Ask, *What do you see?* (a phone with app icons–there's a piano app, a texting app, and a phone calling app) Ask, *What do you think the piano app may be?* (for example, an app that teaches you the keys on a piano, or an app that lets you compose music) Ask, *Do you have any music apps on your phone?*
- Tell Ss they will listen to a podcast. Play the audio once and have Ss answer the question. Then have them listen again to check their answer.
- In pairs, have Ss compare answers. Have them explain why the two alternate answers are incorrect. (choice *a:* There are no experts' opinions, just regular people's stories; choice *c*: There is no mention in the podcast about doing things without a teacher. The focus is on how people learn differently. As a result, choice *b* is the answer)

B
- Read the Listening Skill aloud.
- Have Ss read the exercise choices silently. Tell them these are the details they will need to listen for.
- Have Ss listen and check off items.
- Ask Ss to compare answers in pairs. If Ss disagree on an answer, have them listen to that part of the recording again.

C
- Tell Ss to refer to the checklists in 3B to talk about how Steve and Mary learned new skills. If appropriate, play the recording again to allow Ss to note additional details.
- After pairs summarize each person's learning experience, invite them to discuss if and why they are more like Steve or more like Mary.
- After Ss discuss in pairs, bring the class together. Ask, *How are Steve and Mary similar?* (For example, they both are able to learn without a teacher; they both have discipline to practice something.) Then go around the room and have each S say which of the two they are more alike.

4 TRY IT YOURSELF

A
- Ask a volunteer to read the example answer. On the board, write, *I took lessons to learn how to drive.* Point out the use of the infinitive of purpose.
- Have Ss work individually to take notes in the chart. Bring the class together and have Ss present their responses. Encourage them to make statements with infinitives of purpose.
- Bring the class together and ask a volunteer to read the example. Then invite two Ss to share their ideas.

B
- Have Ss walk around and tell each other what they did to learn something new. If Ss find someone who learned the same thing, have those Ss compare and contrast how they learned.
- Bring the class together and ask, *Did anyone here learn the same thing? Did you learn in the same way or in a different way?* Call on Ss to share.

⊕ **EXTENSION** Have Ss return to Flavio's social media message on page 106. Ask, *Did you learn any new ways to learn things?* Then ask, *What are some possible responses to Flavio's post?* Invite Ss to write their responses on the board. (For example, I like to listen to podcasts to learn about things!)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Check that Ss are correctly doing the following:

✓ using vocabulary for thinking and understanding

✓ using infinitives of purpose

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Say, *I'm going to tell you a short story. After that I will ask you some questions.* Read the following paragraph aloud: *Jenn wanted to get good at writing essays, so she bought a book to study essay structure. She took a class to get writing practice. Then she hired a tutor to help her master the process. She got it sooner than she thought she would!*

Say, *Now I am going to ask three questions. Write your answers using just an infinitive phrase.* Read the following questions aloud:

Why did Jenn buy a book? (to study essay structure)

Why did she take a class? (to get writing practice)

Why did she hire a tutor? (to help her master the process)

If necessary, read the paragraph again before collecting Ss' cards. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 LISTENING

A 09-17 Listen to the podcast. What is it about? Circle the correct answer.

a. Experts' opinions about people's different learning styles
b. How different people learn new skills
c. Ways people can learn how to do something without a teacher
d. apps and videos that are useful for learning

B 09-17 Read the Listening Skill. Listen again. Check (✓) all the details that apply.

1. Steve learned how to play the piano by…

- [x] a. using an app called *8-Keys*.
- [ ] b. reading all the reviews.
- [x] c. playing games that taught him to read music.
- [x] d. working on correct finger positions.
- [ ] e. practicing simple musical chords on his piano.
- [ ] f. buying a real piano.

2. Mary learned how to change the oil in her car by…

- [ ] a. watching her mechanic.
- [ ] b. watching many videos.
- [x] c. watching one video.
- [x] d. memorizing each step on a video.
- [ ] e. practicing doing each step on real cars.
- [x] f. imagining each step in her head under a real car.

C PAIRS Student A, talk about how Steve learned to play the piano. Student B, talk about how Mary learned how to change the oil in her car. Are you more like Steve or Mary? Discuss.



LISTENING SKILL
Listen for details

When you listen for details, you don't need to understand every word. Pay attention to the specific kind of information you need–how someone learned how to do something–and try to listen for words related to those details.



4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about how you learned to do something. You can use one of the ideas in the chart or your own idea. Think about what you did first and what you did next to learn it. Make notes.

drive a car	speak a foreign language	do a hobby or sport	your own idea

I took lessons to learn how to drive. But first I had to save enough money to pay for the lessons.

B WALK AROUND Find someone who learned the same thing as you. Talk about the similarities and differences in how you learned.

☐ I CAN EXPLAIN HOW I LEARNED TO DO SOMETHING.

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LESSON 4 READ ABOUT THE POWER OF STORIES



FLAVIO VEGA
@FlavioV

I just read this article about stories. Really interesting! Now I understand why I love them so much.

1 BEFORE YOU READ

A PAIRS Where do you hear, read, or watch stories?

B 09-18 VOCABULARY Listen. Then listen and repeat.

a psychologist: a person who studies the human mind and behavior
a discovery: finding something out for the first time
invent: to make, design, or think of something that is new and different
respond: to do something because of something that has happened
survive: to continue to live after an accident, illness, or dangerous experience
an advantage: something that helps you be successful

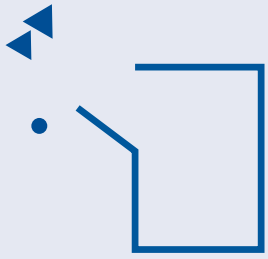
>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Read the title of the article and look at the image. What kind of power do you think stories have?

B 09-19 Listen. Read the article.

THE HUMAN BRAIN AND THE POWER OF STORIES



In a famous experiment, psychologists Fritz Heider and Marianne Simmel made a surprising discovery about the human mind. They created a short film in which simple shapes moved around the screen. Then they asked 34 people to describe what they'd seen. Only one person described the movements of the shapes. All the others invented stories. One person said, "The triangles were in love with the circle." Another said, "The circle was running away from the angry triangles." Since then, other researchers have repeated the experiment with similar results. Why did so many people choose to give the shapes human actions and feelings? Many psychologists believe it's because our brains are wired to look for and respond to stories.

Why are stories so important to us? One answer may be that stories helped early humans survive in a dangerous world. Thousands of years ago, people learned how to stay alive by passing along stories. For example, stories taught them what was safe to eat: "Do you see those berries over there? Don't eat them! My cousin ate some and got very sick." Stories prepare us for real situations and let us solve problems before we experience them.

By sharing stories, early humans also learned important information about the people around them. They learned where others were from, how they lived, and if they were friendly. They learned how they thought and felt and then compared these to their own emotions and experiences. In creating these connections, stories helped humans build relationships and work together—giving humans a big advantage over other animals.

In fact, stories are so important that our brains are programmed to remember them over other kinds of information. In another experiment, psychologists Gordon Bower and Michael Clark tested people's ability to remember information. They gave a group of people a list of ten words and asked them to memorize the list. They gave another group the same list, but asked them to make up stories with the ten words. The group that made up stories with the words were able to remember six to seven times as many words as the other group. Think about the article you are reading now. In six months will you remember the facts, the numbers, and the other details? Or will you remember the story of the circle and the angry triangles?

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LESSON 4 READ ABOUT THE POWER OF STORIES

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

- Read the lesson title aloud. Write *the power of stories* on the board. Focus on the word *power* and ask, *What does* power *mean in this context?* (It refers to what stories do for us and the feelings stories evoke.) Ask, *Can you think of some things stories do?* (For example, stories inform us, make us laugh or cry, and bond us with other people.) Leave these ideas on the board to refer to later.
- Read the social media message aloud. Ask, *What are some possible reasons Flavio might like stories? What kinds of stories do you like? Why?*

1 BEFORE YOU READ

A
- Read the question aloud. In pairs, have Ss brainstorm ideas and write them down.
- Bring the class together and call on Ss to write their ideas on the board. Ask, *Where do we find most of our stories today?* (for example, online via social media or online newspapers and magazines) *How does this differ from 30 years ago?* (For example, people probably got more stories face to face than today.)

B
- Have Ss preview the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for words they are not familiar with:

  A psychologist studies the human mind and how it influences human behavior.

  Talking to a psychologist, I made an interesting discovery about my life.

  The teacher is really good at inventing stories for her students.

  Children usually respond well to stories.

  My grandfather told us stories about how he survived the war.

  Holly had an advantage over the other students; she had an extra day to write her essay.

2 READ

A
- Have students focus on the picture, but caution them not to read the text yet. Ask them to describe what they see with a partner. Then bring the class together and have Ss share their responses. (For example, I see two triangles leaving a house with an open door. I see a broken square and shapes falling out.)

B
- Have Ss listen and read.

OPTION Have students skim the article and underline the vocabulary from 1B. (psychologist, line 1; a discovery, line 2; invent, line 5; respond, line 10; survive, line 11; an advantage, line 18)

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3 CHECK YOUR UNDERSTANDING

A
- Have Ss answer the question individually.
- Then bring the class together and go over the answer. Ask, *Why are answer choices* a *and* b *incorrect?* (They are supporting details; *c* summarizes the main idea.)

B
- Have Ss do the exercise individually.
- Ask Ss to compare answers with a partner. If they disagree, suggest that they underline and reread the sections of the text that support their answer choices.
- Go over the answers as a class.

C
- Have Ss locate the expression and circle it in the text.
- Go over the answer as a class. Then write, *How are you wired?* on the board. Model an answer. (For example, I'm not wired to be sad; I'm usually pretty optimistic about things.)

D
- Read the Reading Skill title aloud. On the board, write, *quotation, example, fact.* Point to *example* and say, *In Unit 2, the Reading Skill focused on examples as supporting details. In this unit we analyze how writers can also use quotations and facts to support their opinions and ideas.*
- Have Ss skim the chart. Ask, *What kind of supporting evidence is requested for the first idea?* (quotations) *the second idea?* (an example) *the third idea?* (a fact)
- Have Ss complete the chart individually. Then have them compare answers with a partner.

E
- Have Ss take turns retelling the important ideas in the article, paragraph by paragraph. Tell them that they can start with the main idea statement from 3A or use the prompt. Also remind Ss that they can refer to 3D for information.

4 MAKE IT PERSONAL

A
- Clarify that *powerful stories in your life* can be stories you have heard or told yourself. Call on volunteers to read the options. Then elicit other ideas (for example, a story told to you by a family member) and write them on the board. Encourage Ss to choose a powerful story that had a great effect on their life.
- Have Ss work individually to write notes and prepare to tell their story to a partner. Encourage Ss to use supporting evidence and details to enrich their story. For example, write, *My seventh-grade teacher was a significant inspiration in my life*. Ask, *What supporting evidence could I include to make this a powerful story?* (For example, She instilled in me a love for writing; while writing compositions for her class, she challenged me and pushed me to work really hard.)

B
- Have Ss share stories. Circulate and listen for supporting details.
- Bring the class together and call on pairs to share their partner's story. Ss can begin by referring to the bulleted points and say, *[Name] told a story...*

⊕ **EXTENSION** Have Ss return to Flavio's social media message. Ask, *What information in the article may suggest why Flavio likes stories so much?* (For example, stories prepare us for real situations and help us solve problems before we experience them. Stories help us build relationships and work with others.) *What are some possible responses to Flavio's post?* Invite Ss to write responses on the board. (For example, I just found the video of the circles and triangles online. Wild! I definitely saw a love story there between the shapes! That was one angry triangle at the end! Check it out.)

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *People are more likely to remember words in a story than in a list of words.* Say, *Find the lines in the text in Exercise 2, page 108, that provide supporting evidence for the statement and write them down* (lines 20–23). When Ss finish, ask, *Is this supporting evidence a quotation, example, or fact?* and have Ss write the answer (fact). Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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3 CHECK YOUR UNDERSTANDING

A **Which statement best describes the main idea? Circle the correct answer.**

a. Our brain's ability to remember stories helped early humans to survive.
b. Early humans learned information about other people through stories.
(c.) Our brains use stories to share and remember information.

B **Circle the correct answers.**

1. After watching the simple shapes video, most people ___ the shapes.
   a. described the movements of (b.) made up stories about c. couldn't remember
2. Stories helped early humans ___.
   a. find new places (b.) find food c. build relationships
3. Bower and Clark learned that people remember things best when information is ___.
   a. written down b. in a list (c.) told as a story

C FOCUS ON LANGUAGE **Reread lines 8–10 in the article. Think about the phrase *wired*. Circle the correct answers.**

The expressions *wired* means ___.
a. not prepared to do something
b. ready to become emotional
(c.) designed to work a certain way

READING SKILL Find supporting evidence

Writers use supporting evidence to show the reader that their opinions and ideas are true. Evidence can be in the form of a quotation (something someone said), an example, or a fact.

D **Read the Reading Skill. Find evidence that the writer uses to support each idea. Complete the chart.**

Idea	Supporting evidence
In the shapes experiment, people invented stories to make sense of what they saw.	(quotations) a. "The triangles were in love with the circle." b. "The circle was running away from the angry triangles."
Stories helped early humans survive in a dangerous world.	(example) Stories taught them what was safe to eat.
Stories help us remember important information.	(fact) The students remembered up to 6–7 times more words when they were part of a story.

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

The article is about the importance of...

Find the Heider-Simmel video. Describe what you see.

4 MAKE IT PERSONAL

A **Think of some examples of powerful stories in your life. Take notes.**

- a story that helped you solve a problem
- a story that helped you in your job
- a story you tell people that helps explain who you are
- a story that helped you remember something you learned in school
- _____ (*your own idea*)

B PAIRS **Tell each other your story.**

☐ I CAN READ ABOUT THE POWER OF STORIES.

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LESSON 5 WRITE ABOUT A FUNNY EXPERIENCE



FLAVIO VEGA
@FlavioV

Remember the headphones, Carmen? That was a good one! I just had to share it!

1 BEFORE YOU WRITE

A Think about your own birthday. What do you usually do to celebrate?

B Read Flavio's story. What was surprising about his experience?

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Search

Birthdays…

My wife, Carmen, and I have the same birthday, and I always try to find the perfect birthday present for her.

Two weeks before our birthday a few years ago, we went out for lunch together. Afterwards, we went shopping because I needed a jacket and she wanted to look at shoes. As we passed by the electronics department, we saw a pair of wireless headphones. Carmen wanted to buy it, but she didn't because she thought it was too expensive. Then, while I was shopping for the jacket, Carmen went to look at the shoes. I thought, "I'm going to buy those headphones for her!" I went back to the store the next day and bought them.

On our birthday, Carmen and I met for dinner, and we exchanged gifts. We both had similar sized boxes! We opened the gifts at the same time and—surprise!—it was the headphones! We had bought each other the same gift. "No way!! How—?" I started to ask. "While you were looking at jackets, I bought it for you!" she explained. We both laughed. And we love our presents!

Leave a Reply

Enter your comment here…

- *About*
- *RSS Feed*
- *Social Media*
- *Recent Posts*
- *Archives*
- *Email*

C PAIRS Did you expect the surprise in this story? Have you ever been surprised on your birthday? Or have you ever surprised someone else?

2 FOCUS ON WRITING

A Read the Writing Skill. Then reread Flavio's story. Underline all the time expressions that show sequence in the story. Then write them in the chart.

WRITING SKILL Show sequence

Use time expressions such as *then*, *while*, *next*, *afterwards*, *the next day* or *before* to show the order in which the events happened.

Earlier	Same time	Later
Before	As while at the same time	Afterwards Then the next day

B PAIRS Add your own time expressions to the chart in 2A.

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LESSON 5 WRITE ABOUT A FUNNY EXPERIENCE

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

- Read the lesson title aloud. Ask, *What funny experience have we heard about so far in the unit?* (Flavio going to work half-shaved and wearing two different shoes) *Did anyone in class share a particularly funny story?*
- Read the social media message aloud. Explain that Carmen is Flavio's wife. Review that *a good one* is an expression used to say that you think something is very funny. Ask, *Can you imagine a funny scenario involving headphones?*

1 BEFORE YOU WRITE

A
- Lead a class discussion about birthdays. Call on Ss to share birthday traditions. (For example, In my family, the kids always had a treasure hunt on the morning of their birthday. The parents would hide small gifts with clues around the house.)

B
- Have Ss preview the reading. Ask, *What kind of reading is this?* (a blog post) *What is it about?* (birthdays)
- Have Ss read the post individually. Tell them to underline the parts of the blog that answer the question.
- Have Ss answer the question in pairs. Then go over the answer with the class.

C
- After Ss discuss the questions in pairs, bring the class together and have them share their responses.

EXTENSION Say, *Let's analyze how Flavio writes this story to give it the element of surprise. In the second paragraph, Flavio indicates that he went back and bought the headphones for Carmen. Why doesn't he reveal that Carmen also went back and bought the same headphones for him?* (because this would ruin the surprise for the reader) Ask a S to read the first two lines of the third paragraph. Ask, *How does Flavio build suspense in the second sentence?* (He says that they both had similar-sized boxes, but he doesn't say what is in them.) *At this point, were you able to guess the ending of the story?*

TEACHING TIP Analyzing texts or parts of texts can give Ss valuable direction on how to effectively approach their own writing. In storytelling in particular, the goal is not to just state facts; it is to get and keep readers interested.

2 FOCUS ON WRITING

A
- Read the Writing Skill aloud. Elicit that *sequence* means the order in which things happen. Have Ss find examples of sequence words in the post in 1B. Go over the answers as a class.
- Have Ss preview the chart. Explain that sequence words can indicate events happening before, after, or at the same time as something else. Direct Ss, attention to the second paragraph of Flavio's blog. Invite a S to read the first two lines. Have Ss underline the time expressions showing sequence. (Two weeks before, Afterwards) Ask, *What was the first event?* (We went out for lunch.) *What happened after that?* (We went shopping.)
- Have Ss continue working on the exercise individually, Then have them compare answers with a partner.

B
- In pairs, have Ss add time expressions. If they get stuck, write some or all of the following expressions on the board and have Ss sort them in the chart: *earlier, in the past, after a while, today, at the same time, formerly, right after, soon, prior to, after, simultaneously*.

C
- Give Ss time to preview the timeline. Say, *You will use this timeline to take notes on the events in the story.* Point to the vertical line connecting events 3a and 3b. Ask *What does this line indicate?* (that these events happened at the same time)

OPTION After Ss fill in the timeline, have them use it to retell Flavio's story. Encourage them to use sequence words. To get them started, write on the board, *Two weeks before Flavio and Carmen's birthday...* Call on a volunteer to complete the thought. (For example, they went out for lunch, and then they went shopping.) Fill in this information on the board. Then have Ss continue retelling the story in pairs. Tell them to alternate speaking.

TEACHING TIP Point out that a timeline can be organized horizontally, like the one in the book, or vertically, listing events from top to bottom. Draw an example of a vertical time line on the board. Write dates on the left side of the line and events on the right. Explain that a vertical timeline is useful for recording events when precise dates or years are included.

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3 PLAN YOUR WRITING

A
- Have Ss choose an experience to write about. Have them create a timeline and fill in events. Instruct them to fill in dates and / or times if those are important.
- While Ss are working, circulate and ask questions if they appear stuck. Tell Ss that the information on their timeline will serve as notes that will help them in their writing task.

B
- Read the example prompt aloud and complete the sentence with made up information. (For example, ...spilled coffee on my shirt!)
- In pairs, have Ss refer to their timelines and tell their stories. Encourage Ss to ask each other questions. Tell them to add to their timelines as needed.

4 WRITE

- Have Ss work individually to write their story in their notebook or on a piece of paper. Say, *You will most likely use various past tenses to talk about things that happened. However, if you quote something someone said, you will likely use the present tense or the tense in which the person spoke. Try to use past continuous with* while *or* when *to talk about something that happened while something else was happening.*
- Refer Ss to their notes in 2C, page 111. Also remind Ss to use the post in 1A, page 110, as a model. Say, *Be creative how you tell your story. If there is an element of surprise to your story, leave it to the end so that a reader feels curious, wanting to know more.*
- Circulate and assist as needed.

⊕ **EXTENSION** Say, *Imagine that you click on* Comment *below Flavio's post in 1B, page 110. Write a comment.* (For example, That's a great story! What kind of headphones do you have?)

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Explain, *Read your partner's story and provide feedback. Write your comments on your partner's paper.*

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

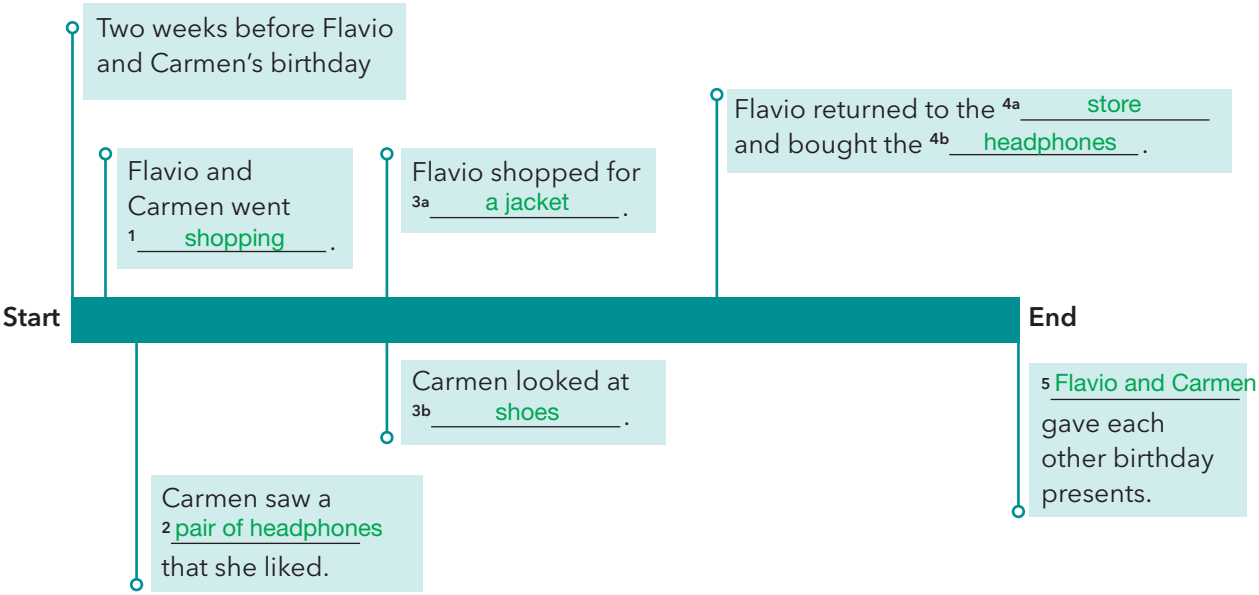
- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

⊕ **EXTENSION** Have Ss return to Flavio's social media message on page 110. Tell them to post a response as Carmen, his wife. (For example, How can I forget, Flavio! That is a great story. And it was the best gift of all time. I use those headphones every day!)

EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *Write a short paragraph describing your English-learning story. Use sequence words. You can start like this: I started learning English when...* Collect the cards or paper as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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C Read the story again. What happened? Complete the notes in the chart.



3 PLAN YOUR WRITING

A Think about a funny or surprising experience you had. How did it begin? What happened next? How did it end? Write the events in a timeline like the one in 2C.

B PAIRS Tell your stories. Use your timelines to help you.

On the first day of my job, I...

4 WRITE

Write about the story you planned in 3A. Remember to use time expressions. Use the story in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's stories.

1. Did your partner clearly explain the sequence of events?
2. Underline all the time expressions.
3. Did your partner add something funny or surprising to the story?

B PAIRS Can your classmate improve his or her story? Make suggestions.

6 PROOFREAD

Read your story again. Can you improve your writing?

Check your
- spelling
- punctuation
- capitalization

☐ I CAN WRITE ABOUT A FUNNY EXPERIENCE.

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PUT IT TOGETHER

1 MEDIA PROJECT



A 09-20 Listen or watch. What did Luis discover?

Answers will vary. Possible answer: He discovered he didn't have to be successful at everything.

B 09-20 Listen or watch again. Answer the questions.

Answers will vary. Possible answers:

1. What was the hardest thing Luis ever did?
   Luis was on his high school running team with his brother.
2. What problems did Luis have?
   He broke his ankle when he was running.
3. How did he solve his problems?
   He joined the baseball team.

C Show your own photos.

Step 1 Think about when you worked hard to learn something. Choose 3–5 photos to show it.

Step 2 Show the photos to the class. Talk about what happened.

Step 3 Answer questions and get feedback.

2 LEARNING STRATEGY



WATCH TV OR A MOVIE IN ENGLISH

Practice listening to authentic English pronunciation by watching TV or movies in English. Try to imitate the pronunciation you hear. For example, English speakers may say "wanna" instead of "want to." Copying their pronunciation can help you sound more natural when you speak.

Find an English speaking TV show or movie to watch. Try to practice your pronunciation by copying what you hear. Practice 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
- ☐ Tell a personal story
- ☐ Retell a story
- ☐ Explain how I learned to do something

Grammar
- ☐ Reflexive pronouns
- ☐ Past continuous with *while* and *when*
- ☐ Infinitives of purpose

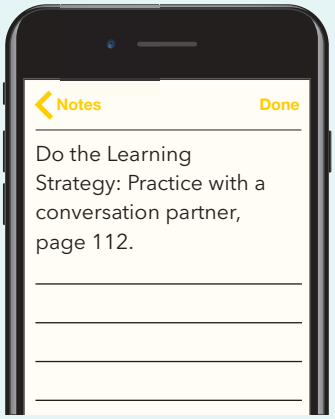
Vocabulary
- ☐ Adjectives to describe emotions
- ☐ Morning routines
- ☐ Verbs for thinking and understanding

Reading
- ☐ Find supporting evidence

Writing
- ☐ Show sequence

Pronunciation
- ☐ Consonant groups
- ☐ Intonation to end or continue a thought

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. Ask, *What do you see?* (young men sitting on a track and stretching, maybe before or after a run) Call on volunteers to share their ideas.
- Have Ss listen or watch. Call on a volunteer to answer the question.

B
- Have Ss compare answers in pairs. Then go over the answers with the class.

C
- Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.
- Have Ss complete Step 1 at home. If Ss don't have photos of themselves, encourage them to find stock photos online. Have them write notes or create a script of what they want to say.
- For Step 2, have Ss practice once with a partner. Model an introduction on the board: *Hi, I'm Jennifer…* Then call on individual Ss to show their photos and present. Say, *Use the notes or the script you prepared at home.*
- For Step 3, write the following questions on the board:
  1. *Did the speaker describe a time when he or she worked hard to learn something?*
  2. *Did the speaker show three to five photos?*
  3. *Did the speaker speak clearly?*
  4. *Was the presentation interesting?*
- Tell Ss to write each speaker's name on a piece of paper and then take notes on the questions during or after the speaker's presentation.
- After each presentation, invite classmates to ask questions and give feedback. You may choose to save the feedback step until all Ss have presented. Have them walk around, refer to their notes, and tell their classmates what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch their video for homework and fill out the following checklist:

- ☐ *Did I describe a time when I worked hard to learn something?*
- ☐ *Did I show three to five photos?*
- ☐ *Did I speak clearly?*
- ☐ *Was the presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Have Ss look at the picture. Ask, *What is the man doing?* (He's watching something on the computer.) Then ask, *What are the women on the screen doing?* (laughing and talking) Call on a volunteer to read the question in the speech bubble. Ask, *What does* wanna *mean?* (want to) *What does it mean* to grab some coffee? (It's an informal way of inviting someone for a quick cup of coffee.)
- Read the Learning Strategy topic aloud. Ask, *Who here watches TV or movies in English?* Read the content of the learning strategy aloud. Ask, *What does* authentic *mean?* (real)
- For homework, have Ss watch a show or a movie in English and practice pronunciation.

TEACHING TIP Tell Ss that when they are watching a movie or a TV program, they should pause the movie or program now and then and mimic what they hear. This "tracking" technique can help them speak more naturally, for example by using reduced forms like *wanna*.

3 REFLECT AND PLAN

A
- Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.
- 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.
- Finally, 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 WHAT WILL THE FUTURE BRING?

PREVIEW THE UNIT

LESSON 1	**Discuss hopes and dreams**	
	Vocabulary	Dreams and ambitions
	Grammar	Noun clauses with *that*
LESSON 2	**Talk about *what if* situations**	
	Vocabulary	Activities for doing good
	Grammar	Present unreal conditional
	Pronunciation	Intonation in compliments
LESSON 3	**Tell someone's success story**	
	Vocabulary	Making decisions
	Grammar	Past perfect
	Listening skill	Listen for key words in questions and answers
LESSON 4	**Read about reducing waste**	
	Reading skill	Make inferences
LESSON 5	**Write about good advice**	
	Writing skill	Use parallel structures
PUT IT TOGETHER		
	Media project	Photos: Describe a hope or dream not related to school or work
	Learning strategy	Study the sounds of new words

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

GET STARTED

A
- Read the unit title. Write *Future* on the board. Ask, *What do you think of when you see this word?* (For example, What will happen when I'm older, get married, get old?)
- Tell Ss to read the learning goals silently. Clarify vocabulary as needed. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.

B
- Direct Ss' attention to the opening picture. Ask, *How does this picture make you feel?* Go around the room and give every S a chance to share orally. Then ask, *How do you think this picture might be related to the unit title?* (Perhaps the woman is thinking about her future as she looks at the view.)

C
- Read the social media message aloud. Bring Ss' attention to the picture and the person's name. Ask Ss, *What do we know about Liz?* If necessary, have Ss read what Liz says in *Meet the People of TSW Media* on page 4 or play the video of Liz.
- Have Ss turn back to page 113. Read the social media message aloud. Elicit examples of changes that are positive (a new job, a pay raise, a new baby) and changes that are negative (sickness, losing one's job, losing a family member or a friend).

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10 WHAT WILL THE FUTURE BRING?

LEARNING GOALS

In this unit, you

- discuss hopes and dreams
- talk about *what if* situations
- tell someone's success story
- read about reducing waste
- write about good advice



GET STARTED

A Read the unit title and learning goals.

B Look at the photo. What do you see?

C Now read Liz's message. Why is change not easy?



LIZ FLORES

@LizF

Change can be good, but it's never easy!

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LESSON 1 DISCUSS HOPES AND DREAMS

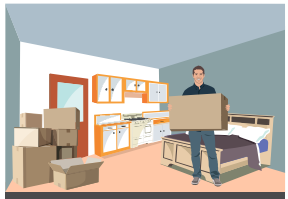


LIZ FLORES
@LizF
Working with Su-min on our first project together today. Looking forward to it!

1 VOCABULARY Dreams and ambitions

A 10-01 Listen. Then listen and repeat.


go to law school


look for my own place

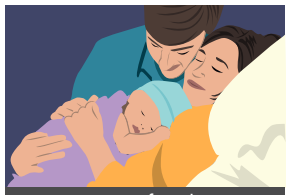


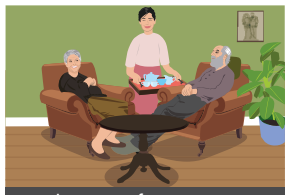
start a business


get a promotion



open a restaurant


start a family


take care of my parents

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

Personal goals
start a family
look for my own place
take care of my parents

Career goals
open a restaurant
start a business
get a promotion
go to law school

C PAIRS Compare your answers in 1B. Can career goals also be personal ones? Discuss.

2 GRAMMAR Noun clauses with *that*

COACH

Noun clauses are a group of words that includes a subject and a verb and functions as a noun.

			Noun clause as object		
Subject 1	**Verb 1**	**(*That*)**	**Subject 2**	**Verb 2**	
I They	can't believe hope	**(that)**	**I** **someone**	**didn't bring** **will find**	my phone. them.

				Noun clause as adjective complement		
Subject 1	***Be***	**Adjective**	**(*That*)**	**Subject 2**	**Verb**	
I It	am is	glad awesome	**(that)**	**I** **you**	**met** **are running**	you. a marathon.

Notes

- Use the word *that* to introduce noun clauses in sentences. When *that* introduces a noun clause, it can be omitted.
- An *object* of a sentence is the person or thing that receives the action of the verb.
- An *adjective complement* is a clause or phrase that modifies an adjective. It is often a noun clause.

>> FOR PRACTICE, GO TO PAGE 152

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LESSON 1 DISCUSS HOPES AND DREAMS

- Read the lesson title aloud. Create an idea web on the board. Write *Hopes and dreams* in the center circle. Then ask, *What does the title make you think of?* Create a web with Ss' responses. Have Ss turn back to page 113 and read the title of the unit again. Point to Ss responses in the web and ask, *Do all these things reflect the future?*
- Read the social media message on page 114 aloud. Ask, *When Liz writes* Working with Su-min*..., does she mean she is working with her right now? Or that she will be working with her soon?* (that she will be working with her soon) *How do we know?* (because she says she's looking forward to it)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Explain that *a* dream is a wish to do, be, or have something; the term is used especially when this seems unlikely. An ambition is a strong desire to achieve something. Often it involves making a plan to achieve one's goal.
- Have Ss look at the pictures and skim the captions. Ask, *Do you have any of these dreams or ambitions?*
- Have Ss listen. Then have them listen and repeat.

B
- Direct Ss' attention to the two categories. Ask, *What is the difference between a personal goal and a career goal?* (A personal goal deals with your private home life; career goals deal with what you wish to achieve at your job.) *Do you think something can be both a personal goal and a career goal?*
- As a class, put the phrase *go to law school* in the proper category. Ss may have different opinions. If they do, ask them why they consider it a personal goal, a career goal, or possibly both.
- Have Ss complete the exercise individually.

C
- Circulate as Ss compare answers in pairs.
- Bring the class together. If Ss had differing opinions on any items, have them discuss how a goal can be both a personal and a career goal. For example, opening a restaurant can be something someone has always dreamt of doing (a personal goal), but it can also be something that promises a fulfilling career, income opportunities, and so on (a career goal).

OPTION Draw a new diagram on the board. This time make the two oblong circles overlap. Label the circles *Personal goals* and *Career goals* as in the book. Then point to the overlapping section in the middle. Ask, *What would we label this?* (both) Invite Ss to suggest which of the dreams and ambitions in 1A would fit in the middle category.

2 GRAMMAR

- Books closed. On the board, write:

  I knew it!

  You were here.

  Say, *We can combine these two sentences into one. If we cut the word* it *and replace it with the sentence* You were here*, what is the result?* Elicit the combined sentence and ask a S to write it on the board. (I knew you were here.) Then ask, *Which word can we add after* knew*?* (that) Insert *that* in the proper place in the sentence. Underline the clause starting with *that* and say, *This is a noun clause.*
- Tell Ss to open their books to page 114 and read the chart heading and the introduction. Point out that noun clauses are a type of dependent clause. Ask, *Can* that you were here *stand by itself?* (no)
- Focus on the Noun clause as object section of the grammar chart. Point to the parentheses around *that* and have Ss read the sentences aloud with and without *that*.
- Elicit additional examples of noun clauses as objects. On the board, write:

  My mom thinks (that)...

  I know (that)...

  We believe (that)...

  Call on volunteers to complete the sentences.
- Focus on the Noun clause as adjective complement section of the grammar chart. Ask Ss to read the sentences with and without *that*.
- Elicit additional examples of noun clauses as adjective complements. On the board, write:

  I'm afraid (that)...

  David is sad (that)...

  It's amazing (that)...

  Call on volunteers to complete the sentences.
- Focus on the Notes. Ask a S to read the first note. Then call on another S to read the second note. Return to the sentences in the *Noun clause as object* section. Ask, *What can't I believe?* (that I didn't bring my phone) *What do they hope?* (that someone will find them) Ask a volunteer to read the last note. Ask, *Why am I glad?* (because I met you) *What is awesome?* (that you are running a marathon)

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3 CONVERSATION

A
- Have Ss look at the video still. Ask, *Where are Liz and Su-Min? Why are they sitting down?* (the elevator is stuck)
- Have Ss read the exercise items silently. Then have them listen or watch.
- Go over the answers as a class.
- Read the title of the Conversation Skill. Elicit that encouragement is the act of giving someone courage or confidence to do something. Then read the explanation. Say the examples and ask Ss to repeat. Review that these are noun clauses. They can but don't have to include *that*.
- Have Ss listen to or watch the conversation again. Ask them to raise their hands when they hear a sentence containing an expression of encouragement. (I'm sure you'll do great.) Note: Two other sentences (I'm glad that I'm not alone. / I think this is the first time we've talked about something not related to work) appear to include expressions of encouragement, but in fact, the sentences have different meanings.

B
- Ask Ss to skim the conversation and predict ways the gaps might be filled.
- Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over the answers with the class.
- To check comprehension, ask, *What are two reasons that Su-min is running a marathon?* (She likes to challenge herself; she's raising money for charity.) *Who is helping her prepare for the marathon?* (trainers at the gym) Then ask, *Has anyone here ever run a marathon? If yes, what were your reasons?* (For example, my friend convinced me.)

C
- Play the audio and have Ss repeat chorally, line by line.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.
- Challenge **higher-level Ss** to practice the conversation with books closed. Say, *You don't need to remember the exact words. Just say the main ideas.*

D
- Model making a new conversation with a **higher-level S**. Start, *It's awesome that...*
- In pairs, have Ss make new conversations. Time permitting, have them swap roles and practice again or make different conversations.
- To conclude, have one or two pairs perform their conversation for the class.

4 TRY IT YOURSELF

A
- Have Ss look back to 1A, page 114. Ask, *Do you have any of the same or similar dreams and ambitions?* Tell Ss to write down some notes about their personal goals.

B
- Call on two Ss to read the example conversation. Ask, *What words of encouragement does Student B give Student A?* (I hope you can do it!) If necessary, refer Ss back to the encouragement phrases in the Conversation Skill box in 3B. Also tell Ss to use adjective complements in their responses. Write prompts on the board for Ss to refer to: *It is awesome / great / wonderful that you have such a dream.*
- Circulate as Ss discuss their hopes and dreams. Assist as needed.

⊕ **EXTENSION** Ask a S to reread Liz's social media message on page 114. Ask, *Do you think Liz will post something about the experience on social media once she gets her phone?* (probably) *What might she write?* (For example, Can you believe that Su-min and I got stuck in an elevator today? I found out she is running a marathon. Check out her charity!)



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for dreams and ambitions
- ✓ using noun clauses with *that*
- ✓ responding with encouragement



EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board, *I'm taking my college entrance exams today. I'm really nervous. Wish me luck!* Tell Ss to write two or three statements of encouragement. Collect the cards as Ss leave. Read them to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 CONVERSATION

A 10-03 Listen or watch. Circle the correct answers.



1. What do Su-min and Liz usually talk about?
   a. the marathon
   b. work
   c. charities
2. Why is Liz moving to New York?
   a. She got a promotion.
   b. She wants to live on her own.
   c. She wants to leave Lima.
3. What does Liz say about Mehmet?
   a. He wants to open a restaurant.
   b. He's taking cooking classes.
   c. He wants to join his family business.
4. What does Su-min say about Diana?
   a. Diana wants to become an artist.
   b. Diana owns an art gallery.
   c. Diana wants to start her own business.

B 10-04 Listen or watch. Complete the conversation.

Liz:	It's awesome ___that you're running___ a marathon! So why are you doing it?
Su-min:	I like to challenge myself. Also, I'm raising money for charity.
Liz:	Wow. Good for you! How's the training going?
Su-min:	It's going well! I found some trainers to work with at the gym here. They're very helpful.
Liz:	___I'm sure___ you'll do great!
Su-min:	What about you? What's going on in your life?

CONVERSATION SKILL
Respond with encouragement

When you want to show someone encouragement, you can say:
I'm sure (*you will do great.*)
I hope (*you can do it!*)
I think / know (*you're a great runner.*)
I'm glad (*you decided to go for it.*)
Listen to or watch the conversation in 3A again. Underline the phrases that you hear above.

C 10-05 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 your dreams for the future. Use the ideas in 1A or your own ideas.

B PAIRS Student A, talk about your dreams. Student B, ask follow-up questions. Give Student A encouragement.

A: I want to open a restaurant someday.
B: Really? What kind of restaurant?
A: A Turkish restaurant. I think people will like traditional Turkish food.
B: Sounds like a great idea. I hope you can do it!

☐ I CAN DISCUSS HOPES AND DREAMS.

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LESSON 2 TALK ABOUT *WHAT IF* SITUATIONS



LIZ FLORES
@LizF
How can we all make the world a better place?

1 VOCABULARY Helping others

A 10-06 Listen. Then listen and repeat.

world hunger: the problem of not having enough food for people in many places around the world
a homeless shelter: a place for people who don't have a place to live
medical research: the activity of finding information about different health problems
animal welfare: health, comfort, and happiness of animals
human suffering: the pain people feel due to physical, mental, or emotional problems
a local school: a school that is close to you such as in your city or neighborhood

B Write two words from 1A under each box to complete the phrase.

bring an end to…	volunteer at…	raise money for…
world hunger human suffering	a local school a homeless shelter	medical research animal welfare

C PAIRS Compare your answers in 1B. Which of the activities are the easiest ways to do good? Which are more difficult?

2 GRAMMAR Present unreal conditional

Use present unreal conditionals to talk about untrue or imagined situations and their results.

Statements

If-clause				Result clause			
If	**Subject**	**Simple past**		**Subject**	***Would / Wouldn't***	**Base form of verb**	
If	I	**were**	rich,	I	**would**	**donate**	more money.
	she	**had**	more time,	she	**would**	**volunteer**	every day.
	people	**didn't care**,	–	they	**wouldn't**	**help**.	

Questions

If-clause				Result clause				
If	**Subject**	**Simple past**		***Wh-* word**	***Would / Wouldn't***	**Subject**	**Base form of verb**	
If	you	**had**	more money,	what	**would**	you	**do**?	
	they	**had**	the time,	-	**would**	they	**help**	us?

Note

- The *if-clause* uses the simple past, but this is not a past statement. It's about the present.
- For the *be* verb, use *were* for all subjects: *If he* **were** *president… If they* **were** *free…*
- The *if-clause* can come at the beginning or end of a sentence. Use a comma when the *if-clause* comes at the beginning of a sentence.

>> FOR PRACTICE, GO TO PAGE 153

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LESSON 2 TALK ABOUT *WHAT IF* SITUATIONS

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

- On the board, write:
  FACT: Everyone in the world does not get along.
  IMAGINARY SITUATION: What if everyone in the world got along?
  Read the sentences. To reinforce meaning, point to the factual sentence and say, *This statement is a fact. It is true.* Then point to the imaginary situation and ask, *Does everyone in the world get along?* (no)
  Add, *But we can imagine that it is true.* What if *tells our listener that we are talking about an imaginary or unreal situation.*
- Ask a S to read the social media message. Call on volunteers to share their answers to the question. (For example, We can focus on peace in the world. We can work on finding cures for life-threatening illnesses. We can try to overcome poverty.)

1 VOCABULARY

A
- Read the Vocabulary topic and focus on the title of the vocabulary set, *Helping others*. Elicit examples of things that people can do to help people, *donate money to charity, give blood, do volunteer work*.
- Ask Ss to read over the phrases and definitions silently.
- Have Ss listen. Then have them listen and repeat.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- Call on a S to read the chart heads. Focus on the first one. On the board, write: *Speeding is a problem in our town. We must bring an end to it.* Elicit or explain that the phrase *bring an end to* means to stop some sort of problem.
- Focus on the remaining two heads. Ask, *Do you think it would be possible to volunteer at and raise money for the same cause?* (yes) Point out, as a result, that more than one answer may be possible in the exercise.
- Ask Ss to complete the exercise individually.

C
- On the board, write:
  We must bring an end to...
  I have volunteered at...
  I have raised money for...
  Have Ss use the phrases to compare their answers to those in 1B and discuss the question.

2 GRAMMAR

- To introduce the grammar, on the board, write *If I were rich* and circle it. Then create an idea web around the clause. Model one way to end the sentence and add it to the web. (For example, I would build a library in a poor neighborhood.) Ask Ss, *If you were rich, what would you do to make the world better?* Elicit different responses and add them to the web.
- Tell Ss to open their books to page 116 and read the chart title and introduction. Emphasize that in this lesson, Ss will learn about unreal or imaginary situations in present time. Direct their attention to the Statements section. Point to the *If-clause* subheading and say, *The* if-*clause is also known as the condition*. Then point to the Result clause subheading and say, *A condition must have a result.*
- Call on Ss to read the sentences. For each one ask, *What is the condition? What is the result clause?*
- Point to the idea web on the board and ask, *Is* If I were rich *a condition or a result?* (condition) Point to all of Ss' answers and ask *Are these conditions or results?* (results)
- Direct Ss' attention to the Questions section of the chart. Ask a volunteer to read the first question. Elicit answers. (For example, If I had more money, I would donate some of it to our local school.)
- Read the second question. Elicit possible answers (Yes, they would. / No they wouldn't.)
- Bring Ss' attention to the notes at the bottom of the chart. Read the first one. Point to the idea web on the board and remind Ss that even though were is in the simple past, the statement is about an imagined present situation.
- Read the second note. Say, *In informal English, it's OK to say* if I was tired.
- Ask a S to read the last note. Point out that *if-* clauses are a type of dependent clause, so the rule for using a comma is the same as with time clauses and other dependent clauses. Ask a S to rewrite an example from the idea web on the board, swapping clauses.
- Direct Ss' attention back to the lesson title. Say, What-if *questions have the same structure as present unreal conditionals. They are another way of talking about unreal or imagined situations.*

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3 PRONUNCIATION

A
- Write *used to* on the board and pronounce each syllable. Then say the blended pronunciation, *useta*. Remind Ss that they studied this pronunciation in Unit 4. Elicit one or two sentences with this form. (For example, I useta live in a small town, but now I live in a big city.) Then read the pronunciation note (Blended pronunciation of *would you* and *did you*) aloud.
- Direct Ss to the items in 3A. Model the pronunciation of the items in slashes. Have Ss listen and repeat. Say, *It's possible to say each syllable clearly* (would you *and* Did you), *but more often you will hear people say* wouldja *and* didja.
- Have Ss read the exercise items silently. Have them listen. Then have them listen and repeat.

B
- Have Ss review the statements silently. Say, *Both answers are grammatically correct. Circle the one you hear*. Play the audio and have Ss complete the exercise. Have them listen again if necessary. Go over the answers as a class.

C
- Circulate and correct pronunciation as Ss are speaking.

4 CONVERSATION

A
- Tell Ss to turn back to page 115 and compare the video still there to the one on this page. Ask, *Where are Su-min and Liz now?* (still in the elevator)
- Have Ss read the exercise items silently. Then have them listen or watch and complete the exercise.
- Go over the answers as a class. Point to the video still and ask, *How do the women feel at the end of the video?* (relieved) Play the audio or video again if needed.

B
- Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Have them listen and fill in the gaps with the words they hear.
- Call on two Ss to read the completed conversation. Go over any questions.
- To check comprehension, ask, *Does Liz currently work with local schools to start reading programs? Explain.* (No, but she would do this if she didn't have to work.)

C
- Play the audio and have Ss repeat chorally, line by line. Tell them to pay attention to the blended pronunciation of *would you* in lines 3 and 5.
- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again.
- Challenge **higher-level Ss** to practice the conversation with books closed. Say, *You don't need to remember the exact words. Just say the main ideas.*

D
- Model making a new conversation with a **higher-level S**. For example,

  S: If you didn't have to work, what would you do?

  T: That's a good question. I'd like to volunteer in a community garden and teach people how to grow organic vegetables.

  S: How would you do that?

  T: I'd start by educating people about the dangers of pesticides. What about you? What would you do?

  S: I'd...
- Circulate as Ss create new conversations. Time permitting, have them swap roles and practice again or make different conversations. To conclude, have one or two pairs perform their conversation for the class. Monitor and correct pronunciation as needed.

5 TRY IT YOURSELF

A
- Encourage Ss to look at the ideas in 1A, page 116 or choose their own. Circulate and assist as needed.

B
- Model the example conversation with a volunteer. Play Part B and model the blended pronunciation of *would you*.
- In pairs, have Ss talk about the problem they chose. Remind them to use the present unreal conditional.

⊕ **EXTENSION** Have Ss return to Liz's social media message on page 116. Ask, *What are some possible responses to Liz's post?* Invite Ss to write their responses on the board. (For example, Just by doing something little every day, we can make a difference.) Ask, *How are Liz and Su-min each doing something little?* (Liz participates in a reading program at a school via video calls; Su-min volunteers at a local hospital and reads or tells stories to children.)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:

- ✓ using vocabulary for activities for doing good
- ✓ using present unreal conditional
- ✓ using blended pronunciation of *would you* and *did you*

EXIT TICKET As Ss prepare to leave the class, ask them one by one, *If you had a million dollars, how would you use it to do good?* Tell Ss to answer in full sentences. Note which Ss speak with ease and which ones are less sure of themselves.

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3 PRONUNCIATION

A 10-08 Listen. Notice the blended pronunciations of *would you* and *did you*. Then listen and repeat.

/wʊʤə/ /dɪʤə/

What would you do to help? Did you know he could cook?

B 10-09 Listen. Circle the words you hear.

1. What **would you** / **did you** study in college?
2. **Would you** / **Did you** go to medical school?
3. **Would you** / **Did you** volunteer at a homeless shelter?

C PAIRS Ask each other and answer the questions in 3B, choosing *would you* or *did you*.

Blended pronunciations of *would you* ("wouldja") and *did you* ("didja")

When we link words together, sounds that are next to each other sometimes blend together and change. When we ask questions with *would you* and *did you,* we often blend *would* and *you* together as "wouldja" /wʊʤə/, and *did* and *you* together as "didja" /dɪʤə/.

4 CONVERSATION



A 10-10 Listen or watch. Circle the correct answers.

1. Where does Su-min volunteer?
   a. at a hospital
   b. at a school
   c. at a children's center
2. What happens at the end of the scene?
   a. Liz and Su-min decide to volunteer together.
   b. Liz and Su-min continue talking about what-if situations.
   c. They receive a message that the elevator will be moving soon.

B 10-11 Listen or watch. Complete the conversation.

Su-min: ___If you___ you didn't have to work, what ___would___ you do?

Liz: That's a good question. I'd like to help children get a better education.

Su-min: How would you do that?

Liz: ___I'd work___ with local schools to start reading programs. What about you? What ___would you do___?

C 10-12 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 a world problem you want to help improve. Use ideas from 1A or your own.

B PAIRS Student A, talk about your ideas. Student B, ask follow up questions.

A: If I had more time, I'd try to raise money for animal welfare.
B: How would you do that?

☐ I CAN TALK ABOUT *WHAT IF* SITUATIONS.

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LESSON 3 TELL SOMEONE'S SUCCESS STORY



LIZ FLORES

@LizF

Inspiring story about a woman who was adopted, who is using her experience to help other families.

1 VOCABULARY Making decisions

A 10-13 Listen. Then listen and repeat.

realize: to start to understand something that you had not thought about before
make a choice: to decide what you want from two or more options or possibilities
fall into: to gradually get into a particular condition, especially a bad condition
come to a crossroads: to need to make an important decision
change your mind: to make a new decision about something
have a change of heart: to change your opinion about something
happen by chance: to happen without planning
end up: to finally be in a particular place or situation

B Answer the questions with the words and phrases from 1A.

1. What expression is related to understanding? realize
2. What are four expressions related to making decisions?
   making a choice; change your mind; come to a crossroads; have a change of heart
3. What are three expressions related to how something happens?
   end up; happen by chance; fall into

C PAIRS Compare your answers in 1B.

2 GRAMMAR Past perfect

COACH

Use the past perfect to show that one event happened before another event in the past.

Statement			
Subject	***Had* (*not*)**	**Past participle**	
I	**had not**	**tried**	Korean food until I moved to Korea.
My sister	**had**	**lived**	in five different homes by the time she was ten.
They	**had**	**been**	homeless when they moved into the apartment.

Question				
***Wh*-word**	***Had* (*not*)**	**Subject**	**Past participle**	
What	**had**	you	**done**	by 8:30?
-	**Had**	you	**seen**	him before?

Notes

- The past perfect is often used with the simple past. The past perfect shows the event that happened first / earliest.
  *He **had lived** in a shelter for years when he **moved** into a real home.*
  (happened first) (happened later)
- Use contractions in spoken English and informal writing: *I'd*, *he'd*, *they'd*, *hadn't*.

>> FOR PRACTICE, GO TO PAGE 154

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LESSON 3 TELL SOMEONE'S SUCCESS STORY

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

- Read the lesson title aloud. Elicit that *success story* is a story about a person's journey to wealth, fame, or some major accomplishment. Ask, *Can you think of someone who has an interesting success story?* (for example, Harry Potter author J. K. Rowling who was divorced, poor, and barely able to feed her baby before the first Harry Potter book was published) Invite people to share other examples.
- Read the social media message aloud. Elicit the meaning of *was adopted* (An adopted child is made legally part of a family that he or she was not born into.) Ask, *How might someone who was adopted use his or her experience to help other families?* (For example, he or she could inspire families to welcome children into their homes.)

1 VOCABULARY

A
- Read the vocabulary topic aloud. Ask Ss to read the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for new terms:

  I realized that learning languages was important to me.

  I made a choice to spend the summer in Italy.

  She fell into the music industry; her friend signed her up for a competition, and she won.

  I came to a crossroads—I had to decide whether to stay in school or get a job.

  Veronica changed her mind about returning to school.

  Louis had a change of heart and decided not to buy the apartment.

  Some things happen by chance; I had no idea I would run into Jana on the plane.

  After traveling the world, Barb ended up back in her hometown.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

B
- Have Ss complete the exercise individually. For item 2, hint, if necessary, that changing one's mind can be related to making a decision. If Ss are stuck, have them look for key words in the definitions that match the key words in the exercise items.

C
- After Ss compare answers, bring the class together. Elicit or offer example sentences as needed to better explain any of the phrases.
- Return to the title of the lesson. Ask, *How do you think this vocabulary is related to describing someone's success story?* (For example, the various phrases deal with making decisions, understanding things differently, and things happening.)

2 GRAMMAR

- Books closed. To warm up, draw a long vertical timeline on the board. Write the years 1980, 2000, and 2020 on the left side of the line. Call on six to eight volunteers to choose a key event from their lives and write the year and the event on the timeline. (For example, 1988: *[Name]* was born / started school / graduated college / got his first job / started learning English.)
- Have Ss copy the timeline in their notebooks for later practice.
- Tell Ss to open their books to page 118. Read the chart title and the introduction aloud.
- Focus on the Statement section. Call on a volunteer to read the first sentence. Ask, *Which event happened—or did not happen—first?* (I had not tried Korean food.) *What tense do we use to mark the first event?* (past perfect) *Which event happened second?* (I moved to Korea.) *What tense do we use to mark the second event?* (simple past)
- Explain that *until* means before or at a specific time. In other words, the speaker in the first example never tried Korean food before moving to Korea, but tried Korean food when she moved to Korea.
- Call on a volunteer to read the second sentence. Ask, *What happened first?* (She lived in five different homes.) *What happened second?* (She was ten.) Explain that the time marker *by the time* means when.
- Call on a volunteer to read the third sentence. Ask, *What happened first?* (They were homeless.) *What happened second?* (They moved into the apartment.) Point out that the time marker *when* indicates the time when their situation changed.
- Focus on the Question section. Call on a S to read the first question. Ask, *What happened first?* (The person did something.) *What does* by 8:30 *mean?* (before or not later than 8:30)
- Call on a S to read the second question. Ask, *What happened first?* (The person saw something.) *What does* before *mean?* (earlier than a particular event or action)
- Focus on the notes. Read the first note and have a S read the example.
- Read the second note and have a S restate the example from the first note with a contraction: *He'd lived in a shelter for years...* Point out that contractions are very common in spoken but not written language.

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3 PRONUNCIATION

A
- Read the Thought groups note aloud. As an illustration, read the first statement in 3A with the indicated stress and division into clauses. Explain that the voice rises and falls on the stressed word within each thought group. The voice then falls to the lowest pitch at the end of the last thought group.
- Have Ss read the exercise items silently. Have them listen. Then have them listen and repeat.

B
- Have Ss read item 1 silently and divide the sentence into three thought groups. Play the audio for item 1 and have Ss check their work. Write the sentence with slash marks on the board. Ask, *Did you divide up the sentence the same way?*
- Play the rest of the audio and have Ss complete the exercise. Have them compare answers in pairs. Check answers.

LANGUAGE NOTE Thought groups are often divided into grammatical units, for example, noun phrases (a beautiful house), infinitives (to drive), prepositional phrases (on the dining room table), dependent clauses (while I was walking), independent clauses (I understand).

C
- To help Ss build their own sentences, tell them to include one main clause, one dependent clause, and one prepositional phrase. (These units can be in any order.) (For example, My grandmother opened a bookstore after her last child went to college.) Circulate as Ss practice. Correct or model as needed.
- Assist as Ss write their own sentences. Make sure they have three thought groups. Have Ss share their sentences. Bring the class together and have selected Ss share their sentences with the class.

4 LISTENING

A
- Ask Ss to look at the picture. Ask, *What do you see?* (people building a house) Say, *Based on the picture, what do you think the podcast may be about?* (maybe a charity that builds homes for poor people)
- Ask Ss to read the statements silently. Play the audio once and have Ss complete the exercise. Then have them listen again to check their answers.
- Go over the answers as a class.
- Read the Listening Skill aloud. Explain that listeners often repeat words in order to encourage speakers to say more. Play the audio again from *How terrible!* Have Ss raise their hands when they hear an instance of repeated key words. (Your life's purpose?) Pause the recording and have Ss repeat.

B
- Have Ss read the sentences silently, then listen and complete the activity. Play the audio again and have them check their answers. Have them compare answers in pairs.

C
- Elicit or explain the meaning of *made the strongest impression.* (had the strongest effect on you) If Ss need further guidance, ask, *Which affected you more—the mother's difficult decision to put the kids up for adoption? Janine realizing that she had brothers and sisters? Or maybe Janine finding her life's purpose?* Point out that there is no right answer. Invite Ss to discuss.
- Bring the class together and call on Ss to share their opinions and reasons.

5 TRY IT YOURSELF

A
- Model an example on the board, Write:

5 years old *10 years old* *15 years old* *20 years old*

For each age, model a sentence with *By the time* and past perfect. For example, *By the time I was five years old, I had decided I wanted to be a teacher.*

B
- In pairs, have Ss discuss what they had learned, done, or decided by each particular age. Circulate as Ss are talking and assist as needed.

EXTENSION Have Ss return to Liz's social media message on page 118. Ask, *What are some possible responses to Liz's post about Janine's story?* Invite Ss to write their responses on the board. (For example, What an extraordinary story. I love the fact that the family reunited. Where can I send a donation?)

LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:

✓ using vocabulary for making decisions
✓ using past perfect

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Write on the board, *Write one to two sentences describing a time in your life when you came to a crossroads.* Tell Ss to include two to three sentences about what they had already seen, done, or learned by that time. Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

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3 PRONUNCIATION

Thought groups

To make long sentences easier to say and easier to understand, we break them into thought groups. Each thought group has a main stress. We often pause a little between each group.

A ▶10-15 Listen. Notice how we break the sentences into thought groups. Then listen and repeat.

She always **knew** / that she was **adopted**.
She lived in **shelters** / for five **years** / before she was **adopted**.
She made a **choice** / that **no** mother / should have to **make**.

B ▶10-16 Draw lines (/) to break each sentence into three thought groups. Listen and check your answers. Then listen and repeat.

1. I moved/into a new apartment/two weeks ago.
2. She wanted to do something/to make the world/a better place.
3. They've built houses/in five states/so far.
4. I didn't know/where my brother was/until a year ago.
5. I can't believe/that I left my phone/in my car!

C PAIRS Practice saying the sentences in 3B. Then write a sentence about your own life that includes three thought groups.

4 LISTENING



A ▶10-17 Listen to the podcast. Check (✓) the true statements about Janine's story.

- [x] 1. Janine found out she had brothers and sisters when she was 16.
- [x] 2. She started a charity to help homeless families.
- [ ] 3. She never found her mother again.
- [ ] 4. Her sister donates money to the charity.

B ▶10-17 Read the Listening Skill. Put the important events from Janine's life in order.

Her father died before she was born.	1
Her mother gave the children up for adoption.	2
Her mother moved into one of her homes.	5
She started a charity for homeless families.	4
She was adopted.	3

LISTENING SKILL Listen for key words in questions and answers

When you listen to two people talking as in an interview, listen carefully to the questions, then listen for key words that are repeated in the answers.

C PAIRS Talk about the interview with Janine. Which part made the strongest impression on you? Give reasons.

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about when you were younger. What had you learned, done, or decided by that time? Fill in the chart with specific ages. Make notes.

___ years old ___ years old ___ years old ___ years old

B PAIRS Student A, talk about your ideas from 5A. Student B, ask follow-up questions. Were you surprised about anything you learned about your partner?

A: By the time I was 10, I had decided I wanted to be a physical therapist.
B: What made you decide that?

☐ I CAN TELL SOMEONE'S SUCCESS STORY.

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LESSON 4 READ ABOUT REDUCING WASTE



LIZ FLORES
@LizF
Lots of inspiration this week! Here's something to think about the next time you eat.

1 BEFORE YOU READ

A PAIRS In what ways do people waste food?

People buy more food than they need.

B 10-18 VOCABULARY Listen. Then listen and repeat.

peel: to remove the skin from fruit or vegetables
a scrap: a small piece of something
sustainability: the ability of something to continue without damaging the environment
a landfill: a place where waste is put under the ground
compost: a mixture of rotten vegetables, fruit, and plant parts used to make soil better
transport: to move things in a vehicle
a profit: money that you gain by selling things or doing business
a perspective: a way of thinking about something

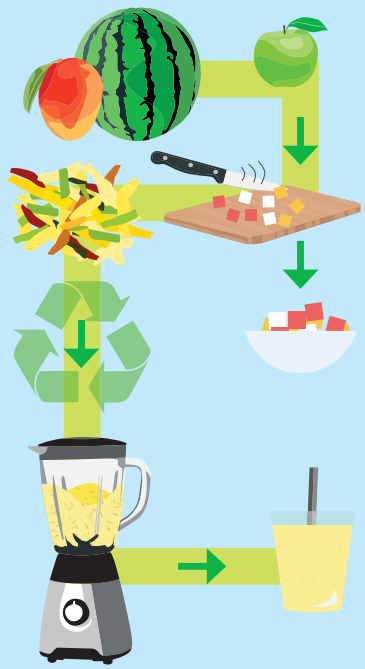
>> FOR PRACTICE, GO TO PAGE 158

2 READ

A PREVIEW Read the title and look at the image. How big a problem is food waste?

B 10-19 Listen. Read the article.

REDUCING WASTE



Do you peel potatoes, carrots, and peaches before you eat them? A lot of people do. But those scraps are food—food that goes to waste. A third of food produced for human use is wasted every year. The United Nations says if we could reduce waste by just 25 percent, world hunger would disappear. The biggest losses are in fresh food, especially fruits and vegetables. One company in New York wants to change this.

Thomas McQuillan is a director at Baldor Foods, a company that cuts up and packages fruits and vegetables to sell to stores and restaurants. One of his responsibilities is sustainability. He saw lots of food scraps going into landfills, and he decided the company needed to reduce waste. His first idea was to take the scraps to farms, to be used as compost. But transporting the scraps was expensive. One day, an obvious idea came to him: All these scraps were not waste; they were food. Maybe there was a way to recycle them as food. And that's when Baldor's journey to a zero-waste company began.

First, McQuillan decided to give the scraps a creative name and sell them as food. He named it SparCs. That's "scraps" spelled backwards, with a capital C. Restaurants and juice companies buy SparCs to make soups, sauces, and fresh juices. Today, Baldor sells about 30,000 pounds or 13,600 kg of SparCs every week. The company also sells healthy powders they make with dried scraps. The powder can be added to soups, drinks, and other foods. Finally, scraps that can't be turned into human food are sold as food for farm animals. Nothing is wasted; no food goes to landfills. It's good for the planet, but it's good for the company, too. Instead of throwing food scraps away, the company is selling them at a profit.

McQuillan says it's all about changing your perspective. In his case, he stopped seeing scraps as waste and started seeing them as food. He hopes that other businesses involved in food service, such as hotels and restaurants, will start paying more attention to the food they waste. Think about this: Not too long ago, most restaurants threw away their potato skins. Today, baked potato skins filled with cheese are a popular appetizer. Who knows what tasty scrap might be next on the menu?

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LESSON 4 READ ABOUT REDUCING WASTE

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

- Read the lesson title aloud. Elicit what it means to reduce waste. (to decrease the amount of material we throw away by recycling and reusing as many products as we can; to purchase recycled and environmentally friendly products) As a class, brainstorm ways to reduce waste. List Ss' ideas on the board. (For example, stop using plastic bags; use reusable containers; learn to fix things rather than throw them away and buy new ones)
- Read the social media message aloud. Ask, *How can reducing waste be related to eating?* (For example, not throwing away food, avoiding disposable plates, cups, bottles)

1 BEFORE YOU READ

A
- Read the question aloud. Ask a S to read the example answer. On the board, write, *Ways people waste food.*
- Have pairs discuss the question. Then bring the class together and call on pairs to write their answers on the board.
- Lead a class discussion on ways to reduce food waste. (For example, buy less food; freeze leftover food; plan meals well)

B
- Have Ss preview the words and definitions silently.
- Have Ss listen. Then have them listen and repeat.
- **For lower-level Ss**, provide example sentences for words they are not familiar with:

  Peel the apples before putting them in the pie.

  We make bread crumbs from dry scraps of bread.

  Wind and solar energy are examples of sustainability.

  The trash collected all year was buried in a landfill.

  We use fruit and vegetable waste, such as peels, to make compost in our backyard.

  Transporting food from one place to another wastes energy.

  We made a nice profit selling our vegetables at the market.

  I would like to hear your perspective on the advantages and disadvantages of recycling.

OPTION Encourage Ss to add the new vocabulary to their vocabulary journals. Tell them to write sentences to practice using the words in context.

2 READ

A
- Read the question aloud. Write the numbers from 1 to 10 on the board. Invite Ss to speculate how big the problem of food waste is, with 1 being an insignificant problem and 10 being a great and urgent one. Have them come to the board and place a mark next to the number that represents their opinion.
- Have Ss look at the image. Ask, *What does it show?* (one way to use food scraps)

CULTURE NOTE Point out that when you see the three-arrow recycling symbol on plastic products, there is usually a number (1–7) in the middle of the symbol that identifies the type of plastic used to make the product. The number tells consumers if the plastic is recyclable and if so, how to recycle it. This information can help consumers decide whether or not to buy the product.

B
- Have Ss listen and read.
- Ask Ss to skim the article again and underline the vocabulary from 1B. (peel, line 1; a scrap, first use line 2, then scraps used numerous times; sustainability, line 8; a landfill, line 8 and line 20; compost, line 10; transport, line 10; a profit, line 22; a perspective, line 23)

LANGUAGE NOTE *Zero-waste* is the philosophy that all products should be reused. A company can achieve this status by ensuring that 100% of its waste is recycled or reused instead of being sent to a landfill.

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3 CHECK YOUR UNDERSTANDING

A • Have Ss complete the exercise individually. Then bring the class together and go over the answers.

B • Have Ss do the exercise individually. Then have them compare answers with a partner.

- Go over the answers as a class. If Ss disagree on any answers, elicit from them the line numbers that support the correct answers. (4. lines 11–12; 5. lines 17–18; 6. lines 19–20)

C • Have Ss locate the expression and circle it in the text.

- Go over the answer as a class. Invite Ss to give other examples of the phrase. (For example, Too much paper in this office goes to waste!)

D • To review, say, *In the Unit 4 Listening Skill, we learned that an inference is a conclusion based on information you hear. The conclusion is not said directly, but the listener can guess it from the context. We also make inferences when we read.* Read the Reading Skill aloud.

- Have Ss preview the exercise items. Say, *The answers are not stated directly. You need to infer them.*
- Have Ss complete the exercise individually. Have them compare answers in pairs.
- Bring the class together. If necessary, ask questions to help guide Ss to the correct answer. For example, if Ss have trouble answering the first question, you could ask, *What is sustainability? Which answer choice is most closely related to this word? According to the text, what does McQuillan do to make Baldor foods sustainable?*

E • Make sure Ss understand the zero-waste philosophy. (Refer to the Language Note on page 120.) Ask a S to read the example answer prompt. Then have Ss retell the most important ideas in pairs.

4 MAKE IT PERSONAL

A • Have Ss brainstorm ideas individually. Instruct Ss to think of suggestions for different kinds of businesses. (For example, do not overbuy; check dates when food expires; freeze food you don't use right away; in the restaurant business, plan meals well and don't serve oversize portions that guests will not finish.)

B • Read the example answer aloud. In pairs, have Ss share their ideas. Remind them to include the kind of business in their answers.

⊕ **EXTENSION** Have Ss return to Liz's social media message. Ask, *After reading the article, what might you think about the next time you eat?* (For example, What should I do with the food scraps? In a restaurant, might my food or drink be made from sparCs?) Invite Ss to write responses on the board. (For example, I'm amazed by the zero-waste status of this company. I wonder where TSW Media ranks!)

🎟 **EXIT TICKET** Write on the board: *Read the article again. Make an inference. Why does McQuillan focus on hotels and restaurants in his article?* Have Ss write their names on a blank card or piece of paper and answer the question in their own words. In addition, tell Ss to write down the number(s) of the line(s) in the text that support their answer. 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 **What does McQuillan want readers to understand? Circle the correct answer.**

a. Peeling fruit and vegetables creates a lot of waste.
b. It's sometimes hard to change your perspective.
(c.) All food should be treated as food, not waste.

B **What are Baldor's strategies for turning food waste into profit? Check (✓) all the correct answers.**

- [x] 1. Use food scraps to feed hungry people.
- [ ] 2. Send food scraps to landfills.
- [ ] 3. Use food scraps as compost.
- [x] 4. Package food scraps with a new name to be used as food.
- [x] 5. Make a healthy powder from food scraps.
- [x] 6. Use scraps to feed animals.

C FOCUS ON LANGUAGE **Reread lines 1–3 in the article. Think about the phrase *goes to waste*. Circle the correct answer.**

The expression *goes to waste* means ___.
(a.) it is not used and therefore thrown away
b. it is unnecessary and therefore thrown away
c. it is damaged and therefore thrown away

READING SKILL Make inferences

Sometimes writers don't directly say what they mean. In this case, you can make an inference by looking at the text and using your own general knowledge to figure out what is not directly said.

D **Read the Reading Skill. Then read the sentences below. Circle the correct answers.**

"One of McQuillan's responsibilities is sustainability."

1. What do you think is important to McQuillan?
   a. protecting the environment (b.) ending world hunger c. making food healthy

"First, McQuillan decided to give the scraps a creative name and sell them as food."

2. Why do you think McQuillan decided to give scraps a creative name?
   (a.) to make people want to buy it b. to show his creativity c. to describe what it is

"Not too long ago, most restaurants threw away their potato skins. Today, baked potato skins filled with cheese are a popular appetizer."

3. Why does McQuillan talk about baked potato skins?
   a. He believes sale of SparCs will increase.
   b. He wants more people to eat baked potato skins.
   (c.) He believes it's possible to find new uses for food that was once thrown away.

E PAIRS **How has Baldor become a zero-waste company? Retell the most important ideas. Use your own words.**

Baldor created a new product...

Look online for other ways to reduce food waste. Describe a step that is easy—one that anyone could take.

4 MAKE IT PERSONAL

A **What else can businesses do to reduce food waste? Take some notes.**

B PAIRS **Discuss your answers in 4A.**

Restaurants or grocery stores can donate food to food banks.

I CAN READ ABOUT REDUCING WASTE.

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LESSON 5 WRITE ABOUT GOOD ADVICE



LIZ FLORES

@LizF

I've received a lot of advice in my life, and I've given a lot, too. My post today is about the best advice I've ever received.

1 BEFORE YOU WRITE

A Who are some people in your life that give you advice? Do you listen to them?

B Read Liz's post. What skill did she learn as a result of following the advice from her teacher?

I once had a teacher who shared with me this quote from Albert Einstein: "A person who never made a mistake never tried anything new." I was only 12 years old when she told me this, but I've never forgotten it. It's definitely the best advice I've ever received.

Before my teacher gave me that advice, I was sometimes afraid to try new things. I was smart, curious, and creative. However, I worried that I would make a mistake, or that the results wouldn't be very good. But this quote really made me think. Einstein was a brilliant man, so if *he* wasn't afraid to make mistakes, why should *I* be afraid?

I loved computer games and apps. So I started playing around with my computer and trying different things. And, yes, I made a lot of mistakes. Most of my ideas didn't work. But from each mistake, I learned something new. Eventually, I figured out how to create my own apps. It felt so amazing. I realized that it's really worth it to keep trying, to keep pushing, and not to give up just because of a few mistakes.

I truly believe that Einstein's quote made it possible for me to have more success in my life.

C Complete the chart with information from Liz's post.

Advice received (one sentence or quote):
"A person who never made a mistake never tried anything new."

Meaning of advice:
(Answers will vary.) If you are afraid of making mistakes, you won't be able to learn or create new things.

Example of applying this advice:
Liz started trying things out on her computer, and as a result she learned how to create her own apps.

Conclusion:
Einstein's quote made it possible for Liz to have more success in her life

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Liz's post. Underline all the examples of parallel structure.

WRITING SKILL Use parallel structure

Use **parallel structure** to help you organize your writing. A parallel structure is a list of words, phrases, or clauses in a sentence that follow the same grammar pattern: *Mary is happy, kind, and thoughtful.* (three adjectives)

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LESSON 5 WRITE ABOUT GOOD ADVICE

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

- Books closed. Write the following on the board:
  "If at first you don't succeed, try and try again."
  "Always save 10% of what you earn."
  "Don't worry what other people think."
  "Be open to change."
  Say, *These are examples of advice. Have you ever heard these suggestions before? Where and when? Who said them?*
- Books open. Read the lesson title aloud. Point to the quotes on the board and ask, *Which of these do you think are good advice? Why?*
- Read the social media message aloud. Ask, *What kind of advice have you given someone? What did you say? Why? How did the person respond?* Call on one or two Ss to give examples or give one yourself. (For example, I once gave important advice to my sister. She was at a crossroads deciding whether to move to another country to be with her boyfriend or to stay at her job. I told her to follow her heart. She did. She stayed at her job—where she met her future husband!)

1 BEFORE YOU WRITE

A
- Call on volunteers to answer the questions. Lead a class discussion about giving and taking advice. Ask, *Do you often ask people for their advice? Are you ever annoyed when people offer you advice that you don't want? Have you ever taken some advice, and things turned out badly for you?*

B
- Have Ss read the post individually. Tell them to underline the parts of the post that answer the question.
- Have Ss answer the question in pairs. Then go over the answer with the class.

EXTENSION Lead a discussion about making mistakes. Write the following sayings on the board:
"I've learned so much from my mistakes that I'm thinking of making a few more."
"The biggest mistake you can make is being afraid to make one."
"Mistakes are proof that you are trying."
Ask the class, *Do you have these or similar sayings in your culture?* Call on volunteers to share and respond to the sayings on the board.

C
- Direct Ss' attention to the graphic organizer. Ask, *What is the starting point, based on the post?* (advice received) Call on Ss to read the rest of the heads. Point out how the organization allows the ideas to flow clearly and logically.
- Have Ss work individually to fill in the information.
- Have Ss compare answers with a partner. Then go over the answers with the class.

TEACHING TIP Graphic organizers come in various shapes and forms. Encourage Ss to experiment with what works best for them as they plan and develop their writing. Point out that the series of circles in 1C could just as well be mapped out in an outline:

I. Introduction
Advice received:
Meaning of advice:
II. Body paragraph with supporting details
Example of applying this advice:
III. Conclusion

2 FOCUS ON WRITING

- Write the word *parallel* on the board. Draw two parallel lines || on the board and say, *These are parallel lines.* Ask, *What do you think* parallel *means if we are talking about grammar?* (a series of sentence parts that have the same grammatical pattern)
- Read the Writing Skill aloud. Say, *In the example,* happy, kind, *and* thoughtful *are parallel adjectives.* Write the following sentences on the board:
  Mark answers phone calls, orders supplies, and manages the office.
  We need milk, cream, and coffee.
  That is the woman who raised me, who took care of me, and who taught me everything I know.
  Ask Ss to identify the parallel structures. (1. verbs; 2. nouns; 3. adjective clauses)

For higher-level Ss, provide some examples of errors in parallel structure, and elicit corrections. (For example, write, *Victor loves skiing, soccer, and ~~to play golf~~.*)

- Have Ss identify an example of parallel structure in the second paragraph of the post. (smart, curious, creative) Ask, *What part of speech is this series of words?* (adjectives)
- Elicit the list of parallel phrases in the third paragraph. (to keep trying, to keep pushing, and not to give up) Ask, *Is the structure parallel?* (yes) Underline *to, to, to* and confirm that all the items in the list are infinitives, even if the last item doesn't have *keep + doing something*, and even if the third item in the set is negative.

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3 PLAN YOUR WRITING

A
- Help Ss identify which is the first circle in the graphic organizer. (Advice received)
- Point out that Ss don't have to choose a quote from a famous person, as in Liz's post. Their topic can be a simple piece of advice that someone once said to them. Instruct them to include the name of the person who gave the advice and their relation to the person (for example, mother, teacher) in the first circle. Remind Ss to write notes, not full sentences.
- While Ss are working, circulate and ask questions as needed.

B
- Invite a volunteer to read the example aloud.
- As Ss talk, remind them to refer to each circle in their graphic organizer, starting with the circle at the top left. Encourage Ss to add information to their graphic organizer if they get new ideas while talking.

4 WRITE

- Have Ss work individually to write the post in their notebook or on a piece of paper. Remind them to use the post in 1A, page 122, as a model. They should also refer to their notes in 3A. Say, *Try to use at least one parallel series of words, phrases, or clauses.*
- Circulate and assist as needed.

5 REVISE YOUR WRITING

A
- Tell Ss they will peer-review their partner's writing. Explain, *Read your partner's post and provide feedback according to items 1 to 3. Write your comments on your partner's paper.*

B
- Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their posts. Remind them to read their posts at least three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' posts. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their posts or print them again with corrections.

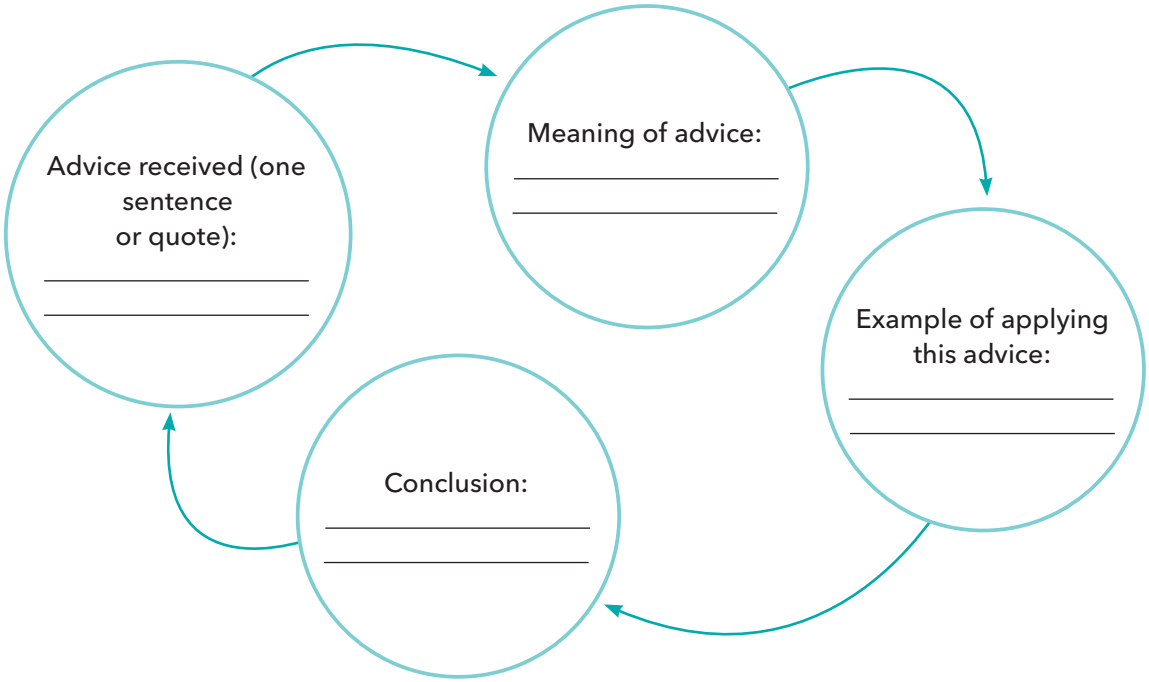
⊕ **EXTENSION** Have Ss return to Liz's social media message on page 122. On the board, write *A person who never made a mistake never tried anything new.* Ask, *Have you ever been afraid to make a mistake? Has being afraid ever kept you from trying something new*? Call on Ss to share.

EXIT TICKET Have Ss write their names on a blank card or piece of paper. Say, *Write two to three pieces of advice that you often heard while you were growing up. It could be something a parent or family member used to tell you. For example,* My grandfather... etc. *Use parallel structure in your response.* Give Ss a few minutes to write. Collect the cards or paper as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify Ss who may need additional practice.

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3 PLAN YOUR WRITING

A What is the best advice you've ever received? Complete the chart with your information.



B PAIRS Use your chart to talk about the best advice you've ever received.

My mother told me to do everything one step at a time...

4 WRITE

Write a post using your information from 3A. Remember to use parallel structure. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange and read each other's posts.

1. Underline examples of parallel structure.
2. Did your partner's use of parallel structure help to make the writing clear? Why or why not?
3. Did your partner provide a good example of how the advice given has helped him or her?

B PAIRS Can your classmate 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 ABOUT GOOD ADVICE.

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PUT IT TOGETHER

1 MEDIA PROJECT

Answers will vary. Possible answer:
She wants to visit Bali.

A 10-20 Listen or watch. What is Daniela's future dream?

Answers will vary. Possible answers:

B 10-20 Listen or watch again. Answer the questions.

1. Why did Daniela become interested in Bali?
She had seen a video about Balinese art. She wants to study art in Bali.
2. What types of art do people in Bali do?
They make cloth, paint, make wooden figures and decorations, play music, and dance.
3. What would she study if she could go Bali?
She would study woodcarving. / She would study art.



C Show your own photos.

Step 1 Think of a future hope or dream of yours that is not related to work or school. Choose 3–5 photos to show what you would do if you could.

Step 2 Show the photos to the class. Describe what you want to do and tell why.

Step 3 Answer questions and get feedback.



2 LEARNING STRATEGY

STUDY THE SOUNDS OF NEW WORDS

When you learn a new word, find a way to hear it pronounced by a native speaker, for example, by using your StartUp app or an online dictionary. Practice the pronunciation.

Review the vocabulary from the unit. What words are difficult for you to pronounce? Listen to the correct pronunciation of the words and practice the pronunciation of those words daily.

3 REFLECT AND PLAN

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

Speaking objectives
- ☐ Discuss hopes and dreams
- ☐ Talk about *what if* situations
- ☐ Tell someone's success story

Grammar
- ☐ Noun clauses with *that*
- ☐ Present unreal conditional
- ☐ Past perfect

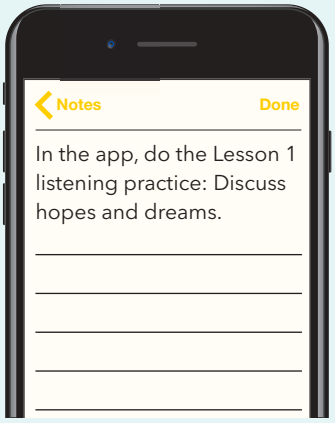
Vocabulary
- ☐ Dreams and ambitions
- ☐ Helping others
- ☐ Making decisions

Reading
- ☐ Make inferences

Writing
- ☐ Use parallel structure

Pronunciation
- ☐ Blended pronunciations of *would you* ("wouldja") and *did you* ("didja")
- ☐ Thought groups

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

- Have Ss look at the picture. Ask, *What do you see?* (a map of Bali) Ask, *Where is Bali?* (in the Indian Ocean) If necessary, clarify that Bali is an Indonesian island. Ask, *Do you know why it's a popular tourist destination?* (It's known for its natural attractions like forested volcanic mountains, beaches, and coral reefs; it has an excellent climate and relaxed atmosphere; it's known for its yoga and meditation retreats.)

A • Have Ss listen or watch. Call on a volunteer to answer the question.

OPTION Replay the audio accompanying the first slide. Pause the audio and ask, *What did Daniella say?* (If I had the time and money, I would go to the island of Bali, Indonesia.) Ask, *Does she have the time and money?* (no) *So what grammatical form is this?* (unreal conditional)

B • Have Ss listen or watch again and answer the questions. Go over the answers with the class.

C • Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.

- For Step 1, say, *Tell a partner about your hope or dream. Try to use present unreal conditional, like Daniela did.* Write on the board, *If I had the time and money, I would go to the island of Bali, Indonesia.* Encourage Ss to write notes or create a script of what they want to say. Model an introduction on the board: *Hello, it's Pete. If I had one dream, I would...*
- Say, *For homework, find internet photos that reflect your hope or dream.* Tell Ss that they can save the pictures to their phones; they don't have to print them.
- At the next class meeting, have Ss practice once with a partner. Then call on individual Ss to present their photos (Step 2). Say, *Use the notes or the script you prepared before.*
- For Step 3, write the following questions on the board:
  1. *Did the speaker describe a future hope or dream and give details?*
  2. *Did the speaker show three to five photos?*
  3. *Did the speaker speak clearly?*
  4. *Was the presentation interesting?*
- Tell Ss to write each speaker's name on a piece of paper and to take notes on the questions during or after each presentation.
- Invite classmates to ask questions and give feedback after the presentation. Alternatively, you may choose to save the feedback until the end. At that point, let Ss walk around, refer to their notes, and tell their classmates individually what they did well or could do better. Remind Ss to speak kindly and constructively.

OPTION To provide an opportunity for self-critique, record Ss' presentations. Then have Ss watch their video for homework and fill out the following checklist:

- ☐ *Did I describe a future hope or dream and give details?*
- ☐ *Did I show three to five photos?*
- ☐ *Did I speak clearly?*
- ☐ *Was the presentation interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for future presentations.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud.
- Have Ss work in pairs. Say, *Look back at the vocabulary lessons in this unit* (pages 114, 116, 118, and 120) *and identify words that are difficult to pronounce.* Have Ss follow the tips in the Learning Strategy box to learn how to pronounce the words.
- Have Ss share the pronunciation of the words they learned.

TEACHING TIP Remind Ss that they can designate a part of their vocabulary journal to log pronunciation practice.

3 REFLECT AND PLAN

A • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at the lessons in the unit as needed.

- 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.

- Finally, 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 NO ARTICLE

REVIEW GRAMMAR
Rules for using articles *a / an*, *the*
OPTIONAL REVIEW GRAMMAR
Singular / plural; count / non-count nouns

COMMON ERRORS
Using an article when no article is necessary
Using *the* instead of *a / an*
Using no article when an article is needed

A
- Play item 1 as an example. Pause the recording and ask, *What did you hear? Does* Spanish *have an article?* (no) *Why not?* (because it's a language)
- Restart the recording. Have Ss listen and complete the exercise. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Ask, *Did you and your partner agree on all the answers?* If not, play individual sentences and elicit the reason for article or no article. (2. a baseball player, no-article noun used as an adjective; 3. baseball, a sport; 4. the museum, listener knows which museum; 5. a museum, a noun that is non-specific; 6. biology, field of study; 7. a biology test no-article noun used as an adjective; 8. English, a language; 9. an English-dictionary, no-article noun used an adjective)

B
- Read the direction line aloud. Ask, *Who are Anna and Jun? Where are they?* Call on a S to read item 1. Ask, *Why does Anna say* the *before* class? (because the listener and speaker both know which class Anna means)
- Have Ss complete the exercise individually. **For lower-level Ss**, say, *Refer to the grammar chart on page 6 for help.*
- Tell Ss to compare answers in pairs. Then bring the class together and go over the answers. Elicit or provide explanations for answers as needed. (2. no article because *English* is a language; 3. *an* before a no-article noun used as an adjective; 4. *a* before a no-article noun used as an adjective; 5. no article because *soccer* is a sport; 6. *the* because the game was mentioned earlier; 7. *the* because both speakers know which school parking Anna means; 8. *a* before a no-article noun used as an adjective; 9. *the* because the restaurant where everyone is meeting has been mentioned already)

OPTION In pairs, have Ss role-play the conversation.

TEACHING TIP To provide opportunities for speaking practice, have Ss read completed exercises. Always be certain that Ss have checked that the answers in an exercise are correct. Circulate and listen for correct pronunciation.

C
- Ask a volunteer to read item 1. Ask, *Why is there no article before* education? (because it's an abstract noun)
- Have Ss complete the exercise individually. **For lower-level Ss**, say *Refer to the grammar chart on page 6 for help.*
- Have Ss compare answers with a partner. Circulate and explain answers as needed. (1. no article because *education* is an abstract noun; 2. no article because *peace* is an abstract noun; 3. *the* because both speakers know which new English teacher is being referred to; 4. *an* because art gallery is a non-specific noun; 5. *the* because both speakers know which baseball game is meant; 6. no article because Japanese is a language; 7. no article because table tennis is a sport / game; 8. *a* because *book* is non-specific; 9. no article because *history* is a field of study)

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UNIT 1, LESSON 1 NO ARTICLE

A ▶01-02 Listen. Check (✓) the article you hear (*a*, *an*, or *the*). If you don't hear an article, check "no article."

	a	an	the	no article
1.	☐	☐	☐	☑
2.	☑	☐	☐	☐
3.	☐	☐	☐	☑
4.	☐	☐	☑	☐
5.	☑	☐	☐	☐
6.	☐	☐	☐	☑
7.	☑	☐	☐	☐
8.	☐	☐	☐	☑
9.	☐	☑	☐	☐



B Anna and Jun are new students. They are talking after their English class. Complete the sentences. Write *a*, *an*, *the*, or Ø (no article).

Anna: Hey Jun! How do you like ___the___ (1) class?

Jun: Oh, it's great! Everyone is so nice. But learning ___Ø___ (2) English is difficult!

Anna: I agree! I took ___an___ (3) English class in my home country, but it seemed a lot easier then! So, some of us are getting together to watch ___a___ (4) soccer game tonight Joe's Pizza. Would you like to join us?

Jun: Yes! I love ___Ø___ (5) soccer! What time is ___the___ (6) game?

Anna: It starts at 7:00, but we're meeting at 6:00 in ___the___ (7) school parking lot.

Jun: I have ___a___ (8) math test at 5:00, so I might be a little late.

Anna: You can meet us at ___the___ (9) restaurant, then.

Jun: Perfect! I'll see you there!

C Complete the sentences with *a*, *an*, *the*, or Ø (no article).

1. All children should get an equal ___Ø___ education.
2. The dove is a symbol of ___Ø___ peace.
3. Did you meet ___the___ new English teacher?
4. I visited ___an___ art gallery last weekend.
5. Did you see ___the___ baseball game last night?
6. I learned ___Ø___ Japanese when I lived in Japan.
7. My friends are really into ___Ø___ table tennis.
8. I want to find ___a___ book about French cooking.
9. She teaches ___Ø___ history to college students.

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UNIT 1, LESSON 2 RESTRICTIVE RELATIVE CLAUSES

A Complete the sentences with *who*, *that*, *when*, or *where*. If a relative pronoun can be deleted, write *X* in the space. More than one answer may be possible.

1. I found the same ring _____that / X_____ you bought.
2. The friend _____who / that_____ knitted my scarf is an artist.
3. She told the police about the ring _____that_____ had been stolen.
4. Do you remember the day _____when_____ you bought that dress?
5. Did you ever find the watch _____that / X_____ you lost?
6. The store _____where_____ I bought the tie didn't accept returns.
7. The diamond necklace _____that / X_____ the movie star wore cost $10,000.
8. He helped the man _____who / that_____ was buying earrings for his wife.
9. We visited a market _____where_____ they sold handmade items.

B Combine the sentences using *who*, *that*, *when*, or *where*. Then read each sentence again and cross out the relative pronoun if it can be deleted.



1. I love the necklace. You are wearing it.
   I love the necklace ~~that~~ you are wearing.
2. This is the silver bracelet. I bought it in New Mexico.
   This is the silver bracelet ~~that~~ I bought in New Mexico.
3. A man is wearing a red tie. The man is my brother.
   The man who / that is wearing a red tie is my brother.
4. He's the celebrity. He always wears expensive jewelry.
   He's the celebrity who / that always wears expensive jewelry.
5. Can you tell me the name of a store? I can buy some cool sunglasses there.
   Can you tell me the name of a store where I can buy some cool sunglasses?
6. I'll always remember the day. My mother gave me this ring on that day.
   I'll always remember the day when my mother gave me this ring.
7. Can you show me the silver watch? It is behind the gold one.
   Can you show me the silver watch that is behind the gold one?
8. The coffee shop is around the corner. I ate delicious cake there.
   The coffee shop where I ate delicious cake is around the corner.
9. Do you see the girl? She looks like a famous singer.
   Do you see the girl who / that looks like a famous singer?

C ▶01-09 Listen. Complete the sentences with the restrictive relative clause you hear.

1. He bought it at the store _____where my sister works_____.
2. Those are the shoes _____that she got in New York_____.
3. This is the watch _____that belonged to Sue's father_____.
4. I got these at a store _____where they sell old jewelry_____.
5. I can take you any weekend _____when you're in town_____.
6. Do you know the designer _____who made these shoes_____?
7. The artist _____who made this bracelet_____ is a good friend.
8. Do you know a shop _____where she can buy a new pair_____?

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UNIT 1, LESSON 2 RESTRICTIVE RELATIVE CLAUSES

REVIEW GRAMMAR
Parts of speech: subject, verb, object

COMMON ERRORS
Using the incorrect relative pronoun for people or things
Using commas with restrictive clauses
Omitting a necessary relative pronoun

A

- Write item 1 on the board. Ask, *What is the relative clause in the sentence?* (that you bought) *What noun does the restrictive relative clause define?* (ring) *Do we need the clause to tell us which ring?* (yes) *Why do we use relative pronoun* that? (because a ring is a thing) *Is it possible to omit the relative pronoun?* (yes) *Why?* (because it is the object of *bought*)
- **For lower-level Ss**, invite Ss to preview the exercise and circle the noun that each relative clause defines (2. the friend; 3. the ring; 4. the day; 5. the watch; 6. The store; 7. The diamond necklace; 8. the man; 9. a market). Say, *Notice which sentences define people* (2, 8), *which sentences define things* (3, 5, 7), *which sentences define places* (6, 9), *and which sentences define times* (4).
- Have Ss complete the exercise individually. Refer them to the grammar chart on page 8 if they need help.
- Have Ss compare answers in pairs. Circulate and assist as needed.
- Bring the class together and go over the answers. Ask, *Which items have two possible answers?* (3, 4, 6) *Why?* (because the relative pronoun is in the object position)

B

- Say, *Look at item 1.* Ask, *Which noun is being defined?* (necklace) *Could the relative pronoun be omitted?* (yes) *Why?* (because it is in the object position)
- Have Ss work in pairs. Say, *Study the pairs of sentences. You will need to change one sentence into a relative clause. First, circle the noun that the relative clause will define when the sentences are combined.* Circulate and assist as needed. (2. silver bracelet; 3. The man; 4. the celebrity; 5. a store; 6. the day; 7. the silver watch; 8. The coffee shop; 9. the girl)
- Say, *Now write the combined sentences.* Have Ss work individually. Circulate and assist. Make sure Ss drop *there* in item 5 and *on that day* in item 6.
- Go over the answers as a class. Call on volunteers to write the sentences on the board. Check that Ss change *A man* to *The man* in item 3. Ask, *Which sentences have two possible answers?* (1, 2)

C

- Say, *You will hear sentences with restricted relative clauses.* Ask a volunteer to read item 1. Then play the audio. **For lower-level Ss**, pause the audio after each item to give Ss additional time to write.
- Replay the audio if needed.
- Have Ss compare answers with a partner. Then bring the class together and replay any items Ss had difficulty with. Call on Ss to write out relative clauses on the board (1. where my sister works; 2. that she got in New York; 3. that belonged to Sue's father; 4. where they sell old jewelry; 5. when you're in town; 6. who made these shoes; 7. who made this bracelet; 8. where she can buy a new pair). **For lower-level Ss**, call on Ss to name the nouns that the relative clauses will define (1. store; 2. shoes; 3. watch; 4. store; 5. weekend; 6. the designer; 7. The artist; 8. a shop)

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UNIT 1, LESSON 3 SEQUENCE OF ADJECTIVES

COMMON ERRORS
Putting adjectives in incorrect order
Forgetting to include commas with three or more adjectives

A
- Read the example. Ask, *Why is* old *first?* Refer Ss to the chart on page 10 if necessary.
- Have Ss listen and fill in the blanks with the adjectives they hear.
- Go over the answers as a class. Correct errors as needed.
- Copy the category chart from Exercise 2, page 10, on the board. Invite Ss to come to the board and fill in the adjectives from the exercise in the correct columns.
  (Opinion: fancy, beautiful; Size: long, small, large; Physical quality: rough, round; Age: old, modern, antique; Shape: oval; Color: black-and-white, gray, red; Origin: French; Material: silk, leather, glass, gold)
- Then have Ss work in pairs to create new sentences using two or three adjectives from the chart in each sentence. Have volunteers write their sentences on the board. Check answers with the class.

B
- Direct Ss' attention to the photo. Say, *This is a flea market.* Read the culture note on this page to explain.
- Have a volunteer read the first two sentences aloud. Ask, *Why is* interesting *before* old*?* (opinion before age)
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate and assist as needed.

CULTURE NOTE A flea market is a space, usually outside, where people sell used clothing, furniture, toys, and other items. *Flea market* is a direct translation from the French, *marché aux puces*, which was a market in Pairs in the early twentieth century. The implication was that there were many second-hand items at this market that were infested with tiny insects called fleas.

C
- Have a **higher-level** S read item 1. Ask, *What is the rule for adjective order in this item?* (color before material) Have Ss complete the exercise individually.
- Have Ss compare answers with a partner. Bring the class together and go over any questions. Refer to the categories and the order of the categories in the chart in Exercise 2, page 10, as needed.

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UNIT 1, LESSON 3 SEQUENCE OF ADJECTIVES

A ▶01-16 Listen. Write the adjectives in the blanks.

1. She still has an _old_ _black-and-white_ TV.
2. There was a _long_ _silk_ scarf in the drawer.
3. I'd love to get a _modern_ _gray_ sofa for my living room.
4. The _rough_, _old_, _leather_ boots need repairing.
5. She kept a _large_, _round_, _glass_ dish on the table.
6. I've had this _antique_ _French_ table for years.
7. Unfortunately, this _fancy_ _gold_ watch no longer works.
8. He wore a _perfect_, _red_, _silk_ tie.
9. There was a _large_ _oval_ mirror in the hall.

B Complete the sentences. Put the adjectives in parentheses in the correct order.



My friends Robert and Yoko love to shop at the flea market. They always find the most _interesting old_ (1 (old / interesting)) items. They usually drive their _big red_ (2 (red / big)) truck so they can carry a lot of stuff. Their living room is full of things that they have found, such as a _tall wooden_ (3 (wooden / tall)) clock, some _pretty glass_ (4 (glass / pretty)) vases, _beautiful antique_ (5 (antique / beautiful)) furniture, and a _Turkish wool_ (6 (Turkish / wool)) rug. Last week, I joined them on a shopping trip when they bought a _large rectangular_ (7 (rectangular / large)) picnic table for their backyard. I saw a _colorful, cotton_ (8 (colorful / cotton)) tablecloth. It was Yoko's birthday so I bought the tablecloth as a gift for her. When we went home, she put it right on the table, took out two _shiny, porcelain_ (9 (shiny / porcelain)) cups and invited me for a cup of coffee.

C Complete the sentences. Use the adjectives in parentheses in the correct order. Add commas where necessary.

1. The _blue cotton_ (cotton / blue) blanket belonged to my grandmother.
2. He cleaned the _shiny metal_ (shiny / metal) spoon.
3. The _new, Italian, leather_ (leather / new / Italian) boots were expensive.
4. Be careful with that _fancy glass_ (glass / fancy) vase!
5. We bought a(n) _antique, wooden_ (wooden / antique) desk.
6. The waiter put a(n) _white, plain_ (white / plain) tablecloth on the table.
7. I found a _rectangular, black_ (rectangular / black) box in the basement.
8. You have the most _beautiful, long, brown_ (long / brown / beautiful) hair.

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UNIT 2, LESSON 1 *MUST / MAY / MIGHT / COULD* FOR CONCLUSIONS



A Circle the correct modal.

1. It's been raining all day. The picnic (***must***) / ***couldn't*** be cancelled.
2. It's clearing up. The storm (***might***) / ***must not*** be over.
3. The ground is covered in ice. The road (***could***) / ***may not*** be closed.
4. Temperatures are dropping. You ***must not*** / (***may***) need your coat.
5. Tree branches are falling down. It ***couldn't*** / (***must***) be a strong storm.
6. He is soaking wet. He ***might not*** / (***must not***) have an umbrella.
7. Did you watch the weather forecast? It (***might***) / ***must*** clear up in a few hours.
8. It's bright and sunny outside. It (***couldn't***) / ***must*** be raining.
9. The storm damaged the station. The train ***must*** / (***couldn't***) be running.

B Complete the sentences with words in the box.

couldn't be	could lose	~~may need~~	must be
might not need	must not have	could be	might like

1. It's snowing outside. You _____may need_____ your snow boots.
2. We _____could lose_____ our electricity because of the storm.
3. John is out of town for the weekend. That _____couldn't be_____ him.
4. Sara doesn't mind being out in the cold. She _____might like_____ to go outside and play.
5. It's supposed to clear up later. You _____might not need_____ your umbrella.
6. His clothes are all wet. He _____must not have_____ a raincoat.
7. You should check the bus schedule before you leave. They _____could be_____ running late.
8. You've been outside in this cold without a coat? You _____must be_____ freezing!

C ▶02-03 Listen to each conclusion. Circle the answer that is likely to be true based on the sentence you hear.

1. (a.) It has almost stopped raining. b. It has just started raining.
2. a. Trees aren't moving. (b.) Trees have fallen over.
3. (a.) The sky is turning dark gray. b. The sky is clearing up.
4. a. The roads are wet. (b.) The roads aren't wet.
5. (a.) It's snowing very hard. b. It has stopped snowing.
6. (a.) I can't find my sun hat. b. I know where my sun hat is.
7. (a.) She is very nervous during thunderstorms. b. She isn't very nervous during thunderstorms.
8. a. I can see the road in the rain. (b.) I can't see the road in the rain.

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UNIT 2, LESSON 1 *MUST* / *MAY* / *MIGHT* / *COULD* FOR CONCLUSIONS

REVIEW GRAMMAR
Will, may, might to express likelihood, page 159
OPTIONAL REVIEW GRAMMAR
Modals of ability, permission, requests, and obligation

COMMON ERRORS
Forgetting that the level of certainty differs between affirmative and negative modals
Not using the base form of a verb after a modal
Using contractions with negative modals *may not, might not*

A
- Focus on item 1. Call on a S to read the fact. Then ask, *Do you think a picnic would be canceled if it's been raining all day?* (yes) *Which modal means that something is very certain?* (must)
- Have Ss complete the exercise individually. Remind them that they can refer to the certainty gauge in the grammar chart in Part 2, page 18, as needed. Then have them compare answers with a partner.
- Bring the class together to go over the answers.

B
- Direct Ss' attention to the modals in the box. Tell them there is one correct answer for each item. Call on a S to read item one.
- After Ss complete the exercise, have them compare answers in pairs. Circulate and answer any questions. Then go over the answers with the class. If Ss chose the wrong answer, discuss why it is wrong.

C
- Play item 1 as an example. Pause the recording and have Ss repeat what they heard. (You might not need an umbrella.) Ask, *What does that mean?* (An umbrella probably is not necessary.)
- Have Ss listen and complete the exercise. **For lower-level Ss**, draw the certainty gauge from the chart from Exercise 2, page 18, on the board for reference.
- Go over the answers as a class. For example, say, *Item 2* and call on a volunteer to provide the answer. Ask the class if they agree. If there is disagreement, play the audio again. Pause the audio after the item in question and ask, *What does this statement mean? Which answer is most likely to be true—*a *or* b*? Why?*

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UNIT 2, LESSON 2 PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

REVIEW GRAMMAR
Present perfect for past experiences, page 159
Present continuous: Review, page 160

COMMON ERRORS
Using *since* with a period of time and *for* with a point in time
Using base form instead of past participle in present perfect or present perfect continuous
Using past instead of present perfect
Confusing present perfect and present perfect continuous

A

- Say, *You will read sentences about weather events and weather conditions. Use either present perfect or present perfect continuous. Don't write both forms.* Do the first item with the class as an example. Ask, *Why is present continuous correct?* (because the sentence describes a continuing action and indicates the length of time it has been happening)
- **For lower-level Ss**, review the fact that present perfect shows a completed action in the past, while present perfect continuous shows continuing action and focuses on how long something has been going on.
- Have Ss complete the exercise individually. Then have them compare answers with a partner.
- Bring the class together and go over the answers. For each item, ask, *Is it a continuing action or a completed action?* (1. continuing; 2. completed; 3. continuing; 4. completed; 5. completed; 6. continuing; 7. continuing; 8. continuing; 9. completed)

TEACHING TIP There are many ways of going over answers with the class. For example:

1. Call out the item number and have the class respond chorally with the answer.
2. Call out the item number and point to an individual, who provides the answer.
3. Write the numbers of all the items (for instance, 1–8) on the board. Call early finishers to come to the board and write the answers. When everyone has finished, point to each answer on the board and ask the class, *Is this correct?*

OPTION Invite Ss to underline the phrases in Exercise A that indicate how long something has been going on. (1. since 6:00 A.M.; 3. all morning; 6. for hours; 7. since yesterday; 8. for two hours) If necessary, remind Ss that *since* focuses on the starting point of an action and *for* focuses on the length of the activity. Explain that *all morning* focuses on length; it's similar to saying *for the whole morning*.

B

- Bring Ss' attention to the picture. Ask, *What weather event do you see in this picture?* (a hurricane) *What weather conditions do you see?* (strong winds, flooding)
- Say, *You will read a weather report.* Have Ss preview the exercise and circle the instances of *for* + period of time to express length of time and *since* + point in time to express a starting point.
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate, point to random items in Ss' books, and ask, *Is it a continuing action or a completed action?* (1. completed; 2. continuing; 3. continuing; 4. completed; 5. completed; 6. completed; 7 completed; 8 completed; 9. completed)
- Bring the class together and go over answers. Respond to Ss' questions.

OPTION Say, *Take turns reading the weather report with a partner.* Encourage Ss to role-play a radio or TV weather forecaster.

C

- Say, *You will hear statements using present perfect or present perfect continuous.*
- Play the audio for item 1. Pause the recording and have Ss repeat. Then ask, *Is it a completed action?* (yes) *Why?* (The tornado is not continuing to damage the buildings. The damage is completed.) Draw a box on the board and place a checkmark in it.
- Have Ss listen and complete the exercise individually.
- Bring the class together and go over the answers. Respond to Ss' questions.

OPTION Have Ss listen again and write the phrases with *for* or *since* that they hear. (2. for weeks; 5. for years; 7. all week)

- Focus on item 4. Write it on the board. Point to the word *already*. Ask, *Is it still snowing?* (yes) *So why do we use present perfect?* (*Already* means that the action of 20 cm of snow dropping is completed, but it is continuing to snow.)

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UNIT 2, LESSON 2 PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

A Complete the sentences with the present perfect or present perfect continuous form of the verb.

1. It _____has been snowing_____ (snow) since 6:00 A.M.
2. Heavy rains _____have caused_____ (cause) landslides and closed down the roads.
3. I _____have been watching_____ (watch) the news programs all morning.
4. Several tornadoes _____have come_____ (come) through the area this year.
5. It _____has snowed_____ (snow) only once this month.
6. Firefighters _____have been fighting_____ (fight) strong winds for hours.
7. Local news channels _____have been reporting_____ (report) the storm since yesterday.
8. We _____have been driving_____ (drive) in the heavy rain for two hours.
9. The hurricane _____has damaged_____ (damage) hundreds of homes.

B Complete the sentences with the present perfect or present perfect continuous form of the verb.



The weather service _____has issued_____ (1 issue) severe weather warnings for the eastern region of the Texas Coast. A hurricane _____has been forming_____ (2 form) in the Gulf of Mexico since Tuesday. People in the area _____have been preparing_____ (3 prepare) for the hurricane's arrival for days. Many stores _____have sold out_____ (4 sell out) of water and other necessities. This is the fourth hurricane in the area this season.

Two hurricanes _____have hit_____ (5 hit) the western coast of Florida already. There _____has not/hasn't been_____ (6 not be) a hurricane this large in the Gulf of Mexico area in many years. A lot of people _____have left_____ (7 leave) their homes and moved to safer areas. Local governments _____have been asking_____ (8 ask) people to be careful while traveling. Flooding is possible, and strong winds _____have caused_____ (9 cause) major damage already.

C ▶02-10 Listen. Check (✓) the correct box.

1.	✓ completed action	☐ continuing action	6.	✓ completed action	☐ continuing action
2.	☐ completed action	✓ continuing action	7.	☐ completed action	✓ continuing action
3.	✓ completed action	☐ continuing action	8.	☐ completed action	✓ continuing action
4.	✓ completed action	☐ continuing action	9.	✓ completed action	☐ continuing action
5.	☐ completed action	✓ continuing action			

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UNIT 2, LESSON 3 EXPRESSING CAUSE AND EFFECT WITH *SO / SUCH…THAT*

A 02-15 Listen. Complete the sentences.

1. They were scared because _____ the lightening was so close _____.
2. We couldn't take much with us because _____ we evacuated so quickly _____.
3. There was a lot of damage because _____ it was such a big landslide _____.
4. Our yard is flooding because _____ it's raining so heavily _____.
5. Jim and Sara helped us during the storm because _____ they are such great neighbors _____.
6. The roof blew off the house because _____ the wind was so strong _____.

B Complete the sentences. Use *so* or *such*.

1. The hurricane was _____ so _____ strong that stores were closed for weeks.
2. The building is damaged _____ so _____ badly that it will take years to repair.
3. It snowed _____ so _____ much that we couldn't leave the house.
4. It was _____ such _____ a large fire that thousands of trees were destroyed.
5. The thunder was _____ so _____ loud that it made me jump.
6. It's raining _____ so _____ heavily that I can't see the road.
7. We had _____ such _____ a strong blizzard that all flights were canceled.
8. The firefighters worked _____ so _____ quickly that everyone was rescued.
9. The storm caused _____ such _____ terrible traffic that it took two hours to get to work.

C Combine the sentences to make one sentence. Use *so* or *such + that*.



1. The rain was bad. We lost power for days.
   The rain was so bad that we lost power for days.
2. The roads are icy. Cars are sliding everywhere.
   The roads are so icy that cars are sliding everywhere.
3. It was a powerful earthquake. Large cracks appeared in the ground.
   It was such a powerful earthquake that large cracks appeared in the ground.
4. The tornado was weak. No damage was done.
   The tornado was so weak that no damage was done.
5. The wildfire burned slowly. People had time to evacuate.
   The fire burned so slowly that people had time to evacuate.
6. The landslide caused terrible damage. Many homes were destroyed.
   The landslide caused such terrible damage that many homes were destroyed.
7. The trees were burnt badly. Their trunks were black.
   The trees were burnt so badly that their trunks were black.
8. They are having a severe drought. Lakes are drying up.
   They are having such a severe drought that lakes are drying up.
9. The water on the streets is deep. People are using boats instead of cars.
   The water on the streets is so deep that people are using boats instead of cars.

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UNIT 2, LESSON 3 EXPRESSING CAUSE AND EFFECT WITH *SO* / *SUCH...THAT*

REVIEW GRAMMAR
That clauses

COMMON ERRORS
Using so *instead of* such / such a *and vice versa*
Using such a *with non-count nouns and* such *with count nouns*

A
- Focus on the example. Ask, *Which part of the sentence is the cause?* (The lightning was so close) *Which is the result?* (they were scared) Have Ss skim the exercise items. Ask, *What is missing in each sentence, the cause or the result?* (the cause)
- If appropriate, review the structure of sentences with so / such / such a. For example, ask, *What kind of word can come after* so? (an adjective or an adverb) *Is* close *in this sentence an adjective or an adverb?* (an adjective) *What does* close *describe?* (the lightning)
- Play the audio for item 1. Pause the audio and have Ss repeat. Ask, *Which comes first—the cause or the effect?* Help Ss notice that the cause comes first in the audio, but the effect comes first in the exercise items.
- Restart the audio, but pause it after each item if needed. Have Ss complete the exercise. Then go over the answers with the class. For each sentence, elicit the cause and effect.

OPTION Invite Ss to use the completed statements to write the original cause and effect statements with *so / such / such a...that* in the audio. For item 1, write the first clause on the board: *The lightning was so close that* _____. Ask, *What is the result?* (they were scared) Play the audio for item 1. Ask, *Is your answer the same?*

B
- To review the grammar, have Ss look at the word following each blank. Ask, *What do we use before an adjective or adverb—*such *or* so? (so) *What do we use before an adjective + noun?* (such)
- Have Ss do the exercise individually. Then have them compare answers in pairs.
- Bring the class together and have Ss read the sentences aloud. Elicit corrections as needed.

OPTION To practice cause-and-effect with *because,* write on the board: *The stores were closed for weeks because…* Elicit the answer from item 1. (the hurricane was so strong) Ask Ss to work in pairs. Student A should read the sentence in the book. Student B should convert it to a sentence with *because.* Instruct Ss to take turns reading and responding. (2. The building will take years to repair because it is damaged so badly. 3. We couldn't leave the house because it snowed so much. 4. Thousands of trees were destroyed because it was such a large fire. 5. The thunder made me jump because it was so loud. 6. I can't see the road because it's raining so heavily. 7. All flights were canceled because we had such a strong blizzard. 8. Everyone was rescued because the firefighters worked so quickly. 9. It took two hours to get to work because the storm caused such terrible traffic.)

C
- Have Ss skim the pairs of sentences. Ask which sentence in each pair is the cause (the first one) and which one is the effect (the second one).
- Have Ss combine the sentences individually. Then have them compare answers with a partner.
- Write the numbers 1–9 on the board. Call up Ss to write the answers. Check by having a different S read each item. For each item, ask, *Is it correct?* If not, elicit corrections from the class.

EXTENSION Have Ss look at the photo. Ask, *What do you see?* (The road is cracked.) *What can cause this to happen?* (heavy rain, snow or flooding) Have Ss form sentences with *so*. (For example, The rain was so heavy that the road cracked.)

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UNIT 3, LESSON 1 OBJECT COMPLEMENTS

REVIEW GRAMMAR
Subject complements
Direct objects

COMMON ERRORS
Putting the object complement before instead of after the direct object
Placing a comma before an object complement
Using an object complement with verbs that don't take object complements

A
- Ask a volunteer to read the example answer, *We saw him working late*. Ask, *What is the subject?* (we) *the verb?* (saw) *the object?* (him) *the object complement?* (working late) If necessary, ask a S to read the second note in the chart in Exercise 2, page 30. Remind Ss that the object complement can be a noun phrase or an adjective phrase.
- Have Ss work in pairs. Say, *Underline the direct object in the first sentence of each item.* (2. Mr. Jones; 3. the email; 4. my office; 5. the copy machine; 6. the award; 7. the new manager) Say, *Circle the word or phrase in the second sentence that will function as an object complement when you combine the sentences.* (2. president; 3. sitting in my inbox; 4. light blue; 5. making strange noises; 6. an honor; 7. walking into his office) Circulate and make sure Ss are circling the correct words. Point out that in items 3, 5, and 7, the object complements are gerund phrases, as in item 1.
- Have Ss work individually to write the sentences.
- Bring the class together. Call on volunteers to say the answers or write them on the board. If a S makes a mistake, elicit a correction from the class. Ask specific questions. For example, *What is the subject? the object? the object complement?*

B
- Focus on item 1 as a class. Read it aloud with a S. Ask, *What is the direct object?* (me) *How do we know to use me?* (because the subject in the previous sentence is *I*)
- Say, *Think about context when deciding what the direct object will be. If you can, use a pronoun to avoid repeating the noun in the B response. Think about the context as you decide which verb tense to use.*
- Ask Ss to work individually. Circulate and assist as needed. Make sure Ss use pronouns where possible. (2. presentation → it; 3. I → me; 4. coffee → it; 5. office → it; 6. walls → them; 7. Amir → him; 8. our project → us; 9. people → them)
- Have Ss compare answers with a partner. Then bring the class together. Call on pairs to read the conversations aloud. If you hear a mistake, elicit a correction from the class and write it on the board. Remind Ss to replace nouns with pronouns and to choose the correct verb tense.

C
- Play the audio for the first item. Pause the audio and call on a S to read the example.
- Have Ss listen and complete the exercise. **For lower-level Ss**, shuffle the words and write them on the board as a word bank: *angry, boring, excited, nervous, perfect, ready, a great leader, the best designer*. If appropriate, have Ss listen again to check their answers.
- Bring the class together and go over the answers as a class. Replay individual items if appropriate.

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UNIT 3, LESSON 1 OBJECT COMPLEMENTS

A Combine the sentences into one sentence that has an object complement.

1. We saw him. He was working late.
   We saw him working late.
2. They elected Mr. Jones. Mr. Jones became president.
   They elected Mr. Jones/him president.
3. I found the email. It was sitting in my inbox.
   I found the email sitting in my inbox.
4. They will be painting my office. It will be light blue.
   They will be painting my office light blue.
5. We heard the copy machine. It was making strange noises.
   We heard the copy machine making strange noises.
6. She considered the award. It was an honor.
   She considered the award an honor.
7. I saw the new manager. She was walking into his office.
   I saw the new manager walking into his office.

B Read each conversation. Complete the reply with a direct object and object complement, using the words in parentheses. Change verbs as needed.



1. A: Traffic is terrible here!
   B: I hate it, too. It makes me frustrated. **(make / frustrated)**
2. A: Did the boss like your presentation yesterday?
   B: Yes, she found it interesting. **(find / interesting)**
3. A: Are you the new manager?
   B: Yes, I'm Robert, but please call me Rob. **(call / Rob)**
4. A: The coffee is not very good this morning.
   B: I know. Someone made it too strong. **(make / too strong)**
5. A: Gaby, your office is always so clean!
   B: Thanks. I like to keep it neat. **(keep / neat)**
6. A: I'm glad they're painting these dull white walls.
   B: Me too. They're going to paint them yellow. **(paint / yellow)**
7. A: I heard Amir is getting a promotion.
   B: Yes, they are making him a senior designer. **(make / a senior designer)**
8. A: Our new project is going to be huge!
   B: That's for sure. It will keep us busy. **(keep / busy)**
9. A: How do you like working with the people at that new company?
   B: Unfortunately, I am finding them difficult to work with. **(find / difficult to work with)**

C ▶03-03 Listen. Complete the sentences.

1. The presentation was boring.
2. Everyone is getting excited.
3. I think Simon is perfect.
4. Elena said John was great.
5. Ana was angry.
6. Lucas thinks May is the best.
7. Lan is nervous.
8. The room will be ready.

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UNIT 3, LESSON 2 MAKING SUGGESTIONS

A Complete the sentences. Use the words in parentheses to make a suggestion.

1. A: What time should I set up the meeting for?
   B: You _____ the meeting for 9:00.
   (could / set up)
   could set up
2. A: It's late. I don't think we can finish tonight.
   B: _____ tomorrow?
   (What if / finish)
   What if we finish
3. A: What kind of food should Lisa order for the client meeting?
   B: She _____ some sandwiches.
   (could / order)
   could order
4. A: I'm so frustrated! I can't think of any good ideas!
   B: _____ together?
   (How about / brainstorm)
   How about we brainstorm / How about brainstorming
5. A: How should we give them feedback?
   B: _____ an email.
   (suggest / send)
   I suggest (that) we send them
6. A: When can we meet to work on this?
   B: _____ on Wednesday?
   (Why don't / meet)
   Why don't we meet

B Rewrite the suggestions.

1. What if we give them some feedback?
   I suggest _____.
   that we give them some feedback
2. Let's talk to the designers about it.
   Why don't _____?
   we talk to the designers about it
3. How about setting up a daily meeting?
   What if _____?
   we set up a daily meeting
4. How about we give them another chance?
   Let's _____.
   give them another chance
5. Why don't we set some goals for the project?
   How about we _____?
   set some goals for the project
6. I suggest that we brainstorm some ideas together.
   What if _____?
   we brainstorm some ideas together
7. What if we meet this morning?
   I suggest _____.
   that we meet this morning
8. Let's offer some suggestions.
   Why don't _____?
   we offer some suggestions

C ▶03-10 Listen to the sentences. Write the words you hear.

1. How about _____ tomorrow morning?
   we meet
2. I suggest that _____ a different company next time.
   we use
3. Why don't _____ some goals for the project?
   we set
4. I suggest that _____ on Thursday and Friday so we can stay on schedule.
   we work late
5. _____ a meeting to give them feedback.
   We could have
6. _____ some ideas with the design team?
   What if we brainstorm
7. _____ that company another chance?
   How about giving
8. _____ a daily team meeting?
   What if we have

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UNIT 3, LESSON 2 MAKING SUGGESTIONS

REVIEW GRAMMAR
That clauses
The modal *could* for possibility

COMMON ERRORS
Forgetting question marks with *What if…, How about…,* and *Why don't…*
Not using the base form of the verb in suggestions with *that*
Using *you* with *let's* to make a suggestion

A
- Read the example with a volunteer. Play role B and model the stress on *could*.
- Have Ss complete the exercise in pairs. Remind them to add pronouns if necessary. Point out that some items have more than one correct answer. **For lower-level Ss**, do item 2 as a class to model adding a pronoun. Ask a S to read part A. Then ask, *What pronoun do we need in the suggestion?* (*We* or *you* are possible answers. *We* implies that both speakers are working together. *You* implies that speaker B is working alone.)
- Circulate and assist as needed. Check that Ss do not use a pronoun after *could* in item 3.
- Bring the class together. Call on volunteers to read the conversations aloud. If a speaker makes a mistake, elicit the correction from the class. Refer Ss to the chart on page 32 if necessary.

B
- Call on a S to read the example.
- Have Ss rewrite the suggestions individually. Then have them compare answers in pairs. Circulate and assist as needed.
- Bring the class together and call on Ss to read the rewritten suggestions aloud. Offer corrections as needed. For items 3, 7, and 8, make sure Ss remember that a suggestion with *Let's* includes the speaker and requires the pronoun *we* in suggestions (2. Why don't we… 6. What if we… 7. I suggest that we…).

C
- Play the audio for item 1 as an example. Have a S read the suggestion.
- Restart the recording. Have Ss listen and complete the exercise. Write the numbers 1–8 on the board and call Ss up to write the missing words. To go over the answers, point to each item and ask the class, *Is this correct?*
- If appropriate, have Ss listen again.

EXTENSION Have Ss work in pairs to suggest other ways to make each suggestion in the exercise. Possible answers: 1. I suggest that we meet tomorrow. 2. Let's use a different company next time. 3. We could set some goals for the project. 4. Why don't we work late…; 5. What if we have a meeting to give them feedback? 6. How about we brainstorm some ideas…; 7. Let's give that company another chance. 8. I suggest we have a daily team meeting.

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UNIT 3, LESSON 3 IMPERATIVES IN REPORTED SPEECH

REVIEW GRAMMAR
Reported speech
Imperatives

COMMON ERRORS
Using an object after *say*
Using *ask* in imperatives in direct speech

A
- Have Ss read the email and complete the exercise individually. Explain that they can omit *Please* in reported speech. Refer them to Exercise 2, page 34, if they need help.
- Go over the answers as a class. Call on Ss to read the original direct speech statement and then their answer using reported speech. If Ss make a mistake, ask questions to elicit the correct form. For example, *What form replaces the imperative in reported speech?* (infinitive) If it's a negative statement, elicit *not* + infinitive. Write the correct answers on the board.

OPTION On the board, write, *What did the design manager request?* Have Ss take turns reading the items from the exercise.

B
- Ask a volunteer to read item 1. Ask, *Does the verb* said *take an object?* (no) Read item 2. Ask, *Does the verb* told *take an object?* (yes) Say, *Be aware of the objects as you work.* (All but items 1 and 4 require an object.) Remind Ss that they can omit *Please* in reported speech.
- Have Ss compare answers in pairs. Circulate and elicit corrections if you hear mistakes. Bring the class together if additional review is necessary.

OPTION Have Ss read the direct statements and reported speech answers in pairs. Tell Student A to read the direct speech statement and Student B to read the reported speech transformation. Model item 1 with a S:
A: Please arrive by 9:00 A.M.
B: She / He said to arrive by 9:00 A.M.

C
- **For lower-level Ss**, play the audio until the line *Mary said to bring laptops to the meeting.* Pause the audio. On the board, write, *Mary said, "_____."* Elicit the answer. (Bring laptops)
- Restart the audio and have Ss complete the activity.
- Have Ss compare answers with a partner. Ask, *Do you disagree about any answers?* Replay the audio for those items or read the statements from the script below as needed:

1. Mary said to bring laptops.
2. She asked us to take notes.
3. She also asked us not to arrive late.
4. Mary asked us to fix any mistakes in the brochure.
5. But she said not to print it out.
6. She said to finalize the new designs.
7. She told me not to book a meeting room.
8. She said to order coffee for ten people.

OPTION Say, *Use the prompts from the exercise to summarize the things Mary told Ana and Jim to do. Use* said, told, *and* asked *in your answers.* There is more than one way to summarize each sentence. Circulate and listen for objects with *told* and *asked.* (For example, Mary said to bring laptops. She told Ana and Jim to take notes. She said not to arrive late. Mary told them to fix the mistakes in the brochure. She asked them not to print the brochure. Mary said to finalize the design. She said not to book a room. Mary told Ana and Jim to order coffee.)

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UNIT 3, LESSON 3 IMPERATIVES IN REPORTED SPEECH

A Read the email. Complete the sentences about the email.

From: Design Manager To: Design Department

Team,

Tomorrow morning, we will have visitors from Rainbow Printing. There will be a design department meeting at 10:00 A.M. Then Rainbow will tour our department. I have a few requests:

1. Please set up the room ahead of time.
2. Clean up all workspaces in advance.
3. Please arrive by 9:30 and greet the visitors.
4. Don't be late.
5. Don't bring laptops to the meeting.
6. Be available for questions after the meeting.

Thank you everyone for your help! See you at the meeting.

1. She told us to set up the room ahead of time.
2. She asked us to clean up all workspaces in advance.
3. She said to arrive by 9:30 and greet the visitors.
4. She told us not to be late.
5. She said not to bring laptops to the meeting.
6. She asked us to be available for questions after the meeting.

B Read the sentences. Then write a sentence using reported speech using the same verb.

1. Sara said, "Please arrive by 9:00 A.M."
   Sara said to arrive by 9:00 A.M.
2. The office manager told us, "Reserve the meeting rooms online."
   The manager told us to reserve the meeting rooms online.
3. We told him, "Please get coffee for the meeting."
   We told him to get coffee for the meeting.
4. Carmen said, "Review the brochure."
   She said to review the brochure.
5. My boss told me, "Please pick up the client at the hotel."
   My boss told me to pick up the client at the hotel.
6. The president told us, "Don't be late for the company meeting."
   The president told us not to be late for the company meeting.
7. They said, "Don't come in tomorrow."
   They said not to come in early tomorrow.

C ▶03-15 Listen to the conversation. What did Mary tell Ana and Jim to do? Circle the correct instructions.

1. (bring) / don't bring laptops
2. (take) / don't take notes
3. arrive / (don't arrive late)
4. (fix) / don't fix mistakes in the brochure
5. print / (don't print the brochure)
6. (finalize) / don't finalize the design
7. book / (don't book a room)
8. (order) / don't order coffee

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UNIT 4, LESSON 1 *USED TO* AND *WOULD*

A Complete the sentences. Use *used to*, *would*, or the simple present and the verbs in parentheses. Write *used to / would* if both are possible.

1. People ___didn't use to have___ (not have) smart phones. Now everyone ___has___ (have) one.
2. In the past, friends ___used to / would write___ (write) letters. Now they ___send___ (send) texts.
3. Everyone ___has___ (have) cell phones these days. But remember when people ___used to have___ (have) a phone on the wall?
4. My mother ___used to shop___ (shop) in stores. She ___buys___ (buy) everything online now.
5. My father ___used to own___ (own) a typewriter. Now he ___uses___ (use) a computer.
6. My grandmother ___didn't use to get on___ (not get on) social media. But she ___uses___ (use) it every day now!

B Read each conversation. Complete the sentences with *used to* or *would* and the verbs in parentheses.

1. A: ___Did___ you ___use to work___ (work) at CaB Design?
   B: Yes, I did. I worked there for three years.
2. A: Remember when people ___used to go / would go___ (go) to the bank in person?
   B: I know! Now it's so easy to bank online.
3. A: How did you ___use to stay in touch___ (stay in touch) with your friends in school?
   B: We ___used to call___ (call) each other. Now we only text.
4. A: Do you use social media?
   B: I ___used to post___ (post) on social media a lot, but I stopped.
5. A: Do you talk to your family in India?
   B: We video chat a lot. But when I was young, we ___didn't use to talk___ (not talk) so often.
6. A: I didn't know your sister was a writer!
   B: Yes. In college, she ___used to write / would write___ (write) for magazines. Today she writes a blog.

C ▶04-02 Listen to the conversation. Check (✓) what people did in the past and what they do in the present.

		Past	Present
1.	a. have a desktop	✓	
	b. have a laptop		✓
2.	a. send cards in the mail	✓	
	b. post birthday messages		✓
3.	a. visit grandparents		✓
	b. video chat with grandparents	✓	
4.	a. post stories on his website	✓	
	b. write for an online magazine		✓

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UNIT 4, LESSON 1 *USED TO* AND *WOULD*

REVIEW GRAMMAR
Simple past

COMMON ERRORS
Forgetting to drop the *d* in past and negative forms of *used to*
Using *would* instead of *Did (you) use to* in question form

A
- Call on a S to read the example. Ask, *Is it possible to use* would *in this sentence?* (no) *Why?* (because we don't use negative *would* to talk about past habits) Point out that some items have more than one correct answer. (For example, in item 2 *used to write* and *wrote* are both correct.)
- Have Ss complete the exercise individually. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Call on Ss to read the completed statements. For items 3, 4, 5, and 6, ask, *Why is it not possible to use* would *in these items?* (3. It's a question. 4. The sentence doesn't include a clear reference to past time. 5. The sentence doesn't include a clear reference to past time. 6. It's a negative statement *and* the sentence doesn't include a clear reference to past time.)

B
- Call on two volunteers to read the example. Ask, *Can we use* would *in the first sentence?* (no) *Why not?* (because *would* is not used for habitual action in the past in questions) Point out that *yes / no* questions with *used to* are answered the same as any other *yes / no* questions.
- Have Ss complete the exercise individually. Remind them to drop the *d* in *used to* in negative sentences and questions.
- Have Ss compare answers with a partner. Circulate and assist as needed.
- Bring the class together and ask, *Which items are correct with both* would *and* used to*?* (2A, 3B, 6B)

OPTION In pairs, have Ss read the conversations.

C
- Play item 1 as an example. Tell Ss to look at the checked example as they listen. Play the exchange again. Say, *The speaker says,* I used to have a desktop computer. *Is that past or present?* (past) *Then she says,* My new one is a laptop. *Is that past or present?* (present) If needed, write the sentence on the board: *I used to have a desktop computer, but my new one is a laptop.* Point out the past and present verbs.
- Have Ss listen and complete the exercise. Then have them compare answers with a partner.
- Go over the answers as a class. Say the item numbers and call on volunteers to say *past* or *present*. If Ss disagree on any answers, replay the audio for the item in question. Pause the recording and ask, *What did you hear? What was true in the past? What is true now?*

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UNIT 4, LESSON 2 *SO*, *TOO*, *NEITHER*, AND *EITHER* WITH SIMPLE PRESENT ACTION VERBS

REVIEW GRAMMAR
Subject-verb word order

COMMON ERRORS
Using a form of *be* instead of *do / did* in responses with *So*, *Neither*, *Too*, and *Either*

Not reversing subject-verb word order with *So…* and *Neither…*

A
- Direct Ss' attention to the pictures of Hideo and Teresa. Have Ss read the information under each person's picture silently. Then focus on item 1. Call on two Ss to read the example.
- Have Ss complete the exercise individually. Then bring the class together. Call out numbers and call on pairs to read the conversations and share answers. Make corrections as needed.

B
- Reiterate that each item has two possible answers. Tell Ss to write only one.
- Have a pair of Ss read item 1. Call on Ss to give the two possible answers. (I do, too. / So do I.) Ask, *How did we know to use affirmative forms?* (because the A-statement is affirmative)
- Have Ss complete the exercise and compare answers in pairs.
- Bring the class together and call on pairs of Ss to read each conversation. Elicit two answers for each item. If necessary, bring Ss' attention to the affirmative or negative form of the A-statement to help Ss decide which form to use in the response.

C
- Play item 1 and have Ss listen. Go over the checked example answers. Play the exchange again and have Ss listen to what the woman and man say to support these answers. (Nina says she loves jazz music; Jack says he does, too.)
- Have Ss listen and complete the activity.
- Go over the answers as a class. Replay items as appropriate and have Ss repeat the words Jack and Nina use to support the answer. (2. Nina says she thinks the Cool Cats are great; Jack hasn't heard of them. 3. Nina says she loves rock music; Jack says, *Me, too*. 4. Jack says he loves The Corrs's new album; Nina says, *So do I.* 5. Nina says that she saw their concert last year; Jack missed the concert. 6. Nina says she doesn't like The Fires at all; Jack says, *I don't, either*. 7. Nina says she plays the piano a little bit, and Jack says, *So do I.*)

OPTION Have Ss use the prompts and the checks to make statements about Jack and Nina and what they both like or dislike. (For example, 1. Jack and Nina love jazz music.) Hint that when one box is checked, it means that the other person didn't share an opinion or participate in a given action.

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UNIT 4, LESSON 2 *SO*, *NEITHER*, *TOO*, AND *EITHER* WITH SIMPLE PRESENT ACTION VERBS

A Read the lists. Complete the conversations with the correct response.



Hideo
- designs websites
- speaks Japanese, English, and Spanish
- plays the guitar
- loves rock music
- doesn't like jazz
- doesn't like scary movies



Teresa
- designs websites
- speaks Spanish, English, and French
- plays the piano
- loves rock music
- doesn't like jazz
- doesn't like scary movies

1. A: Hideo designs websites.
   B: ___So does___ Teresa.
2. A: Teresa doesn't like jazz.
   B: Hideo ___doesn't either___.
3. A: Hideo plays a musical instrument.
   B: Teresa ___does, too___.
4. A: Hideo doesn't like scary movies.
   B: ___Neither does___ Teresa.
5. A: Hideo speaks three languages.
   B: ___So does___ Teresa.
6. A: Teresa doesn't speak Russian.
   B: Hideo ___doesn't either___.

B Read each conversation. Write the correct response using the word in parentheses. There is more than one correct response.

1. A: I love science fiction stories.
   B: ___I do, too / So do I___ (I). They're my favorite.
2. A: We don't really like this band.
   B: ___Neither do we / We don't either___ (we). The other band is much better.
3. A: I enjoy watching action/adventure movies.
   B: ___So do I / I do, too___ (I). They're so exciting.
4. A: It's raining. I don't feel like going out.
   B: ___Neither do I / I don't either___ (I). Let's watch a movie.
5. A: We want to go to the new photography show.
   B: ___So do we / We do, too___ (we). Do you want to go together?
6. A: I hope Dave Bodie's new album is good.
   B: ___So do I / I do, too___ (I). The last one was awful.

C ▶04-09 Listen to the conversation. Check (✓) the facts that are true for Jack and Nina.

	Jack	Nina
1. loves jazz music	✓	✓
2. likes The Cool Cats		✓
3. loves rock music	✓	✓
4. loves The Corr's new album	✓	✓
5. saw The Corr's concert		✓
6. doesn't like the band Fires	✓	✓
7. plays the piano	✓	✓
8. plays the guitar	✓	

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UNIT 4, LESSON 3 SIMPLE PRESENT AND PAST PASSIVE

A Read the sentences. Write each one in the passive.

1. Someone made the movie in 1994.
   The movie was made in 1994.
2. Jazz musician Toni Brown wrote the soundtrack.
   The soundtrack was written by jazz musician Toni Brown.
3. Many critics did not like the movie.
   The movie was not liked by many critics.
4. Frida French plays the character Arlene in a new musical, *The Watchers*.
   The character Arlene is played by Frida French in a new musical, *The Watchers*.
5. They did not complete the movie on time.
   The movie was not completed on time.
6. People know Warren Oakes for his action films.
   Warren Oakes is known for his action films.
7. Beth Atwood creates the most amazing theater costumes.
   The most amazing theater costumes are created by Beth Atwood.

B Read the movie review. Complete the text with the correct passive form of the verbs in parentheses.

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The pilot makes a big landing

The movie *The Pilot* tells the story of airline pilot Marvin Jones, who lands a plane on Lake Michigan in the middle of winter. The movie ___was adapted___ (1 (adapt)) from the book *The Big Landing*. *The Big Landing* ___was written___ (2 (write)) by Jennifer Strong in 2001. *The Pilot* is set in Michigan in the winter. The role of Marvin Jones ___is played___ (3 (play)) by actor Fred Murphy.

Murphy ___is not known___ (4 (not know)) for his roles in action movies. But he does a great job as the calm and confident pilot. Soon after the plane takes off, an engine problem ___is discovered___ (5 (discover)). Jones must land the plane. Helping Jones through the emergency is his co-pilot, Emily Street. Actress Sylvia Garcia puts in a fantastic performance as Street. Many scenes ___were shot___ (6 (shot)) outdoors in terrible weather, but the result was worth the effort.



Earlier this year, director John Chung ___was given___ (7 (give)) a Best Director award for the film.

C ▶04-16 Listen to the passive sentences. Complete each active sentence with the correct verb form.

1. They ___made___ the movie in 2008.
2. Henry Houston ___directed___ the movie.
3. Jason Ito ___plays___ the role of the fire chief.
4. They ___chose___ Ann Castro to play the role of the city mayor.
5. They ___shot___ the movie on location.
6. They ___gave___ the actors awards for their performances.

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UNIT 4, LESSON 3 SIMPLE PRESENT AND PAST PASSIVE

REVIEW GRAMMAR
Simple past, regular verbs: Review, page 160
Simple past, irregular verbs: Review, page 161
Past participles

COMMON ERRORS
Forgetting to put the *be* verb before the subject in passive questions
Using the passive with intransitive verbs (verbs that don't take direct objects)

A
- Ask Ss to read the items silently. Say, *Circle each verb and underline the object in each sentence.* (2. wrote the soundtrack; 3. did not like the movie; 4. plays the character Arlene; 5. did not complete the movie; 6. know Warren Oakes; 7. creates the most amazing theater costumes)
- Remind Ss that in passive sentences, the focus shifts from the agent to the object. Read item 1. Ask, *Is* Someone *important information?* (no) *Can you take it out?* (yes)
- Have Ss continue writing passive sentences. Circulate and assist as needed.
- Ask Ss to compare answers with a partner. Then bring the class together and ask, *Which items don't need an agent?* (5, 6) *Why?* (The agents don't add important information.)

B
- Have Ss read the movie review silently. Remind them to look carefully at the context to decide which sentences will be in the simple present passive and which in the simple past passive.
- After Ss complete the exercise, have them compare answers with a partner.
- Bring the class together. If needed, discuss why simple present versus simple past is used in each item. (1. simple past, a completed action; 2. simple past, a completed action; 3. simple present, describing a movie; 4. simple present, describing a living person; 5. simple present, describing the plot of a movie being described; 6. simple past, past action; 7. simple past, past action)

OPTION Invite a volunteer to read the movie review aloud. Then lead a discussion about the movie. Ask, *Is this a movie you would be interested in seeing? Why or why not? Does it remind you of any movies you have already seen?* Call on Ss to share.

C
- Say, *In this exercise, you will be changing passive sentences you hear into active.* Play item 1 and have Ss look at the example. Ask, *What passive verb did you hear?* (was made)
- Have Ss listen and complete the exercise. Then have them compare answers in pairs.
- Bring the class together and go over the answers. Play the audio again as needed.

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UNIT 5, LESSON 1 TAG QUESTIONS

REVIEW GRAMMAR
Tag questions, page 161

COMMON ERRORS
Using an affirmative tag with an affirmative sentence or a negative tag with a negative sentence
Using incorrect intonation in real questions or in questions where the speaker expects agreement

A
- Ask a volunteer to read the example. Ask, *Why is the tag negative?* (because the sentence is affirmative)
- Have Ss complete the exercise individually.
- Have Ss compare answers with a partner. Circulate and assist as needed. For example, if a S is stuck, ask, *Is the sentence negative or affirmative? Does the tag need to be negative or affirmative?* **For lower-level Ss**, offer help identifying the auxiliary verb or *be* in each statement. (2. have; 3. don't; 4. do; 5. was; 6. don't; 7. doesn't; 8. isn't; 9. aren't) Point out that in item 6, *have* functions as the main verb, not an auxiliary; for that reason, the tag is *don't*, not *haven't*.

EXTENSION Ask a S to read the first tag question like a real question. Listen for rising intonation. Provide an answer. (For example, *Yes, I really do.*) Call on another S to read the same tag question as if expecting agreement. Listen for falling intonation. Provide an answer. (For example, *Yes, I do.*) In pairs, have Ss ask and answer each question in the exercise both ways. Check that the second speaker's reply matches the intonation of the question.

B
- Have Ss look at the two columns. **For lower-level Ss**, clarify that the *Information* column refers to real questions. Ask, *Does intonation rise or fall for real questions?* (It rises.) *Then point to the second column.* Ask, *Does intonation rise or fall for questions in which the speaker expects agreement?* (It falls.)
- Play item 1 as an example. Pause the recording and ask, *Did the intonation rise or fall?* (It fell.) *Did this mean that the speaker expects to hear agreement or information?* (agreement) To illustrate the difference, model reading the same sentence with rising intonation as if the speaker expects to hear information.
- Restart the recording. Have Ss listen and complete the exercise.
- Tell Ss to compare answers in pairs. Then bring the class together and go over the answers. Replay any items with which Ss had difficulty.

C
- Play item 1 as an example. Pause the recording and ask, *Does the man like the restaurant?* (Yes, he does.) *How do you know?* (He says it's cool.) Ask a S to read answer choice 1a. Ask, *Why is the answer false?* (because the man likes the restaurant) Ask a volunteer to read answer choice 1b. Elicit the answer. (false) *Ask, Why is the answer false?* (because the woman agrees with the man that it is a cool restaurant) Finally, ask a volunteer to read answer choice 1c. Elicit the answer. (true) Ask, *How do we know?* (The woman says, *And the atmosphere is so cool, isn't it?* and the man says, *Yes, it is,* in agreement.)
- Restart the recording. Have Ss listen and complete the exercise.
- Bring the class together and go over the answers. Replay the audio if appropriate to help Ss make corrections.

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UNIT 5, LESSON 1 TAG QUESTIONS

A Read each question. Write the correct tag.



1. You like seafood, don't you?
2. You haven't eaten here before, have you?
3. You like chocolate, don't you?
4. You don't like fast food, do you?
5. The service wasn't very efficient, was it?
6. Small restaurants have the best atmosphere, don't they?
7. Tomato ice cream sounds strange, doesn't it?
8. It's nice to eat outside, isn't it?
9. The desserts are homemade, aren't they?

B 05-02 Listen to the tag questions. Is the speaker expecting information or expecting agreement? Check (✓) the right answer.



	information	agreement
1.	☐	☑
2.	☑	☐
3.	☐	☑
4.	☑	☐
5.	☐	☑
6.	☐	☑
7.	☑	☐
8.	☐	☑
9.	☑	☐

C 05-03 Listen to parts of a conversation. Check (✓) *True* or *False* for each statement.

		True	False
1.	a. The man doesn't like the restaurant.	☐	☑
	b. The woman doesn't like the restaurant.	☐	☑
	c. The man and woman agree about the atmosphere.	☑	☐
2.	a. The man likes the pasta dish.	☑	☐
	b. The woman agrees with the man about the pasta.	☑	☐
3.	a. The woman likes spinach.	☐	☑
	b. The man likes spinach.	☐	☑
4.	a. The woman thinks the service is bad.	☑	☐
	b. The man agrees with the woman about the service.	☑	☐

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UNIT 5, LESSON 2 EXPRESSING PREFERENCE WITH *WOULD RATHER* AND *WOULD PREFER*

A Read each conversation. Complete the sentence with *would prefer* (*not*) or *would rather* (*not*).

1. A: We have some delicious cakes tonight.
   B: No, thanks. I would prefer not to have dessert.
2. A: Did the team decide on sandwiches or tacos for the meeting?
   B: They would prefer to have tacos.
3. A: Do you feel like eating Mexican food tonight?
   B: I would rather eat Chinese food.
4. A: What do you think about trying the shrimp?
   B: I would rather try the beef.
5. A: Would you prefer to take a cab to the restaurant?
   B: It's a nice night. Why don't we walk?
6. A: Why don't we stay home and cook tonight?
   B. I would prefer not to cook. Let's go out.
7. A: What about sitting at this table?
   B: We would rather not sit here. It's too close to the kitchen.
8. A: Would you rather have soup or a salad with your meal?
   B: I'll have a salad, please.
9. A: Why don't we go to Peppers restaurant for dinner?
   B: I would rather not go to Peppers. Their food is too spicy.

B Complete the conversations with the words in parentheses.

1. A: Do you want hamburgers tonight?
   B: No, I'd rather eat pizza. **(rather / eat / pizza)**
2. A: Would you prefer to have soup or salad? **(prefer / have / soup or salad)**
   B: Salad, please.
3. A: Would you like ice cream for dessert?
   B: No, thank you. I would / 'd rather have cake. **(rather / have / cake)**
4. A: When should we go out, Friday or Saturday?
   B: We would / 'd prefer not to go out on Saturday. **(prefer not / go out / on Saturday)**
5. A: Should we just go and see if there is a table?
   B: No, I would / 'd rather call ahead for a table. **(rather / call ahead / for a table)**
6. A: Should we meet at the restaurant at 6:00?
   B: That's a little early. I would / 'd prefer to meet at 7:00. **(prefer / meet / at 7:00)**
7. A: What kind of dressing would you like?
   B: I would / 'd rather not have any dressing. **(rather not / have / any dressing)**
8. A: Would you like to try the steak?
   B: No, thanks. I would / 'd prefer not to eat red meat. **(prefer not / eat / red meat)**
9. A: Would you rather sit by the window? **(rather / sit / by the window)**
   B: Yes, that sounds nice.



C 05-10 Listen to the conversation. What would each person rather do? Check (✓) the boxes.

	Man	Woman
1. have the chicken salad	☐	✓
2. have the grilled shrimp	✓	☐
3. have the side salad	✓	☐
4. sit outside	✓	☐
5. order second	☐	✓
6. have water	✓	☐

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UNIT 5, LESSON 2 EXPRESSING PREFERENCE WITH *WOULD RATHER* AND *WOULD PREFER*

REVIEW GRAMMAR
Parts of speech: contractions
Base form of verb and infinitives

COMMON ERRORS
Not placing *would* before the subject in questions
Using *would rather (not)* + infinitive
Using *would prefer (not)* + base form

A
- Call on two volunteers to read item 1. Ask *Why is the answer negative?* (because B says *no thanks* to an offer of cakes) *Why is* prefer not *written into the blank?* (because an infinitive follows, and *would rather not* is followed by the base form)
- **For lower-level Ss**, invite Ss to preview the exercise and underline *to* when it follows the blank. (2, 5, 6) This will help them identify which sentences require *would prefer (not).* Explain that the other items have the base form after the blank and thus will require *would rather (not).* Then have Ss identify which items are questions. (5, 8) Remind Ss to put *would* before the subject.
- Have Ss complete the exercise individually. Remind them to pay attention to context when deciding if the affirmative or negative form is needed.
- Have Ss compare answers in pairs. Circulate and assist as needed.
- Bring the class together and go over the answers. Focus on the negative statements (6, 7, 9). Invite Ss to explain the context that indicated they should choose the negative form.

OPTION Have Ss practice reading the conversations in pairs.

B
- Have two volunteers read item 1. Focus on the answer. Ask, *Does* I'd rather *take the infinitive or base form?* (base form) Remind Ss to pay attention to the base form versus the infinitive as they write their answers. Refer **lower-level Ss** to the chart in Exercise 2, page 56, if they need help with statement and question word order. Hint that the prompts include a negative when a negative answer is necessary.
- Circulate and assist as needed
- Go over the answers as a class. Call on volunteers to write the answers on the board.

OPTION Have Ss practice reading the conversations in pairs.

C
- Say, *You will hear a conversation in which two people talk about their preferences.*
- Play item 1 as an example. Pause the recording after the line *But I think I'd rather have the chicken salad today.* Read item 1, point to the checkmark under *Woman,* and reiterate, *The woman would rather have the chicken salad.*
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. Replay the recording if appropriate.

OPTION Call on Ss to use the exercise prompts and checked answers to make true statements. Ss can use *would rather* or *would prefer.*

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UNIT 5, LESSON 3 QUANTIFIERS

REVIEW GRAMMAR
Count and non-count nouns with *some, any,* and *no,* page 162
Much / many / a lot of and how much / how many, page 162
Enough and *too much / too many* + nouns, page 163

COMMON ERRORS
Making non-count nouns plural
Using quantifiers *many, (a) few* with non-count nouns
Using quantifiers *much, (a) little* with count nouns
Confusing *few / a few, little / a little*

A
- Call on two Ss to read item 1. Ask, *Are eggs countable?* (yes) Focus on the answer choices. Ask, *Can* a little *be used with count nouns?* (no) Write *enough* on the board. Ask, *Can* enough *be used with count nouns?* (yes) Ask, *What does* enough *mean?* (the amount needed or wanted)
- To help Ss navigate the exercise, tell them to underline the nouns following the quantifier choices and notice if they are count or non-count. Refer Ss to the chart in Exercise 2, page 58, to review the specific rules for quantifiers in affirmative or negative statements and questions.
- Have Ss discuss the answer choices in pairs and complete the exercise together. Circulate and assist as needed.
- Then bring the class together and go over the answers. Refer back to the chart in Exercise 2, page 58, as needed.

OPTION Have Ss practice reading the conversations in pairs.

B
- Direct Ss' attention to the illustration. Encourage Ss to use quantifiers or numbers to say what is in the refrigerator. (a small piece of cheese, three carrots, one bottle of soda, one jar of salsa, twelve / a dozen eggs) Focus on the bottle of soda and jar of salsa and ask, *Are the words* soda *and* salsa *count nouns?* (no) *What makes them countable?* (the measure words *bottle, jar*) Then ask, *Is cheese a count noun?* (no) *Are carrots count nouns?* (yes) *Are eggs count nouns?* (yes)
- Direct Ss' attention to the words in the box. Focus on each one. Ask, *What will follow, a count or non-count noun?* (*a few*: count; *a jar of:* non-count; *a little:* non-count; *any*: count or non-count; *much:* non-count; *a bottle of:* non-count) Then focus on *any* and ask, *Do we use* any *in affirmative statements, negative statements, or questions?* (in negative statements and questions)
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate and assist as needed.
- Bring the class together. Call on two volunteers to read the conversation. Tell Ss to check their answers. Stop if you hear mistakes or if Ss have questions.

OPTION Have Ss practice reading the conversation in pairs.

C
- Tell Ss that the task is a dictation. They need to fill in the blanks with words they hear. Play item 1 as an example. Pause the recording and have Ss write the quantifier and noun. Call on a volunteer for the answer.
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have Ss compare answers with a partner.
- To make sure Ss spelled all words correctly, bring the class together and call on Ss to write the answers on the board.

OPTION For a review of count and non-count nouns, ask, *Which words are count nouns?* (dollars, friends, tables ideas, people) *non-count?* (time, work, light)

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UNIT 5, LESSON 3 QUANTIFIERS

A Read each conversation. Circle the correct answer.

1. A: Do we have three eggs to make the cake?
   B: No, we only have two. We don't have ***a little*** / ***enough*** eggs.
2. A: How ***much*** / ***many*** money do you need for a snack?
   B: I just need ***a few*** / ***a little*** dollars.
3. A: Do we have ***enough*** / ***a little*** paper plates for the party?
   B: No, we have ***few*** / ***little*** plates. We need a lot more.
4. A: This cookbook is in Spanish. Can you help me read it?
   B: Sure. I can speak ***a little*** / ***a few*** Spanish.
5. A: Oh, no! There isn't ***many*** / ***much*** coffee left.
   B: I'll go and get ***some*** / ***any*** coffee now.
6. A: There are ***a lot of*** / ***much*** new restaurants in town.
   B: I know! Five years ago, there were only ***a few*** / ***a little***.
7. A: I'm taking ***some*** / ***any*** classes at a cooking school.
   B: That's interesting. Do you have ***a lot of*** / ***some*** homework?
8. A: We have ***a lot of*** / ***much*** things to get. Let's make a shopping list.
   B: OK. I need ***a piece of*** / ***a few*** paper.

B Look at the picture. Complete the conversations with the words in the box.

a few	a jar of	~~a little~~	any	enough	much	a bottle of



1. A: Is there any cheese for cheese and crackers?
   B: There is only ___a little___ cheese. Let's get more.
2. A: Do we have any carrots to go with the hummus?
   B: We only have ___a few___ carrots. We need some more.
3. A: How ___much___ soda do we have?
   B: We have ___a bottle of___ soda. Is that enough?
4. A: Do we have any salsa?
   B: Yes, we have ___a jar of___ salsa. Do we need more?
5. A: How many eggs do we have?
   B: We have ___enough___ eggs. We don't need more.
6. A: How much milk do we have?
   B: We don't have ___any___ milk at all. Let's get some.

C ▶05-17 Listen. Complete the sentences with the quantifier and noun you hear.

1. Here are ___a few dollars___ for the tip.
2. We don't have ___much time___ to make dinner.
3. I've made ___many friends___ at cooking school.
4. That coffee shop only has ___a few tables___.
5. Do you have ___any ideas___ for dessert?
6. Cooking and shopping for a party is ___a lot of work___.
7. There is not ___enough light___ in this kitchen.
8. ___A lot of people___ were in the restaurant that night.

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UNIT 6, LESSON 1 GERUNDS AS SUBJECTS AND OBJECTS

A Read the information. Correct seven errors, changing verbs to gerunds as necessary.

going doing
DO YOU HATE ~~GO~~ TO THE GYM? DO YOU ENJOY ~~DO~~ THINGS OUTSIDE?

Then join the Outdoor Fitness Club!

We are a group of people that ~~love be~~ loves being active outdoors.

- We enjoy rock ~~climb~~ climbing at Big Rock State Park.
- ~~Run~~ Running is our most popular activity. Run with us on Saturday mornings.
- We love ~~hike~~ hiking in nearby parks and forests.
- We offer beginning and advanced groups for ~~cycle~~ cycling. Join a monthly ride.



The Outdoor Fitness Club has something for everyone. Come join us today!

B Put the words in the correct order to make sentences.

1. sports / on / is / watching / exciting
   Watching sports on TV is exciting.
2. enjoy / exercise / videos / I / watching
   I enjoy watching exercise videos.
3. talking / are / about / we / on Saturday / meeting
   We are talking about meeting on Saturday.
4. is / tiring / marathon / a / running
   Running a marathon is tiring.
5. fast food / will help / not eating / lose weight / you
   Not eating fast food will help you lose weight.
6. likes / being / outdoors / Arun / active
   Arun likes being active outdoors.
7. his doctor / eating / less sugar / suggested
   His doctor suggested eating less sugar.
8. not running / your foot / will help / heal
   Not running will help your foot heal.

C ▶06-02 Listen. Write the gerunds you hear.

When I was younger, I didn't use to exercise. Now, I enjoy ___exercising___ (1). It took a while to decide what kind of exercise I liked. I tried ___running___ (2) at first. I liked it. I loved ___being___ (3) active outdoors, so I started ___doing___ (4) some short races. It was exciting! But then I tried to run a marathon. I did not enjoy that. I still run, but I don't do any long races.

This year, a new gym opened nearby. I am not a gym person. I don't like ___working out___ (5) with a lot of people. But my friend suggested that I try it. So I went to a class. I tried ___kick boxing___ (6). It was fantastic! I also did some ___weight training___ (7) with a coach, and I already feel a lot stronger. Maybe ___going___ (8) to the gym isn't so bad after all.

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UNIT 6, LESSON 1 GERUNDS AS SUBJECTS AND OBJECTS

REVIEW GRAMMAR
Verbs + infinitives and gerunds, page 163
Gerunds as objects of prepositions, page 163

COMMON ERRORS
Confusing gerunds with continuous verb forms or adjectives ending in *-ing*
Using *no* instead of *not* + gerund to form the negative
Using an infinitive instead of a gerund

A
- Direct Ss' attention to the picture. Ask, *What do you see?* (a group of young people hiking) Ask, *Does anyone here like hiking or doing other things in nature?*
- Call on a S to read the example. Ask, *Is* going *a subject, direct object, or object of a preposition?* (direct object) Remind Ss to change only verbs, not other forms, to gerunds.
- Have Ss complete the exercise individually. Then have them compare answers with a partner.
- Bring the class together and call on Ss to write the corrected forms on the board. Point to each gerund and ask if it is a subject, direct object, or object of a preposition (2. doing: direct object of verb *enjoy*; 3. being: direct object of verb *loves*; 4. rock climbing: direct object of verb *enjoy*; 5. Running: subject; 6. hiking: direct object of verb *love*; 7. cycling: object of preposition *for*)

B
- Call on a S to read the example. Ask, *What is the gerund?* (Watching) *Is* exciting *a gerund?* (no) *What is it?* (an adjective) Remind Ss to use a capital letter for the first word and add a period at the end of each sentence.
- Have Ss complete the exercise individually. Then have them compare answers with a partner.
- Bring the class together and go over the answers. (2. watching: direct object; 3. meeting: object of preposition; 4. Running: subject; 5. Not eating: subject; 6. being: direct object; 7. eating: direct object; 8. Not running: subject) Ask, *In item 3, is* talking *a gerund?* (No, it's a verb.)

C
- Explain that the task is a dictation. Ss should fill in the blanks with the words they hear. Play the audio for item 1 as an example. Pause the recording and have Ss write the gerund they hear. Call on a volunteer for the answer.
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have Ss compare answers with a partner.
- To make sure Ss spelled the words correctly, bring the class together and call on Ss to write the answers on the board.

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UNIT 6, LESSON 2 PAST FORM OF *BE* + *GOING TO* FOR PAST INTENTIONS

REVIEW GRAMMAR
Compound sentences with *but*
OPTIONAL GRAMMAR TO REVIEW
Be going to + base form for future

COMMON ERRORS
Using *am / are + going to* instead of *was / were going to* for past intentions
Using *and* instead of *but* to explain why something didn't happen

A
- Call on two Ss to read the first conversation. Ask, *Did Speaker A run this morning?* (no) *Why not?* (because he / she woke up too late)
- Have Ss complete the exercise individually. Tell them to pay attention to the context and use the negative form if appropriate.
- Have Ss compare answers with a partner.
- Bring the class together and ask, *Did you use the negative form in any items?* (yes, item 2) *Can the affirmative be used there?* (No. It doesn't make sense to say *He was going to work late, but he wanted to finish tonight.*)
- Call on pairs to read the completed statements. Go over any questions.

OPTION Have Ss practice reading the conversations in pairs.

B
- Ask a S to read item 1. Ask, *Did the speaker answer the phone?* (yes) *Did he or she intend to answer it?* (no) *Why did the speaker answer it?* (because it was the speaker's boss calling)
- Have Ss complete the exercise in pairs. Tell them to pay attention to the context as they choose verbs and decide whether a negative or affirmative form is appropriate. Circulate and assist as needed. Tell Ss that more than one answer may be possible.
- Bring the class together and choose volunteers to read the complete sentences aloud. If Ss have difficulty with an item, ask comprehension questions to clarify context and meaning. For example, in item 2, ask, *Did the speaker exercise / cycle / run after work?* (no) *Did he or she intend do?* (yes) *Why didn't the speaker do it?* (because the speaker forgot his / her gym shoes)

C
- Play the audio for item 1 as an example. Ask, Why is *the statement false?* (because the speaker was going to go to the party, but he didn't) *What is the reason he didn't go to the party?* (His car broke down.)
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have Ss compare answers with a partner.
- Bring the class together. If Ss disagree on any answers, replay the audio for the item in question. Pause the recording and ask comprehension questions to deduce whether a past intention happened. If the event did not happen, elicit the reason why not.

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UNIT 6, LESSON 2 PAST FORM OF *BE* + *GOING TO* FOR PAST INTENTIONS

A Complete the conversations with a form of *be* (*not*) + *going to* + the base form of the verb.

1. A: How was your run this morning?
   B: Well, I _____was going to run_____ (run) before work, but I woke up late.
2. A: It's 9:00 P.M.! You should go home!
   B: Well, I _____wasn't going to work_____ (work) late, but I wanted to finish tonight.
3. A: When are you going on vacation?
   B: I _____was going to go_____ (go) in April, but I'll probably wait until May.
4. A: When is your family coming to visit?
   B: They _____were going to come_____ (come) this weekend, but they had to cancel.
5. A: Did you see the doctor about your sore foot?
   B: I _____was going to make_____ (make) an appointment today, but I've been so busy.
6. A: Why are you still here?
   B: We _____were going to take_____ (take) a break, but we decided to keep working.
7. A: You're not working on your vacation, are you?
   B: No, I'm not. I _____was going to take_____ (take) my laptop, but I need some time offline.

B Complete the sentences with a form of *be* (*not*) + *going to* + a verb in the box.

~~answer~~	check	cycle	exercise	finish	run	text	visit	work

1. I _____wasn't going to answer_____ the phone, but it was my boss calling.
2. I _____was going to exercise_____ after work, but I forgot my gym shoes.
3. We _____were going to finish_____ the designs tonight, but everyone needed to go home.
4. Anna _____was going to run_____ in the marathon, but she hurt her foot.
5. _____Were_____ you _____going to text_____ me before you left?
6. We _____weren't going to work_____ late, but we had too much to do.
7. Rob _____wasn't going to check_____ his inbox after work, but he did.
8. Yoko _____was going to visit_____ her family in Japan, but the tickets were too expensive.
9. _____Was_____ Dan _____going to cycle_____ with his friends before his bike broke?

C ▶06-09 Listen to the conversations. Circle *T* for *True* and *F* for *False*. If the answer is false, write the reason why.

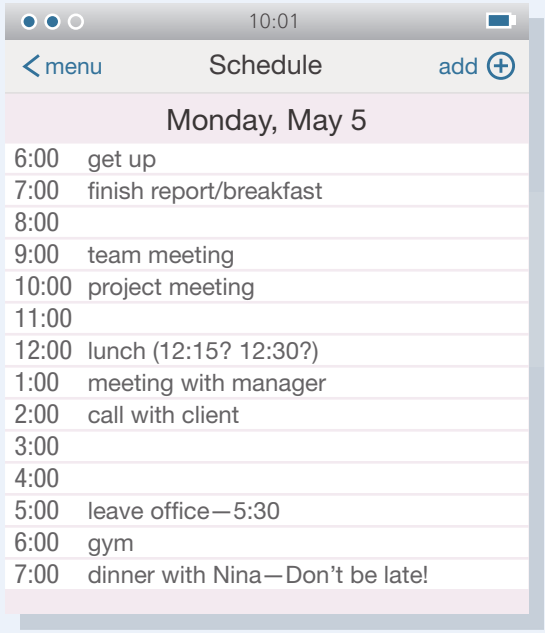
		Reason
1. He went to the party.	T / (F)	His car broke down.
2. He woke up early.	(T) / F	
3. They visited Mexico.	T / (F)	There was a hurricane.
4. She talked to her boss this morning.	T / (F)	The boss wasn't in her office.
5. She stayed until 9:00.	(T) / F	
6. He finished the designs.	T / (F)	He was too busy.
7. They'll take the train to the city.	(T) / F	
8. She's going to China.	(T) / F	
9. He's working out this evening.	T / (F)	He will go tomorrow.

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UNIT 6, LESSON 3 PREPOSITIONS OF TIME

A Read Marta's schedule. Circle the correct answers.

1. Marta got up ***in*** / ***at*** 6:00 this morning.
2. Marta finished her report ***during*** / ***until*** breakfast.
3. She ate lunch ***between*** / ***from*** 12:00 and 1:00.
4. She had a call with a client ***for*** / ***since*** one hour.
5. She worked ***by*** / ***until*** 5:30 P.M.
6. She went to the gym ***at*** / ***in*** 6:00 P.M.
7. She had to arrive for dinner ***by*** / ***on*** 7:00 P.M.
8. She has been awake ***for*** / ***since*** 6:00 this morning.



B Complete the conversations with the correct word in the box.

after	~~before~~	by	during
for	on	since	until

1. A: You should stretch ___before___ you run.
   B: Thanks for the tip!
2. A: How long have you been a member at this gym?
   B: I have been a member ___since___ 2015.
3. A: Can you meet ___by___ 3:00? We need to start at 3:15.
   B: Sure, no problem. I won't be late.
4. A: How long did you run?
   B: I ran ___until___ 5:00 P.M. I had to get home by 5:15.
5. A: When would you like to start with a personal trainer?
   B: How about starting ___on___ Monday?
6. A: Do you always work out early in the morning?
   B: Yes, I don't like working out ___during___ the day. It's too hot.
7. A: I'm getting tired! How long do we have left?
   B: Try to keep going ___for___ one more minute.
8. A: What will you want to do ___after___ the marathon?
   B: I'll want to rest!

C ▶06-16 Listen to two parts of a conversation. Match the words and phrases to finish the sentences.

Part 1: Yesterday, Yoko…

1. got up early	after	her run.
3. ran	in	the morning.
4. had coffee and breakfast	for	7:30.
5. went to the store	until	about an hour.

Part 2: Yesterday, Ben…

6. went rock climbing	after	the afternoon.
7. didn't put away his phone	before	the climb.
8. couldn't answer his phone	during	dinner.
9. called his father back	in	rock-climbing.

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UNIT 6, LESSON 3 PREPOSITIONS OF TIME

⚠ **COMMON ERRORS**
Confusing *for* and *since* when referring to length of time and a point of time in the past
Confusing *in* and *on* when referring to days, months, years, and dates

A
- Give Ss a moment to read Marta's schedule. Have Ss complete the exercise individually. Refer them to the chart in Exercise 2, page 70, to check their answer choices.
- Have Ss compare answers in pairs. Circulate and assist as needed.
- Bring the class together and go over the answers.

B
- Call on two Ss to read the first conversation. Ask, *Does it make sense to stretch* before *you run?* (yes) *Is another answer possible?* (Yes, it also makes sense to stretch *after* you run.) Tell Ss that more than one answer may be possible.
- Have Ss complete the exercise individually. Tell them to pay attention to the context as they choose which preposition to use. Circulate and assist as needed.
- Bring the class together and have pairs of Ss read the conversations with the answers. Correct errors as needed. If necessary, refer Ss to the explanations in the Meaning or use column in the chart on page 70.

C
- Play the audio for item 1 as an example. Pause the recording after *went running.* Ask a S to read the example: *Yesterday, Yoko got up early in the morning.*
- Restart the recording. Have Ss listen to Part 1 and complete the exercise individually.
- Have Ss compare answers with a partner. Replay the audio if appropriate.
- Bring the class together and call on Ss to read the sentences. Tell them to start each sentence with *Yesterday, Yoko…*
- Restart the recording and repeat the steps above for Part 2. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have Ss compare answers with a partner. Bring the class together and have them read the sentences. Tell them to start each item with *Yesterday, Ben…*

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UNIT 7, LESSON 1 EMBEDDED *WH-* QUESTIONS

REVIEW GRAMMAR
Indirect questions, page 164

COMMON ERRORS
Using question word order in embedded questions
Using question marks with questions embedded into statements
Including the auxiliary verbs *do, does, did* in embedded questions

A
- Ask a volunteer to read item 1. Ask, *How does word order change in the embedded question?* (The subject comes before the verb *is*.)
- Have Ss complete the exercise individually. Remind Ss to follow statement word order in the embedded questions.
- Tell Ss to compare answers in pairs. Then bring the class together and go over the answers.

B
- Invite Ss to preview the questions in the email in pairs and to make editing marks about what will change in an embedded question. For example, for item 1, write on the board: *Where the meeting is?* Invite Ss to cross out words and make other changes. Circulate and assist as needed. Focus on item 4. Say, *In this sentence* Who *functions as the subject, so it is already in subject-verb order. Do not make any changes.*
- Have Ss work individually to fill in the blanks.
- Go over the answers as a class.

C
- Say, *You will listen to embedded questions, but you will write direct questions. Fill in the blanks with the missing* wh- *words.*
- Play item 1. Pause the recording and have Ss read the sample answer.
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. Replay the audio if appropriate.

OPTION For further practice, invite Ss to create embedded questions for each question using various introductory phrases from Exercise 2, page 78. Ss can work orally or write down their statements and questions.

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UNIT 7, LESSON 1 EMBEDDED *WH-* QUESTIONS

A Rewrite each question as an embedded question.

1. Where is the copier?
   Do you know where ___the copier is___?
2. When does Ava need this?
   Can you tell me when ___Ava needs this___?
3. Why are my files missing?
   I don't understand why ___my files are missing___.
4. Where is Mona?
   Do you know where ___Mona is___?
5. How do we install the program?
   Can you explain how ___we install the program___?
6. What should I do about this problem?
   I'm not sure what ___I should do about this problem___.
7. Where can I find some pens?
   Do you know where ___I can find some pens___?
8. When are we meeting?
   Can you tell me when ___we are meeting___?
9. Who should I email about this?
   I don't know who ___I should email about this___.

B Read the email. Rewrite each question as an embedded question.

1. Do you know ___where the meeting is___?
2. I don't know ___what time it starts___.
3. I'm not sure ___what the purpose of the meeting is___.
4. Do you know ___who is attending___?
5. Can you tell me ___what topics we are discussing___?
6. Can you explain ___how I can access the project documents___?
7. I don't know ___what I need to bring___.
8. Can you tell me ___how I add my name to the mailing list___?

Subject: Project meeting

From: May Chen To: Paula

Hi Paula,

I'm new to the design department. (Today is my first day!) My manager, Carlos, asked me to come to the project meeting tomorrow. He said to email you for more information about the meeting. I have a few questions.

Where is the meeting?
What time does it start?
What is the purpose of the meeting?
Who is attending?
What topics are we discussing?
How can I access the project documents?
What do I need to bring?
How do I add my name to the meeting list?

Thanks so much for your help!
May

C ▶07-02 Listen to each embedded question. What does the speaker want to know? Add the missing word.

1. ___Where___ are the presentation files?
2. ___How___ can I download these files?
3. ___When___ is the client meeting?
4. ___Why___ does Nina need these files today?
5. ___Who___ should I send this email to?
6. ___Where___ is May?
7. ___Who___ can I call about this problem?
8. ___What___ is his name?

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UNIT 7, LESSON 2 COMPARISONS WITH *AS...AS*

A Complete the email. Make comparisons with *as...as* and the words in parentheses.

From: Ying Lee To: Lan

Hi, Lan.

Greetings from Houston! Moving overseas and starting a new job has been a little scary. But it's ___not nearly as scary as___ (1 (not nearly / scary)) I thought it would be! Everyone has been so kind and helpful. My new coworkers are ___as supportive as___ (2 (supportive)) my old co-workers. And the atmosphere at the office is ___not as intimidating as___ (3 (not / intimidating)) I had imagined. The work is ___as challenging as___ (4 (challenging)) I had expected, but I know it will get easier. And I love the city. Houston is ___just as hot as___ (5 (just/hot)) Shanghai. The traffic is also bad, but it's ___not nearly as bad as___ (6 (not nearly / bad)) the traffic back home. My new co-worker from the office is ___just as enthusiastic as___ (7 (just / enthusiastic)) I am about live music. So we are going to see some bands this weekend.

I can't wait! I hope everything is going well with you. Send an email or text me when you can.

Ying

B Rewrite the sentences. Make comparisons with *as...as* and the words in parentheses.

1. Dan is not very busy. Marc is very, very busy.
   Dan is ___not nearly as busy as___ (not nearly / busy) Marc.
2. Kelly has two years of experience. Yuko has two and a half years of experience.
   Kelly is ___almost as experienced as___ (almost / experienced) Yuko.
3. I think learning English is challenging. But learning Chinese is a lot more challenging.
   Learning English ___not nearly as challenging as___ (not nearly / challenging) learning Chinese.
4. Marco was confident in the review. Lucas wasn't so confident.
   Lucas was ___not as confident as___ (not / confident) Marco.
5. Alba is very talented. Diego is also very talented.
   Alba is ___just as talented as___ (just / talented) Diego.
6. This project is easy. The last project was really intense.
   This project ___not nearly as difficult as___ (not nearly / difficult) the last one.
7. My old manager was laid-back. My new manager is not laid-back at all.
   My new manager is ___not nearly as laid-back as___ (not nearly / laid-back) my old one.

C ▶07-07 Listen to the conversations. Circle the correct answer.

1. The presentation was ***more useful*** / ***less useful*** than he had hoped.
2. Her new job is ***more exciting than*** / ***as exciting as*** her old job.
3. The new project is ***much more challenging*** / ***much less challenging*** than the last one.
4. He would like his boss to be ***more supportive*** / ***less supportive***.
5. Yesterday, she was ***a lot more*** / ***a lot less*** tired.
6. He hoped the designs would be ***better*** / ***worse***.
7. She thought she would be ***more nervous*** / ***less nervous*** about the interview.
8. His new office is ***a little bigger*** / ***a little smaller*** than his old office.
9. Both of them are ***excited*** / ***not excited*** about our trip to New York.

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UNIT 7, LESSON 2 COMPARISONS WITH *AS…AS*

REVIEW GRAMMAR
Comparative form of adjectives
OPTIONAL GRAMMAR TO REVIEW
Adverbs *just*, *almost*, *(not) nearly*

COMMON ERRORS
Using *as…as* with comparative forms of adjectives
Using the incorrect verb tense in the second part of a comparison

A
- Ask a volunteer to read item 1. Focus on the formation *as…as.* Review that the words *just, almost, not,* and *not nearly as* are placed before the first *as* to indicate whether something is exactly the same, similar, different, or completely different. **For lower-level Ss**, you can write these words on the board.
- Have Ss complete the exercise individually.
- Tell Ss to compare answers in pairs. Then bring the class together and go over the answers.

B
- Ask a volunteer to read line one. Have another S read the example answer. Ask, *Do the sentences have the same meaning?* (yes)
- Have Ss complete the exercise individually.
- Tell Ss to compare answers in pairs. Then bring the class together and go over the answers.

C
- Say, *You will hear comparisons with* as…as. *You will have to interpret them to choose the statement with the same meaning.*
- Play the audio for item 1. Pause the recording and have a S read the example. To analyze more carefully, replay the audio and ask Ss what they heard. Then have Ss look at the example and ask, *Is the meaning the same as the sentence you heard?* (yes)
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. Replay the audio if appropriate. If Ss are still having difficulty, write the sentences from the audio on the board:

2. *It's just as exciting as my old job.*
3. *This new project is not nearly as challenging as the last one.*
4. *Unfortunately, he's not nearly as supportive as I would like.*
5. *I'm not nearly as tired as I was yesterday.*
6. *And they are not as good as I had hoped.*
7. *But I'm not as nervous as I thought I would be.*
8. *It's almost as big as my old office.*
9. *I think I'm as excited as you are.*

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UNIT 7, LESSON 3 PHRASAL VERBS WITH OBJECTS

REVIEW GRAMMAR
Direct objects

COMMON ERRORS
Separating inseparable phrasal verb
Putting pronouns after the particle in separable phrasal verbs

A
- **For lower-level Ss**, write the eight phrasal verbs that appear in the exercise on the board: *1. check in; 2. run out; 3. set up; 4. go over; 5. get on; 6. figure out; 7. put together; 8. go through.* Elicit which ones Ss think are separable. (3, 6, 7)
- Do the first item together on the board. Start by asking, *What is the phrasal verb?* (check in) Then have a volunteer write the answer on the board. (I will check in with my manager.)
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate and assist as needed.
- Bring the class together. Ask, *Which items have separable verbs?* (3, 6, 7) *Which ones have two possible answers?* (3, 7) *Why can't item 6 have two possible answers?* (because it is impossible to put the pronoun *it* after the phrasal verb *figure out)* Call on Ss to write each answer on the board. Make any necessary corrections.

B
- Call on two volunteers to read item 1 and the example answer. Ask, *Is* back up *separable?* (yes) *What pronoun replaces* hard drive? (it) Say, *Because the phrasal verb is separable, the pronoun* it *must come after the verb.*
- Have Ss complete the exercise individually. Circulate and assist as needed.
- Bring the class together and go over the answers. Read Part A in each item and call on volunteers to read Part B. If Ss make mistakes or have questions, walk them through the steps: *Is the phrasal verb separable or inseparable? Does it have an object? What is the pronoun form of the object?*
- Sum up the topic by asking, *In which items does the pronoun follow the phrasal verb?* (2, 3, 4, 8) *Are these separable or inseparable verbs?* (inseparable) *In which items is the pronoun between the verb and particle?* (5, 6, 7, 9) *Are these separable or inseparable verbs?* (separable)

OPTION Have Ss practice reading the conversations in pairs.

C
- Tell Ss that the task is a dictation. They need to fill in the blanks with the phrasal verbs they hear. Play the audio for item 1. Pause the recording and have Ss check the phrasal verb they hear against the example.
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have them compare answers with a partner.
- Bring the class together and call on Ss to write answers on the board.

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UNIT 7, LESSON 3 PHRASAL VERBS WITH OBJECTS

A Put the words in the correct order to make sentences. If the phrasal verbs are separable, write the sentence in two ways.

1. with / will/ my manager / I / check / in I will check in with my manager.
2. run / have / paper / of / we / out We have run out of paper.
3. I / can / up / set / the projector I can set up the projector. / I can set the projector up.
4. the feedback / go / let's / tomorrow / over Let's go over the feedback tomorrow.
5. get / need to / the internet / on / I I need to get on the Internet.
6. out / hasn't / it / Pedro / figured / yet Pedro hasn't figured it out yet.
7. a plan / put / Fatima / for the party / together Fatima put together a plan for the party. / Fatima put a plan together for the party.
8. the process / Dana / went / carefully / through Dana went through the process carefully.

B Read each conversation. Complete the sentences using the phrasal verb and a pronoun as the object.

1. A: Did you back up your hard drive?
   B: Yes I backed it up an hour ago
2. A: Are you going to check in with Sara?
   B: Yes, I will check in with her this afternoon.
3. A: Did we run out of printer ink?
   B: Yes, we ran out of it yesterday.
4. A: Do you want to go over the notes together?
   B: Sure, but let's go over them later.
5. A: Have you figured out the problem?
   B: No, I haven't figured it out yet.
6. A: Did you put together the agenda for the meeting?
   B: Yes, I put it together this morning.
7. A: Would you mind setting up the tables and chairs for the presentation?
   B: Sure. I'll set them up now.
8. A: Should we go through the client feedback now?
   B: Sure. Let's go through it in my office.
9. A: Did he remember to turn on the computer?
   B: Yes, he turned it on already.

C ▶07-14 Listen. Complete the sentences with the phrasal verbs you hear.

1. It's too dark in here. Can you turn on the lights?
2. Let's go over the new designs in the meeting.
3. We have a problem. Can you help us figure it out?
4. Please back up your files every day.
5. Will you help me set up the room for the meeting?
6. Why don't you check in with Tom?
7. Can we put some ideas together before tomorrow?
8. Yuko went through the process step-by-step.

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UNIT 8, LESSON 1 *MAY / MIGHT / COULD* WITH THE CONTINUOUS FOR POSSIBILITY

A Rewrite the sentences with the modal in parentheses.

1. Dana might be getting sick. (may)
   Dana may be getting sick.
2. Ahmet may be coming down with the flu. (might)
   Ahmet might be coming down with the flu.
3. They might be talking to the doctor now. (may)
   They may be talking to the doctor now.
4. Ari may be resting. (could)
   Ari could be resting.
5. Sara may not be working today. (might)
   Sara might not be working today.
6. I may be getting a migraine. (could)
   I might be getting a migraine.

B Complete the conversations with the words in parentheses. Use the continuous or simple form of the verb.

1. A: What's wrong?
   B: I think I _____ (might / get) the flu.
   might be getting
2. A: I think I _____ (might / come down with) a cold.
   might be coming down with
   B: Why don't you go home for the afternoon?
3. A: Is Pedro here? He was sick yesterday.
   B: I haven't seen him. He _____ (might not / feel) better.
   might not be feeling
4. A: Where is Ava? _____ she _____ (could / sleep)?
   Could / be sleeping
   B: Probably. She said she was tired.
5. A: I _____ (might / get) a rash. My arm is itching a lot.
   might be getting
   B: Let me look at it.
6. A: Who is Lisa talking to?
   B: She _____ (could / make) an appointment with the doctor.
   could be making

C ▶08-03 Listen to each conversation. What do Marco, Trina, and Ed think is possible? Check (✓) all the correct answers.

1. It's possible that Marco…
   a. ☐ has a rash
   b. ☑ is getting the flu
2. It's possible that Trina…
   a. ☑ is getting sick
   b. ☐ has allergies
   c. ☑ has the flu
   d. ☑ needs to see the doctor
3. It's possible that Ed…
   a. ☑ is getting a migraine
   b. ☑ needs to take some medicine
   c. ☐ wants to lie down
   d. ☐ needs to go to the store

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UNIT 8, LESSON 1 *MAY / MIGHT / COULD* WITH THE CONTINUOUS FOR POSSIBILITY

REVIEW GRAMMAR
Degrees of certainty of different modals

COMMON ERRORS
Using *couldn't* to express possibility
Forming questions with *may* or *might*
Contracting negatives with *may* or *might*

A
- Ask a volunteer to read the original statement in item 1 and the sample answer. Explain, *In this exercise, you need to replace the modal in the original statement with the modal in parentheses.*
- Have Ss complete the exercise individually and then compare answers with a partner.

OPTION To provide a challenge, in pairs, have Ss practice creating questions from the statements. Circulate and listen to make sure Ss are using only the modal *Could* in each question. (1. Could Dana be getting sick? 2. Could Ahmet be coming down with the flu? 3. Could they be talking to the doctor now? 4. Could Ari be resting? 5. Could Sara be working today? 6. Could I be getting a migraine?)

B
- Call on two Ss to read the conversation in item 1. Focus on the example. Review the form for statements (modal + *be* + verb + *-ing*). Then elicit the form for questions. (*Could* + subject + *be* + verb + *ing*)
- Have Ss complete the conversations individually.
- Tell Ss to compare answers in pairs. Then bring the class together and have pairs of Ss read the answers.

OPTION In pairs, have Ss role-play the conversations.

C
- Play the audio for item 1 as an example. Pause the recording and ask, *What does Marco say?* (that he feels terrible and that he might be getting the flu) Bring Ss' attention to the checked answer in item 1.
- Restart the recording. Have Ss listen and complete the exercise. Then have them compare answers with a partner.
- Bring the class together and go over the answers.

OPTION Play the recording again. Tell Ss to raise their hands when they hear *may / might / could* in the continuous form. At each point, stop the recording and ask, *What did you hear?* Have Ss repeat:
1. I think I might be getting the flu.
2. I think I may be getting sick.
3. I think I may be getting a migraine.

If Ss identify other examples of modals, point out that they are not in the continuous form. If Ss identify other examples of the continuous, point out that they are not attached to modals (for example, *I'm going home now.*).

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UNIT 8, LESSON 2 SUBORDINATING CONJUNCTIONS IN TIME CLAUSES

REVIEW GRAMMAR
Dependent and independent clauses
Time words (*before, after, until,* etc.)

COMMON ERRORS
Using a time clause as an independent clause
Putting a comma after an independent clause when it comes before a time clause

A
- Call on a S to read the example answer. Ask, *What does* as soon as *mean?* (happening shortly after an event) *Does it make sense to say you should start drinking fluids shortly after you feel sick?* (yes) Then focus on the incorrect answer. Ask, *What does* until *mean?* (up to that time) *Would it make sense to say you should start drinking fluids until you feel sick?* (no) Instruct Ss to test both answer choices to decide which meaning makes the most sense.
- Have Ss work individually or in pairs. Circulate and if needed, refer them to the grammar chart in Exercise 2, page 92 to review the meanings of the subordinating conjunctions.
- Bring the class together and go over the answers. Call on Ss to read the full sentences. After each sentence, ask the class, *Does the sentence make sense?*

OPTION In pairs, have Ss rewrite each sentence, swapping the order of the time clauses and independent clauses. Remind Ss to use a comma after the time clause when it's at the beginning of the sentence and to avoid a comma when the time clause is at the end. Note: In item 7, the clauses cannot be swapped. Have Ss skip this item. (1. Start drinking fluids like water or juice as soon as you feel sick. 2. While you are sick, don't drink coffee or sodas. 3. When you have a cold, get lots of rest. 4. Before you give cold medicine to a child, talk to your doctor. 5. Until you are better, stay home from work or school. 6. Wash your hands after you blow your nose. 8. Whenever you are sick, eat chicken soup.)

B
- Have Ss read over the exercise items silently. Instruct **lower-level Ss** to look at the words under the blank lines and circle the subordinating conjunctions. (2. while; 3. before; 4. whenever; 5. until; 6. as long as; When; 7. after; 8. when; 9. as soon as) Tell Ss to write these words first.
- Have Ss work individually.
- Go over the answers as a class. Call on volunteers to write the sentences on the board. Look for correct capitalization and punctuation when the time clauses are at the beginning of the sentence.

OPTION Have Ss work in pairs to make up new time clauses for each statement. Encourage them to refer back to the chart in Exercise 2 on page 92. (For example, Take this medicine *until you feel better.* You should avoid crowded places *when you are sick.* Read the information on the package *whenever you try a new medication.*) Bring the class together and call on pairs to share sentences.

C
- Tell Ss they will be listening specifically for the subordinating conjunctions the doctor uses in her advice. Play the audio until *as soon as you can.* Pause the recording and ask, *What did the doctor say?* Then have Ss complete item 1.
- Hint to Ss that the sentences in the exercise are in the order of the advice in the conversation. Tell them they can fill in the answers as they are listening.
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio to let Ss check their answers.
- Have Ss compare answers with a partner.

OPTION Direct Ss' attention to the sentences in Exercise C. Ask, *Could any of the items use a different conjunction with a similar meaning?* (yes) *Which ones?* (3. while; 4. as long as; 6. when; 8. after, when)

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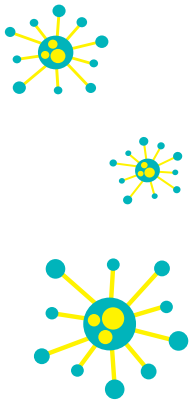
UNIT 8, LESSON 2 SUBORDINATING CONJUNCTIONS IN TIME CLAUSES

A Read the web page. Circle the correct answers.

HEALTH A-Z | LIVING HEALTHY | **SELF HELP** | NEWS & EXPERTS | SYMPTOM CHECKER | Search

How to Treat a Cold

There is no cure for a cold, but here are some tips to feel better faster.



1. ***As soon as*** / ***Until*** you feel sick, start drinking fluids like water or juice.
2. Don't drink coffee or sodas ***before*** / ***while*** you are sick.
3. Get lots of rest ***after*** / ***when*** you have a cold.
4. Talk to you doctor ***before*** / ***as long as*** you give cold medicine to a child.
5. Stay home from work or school ***once*** / ***until*** you are better.
6. ***After*** / ***While*** you blow your nose, wash your hands.
7. Boil a pot of water and breathe in the steam ***as long as*** / ***before*** you can.
8. Eat chicken soup ***until*** / ***whenever*** you are sick.

B Put the words in parentheses in the correct order to complete the sentences.

1. Take this medicine _____ (go / before / you / to bed).
   before you go to bed
2. You should avoid crowded places _____ (while / are contagious / you).
   while you are contagious
3. Read the information on the package _____ (you / before / any medicine / take).
   before you take any medicine
4. _____ (my family / whenever / gets sick), I always get sick, too!
   Whenever my family gets sick
5. I stayed home _____ (my cold / until / was gone).
   until my cold was gone
6. _____ (have / as long as / the flu / you), you shouldn't come to work.
   As long as you have the flu
7. _____ (took / I / after / the cold medicine), I felt so much better.
   After I took the cold medicine
8. _____ (you / are contagious / when), you can pass the virus to others.
   When you are contagious
9. You can return to work _____ (you / feel better / as soon as).
   as soon as you feel better

C ▶08-10 Listen to the conversation. Match the parts to make sentences based on the doctor's advice.

e	1. Dan should get the flu vaccine ___ he can.	a. as long as
g	2. He should take his medicine ___ he eats a meal.	b. until
a	3. He should try to stay away from people ___ he is contagious.	c. while
c	4. He should drink plenty of water ___ he is sick.	d. once
f	5. He should have a hot drink ___ he goes to bed.	e. as soon as
h	6. He should wash his hands ___ he coughs.	f. before
b	7. He should stay home and rest ___ his cold is gone.	g. when
d	8. He should make another appointment ___ he feels better.	h. after

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UNIT 8, LESSON 3 FUTURE REAL CONDITIONAL

A Complete each future real conditional sentence using the words in parentheses.

1. If I _____ (get) sick, I _____ (miss) the meeting.
2. If you _____ (not rest), you _____ (not get) better.
3. Her throat _____ (feel) better if she _____ (drink) this tea.
4. If I _____ (be) still contagious, I _____ (not come) to work.
5. _____ you _____ (call) the doctor if you _____ (feel) worse?
6. If you _____ (get) worse, you _____ (end up) in the hospital.
7. If he _____ (take) this medicine, his headache _____ (go away).
8. What _____ you _____ (do) if you _____ (get) sick?
9. If you _____ (not treat) that rash, it _____ (spread).

B Complete each future real conditional sentence using the words in parentheses. Add a comma when needed.

1. _____ (get the flu) it will be terrible.
2. If I don't feel better in the morning _____ (call the doctor).
3. _____ (feel bad) he will go home early.
4. _____ (be contagious) you will make everyone else sick.
5. _____ (take this medicine) you will get healthy soon.
6. _____ (not come to the party) if I feel worse.
7. _____ (have time) will you make me some hot tea?
8. _____ (not recover) if you don't rest.

C ▶08-15 Listen to each conversation. Circle the correct ending for each sentence.

1. If she gets better,
   a. they will have dinner tonight.
   (b.) they will do something on the weekend.
2. If he listens to the doctor,
   a. he will be able to go to work.
   (b.) he will get over the flu.
3. If she goes out,
   (a.) she will make other people sick.
   b. she will be bored.
4. If he doesn't feel well tomorrow,
   a. his friend will take the day off.
   (b.) his friend will take him to the doctor.
5. If he gets sick,
   a. he will rest.
   (b.) he will miss the party.
6. If she drinks the tea,
   a. her throat will hurt.
   (b.) her throat will feel better.
7. If he doesn't rest,
   (a.) he will get worse.
   b. he will get tired.
8. If she doesn't take the medicine,
   (a.) she won't get better.
   b. she won't like it.
9. If he doesn't wear a mask,
   a. he will look strange.
   (b.) he will spread the virus.

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UNIT 8, LESSON 3 FUTURE REAL CONDITIONAL

REVIEW GRAMMAR
Will for future intention, page 164

COMMON ERRORS
Using *will* in the *if*-clause
Placing a comma before the *if*-clause when the clause comes at the end of a sentence

A
- Ask a volunteer to read item 1. Reiterate that with the future real conditional, we always use the simple present in the *if*-clause and the future with *will* in the result clause.
- Have Ss work individually to complete the items.
- Go over the answers as a class. Call on volunteers to write the sentences on the board.

OPTION In pairs, invite Ss to take turns reading each *if*-clause. Their partner should complete the sentence with a new result clause. Model with a **higher-level Ss**.

B
- Have Ss work individually to complete the statements. Remind Ss to use commas where necessary.
- Go over the answers as a class.

OPTION To practice question formation in conditional sentences, have Ss take turns changing the statements in the result clause into questions. Model item 1: *If I get the flu, will it be terrible?* Instruct Ss to skip item 7 since it is already a question.

2. If you don't feel better in the morning, will you call the doctor?
3. If he feels bad, will he go home early?
4. If you are contagious, will you make everyone sick?
5. If you take this medicine, will you get healthy soon?
6. Will you come to the party if you feel worse?
8. Will you recover if you don't rest?

C
- Tell Ss to focus on the speaker's meaning as they listen. Play the audio for item 1 as an example. Pause the recording after *That's OK. If you get better, we can do something this weekend.* Elicit the answer.
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. If Ss have questions or difficulty, replay the corresponding part of the audio.

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UNIT 9, LESSON 1 REFLEXIVE PRONOUNS

REVIEW GRAMMAR
Object pronouns
Spelling change from *-f* to *-ves*

COMMON ERRORS
Using an object pronoun instead of a reflexive pronoun
Omitting the plural form *-ves* for *ourselves, yourselves, themselves*
Using *myself* as a subject

A
- Call on a S to read the example. Ask, *What is the subject?* (She) *What is the reflexive pronoun?* (herself) *Do these words refer to the same person?* (yes)
- Have Ss complete the exercise individually. Advise **lower-level Ss** to underline the subject in each sentence to help them decide which reflexive pronoun to use.
- Have Ss compare answers in pairs.
- Bring the class together and go over the answers.

B
- Have Ss focus on item 1. Ask a S to read the example. Point out that some of the answer prompts are adjectives and some are verbs. The adjectives require adding a preposition. If Ss get stuck, tell them to refer to 1A on page 102. **For lower-level Ss**, elicit which items contain verbs in the prompts (3, 4, 5, 6, 9) and which contain adjectives (1, 2, 7, 8).
- Have Ss complete the exercise in pairs.
- Go over the answers as a class. Focus on items 3 and 6. Ask, *How do we know the answer is* yourself *in item 3 and* yourselves *in item 6?* (The items use imperative form, and the subject *you* is understood.)

C
- Say, *You will hear short conversations. You will not hear the exact words in the exercise items. You will need to listen and interpret the meaning in order to choose the correct answers.*
- Play the audio for item 1. Pause the recording and have a S read the example. To analyze it more carefully, replay the audio and ask Ss what they heard. (You must feel so proud.)
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. Replay the audio if appropriate. For item 2, it is necessary for Ss to infer what the woman is feeling. (disappointment)

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UNIT 9, LESSON 1 REFLEXIVE PRONOUNS

A Complete the sentences with a reflexive pronoun.

1. She was mad at _____herself_____ for losing her keys.
2. Carlos will be disappointed in _____himself_____ if he doesn't finish the race.
3. We didn't enjoy _____ourselves_____ at the company party.
4. The people helped _____themselves_____ to the free cookies.
5. I was surprised at _____myself_____ for going rock climbing.
6. You shouldn't blame _____yourself_____ for what happened.
7. Did Ana draw these designs by _____herself_____?
8. The boy looked proud of _____himself_____ for spelling his own name.
9. Why don't we introduce _____ourselves_____ before we start the meeting?

B Complete the sentences using the word in parentheses and a reflexive pronoun. Use correct prepositions with the adjectives, if necessary.

1. I was _____disappointed in myself_____ (disappointed) for not passing the exam.
2. She should be _____ashamed of herself_____ (ashamed) for being so rude.
3. Don't _____blame yourself_____ (blame). The accident wasn't your fault.
4. We really _____enjoyed ourselves_____ (enjoyed) on our trip to Vietnam.
5. I never took piano lessons. I _____taught myself_____ (taught) how to play.
6. There's plenty of food for all of you. Please _____help yourselves_____ (help) to whatever you want.
7. I was _____surprised at myself_____ (surprised) for trying skydiving.
8. That was a terrible kick! He looks really _____mad at himself_____ (mad) for missing the goal.
9. I _____told myself_____ (told) I would quit smoking this year.

C ▶09-02 Listen to the conversations. Complete the sentences using the words in the word box and a reflexive pronoun.

blames	disappointed in	helped	mad at	promised	~~proud of~~

1. She was _____proud of herself_____ for winning the race.
2. They were _____disappointed in themselves_____ for losing an important game.
3. She was _____mad at herself_____ for breaking the vase.
4. He _____promised himself_____ that he would exercise more.
5. They _____helped themselves_____ to the sandwiches.
6. He _____blames himself_____ for what happened.

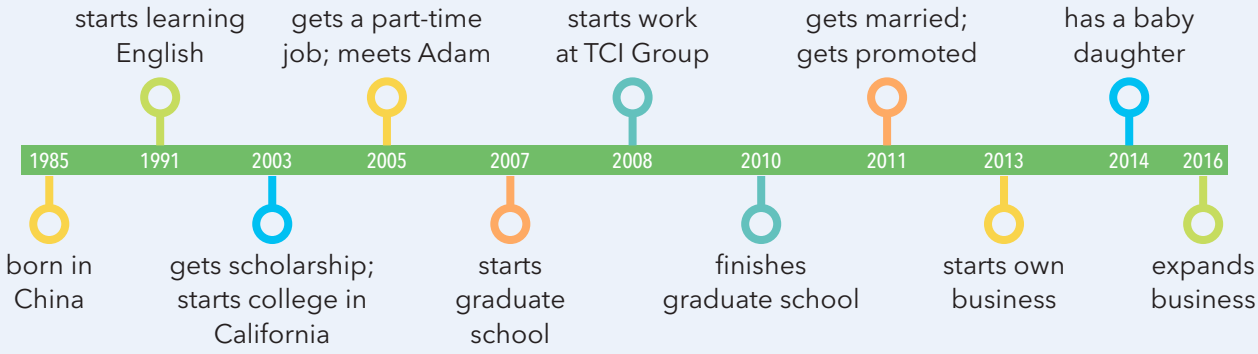
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UNIT 9, LESSON 2 PAST CONTINUOUS WITH *WHILE* AND *WHEN*

A Complete the sentences with the correct form of the verbs in parentheses.

1. While I ___was walking___ (walk) down the street, I ___saw___ (see) an accident.
2. While Kay ___was driving___ (drive) to work, her car ___ran out___ (run out) of gas.
3. When I ___was getting___ (get) dressed, I accidently ___put on___ (put on) two different socks!
4. Jon's boss ___walked___ (walk) in while he ___was playing___ (play) a game on his phone.
5. When they ___were surfing___ (surf), they ___saw___ (see) a shark!
6. We were so tired! We ___didn't hear___ (not hear) a thing when we ___were sleeping___ (sleep).
7. While they ___were singing___ (sing) on stage, the microphones ___stopped___ (stop) working.
8. The soccer player ___hurt___ (hurt) himself when he ___was kicking___ (kick) the ball.

B Read the timeline of Mei's life. Write sentences with the verbs in parentheses. Use correct tense.



1. While she was living in China, she started learning English.
   (live in China / start learning English)
2. While / When she was living in China, she got a college scholarship.
   (live in China / get a college scholarship)
3. She got a part-time job when / while she was attending college.
   (get a part-time job / attend college)
4. While / When she was going to college, she met Adam.
   (go to college / meet Adam)
5. She started work at TCI Group while / when she was going to graduate school.
   (start work at TCI Group / go to graduate school)
6. While / When she was working at TCI Group, she got married.
   (work at TCI Group / gets married)
7. While / When she was running her own business, she had her daughter.
   (run her own business / have her daughter)
8. While / When she was raising her daughter, she expanded her business.
   (raise her daughter / expand her business)

C ▶09-09 Listen to the conversation. Write the numbers 1 or 2 to show the order of the actions.

1. ___2___ starts graduate school
   ___1___ lives in New York
2. ___2___ meets wife
   ___1___ goes to graduate school
3. ___1___ works at Brown Engineering
   ___2___ gets married
4. ___2___ company goes out of business
   ___1___ looks for a larger apartment
5. ___2___ hears about a job in Houston
   ___1___ talks to college roommate in Houston

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UNIT 9, LESSON 2 PAST CONTINUOUS WITH *WHILE* AND *WHEN*

REVIEW GRAMMAR
Past continuous with *when*, page 165
OPTIONAL REVIEW GRAMMAR
Dependent and independent clauses

COMMON ERRORS
Using past continuous in the independent clause instead of the dependent clause
Not using commas correctly with dependent and independent clauses

A
- Read the example. Ask, *Which event started before the other one happened?* (I was walking) Remind Ss that the *while / when* clause should contain the past continuous form.
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate and assist as needed. If Ss get stuck, ask, *Which event happened first? Which event happened second?*
- Go over the answers as a class. Call on Ss to read the full statements.

B
- Tell Ss to preview the timeline. Make sure they look at the events both above and below the line. Have them make simple past statements about Mei's life. Model the first two: *Mei was born in 1985 in China. In 1991 she started learning English*. Call on Ss to continue making statements.
- Focus on item 1. Say, *Read the words under the write-on line. What are the two verbs?* (live and start) Say, *Look at the timeline. Which event happened first and continued?* (Mei lived in China.) *Which event happened later?* (Mei started learning English.) Have a S read the example aloud. Remind Ss to use *when / while* with the first event in the dependent clause.
- Have Ss complete the exercise individually. Remind them that they must figure out which event started first and continued until the second one happened. Circulate and assist as needed.
- Then have them compare answers in pairs.
- Check answers with the class. Have Ss read the completed statements aloud.

C
- Tell Ss, *You will hear one long conversation. Listen for the specific information you need in order to complete each item in the exercise.* To illustrate the example, play the audio until the second speaker says, *While I was living in New York, I started graduate school for electrical engineering.* Pause the recording and ask, *What two verbs did you hear?* (was living, started) *Which one started first and continued?* (living in New York) *Which event happened second?* (started graduate school) If necessary, write the statement from the recording on the board.
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. Replay the audio, item by item as needed.

OPTION Have Ss form complete sentences based on the exercise items. Tell them they can say the clauses in either order (dependent clause or independent clause first).

1. Bill started graduate school while he was living in New York.
2. He met his wife while he was going to graduate school.
3. He got married while he was working at Brown Engineering.
4. The company went out of business while he was looking for a larger apartment.
5. He heard about a job in Houston while he was talking to his college roommate (in Houston).

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UNIT 9, LESSON 3 INFINITIVE OF PURPOSE

REVIEW GRAMMAR
Base form vs. infinitive

COMMON ERRORS
Using base form instead of infinitive after the main verb
Putting *for* before the infinitive

A
- Read the example. Ask, *Why does she drink coffee?* (to stay awake)
- Have Ss work individually to complete the statements.
- Bring the class together to go over the answers. If necessary, convert the first sentence of each item into a *Why* question to elicit the infinitive of purpose. Keep the question in the same tense as the exercise items.

B
- Call on a S to read the example. Ask, *Why did you go to China?* Elicit the example answer. (I went to China to study Chinese.)
- Have Ss work individually to combine the statements.
- In pairs, have Ss check answers. Then tell them to alternate asking and answering *Why* questions about the content. Model item 2: *Why did my parents call?* (My parents called to wish me a happy birthday.)

C
- Play item 1 as an example. Pause the recording and ask, *Why does she want to stop at the store?* (to get ice cream) *Why is* to get dinner *incorrect?* (They have already eaten dinner.)
- Restart the recording. Have Ss listen and complete the exercise.
- Have them compare answers with a partner.
- Bring the class together and go over the answers. Replay the audio as needed.

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UNIT 9, LESSON 3 INFINITIVE OF PURPOSE

A Complete the sentences using the words in parentheses in the correct form and infinitives of purpose.

1. She drinks coffee to stay awake. **(drink coffee / stay awake)**
2. He reads to relax. **(read / relax)**
3. She practices a lot to get better. **(practice a lot / get better)**
4. He sat down to rest. **(sat down / rest)**
5. They went to the cafeteria to eat. **(went to the cafeteria / eat)**
6. He works out to stay fit. **(work out / stay fit)**
7. I used my phone to take a selfie. **(used my phone / take a selfie)**
8. We had a party to surprise our parents. **(had a party / surprise our parents)**
9. Are you going to Egypt to see the pyramids? **(going to Egypt / see the pyramids)**

B Rewrite the two sentences as one sentence with an infinitive of purpose.

1. I went to China. I wanted to study Chinese. I went to China to study Chinese.
2. My parents called. They wanted to wish me a happy birthday.
   My parents called to wish me a happy birthday.
3. Rasha got up early. She had to take the kids to school.
   Rasha got up early to take the kids to school.
4. I watch American movies. I want to improve my English.
   I watch American movies to improve my English.
5. Matt went outside. He needed to get some fresh air.
   Matt went outside to get some fresh air.
6. I will get a part-time job. I need to earn some extra money.
   I will get a part-time job to earn some extra money.
7. We are going on vacation. We need to relax.
   We are going on vacation to relax.
8. Gina always shops online. She wants to save time.
   Gina always shops online to save time.
9. I went to the doctor. I needed to get a flu shot.
   I went to the doctor to get a flu shot.

C ▶09-16 Listen to each conversation. Circle the correct answer.

1. She wants to stop at the store ***to get ice cream*** / ***to get dinner***.
2. She left her car at the shop ***to fix her brakes*** / ***to get new brakes***.
3. He is going to France ***to meet a friend*** / ***to learn French***.
4. She runs ***to relax*** / ***to exercise***.
5. They're stopping at the gas station ***to get coffee*** / ***to get gas***.
6. She's going to Florida ***to visit the Kennedy Space Center*** / ***to visit her son***.
7. He got up at 4:00 A.M. ***to catch his plane to India*** / ***to pick up his family***.
8. She has to go to the store ***to buy rice*** / ***to buy bread***.

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UNIT 10, LESSON 1 NOUN CLAUSES WITH *THAT*



A Put the words in the correct order to make sentences.

1. Youri / that / she / hopes / graduates / law school
   Youri hopes that she graduates law school.
2. think / is / Marco / a good boss / I
   I think Marco is a good boss.
3. to visit / dreamed / her parents / were coming / Luisa
   Luisa dreamed her parents were coming to visit.
4. Tara / found / scientists / read / a cure for allergies
   Tara read scientists found a cure for allergies.
5. next term / hope / we / will be better / our grades
   Next term we hope our grades will be better.
6. will start / Rose / her own business / I / heard
   I heard Rose will start her own business.
7. to set / we / need / I / agree / some goals right away
   I agree we need to set some goals right away.

B Read the sentences. Answer the question using a noun clause.

1. Alan can't afford a new car right now. Why is Alan worried?
   Alan is worried (that) he can't afford a new car right now.
2. Jack didn't get a promotion. Why is Jack disappointed?
   Jack is disappointed (that) he didn't get a promotion.
3. Ana and Lucas have to move. Why are Ana and Lucas sad?
   Ana and Lucas are sad (that) they have to move.
4. Dan is moving back to China. Why is Dan's family happy?
   Dan's family is happy (that) he is moving back to China.
5. The team got an award. Why was the team excited?
   The team was excited (that) they got an award.
6. Murat's friends forgot his birthday. Why is Murat surprised?
   Murat is surprised (that) his friends forgot his birthday.

C ▶10-02 Listen. Write the missing words.

1. I hope that _____ my roommate gets _____ accepted into law school.
2. James is excited that _____ he's getting _____ a promotion.
3. Ever since we got married, we've dreamed _____ we would visit _____ South Africa.
4. I heard that _____ the new restaurant is opening _____ this week.
5. Tranh hopes _____ he can see _____ his parents this year.
6. I guess that _____ Luis will move in _____ with his parents when he goes back to Peru.
7. Jill forgot that _____ she'll be _____ away on vacation and has to miss Eric's wedding.
8. They're not sure _____ everyone will like _____ the new designs.

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UNIT 10, LESSON 1 NOUN CLAUSES WITH *THAT*

REVIEW GRAMMAR
Dependent and independent clauses

COMMON ERRORS
Using a comma before a *that* clause
Forgetting to include a subject in a noun clause with *that*

A
- Ask a volunteer to read item 1. Suggest to Ss that they can start by identifying the two verbs in the scrambled sentences and then build the rest of the sentence around them.
- Have Ss complete the exercise individually.
- Tell Ss to compare answers in pairs. Then bring the class together and go over the answers. For item 7, point out that two answers are possible. (I agree that we need to set... / We agree that I need to set…)

B
- Read the first sentence and question. Ask a S to read the example. Ask, *What does* he *refer to*? (Alan) Tell Ss not to repeat a name twice, but rather to use a pronoun in the second clause.
- Have Ss complete the exercise individually. Circulate and assist as needed. Make sure Ss use pronouns in noun clauses when appropriate.
- Go over the answers as a class. Call on Ss to read the full statements.

OPTION Invite Ss to finish the sentences in an original way. (for example, Alan is worried that... he will lose his job.)

C
- Explain that the task is a dictation. Ss should fill in the blanks with the words they hear. Play the audio for the first item. Pause the recording and ask, *What is the noun clause?* (that my roommate gets accepted into law school) *Which words should you write?* (my roommate gets)
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have Ss compare answers with a partner.
- Bring the class together and call on Ss to write the answers on the board.

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UNIT 10, LESSON 2 PRESENT UNREAL CONDITIONAL

REVIEW GRAMMAR
Future real conditional, page 94
OPTIONAL REVIEW GRAMMAR
Dependent and independent clauses

COMMON ERRORS
Using *would* in the *if* clause
Using incorrect punctuation with clauses

A
- Ask a S to read the example. Ask, *Does the speaker work a lot?* (yes) *Does the speaker volunteer?* (no) To confirm understanding, write on the board: *I work a lot, so* _____. Have Ss complete the statement. (I don't volunteer) Then repeat item 1: *But if I didn't work so much, I would volunteer more.*
- Have Ss complete the exercise individually. Refer them to the grammar chart in Exercise 2, page 116, if they need help.
- Have Ss compare answers in pairs. Circulate and assist as needed.
- Bring the class together and go over the answers.

B
- Write the example on the board. Ask, *Does the speaker travel much?* (no) *Why not?* (The speaker is too busy.)
- Have Ss complete the exercise individually. Remind them to notice whether the main clause or dependent clause is gapped when they fill in the answers.
- Go over the answers as a class.

C
- Explain that the task is a dictation. Ss should fill in the blanks with the words they hear. Play the audio for item 1 to illustrate the example. Pause the recording and direct Ss to notice that the *if*-clause appears in the first blank while the result clause is in the second.
- Restart the recording. Have Ss listen and complete the exercise. Replay the audio if appropriate.
- Have Ss compare answers with a partner.
- Bring the class together and call on Ss to write the answers on the board.

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UNIT 10, LESSON 2 PRESENT UNREAL CONDITIONAL

A Complete each present unreal conditional sentence.

1. If I ___didn't work___ (not work) so much, I ___would volunteer___ (volunteer) more.
2. If you ___weren't___ (not be) a scientist, ___what would___ you ___do___ (what / do)?
3. If everyone ___drove___ (drive) electric cars, we ___would help___ (help) the environment.
4. I ___would travel___ (travel) the world if I ___had___ (have) enough time.
5. If Kelly ___weren't___ (not be) so busy, she ___would exercise___ (exercise) more.
6. If she ___asked___ (ask) me for help, I ___would help___ (help) her.
7. What ___would___ you ___do___ (do) if you ___had___ (have) more time?
8. If we all ___worked___ (work) together, we ___would achieve___ (achieve) great things.

B Complete each present unreal conditional sentence with the information in parentheses.

1. ___If I weren't so busy___ (not so busy), I would travel more often.
2. If I had enough money, ___I would get my own apartment___ (get my own apartment).
3. ___I would start a business___ (start a business) if I saved more money.
4. ___She wouldn't be happy___ (not be happy) if she weren't helping animals.
5. ___What would you do___ (what / do) if you were a world leader?
6. We would move if ___we found new jobs___ (find new jobs).
7. ___If they needed help___ (they need help), I would help them immediately.
8. ___He would get a promotion___ (get a promotion) if he worked harder.

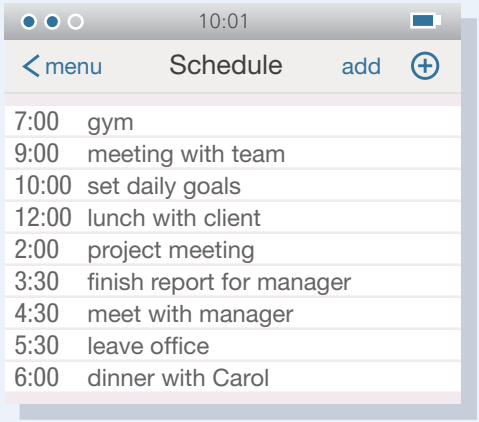
C ▶10-07 Listen. Write the words you hear.

1. ___If I were rich___, ___I'd build___ houses in poor communities.
2. ___If I had more time___, ___I'd volunteer___ at an animal shelter.
3. ___If I had just one wish___, ___I'd wish___ for world peace.
4. ___If I were a doctor___, ___I'd work___ for Doctors Without Borders.
5. ___If I had my own business___, ___I'd give___ 10% of my profits to charity.
6. ___If I didn't have to work___, ___I'd work___ to end world hunger.
7. ___If I could help one animal survive___, ___I'd help___ the elephant.
8. ___If I were a lawyer___, ___I'd blog___ about injustice.

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UNIT 10, LESSON 3 PAST PERFECT

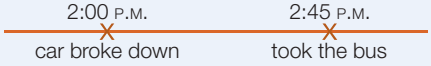
A Look at Erika's daily schedule. Complete the sentences using the past perfect or past simple form of the verbs in parentheses.



1. Erika ___had gone___ (go) to the gym by 7:30 A.M.
2. She ___had attended___ (attend) the team meeting before she ___set___ (set) her daily goals.
3. By 11:30, she ___hadn't eaten___ (not eat) lunch yet.
4. By the time she ___had had___ (have) lunch, she ___had set___ (set) her goals.
5. After she ___had been___ (be) to the project meeting, she ___had written___ (write) her report.
6. She ___had finished___ (finish) her report by the time she ___met___ (meet) with her manager.
7. By 5:00, she ___hadn't left___ (not leave) the office yet.
8. She ___had worked___ (work) all day by the time she ___had___ (have) dinner with Carol.

B Read both actions. Complete the sentences. Use the past perfect.

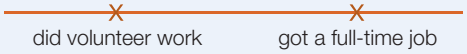
1. After my car ___had broken down___, I took the bus.



2. Yuko ___had visited the United States___ before she moved there for school.



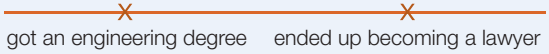
3. By the time Jake got a full-time job, he ___had done volunteer work___.



4. Until I went to veterinary school, I ___hadn't realized I loved horses___.



5. After Maria ___had gotten an engineering degree___, she ended up becoming a lawyer.



C ▶10-14 Listen to each conversation. Write the numbers 1 or 2 to show the order of the actions.

1. ___1___ left her job
   ___2___ wrote a book
2. ___2___ was 25 years old
   ___1___ became president of the company
3. ___1___ worked in restaurants
   ___2___ opened own restaurant
4. ___1___ volunteered
   ___2___ got a job
5. ___2___ became famous
   ___1___ went to the moon
6. ___2___ visited a company's offices
   ___1___ didn't make a decision
7. ___2___ got an offer
   ___1___ stuck in a job
8. ___1___ raised money
   ___2___ ran the race

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UNIT 10, LESSON 3 PAST PERFECT

REVIEW GRAMMAR
Present perfect
OPTIONAL REVIEW GRAMMAR
Simple past

COMMON ERRORS
Confusing when to use past perfect vs simple past
Using time markers incorrectly

A
- Ask a S to read the example. Ask, *Why is past perfect correct here?* (because the sentence includes the time phrase *by 7:30*, meaning the action in the main clause happened before that time)
- Have Ss complete the exercise individually. Remind them that the event that began or happened first must be in the past perfect.
- Go over the answers as a class. Help Ss interpret the time markers. If necessary, draw a timeline and elicit which event happened first.

EXTENSION Have Ss look at Erika's schedule and make up new sentences about her.

B
- To preview the activity, have Ss circle the time markers. (1. After; 2. before; 3. By the time; 4. Until; 5. After.) Direct Ss' attention to item 1. Ask, *What tense will follow the time marker* After? (past perfect) Call on a S to read the example answer. Point to the timeline and ask, *Which event happened first?* (The car broke down.)
- Have Ss complete the exercise individually. Then have them compare answers in pairs. Circulate and assist as needed.

C
- Play the audio for item 1 as an example. Pause the recording and ask, *What two events did you hear?* (left her job and wrote a book) *Which one is in the past perfect?* (had left her job) *Why?* (It happened first.) *What time marker did you hear?* (After)
- Restart the recording. Have Ss listen and complete the exercise.
- Have Ss compare answers with a partner. Bring the class together and go over any questions. Replay the audio as needed. Write the statements on the board or draw timelines to make clarifications as needed. If Ss have difficulty with item 6, help by asking, *What did Joe do first?* (He visited the company offices.) *What did he do after that?* (He made a decision.)

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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 rewrite the sentences to be true about themselves. Give an example using sentence 7. Say, *Look at number 7. I would write,* The watch my father gave me is my most important possession.

UNIT 2, 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.

OPTION Give Ss time to scan the reading to see how the words are used in context.

EXTENSION For each sentence, have Ss answer a related question with a partner.

1. What is something that you do frequently?
2. Who is someone you know that is logical? What makes that person logical?
3. What is your favorite creature to see when you visit a zoo?
4. Who or what inspires you? What does that person or thing inspire you to do?
5. What is the most extreme weather you have ever experienced?
6. What body of water have you visited? What body of water would you most like to see in real life?
7. How many animals can you name that may attack humans?

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VOCABULARY PRACTICE

UNIT 1, LESSON 4

Complete the sentences with words from the box.

network	eat out	joy	significant	last	immediate	temporary	possession

1. Dana's sunglasses didn't _____last_____ long, they broke after two days.
2. Helping others is a _____signficant_____ part of Matteo's life. He reads to children at the library every Saturday.
3. His _____network_____ of friends helped Tom when he broke his leg. They brought him dinner every night for a month.
4. I hate to cook so I always _____eat out_____ on the weekends.
5. Pete's new job was only _____temporary_____, it was just for one month.
6. Kara felt better that day. She took the medicine and it brought her _____immediate_____ relief from pain.
7. The bracelet my mother gave me is my most important _____possession_____.
8. Hana smiled with _____joy_____ as everyone began to sing "Happy Birthday!"

UNIT 2, LESSON 4

Circle the correct answers.

1. When storms are *frequent* that means they happen ___.
   a. sometimes
   (b.) often
   c. every day
2. Everyone likes to work with Rosa, they say that she is *logical*. That means she is ___.
   (a.) clear thinking
   b. extreme
   c. unusual
3. A *creature* could be any type of ___.
   a. pond
   b. weather
   (c.) animal
4. The book *inspired* Lei Wi to get more exercise. It ___.
   (a.) gave him the idea
   b. was based on clear thinking
   c. was very unusual
5. Because of the *extreme* weather conditions, school was cancelled. That means that the weather conditions were ___.
   a. happening very often
   b. trying to hurt someone
   (c.) very bad and unusual
6. A *body of water* is ___.
   a. an animal, an insect, or a fish
   (b.) a lake, a pond, or an ocean
   c. very unusual or very bad
7. Don't come too close to the tigers. They can *attack* and ___ you.
   a. like
   (b.) hurt
   c. play with

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UNIT 3, LESSON 4

Complete the sentences with words from the box.

obvious	assumptions	flexible	arrest	relevant	criminal

1. When we meet new people we sometimes make ___assumptions___ about them.
2. The police had to ___arrest___ the man for stealing computers.
3. The lawyer said that any information about the car accident could be ___relevant___.
4. The ___criminal___ broke into the house and stole diamond jewelry and watches.
5. The mistakes Ken made were so ___obvious___. He didn't pass the driving test.
6. At our office some people work from 9–5. I work from 12 to 8 P.M. We have ___flexible___ working hours.

UNIT 4, LESSON 4

Complete the paragraph with words from the box.

scenes	industry	remote	authentic	bonus	shoot

The whole film ___industry___ (1) is waiting for the release of Harold Dean's new movie about Australia in the 1930s. The director decided to ___shoot___ (2) most of the movie ___scenes___ (3) in a ___remote___ (4) town in Australia. He wanted to make it look more ___authentic___ (5). There's a DVD coming out shortly after the movie opens, with a special ___bonus___ (6) soundtrack and interviews with the filmmakers.

UNIT 5, LESSON 4

Complete the sentences with words from the box.

intimate	tender	superb	skip	tough	options	to order

1. The service at the restaurant yesterday was perfect, it was ___superb___.
2. The meat in the dish was cooked very well it was soft and ___tender___.
3. The menu at this restaurant is very flexible. Most of the meals can be made ___to order___.
4. There were so many different entrée ___options___. I had trouble making a choice.
5. Tonight I prefer to ___skip___ the appetizers and order the main course right away.
6. The vegetables were so ___tough___ that they were too hard to cut. I didn't eat them.
7. We loved the new restaurant, the atmosphere was warm and ___intimate___.

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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 Hold a class discussion by posing questions using the words in other contexts.

What is something you think is obvious but was hard for someone else to see or notice?

Is it good or bad to make assumptions? Can an assumption ever be safe to make? Can you give an example?

Do you think being flexible is good or bad? Name a situation in which being flexible is positive. Name a situation in which being flexible is negative.

Make a list of crimes that the police arrest people for. Which do you think are more serious? What punishments do you think criminals should receive for those crimes?

What part of English class is most relevant to you? Why?

UNIT 4, 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 Ss talk about a movie they have seen or want to see and use the words in the box during their discussion. If time allows, let Ss search online for information about the movie to enhance their discussions. Let Ss give presentations or read what they wrote for the class.

UNIT 5, 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 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.

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UNIT 6, LESSON 4

- Draw attention to the multiple-choice 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 Have Ss write their own multiple-choice questions using the vocabulary words. Call Ss to the board to write their questions and answer choices on the board and have the rest of the class answer the questions. Or, collect Ss' work and type a quiz for Ss to take for extra practice.

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 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. **For higher-level Ss**, have them complete a word form chart for some of the words in the box.

For example:

Noun	Verb	Adjective	Adverb
productivity	produce	productive	productively
distraction	distract	distracted	distractingly
dreadness or dreadfulness	dread	dreadful	dreadfully
notification	notify	notifiable	NA

EXTENSION Teach Ss about phrasal or two-word verbs using *pile up* and *catch up* as examples from the box. Explain that these words have a base form of the verb and a particle or preposition. Show them how the meanings can change if the particle changes. Say, *If we say* catch on *instead of* catch up, *it means to start to understand something.* Give Ss time to search online for other particles that can be used with these two base verbs.

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UNIT 6, LESSON 4

Circle the correct answers.

1. A word used to describe the type of food you usually eat is ___.
   a. an incentive
   b. a feature
   (c.) a diet
2. The grocery store clerk reads the ___ on the package of food that you buy.
   (a.) bar code
   b. diet
   c. feature
3. She won the race thanks to her hard work and a lot of ___ from her trainer.
   a. adjustment
   b. incentive
   (c.) encouragement
4. To give an opinion to a restaurant or movie is to ___ it.
   (a.) rate
   b. adjust
   c. keep track of
5. The new running app has many great ___.
   a. barcodes
   (b.) features
   c. incentives
6. The company is offering a special low price as ___ to buy their product.
   (a.) an incentive
   b. a feature
   c. an adjustment
7. I try to change and ___ my workout so that I don't get bored with it.
   a. rate
   b. encourage
   (c.) adjust
8. Mike's coach told him to ___ his daily workouts so he can see his improvement over time.
   a. adjust
   (b.) keep track of
   c. encourage

UNIT 7, LESSON 4

Complete the sentences with words from the box.

productive	distracted	dread	pile up
deadline	catch up	focus	notifications

1. Dan hates to check his email. He lets the messages _____pile up_____ so sometimes he misses an important one.
2. Ana never turns off her _____notifications_____. She always wants to know what's happening.
3. Gabby had to rush so that she didn't miss the last _____deadline_____.
4. I was on vacation for two weeks. Now I have to work this Saturday to _____catch up_____.
5. My son can get _____distracted_____ easily except when he's playing video games.
6. Sometimes Paul listens to music while he works. It helps him _____focus_____.
7. I _____dread_____ going to long meetings, they are so boring.
8. Rita was the best employee. She always got everything done, she was the most _____productive_____.

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UNIT 8, LESSON 4

Circle the correct answers.

1. The surface of an object is on the ***bottom / outside / inside.***
2. When liquid evaporates it ***changes to gas / turns into water / comes out of your skin.***
3. When you visit a tropical place it will be very ***dry and cool / cold and snowy / hot and wet.***
4. If someone is looking for evidence, they are searching for ***a sound / new information / a signal.***
5. When people sweat, liquid ***is turning to gas / disappears / comes out of their skin.***
6. When you leave out the ice cubes that means you ***add them / don't include them / increase the amount.***
7. Sweating could occur if someone is ***happy / nervous / cold.***
8. When you signal to get someone's attention, you can ***make a sound or action / decide if something is true / leave out important information.***

UNIT 9, LESSON 4

Match each word with the words that describe it. Write the letter on the line.

d	1. invent	a. to react to something
e	2. survive	b. the situation when someone finds something new
b	3. a discovery	c. a doctor that studies human behavior
f	4. an advantage	d. to create an new type of thing or solution
a	5. respond	e. to continue to live after a dangerous event
c	6. a psychologist	f. a better position to be in

UNIT 10, LESSON 4

Complete the sentences with words from the box.

transport peel perspective sustainability
scrap compost profit landfill

1. Using renewable resources like wind and solar power helps achieve the goal of ___sustainability___.
2. Lucia's co-workers say that she has an unusual ___perspective___ because she always "thinks outside the box."
3. They were so hungry that there wasn't a ___scrap___ of food left after they had finished dinner.
4. When Yoka Mia started her own business she didn't see a ___profit___ for a few months. It was a difficult time.
5. After the storm the employer provided ___transport___ for all of the workers to get home safely.
6. Members of the community garden collected old food and used it to make ___compost___.
7. The chef didn't ___peel___ the potatoes before baking them, he left the skins on.
8. Tons of waste go into the local ___landfill___ every month.

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UNIT 8, LESSON 4

- Tell Ss they will review some of the vocabulary items used in the reading from this unit.
- Explain that Ss need to pay attention to the context of these sentences to determine the best answers.
- 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 are incorrect.

EXTENSION Have Ss write their own sentences using the words.

OPTION Give Ss time to scan the reading to see how the words are used in context.

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 to find answers to these questions:

Who is a famous inventor? What did he or she invent?

What are good skills to have to survive after a dangerous event?

What is a discovery made recently?

Name advantages to knowing English.

How do you want to respond when something unexpected happens?

Would you ever want to be a psychologist? Why or why not?

UNIT 10, 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 Let Ss use a dictionary, online search, or the pages from the unit to complete the exercise.

EXTENSION Challenge Ss to write about the local community using all eight of the vocabulary items from this practice. Give Ss time to read their writing with the class or with a small group.

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UNIT 2, LESSON 1 *WILL*, *MAY*, AND *MIGHT* TO EXPRESS LIKELIHOOD

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.*

UNIT 2, LESSON 2 PRESENT PERFECT FOR PAST EXPERIENCES

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**.*

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UNIT 2, LESSON 2 PRESENT CONTINUOUS: REVIEW

Affirmative statements			
Subject	***Be***	**Verb + *-ing***	**Object**
I	**am**	**doing**	chores.
She	**is**		
We	**are**		

Negative statements			
Subject	***Be* + *not***	**Verb + *-ing***	**Object**
I	**am not**	**having**	dinner.
She	**is not**		
We	**are not**		

Questions			
***Wh-* word**	***Be***	**Subject**	**Verb + *-ing***
What	**are**	you	**doing?**
Where	**is**	he	**going?**
	Is	she	**working?**
	Are	you	

Answers	
I'm doing the laundry.	
He's taking out the trash.	
Yes, she **is**.	No, she **isn't**.
Yes, we **are**.	No, we **aren't**.

Notes

- We almost always contract the subject pronoun + *be* in speaking and informal writing.
- Do not use contractions in short, affirmative answers. Yes, she is. NOT ~~Yes, she's~~.

Spelling rules for *-ing* verbs:

- For most verbs, add *-ing* to the base form of the verb. study → studying
- For verbs ending in a consonant + *-e*, drop the *e* and add *-ing* come → coming
- For most verbs ending in consonant / vowel / consonant, double the final consonant and add *-ing*. set → setting, begin → beginning

UNIT 4, LESSON 3 SIMPLE PAST, REGULAR VERBS: REVIEW

Affirmative statements		
Subject	**Verb**	
I	**visited**	Miami.
She	**watched**	the sunset.

Negative statements			
Subject	***Did* + *not***	**Verb**	
I She We	**did not**	**like**	the beaches.

Notes

- We almost always use the contraction *didn't* in speech and informal writing.

Spelling rules for regular verbs

- For most verbs, add *-ed* to the base form. enjoy → enjoy**ed** walk → walk**ed**
- For verbs that end in *e*, add only *d*. like → like**d** love → love**d**
- For verbs that end in a consonant + *y*, change the *y* to *i* and add *-ed*. stu**dy** → stu**died** **try** → t**ried**
- For most verbs that end in consonant + vowel + consonant, double the last consonant. **stop** → sto**pped** **plan** → pla**nned**

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UNIT 4, LESSON 3 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		**eat**	at the hotel.
She	**did not**	**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	Base form	Simple past
be	was, were	go	went	sit	sat
bring	bought	hang out	hung out	sleep	slept
buy	brought	have	had	spend	spent
come	came	make	made	take	took
cost	cost	say	said	wake	woke
drink	drank	see	saw	write	wrote

UNIT 5, LESSON 1 TAG QUESTIONS

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**?
You have an interview today,	**don't you**?
I've given you a copy of my résumé,	**haven't I**?
They'll be here soon,	**won't they**?

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**?
I'm not late,	**am I**?
The interviews haven't started yet,	**have they**?
We can't park here,	**can we**?

Notes

- *I am* becomes *aren't I* in a negative tag. ***I'm** a little late today, **aren't I**?*
- Answer affirmative and negative *yes / no* questions the same way. The answer is *yes* if the statement is correct and *no* if it is incorrect. The answer agrees with the main verb.

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UNIT 5, LESSON 3 COUNT AND NON-COUNT NOUNS WITH *SOME, ANY,* AND *NO*

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)

UNIT 5, LESSON 3 MUCH / MANY / A LOT OF AND *HOW MUCH / HOW MANY*

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?*

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UNIT 5, LESSON 3 *ENOUGH* AND *TOO MUCH / TOO MANY* + NOUNS

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.			

UNIT 6, LESSON 1 VERBS + INFINITIVES AND GERUNDS

Some verbs take infinitives or gerunds. Some verbs take only infinitives or only gerunds.

Verb + gerund/infinitive, infinitive, or gerund			
Subject	**Verb**	**Infinitive or Gerund**	
I	love	to listen listening	to music.
		Infinitive only	
He	wants	to go	to a concert.
		Gerund ony	
We	dislike	watching	TV.

Common verbs for …	
Infinitive or gerund	
love like don't like hate	
Infinitive only	**Gerund only**
want plan hope	enjoy dislike avoid

UNIT 6, LESSON 1 GERUNDS AS OBJECTS OF PREPOSITIONS

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.

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UNIT 7, LESSON 1 INDIRECT QUESTIONS

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.

UNIT 8, LESSON 3 *WILL* FOR FUTURE INTENTION

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.

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UNIT 9, LESSON 2 PAST CONTINUOUS WITH *WHEN*

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.*

PREPOSITIONS

about	below	from…to	outside
above	beneath	in	over
across	beside	in front of	past
after	besides	inside	round/around
against	between	in spite of	since
ahead of	beyond	into	than
along	but	like	through
among	by	near	throughout
apart from	concerning	next to	to
around	despite	of	towards
as	down	off	under
at	during	on	until
away from	except (for)	onto	up
because of	facing	on top of	with
before	for	opposite	within
behind	from	out of	without

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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: I'm sorry. What was that last part again?
   B: I said to change roles after you finish the conversation.
   A: Oh, OK. Got it.
2. A: Can I ask you a question?
   B: Of course.
   A: What's the difference between "I want" and "I would like"?
   B: "I would like" is more polite.
3. A: Just to check–You're saying we should interview our partners and take notes?
   B: That's right.
   A: OK. Thanks.
4. A: Can you remind me–How do you say "firma" in English?
   B: Signature.
   A: Thanks.
5. A: Sorry, but I'm not following. Could you explain that a bit more?
   B: Sure. Let me give you another example.
6. A: I'm having trouble hearing you. Could you speak up, please?
   B: Sorry. Is that better?
   A: Yes. Thank you.

UNIT 1

Page 125, Grammar, Ex. A

1. My first language is Spanish.
2. Derek Jeter was a great baseball player.
3. My son plays baseball.
4. Are you going to the museum with us?
5. I want to go to a museum this weekend.
6. I'm studying biology.
7. We have a biology test tomorrow.
8. Where did you learn English?
9. Where can I buy an English dictionary?

Page 7, Ex. 4A

Su-min: Hey, Mehmet. How are you?
Mehmet: I'm good. Thanks. How's the new project coming along?
Su-min: It's going really well. I'm learning so much, and everyone is so helpful.
Mehmet: Yeah, we have a great group of people here.
Su-min: I agree. I just met Flavio today. We had a long conversation about soccer.
Mehmet: Oh, yeah? I didn't know you were into soccer.
Su-min: Oh, I love it! I watch all the Premiere League games.
Mehmet: Me, too! Who's your favorite team?
Su-min: Manchester United.
Mehmet: No way! Mine, too! Hey, we have something in common.
Su-min: Sounds like it! I wonder what else we both like.
Mehmet: Well, I like traveling. I love going to new places.
Su-min: Really? Same here! Have you gone anywhere interesting lately?
Mehmet: Yeah, last year, I went to Mexico for the first time. I love the culture and the food there. I have some pictures here.
Su-min: Wow! That's amazing. I try to go somewhere new every year. Like last year, I went to Japan and saw incredible art exhibits.
Mehmet: Oh, just my news feed.
Su-min: Ugh, politics?
Mehmet: Oh, you don't like politics? I love it!
Su-min: Not me. I can't stand all the arguing.
Mehmet: That's what I love about it.

Page 7, Exs. 4B and 4C

Su-min: I just had a great conversation with a colleague about soccer.
Mehmet: Oh yeah? I didn't know you were into soccer.
Su-min: I love it!
Mehmet: Me, too! We have something in common.
Su-min: Yes, sounds like it. I wonder what else we both like.
Mehmet: I like politics.
Su-min: Not me. I can't stand politics!

Page 126, Grammar, Ex. C

1. A: What a nice ring, Grace! Where did you get it?
   B: My husband got it for me. He bought it at the store where my sister works.
2. A: Did you see Mary today? She was wearing really cool shoes!
   B: Those are the shoes that she got in New York.
3. A: Where did you get your watch?
   B: This is the watch that belonged to Sue's father.
4. A: I love your earrings!
   B: Thanks! I got these at a store where they sell old jewelry.

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5. A: I'd love to try that new restaurant.
   B: Sure. I can take you any weekend when you're in town.
6. A: Do you know the designer who made these shoes?
   B: No, I've never heard of him.
7. A: The artist who made this bracelet is a good friend.
   B: It's beautiful!
8. A: My sister lost her sunglasses. Do you know a shop where she can buy a new pair?
   B: Sure. She should check out Wilson's on Main Street.

Page 9, Ex. 4A

Su-min: I see you're working late, too.
Mehmet: Yeah. I was just emailing Claire about our design meeting tomorrow. Do you want to see some of the designs?
Su-min: These look wonderful!
Mehmet: Thanks. I've been looking at them for so long, I don't know what looks good anymore. Anyway, I'll figure it out. Hey, that's a beautiful bracelet!
Su-min: Thanks. My grandmother gave it to me. It's one of the few pieces of jewelry that I wear.
Mehmet: It must be very special to you.
Su-min: It is. It was a graduation gift, it even has a message from her on the inside. It's in Korean, and it says, "My dear Su-min. I'm so proud of you."
Mehmet: You know. I need a gift for my sister. It's her birthday next week. I'd love to get her something like that. But I don't know much about fashion or accessories.
Su-min: What are you talking about? You have great style! Like your tie. It's very cool. Where did you get it?
Mehmet: I got it at a store where my cousin works.
Su-min: Well, if you want, I can help you shop for your sister.
Mehmet: Really? Thanks! Maybe tomorrow we can look online for a bracelet like yours.
Su-min: Yeah, that sounds good!

Page 9, Exs. 4B and 4C

Mehmet: That's a beautiful bracelet.
Su-min: Thanks. It's one of the few pieces of jewelry that I wear.
Mehmet: Well, I really like it.
Su-min: Thank you. By the way, that tie is very cool. Where did you get it?
Mehmet: I got it at a store where my cousin works.

Page 127, Grammar, Ex. A

1. She still has an old, black-and-white TV.
2. There was a long silk scarf in the drawer.
3. I'd love to get a modern gray sofa for my living room.
4. The rough, old, leather boots need repairing.
5. She kept a small, round, glass dish on the table.
6. I've had this antique French table for years.
7. Unfortunately, this fancy gold watch no longer works.
8. He wore a beautiful, red, silk tie.
9. There was a large oval mirror in the hall.

Page 11, Exs. 3A and 3B

Hello, I'm Tina Winters, and welcome to Radio Hour. We've got a great show today.

We're talking about memories. Now, if you're like me, you've got closets full of old things. They may not be expensive or antique, but they're important to you. On our last show, we asked you to look in those closets and tell us about something special you found. Today I'll share some of your stories.

First up is Audrey from Chicago. Audrey wrote: "I found a shiny, metal keychain and it brought back a happy memory. When I was 8 years old, my dad took me to a fair. At the fair, there was a game. You had to kick a soccer ball into a goal to win a prize. All the kids waiting to play were older teenagers. I was embarrassed being in line with them because I was just a little kid. But, one by one, the others all missed! Then it was my turn. I kicked the ball and it went right into the net! My prize was the keychain. My dad had a huge smile on his face. I felt so proud."

Next is Larry from Phoenix, who described finding a set of playing cards. "I lived with six roommates in college. For some reason, we were really into playing cards. We played all the time, often until late at night. Now, when I hold the smooth, rectangular cards in my hand, I remember those good times with my old friends."

Rita in Washington also wrote in. "I found an old, round hatbox at my grandmother's house. Inside the box was an old-fashioned, silk hat. I asked my grandmother about it and she told me an interesting story. The hat belonged to my great-great grandfather. One day, in 1860, he was waiting for a train. He heard a crowd enter the station. As they passed, a voice said, "A most excellent hat, Sir." He looked up to see the sixteenth president of the United States, President Abraham Lincoln! They were both wearing the same hat!

We're going to take a break, but don't go away. We've got some more great stories…

Page 16, Exs. 1A and 1B

Hi, I'm Keiko. I want to tell you about two things that are important to me.

The first is this beautiful silver ring. It belonged to my grandfather, and he gave it to me when I graduated from high school. He passed away the

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year after I graduated, and the ring will always remind me of him.

The second thing that I really love is this box. There's an interesting story about it. I was traveling with my family in Japan, and I found this brown box in a little shop. It is made of wood and metal, and it was dull and dirty. But it was very cool, so I bought it. When I got home and cleaned it, I saw it was really nice. I did some research on the Internet and found out it was an expensive antique.

UNIT 2

Page 18, Ex. 1B

1. What was that loud noise?
2. Oh look! The sun is starting to come out.
3. Do you see that? The colors are so beautiful!
4. Oh, no! My hat blew off!
5. It looks so grey outside. What happened to the sun?
6. Don't forget to wear your raincoat!

Page 128, Grammar, Ex. C

1. You might not need an umbrella.
2. The wind must be really strong.
3. A storm must be nearby.
4. It can't be raining outside.
5. The roads might be closed.
6. Where could my sun hat be?
7. She must be afraid of thunderstorms.
8. This weather is awful. We may need to stop driving.

Page 19, Ex. 4A

Scene 1

Jim: Have you seen this design for the North Pole Ice Cream box?

Diana: Oh, that must be the new design. The colors are beautiful. Mehmet did a really terrific job! Did you hear that?

Jim: Yeah. Sounds like thunder. There might be a storm coming. The weather app says there's a chance of rain today.

Diana: That's what mine said this morning, too.

Jim: The sky is getting dark. And it's getting really windy. I know it's silly, but thunderstorms make me nervous.

Diana: It's not silly. They make me nervous, too.

Jim: I don't think I'll go out for lunch today.

Diana: Good idea. You don't want to be out in this weather.

Scene 2

Jim: Well, look at that. Just in time for the trip home. The weather's clearing up.

Diana: Really? Do you think so?

Jim: Sure. The sun is coming out. See? There's a rainbow! The storm must be over.

Jim: Uh, Diana, you may not need all of that.

Diana: Well, before I left Chile, I asked about the weather here, and everyone said it rained a lot. I…I like to be prepared!

Page 19, Exs. 4B and 4C

Diana: Did you hear that?

Jim: Yeah. Sounds like thunder.

Diana: The sky is getting dark. There might be a storm coming.

Jim: I don't think I'll go out for lunch today.

Diana: Good idea. You don't want to be out in this weather.

Page 129, Grammar, Ex. C

1. The tornado has damaged several buildings in the town.
2. Firefighters have been fighting the wildfire for weeks.
3. I've seen a tornado only once in my life.
4. The blizzard has already dropped more than twenty centimeters of snow.
5. Farmers have been asking the government for help for years.
6. The icy roads have caused several accidents.
7. Have you been living without electricity all week?
8. Flooding has affected more than 1,000 homes.
9. Thankfully the storm has not caused much damage.

Page 21, Exs. 4A and 4B

In local weather:

The National Weather Service has issued a tornado warning for several areas in the Midwest. Dangerous tornadoes have been moving through parts of Texas, Oklahoma, Kansas, and Arkansas. As of Tuesday morning, nearly 20,000 homes and businesses in western Texas have reported loss of power. And heavy rain and strong winds have caused damage to hundreds of homes and vehicles in Oklahoma and Kansas. Local governments are asking people to stay in their homes and to avoid driving on roads and highways.

And now for international news:

Montreal, Canada, is digging out from a major blizzard. Temperatures have been falling all week. With an average temperature of -7 degrees Celsius, it hasn't been this cold in Montreal all year. The storm has already dropped 25 centimeters of snow on the city and there's more snow on the way.

Chile has been experiencing a severe drought. The hot, dry, and windy conditions have caused a wildfire to burn out of control in central Chile. Over 5,000 firefighters have been fighting the dangerous fire, which has burned more than 600 homes.

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Page 130, Grammar, Ex. A

1. The lightning was so close that they were scared.
2. We evacuated so quickly that we couldn't take much with us.
3. It was such a big landslide that it caused a lot of damage.
4. It's raining so heavily that our yard is flooding.
5. Jim and Sara are such great neighbors that they helped us during the storm.
6. The wind was so strong that it blew the roof off the house.

Page 23, Ex. 3A

Jim: Ugh, more rain?
Diana: Yes, all the weather reports say it will rain all week.
Jim: Well, at least it's not a hurricane. Have you ever been in a hurricane?
Diana: No, I haven't. Have you?
Jim: Yeah. About five years ago, I was visiting my sister in Taipei and we got hit pretty hard. Well, they call it typhoon over there. But anyway, it was so bad that the whole country was affected.
Diana: Oh no! What happened?
Jim: It rained so hard that all the streets were flooded. A lot of people living in the flooded areas had to evacuate.
Diana: What about you?
Jim: Fortunately, my sister's neighborhood didn't flood. But the wind was so strong that lots of trees fell down. And broken branches were flying everywhere.
Diana: Sounds like it was dangerous!
Jim: It was!
Diana: Was your sister's place OK?
Jim: Yeah. We were lucky. We didn't lose power or anything.
Diana: Oh, thank goodness! That's a relief!
Jim: But I knew some people who lived near the water. They lost everything: their homes, cars, all of it.
Jim: What are you doing?
Diana: I'm checking to see if there is a hurricane in the forecast.
Jim: Diana, don't worry. This is just rain. We would know way in advance if there's a hurricane coming.

Page 23, Exs. 3B and 3C

Diana: Have you ever been in a hurricane?
Jim: Yeah. I have.
Diana: Really? What happened?
Jim: It rained so hard that streets were flooded.
Diana: Oh no!
Jim: And the wind was so strong that trees fell down.
Diana: Sounds like it was dangerous!
Jim: It was. A lot of homes were damaged.

Page 28, Exs. 1A and 1B

Hi, it's Lucas. The weather has been very strange lately. It started to rain on Tuesday. I wanted to go to the park but I went to the movies instead. On Wednesday, it cleared up and the sun came out. And I saw a big rainbow.

By the afternoon, it was sunny and warm and I was able to play soccer with my friends. I hope tomorrow is nice because I'm planning to go to the beach, but it's looking cloudy again so we may get another storm. I guess I could stay home and watch a movie.

UNIT 3

Page 30, Ex. 1B

Conversation 1

A: Why were you so angry at Susan yesterday? What happened?
B: Oh, that…Well, I specifically told her to add blue background to the posters, but she added yellow instead. It's like she didn't even listen to me.

Conversation 2

A: They didn't finish their part of the work on time. We're so late!
B: Yeah, I'm worried, too. But all we can do is wait.

Conversation 3

A: I can't believe I didn't explain my idea correctly! Everyone must think I don't know how to do my job!
B: It's OK. No one noticed.

Conversation 4

A: Hi Erin! How's it going with your new job?
B: It's OK. But I still have so much to learn. I'm tired of asking my colleagues for help. Hopefully, things will become easier soon.

Page 131, Grammar, Ex. C

1. We found the presentation boring.
2. The new project is getting everyone excited.
3. I consider Simon perfect for the position.
4. Elena called John a great leader.
5. The meeting made Ana angry.
6. Lucas considers May the best designer.
7. Presenting makes Lan nervous.
8. They will get the room ready for the meeting.

Page 31, Ex. 4A

Liz: Good morning, Diana! How are you today?
Diana: I'm good, thanks. How are you?

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Liz: Doing great! Ready to figure this out!
Diana: So, you reviewed the notes from everyone? I mean, about their experience with the printing company.
Liz: Yes. But before we talk about the problems we had, let's talk about what went right.
Diana: Yeah. Good idea.
Liz: OK, so the brochures are beautiful. The colors are nice. And the paper feels really good, too!
Diana: Yes. I remember we used them because their work was much better than anyone else's.
Liz: In the end, they delivered what we were looking for.
Diana: Yes. They did.
Liz: So, now let's talk about the problems we had with them.
Diana: Yeah, it looks like everyone found them very difficult to work with. What went wrong?
Liz: Well, first, they didn't communicate clearly. They didn't respond to emails very well. I often had to call them.
Diana: So communication was a big problem.
Liz: Right. And they didn't follow instructions. Remember when they used pink when we wanted red?
Diana: Yes! That got me so frustrated! What was that all about?
Liz: I don't know. I found that hard to understand. I think our instructions were pretty clear.
Diana: OK, so these are pretty big problems. How much of this should we communicate to them?
Liz: All of it, I think. If we're going to use them again, that is—are we?

Page 31, Exs. 4B and 4C

Diana: So what went wrong?
Liz: Well first, they didn't communicate clearly.
Diana: I agree. They didn't respond to emails very well.
Liz: And they didn't follow instructions.
Diana: Yes! That got me so frustrated!
Liz: Yeah, I found that hard to understand.

Page 132, Grammar, Ex. C

1. How about we meet tomorrow morning?
2. I suggest that we use a different company next time.
3. Why don't we set some goals for the project?
4. I suggest that we work late on Thursday and Friday so we can stay on schedule.
5. We could have a meeting to give them feedback.
6. What if we brainstorm some ideas with the design team?
7. How about giving that company another chance?
8. What if we have a daily team meeting?

Page 33, Ex. 3A

Diana: I want to talk about the new printing company we used for the brochures. I thought about it and the problems we had with them, but I think we should give them one more chance.
Liz: I agree. We just need to figure out how to work with them better.
Diana: OK. So we need to give them some feedback. What were the major issues again?
Liz: Um, communication was poor and they didn't always follow instructions.
Diana: Right. Why don't we give them that feedback with the specific examples that we discussed last week?
Liz: Got it. How about we also offer some suggestions on how to work together more effectively?
Diana: That's a great idea! What did you have in mind?
Liz: Well, for one, we could set up weekly meetings so that we can communicate better. That will give us a specific time to discuss problems that come up, instead of waiting for them to answer our emails.
Diana: I couldn't agree more! OK. We could make weekly meetings part of our agreement next time.
Liz: Perfect!
Diana: Now...how do we make sure they follow our instructions? Maybe ask them for daily reports?
Liz: Hmm. I think that might be too much. Let's see if the meetings and more communication help.
Diana: Sure. As long as we don't get pink brochures again!

Page 33, Exs. 3B and 3C

Liz: How about we offer suggestions on how to work together more effectively?
Diana: That's a great idea! What did you have in mind?
Liz: Well, for one, we could set up weekly meetings.
Diana: I couldn't agree more! That will give us a specific time to discuss problems that come up.
Liz: Exactly!

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Page 133, Grammar, Ex. C

A: Hey Jim! Do you have a few minutes to talk?
B: Sure, Ana.
A: So, I just spoke to Mary about the big meeting on Friday.
B: Great. What do I need to do? How can I help?
A: Well, Mary said to bring laptops to the meeting. So, bring yours.
B: Will do.
A: She asked us to take notes. So, why don't we both take notes so we don't miss anything?
B: Great idea.
A: She also asked us not to arrive late. She wants us to be really prepared.
B: That makes sense.
A: Now, we need to do a few things before the meeting. Mary asked us to fix any mistakes in the brochure. Do you have time to do that?
B: Sure. I can do that tomorrow morning.
A: But she said not to print it out. We can look at it online.
B: Sure.
A: Also, she said to finalize the new designs. I'll do that.
B: Sounds good. Anything else? What about booking a room?
A: She told me not to book a meeting room. She's already done that.
B: OK.
A: Just one more thing. She said to order coffee for 10 people.
B: OK. Will do. I'll arrange for coffee and tea for 10.
A: Thanks for your help, Jim!

Page 35, Ex. 3B

1. There were thirty students in the class.
2. They've been married for fourteen years.
3. The book cost eighteen dollars.
4. The meeting took about fifty minutes.

Page 35, Exs. 4A and 4B

A: Welcome to the show! Today on Daily Trouble we're talking to people who experienced some funny misunderstandings and would like to share their stories with us. We have a listener on the line. Hi. Tony! Let's hear your story.
B: I've been married for 10 years now. After my now-wife and I had been together for a few months, my mother suggested that I invite her to have dinner at our house. I was a little nervous, of course, but I was also worried. My girlfriend was a vegetarian. My mom is a great cook, and she wanted to make a nice meal, but she'd never cooked anything vegetarian before. And she didn't quite understand what vegetarian was. She said, "She doesn't eat meat? No problem. I'll cook chicken." So I answered, "No ma, she doesn't eat chicken either." Next she suggested fish. I said, "Ma, she doesn't eat fish!" By then, we were both frustrated, and my mom was confused. I didn't know how else to explain it. So finally I said, "Ma, listen to me! She doesn't eat anything with a face!" We looked at each other for a second, and then burst out laughing.
A: Hah! That's a good one! Next up is Greg. Greg, tell us what happened.
C: It was my first week at a new job. My manager told me to set up a lunch meeting for 16 people for the next week. The smallest room available was for 30 people and that was actually good since there would be space for the food. So I reserved the room and ordered sandwiches and drinks for lunch. Later that week, I received an email from my manager with the meeting details. Next to "number of attendees" it said 60. I went to her office and asked her how many people were coming to the meeting, and she said 60. Then she asked me if everything was set up. I said, "Yup! Everything's ready to go!"

I've never moved so fast in my life! I went online to see if there was a larger meeting room available. There wasn't! I panicked! There were two meeting rooms in the building that could hold 60 people. I found out who had reserved those rooms and contacted them to see if there was any chance they could use a smaller room. Fortunately, one of them said that they actually needed a room for just 30 people, but there was no smaller room available! She agreed to switch rooms. Then I called the restaurant to change the lunch order to 60.

To this day, every time someone says 16 or 60, I confirm by asking, "You mean sixTEEN, one-six, right?"

Page 40, Exs. 1A and 1B

Hi, everyone. This is Rafi. I have the greatest friends and coworkers!

This is Malik. I meet with him to brainstorm ideas for new projects. He always has creative suggestions to offer and he's very helpful. I really like working with Malik.

Then there's Yanni. When I started this job, I didn't have much experience, so I was nervous. But Yanni asked me to go to lunch with him. That made me feel more comfortable. It helps to have a friend at work so we can have lunch or take breaks together.

Finally, there's Tariq. He's my boss. I find his feedback helpful, especially if I'm confused about the project. It makes me happy working with these great people.

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UNIT 4

Page 134, Grammar, Ex. C

1. A: Hey, Shira! Did you get a new computer?
   B: Sure did. I used to have a desktop computer, but my new one is a laptop.
2. A: Hey Jose, Happy Birthday!
   B: Thanks, Maria!
   A: Oh, you got a birthday card! A real card! I used to send cards in the mail. But these days I just post birthday messages on social media.
3. A: Do you see your grandparents much?
   B: Well I used to only see them on video chat, but now they live here. So I see them every weekend.
   A: That's nice!
4. A: What does your boyfriend do?
   B: He's a writer.
   A: That's cool. What does he write?
   B: He writes stories. When he started about five years ago, he would post stories on his personal website. But now he has a job writing for an online magazine.

Page 43, Ex. 3B

1. I didn't use to ride my bike to school.
2. I have a camera, but I never use it.
3. I used to buy a newspaper every day, but now I read the news online.
4. I used to work in an office, but now I work from home.
5. I used a computer at school, but we didn't have one at home.
6. Before I got a cell phone, I used to call my parents once a week.

Page 43, Ex. 4A

Jim: Hey, Flavio. You seem lost in thought. Too early in the morning for you?

Flavio: No. I was just thinking about how things used to be.

Jim: Used to be? What do you mean?

Flavio: Oh, sorry…I forgot my phone today, so I feel a little lost…Which got me thinking… What did we use to do before all this technology? We work online, we bank online, we shop online…

Jim: Oh, I get what you're saying. I hate shopping in stores, so I just go online, choose what I want, pay, and someone delivers it. Done!

Flavio: Yeah, so easy! I message my friends all the time, even when I'm out of the country. But before, it was a lot harder to stay in touch.

Jim: You're right about that. My sister has a 3-year-old. But they live in Taipei, so I don't see them often. But we video chat all the time. And you know what? My niece learned how to do it. She calls me whenever she gets her hands on my sister's phone!

Flavio: Yeah kids. They're so good with technology! I turn off all the settings and let my nephew play with my phone. And he finds games in it I didn't even know were there! Amazing.

Jim: Speaking of turning off settings, I used to get a lot of calls from my brother. I would answer, and he would say nothing. I thought he was just playing around, so I hung up. Then one day, we went running together. My phone rang, and it was my brother. But he was right next to me. Then I figured it out. He was pocket dialing me all that time. He had no idea!

Flavio: I do that to my wife sometimes!

Jim: Uh-oh. This is probably my niece again.…Hey, Suzie. What are you doing?

Page 43, Exs. 4B and 4C

Flavio: I was thinking about what we used to do before all this technology.

Jim: What do you mean?

Flavio: Well, before social media, I would stay in touch with my friends much less frequently.

Jim: What do you do now?

Flavio: Now I message them all the time.

Page 135, Grammar, Ex. C

A: Hey Nina. What are you doing this weekend?
B: Well, I'm thinking about going to that new jazz club, The Green Room. I love jazz.
A: I do, too. So, who's playing at The Green Room?
B: A band called The Cool Cats. I've seen them before. I think they're great.
A: I've never heard of them. Maybe I'll listen to them online. So, do you like other kinds of music, like pop or rock?
B: I like both, but I LOVE rock.
A: Me too. My favorite rock band right now is The Corr. I really love their new album.
B: So do I! I saw their concert last year. They were fantastic!
A: Oh, I missed that concert. The tickets sold out really quickly. I hope to see them live one day.
B: But the band that played before them was terrible. They're called Fires. I don't like them at all.
A: I don't either. I've heard some of their music. It's too noisy for me. So, you love music…do you play any instruments?

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B: I play the piano a little bit.
A: Oh, so do I! But I'm really a beginner. Unfortunately, I don't practice very much.
B: I don't either. I used to be much better.
A: I also play the guitar in a local band. We play once a month downtown. You should bring some friends and come to see us sometime.
B: Sounds great! I think I will.

Page 45, Ex. 4A

Flavio: So, what are you working on these days?
Jim: I just finished writing the North Pole Ice Cream ads. It was a lot of work, and really stressful.
Flavio: I can imagine. You should do something to relax.
Jim: Yeah, maybe I'll go see a movie tonight.
Flavio: What kind of movies do you like?
Jim: All kinds. But I don't like suspense movies too much.
Flavio: Yeah, I don't either. I like comedies and science fiction.
Jim: So do I. A good sci-fi movie can really make you think.
Flavio: I agree. Do you know Tom Perry's movies?
Jim: Are you kidding? He's the best! Did you see his last movie?
Flavio: Yeah. That was one of my favorites. It was so creative!
Jim: Right! Remember that scene when they're in the museum and they walk into the photos?
Flavio: Totally awesome. I thought it was interesting that the main characters were photographers.
Jim: Absolutely–I loved that–I'm really into photography.
Flavio: Oh, you are? Have you seen the new photography show at the Art Institute?
Jim: No, but I want to.
Flavio: I haven't either, I was planning to go this weekend. Are you interested in going?
Jim: Definitely! But my friend is in a band, and he's playing on Saturday afternoon at the music festival downtown.
Flavio: What kind of music does he play?
Jim: Rock, with a little jazz mixed in.
Flavio: I was in a band in college. I played jazz guitar.
Jim: No kidding. Do you still play?
Flavio: Not as much as I'd like.
Jim: You should come on Saturday. Their guitarist is amazing. I can introduce you.
Flavio: Yeah, that sounds great! I can see the photography show sometime next week.

Page 45, Exs. 4B and 4C

Flavio: What kind of movies do you like?
Jim: All kinds. But I don't like suspense movies too much.
Flavio: Yeah. I don't either. I like science fiction.
Jim: So do I! A good sci-fi movie can really make you think.
Flavio: I agree.

Page 136, Grammar, Ex. C

1. The movie was made in 2008.
2. The movie was directed by Henry Houston.
3. The role of the fire chief is played by Jason Ito.
4. Ann Castro was chosen to play the role of the city mayor.
5. The movie was shot on location.
6. The actors were given awards for their performances.

Page 47, Exs. 3A and 3B

Good evening. This is Brad Johnson. It's that time of the year again, when I review the summer movies as they are released. Once again, suspense movies are big. Let's start with Get Out of Town! It's directed by Patrick Solaro, who won the Academy Award for best director last year. Belle Winter and Henry Davis play the roles of sister and brother Amanda and Jeff Rivers.

Amanda and Jeff have a very close relationship and go to the same college. School has just ended for the year, and they're flying home to visit their parents. Amanda is waiting at the airport for Jeff to arrive, but he never shows up. As she searches for him, she discovers things about her brother's past–things that she wishes she had never found out.

The movie is adapted from a book that was written by best-selling writer Melissa Bridges. The plot is interesting at first, but gets more and more confusing as the movie goes on. The acting, however, is wonderful. Belle Winter is terrific as shy Amanda, who learns how strong she really is. And the role of mysterious Jeff is perfectly played by Henry Davis. Director Patrick Solaro is best known for his blockbuster action/adventure films, where the characters are less important than the action. But in his first attempt at directing a suspense thriller, Solaro shows us a new talent–bringing out the best in his actors.

If you're looking for a well-written story, this is not the movie for you! But if you enjoy seeing how a great director can get actors to bring their characters to life on the screen, you won't be disappointed.

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Page 52, Exs. 1A and 1B

Hello, everyone. It's Sofia. Do you love rock? Me, too! My favorite band is The Roads. I think their music is really exciting.

They used to play a lot in my hometown, so I was able to go to their concerts. But now they are well known and travel around the world.

The guitarist, Nick Garcia, sings really well, and so does the drummer, Pat Vega. When their latest video was released, my friends and I couldn't stop watching it.

The band has a very cool sound, and their videos are interesting and creative. If you haven't heard about The Roads yet, check out their latest video online. I think you'll like them, too.

UNIT 5

Page 137, Grammar, Ex. B

1. We had a wonderful meal there, didn't we?
2. They asked for a large table, didn't they?
3. The service here is slow, isn't it?
4. You like fish, don't you?
5. It's really loud in here, isn't it?
6. This bread tastes stale, doesn't it?
7. You have been here before, haven't you?
8. People love this restaurant, don't they?
9. You're coming to dinner tonight, aren't you?

Page 137, Ex. C

1. A: Well, this really is a cool restaurant, isn't it?
   B: Yes, it is. And the atmosphere is so cool, isn't it?
   A: Yes, it is.
2. A: So, what are you going to order?
   B: Hmm…I don't know. I was just reading the menu. The pasta dish sounds delicious, doesn't it?
   A: Yes, it does. I love pasta, but I'd like to have something lighter. I think the grilled salmon salad sounds good.
   B: That does sound good.
3. A: So, what about having an appetizer? Oh, look. You like spinach dip, don't you?
   B: No, I don't, actually. I hate spinach.
   A: OK. I don't love it so much either. Maybe something else then. Hmm…
4. A: So, it's been at least twenty minutes, and we haven't seen our waiter. The service isn't very good, is it?
   B: No, it isn't. Ah, I think I see him coming this way.

Page 55, Ex. 4A

Mehmet: You haven't been here before, have you?
Liz: No, it's my first time. The atmosphere is great: it's casual, cozy, and not too crowded. And I love the modern style.
Mehmet: Yeah, it's a nice place. It's only been open for a few months. And just wait until you taste the food!
Mehmet: Is something wrong?
Liz: My 2:00 meeting just got moved to 1:30.
Mehmet: We should be okay. The service here is very efficient.
Liz: Sorry about that. I was looking forward to a long lunch, for a change.
Mehmet: Long lunch? What's that?
Server: Good afternoon. How're you folks today?
Mehmet: Great, thanks. But I'm afraid we're in a bit of a rush.
Server: No problem. Would you like something to drink while you look at the menu?
Liz: Just water for me, thanks.
Mehmet: I'll have the iced tea, please. It's not sweetened, is it?
Server: No, it's not.
Mehmet: Good. I'll have that.
Server: OK, I'll get your drinks and be right back to take your order.
Liz: Sorry—what is she having, over there.
Server: That's the fish chowder.
Liz: Mmm. It looks good, doesn't it?
Server: OK, so back in a minute!
Liz: Everything looks so good! It's going to be hard to decide! Hmm. The salads look great.
Mehmet: They are. And they grow their own vegetables right here.
Liz: You're kidding. We're in the middle of the city!
Mehmet: No, really they do. They have a rooftop garden. Lots of places are doing that these days.
Liz: I love that! Vegetables fresh from the garden. How are the sandwiches? Have you had them?
Mehmet: The chicken sandwich is the best. The grilled onions on it are mmm. It's perfect.
Liz: This is why I like eating with you. I think you enjoy food as much as I do!

Page 55, Exs. 4B and 4C

Mehmet: You haven't been here before, have you?
Liz: No. It's my first time. The atmosphere is great, casual, not too crowded. And I love the modern style.
Mehmet: Yeah, it's a nice place. And just wait until you taste the food!

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Page 138, Grammar, Ex. C

A: Wow! This is a long line. This must be a popular place! You've been here before, haven't you?
B: Yes, many times. The line moves fast. Here, let's look at the menu while we wait to order.
A: OK. Hmm. So, what's good here?
B: Well, the grilled shrimp and the chicken salad are both very good. But I think I'd rather have the chicken salad today.
A: That's funny! I was looking at both of those dishes, too. But I think I'd prefer to have the grilled shrimp. It comes with one side. But what should I get…salad or French fries?
B: Would you rather eat something healthy or something delicious, but greasy and bad for you?
A: I think I'd rather have the salad. But I do love French fries.
B: Who doesn't? Oh, after we order our food, we need to find a table. Would you rather sit inside or outside?
A: It's such a beautiful day. I'd rather sit outside.
B: OK. It looks like there are enough empty tables.
A: Ah, great! We're next. Do you want to order first?
B: You go ahead. I'd rather order second! I'm still deciding about my drink.
A: Oh, right. We need to order drinks. I think I'd prefer to have water now, and then maybe get coffee to go.

Page 57, Ex. 4A

Mehmet: So, what do you feel like? The salmon is great.
Liz: I love salmon, but I had it last night. I'd rather try something else.
Mehmet: Well, how about the salad with grilled shrimp?
Liz: Perfect! So, what are you having?
Mehmet: I usually order fish, but I'm not in the mood today. Maybe the steak sandwich?
Liz: The steak sandwich looks good.
Mehmet: It does, but I'm trying not to eat red meat.
Liz: Oh, come on, one steak won't hurt you.
Mehmet: Oh why not? To a great meal!
Liz: Yes!
Server: How are you doing? Ready to order?
Liz: Yes, please. I'll have the salad with grilled shrimp!
Server: Great choice! And for you, sir?
Mehmet: The steak sandwich, please.
Server: How would you like the steak?
Mehmet: Medium rare.
Server: And what kind of potatoes would you like?
Mehmet: Actually, I'd prefer a side of the seasonal vegetables, if that's OK?
Server: Absolutely. And would you like a soup or salad?
Mehmet: Salad, please.
Server: What kind of dressing would you like? We have Russian, blue cheese, Italian…
Mehmet: Italian, please.
Server: OK, I'll put your order in right away.
Liz: I'm so glad I ordered the salad.
Mehmet: Yeah, I've had it here. It's really delicious.
Liz: I'm sure it is, but that's not the reason.
Mehmet: So what is the reason?
Liz: The salad doesn't come with a side of questions!

Page 57, Exs. 4B and 4C

Mehmet: So, what do you feel like?
Liz: The salmon looks good, but I had it last night. I'd rather try something else.
Mehmet: Well, how about the salad with grilled shrimp?
Liz: Perfect! So, what are you having?
Mehmet: I usually order fish, but I'm not in the mood today. Maybe the steak sandwich?
Liz: The steak sandwich looks good.

Page 139, Grammar, Ex. C

1. Here are a few dollars for the tip.
2. We don't have much time to make dinner.
3. I've made many friends at cooking school.
4. That coffee shop only has a few tables.
5. Do you have any ideas for dessert?
6. Cooking and shopping for a party is a lot of work.
7. There is not enough light in this kitchen.
8. A lot of people were in the restaurant that night.

Page 59, Exs. 3A and 3B

A: Welcome to Tell Me a Story! Today, our theme is "Parties Gone Wrong." Our first story comes from Katy in Boston, and it's a great one. Enjoy!
B: A few years ago, I threw a 20th birthday party for my sister. I spent all day preparing her favorite party food—a little bit of everything—well, really, a LOT of everything: guacamole and salsa with chips, hummus with veggies, cheese and crackers, several pizzas, and a birthday cake—the first one I ever made. I never cook and I wanted to surprise everyone, so I didn't let anyone in the kitchen. Now in our family, we always open the gifts first. There were quite a few, so we were in the living room for a while. When there were only two more to open, I went to the kitchen to get the food. I couldn't believe it! Almost everything was gone or on the floor. The pizza boxes were

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empty. There were only a few carrots and a little bit of hummus left. Worst of all, the birthday cake was all over the floor. And in the middle of the mess? My dog Koa, happily licking birthday cake and guacamole off her paws.

With hardly any food, eight hungry people, and no time to get upset, I went to work.

As I cleaned up the mess, I called our neighborhood pizza place. When I explained the situation, the girl on the phone had a great idea—but she needed 30 minutes. How could I keep my family out of the kitchen for that long? I thought quickly. There are only two things that my family likes better than food: playing games and laughing. So I took a deep breath and went into the living room. My sister was opening her last gift. Before anyone could say, "Let's eat!", I invented a new game: No one could eat until everyone shared a funny story about my sister.

A half an hour and many laughs later, the doorbell rang. And there it was…an amazing three-layer "pizza cake": a large pizza on the bottom, a medium-sized one in the middle, and a small one on top—with 20 candles. My sister was so surprised. And the best part? Everyone thought I planned it that way—well, everyone except Koa. But I knew my secret was safe with her.

Page 64, Exs. 1A and 1B

Hi, everyone! This is Elif. It's lunchtime, and I'm eating at an awesome restaurant today. This restaurant has fast and efficient service. That's really important, because I usually don't have a lot of time for lunch.

So, today I'm starting with a garden salad. It looks delicious, doesn't it? The food here is always very fresh.

My main dish is right here, and it's roast chicken with rice and steamed carrots.

Now here's my favorite part of the meal, dessert. Today I felt like having chocolate cake and some coffee. Fantastic meal!

UNIT 6

Page 140, Grammar, Ex. C

When I was younger, I didn't use to exercise. Now, I enjoy exercising. It took a while to decide what kind of exercise I liked. I tried running at first. I liked it. I loved being active outdoors, so I started doing some short races. It was exciting! But then I tried to run a marathon. I did not enjoy that. I still run, but I don't do any long races.

This year, a new gym opened nearby. I am not a gym person. I don't like working out with a lot of people. But my friend suggested that I try it. So I went to a class. I tried kick boxing. It was fantastic! I also did some weight training with a coach, and I already feel a lot stronger. Maybe going to the gym isn't so bad after all.

Page 67, Ex. 4A

Flavio: Long day, huh?

Su-min: Yeah, it sure was. I can't wait to get to the gym. After sitting in all those meetings, I need to move around.

Flavio: I agree.

Su-min: I like your gym bag!

Flavio: Oh thanks.

Su-min: Staying in shape can be tough when you travel a lot. How do you do it?

Flavio: Who says I'm in shape? Honestly, going to the gym isn't really my thing. I prefer doing stuff outdoors, like hiking or cycling.

Su-min: You do? I go outdoors as often as I can, but I usually exercise at the gym.

Flavio: Do you go every day?

Su-min: Yeah, just about. I tend to be a bit hyper, and exercise calms me down.

Flavio: You, hyper? Never! So, what kind of exercise do you like to do?

Su-min: Well, I'm really into running these days.

Flavio: Running is good.

Su-min: Actually, I'm training for the Seoul International Marathon.

Flavio: You are? That's great! You know, I ran my first marathon last year.

Su-min: You did? And I thought you said you were out of shape! Hey, I've got an idea. How about coming with me to the gym tonight? I know you prefer being outdoors, but my gym has an awesome indoor track.

Flavio: That's really nice of you, but…

Su-min: Not at all. You'd be helping me—I hate running alone.

Flavio: But…

Su-min: Oh, don't worry, you don't have to run with me! I wouldn't want to slow you down.

Flavio: Oh no, that's not it at all! I'd love to join you, but I'm on my way to the laundromat. I've been traveling for two weeks and I don't have any clean clothes.

Su-min: Oh. I just saw your gym bag and assumed.

Flavio: Well, you weren't totally wrong. There are some work-out clothes in here but, believe me, you don't want me putting them on right now!

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Page 67, Exs. 4B and 4C

Su-min: Staying in shape can be tough when you're really busy. Do you do any kind of exercise?
Flavio: I like doing things outdoors, like hiking and cycling.
Su-min: You do? That's cool.
Flavio: How about you?
Su-min: I'm really into running these days.

Page 141, Grammar, Ex. C

1. I was going to go to the party, but my car broke down on the way.
2. I wasn't going to get up early, but I forgot to turn off my alarm.
3. We were going to visit Mexico, but there was a hurricane.
4. I was going to talk to my boss this morning about taking time off, but she wasn't in her office.
5. A: What time did you leave last night?
   B: I was going to leave by 7:00, but I stayed until 9:00.
6. I was going to finish the designs yesterday, but I was too busy.
7. We were going to drive, but I think we'll take the train.
8. I wasn't going to go to China, but then I found some cheap tickets.
9. I was going to work out tonight, but I'll go tomorrow instead.

Page 69, Ex. 3B

1. A: I thought you were going to stay home today.
   B: I had to come in for a meeting.
2. A: Do you want to go to the gym?
   B: Now? I've got to make some phone calls.
   A: Well, I have to take a break and move around.

Page 69, Ex. 4A

Flavio: Hey Su-min. How was running last night?
Su-min: Hi, Flavio. Not so great.
Flavio: What happened?
Su-min: Just as I started running, my phone went off. It was an email from Mexico about those new marketing plans, so I went back to the office.
Flavio: Oh, Su-min! That's not good! You need to take a break or you're going to burn out!
Su-min: I know. I said I was going to make more time for myself—and I was really going to do it, but…
Flavio: But what?
Su-min: Somehow work always gets in the way. How do you manage stress and keep a work–life balance?
Flavio: I don't have "the answer" but my wife and I do have one rule that works pretty well for us.
Su-min: What's that?
Flavio: When we come home after work, we turn off our phones. No email, no social media, no texting…
Su-min: You're kidding, right?
Flavio: No, not at all.
Su-min: But what if there's an emergency?
Flavio: Honestly Su-min, was that email from Mexico really an emergency?
Su-min: Well, maybe not. But after I saw it, how could I focus on my workout?
Flavio: Exactly! That's why we turn off our phones at home. OK, try this. Close your eyes and imagine you're back at the gym last night, just before your phone went off.
Su-min: OK? So?
Flavio: How are you feeling?
Su-min: Pretty good. I was still thinking about work, but I wasn't worried about it. And then my phone went off, and…
Flavio: Wait. Close your eyes again. Now, imagine that everything is exactly the same, except for one thing—no phone.
Su-min: What happened, did I lose it?
Flavio: No, you decided to leave it in your locker.
Su-min: OK. OK, OK! No phone, no email, no stress, I finish my workout, and I feel better today.
Flavio: Exactly!
Su-min: Thanks, Flavio. That's great advice. I'll be sure to leave my phone in the locker at the gym tonight.

Page 69, Exs. 4B and 4C

Flavio: Hey, you need to take a break or you're going to burn out!
Su-min: I know. I was going to make more time for myself, but...
Flavio: I know it's hard. But it's not healthy for you to work like this.

Page 142, Grammar, Ex. C

Part 1

A: Hi, Yoko! What's going on? You look tired!
B: I know! I had such a busy day yesterday.
A: You did? So, did you do anything fun?
B: Well, I got up early in the morning, around 6:30, and went running. I ran until 7:30. The weather was just perfect for a run!

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A: It was nice weather yesterday!
B: Then after my run, I stopped at the coffee shop to get coffee and breakfast.
A: Sounds like a pretty good morning.
B: Yep. Then I went to the grocery store and I spent about an hour shopping, which wasn't much fun. But I had to get a lot of food because my family was flying in for a visit.
A: Oh, that's exciting!
B: Yes. I haven't seen them in a few months. I had to get the apartment ready and make dinner after they arrived. And then we stayed up pretty late talking.

Part 2

A: What about you, Ben? What did you do yesterday?
B: Well, yesterday afternoon was interesting. I tried rock climbing for the first time.
A: You did? Wow. Where did you go?
B: To this new rock-climbing place. It's called The Big Rock Room.
A: So, how was it? Did you like it?
B: You're not going to believe it, but before climbing, I didn't put away my phone. You're not supposed to have a phone when you climb.
A: Oh, no! Did it fall out and break?
B: No, it didn't, thankfully. But it rang!
A: What did you do?
B: Well, I couldn't do anything because I was halfway up the wall. It rang for at least a minute. And it was so loud. I was really embarrassed.
A: That's pretty funny! Who was it?
B: It was my father. He didn't leave a message, so I figured it wasn't urgent. Anyway, I called him back after dinner.

Page 71, Exs. 3A and 3B

Good afternoon, and welcome to A Fitter You. Today I'm going to talk about three things that you can do right now to start getting fit. I'm going to keep it simple, because I know that many of you are confused by all of the information out there—and sometimes too much information is worse than no information. The result? Many people who really want to get healthier end up doing nothing at all. So, how can you start getting fit? Here are three simple suggestions. You can do them right now, and they will cost you no money and very little time.

First, did you know that short periods of intense exercise, followed by a few minutes of rest, are a more effective way to burn calories and build strength than longer periods of moderate exercise? So, instead of taking an hour-long walk at a moderate pace, take a thirty-minute walk. Walk as fast as you can for three minutes, moving both your arms and your legs, until you are breathing hard. After three minutes, walk slowly for three minutes, giving your body time to rest. Repeat this fast/slow cycle five times.

Next, stand up whenever you can. Believe it or not, standing burns calories, builds strength, and is good for your heart and lungs. If you work on a computer, consider getting a standing desk. Your back will say "thank you," too.

Finally, add small amounts of exercise to your everyday life. For example, park your car a little farther away from the office, or walk up the stairs instead of taking the elevator. And remember suggestion #1: during that walk, push yourself as hard and as fast as you can.

Ok, folks, that's it for this week's episode of A Fitter You. 'Til next time...

Page 76, Exs. 1A and 1B

Hello everyone! It's Camila. Studying makes me feel stressed and tired. So, after a couple of hours of studying, I do some chair yoga to reduce stress. You can do chair yoga at home, at work, in a classroom, or even in the library!

First, I stand up and lift my arms and legs. Stretching like this makes my body feel better.

Next, I put one leg on the chair and touch my toes. This makes my back feel better. I try to hold this position for one minute.

After one minute, I sit down in my chair and bend my waist sideways. I reach for the ceiling with one arm and the floor with the other arm. This stretches out my neck and shoulders.

Finally, I sit quietly for a few minutes. When I'm done, my body feels better and I have less stress.

UNIT 7

Page 143, Grammar, Ex. C

1. Do you know where the presentation files are?
2. Would you mind explaining how I can download these files?
3. Can you tell me when the client meeting is?
4. Do you know why Nina needs these files today?
5. Would you mind telling me who I should send this email to?
6. Do you know where May is?
7. Do you know who I can call about this problem?
8. Can you tell me what his name is?

Page 79, Ex. 3A

Su-min: Hey Jim, I need to send out emails for the North Pole Ice Cream marketing plan, but I can't remember where the email list is. Do you know where I can find it?

Jim: Sure, just give me a second.

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Su-min: No problem. And can you tell me what the password is for the North Pole files? I just tried to access them, but the password didn't work.
Jim: It's northpole—one word, no spaces or capital letters.
Su-min: Oh yeah, that's right! I was using a capital N. Thanks!
Jim: No worries.
Su-min: Do you know what time the marketing meeting is?
Jim: The what?
Su-min: The marketing meeting. I deleted it from my calendar by mistake.
Jim: Mm, sorry, no idea.
Su-min: Really? I was sure we all got the invite yesterday. Can you check your calendar? Never mind. I'll check my email. Jim, when you have a minute, can you explain how you install the Image View software?
Jim: Sure. Open up the link and look for version 5.1 of the file.
Su-min: Just a sec. OK, I'm there.
Jim: Now click on "direct download" next to the file. Click "yes" to the pop-up window request. Wait for the pop-up window.
Su-min: The pop-up window? Oh, there it is! Thanks.
Jim: No problem.
Su-min: Hm. Strange. I wonder why that pop-up window didn't come up before?
Jim: Hm? I'm sorry, but I have to finish this stuff for Diana before lunch.
Su-min: What? You have to finish today? I thought you had until Friday.
Jim: Me, too. But Diana just told me this morning that she needs it today.
Su-min: Oh Jim, I am so sorry for bothering you so much.
Jim: It's OK. I'm almost done.
Su-min: Just one more thing…
Jim: Su-min! I need 30 minutes.
Su-min: OK. I won't bother you again until after lunch, is that OK?
Jim: Yep. Thanks!

Page 79, Exs. 3B and 3C

Su-min: Can you explain how you install the Image View software?
Jim: Sure. Open up the link and look for version 5.1 of the file.
Su-min: Just a sec. OK, I'm there.
Jim: Now click on direct download next to the file and wait for the pop-up window.
Su-min: Got it. Thanks!
Jim: No problem.

Page 144, Grammar, Ex. C

1. **A:** How was the presentation?
   B: It wasn't as useful as I had hoped.
2. **A:** How do you like your new job?
   B: I love it. It's just as exciting as my old job.
3. **A:** Do you think the new project is as difficult as the last one?
   B: I don't think so. This new project is not nearly as challenging as the last one.
4. **A:** How do you like your new boss?
   B: Unfortunately, he's not nearly as supportive as I would like.
5. **A:** How are you feeling today?
   B: Much better, thanks. I'm not nearly as tired as I was yesterday.
6. **A:** Have you seen the new designs?
   B: I have. And they are not as good as I hoped.
7. **A:** Are you ready for your job interview?
   B: I'm a little nervous. But I'm not as nervous as I thought I would be.
8. **A:** How do you like your new office?
   B: I like it a lot. It's almost as big as my old office.
9. **A:** I'm really excited about our trip to New York!
   B: Me, too. I think I'm as excited as you are.

Page 81, Ex. 3B

1. My friends are just as busy as I am.
2. I'm not as confident as I seem.
3. English isn't nearly as difficult as some other languages.
4. Cell phones aren't as useful as laptops.

Page 81, Ex. 4A

Jim: Hey, Su-min.
Su-min: Hey, Jim.
Jim: I've been meaning to ask you: How's your internship going?
Su-min: It's going great. Better than I expected, honestly.
Jim: Oh, yeah?
Su-min: Yeah. I was, you know, a little nervous at first.
Jim: Well, that's understandable. But I'll bet you weren't as nervous as I was when I started here!
Su-min: I'm not so sure about that! I was actually a little scared of everyone. But people here aren't as intimidating as I thought.
Jim: I know exactly what you mean. I was intimidated too when I was an intern. In fact, I was so nervous the first couple of weeks that I kept forgetting my boss's name.
Su-min: What? I'd be so embarrassed.

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Jim: Yeah. And my co-workers thought this was very funny.
Su-min: Not funny at all!
Jim: I know! They kept calling my boss different names on purpose just to confuse me more.
Su-min: That sounds terrible!
Jim: No. They knew how nervous I was. They were just trying to make me feel comfortable.
Su-min: Oh. I get it. Yeah, everyone is really supportive here.
Jim: Well, you're here to learn and they know that.
Su-min: Totally. And I am learning so much! Like, I didn't know how many people were involved in creating a design plan. Or how complicated it was to plan a meeting when people are in four different time zones.
Jim: You can say that again. It takes a week just to get everyone in a meeting at the same time. Oh! I have a meeting! Got to go!

Page 81, Exs. 4B and 4C

Jim: How's your internship going?
Su-min: It's going great. Better than I expected.
Jim: Oh, yeah?
Su-min: Yeah. I was a little nervous at first.
Jim: Well, that's understandable. But I'll bet you weren't as nervous as I was when I started here!
Su-min: I'm not so sure about that! I was actually a little scared of *everyone*. But people here aren't as intimidating as I thought.

Page 145, Grammar, Ex. C

1. It's too dark in here. Can you turn on the lights?
2. Let's go over the new designs in the meeting.
3. We have a problem. Can you help us figure it out?
4. Please back up your files every day.
5. Will you help me set up the room for the meeting?
6. Why don't you check in with Tom?
7. Can we put some ideas together before tomorrow?
8. Yuko went through the process step-by-step.

Page 83, Exs. 4A and 4B

Peter: Hi Jim, it's Peter. Just calling to check in with you about housesitting. Oh, and did you back up the North Pole files? Give me a call. Thanks!
Jim: Sorry I missed your call. Yes, I backed up the files before I left. And I'm putting the information together about housesitting and will email it to you tonight, ok? Call me if anything's unclear. I'm leaving tomorrow morning.
Peter: Hey Jim, Peter. Where's the cat food? [sound of meowing cat in background] I can't seem to find it. Maybe you ran out? Ok, thanks, bye.
Jim: Hey Peter, sorry we keep missing each other. Did you get my email? Anyway, the cat food's in the cabinet under the kitchen sink—one can in the morning, one in the afternoon. Check in with me when you get a chance, OK?
Peter: I found the cat food—no worries, Mitsi's fine…but I can't seem to turn the TV on. Not sure what I'm doing wrong?
Jim: Peter, did you lose my email? I'm sending it again. Anyway, like I said, don't touch the power button on the TV! Always turn it on with the remote. You'll probably have to reset it now. Read the instructions in the email—or call me and I'll explain.
Peter: I figured it out—thanks. Great instructions in your email, by the way. Just one more thing—how do I get on the wifi? Bye!
Jim: Hi Peter. The instructions are in the e-… never mind. Get on the wifi by choosing "Jim's wifi" from the list. Then enter the password— jim at home number one, all one word, no caps. Bye.
Peter: Hey Jim, it's me. Everything's cool here. Try to relax, will you? You sound kind of stressed. Ok, see you on Sunday.

Page 88, Exs. 1A and 1B

Hi, I'm Li Wei. I just started learning how to play the guitar. It wasn't as easy as I thought. So today I'm going to show you how to play an A chord. Let's go over the steps.

First, hold the guitar like this. Do you know what the strings are? E, A, D, G, B and E again. This is the neck and this metal line is a fret. Next, put your first three fingers on the B, G, and D strings between the first and second frets and press down. Now play them all together like this. And there you are. You know how to play an A chord.

UNIT 8

Page 90, Ex. 1B

1. My head hurts so badly I can't concentrate on anything.
2. Oh, my eyes are watery and so itchy. And I think I have a rash here, too.
3. A: Bless you!
   B: Thank you.

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4. You've been sick for way too long, and your fever is way too high! You need to go see a doctor right away!
5. I think the chicken I ate for lunch was bad. It smelled a little strange, and I have a pretty bad stomachache now.
6. Ugh, I was so hungry and I think I ate too much. Now it feels like the food is stuck in my stomach. Do you have any medicine?

Page 146, Grammar, Ex. C

1. A: Hey Marco. How are you feeling?
   B: Terrible. I think I might be getting the flu.
2. A: Hey Trina. Are you feeling OK?
   B: I feel terrible. I think I may be getting sick
   A: Could you have allergies? It's allergy season.
   B: I don't think so. This feels worse. I may have the flu.
   A: That sounds serious. You shouldn't be at work today.
   B: I know. I'm going home now. I might need to see the doctor.
3. A: Hey Ed. Are you OK?
   B: Not really. My head hurts. I think I may be getting a migraine.
   A: I'm sorry to hear that. Migraines are really painful.
   B: I might need to take some medicine.
   A: Should I go to the store to get some medicine for you?
   B: No, but thank you. I have some medicine in my bag.

Page 91, Ex. 4A

Mehmet: Are you OK, Diana?
Diana: I'm not sure. I feel kind of strange—hot and cold at the same time. And I think I might be getting a rash.
Mehmet: Do you have any allergies? What did you have for lunch?
Diana: I don't think so. Just a chicken sandwich.
Mehmet: Do you have a stomachache?
Diana: No, but I think I might have a fever.
Mehmet: Do you have a cough? You could be coming down with the flu.
Diana: Oh no. I've had a flu shot.
Mehmet: What are you looking for?
Diana: I'm looking for my ginger tea. I take it at the first sign that I might be getting sick. Oh, thank goodness, here it is.
Mehmet: Wow, you really do believe in ginger tea, don't you?
Diana: Absolutely! It really works.
Mehmet: Maybe you should leave now and get some rest.
Diana: I can't do that—I have a meeting with clients in an hour. I think I'll be fine. You know, I might not have a fever; I think it's just a little hot in here.
Mehmet: Yes, but you might still be coming down with a cold.
Diana: Don't worry! I'm feeling better already. I told you—the tea really works! Oh, here, take one!
Mehmet: But I'm feeling fine.
Diana: Take one—it's flu season, and I don't want you getting sick!
Mehmet: OK, thanks.

Page 91, Exs. 4B and 4C

Mehmet: Do you have a stomachache?
Diana: No, but I think I might have a fever.
Mehmet: Do you have a cough? You could be coming down with the flu.
Diana: Oh no, not again!
Mehmet: What are you looking for?
Diana: I'm looking for my tea. I take it when I think I might be getting sick.

Page 93, Ex. 3B

1. A: Would you like a piece of cake?
   B: It looks delicious, but I can't eat chocolate.
2. A: Have you always been allergic to tomatoes?
   B: No, it's new. Allergies can start anytime.
3. A: I know you're allergic to shrimp, but can you eat other seafood?
   B: I can, but I don't really like it.
4. A: Being allergic to eggs must be difficult.
   B: It is. When I go out to eat, I can't eat half the things on the menu.

Page 93, Exs. 4A and 4B

A: Welcome to The Doctor is In. I'm your host, Ben Bryant. Today Dr. Pablo Ramos is here to talk to us about the flu.
B: Thanks for the chance to discuss this important topic. No one likes getting the flu, but many people don't realize how dangerous it can be. Thousands of people die from it every year.
A: Really?
B: Yes! The flu is quite contagious, so everyone needs to try to avoid getting it. That way, we won't pass it on to others.
A: Ok, so what can we do?
B: Well, whenever you can, avoid crowded places. The flu virus is passed from one person to another through a cough, a sneeze, or a touch. So staying away from crowds helps.
A: But we can't stay away from people all the time!
B: Of course not. Here are two easy things you can do to protect yourself: First, most healthy people should get the flu vaccine before flu season starts. But check with your doctor

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first, to make sure the vaccine is safe for you. Second, wash your hands after you touch anything that other people have touched, such as a door handle. If you can't wash your hands right away, avoid touching your face, especially your mouth, nose, or eyes.

A: What about antibiotic hand wash, the kind you don't need water for?

B: It works pretty well when you can't get to a restroom. But washing your hands frequently with soap and water for a full minute is the best way to kill the flu virus. Now here's my third piece of advice. Not everyone can avoid catching the flu. If you do catch the flu, stay away from other people. Avoid all public places, such as work or school. Just stay home, rest, and drink plenty of fluids. Finally, once you feel better, wait a couple of days–until you are no longer contagious–to return to your normal activities. That way you can avoid passing the virus on to anyone else.

A: A listener just texted with a question: "Does vitamin C help prevent the flu?"

B: Some doctors believe that vitamin C can help your body fight illness, including the flu. However, getting vitamin C through food, such as oranges, probably works better than taking vitamins.

Page 147, Grammar, Ex. C

A: So, Dan, tell me what's wrong.

B: I'm not feeling well, Doctor Phan. I have a cough and a stuffy nose. And I feel a little tired.

A: It sounds like it might be a cold. I don't think it's the flu because it's not flu season yet. But it's coming soon. Have you gotten a flu shot yet?

B: No, I haven't.

A: You should get the flu vaccine as soon as you can. But wait until you get over this cold.

B: Sure.

A: I'm going to give you some medicine. Take it three times a day when you eat a meal.

B: OK. I'll do that.

A: Now, you'll be contagious for a few more days. So, you should avoid being around a lot of people as long as you're still contagious. Don't go to the office. You might spread the virus to others.

B: Alright. I won't go to work.

A: Remember to drink lots of water while you are sick. And have a hot drink, like tea, before you go to bed. It will help you sleep. But not coffee!

B: Will do.

A: And wash your hands after you cough or sneeze.

B: Of course!

A: Now, stay home and rest until your cold is gone. And make another appointment to see me once you feel better. I'll give you the flu shot then.

B: I will. Thank you, Doctor Phan.

Page 95, Ex. 3A

Mehmet: Diana, what's wrong? Why are you wearing a mask?

Diana: Oh, this! I'm just being careful. It is the flu season.

Mehmet: But didn't you say you had the flu shot?

Diana: Yes, of course. But you never know.

Mehmet: But…

Diana: If I get sick, I'll miss work, and we won't meet our deadline. And if we don't meet the deadline, we'll probably lose the North Pole Ice Cream business.

Mehmet: I know. The deadline is really important. We can't miss it. But a mask, really?

Diana: Yeah. It's helpful. Oh, wait. I have an extra mask. Here take it.

Mehmet: You want me to wear this? Hm. OK. Maybe it's not such a bad idea. You know my sister is visiting me this weekend, and I was planning to show her the city and I shouldn't get sick.

Diana: OK, so you can't get sick either. Do you want it?

Mehmet: Sure. Better to be safe than sorry.

Diana: Here you go!

Mehmet: Thanks!

Diana: Aren't you going to put it on?

Mehmet: Oh. OK. Now?

Diana: Yes!

Mehmet: I'll see you later at the team meeting.

Diana: Yup. See you there!

Co-worker: What are you wearing?

Mehmet: It's a mask. It's a long story. Never mind.

Page 95, Exs. 3B and 3C

Mehmet: Diana? What's wrong? Why are you wearing a mask?

Diana: Oh, this. I'm just being careful. It's the flu season.

Mehmet: You've had the flu shot, right?

Diana: Yes, of course. But you never know. If I get sick, I'll miss work, and we won't meet our deadline.

Page 100, Exs. 1A and 1B

Hello everyone, I'm Hae-young. Today I want to show you a few easy ways to stay healthy. There are a few things I do regularly when I feel like I may be coming down with a cold.

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First, I drink a lot of water because drinking plenty of fluids is very important to stay healthy. That's why I carry this water bottle with me everywhere I go.

Next, I make sure I get enough vitamin C. Oranges have a lot of vitamin C so I eat a few oranges as a snack. As soon as I have a cough or a stuffy nose I drink tea with honey. It always makes my nose and throat feel better

Finally, I try to get at least 8 hours of sleep when I'm feeling sick. Your body needs a lot of rest when you don't feel well. There it is. Simple!

UNIT 9

Page 149, Grammar, Ex. C

1. A: Congratulations, Cindy! You won!
   B: I know! I can't believe it!
   A: You must feel so proud!
   B: I am! But I need to sit down!
2. A: Tough loss, guys!
   B: Yeah, we really expected to win this game.
   A: Well, you did your best. And there is always next year.
   B: I guess so. But, still, we should have won this one.
3. A: Oh, no!
   B: Amanda? Are you OK?
   A: Yeah. But I just broke my favorite vase. I'm so mad! I wasn't paying attention. I put it on the edge of the table, and, well, it fell.
4. A: Bye, Mom. I'm going out now.
   B: Oh! Where are you going? It's Saturday and it's 7 in the morning.
   A: I'm going to the gym. I decided I needed to work out more and I made a promise: I'm going to the gym every Monday and Wednesday after school and Saturday morning. No excuses.
   B: Good for you!
5. A: Hi, Jane. Hi, Steve. I hope you guys are having a good time.
   B: Absolutely. We're having a great time and we've met a lot of your family. They're all so nice.
   A: Thanks! They're good people. So, have you had anything to eat? There's a ton of food.
   B: Oh, yes. We just went over to the buffet table and got some sandwiches. They were delicious!
6. A: Hi, Bill. You look upset.
   B: I am! I just spoke to Jane and I may have hurt her feelings.
   A: Oh, no! Did you apologize?
   B: I did. It was all a big misunderstanding. I was joking around, but I said something really stupid.
   A: I'm sure it'll be OK.
   B: I hope so. I feel awful.

Page 103, Ex. 4A

Jim: So did you have a good weekend?
Flavio: It was okay. I didn't do much. How about you?
Jim: Oh not too much. I went skydiving!
Flavio: Huh? Skydiving? But wait–you're afraid of heights! You won't even look out the window of a tall building!
Jim: Yup. That was the old me!
Flavio: What do you mean? What happened?
Jim: Well, I've been afraid of heights since I was a teenager–and I was embarrassed. So, I told myself that I'd do something about it someday.
Flavio: And you just decided to jump out of a plane?
Jim: No, I've been thinking about this fear a lot lately, and I promised myself that this year I was finally going to deal with it.
Flavio: OK. Go on.
Jim: So I signed up for a class. It was for people afraid of heights. And it was really helpful. We talked about our fear, and did some mental exercises. Then the final test was jumping out of a plane. And I did it!
Flavio: You must be proud of yourself.
Jim: I am. We each jumped with an instructor. And we all got pictures of ourselves. See?
Flavio: Incredible! I'll go with you next time!
Jim: Next time? Oh no! I am never doing that again!

Page 103, Ex. 4B and 4C

Jim: I went skydiving last weekend!
Flavio: Skydiving? But wait–you're afraid of heights!
Jim: Not anymore! I promised myself that this year I was finally going to deal with my fear.
Flavio: Incredible. You must be proud of yourself.

Page 150, Grammar, Ex. C

A: Hey Bill! You're back in Houston! I can't believe it's been ten years. So, I think I heard you went to graduate school in New York.
B: Yes, that's right. I moved to New York after college. I worked as an intern at a company that makes drones. While I was living in New York, I started graduate school for electrical engineering.
A: That sounds pretty challenging.

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B: Yeah, it was. But while I was going to graduate school, I met Jen, my wife. She was an engineering student, too.
A: You'll have to introduce me to her!
B: Definitely.
A: What did you do after graduate school?
B: My first job after graduate school was at Brown Engineering in New York. Jen and I got married while I was working there.
A: That's great! Brown's a great company. Why did you leave?
B: I got a better job—at Zoptics. And about a year later, we had our first child. A boy, Robert.
A: That's wonderful! So how was living in New York with a family?
B: It was expensive! We needed a bigger apartment. But while we were looking for a new apartment, Zoptics went out of business.
A: I'm sorry to hear that.
B: Yeah. It wasn't fun! But when I was talking to my college roommate, Ben Cook—remember Ben? He never left Houston—he told me about this job in Houston. Long story, short, I'm now back, working here in Houston!

Page 105, Ex. 4A

Jim: So how are Carmen and the new baby doing?
Flavio: They're great! Thanks. Look here's a picture of the baby.
Jim: She's beautiful!
Flavio: Thanks. Yeah. But she never sleeps! And that means we don't sleep either.
Jim: Oh, man. How do you work?
Flavio: I have no idea. Seriously, half the time I don't even know my own name. You'll never believe what happened last week.
Jim: Yeah? What?
Flavio: I overslept and was running late. Plus, I got dressed for work—in the dark—because I didn't want to wake up Carmen and the baby.
Jim: Makes sense.
Flavio: So I just grabbed my things and rushed out the door. While I was waiting for the bus, a couple of people gave me strange looks. But I didn't care. I was half asleep and just worried about making it to work on time.
Jim: Right.
Flavio: Then when I was getting on the elevator at work, I got some more looks. I was fully awake by then and starting to wonder what everyone was looking at.
Jim: Oh no…what were they looking at?
Flavio: So I tried to look at myself in the elevator mirrors, but there were so many people that I couldn't see anything.
Jim: Was it something you were wearing?
Flavio: Wait. Every time someone got off the elevator, they each gave me a quick look.
Jim: Oh, man!
Flavio: Finally, just when I reached my floor, I saw myself in the mirror.
Jim: What? Come on, tell me.
Flavio: I was wearing two different shoes.
Jim: So what? I've done that.
Flavio: And I had only shaved half my face!
Jim: You've got to be kidding! That's a good one!

Page 105, Exs. 4B and 4C

Flavio: You'll never believe what happened last week.
Jim: Yeah? What?
Flavio: Well, I got dressed for work in the dark because I didn't want to wake up Carmen and the baby.
Jim: Makes sense.
Flavio: While I was waiting for the bus, a couple of people gave me strange looks.
Jim: Oh no!

Page 151, Grammar, Ex. C

1. A: Let's stop on the way home to buy some ice cream.
   B: Really? I couldn't eat another thing. That was a big dinner
2. A: You didn't drive to work today?
   B: No, I had to leave my car at the shop to get new brakes.
3. A: So, I hear you're going to Europe?
   B: Yes! I'm going to Paris to study French.
4. A: Does running help you relax?
   B: Yes, but I like to run for the exercise. I do yoga to relax.
5. A: There's a gas station ahead. Let's stop to get a snack.
   B: Perfect. I need a cup of coffee, too.
6. A: So, why are you going to Florida?
   B: To visit the Kennedy Space Center. My son loves space. He wants to be an astronaut.
7. A: I'm so tired. I got up at 4:00 A.M.
   B: 4:00 A.M.! Why did you get up so early?
   A: To pick up my family at the airport. They're visiting from India.
8. A: Hey, I have to go to the store to get some bread. Do we need anything else?
   B: I think we might need some rice. Let me look. No. Never mind. We have enough rice.

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Page 107, Exs. 3A and 3B

A: On Education Today, we're talking about learning styles. As you know, we usually bring experts on the program, but today you're the experts—because YOU know better than anyone else about how YOU learn. Ok, so if you've recently learned something new, give us a call to share your ideas and advice. Our first caller is Steve. What's your latest learning experience?
B: Last year I decided to learn how to play the piano. Problem was, I didn't have a piano, or much money or time for lessons.
A: Pretty big problems.
B: Well, no. I found an app called 8-keys, and checked out all the reviews, which were great. So I decided to try it myself.
A: How does it work?
B: Through a series of games, it teaches you to read music. You can also work on the correct finger positions. After a few weeks of practicing, I could read and play simple musical chords right on the app.
A: So can you play a real piano?
B: I'm not sure! I don't even have one yet—but thanks to 8-keys, I've discovered that I really want to learn. So next week I'm buying a piano to play for real.
A: What a great idea—using an inexpensive app to find out if you enjoy doing something before spending a lot of money on it.
B: Exactly!
A: Thanks, Steve.
A: Ok, Mary is up next. Mary, are you there?
C: Yes?
A: Go ahead.
C: I didn't want to pay a mechanic every few months to change the oil in my car—So I taught myself how to do it.
A: How did you do that?
C: By watching someone doing it on a video. It was easy.
A: How many videos did you watch?
C: Just one…
A: Just ONE???
C: Yup, but I watched it over and over again until I memorized every step. Then I got under the car and went through each step in my head. I did that a few times to make sure I was ready. And then I did it for real!
A: And?
C: I'll never pay for an oil change again!
A: That's great! Ok, that's it for today.

Page 112, Exs. 1A and 1B

Hi, I'm Luis. I think the hardest thing I ever did was being on the high school running team with my brother.

My brother really enjoyed himself on the team because he won nearly every race he ran. I was so proud of him. But I wasn't a fast runner.

One time, when I was training for a race, I felt intense pain in my ankle. Then I found out it was broken! I was so mad at myself that I quit running. But I didn't want to give up sports.

After my ankle healed, I decided to try playing baseball instead. I practiced a lot and then I slowly got better and better. I joined the baseball team. Over time, I started to hit home runs and my team won games.

In the end, I discovered that I don't have to be good at everything. I just need to keep looking until I find what I'm good at.

UNIT 10

Page 152, Grammar, Ex. C

1. I hope that my roommate gets accepted into law school.
2. James is excited that he's getting a promotion.
3. Ever since we got married, we've dreamed we would visit South Africa.
4. I heard that the new restaurant is opening this week.
5. Tranh hopes he can see his parents this year.
6. I guess that Luis will move in with his parents when he goes back to Peru.
7. Jill forgot that she'll be away on vacation and has to miss Eric's wedding.
8. They're not sure everyone will like the new designs.

Page 115, Ex. 3A

Liz: Being stuck in an elevator is not my idea of a good time. But I'm glad that I'm not alone.
Su-min: Yeah. Me, too. When did they say that someone will be here?
Liz: In about 15 to 20 minutes.
Su-min: That's not too bad. I think that this is the first time we've talked about something that's not about work.
Liz: I know. It's awesome that you're running a marathon! Why are you doing it?
Su-min: I like to challenge myself. Also, I'm raising money for charity.
Liz: Wow. Good for you! So, how's the training going?

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Su-min: It's going well! I found some trainers to work with at the gym here. They're very helpful.
Liz: I'm sure you'll do great. Did I tell you that I'm moving to New York?
Su-min: No, you didn't. That's exciting! So you'll be working in this office?
Liz: Yeah... I actually got a promotion last week, and one of my responsibilities is to lead the team here.
Su-min: Congratulations! So, when's the move?
Liz: Next month. I can't believe I'm leaving Lima and moving to New York and I'll be living on my own for the first time. It's a big change.
Su-min: Wow. That is a big change. But I know that they're lucky to have you here.
Liz: Thanks. And I'm sure going to miss my mom's cooking!
Su-min: Speaking of food! Did you taste the soup that Mehmet brought in yesterday?
Liz: Yum, it was so good. Did you know he wants to open a Turkish restaurant some day?
Su-min: Wait—he made that soup?
Liz: Yup. He's an amazing cook.
Su-min: I had no idea.
Liz: Can we please talk about something besides food?
Su-min: OK, OK, sorry. Did you know that Diana wants to start her own business?
Liz: Really? What kind of business?
Su-min: An art gallery. Not right away. She says she enjoys her job now, but she really loves finding new artists and supporting them.
Liz: I can see that. She's so artistic. Has it been 20 minutes yet? I can't believe I left my phone on my desk!
Su-min: Me, too! I was just going downstairs to grab a coffee. They'll be here soon.

Page 115, Exs. 3B and 3C

Liz: It's awesome that you're running a marathon! So why are you doing it?
Su-min: I like to challenge myself. Also, I'm raising money for charity.
Liz: Wow. Good for you! How's the training going?
Su-min: It's going well! I found some trainers to work with at the gym here. They're very helpful.
Liz: I'm sure you'll do great!
Su-min: What about you? What's going on in your life?

Page 153, Grammar, Ex. C

1. If I were rich, I'd build houses in poor communities.
2. If I had more time, I'd volunteer at an animal shelter.
3. If I had just one wish, I'd wish for world peace.
4. If I were a doctor, I'd work for Doctors Without Borders.
5. If I had my own business, I'd give 10% of my profits to charity.
6. If I didn't have to work, I'd work to end world hunger.
7. If I could help one animal survive, I'd help the elephant.
8. If I were a lawyer, I'd blog about injustice.

Page 117, Ex. 3B

1. What did you study in college?
2. Would you go to medical school?
3. Would you volunteer at a homeless shelter?

Page 117, Ex. 4A

Su-min: Liz, if you didn't have to work, what would you do?
Liz: Hmm. That's a good question. I'd help students get a better education.
Su-min: How would you do that?
Liz: I would work with local schools to start reading programs.
Su-min: That's a great idea. Why reading programs?
Liz: Reading is probably the most important skill for young students. The office in Lima has a reading program with some local schools. We connect with students on video calls, and we read with them for 30 minutes a day. You can do this during the work day. The students love it, and I get to see them improve from one month to the next.
Su-min: That sounds great! I'd love to volunteer for a program like that.
Liz: What about you? What would you do, if you didn't have to work?
Su-min: I would also work with children, but children in hospitals. Right now, I spend one afternoon a week at the Lenox Hospital around the corner from the office here. The children and I spend time reading together and telling stories. Honestly, if I had more time, I would do it every day.
Liz: I would, too.
Su-min: Hey, when you move here, maybe we can volunteer together at a…
Intercom: Hey, there. We'll have the elevator moving again in a few minutes. Is everyone OK?

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Liz: Finally! Yes, we're fine. Thank you!
Su-min: Thank goodness! I was really beginning to think that we'd be stuck in here all day!
Liz: Me, too!
Su-min: Hey, it was really good talking to you.
Liz: Same here! Want to go get something to eat?
Su-min: Yeah. Great idea!

Page 117, Exs. 4B and 4C

Su-min: If you didn't have to work, what would you do?
Liz: That's a good question. I'd like to help children get a better education.
Su-min: How would you do that?
Liz: I'd work with local schools to start reading programs. What about you? What would you do?

Page 154, Grammar, Ex. C

1. After May had left her job, she wrote a best-selling book.
2. By the time Tom was twenty-five years old, he had become president of the company.
3. After Julia had worked in many restaurants, she opened her own.
4. After I had volunteered at the animal shelter, I got a job there.
5. Once the astronauts had been to the moon, they became famous.
6. Joe hadn't made a decision until he visited the company's offices.
7. I had been stuck in a boring job when I got an offer from another company.
8. Before we ran the race, we had raised $40,000 for charity.

Page 119, Exs. 4A and 4B

A: Today we're talking to Janine Herbert, who has an amazing story of suffering and hope.
B: Thank you, Tom.
A: So, Janine, tell us how you ended up where you are today.
B: Well, the story starts 30 years ago, when my Dad died—two months before I was born. After he died, my mom just couldn't keep up with the house payments. She tried to get a job, but she didn't have much education, and no one would give her a chance. After six months living at homeless shelters, she made a choice that no mother should ever have to make. She agreed to put us up for adoption. She thought that would give us a chance at a better life, with a new family.
A: That's very sad.
B: Yes, but I was lucky, and was adopted by a wonderful family.
A: When did you learn about your family history?
B: I'd always known that I was adopted, but when I was 16, I found out that I had brothers and sisters. My two brothers were homeless at the time…no one had ever adopted them. They moved from family to family, and ended up back on the street. My sister Laura was adopted when she was ten, but only after she had spent five years in several different homes.
A: How terrible!
B: Yes…and no, because we got a second chance as a family—and I realized my life's purpose.
A: Your life's purpose?
B: Yes—making sure that no mother ever has to make the choice that my mother made. With my adoptive parents' help, I raised money to start a charity to build houses for homeless families. So far, we've built 50 houses in five states. And we have plans to build another 100 in the next five years.
A: And your mother?
B: I found her five years ago. She was the first person to move into one of the homes. And my brothers now work with me.
A: What about your sister?
B: She's a doctor—she works at a clinic for the homeless.
A: What an amazing story! Thank you so much for sharing it. Listeners, if you'd like to donate…

Page 124, Exs. 1A and 1B

Hello! It's Daniela. Is there something that you really want to do? Well, if I had the time and money, I would go to the island of Bali, Indonesia.

Did you know that the people there are famous for their art? When I was in high school I got interested in Bali because I had seen a video about Balinese art.

I learned that almost everyone did some kind of art: making cloth, painting, making wooden figures and decorations, playing music, dancing, and more. I thought that was awesome.

So, if I could, I would go to Bali and study art. If I had to choose one type of art, it would be woodcarving. In my free time, I could also teach Balinese children.

And after my studies, I would come home and volunteer at a school to help kids learn about other countries and their art.

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Conversation Video Scripts

Unit 1, Lesson 1, Ex. 4A

Su-min: Hey, Mehmet. How are you?
Mehmet: I'm good. Thanks. How's the new project coming along?
Su-min: It's going really well. I'm learning so much, and everyone is so helpful.
Mehmet: Yeah, we have a great group of people here.
Su-min: I agree. I just met Flavio today. We had a long conversation about soccer.
Mehmet: Oh, yeah? I didn't know you were into soccer.
Su-min: Oh, I love it! I watch all the Premiere League games.
Mehmet: Me, too! Who's your favorite team?
Su-min: Manchester United.
Mehmet: No way! Mine, too! Hey, we have something in common.
Su-min: Sounds like it! I wonder what else we both like.
Mehmet: Well, I like traveling. I love going to new places.
Su-min Really? Same here! Have you gone anywhere interesting lately?
Mehmet: Yeah, last year, I went to Mexico for the first time. I love the culture and the food there. I have some pictures here.
Su-min: Wow! That's amazing. I try to go somewhere new every year. Like last year, I went to Japan and saw incredible art exhibits.
Mehmet: Oh, just my news feed.
Su-min Ugh, politics?
Mehmet: Oh, you don't like politics? I love it!
Su-min Not me. I can't stand all the arguing.
Mehmet: That's what I love about it.

Unit 1, Lesson 1, Exs. 4B and 4C

Su-min: I just had a great conversation with a colleague about soccer.
Mehmet: Oh yeah? I didn't know you were into soccer.
Su-min: I love it!
Mehmet: Me, too! We have something in common.
Su-min: Yes, sounds like it. I wonder what else we both like.
Mehmet: I like politics.
Su-min: Not me. I can't stand politics!

Unit 1, Lesson 2, Ex. 4A

Su-min: I see you're working late, too.
Mehmet: Yeah. I was just emailing Claire about our design meeting tomorrow. Do you want to see some of the designs?
Su-min: These look wonderful!
Mehmet: Thanks. I've been looking at them for so long, I don't know what looks good anymore. Anyway, I'll figure it out. Hey, that's a beautiful bracelet!
Su-min: Thanks. My grandmother gave it to me. It's one of the few pieces of jewelry that I wear.
Mehmet: It must be very special to you.
Su-min: It is. It was a graduation gift, it even has a message from her on the inside. It's in Korean, and it says, "My dear Su-min. I'm so proud of you."
Mehmet: You know. I need a gift for my sister. It's her birthday next week. I'd love to get her something like that. But I don't know much about fashion or accessories.
Su-min: What are you talking about? You have great style! Like your tie. It's very cool. Where did you get it?
Mehmet: I got it at a store where my cousin works.
Su-min: Well, if you want, I can help you shop for your sister.
Mehmet: Really? Thanks! Maybe tomorrow we can look online for a bracelet like yours.
Su-min: Yeah, that sounds good!

Unit 1, Lesson 2, Exs. 4B and 4C

Mehmet: That's a beautiful bracelet.
Su-min: Thanks. It's one of the few pieces of jewelry that I wear.
Mehmet: Well, I really like it.
Su-min: Thank you. By the way, that tie is very cool. Where did you get it?
Mehmet: I got it at a store where my cousin works.

Unit 2, Lesson 1, Ex. 4A

Scene 1
Jim: Have you seen this design for the North Pole Ice Cream box?
Diana: Oh, that must be the new design. The colors are beautiful. Mehmet did a really terrific job! Did you hear that?

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Jim: Yeah. Sounds like thunder. There might be a storm coming. The weather app says there's a chance of rain today.
Diana: That's what mine said this morning, too.
Jim: The sky is getting dark. And it's getting really windy. I know it's silly, but thunderstorms make me nervous.
Diana: It's not silly. They make me nervous, too.
Jim: I don't think I'll go out for lunch today.
Diana: Good idea. You don't want to be out in this weather.

Scene 2

Jim: Well, look at that. Just in time for the trip home. The weather's clearing up.
Diana: Really? Do you think so?
Jim: Sure. The sun is coming out. See? There's a rainbow! The storm must be over.
Jim: Uh, Diana, you may not need all of that.
Diana: Well, before I left Chile, I asked about the weather here, and everyone said it rained a lot. I…I like to be prepared!

Unit 2, Lesson 1, Exs. 4B and 4C

Diana: Did you hear that?
Jim: Yeah. Sounds like thunder.
Diana: The sky is getting dark. There might be a storm coming.
Jim: I don't think I'll go out for lunch today.
Diana: Good idea. You don't want to be out in this weather.

Unit 2, Lesson 3, Ex. 4A

Jim: Ugh, more rain?
Diana: Yes, all the weather reports say it will rain all week.
Jim: Well, at least it's not a hurricane. Have you ever been in a hurricane?
Diana: No, I haven't. Have you?
Jim: Yeah. About five years ago, I was visiting my sister in Taipei and we got hit pretty hard. Well, they call it typhoon over there. But anyway, it was so bad that the whole country was affected.
Diana: Oh no! What happened?
Jim: It rained so hard that all the streets were flooded. A lot of people living in the flooded areas had to evacuate.
Diana: What about you?
Jim: Fortunately, my sister's neighborhood didn't flood. But the wind was so strong that lots of trees fell down. And broken branches were flying everywhere.
Diana: Sounds like it was dangerous!
Jim: It was!
Diana: Was your sister's place OK?
Jim: Yeah. We were lucky. We didn't lose power or anything.
Diana: Oh, thank goodness! That's a relief!
Jim: But I knew some people who lived near the water. They lost everything: their homes, cars, all of it.
Jim: What are you doing?
Diana: I'm checking to see if there is a hurricane in the forecast.
Jim: Diana, don't worry. This is just rain. We would know way in advance if there's a hurricane coming.

Unit 2, Lesson 3, Exs. 4B and 4C

Diana: Have you ever been in a hurricane?
Jim: Yeah. I have.
Diana: Really? What happened?
Jim: It rained so hard that streets were flooded.
Diana: Oh no!
Jim: And the wind was so strong that trees fell down.
Diana: Sounds like it was dangerous!
Jim: It was. A lot of homes were damaged.

Unit 3, Lesson 1, Ex. 4A

Liz: Good morning, Diana! How are you today?
Diana: I'm good, thanks. How are you?
Liz: Doing great! Ready to figure this out!
Diana: So, you reviewed the notes from everyone? I mean, about their experience with the printing company.
Liz: Yes. But before we talk about the problems we had, let's talk about what went right.
Diana: Yeah. Good idea.
Liz: OK, so the brochures are beautiful. The colors are nice. And the paper feels really good, too!
Diana: Yes. I remember we used them because their work was much better than anyone else's.
Liz: In the end, they delivered what we were looking for.
Diana: Yes. They did.
Liz: So, now let's talk about the problems we had with them.
Diana: Yeah, it looks like everyone found them very difficult to work with. What went wrong?
Liz: Well, first, they didn't communicate clearly. They didn't respond to emails very well. I often had to call them.
Diana: So communication was a big problem.

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Liz: Right. And they didn't follow instructions. Remember when they used pink when we wanted red?

Diana: Yes! That got me so frustrated! What was that all about?

Liz: I don't know. I found that hard to understand. I think our instructions were pretty clear.

Diana: OK, so these are pretty big problems. How much of this should we communicate to them?

Liz: All of it, I think. If we're going to use them again, that is—are we?

Unit 3, Lesson 1, Exs. 4B and 4C

Diana: So what went wrong?

Liz: Well first, they didn't communicate clearly.

Diana: I agree. They didn't respond to emails very well.

Liz: And they didn't follow instructions.

Diana: Yes! That got me so frustrated!

Liz: Yeah, I found that hard to understand.

Unit 3, Lesson 2, Ex. 4A

Diana: I want to talk about the new printing company we used for the brochures. I thought about it and the problems we had with them, but I think we should give them one more chance.

Liz: I agree. We just need to figure out how to work with them better.

Diana: OK. So we need to give them some feedback. What were the major issues again?

Liz: Um, communication was poor and they didn't always follow instructions.

Diana: Right. Why don't we give them that feedback with the specific examples that we discussed last week?

Liz: Got it. How about we also offer some suggestions on how to work together more effectively?

Diana: That's a great idea! What did you have in mind?

Liz: Well, for one, we could set up weekly meetings so that we can communicate better. That will give us a specific time to discuss problems that come up, instead of waiting for them to answer our emails.

Diana: I couldn't agree more! OK. We could make weekly meetings part of our agreement next time.

Liz: Perfect!

Diana: Now…how do we make sure they follow our instructions? Maybe ask them for daily reports?

Liz: Hmm. I think that might be too much. Let's see if the meetings and more communication help.

Diana: Sure. As long as we don't get pink brochures again!

Unit 3, Lesson 2, Exs. 4B and 4C

Liz: How about we offer suggestions on how to work together more effectively?

Diana: That's a great idea! What did you have in mind?

Liz: Well, for one, we could set up weekly meetings.

Diana: I couldn't agree more! That will give us a specific time to discuss problems that come up.

Liz Exactly!

Unit 4, Lesson 1, Ex. 4A

Jim: Hey, Flavio. You seem lost in thought. Too early in the morning for you?

Flavio: No. I was just thinking about how things used to be.

Jim: Used to be? What do you mean?

Flavio: Oh, sorry…I forgot my phone today, so I feel a little lost…Which got me thinking…What did we use to do before all this technology? We work online, we bank online, we shop online…

Jim: Oh, I get what you're saying. I hate shopping in stores, so I just go online, choose what I want, pay, and someone delivers it. Done!

Flavio: Yeah, so easy! I message my friends all the time, even when I'm out of the country. But before, it was a lot harder to stay in touch.

Jim: You're right about that. My sister has a 3-year-old. But they live in Taipei, so I don't see them often. But we video chat all the time. And you know what? My niece learned how to do it. She calls me whenever she gets her hands on my sister's phone!

Flavio: Yeah kids. They're so good with technology! I turn off all the settings and let my nephew play with my phone. And he finds games in it I didn't even know were there! Amazing.

Jim: Speaking of turning off settings, I used to get a lot of calls from my brother. I would answer, and he would say nothing.

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I thought he was just playing around, so I hung up. Then one day, we went running together. My phone rang, and it was my brother. But he was right next to me. Then I figured it out. He was pocket dialing me all that time. He had no idea!

Flavio: I do that to my wife sometimes!

Jim: Uh-oh. This is probably my niece again… Hey, Suzie. What are you doing?

Unit 4, Lesson 1, Exs. 4B and 4C

Flavio: I was thinking about what we used to do before all this technology.

Jim: What do you mean?

Flavio: Well, before social media, I would stay in touch with my friends much less frequently.

Jim: What do you do now?

Flavio: Now I message them all the time.

Unit 4, Lesson 2, Ex. 4A

Flavio: So, what are you working on these days?

Jim: I just finished writing the North Pole Ice Cream ads. It was a lot of work, and really stressful.

Flavio: I can imagine. You should do something to relax.

Jim: Yeah, maybe I'll go see a movie tonight.

Flavio: What kind of movies do you like?

Jim: All kinds. But I don't like suspense movies too much.

Flavio: Yeah, I don't either. I like comedies and science fiction.

Jim: So do I. A good sci-fi movie can really make you think.

Flavio: I agree. Do you know Tom Perry's movies?

Jim: Are you kidding? He's the best! Did you see his last movie?

Flavio: Yeah. That was one of my favorites. It was so creative!

Jim: Right! Remember that scene when they're in the museum and they walk into the photos?

Flavio: Totally awesome. I thought it was interesting that the main characters were photographers.

Jim: Absolutely–I loved that–I'm really into photography.

Flavio: Oh, you are? Have you seen the new photography show at the Art Institute?

Jim: No, but I want to.

Flavio: I haven't either, I was planning to go this weekend. Are you interested in going?

Jim: Definitely! But my friend is in a band, and he's playing on Saturday afternoon at the music festival downtown.

Flavio: What kind of music does he play?

Jim: Rock, with a little jazz mixed in.

Flavio: I was in a band in college. I played jazz guitar.

Jim: No kidding. Do you still play?

Flavio: Not as much as I'd like.

Jim: You should come on Saturday. Their guitarist is amazing. I can introduce you.

Flavio: Yeah, that sounds great! I can see the photography show sometime next week.

Unit 4, Lesson 2, Exs. 4B and 4C

Flavio: What kind of movies do you like?

Jim: All kinds. But I don't like suspense movies too much.

Flavio: Yeah. I don't either. I like science fiction.

Jim: So do I! A good sci-fi movie can really make you think.

Flavio: I agree.

Unit 5, Lesson 1, Ex. 4A

Mehmet: You haven't been here before, have you?

Liz: No, it's my first time. The atmosphere is great: it's casual, cozy, and not too crowded. And I love the modern style.

Mehmet: Yeah, it's a nice place. It's only been open for a few months. And just wait until you taste the food!

Mehmet: Is something wrong?

Liz: My 2:00 meeting just got moved to 1:30.

Mehmet: We should be okay. The service here is very efficient.

Liz: Sorry about that. I was looking forward to a long lunch, for a change.

Mehmet: Long lunch? What's that?

Server: Good afternoon. How're you folks today?

Mehmet: Great, thanks. But I'm afraid we're in a bit of a rush.

Server: No problem. Would you like something to drink while you look at the menu?

Liz: Just water for me, thanks.

Mehmet: I'll have the iced tea, please. It's not sweetened, is it?

Server: No, it's not.

Mehmet: Good. I'll have that.

Server: OK, I'll get your drinks and be right back to take your order.

Liz: Sorry–what is she having, over there.

Server: That's the fish chowder.

Liz: Mmm. It looks good, doesn't it?

Server: OK, so back in a minute!

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Liz: Everything looks so good! It's going to be hard to decide! Hmm. The salads look great.
Mehmet: They are. And they grow their own vegetables right here.
Liz: You're kidding. We're in the middle of the city!
Mehmet: No, really they do. They have a rooftop garden. Lots of places are doing that these days.
Liz: I love that! Vegetables fresh from the garden. How are the sandwiches? Have you had them?
Mehmet: The chicken sandwich is the best. The grilled onions on it are mmm. It's perfect.
Liz: This is why I like eating with you. I think you enjoy food as much as I do!

Unit 5, Lesson 1, Exs. 4B and 4C

Mehmet: You haven't been here before, have you?
Liz: No. It's my first time. The atmosphere is great, casual, not too crowded. And I love the modern style.
Mehmet: Yeah, it's a nice place. And just wait until you taste the food!

Unit 5, Lesson 2, Ex. 4A

Mehmet: So, what do you feel like? The salmon is great.
Liz: I love salmon, but I had it last night. I'd rather try something else.
Mehmet: Well, how about the salad with grilled shrimp?
Liz: Perfect! So, what are you having?
Mehmet: I usually order fish, but I'm not in the mood today. Maybe the steak sandwich?
Liz: The steak sandwich looks good.
Mehmet: It does, but I'm trying not to eat red meat.
Liz: Oh, come on, one steak won't hurt you.
Mehmet: Oh why not? To a great meal!
Liz: Yes!
Server: How are you doing? Ready to order?
Liz: Yes, please. I'll have the salad with grilled shrimp!
Server: Great choice! And for you, sir?
Mehmet: The steak sandwich, please.
Server: How would you like the steak?
Mehmet: Medium rare.
Server: And what kind of potatoes would you like?
Mehmet: Actually, I'd prefer a side of the seasonal vegetables, if that's OK?
Server: Absolutely. And would you like a soup or salad?
Mehmet: Salad, please.
Server: What kind of dressing would you like? We have Russian, blue cheese, Italian…
Mehmet: Italian, please.
Server OK, I'll put your order in right away.
Liz: I'm so glad I ordered the salad.
Mehmet: Yeah, I've had it here. It's really delicious.
Liz: I'm sure it is, but that's not the reason.
Mehmet: So what is the reason?
Liz: The salad doesn't come with a side of questions!

Unit 5, Lesson 2, Exs. 4B and 4C

Mehmet: So, what do you feel like?
Liz: The salmon looks good, but I had it last night. I'd rather try something else.
Mehmet: Well, how about the salad with grilled shrimp?
Liz: Perfect! So, what are you having?
Mehmet: I usually order fish, but I'm not in the mood today. Maybe the steak sandwich?
Liz: The steak sandwich looks good.

Unit 6, Lesson 1, Ex. 4A

Flavio: Long day, huh?
Su-min: Yeah, it sure was. I can't wait to get to the gym. After sitting in all those meetings, I need to move around.
Flavio: I agree.
Su-min: I like your gym bag!
Flavio: Oh thanks.
Su-min: Staying in shape can be tough when you travel a lot. How do you do it?
Flavio: Who says I'm in shape? Honestly, going to the gym isn't really my thing. I prefer doing stuff outdoors, like hiking or cycling.
Su-min: You do? I go outdoors as often as I can, but I usually exercise at the gym.
Flavio: Do you go every day?
Su-min: Yeah, just about. I tend to be a bit hyper, and exercise calms me down.
Flavio: You, hyper? Never! So, what kind of exercise do you like to do?
Su-min: Well, I'm really into running these days.
Flavio: Running is good.
Su-min: Actually, I'm training for the Seoul International Marathon.
Flavio: You are? That's great! You know, I ran my first marathon last year.
Su-min: You did? And I thought you said you were out of shape! Hey, I've got an

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idea. How about coming with me to the gym tonight? I know you prefer being outdoors, but my gym has an awesome indoor track.

Flavio: That's really nice of you, but…

Su-min: Not at all. You'd be helping me–I hate running alone.

Flavio: But…

Su-min: Oh, don't worry, you don't have to run with me! I wouldn't want to slow you down.

Flavio: Oh no, that's not it at all! I'd love to join you, but I'm on my way to the laundromat. I've been traveling for two weeks and I don't have any clean clothes.

Su-min: Oh. I just saw your gym bag and assumed.

Flavio: Well, you weren't totally wrong. There are some work-out clothes in here but, believe me, you don't want me putting them on right now!

Unit 6, Lesson 1, Exs. 4B and 4C

Su-min: Staying in shape can be tough when you're really busy. Do you do any kind of exercise?

Flavio: I like doing things outdoors, like hiking and cycling.

Su-min: You do? That's cool.

Flavio: How about you?

Su-min: I'm really into running these days.

Unit 6, Lesson 2, Ex. 4A

Flavio: Hey Su-min. How was running last night?

Su-min: Hi, Flavio. Not so great.

Flavio: What happened?

Su-min: Just as I started running, my phone went off. It was an email from Mexico about those new marketing plans, so I went back to the office.

Flavio: Oh, Su-min! That's not good! You need to take a break or you're going to burn out!

Su-min: I know. I said I was going to make more time for myself–and I was really going to do it, but…

Flavio: But what?

Su-min: Somehow work always gets in the way. How do you manage stress and keep a work–life balance?

Flavio: I don't have "the answer" but my wife and I do have one rule that works pretty well for us.

Su-min: What's that?

Flavio: When we come home after work, we turn off our phones. No email, no social media, no texting...

Su-min: You're kidding, right?

Flavio: No, not at all.

Su-min: But what if there's an emergency?

Flavio: Honestly Su-min, was that email from Mexico really an emergency?

Su-min: Well, maybe not. But after I saw it, how could I focus on my workout?

Flavio: Exactly! That's why we turn off our phones at home. OK, try this. Close your eyes and imagine you're back at the gym last night, just before your phone went off.

Su-min: OK? So?

Flavio: How are you feeling?

Su-min: Pretty good. I was still thinking about work, but I wasn't worried about it. And then my phone went off, and…

Flavio: Wait. Close your eyes again. Now, imagine that everything is exactly the same, except for one thing–no phone.

Su-min: What happened, did I lose it?

Flavio: No, you decided to leave it in your locker.

Su-min: OK. OK, OK! No phone, no email, no stress, I finish my workout, and I feel better today.

Flavio: Exactly!

Su-min: Thanks, Flavio. That's great advice. I'll be sure to leave my phone in the locker at the gym tonight.

Unit 6, Lesson 2, Exs. 4B and 4C

Flavio: Hey, you need to take a break or you're going to burn out!

Su-min: I know. I was going to make more time for myself, but...

Flavio: I know it's hard. But it's not healthy for you to work like this.

Unit 7, Lesson 1, Ex. 4A

Su-min: Hey Jim, I need to send out emails for the North Pole Ice Cream marketing plan, but I can't remember where the email list is. Do you know where I can find it?

Jim: Sure, just give me a second.

Su-min: No problem. And can you tell me what the password is for the North Pole files? I just tried to access them, but the password didn't work.

Jim: It's northpole-- one word, no spaces or capital letters.

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Su-min: Oh yeah, that's right! I was using a capital N. Thanks!
Jim: No worries.
Su-min: Do you know what time the marketing meeting is?
Jim: The what?
Su-min: The marketing meeting. I deleted it from my calendar by mistake.
Jim: Mm, sorry, no idea.
Su-min: Really? I was sure we all got the invite yesterday. Can you check your calendar? Never mind. I'll check my email. Jim, when you have a minute, can you explain how you install the Image View software?
Jim: Sure. Open up the link and look for version 5.1 of the file.
Su-min: Just a sec. OK, I'm there.
Jim: Now click on "direct download" next to the file. Click "yes" to the pop-up window request. Wait for the pop-up window.
Su-min: The pop-up window? Oh, there it is! Thanks.
Jim: No problem.
Su-min: Hm. Strange. I wonder why that pop-up window didn't come up before?
Jim: Hm? I'm sorry, but I have to finish this stuff for Diana before lunch.
Su-min: What? You have to finish today? I thought you had until Friday.
Jim: Me, too. But Diana just told me this morning that she needs it today.
Su-min: Oh Jim, I am so sorry for bothering you so much.
Jim: It's OK. I'm almost done.
Su-min: Just one more thing…
Jim: Su-min! I need 30 minutes.
Su-min: OK. I won't bother you again until after lunch, is that OK?
Jim: Yep. Thanks!

Unit 7, Lesson 1, Exs. 4B and 4C

Su-min: Can you explain how you install the Image View software?
Jim: Sure. Open up the link and look for version 5.1 of the file.
Su-min: Just a sec. OK, I'm there.
Jim: Now click on direct download next to the file and wait for the pop-up window.
Su-min: Got it. Thanks!
Jim: No problem.

Unit 7, Lesson 2, Ex 4A

Jim: Hey, Su-min.
Su-min: Hey, Jim.
Jim: I've been meaning to ask you: How's your internship going?
Su-min: It's going great. Better than I expected, honestly.
Jim: Oh, yeah?
Su-min: Yeah. I was, you know, a little nervous at first.
Jim: Well, that's understandable. But I'll bet you weren't as nervous as I was when I started here!
Su-min I'm not so sure about that! I was actually a little scared of everyone. But people here aren't as intimidating as I thought.
Jim: I know exactly what you mean. I was intimidated too when I was an intern. In fact, I was so nervous the first couple of weeks that I kept forgetting my boss's name.
Su-min: What? I'd be so embarrassed.
Jim: Yeah. And my co-workers thought this was very funny.
Su-min: Not funny at all!
Jim: I know! They kept calling my boss different names on purpose just to confuse me more.
Su-min: That sounds terrible!
Jim: No. They knew how nervous I was. They were just trying to make me feel comfortable.
Su-min: Oh. I get it. Yeah, everyone is really supportive here.
Jim: Well, you're here to learn and they know that.
Su-min: Totally. And I am learning so much! Like, I didn't know how many people were involved in creating a design plan. Or how complicated it was to plan a meeting when people are in four different time zones.
Jim: You can say that again. It takes a week just to get everyone in a meeting at the same time. Oh! I have a meeting! Got to go!

Unit 7, Lesson 2, Exs. 4B and 4C

Jim: How's your internship going?
Su-min: It's going great. Better than I expected.
Jim: Oh, yeah?
Su-min: Yeah. I was a little nervous at first.
Jim: Well, that's understandable. But I'll bet you weren't as nervous as I was when I started here!
Su-min I'm not so sure about that! I was actually a little scared of *everyone*. But people here aren't as intimidating as I thought.

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Unit 8, Lesson 1, Ex. 4A

Mehmet: Are you OK, Diana?
Diana: I'm not sure. I feel kind of strange–hot and cold at the same time. And I think I might be getting a rash.
Mehmet: Do you have any allergies? What did you have for lunch?
Diana: I don't think so. Just a chicken sandwich.
Mehmet: Do you have a stomachache?
Diana: No, but I think I might have a fever.
Mehmet: Do you have a cough? You could be coming down with the flu.
Diana: Oh no. I've had a flu shot.
Mehmet: What are you looking for?
Diana: I'm looking for my ginger tea. I take it at the first sign that I might be getting sick. Oh, thank goodness, here it is.
Mehmet: Wow, you really do believe in ginger tea, don't you?
Diana: Absolutely! It really works.
Mehmet: Maybe you should leave now and get some rest.
Diana: I can't do that–I have a meeting with clients in an hour. I think I'll be fine. You know, I might not have a fever; I think it's just a little hot in here.
Mehmet: Yes, but you might still be coming down with a cold.
Diana: Don't worry! I'm feeling better already. I told you–the tea really works! Oh, here, take one!
Mehmet: But I'm feeling fine.
Diana: Take one–it's flu season, and I don't want you getting sick!
Mehmet: OK, thanks.

Unit 8, Lesson 1, Exs. 4B and 4C

Mehmet: Do you have a stomachache?
Diana: No, but I think I might have a fever.
Mehmet: Do you have a cough? You could be coming down with the flu.
Diana: Oh no, not again!
Mehmet: What are you looking for?
Diana: I'm looking for my tea. I take it when I think I might be getting sick.

Unit 8, Lesson 3, Ex 4A

Mehmet: Diana, what's wrong? Why are you wearing a mask?
Diana: Oh, this! I'm just being careful. It is the flu season.
Mehmet: But didn't you say you had the flu shot?
Diana: Yes, of course. But you never know.
Mehmet: But…
Diana: If I get sick, I'll miss work, and we won't meet our deadline. And if we don't meet the deadline, we'll probably lose the North Pole Ice Cream business.
Mehmet: I know. The deadline is really important. We can't miss it. But a mask, really?
Diana: Yeah. It's helpful. Oh, wait. I have an extra mask. Here take it.
Mehmet: You want me to wear this? Hm. OK. Maybe it's not such a bad idea. You know my sister is visiting me this weekend, and I was planning to show her the city and I shouldn't get sick.
Diana: OK, so you can't get sick either. Do you want it?
Mehmet: Sure. Better to be safe than sorry.
Diana: Here you go!
Mehmet: Thanks!
Diana: Aren't you going to put it on?
Mehmet: Oh. OK. Now?
Diana: Yes!
Mehmet: I'll see you later at the team meeting.
Diana: Yup. See you there!
Co-worker: What are you wearing?
Mehmet: It's a mask. It's a long story. Never mind.

Unit 8, Lesson 3, Exs. 4B and 4C

Mehmet: Diana? What's wrong? Why are you wearing a mask?
Diana: Oh, this. I'm just being careful. It's the flu season.
Mehmet: You've had the flu shot, right?
Diana: Yes, of course. But you never know. If I get sick, I'll miss work, and we won't meet our deadline.

Unit 9, Lesson 1, Ex. 4A

Jim: So did you have a good weekend?
Flavio: It was okay. I didn't do much. How about you?
Jim: Oh not too much. I went skydiving!
Flavio: Huh? Skydiving? But wait–you're afraid of heights! You won't even look out the window of a tall building!
Jim: Yup. That was the old me!
Flavio: What do you mean? What happened?
Jim: Well, I've been afraid of heights since I was a teenager–and I was embarrassed. So, I told myself that I'd do something about it someday.
Flavio: And you just decided to jump out of a plane?

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Jim: No, I've been thinking about this fear a lot lately, and I promised myself that this year I was finally going to deal with it.
Flavio: OK. Go on.
Jim: So I signed up for a class. It was for people afraid of heights. And it was really helpful. We talked about our fear, and did some mental exercises. Then the final test was jumping out of a plane. And I did it!
Flavio: You must be proud of yourself.
Jim: I am. We each jumped with an instructor. And we all got pictures of ourselves. See?
Flavio: Incredible! I'll go with you next time!
Jim: Next time? Oh no! I am never doing that again!

Unit 9, Lesson 1, Exs. 4B and 4C

Jim: I went skydiving last weekend!
Flavio: Skydiving? But wait–you're afraid of heights!
Jim: Not anymore! I promised myself that this year I was finally going to deal with my fear.
Flavio: Incredible. You must be proud of yourself.

Unit 9, Lesson 2, Ex 4A

Jim: So how are Carmen and the new baby doing?
Flavio: They're great! Thanks. Look here's a picture of the baby.
Jim: She's beautiful!
Flavio: Thanks. Yeah. But she never sleeps! And that means we don't sleep either.
Jim: Oh, man. How do you work?
Flavio: I have no idea. Seriously, half the time I don't even know my own name. You'll never believe what happened last week.
Jim: Yeah? What?
Flavio: I overslept and was running late. Plus, I got dressed for work–in the dark–because I didn't want to wake up Carmen and the baby.
Jim: Makes sense.
Flavio: So I just grabbed my things and rushed out the door. While I was waiting for the bus, a couple of people gave me strange looks. But I didn't care. I was half asleep and just worried about making it to work on time.
Jim: Right.
Flavio: Then when I was getting on the elevator at work, I got some more looks. I was fully awake by then and starting to wonder what everyone was looking at.
Jim: Oh no…what were they looking at?
Flavio: So I tried to look at myself in the elevator mirrors, but there were so many people that I couldn't see anything.
Jim: Was it something you were wearing?
Flavio: Wait. Every time someone got off the elevator, they each gave me a quick look.
Jim: Oh, man!
Flavio: Finally, just when I reached my floor, I saw myself in the mirror.
Jim: What? Come on, tell me.
Flavio: I was wearing two different shoes.
Jim: So what? I've done that.
Flavio: And I had only shaved half my face!
Jim: You've got to be kidding! That's a good one!

Unit 9, Lesson 2, Exs. 4B and 4C

Flavio: You'll never believe what happened last week.
Jim: Yeah? What?
Flavio: Well, I got dressed for work in the dark because I didn't want to wake up Carmen and the baby.
Jim: Makes sense.
Flavio: While I was waiting for the bus, a couple of people gave me strange looks.
Jim: Oh no!

Unit 10, Lesson 1, Ex 4A

Liz: Being stuck in an elevator is not my idea of a good time. But I'm glad that I'm not alone.
Su-min: Yeah. Me, too. When did they say that someone will be here?
Liz: In about 15 to 20 minutes.
Su-min: That's not too bad. I think that this is the first time we've talked about something that's not about work.
Liz: I know. It's awesome that you're running a marathon! Why are you doing it?
Su-min: I like to challenge myself. Also, I'm raising money for charity.
Liz: Wow. Good for you! So, how's the training going?
Su-min: It's going well! I found some trainers to work with at the gym here. They're very helpful.
Liz: I'm sure you'll do great. Did I tell you that I'm moving to New York?
Su-min: No, you didn't. That's exciting! So you'll be working in this office?

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Liz: Yeah... I actually got a promotion last week, and one of my responsibilities is to lead the team here.

Su-min: Congratulations! So, when's the move?

Liz: Next month. I can't believe I'm leaving Lima and moving to New York and I'll be living on my own for the first time. It's a big change.

Su-min: Wow. That is a big change. But I know that they're lucky to have you here.

Liz: Thanks. And I'm sure going to miss my mom's cooking!

Su-min: Speaking of food! Did you taste the soup that Mehmet brought in yesterday?

Liz: Yum, it was so good. Did you know he wants to open a Turkish restaurant some day?

Su-min: Wait—he made that soup?

Liz: Yup. He's an amazing cook.

Su-min: I had no idea.

Liz: Can we please talk about something besides food?

Su-min: OK, OK, sorry. Did you know that Diana wants to start her own business?

Liz: Really? What kind of business?

Su-min: An art gallery. Not right away. She says she enjoys her job now, but she really loves finding new artists and supporting them.

Liz: I can see that. She's so artistic. Has it been 20 minutes yet? I can't believe I left my phone on my desk!

Su-min: Me, too! I was just going downstairs to grab a coffee. They'll be here soon.

Unit 10, Lesson 1, Exs. 4B and 4C

Liz: It's awesome that you're running a marathon! So why are you doing it?

Su-min: I like to challenge myself. Also, I'm raising money for charity.

Liz: Wow. Good for you! How's the training going?

Su-min: It's going well! I found some trainers to work with at the gym here. They're very helpful.

Liz: I'm sure you'll do great!

Su-min: What about you? What's going on in your life?

Unit 10, Lesson 2, Ex. 4A

Su-min: Liz, if you didn't have to work, what would you do?

Liz: Hmm. That's a good question. I'd help students get a better education.

Su-min: How would you do that?

Liz: I would work with local schools to start reading programs.

Su-min: That's a great idea. Why reading programs?

Liz: Reading is probably the most important skill for young students. The office in Lima has a reading program with some local schools. We connect with students on video calls, and we read with them for 30 minutes a day. You can do this during the work day. The students love it, and I get to see them improve from one month to the next.

Su-min: That sounds great! I'd love to volunteer for a program like that.

Liz: What about you? What would you do, if you didn't have to work?

Su-min: I would also work with children, but children in hospitals. Right now, I spend one afternoon a week at the Lenox Hospital around the corner from the office here. The children and I spend time reading together and telling stories. Honestly, if I had more time, I would do it every day.

Liz: I would, too.

Su-min: Hey, when you move here, maybe we can volunteer together at a…

Intercom: Hey, there. We'll have the elevator moving again in a few minutes. Is everyone OK?

Liz: Finally! Yes, we're fine. Thank you!

Su-min: Thank goodness! I was really beginning to think that we'd be stuck in here all day!

Liz: Me, too!

Su-min: Hey, it was really good talking to you.

Liz: Same here! Want to go get something to eat?

Su-min: Yeah. Great idea!

Unit 10, Lesson 2, Exs. 4B and 4C

Su-min: If you didn't have to work, what would you do?

Liz: That's a good question. I'd like to help children get a better education.

Su-min: How would you do that?

Liz: I'd work with local schools to start reading programs. What about you? What would you do?

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Put It Together Video Scripts

Unit 1, Exs. 1A and 1B, p. 16

Hi, I'm Keiko. I want to tell you about two things that are important to me.

The first is this beautiful silver ring. It belonged to my grandfather, and he gave it to me when I graduated from high school. He passed away the year after I graduated, and the ring will always remind me of him.

The second thing that I really love is this box. There's an interesting story about it. I was traveling with my family in Japan, and I found this brown box in a little shop. It is made of wood and metal, and it was dull and dirty. But it was very cool, so I bought it. When I got home and cleaned it, I saw it was really nice. I did some research on the Internet and found out it was an expensive antique.

Unit 2, Exs. 1A and 1B, p. 28

Hi, it's Lucas. The weather has been very strange lately. It started to rain on Tuesday. I wanted to go to the park but I went to the movies instead. On Wednesday, it cleared up and the sun came out. And I saw a big rainbow.

By the afternoon, it was sunny and warm and I was able to play soccer with my friends. I hope tomorrow is nice because I'm planning to go to the beach, but it's looking cloudy again so we may get another storm. I guess I could stay home and watch a movie.

Unit 3, Exs. 1A and 1B, p. 40

Hi, everyone. This is Rafi. I have the greatest friends and coworkers!

This is Malik. I meet with him to brainstorm ideas for new projects. He always has creative suggestions to offer and he's very helpful. I really like working with Malik.

Then there's Yanni. When I started this job, I didn't have much experience, so I was nervous. But Yanni asked me to go to lunch with him. That made me feel more comfortable. It helps to have a friend at work so we can have lunch or take breaks together.

Finally, there's Tariq. He's my boss. I find his feedback helpful, especially if I'm confused about the project. It makes me happy working with these great people.

Unit 4, Exs. 1A and 1B, p. 52

Hello, everyone. It's Sofia. Do you love rock? Me, too! My favorite band is The Roads. I think their music is really exciting. They used to play a lot in my hometown, so I was able to go to their concerts. But now they are well known and travel around the world. The guitarist, Nick Garcia, sings really well, and so does the drummer, Pat Vega. When their latest video was released, my friends and I couldn't stop watching it.

The band has a very cool sound, and their videos are interesting and creative. If you haven't heard about The Roads yet, check out their latest video online. I think you'll like them, too.

Unit 5, Exs. 1A and 1B, p. 64

Hi, everyone! This is Elif. It's lunchtime, and I'm eating at an awesome restaurant today. This restaurant has fast and efficient service. That's really important, because I usually don't have a lot of time for lunch.

So, today I'm starting with a garden salad. It looks delicious, doesn't it? The food here is always very fresh.

My main dish is right here, and it's roast chicken with rice and steamed carrots.

Now here's my favorite part of the meal, dessert. Today I felt like having chocolate cake and some coffee. Fantastic meal!

Unit 6, Exs. 1A and 1B, p. 76

Hello everyone! It's Camila. Studying makes me feel stressed and tired. So, after a couple of hours of studying, I do some chair yoga to reduce stress. You can do chair yoga at home, at work, in a classroom, or even in the library!

First, I stand up and lift my arms and legs. Stretching like this makes my body feel better.

Next, I put one leg on the chair and touch my toes. This makes my back feel better. I try to hold this position for one minute.

After one minute, I sit down in my chair and bend my waist sideways. I reach for the ceiling with one arm and the floor with the other arm. This stretches out my neck and shoulders.

Finally, I sit quietly for a few minutes. When I'm done, my body feels better and I have less stress.

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Unit 7, Exs. 1A and 1B, p. 88

Hi, I'm Li Wei. I just started learning how to play the guitar. It wasn't as easy as I thought. So today I'm going to show you how to play an A chord. Let's go over the steps.

First, hold the guitar like this. Do you know what the strings are? E, A, D, G, B and E again. This is the neck and this metal line is a fret. Next, put your first three fingers on the B, G, and D strings between the first and second frets and press down. Now play them all together like this. And there you are. You know how to play an A chord.

Unit 8, Exs. 1A and 1B, p. 100

Hello everyone, I'm Hae-young. Today I want to show you a few easy ways to stay healthy. There are a few things I do regularly when I feel like I may be coming down with a cold.

First, I drink a lot of water because drinking plenty of fluids is very important to stay healthy. That's why I carry this water bottle with me everywhere I go.

Next, I make sure I get enough vitamin C. Oranges have a lot of vitamin C so I eat a few oranges as a snack. As soon as I have a cough or a stuffy nose I drink tea with honey. It always makes my nose and throat feel better

Finally, I try to get at least 8 hours of sleep when I'm feeling sick. Your body needs a lot of rest when you don't feel well. There it is. Simple!

Unit 9, Exs. 1A and 1B, p. 112

Hi, I'm Luis. I think the hardest thing I ever did was being on the high school running team with my brother.

My brother really enjoyed himself on the team because he won nearly every race he ran. I was so proud of him. But I wasn't a fast runner.

One time, when I was training for a race, I felt intense pain in my ankle. Then I found out it was broken! I was so mad at myself that I quit running. But I didn't want to give up sports.

After my ankle healed, I decided to try playing baseball instead. I practiced a lot and then I slowly got better and better. I joined the baseball team. Over time, I started to hit home runs and my team won games.

In the end, I discovered that I don't have to be good at everything. I just need to keep looking until I find what I'm good at.

Unit 10, Exs. 1A and 1B, p. 124

Hello! It's Daniela. Is there something that you really want to do? Well, if I had the time and money, I would go to the island of Bali, Indonesia.

Did you know that the people there are famous for their art? When I was in high school I got interested in Bali because I had seen a video about Balinese art.

I learned that almost everyone did some kind of art: making cloth, painting, making wooden figures and decorations, playing music, dancing, and more. I thought that was awesome.

So, if I could, I would go to Bali and study art. If I had to choose one type of art, it would be woodcarving. In my free time, I could also teach Balinese children.

And after my studies, I would come home and volunteer at a school to help kids learn about other countries and their art.

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Frontmatter

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PRONUNCIATION TABLE

Vowels

Symbol	Key Words
i	b**ea**t, happ**y**
ɪ	b**i**t
eɪ	d**a**te, p**ai**d
ɛ	b**e**t
æ	b**a**t
ɑ	b**o**x, f**a**ther
ɔ	d**o**g, b**ough**t
oʊ	b**oa**t, g**o**
ʊ	b**oo**k, p**u**t
u	b**oo**t, n**e**w
ʌ	c**u**p, m**o**ther
ə	b**a**nan**a**, **a**bout
ɚ	sh**ir**t, m**ur**d**er**
aɪ	b**i**te, b**uy**, **eye**
aʊ	ab**ou**t, h**ow**
ɔɪ	v**oi**ce, b**oy**
ɪr	d**eer**, n**ear**
ɛr	h**air**, b**are**
ɑr	b**ar**, h**ear**t
ɔr	d**oor**, m**ore**
ʊr	t**our**, p**oor**

Consonants

Symbol	Key Words
p	**p**ack, ha**pp**y
b	**b**ack, ru**bb**er
t	**t**ime, bu**tt**er
d	**d**o, mi**dd**le
k	**c**ome, **qu**i**ck**, **k**ey
g	**g**ame, **gu**est
tʃ	**ch**ur**ch**, na**t**ure
dʒ	**j**u**dge**, **g**eneral
f	**f**an, **ph**otogra**ph**
v	**v**an, co**v**er
θ	**th**ing, brea**th**
ð	**th**en, brea**the**
s	**s**it, **c**ity
z	**z**oo, plea**se**, goe**s**
ʃ	**s**hip, ma**ch**ine, ac**ti**on
ʒ	mea**s**ure, vi**si**on
h	**h**ot, **wh**o
m	**m**an, so**me**
n	su**n**, **kn**ow
ŋ	si**ng**
w	**w**et, **wh**ite
l	**l**ong, si**ll**y
r	**r**ight, **wr**ong
y	**y**es, **u**se, m**u**sic

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