# THE DO YOU KNOW? GAME

## ANSWER KEY

**1** yellow
**2** 100 degrees Celsius (or 212 degrees Fahrenheit)
**3** Helsinki

**Answers will vary. Possible answers include:**

**1** taxi, train, plane, car, subway, ferry, bus, motorcycle, bicycle
**2** 7 (Africa, Antarctica, Asia, Australia, Europe, North America, and South America)
**3** Canada, Australia, Nicaragua, Guatemala, Jamaica, Panama, Paraguay, United Arab Emirates, United States of America

**Answers will vary. Possible answers include:**

**1** nose, eyes, mouth
**2** Dubai
**3** Japan

**1** 26
**2** J. K. Rowling
**3** Leonardo da Vinci

**1** eggs
**2** 28 or 29
**3** nineteenth century

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# REFERENCE CHARTS

## PRONUNCIATION TABLE

### Vowels

| Symbol | Key Words |
|---|---|
| i | beat, feed |
| ɪ | bit, did |
| eɪ | date, paid |
| ɛ | bet, bed |
| æ | bat, bad |
| ɑ | box, odd, father |
| ɔ | bought, dog |
| oʊ | boat, road |
| ʊ | book, good |
| u | boot, food, flu |
| ʌ | but, mud, mother |
| ə | banana, among |
| ɚ | shirt, murder |
| aɪ | bite, cry, buy, eye |
| aʊ | about, how |
| ɔɪ | voice, boy |
| ɪr | deer |
| ɛr | bare |
| ɑr | bar |
| ɔr | door |
| ʊr | tour |

### Consonants

| Symbol | Key Words | Symbol | Key Words |
|---|---|---|---|
| p | pack, happy | z | zip, please, goes |
| b | back, rubber | ʃ | ship, machine, station, special, discussion |
| t | tie | | |
| d | die | ʒ | measure, vision |
| k | came, key, quick | h | hot, who |
| g | game, guest | m | men |
| ʧ | church, nature, watch | n | sun, know, pneumonia |
| ʤ | judge, general, major | ŋ | sung, ringing |
| f | fan, photograph | w | wet, white |
| v | van | l | light, long |
| θ | thing, breath | r | right, wrong |
| ð | then, breathe | y | yes |
| s | sip, city, psychology | | |
| t̬ | butter, bottle | | |
| t̚ | button | | |

## IRREGULAR VERBS

| base form | simple past | past participle |
|---|---|---|
| be | was / were | been |
| become | became | become |
| begin | began | begun |
| bite | bit | bit / bitten |
| bleed | bled | bled |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burn | burned / burnt | burned / burnt |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed / dreamt | dreamed / dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fit | fit | fit |
| flee | fled | fled |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forget | forgot | forgotten |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| quit | quit | quit |
| read /rid/ | read /rɛd/ | read /rɛd/ |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| sew | sewed | sewn |
| shake | shook | shaken |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| spread | spread | spread |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |
| strike | struck | struck |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake up | woke up | woken up |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

## 1 THE PRESENT OF BE

**Statements**

| | | |
|---|---|---|
| I | am / am not | late. |
| You<br>We<br>They | are / aren't | |
| He<br>She<br>It | is / isn't | |

## 2 THE SIMPLE PRESENT TENSE

**Statements**

| | | |
|---|---|---|
| I<br>You<br>We<br>They | speak / don't speak | English. |
| He<br>She | speaks / doesn't speak | English. |

**Yes / no questions**

| | | | |
|---|---|---|---|
| Do / Don't | I<br>you<br>we<br>they | know | them? |
| Does / Doesn't | he<br>she | eat | meat? |

**Short answers**

| | | |
|---|---|---|
| Yes, | I<br>you<br>we<br>they | do. |
| | he<br>she<br>it | does. |

| | | |
|---|---|---|
| No, | I<br>you<br>we<br>they | don't. |
| | he<br>she<br>it | doesn't. |

**Information questions**

| | | | |
|---|---|---|---|
| What | do | I<br>you<br>we<br>they | need? |
| When | does | he<br>she<br>it | start? |
| Who | does | she | like? |
| Who | | wants<br>needs<br>likes | this book? |

## 3 THE PRESENT CONTINUOUS

**Statements**

| | | |
|---|---|---|
| I | am | watching TV. |
| You<br>We<br>They | are | studying English. |
| He<br>She<br>It | is | arriving now. |

**Yes / no questions**

| | | |
|---|---|---|
| Am | I | going too fast? |
| Are | you<br>we<br>they | |
| Is | he<br>she<br>it | |

**Short answers**

| | | |
|---|---|---|
| Yes, | I | am. |
| | you | are. |
| | he<br>she<br>it | is. |
| | you<br>we<br>they | are. |

| | |
|---|---|
| No, | I'm not. |
| | you aren't / you're not. |
| | he isn't / he's not.<br>she isn't / she's not.<br>it isn't / it's not. |
| | you aren't / you're not.<br>we aren't / we're not.<br>they aren't / they're not. |

**Information questions**

| | | | |
|---|---|---|---|
| What | are | you<br>we<br>they | doing? |
| When | is | he<br>she<br>it | leaving? |
| Where | am | I | staying tonight? |
| Who | is | | driving? |

## 4 THE PAST CONTINUOUS

**Statements**

| | | |
|---|---|---|
| I | was / wasn't | singing that song. |
| You<br>We<br>They | were / weren't | playing the piano. |
| He<br>She<br>It | was / wasn't | leaving from Central Station. |

**Yes / no questions**

| | | |
|---|---|---|
| Was | I<br>he<br>she<br>it | landing in Sydney when the storm began? |
| Were | we<br>you<br>they | |



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*(The past continuous–continued)*

**Short answers**

| | | | | | |
|---|---|---|---|---|---|
| Yes, | I<br>he<br>she<br>it | was. | No, | I<br>he<br>she<br>it | wasn't. |
| | we<br>you<br>they | were. | | we<br>you<br>they | weren't. |

**Information questions**

| | | | |
|---|---|---|---|
| When | was | I<br>he<br>she | speeding? |
| Where | were | we<br>you<br>they | going? |
| Who | was | | arriving? |

## 5 THE PAST OF BE

**Statements**

| | | |
|---|---|---|
| I<br>He<br>She<br>It | was | late. |
| We<br>You<br>They | were | early. |

**Yes / no questions**

| | | |
|---|---|---|
| Was | I<br>he<br>she<br>it | on time? |
| Were | we<br>you<br>they | in the same class? |

**Short answers**

| | | | | | |
|---|---|---|---|---|---|
| Yes, | I<br>he<br>she<br>it | was. | No, | I<br>he<br>she<br>it | wasn't. |
| | we<br>you<br>they | were. | | we<br>you<br>they | weren't. |

**Information questions**

| | | | |
|---|---|---|---|
| Where | were | we?<br>you?<br>they? | |
| When | was | he<br>she<br>it | here? |
| Who | were | they? | |
| Who | was | he?<br>she?<br>it? | |

## 6 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 122.

**Statements**

| | | |
|---|---|---|
| I<br>You<br>He<br>She<br>It<br>We<br>They | stopped /<br>didn't stop | working. |

**Yes / no questions**

| | | |
|---|---|---|
| Did | I<br>you<br>he<br>she<br>we<br>they | make a good dinner? |

**Short answers**

| | | |
|---|---|---|
| Yes, | I<br>you<br>he<br>she<br>it<br>we<br>they | did. |
| No, | | didn't. |

**Information questions**

| | | | |
|---|---|---|---|
| When | did | I<br>you<br>he<br>she<br>we<br>they | read that? |
| Who | did | they | see? |
| Who | | | called? |

## 7 THE FUTURE WITH WILL

**Affirmative and negative statements**

| | | |
|---|---|---|
| I<br>You<br>He<br>She<br>It<br>We<br>They | will /<br>won't | stop at five<br>o-clock. |

**Yes / no questions**

| | | |
|---|---|---|
| Will | I<br>you<br>he<br>she<br>It<br>we<br>they | be on time? |


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*(The future with will–continued)*

**Affirmative and negative short answers**

| | | |
|---|---|---|
| Yes, | I<br>you<br>he<br>she<br>it<br>we<br>they | will. |
| No, | | won't |

**Information questions**

| | | |
|---|---|---|
| What will | I<br>you<br>he<br>she<br>it<br>we<br>they | do? |
| Who will | | be there? |

## 8 THE FUTURE WITH BE GOING TO

**Statements**

| | | |
|---|---|---|
| I'm<br>You're<br>He's<br>She's<br>It's<br>We're<br>They're | going to /<br>not going to | be here<br>soon. |

**Yes / no questions**

| | | | |
|---|---|---|---|
| Are | you<br>we<br>they | going to | want coffee? |
| Am | I | going to | be late? |
| Is | he<br>she<br>it | going to | arrive on time? |

**Short answers**

| | | |
|---|---|---|
| Yes | I | am. |
| | you | are. |
| | he<br>she<br>it | is. |
| | you<br>we<br>they | are. |

| | |
|---|---|
| No, | I'm not. |
| | you aren't / you're not. |
| | he isn't / he's not.<br>she isn't / she's not.<br>it isn't / it's not. |
| | you aren't / you're not<br>we aren't / we're not.<br>they aren't / they're not. |

**Information questions**

| | | | | |
|---|---|---|---|---|
| What | are | you<br>we<br>they | going to | see? |
| When | is | he<br>she<br>it | going to | stop? |
| Where | am | I | going to | stay tomorrow? |
| Who | is | | going to | call? |

## 9 THE PRESENT PERFECT

**Affirmative and negative short answers**

| | | |
|---|---|---|
| I<br>You<br>We<br>They | have /<br>haven't | left. |
| He<br>She<br>It | has / hasn't | |

**Yes / no questions**

| | | |
|---|---|---|
| Have | I<br>you<br>we<br>they | said enough? |
| Has | he<br>she<br>it | already started? |

**Affirmative and negative short answers**

| | | |
|---|---|---|
| Yes, | I<br>you<br>we<br>they | have. |
| No, | | haven't. |
| Yes, | he<br>she<br>it | has. |
| No, | | hasn't. |

**Information questions**

| | | | |
|---|---|---|---|
| Where | have | I<br>you<br>we<br>they | seen the book? |
| How | has | he<br>she<br>it | been? |
| Who | has | | read it? |

## 10 THE PASSIVE VOICE

| Form the passive voice with a form of be and the past participle of the verb | | |
|---|---|---|
| | **ACTIVE VOICE** | **PASSIVE VOICE** |
| simple present | Art collectors **buy** famous paintings | Famous paintings **are bought** by art collectors. |
| present continous | The Cineplex **is showing** that film. | That film **is being shown** at the Cineplex. |
| present perfect | All the critics **have reviewed** that book. | That book **has been reviewed** by all the critics. |
| simple past | Vera Wang **designed** this dress. | This dress **was designed** by Vera Wang. |
| past continous | Last year, World Air **was** still **selling** tours to the Ivory Coast. | Last year, tours to the Ivory Coast **were** still **being sold.** |
| future with will | The children **will return** the books tomorrow. | The books **will be returned** tomorrow. |
| be going to | Bart's Garage **is going to repair** my car this afternoon. | My car **is going to be repaired** at Bart's Garage this afternoon. |



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# GRAMMAR EXPANDER

The Grammar Expander is optional. It offers a variety of information and extra practice. Sometimes it further explains the unit's grammar and points out common errors. In other cases, it expands on the unit's grammar with key related topics, or it reviews and practices previously learned grammar that would be helpful when learning the new grammar from the unit. If you use the Workbook, you will find a separate section in each unit with extra exercises for the Grammar Expander. The Grammar Expander content is not tested on any *Connectivity* tests.

## UNIT 1 Lesson 1

### Expressing possibility with maybe

**Remember: You can also express possibility with maybe. Maybe is usually placed at the beginning of a sentence. You can use maybe with all verb tenses and with modals.**

**Maybe** he'll arrive on time. (= He may arrive on time.)
**Maybe** they missed the plane. (= It's possible they missed the plane.)
**Maybe** the weather's too bad for the beach. (= The weather might be too bad for the beach.)
**Maybe** I should stay home. (= It might be a good idea to stay home.)

**Be careful! Don't confuse maybe and may be.**

She **may be** at the office. NOT She ~~maybe~~ at the office.
**Maybe** she's at the office. NOT ~~May be~~ she's at the office.

**A** On a separate sheet of paper, rewrite each sentence with maybe.

1 She may be the new manager. *Maybe she is the new manager.*
2 It may rain this evening. *Maybe it will rain this evening.*
3 The cinema may be closed. *Maybe the cinema is closed.*
4 He may be able to get an appointment tomorrow. *Maybe he will be able to get an appointment tomorrow.*
5 They may be lost. *Maybe they are lost.*

### Drawing conclusions with probably and most likely

**To draw conclusions with less certainty than with must, you can use probably or most likely.**

**In the affirmative, probably and most likely are usually placed after the verb be.**

They**'re probably** (OR They**'re most likely**) in traffic.
It**'s probably** (OR It**'s most likely**) going to snow.

**In the negative, place probably or most likely before isn't or aren't. With is not or are not, place probably before not.**

She **probably** (OR She **most likely**) **isn't** feeling well.
She**'s probably** (OR She**'s most likely**) **not** feeling well.

**Always place probably or most likely before verbs other than be.**

He **probably** (OR He **most likely**) **went** home early. NOT He ~~went probably~~ home early.
She **probably** (OR She **most likely**) **doesn't have** a car. NOT She ~~doesn't have most likely~~ a car.

**B** On a separate sheet of paper, rewrite each sentence with probably or most likely.

1 She must be very tired.
2 He must be buying the tickets.
3 They must not have a car.
4 He must not know the theater is closed.
5 They must be Harry's brothers.
6 She must be a great runner.

### Modals: common errors

**Never add the -s ending to a modal. Modal verbs do not have a third-person form.**

She **should** have studied engineering. NOT She ~~shoulds~~ have studied engineering.

**Never follow a modal with an infinitive or a gerund. Always use a base form.**

I **can go** swimming tomorrow. NOT I can ~~to~~ go swimming tomorrow.
They**'ll stay** in a vacation rental apartment. NOT They'll ~~staying~~ in a vacation rental apartment.

**Don't follow a modal with another modal, except when using modal-like expressions be able to and have to.**

He **must not be able to** get tickets to the late show. NOT He must ~~cannot~~ get tickets to the late show.
I **will have to** work late. NOT I will ~~must~~ work late.

### Answers for Exercise B

1. *She is probably very tired. / She is most likely very tired. / Most likely she is very tired. / Probably she is very tired.*
2. *He is probably buying the tickets. / He is most likely buying the tickets. / Most likely he is buying the tickets. / Probably he is buying the tickets.*
3. *They probably don't have a car. / They most likely don't have a car. / Most likely they don't have a car. / Probably they don't have a car.*
4. *He probably doesn't know the theater is closed. / He most likely doesn't know the theater is closed. / Most likely he doesn't know the theater is closed. / Probably he doesn't know the theater is closed.*
5. *They are probably Harry's brothers. / They are most likely Harry's brothers. / Most likely they are Harry's brothers. / Probably they are Harry's brothers.*
6. *She is probably a great runner. / She is most likely a great runner. / Most likely she is a great runner. / Probably she is a great runner.*

### Remember:

**You can also use Most likely or Probably at the beginning of a full sentence.**

**Most likely** (OR **Probably**) he went home early.
**Most likely** (OR **Probably**) she doesn't have a car.


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# Grammar Expander

Note about the Grammar Expander: Many teachers will choose to assign the Grammar Expander as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

## UNIT 1 Lesson 1

### Expressing possibility with maybe

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and examples in the chart individually. Ask, *Where do we usually put* maybe *in a sentence?* (at the beginning)
- Have Ss read the **Be careful!** note. To check comprehension, write on the board:
  *1. She (may be / maybe) at the office.*
  *2. (May be / Maybe) she's at the office.*
  Elicit the answer to sentence 1. (may be) Point out that the sentence needs a main verb (the modal *may* + the base form of *be).* Then elicit the answer to sentence 2. (Maybe) Point out that *maybe* usually goes at the beginning of a sentence. Ask, *What's the main verb in sentence 2?* ('s)

### A On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- If appropriate, remind Ss that when they add *Maybe* to the sentence, they have to replace *may* + *be* with another verb.
- Have Ss work individually to complete the exercise.
- Have Ss compare sentences with a partner. Then go over the answers with the class.

### Drawing conclusions with probably and most likely

Suggested time: 7 minutes | Your time:

- Have Ss read the first rule and the affirmative examples with *be* in the chart.
- To check comprehension, write on the board:
  *BE*
  *They are probably at home.*
  Ask, *Where do we put the* be *verb in affirmative sentences?* (before *probably / most likely*)
- Have Ss read the second rule and the negative examples with *be.* On the board, add:
  *They most likely aren't at home.*
  *They are most likely not at home.*
  Ask, *Where do we put the contracted* be *verb in negative sentences?* (after *probably / most likely*) *Where do we put the full form* be *verb?* (before *probably / most likely*) *What about* not? (after *probably / most likely*)
- Have Ss read the third rule and the examples with other verbs. Write on the board:
  *OTHER VERBS*
  *They probably drove there.*
  *most likely didn't drive there.*
  Ask, *Where do we put other verbs in affirmative sentences?* (after *probably / most likely*) *What about in negative sentences?* (also after *probably / most likely*)
- Draw Ss' attention to the **Remember** note. Read the rule. Then point to the first example sentence on the board. Ask, *What's another way to say this?* (Most likely / Probably they are at home.) Then point to the first example sentence under OTHER VERBS. Ask, *What's another way to say this?* (Most likely / Probably they drove there.)

**LANGUAGE NOTE** *Most likely* is much more natural and common at the beginning of a sentence than *probably* is. *Probably* is more commonly used in spoken language.

### B On a separate sheet of paper . . .

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss there are several different ways to complete each item. If appropriate, remind Ss that when they add *probably* or *most likely* to the sentence, they have to delete *must.*
- Have Ss complete the exercise individually. Then have them compare answers in pairs.
- Go over the answers with the class. Call on six volunteers to each write one of the sentences on the board. Elicit other ways to write each sentence.

### Modals: common errors

Suggested time: 7 minutes | Your time:

- Have Ss read the list of common errors and examples in the chart.
- To check comprehension, write on the board:
  *1. I will to introduce you.*
  *2. He may should go to college.*
  *3. We can watching a movie.*
  *4. She mights be Jan's sister.*
  Ask Ss to identify the common error in each sentence. Then have them correct the sentence. (1. Never follow a modal with an infinitive; correct sentence = *I will introduce you.* 2. Don't follow a modal with another modal; correct sentence = *He may go to college / He should go to college.* 3. Never follow a modal with a gerund; correct sentence = *We can watch a movie.* 4. Never add *-s* to the third person form of a modal; correct sentence = *She might be Jan's sister.*)



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## C Correct the errors . . .

Suggested time: 5 minutes | Your time:

- Before Ss begin, have them underline the modal(s) in each sentence. (1. might, 2. must, 3. will, can, 4. may, will, 5. must)
- Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers with the class. When Ss volunteer corrections, ask *Why?* Have them restate the rules. Note that there is more than one way to correct item 3.

**EXTENSION** (+5 minutes) Form pairs. One partner writes four sentences with common errors. The other partner corrects the errors. Monitor and assist as needed.

### Can and be able to: present and past

Suggested time: 7 minutes | Your time:

- Have Ss read the first rule and examples in the chart.
- To check comprehension, write on the board:
  *ABILITY or POSSIBILITY?*
  *1. I can sing.*
  *2. We can't have lunch with them.*
  Ask, *Which sentence is about ability?* (I can sing.) *Which is about possibility?* (We can't have lunch with them.) Call on volunteers to change *can* to *be able to* in both sentences. (I'm able to sing. We aren't able to have lunch with them.)
- Have Ss read the second rule and examples. Write on the board:
  *ABILITY IN THE PAST*
  *When I was six, I ___ swim.*
  Elicit the correct words to complete the sentence in the affirmative and the negative. (was able to, could; wasn't able to, couldn't)
- Have Ss read the third rule and examples. Write on the board:
  *POSSIBILITY IN THE PAST*
  *I ___ reach her by phone last night.*
  Elicit the correct words to complete the sentence in the affirmative and the negative. (was able to; couldn't, wasn't able to)

## D On a separate sheet of paper . . .

Suggested time: 3 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers in pairs. Monitor and assist as needed.
- Have pairs close their books, exchange papers, and take turns changing the sentences back to *can* or *can't* orally. Monitor and assist as needed.
- Bring the class back together and ask if there are any questions.

## E On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Read the directions aloud. Encourage Ss to write all the correct statements they can think of for each item.
- Have Ss complete the exercise individually and then compare answers in pairs. Monitor and assist as needed.
- Invite five Ss to write statements on the board, assigning one item to each S. Remind the Ss writing items 2 and 5 to write the statements with both *couldn't* and *weren't able to*.
- Go over the answers with the class.

**EXTENSION** (+3 minutes) Have Ss work in pairs to change all the past statements from the affirmative to the negative, or from the negative to the affirmative. For example: *1. They were able to help us. → They weren't able to help us.*

### Be able to: present perfect

Suggested time: 4 minutes | Your time:

- Have Ss read the rule and the examples in the chart.
- To check comprehension, write on the board:
  *1. She (could / has been able to) read since she was 5.*
  *2. I (couldn't / haven't been able to) visit them lately.*
  Elicit the correct answer to complete both sentences. (has been able to, haven't been able to)

## F Correct the errors . . .

Suggested time: 4 minutes | Your time:

- Remind Ss to pay attention to the context of each item to decide whether to use a present or past form of *be able to*.
- Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers with the class.

**EXTENSION** Write on the board: *Can you* and a list of verbs and verb phrases, such as *swim, sing, cook, drive, play an instrument,* and *tie your shoes.* Form pairs. Tell Ss to take turns asking each other *yes / no* questions with *Can you [swim]?* and to answer with *No, I can't* or *Yes, I've been able to [swim] since [I was 10 years old].*


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**C** Correct the errors in the sentences.

1 Carla ~~mights~~ might have already gone to class.
2 The people in this office must ~~to~~ be called by their title and last name.
3 They will ~~can~~ be able to take a tour of the Shanghai office this afternoon.
4 We may not ~~driving~~ drive to the office tomorrow. They say the traffic will be bad.
5 Eric must ~~to~~ not know the address of the theater.

**Can and be able to: present and past**

**You can use can or be able to + base form for ability or possibility. Can is more frequent in spoken language.**

He **can drive**. = He's **able to drive**. (ability)
Valeria **can meet** Mike at two. = Valeria **is able to meet** Mike at two. (possibility)
She **can't play** tennis. = She **isn't able to** play tennis. (ability)
We **can't go** kayaking tomorrow. = We **aren't able to go** kayaking tomorrow. (possibility)

**Use could or was / were able to + base form to talk about ability in the past.**

When I was four, I **could read**. OR When I was four, I **was able to read**.
You **couldn't speak** English before you were fifteen. OR You **weren't able to speak** English before you were fifteen.

**Use was / were able to (NOT could) for affirmative past statements of possibility. Use couldn't or wasn't / weren't able to for negative past statements of possibility.**

Mark **was able to be** at the party yesterday. NOT Mark ~~could be~~ at the party yesterday.
We **couldn't go** to the meeting last week. OR We **weren't able to go** to the meeting last week.
They **couldn't understand** the map. OR They **weren't able to understand** the map.

**D** On a separate sheet of paper, change can to be able to in the sentences.

1 She can ride a mountain bike.
2 I can't meet you downtown because my wife is using the car.
3 Ed can take you to the bank tomorrow.
4 Silvia can't find a parking space.
5 I can understand Portuguese, but I can't speak it.
6 She can be here before six.

1. *She is able to ride a mountain bike.*
2. *I'm not able to meet you downtown because my wife is using the car.*
3. *Ed is able to take you to the bank tomorrow.*
4. *Silvia isn't able to find a parking space.*
5. *I'm able to understand Portuguese, but I'm not able to speak it.*
6. *She is able to be here before six.*

**E** On a separate sheet of paper, change the statements from the present to the past. More than one correct answer may be possible.

1 They're able to help us.
2 Margaret and Kate can't go to the game.
3 I'm able to get there before noon on most days.
4 Marcia can bring a fishing rod for the kids.
5 Morgan and Clark aren't able to go hiking on vacation.

1. *They were able to help us.*
2. *Margaret and Kate couldn't go to the game. / Margaret and Kate weren't able to go to the game.*
3. *I was able to get there before noon on most days.*
4. *Marcia was able to bring a fishing rod for the kids.*
5. *Morgan and Clark weren't able to go hiking on vacation. / Morgan and Clark couldn't go hiking on vacation.*

**Be able to: present perfect**

**Use be able to (NOT could) with the present perfect.**

I **have been able to** swim since I was 8 years old. NOT I~~'ve could~~ swim since I was 8 years old.
She **hasn't been able to** travel outside of the country for the last five years. NOT She ~~hasn't could~~ travel outside of the country for the last five years.

**F** Correct the errors in the sentences, using a form of be able to.

1 I haven't ~~could~~ been able to get my new passport yet, so I can't make a reservation for the flight right now.
2 Have they ~~could~~ been able to call the restaurant to see if it's open today?
3 She's ~~could~~ been able to get to the beach must faster since they repaired the old road.
4 We've been away for a month, so we haven't ~~could~~ been able to visit our kids.


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# UNIT 1 Lesson 2

## Tag questions: short answers (expansion)

**Tag questions are yes / no questions and they can be answered with short answers. The short answers to tag questions, like the short answers to all yes / no questions, use the same tense or modal as the question. Below are the short answers to the tag questions from page 6.**

| | Short answers |
|---|---|
| You're Amy, **aren't you?** | Yes, I am. / No, I'm not. |
| He speaks Arabic, **doesn't he?** | Yes, he does. / No, he doesn't. |
| She's going to work, **isn't she?** | Yes, she is. / No, she isn't. |
| They'll call back, **won't they?** | Yes, they will. / No, they won't. |
| There are a lot of cars, **aren't there?** | Yes, there are. / No, there aren't. |
| There's enough salt, **isn't there?** | Yes, there is. / No, there isn't. |
| You were here, **weren't you?** | Yes, I was. / No, I wasn't. |
| They went home, **didn't they?** | Yes, they did. / No, they didn't. |
| It's been really cold, **hasn't it?** | Yes, it has. / No, it hasn't. |
| Ben would like La Paz, **wouldn't he?** | Yes, he would. / No, he wouldn't. |
| They can swim, **can't they?** | Yes, they can. / No, they can't. |
| They have to be here by 6:00, **don't they?** | Yes, they do. / No, they don't. |
| You're not Tom, **are you?** | Yes, I am. / No, I'm not. |
| I don't know you, **do I?** | Yes, you do. / No, you don't. |
| We're not going to stay, **are we?** | Yes, we are. / No, we're not. |
| It won't start late, **will it?** | Yes, it will. / No, it won't. |
| There aren't any job openings, **are there?** | Yes, there are. / No, there aren't. |
| There isn't any traffic, **is there?** | Yes, there is. / No, there isn't. |
| She wasn't teaching, **was she?** | Yes, she was. / No, she wasn't. |
| We didn't eat there, **did we?** | Yes, we did. / No, we didn't. |
| He hasn't been home long, **has he?** | Yes, he has. / No, he hasn't. |
| You wouldn't say that, **would you?** | Yes, I would. / No, I wouldn't. |
| She can't speak Portuguese, **can she?** | Yes, she can. / No, she can't. |
| We don't have to be early, **do we?** | Yes, we do. / No, we don't. |

## A Complete each conversation by circling the correct tag question and completing the short answer.

1 **A:** Helen would like to study architecture, **(would / wouldn't)** she?
**B:** Yes, *she would*.

2 **A:** The flight is very long, **(is / isn't)** it?
**B:** No, *it isn't*.

3 **A:** They went to college together, **(did / didn't)** they?
**B:** Yes, *they did*.

4 **A:** We have a meeting later, **(haven't / don't)** we?
**B:** No, *we don't*.

5 **A:** Their trip was delayed, **(wasn't it / weren't there)**?
**B:** Yes, *it was*.

6 **A:** You made an appointment, **(did / didn't)** you?
**B:** No, *I didn't*.

7 **A:** They haven't called yet, **(have / did)** they?
**B:** Yes, *they have*.

8 **A:** We can park here, **(can't / don't)** we?
**B:** No, *we can't*.

9 **A:** The meeting is by video conference, **(is** it **/ isn't** it**)**?
**B:** Yes, *it is*.

10 **A:** There isn't any sugar, **(is there / is it)**?
**B:** No, *there isn't*.

## B Correct the error in each item.

She'd like to work abroad, ~~would~~ *wouldn't* she?

1 It's a short meeting, ~~is~~ it? *isn't*
2 You're Becca's sister, ~~weren't~~ you? *aren't*
3 Bill didn't take the train, ~~didn't~~ he? *did*
4 Greg saw that movie twice, ~~hasn't~~ he? *didn't*
5 Lisa has been to Australia, hasn't ~~Lisa~~? *she*
6 There were a lot of people at the meeting, ~~wasn't it~~? *weren't there*
7 The students don't know about the test, ~~don't~~ they? *do*
8 They'd prefer to eat in a restaurant, ~~would~~ they? *wouldn't*
9 It's very important to dress appropriately, ~~aren't they~~? *isn't it*
10 I'm late, ~~wasn't~~ I? *aren't*


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## UNIT 1 Lesson 2

### Tag questions: short answers (expansion)

Suggested time: 7 minutes | Your time:

- Have Ss read the rule and the examples in the chart.
- To check comprehension, write on the board:

| | |
|---|---|
| *He is Canadian, isn't he?* | *Yes, he is. / No, he isn't.* |
| *He didn't go to Brazil, did he?* | *Yes, he did. / No, he didn't.* |

  Remind Ss that a tag question has a statement + a tag. Ask Ss to name the main verb in the first statement (is) and the verbs used in the short answers (is, isn't). Do the same with the second statement (didn't go, did, didn't).
- Point out that the tense of the short answer should match the tense of the statement.
- Say, *The listener should agree or disagree with the information in the statement, not in the tag.* With your hand, cover the tag in the first question and say, *He is Canadian* and *Yes, he is.*

### A Complete each conversation . . .

Suggested time: 5 minutes | Your time:

- Remind Ss that if the main verb in the statement is affirmative, the verb in the tag is negative, and vice versa.
- Form pairs. Have Ss do the exercise individually and then go over the answers with their partner. Have them read the completed conversations aloud, taking turns playing the roles of A and B. Monitor and assist as needed.
- Bring the class back together and ask if there are any questions.

**TEACHING TIP** As pairs read the conversations aloud, encourage them to use rising intonation when they are asking someone to confirm information or an opinion. Encourage them to use falling intonation when they expect someone to agree.

### B Correct the error . . .

Suggested time: 5 minutes | Your time:

- Read the directions. Tell Ss that there may be more than one way to correct an item.
- Read the sample answer. (See Teaching Tip below.)
- Have Ss do the exercise individually and then compare answers in pairs. Have partners take turns asking the corrected questions aloud. Monitor and assist as needed.
- Go over the answers by reading each statement and having the class add the tag chorally.

**TEACHING TIP** If Ss ask why *would* in the sample answer is incorrect, acknowledge that in British English, the example would not be an error because affirmative statements with affirmative tags can be used to confirm information.

**OPTION** When Ss work in pairs to read the corrected questions aloud, for each item, have the partner give an affirmative or negative short answer.



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## UNIT 2 Lesson 1

### The causative make to indicate obligation

Suggested time: 5 minutes | Your time:

- Before you go over the chart, write on the board: *have + OBJECT + BASE FORM*. Say, *The causatives* have *and* make *have similar structures, but the meaning of* make *is stronger*. Add to the board *make + OBJECT + BASE FORM*.
- Have Ss read the rule and the examples in the chart. Then ask, *How would the meaning change if we replaced* make *with* have in these sentences? (With *have,* the kids and the son aren't being forced to do these things.)
- Elicit a few examples of things the Ss make other people do and write them on the board.

### A Complete the statements . . .

Suggested time: 4 minutes | Your time:

- Read the directions and the sample answer.
- Have Ss complete the exercise individually and then compare answers in pairs. Monitor and assist as needed.
- Go over the answers with the class.

### Let to indicate permission

Suggested time: 7 minutes | Your time:

- Say, Let *is different from* make, have, *and* get. *We use* let *when someone allows someone else to do something.* Remind Ss that *let* is an irregular verb: The base form, the simple past, and the past participle are all *let.*
- Have Ss read the rules and examples in the chart. Write on the board: *let + OBJECT + BASE FORM.* Then read the examples with *let,* pointing out how they follow this formula.
- Point out that the object can be a noun, a noun phrase, or an object pronoun. Add three examples to the board: *She let Jack go out. She let her son go out. She let him go out.* Clarify that the object can also be a thing. Add one more example: *Don't let the toast burn!* Read all the examples aloud, pointing out how they follow the formula on board.
- Have Ss read the **Be careful!** note.

### B On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Have Ss complete the exercise individually. Then have Ss compare their answers with a partner.
- Go over the answers with a class.

**EXTENSION** (+5 minutes) Focus on items 1 and 5. Ask Ss, *Did your parents let you do these things? What did you parents let you do when you were a child? What didn't they let you do?* Form pairs and have Ss discuss their answers to the questions. Then bring the class back together and call on volunteers to share their answers with the class.

## UNIT 2 Lesson 2

### The passive causative: by phrases (review)

Suggested time: 7 minutes | Your time:

- Review the structure of the passive causative by writing on the board:
  *I had the document copied.*
  Ask, *How do we form the passive causative?* (*have* or *get* + object + past participle) Write the formula on the board.
- Review the use of the passive causative by brainstorming everyday services Ss use. For example: *get a sweater dry-cleaned, have your hair cut,* and so on.
- Have Ss read the rule and the examples in the chart. Read the first example and say, *The phrase* by someone *doesn't add any specific or helpful information, so it's not necessary.* Read the second example and say, *The phrase* by Flora's Flower Service *adds specific information that might be useful.*
- Ask, *Where do we place the* by *phrase?* (after the past participle)
- Point out that Ss may want to say where a service is received, using a phrase with *at.* Point to the first example sentence and say, *I had my dog groomed at Doggie Spa.*
- To check comprehension, write on the board:
  *hair done* *teeth cleaned*
  *keys copied* *car repaired*
  Call on volunteers to say where they can get these services done. Say, *You can use* by + *a person or* at + *a place.* For example, *I get my teeth cleaned by a dental hygienist. I get my teeth cleaned at Smile Dentistry.*

### A On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Read the directions and the sample answer. Point out that the sample answer includes *by* + a person and *at* + a place. Remind Ss to omit the *by* phrase if the information is not important.
- Have Ss complete the exercise individually. Call on five volunteers to each write one of the sentences on the board. Go over the answers with the class.


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## UNIT 2 Lesson 1

### The causative make to indicate obligation

**The causative make is used to express the idea that one person forces another person to do something. Use a form of make + an object and the base form of a verb.**

| | | object | base form | |
|---|---|---|---|---|
| They | **make** | their kids | **wash** | the dishes after dinner. |
| His dad | **made** | him | **wear** | a tie |

**A** **Complete the statements and questions, using the correct form of the causative make.**

Are you going to ..... (your brother / drive) you to the airport?
*Are you going to make your brother drive you to the airport?*

1 Our boss may ..... *make us* ..... (us / sign) the forms.
2 Last week, Kelly's mother ..... *made her apologize* ..... (her / apologize) to her friend.
3 Is he going to ..... *make us turn off* ..... (us / turn off) our phones?
4 We always ..... *make our kids do* ..... (our kids / do) their homework before dinner.
5 If the clothes are bad quality, you can ..... *make the store* ..... (the store / give) you your money back.
6 The restaurant is so formal they ..... *make you wear* ..... (you / wear) a suit.

### Let to indicate permission

**Let has the same meaning as permit. Use let to indicate that permission is being given to do something.**

The boss **let** her assistant **leave** the office early.
He doesn't **let** his children **watch** a lot of TV.

**Use an object and the base form of a verb with let.**

| | object | base form | |
|---|---|---|---|
| I **let** | my sister | **drive** | my car. |

**Be careful! Don't use an infinitive after let.**
Don't say: I let my sister ~~to drive~~ my car.

**B** **On a separate sheet of paper, rewrite each sentence, using let.**

1 They don't permit their son to drink soda. — *1. They don't let their son drink soda.*
2 Don't permit them to move the meeting up a month. — *2. Don't let them move the meeting up a month.*
3 I wouldn't permit my dog to sleep in my bed. — *3. I wouldn't let my dog sleep in my bed.*
4 You should permit your sister to wear your dress to the party. — *4. You should let your sister wear your dress to the party.*
5 My parents didn't permit me to go to the mall alone. — *5. My parents didn't let me go to the mall alone.*
6 You should always permit people to make their own decisions. — *6. You should always let people make their own decisions.*
7 Our boss didn't permit us to take extra vacation days. — *7. Our boss didn't let us take extra vacation days.*

## UNIT 2 Lesson 2

### The passive causative: by phrases (review)

**As with all passives, use a by phrase to add specific or important information. If knowing who performed the action is not important, you don't need to include a by phrase.**

I had my dog groomed **by someone** at Doggie Spa. (not necessary)
I had flowers delivered **by Flora's Flower Service**. (specific information)

**A** **On a separate sheet of paper, use the cues to write advice about services, using You should and the passive causative get or have. Use a by phrase if the information is specific or important.**

pants / shorten / the tailor / George's Men's Shop
*You should get your pants shortened by the tailor at George's Men's Shop.*

1 computer / fix / Valerie / Genius Tech Support — *1. You should get / have your computer fixed by Valerie at Genius Tech Support.*
2 dog / walk / Ken / Pets and Friends — *2. You should get / have your dog walked by Ken at Pets and Friends.*
3 clothes / dry-clean / Mr. Snyder / Village Cleaners — *3. You should get / have your clothes dry-cleaned by Mr. Snyder at Village Cleaners.*
4 hair / cut / Eva / Sunflower Salon — *4. You should get / have your hair cut by Eva at Sunflower Salon.*
5 shoes / repair / someone / Leather Experts — *5. You should get / have your shoes repaired at Leather Experts.*



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## UNIT 3 Lesson 1

### Verbs followed by noun clauses (expansion)

**The following verbs often have noun clauses as their direct objects. Notice that each verb expresses a kind of "mental activity." In each case, that is optional.**

| | | | | | |
|---|---|---|---|---|---|
| He | agrees<br>thinks<br>believes<br>feels | (that) mystery novels are better than science fiction. | I | assume<br>suppose<br>doubt<br>guess | (that) this blog is very popular right now. |
| We | hear<br>see<br>understand<br>hope | (that) the author is working on a new book. | She | forgot<br>noticed<br>realized<br>remembered<br>knew | (that) the newspaper was sold out. |
| They | decided<br>discovered<br>dreamed<br>learned | (that) there would be a new manager next year. | | | |

### Adjective complements

**Use a clause after a predicate adjective of emotion to explain a reason. That is optional.**

| | | |
|---|---|---|
| I'm | afraid<br>angry | (that) I will be late to the concert. |
| We're | worried<br>ashamed | (that) we won't finish reading the book before class. |
| They're | happy<br>sad | (that) the year is almost over. |
| He's | sorry<br>unhappy | (that) the event is canceled. |
| She's | surprised<br>disappointed | (that) not many people bought the book. |

**A** **On a separate sheet of paper, complete each sentence in your own way. Use clauses with that.**

1 I'm really happy . . .
2 In the future, I hope . . .
3 In the last year, I learned . . .
4 Last week, I forgot . . .
5 Last year, I decided . . .
6 Not long ago, I remembered . . .
7 Now that I study English, I know . . .
8 Recently, I dreamed . . .
9 Recently, I heard . . .
10 Sometimes I'm worried . . .
11 This year, I was surprised to discover . . .
12 When I was young, I couldn't believe . . .
13 (Your own idea)
14 (Your own idea)

## UNIT 3 Lesson 2

### Embedded questions with whether

**You can also use whether to begin embedded yes / no questions. Whether has the same meaning as if.**

Tell me **if that book is a page-turner**. = Tell me **whether that book is a page-turner**.
I'd like to know **if he read the article**. = I'd like to know **whether he read the article**.
Could you tell me **if the newsstand has closed**? = Could you tell me **whether the newsstand has closed**?

**In spoken English, people commonly use "whether or not" as an alternative to "whether." The meaning is the same.**
I'd like to know **whether or not** it's going to rain tomorrow.


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## UNIT 3 Lesson 1

### Verbs followed by noun clauses (expansion)

Suggested time: 7 minutes | Your time:

- Have Ss read the rules and examples in the chart.
- Write on the board: *He agrees that mystery novels are better than science fiction.* Ask, *What's the noun clause?* (that mystery novels are better than science fiction) Underline it. Ask, *What's the verb of mental activity?* (agrees) Circle it. Remind Ss that the noun clause functions as the direct object of the verb of mental activity.
- Ask, *Can we omit* that *in this example?* (yes) On the board, draw parentheses around *that.*
- To check comprehension, say or write a few "mental activity" verbs from the chart and have Ss write a sentence for each verb + a noun clause. Have them share their sentences with a partner. Call on volunteers to share their sentences with the class. Make any necessary corrections.

### Adjective complements

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples. Point out that predicate adjectives follow verbs such as *be.* Predicate adjectives of emotion describe feelings. Write on the board: *I + am + afraid + (that) we will be late to the concert.*
- To check comprehension, write on the board:
  *1. They're happy that the year is almost over.*
  *2. He's sorry that the event is canceled.*
  Have Ss identify the predicate adjective of emotion and the noun clause in each sentence. (1. happy, that the year is almost over, 2. sorry, that the event is canceled)

**OPTION** (+3 minutes) If Ss need more controlled practice before starting the exercise, write on the board:
*We hear that the class ___.*
*I noticed that the teacher ___.*
*He forgot that the assignment ___.*
*We were happy that everyone ___.*
Ask Ss to complete the noun clauses. For example: *We hear that the class is difficult.* Ask volunteers to share their sentences with the class and write them on the board.

### A On a separate sheet of paper, . . .

Suggested time: 5–7 minutes | Your time:

- Have Ss complete the sentences individually. Monitor and assist as needed.
- In pairs, have Ss share their sentences, taking turns to read them aloud.
- Call on one or two volunteers to read aloud their versions of each sentence. Point out common errors and correct them on the board.

**EXTENSION** (+5 minutes) Form pairs or small groups. Ask Ss to think about important moments and first-time experiences in their lives. For example: their first day of school or college, their first job interview, their first day at work, their first time on an airplane, and so on. Write on the board:
*I was ___ that ___.*
*My parents were ___ that ___.*
Ask Ss to take turns expressing their feelings about these moments or experiences by completing the sentences on the board. Encourage Ss to use the expressions in the chart. For example: *When I started my new job, I was afraid that I would make mistakes. My parents were disappointed that I didn't want to play sports in school.* Monitor and assist as needed.

## UNIT 3 Lesson 2

### Embedded questions with whether

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and examples in the chart. Write on the board:
  *Tell me* if / whether *that book is a page-turner.*
  Read both sentences. Ask, *Is there any difference in meaning?* (no) Ask, *What's the embedded question?* (if / whether that book is a page-turner)
- Write on the board: *I asked, ". . . ?"* Ask, *How would you change the embedded question to a* yes / no *question?* ("Is that book a page-turner?") Write the question to complete the sentence.
- Draw Ss' attention to the note. On the board, add *(or not)* after *whether* and read the new sentence (*Tell me whether or not that book is a page-turner*). Remind Ss that this is common in spoken English.

**LANGUAGE NOTE** *Or not* can come right after *whether* or at the end of a sentence. For example: *I don't know whether or not he liked the book. I don't know whether he liked the book or not.*



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## A On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually.
- In pairs, have them compare answers, taking turns to read the sentences aloud. Monitor and assist as needed.

### Embedded questions: usage and common errors

Suggested time: 7 minutes | Your time:

- Have Ss read the rule and the examples. Point out that embedded questions are often used to ask for a favor or information, especially when we talk to someone we don't know.
- Have Ss read the **Be careful!** note. To check comprehension, write on the board:

  *1. I know where he is.*

  *2. I know where is he.*

  *3. I don't know what did he buy.*

  *4. I don't know what he bought.*

  Ask, *Which sentences are correct?* (1 and 4) *Why?* (because they use statement word order, not question word order)
- Have Ss read the list of phrases often followed by embedded questions. Read a few of the phrases and call on volunteers to use each phrase to introduce an embedded question asking for a favor or information. For example:

  *T: I wonder . . .*

  *S: I wonder where the bathroom is.*

**OPTION** (+3 minutes) For a different approach, have Ss take turns role-playing a tourist visiting your city or town and someone who lives there. Encourage the tourist to use embedded questions. For example:
*Student A: Hello. Can you tell me how to get to the train station?*
*Student B: Sure. Walk up this street two blocks.*

### Embedded questions: punctuation

Suggested time: 5 minutes | Your time:

- Have Ss read the rules the examples.
- Write on the board:

  *1. Do you know why she's not here*

  *2. I wonder why she's not here*

  Ask, *How do I punctuate these sentences?* (Sentence 1 needs a question mark; Sentence 2 needs a period.) *Why?* (because *Do you know* is a question, and *I wonder* is a statement)

## B On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Remind Ss that they have to determine if the first phrase is a statement or a question in order to decide if they add a period or question mark at the end of the sentence. They also have to change the word order of most of the questions in parentheses to make embedded questions.
- Have Ss do the exercise individually. Check the work of the first six Ss who finish. Then ask each of these Ss to write a different item on the board.
- Go over the sentences on the board with the class. Make sure Ss understand that in item 6, the word order of *Who painted this picture?* does not change when it becomes an embedded question because it is a *Who* subject question.

## C On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Go over the sample answer with the class.
- Remind Ss to use a different phrase from the second column of **Phrases that are often . . .** box in each item. Point out that all of these phrases require a question mark following the embedded question.
- Have Ss do the exercise individually.
- In pairs, have Ss compare their questions, taking turns to read them aloud. Monitor for correct word order.

## D Correct the wording . . .

Suggested time: 5 minutes | Your time:

- Remind Ss to pay attention to both word order and punctuation.
- Have Ss do the exercise individually. Then have them compare answers with a partner. Monitor and assist as needed.
- Go over the answers with the class. Note that more than one correct answer is possible for item 6: *I wonder whether (or not) / if it will rain tomorrow* and *I wonder whether it will rain tomorrow or not.*


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**A** On a separate sheet of paper, rewrite each embedded question, using whether.

1 Do you know if this book is a best-seller?
2 Have you heard if the movie is sold out?
3 We're not sure if the flight is canceled.
4 Could you tell me if you're going to be late?
5 I can't remember if that book has a happy ending.
6 I wonder if the concert was very long.

*1. Do you know whether this book is a best-seller?*
*2. Have you heard whether the movie is sold out?*
*3. We're not sure whether the flight is canceled.*
*4. Could you tell me whether you're going to be late?*
*5. I can't remember whether that book has a happy ending.*
*6. I wonder whether the concert was very long.*

### Embedded questions: usage and common errors

**You can use an embedded question to ask for information more politely.**

Am I late? → Can you tell me **if I'm late**?
What time is the play? → Would you mind telling me **what time the play is**?
Why isn't it working? → Could you explain **why it isn't working**?
Where's the movie theater? → Do you know **where the movie theater is**?
How do I get to the train station? → Can you show me **how I get to the train station**?

### Phrases that are often followed by embedded questions

I don't know . . .
I'd like to know . . .
Let me know . . .
I can't remember . . .
Let's ask . . .
I wonder . . .
I'm not sure . . .
Do you know . . . ?
Can you tell me . . . ?
Can you remember . . . ?
Could you explain . . . ?
Would you mind telling me . . . ?

**Be careful! Do not invert the subject and verb in embedded questions. Use regular statement word order.**

Do you know **why she doesn't like** the book?
NOT Do you know why ~~doesn't she like~~ the book?
Can you tell me **whether the train is** on time?
NOT Can you tell me ~~is the train~~ on time?

### Embedded questions: punctuation

**Sentences with embedded questions are punctuated according to the meaning of the whole sentence.**

**If an embedded question is in a statement, use a period.**
I'd like to know (something). → I'd like to know **where it is**.

**If an embedded question is in a question, use a question mark.**
Can you tell me (something)? → Can you tell me **where it is**?

**B** On a separate sheet of paper, combine each phrase and question to write a statement or question with an embedded question.

1 They'd like to understand **(Why was the meeting canceled?)**
2 We're not sure **(What time is the party?)**
3 Please let me know **(When is the concert?)**
4 Can you tell me **(How do I get to the bank?)**
5 Please tell the class **(What is your favorite book?)**
6 I wonder **(Who painted this picture?)**

*1. They'd like to understand why the meeting was canceled.*
*2. We're not sure what time the party is.*
*3. Please let me know when the concert is.*
*4. Can you tell me how I get to the bank?*
*5. Please tell the class what your favorite book is.*
*6. I wonder who painted this picture.*

**C** On a separate sheet of paper, rewrite each question more politely, using noun clauses with embedded questions. Begin each one with a different phrase.

Where's the newsstand?
Can you tell me where the newsstand is?

1 When is the next bus?
2 Who made the hotel reservation?
3 Where is the nearest pharmacy?
4 What time is the movie?
5 Why is this e-reader not working?
6 How long is the audiobook?

*Beginning phrases will vary.*
*1. Can you tell me when the next bus is?*
*2. Do you know who made the hotel reservation?*
*3. I wonder where the nearest pharmacy is.*
*4. Let's ask what time the movie is.*
*5. Can you explain why this e-reader isn't working?*
*6. I'm not sure how long the audiobook is.*

**D** Correct the wording and punctuation errors in each item.

1 Can you tell me how much does the newspaper cost.
2 Do you remember when was it written?
3 I was wondering where is the bathroom.
4 I'm not sure why did he dislike the book.
5 I'd like to know who is the author?
6 I wonder will it rain tomorrow?
7 Could you please tell me when does the train arrive?

*1. Can you tell me how much ~~does~~ the newspaper ~~cost~~ **costs**?*
*2. Do you remember when ~~was~~ it **was** written?*
*3. I was wondering where ~~is~~ the bathroom **is**.*
*4. I'm not sure why ~~did~~ he ~~dislike~~ **disliked** the book.*
*5. I'd like to know who ~~is~~ the author **is**~~?~~.*
*6. I wonder **whether (or not)** / **if it** will rain tomorrow~~?~~.*
*7. Could you please tell me when ~~does~~ the train ~~arrive~~ **arrives**?*


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# UNIT 4 Lesson 1

## Verb usage: present and past (overview)

**Use the simple present tense (but NOT the present continuous):**

- **for facts and regular occurrences.**
  I **study** English. Class **meets** every Tuesday. Water **freezes** at 0 degrees Celsius.
- **with frequency adverbs and time expressions.**
  We always **eat** lunch at 1:00.
- **with stative (non-action) verbs.**
  I **know** them very well.
- **to express future actions, especially those indicating schedules.**
  The next train to Cuzco **leaves** at 3:45.

**Use the present continuous (but NOT the simple present tense):**

- **for actions happening now (but NOT with stative or non-action verbs).**
  They**'re reading** in the library.
- **for actions occurring during a time period in the present.**
  This year, I**'m studying** history.
- **for some future actions, especially those already planned.**
  Next week, I**'m going** on vacation.

**Use the present perfect or the present perfect continuous:**

- **for unfinished or continuous actions that began in the past.**
  We**'ve lived** in this city since 2018. OR We**'ve been living** in this city since 2018.
  I**'ve studied** history for three years. OR I**'ve been studying** history for three years.

**Use the present perfect (but NOT the present perfect continuous):**

- **for completed or non-continuing actions that occurred at an unspecified time in the past.**
  I**'ve read** that book four times.
  I**'ve** already **traveled** there.
  She**'s met** him before.

**Use the simple past tense:**

- **for actions completed at a specified time in the past.**
  I **ate** at that restaurant on Monday. NOT ~~I've eaten~~ at that restaurant on Monday.

**Use the past continuous:**

- **for one or more actions in progress at a time in the past.**
  At 5:00, we **were working**.
  He **was reading**, and I **was talking** on the phone.

**Use the past continuous and the simple past tense:**

- **for a continuing action in the past that was interrupted.**
  I **was making** dinner when the phone **rang**.

**Use <u>use to</u> / <u>used to</u>:**

- **for past situations and habits that no longer exist.**
  I **used to be** a vegetarian, but now I'm not.
  They **didn't use to travel** a lot, but now they do.

**Use the past perfect:**

- **to indicate that one past action preceded another past action.**
  When I called, they **had** already **left** the house.

### Stative (non-action) verbs

| | | |
|---|---|---|
| appear | know | see |
| be | like | seem |
| believe | look | smell |
| belong | love | sound |
| contain | need | suppose |
| cost | notice | taste |
| feel | own | think |
| hate | possess | understand |
| have | prefer | want |
| hear | remember | weigh |

**Remember:**
**The present continuous for the future can also be used with schedules (because these are already planned).**
The next train to Cuzco **is leaving** at 3:45.

**Remember:**
**The simple present tense can be used for the future, especially when describing schedules (because those are already planned).**

### Answers for Exercise A

1. *This afternoon, we ~~play~~ **played** soccer outside. / This afternoon, ~~we play~~ **we're playing** soccer outside. / This afternoon, ~~we play~~ **we're going to play** soccer outside.*
2. *Every Saturday, ~~I'm visiting~~ **I visit** my grandmother.*
3. *The bus ~~is always arriving~~ **always arrives** at 8:30.*
4. *~~I drive~~ **I'm driving** to the pharmacy right now.*
5. *~~I have been seeing~~ **I've seen** that movie three times.*
6. *Greg ~~is wanting~~ **wants** to go home soon.*
7. *Yesterday we ~~studied~~ **were studying** when the phone rang.*
8. *~~He's usually eating~~ **He usually eats** healthy food.*
9. *~~She used to wear~~ **She's been wearing** glasses since 2015. / She used to wear She's worn glasses since 2015.*
10. *~~She talks~~ **She's talking** to the doctor about her symptoms now.*

**A** Correct the verbs in the sentences.

1 This afternoon, we play soccer outside.
2 Every Saturday, I'm visiting my grandmother.
3 The bus is always arriving at 8:30.
4 I drive to the pharmacy right now.
5 I have been seeing that movie three times.
6 Greg is wanting to go home soon.
7 Yesterday we studied when the phone rang.
8 He's usually eating healthy food.
9 She used to wear glasses since 2015.
10 She talks to the doctor about her symptoms now.


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## UNIT 4 Lesson 1

### Verb usage: present and past (overview)

Suggested time: 20–30 minutes | Your time:

**Use the simple present tense . . .**

- Have Ss read the first rule and examples. Ask, *Which example expresses a scientific fact?* (Water freezes . . . ) Elicit additional examples of facts and regular occurrences.
- Have Ss read the second rule. Read the example. Ask, *What's the frequency adverb?* (always) *What's the time expression?* (at 1:00) Elicit additional examples of frequency adverbs and time expressions.
- Have Ss read the third rule and example. Ask, *Can you perform the action* know? (no) Point out the list of **Stative (non-action) verbs.** Explain that they are not usually used in the present continuous.
- Have Ss read the last rule, the example, and the **Remember** notes about using both the simple present and the present continuous with schedules. Write on the board:
  *The meeting starts at 8:00 tonight. / The meeting is starting at 8:00 tonight.*

**Use the present continuous . . .**

- Have Ss read the rules and examples. Write on the board:
  *1. this Saturday / next weekend*
  *2. this week / month / year*
  *3. right now / at the moment*
  Ask, *Which of these time expressions go with each use of the present continuous?* (1. future actions, 2. actions occurring during a time period in the present, 3. actions happening now)

**Use the present perfect or the present perfect continuous . . .**

- Have Ss read the rule and examples. Point out that there is no difference in meaning between the present perfect and the present perfect continuous in these examples.
- Write on the board: *since I was born / for a long time*
  Have Ss make statements about themselves with these phrases and the present perfect or present perfect continuous. For example: *I've studied / I've been studying English for a long time.*

**Use the present perfect (but NOT . . . )**

- Read the rule and the examples. Ask, *Do we know when these actions happened?* (no) Point out that we use the present perfect when an action happened at an unspecified time or multiple times.

**Use the simple past . . .**

- Have Ss read the rule and example. Point out that time expressions help make it clear when a past action happened.
- Form pairs. Write on the board:
  *What did you do [past time expression]?*
  Have Ss ask and answer questions with the simple past and a time expression. For example: *A: What did you do last summer? B: I took a trip with my family.*

**Use the past continuous . . .**

- Have Ss read the rule and example. Ask, *How do we form the past continuous?* (*was* or *were* + present participle)
- Say, *At 7:00 A.M., I was eating breakfast.* Then ask several Ss, *What were you doing at 7:00 A.M.?* Elicit the answers.

**Use the past continuous and the simple past . . .**

- Have Ss read the rule and example. Point out that the action in the past continuous was in progress when the action in the simple past interrupted it.
- Ask several Ss to say what they were doing when you, or another person, arrived earlier. For example: *I was talking with Sarah when you arrived.*

**Use <u>use to</u> / <u>used to</u> . . .**

- Read the rule and the first example. Point out that the example is an affirmative statement, so we use *used to* + the base form of the verb (*be*).
- Read the second example. Point out that in negative sentences and *yes / no* questions, we say *use to* instead of *used to*. Write on the board: *Did you use to live somewhere else?* Circle *use to.*
- Call on volunteers to tell you something they used to do in the past but no longer do.

**Use the past perfect . . .**

- Have Ss read the rule. Write the example on the board. Underline *called* and *had already left.* Ask, *What happened first?* (They left.) Say, *We use the past perfect for the action that happened first.*
- Ask, *How do we form the past perfect?* (*had* + past participle)
- Call on volunteers to say what they had already done by 10:00 this morning. (For example: By 10:00 this morning, I had eaten my breakfast.)

### A Correct the verbs . . .

Suggested time: 7 minutes | Your time:

- Tell Ss there may be more than one way to correct a verb. Remind them to notice time expressions, adverbs of frequency, and stative verbs.
- Have Ss do the exercise individually.
- Go over the answers with the class. Encourage volunteers to explain why each verb needs to be corrected.



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## B Check the sentences . . .

Suggested time: 7 minutes | Your time:

- Read the directions aloud. Make sure understand that there are two tasks: identifying items with actions that are unfinished or continuing, and changing the tense to the present perfect continuous in the identified sentences.
- Go over the sample answer with the class. Point out that *have lived* and *since* tell us that the Smiths are still living here, so the action is unfinished / continuing. Remind Ss that we use the past perfect continuous for actions that began in the past and are still going on in the present.
- Do item 1 with the class. Ask, *Is the action completed?* (yes) *Do we need to change the verb to the present perfect continuous?* (no)
- Have Ss complete the rest of the items individually and then compare their answers with a partner. Then go over the answers with the class.

**OPTION** (+3 minutes) To provide more practice, ask Ss to change phrases with *for* to *since* and phrases with *since* to *for* in items 6, 8, and 9. (Possible answers: 6. I have been waiting here for you since two o'clock. 8. She has been seeing Dr. Thomas for years. 9. He's been living alone since 2020.)

## C Complete each conversation . . .

Suggested time: 5 minutes | Your time:

- Have Ss read the directions. Write on the board:
  *1. Use the past perfect if you can.*
  *2. If you can't, use the simple past or present perfect.*
  *3. Use contractions and add* already *if you can.*
- Do item 1 with the class. Ask, *Did the meeting already start?* (no) *So the present perfect is the best choice here. Can we add* already *to this sentence?* (yes)
- Have Ss complete the rest of the items individually and then read the conversations aloud with a partner. Monitor and assist as needed.
- Call on pairs of volunteers to read aloud each conversation for the class. Make any necessary corrections.

# UNIT 4 Lesson 2

## Wish versus hope

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and examples in the chart. Write on the board:
  *1. I wish (that) you felt better.*
  *2. I hope (that) you feel better. / I hope that you will feel better soon.*
- Remind Ss that we use *wish* to describe a condition we would like to be different. Point to the second sentence. Say, *The present condition is that the person feels bad. I wish that the person didn't feel bad, so I use* wish + *the simple past.*
- Point to the first sentence. Say, *This is a hope for the future, so I use* hope + *the simple present or future.*

## A Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Remind Ss to look at the tense of the verb in each item. If the verb is in the simple past, they should use *wish*.
- Have Ss do the exercise individually. Then have them compare answers with a partner. Monitor and assist as needed.
- Bring the class together. Read the first part of each sentence and have the class supply the correct form of *wish* or *hope*, followed by the rest of the sentence.


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**B** **Check the sentences and questions that express unfinished or continuing actions. Then, on a separate sheet of paper, change the verb phrase in those sentences to the present perfect continuous.**

☑ The Smiths have lived here since January.
*The Smiths have been living here since January.*

☐ 1 She has already seen the doctor.
☑ 2 The kids have played soccer all day.
☐ 3 How many times have you been to London?
☑ 4 How long have they studied medicine?
☐ 5 This is the first time I've tried Thai food.
☑ 6 I have waited here for you for an hour!
☐ 7 Have you met my sister, Alice?
☑ 8 She has seen Dr. Thomas since 2017.
☑ 9 He has lived alone for two years.
☐ 10 I still haven't bought a new car.

**C** **Complete each conversation with the past perfect when possible. Otherwise, use the simple past tense or the present perfect. Use contractions and already if you can.**

1 **A:** I hope we're not late. I'm worried that the meeting *started already / has already started* (start).
**B:** No worries. It's only ten to. We'll be there on time.

2 **A:** You look really tired. Are you OK?
**B:** I'm fine. But I *didn't sleep* (not / sleep) very well last night.

3 **A:** *Did* you *already meet* (meet) Brian? He's the new assistant. (OR: *Have . . . already met*)
**B:** Actually, Brian and I *met* (meet) this morning.

4 **A:** How did the video call go?
**B:** Very well, thanks. By the time the call ended, we *'d discussed* (discuss) everything we needed to.

5 **A:** Let's go see *The Apartment* this weekend. I hear it's a great movie.
**B:** Sorry, but I *already saw / 've already seen* (see) it.

6 **A:** *Did* you *have* (have) a good time last night?
**B:** Yes and no. When I got home, I realized I *'d forgotten* (forget) my purse at the restaurant!

## UNIT 4 Lesson 2

**Wish versus hope**

**Be careful! Don't confuse wish and hope. Hope expresses optimism or encouragement, not regret. Don't use a conditional form after hope.**
I hope (that) you feel better. NOT I ~~hope (that) you felt~~ better.
I wish (that) you felt better. NOT I ~~wish (that) you feel~~ better.

**A** **Complete each sentence with wish or hope.**

1 We *hope* you all have a great time on your vacation!
2 Do you ever *wish* you didn't have to do any household chores?
3 That test was really difficult. I *hope* I never have to take it again!
4 Tom had a great trip to Thailand. He *hopes* he can go back there again.
5 I called Meryl this morning. She said she *wishes* she didn't have such a bad cold.
6 Everyone *hopes* the future will be better than the past.


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## UNIT 5 Lesson 1

**Direct speech: punctuation rules**

**When writing direct speech, use quotation marks to indicate the words the speaker actually said. Put final punctuation marks before the second quotation mark.**

Ellen said, "Don't forget an umbrella."

**Use a comma after the verb or verb phrase that introduces the quoted speech.**

He said, "Call me when you get home."

**Begin the quoted speech with a capital letter.**

I said, "Please close all the windows before the storm."

**A** On a separate sheet of paper, write and punctuate each of the statements in direct speech.

They said don't take the warning lightly

*They said, "Don't take the warning lightly."*

1 Megan told me bring a flashlight
2 My parents said please come home early
3 I said there's a flood downtown
4 She said look at today's newspaper
5 He said don't forget to buy milk on the way home
6 I told them please call me when you can
7 Tim said I'm sorry I can't visit you tomorrow

**B** On a separate sheet of paper, change each statement in indirect speech to direct speech.

They told us not to use public transportation.

*They told us, "Don't use public transportation."*

1 The teacher told us to use the stairs, not the elevator.
2 My friend called and said to turn on the news.
3 They said not to call after 10 p.m.
4 Carla told me not to drive during the storm.

**Answers for Exercise A**

1. *Megan told me, "Bring a flashlight."*
2. *My parents said, "Please come home early."*
3. *I said, "There's a flood downtown."*
4. *She said, "Look at today's newspaper."*
5. *He said, "Don't forget to buy milk on the way home."*
6. *I told them, "Please call me when you can."*
7. *Tim said, "I'm sorry I can't visit you tomorrow."*

1. *The teacher told us, "Use the stairs, not the elevator."*
2. *My friend called and said, "Turn on the news."*
3. *They said, "Don't call after 10 p.m."*
4. *Carla told me, "Don't drive during the storm."*

## UNIT 5 Lesson 2

**Indirect speech: optional tense changes**

**When the reporting verbs say or tell are in the simple past tense, it's not always necessary to use a different tense in indirect speech from the one the speaker used. These are three times when it's optional:**

**When the statement refers to something JUST said:**

I just heard the news. They said an earthquake **is** coming.
OR I just heard the news. They said an earthquake **was** coming.

**When the quoted speech refers to something that's still true:**

Harry told us he **wants** to buy emergency supplies.
OR Harry told us he **wanted** to buy emergency supplies.

**When the quoted speech refers to a scientific or general truth:**

They said that tsunamis **are** caused by earthquakes.
OR They said that tsunamis **were** caused by earthquakes.

**Be careful! Remember that when the reporting verb is in the present tense, the verb tense in indirect speech does not change.**

They **say** the hurricane **is** expected to arrive this evening.
NOT They say the hurricane ~~was~~ expected to arrive this evening.

**A** On a separate sheet of paper, write each direct speech statement in indirect speech. Change the verb in the indirect speech only if necessary.

1 They just said, "This hurricane is going to be the worst in years."
2 Kelly said, "The earthquake caused a fire downtown."
3 They told me, "Don't wait for us if we're late."
4 He said, "Turn on the TV. There's an awful storm in Hawaii."
5 They say, "It's safer to take the stairs than the elevator during an emergency."
6 The news is saying, "Watch out for floods in your neighborhood."
7 My husband just told me, "We should find shelter immediately."
8 When I was a child, my parents told me, "Being prepared for an emergency is very important."

1. *They just said (that) this hurricane is going to be the worst in years.*
2. *Kelly said (that) the earthquake caused a fire downtown.*
3. *They told me not to wait for them if they are late.*
4. *He said to turn on the TV. There's an awful storm in Hawaii.*
5. *They said (that) it's safer to take the stairs than the elevator during an emergency.*
6. *The news is saying to watch out for floods in our neighborhood.*
7. *My husband just told me (that) we should find shelter immediately.*
8. *When I was a child, my parents told me (that) being prepared for an emergency is very important.*

## UNIT 5 Lesson 1

### Direct speech: punctuation rules

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples in the chart. Remind Ss that in direct speech, we are quoting the exact words that someone said.
- On the board, write these two incorrect examples of direct speech:
  *1. Sandra "said don't call me before six."*
  *2. He said, I have a meeting next Monday.*
- Have Ss rewrite the sentences correctly and compare their corrections with a partner. (1. Sandra said, "Don't call me before six." 2. He said, "I have a meeting next Monday.") Then go over the answers with the class.

**LANGUAGE AND CULTURE** American and British English have different punctuation rules for direct speech. In British English, periods and commas are placed after the second quotation mark. Single quotation marks are also used instead of double quotation marks. For example: *He said, 'I have a meeting next Monday'.*

### A On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Read the directions and the sample answer. Remind Ss that to write a sentence in direct speech, they need to add quotation marks, a comma, and a period, and they need to begin the quoted speech with a capital letter.
- Have Ss complete the exercise individually. Monitor and assist as needed.
- To check answers, ask seven volunteers to go to the board and each write a sentence. Go over the sentences on the board with the class.

### B On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Have Ss read the directions and the sample answer. Make sure Ss understand that in addition to adding quotation marks, a comma, and a period, and beginning the quoted speech with a capital letter, they also have to change other words in the sentence so that the direct speech is in the imperative form.
- Have Ss complete the exercise individually. Then have them exchange papers with a partner.
- Go over the answers on the board with the class.

**TEACHING TIP** Tell Ss to make any corrections in pencil.

**OPTION** (+5 minutes) Ask Ss to think of 3–4 instructions they have recently been given. Have Ss write these instructions as statements using direct speech. Form pairs and have partners read each other's sentences and make any necessary corrections. For example: *This morning, my father said, "Don't forget your umbrella."* Ask volunteers to share their sentences with the class.

## UNIT 5 Lesson 2

### Indirect speech: optional tense changes

Suggested time: 7 minutes | Your time:

- Have Ss read the three rules and their examples. Point out that in these cases, Ss should be able to understand and use present and past forms of the verb in indirect speech. Remind Ss that when the indirect speech is reporting a past event, the direct speech verb needs to shift to a past form.
- To check comprehension, say several sentences and have Ss work in pairs to write them in indirect speech, using *the teacher* and *say* or *tell*. For example:
  *The school is closed tomorrow.* (The teacher said [that] the school is closed tomorrow. OR The teacher [just] said [that] the school was closed tomorrow. OR The teacher told us [that] the school is closed tomorrow. OR The teacher [just] told us [that] the school was closed tomorrow.)
- Have Ss read the **Be careful!** note. Emphasize that the change in verb tense is optional only when the reporting verb is in the simple past.

### A On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Read the directions.
- Do item 1 with the class as an example. Ask, *Did they just say this about the hurricane?* (yes) *Is it still true that the hurricane is going to be the worst in years?* (yes) *So do we need to change the verb in indirect speech?* (no)
- Have Ss complete the exercise individually. Monitor and assist as needed.
- Ask seven Ss to go to the board and each write a sentence. Go over the sentences on the board with the class.



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## UNIT 6 Lesson 1

### Expressing the future (review)

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and the present continuous examples in the chart.
- Ask Ss to identify the time words in the examples. (tomorrow, this evening) Point out that including time words when using the present continuous for the future is common but not necessary, unless they are needed for clarity.
- Have Ss read the simple present example. Write on the board: *1. Our Friday meetings usually start at 10:00.* *2. This Friday, our meeting starts at 11:00.* Ask, *Which example shows the simple present tense used with future meaning?* (sentence 2) *How do you know?* (because it says *This Friday*)
- Have Ss read the last rule about modals and the examples. Tell Ss that time words are not necessary to give modals future meaning.
- Say each modal and elicit a sentence with the modal that has a future meaning, with or without a time word. For example: *Should: You should see her tomorrow.*

### A Read each sentence . . .

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Is there a time word in this sentence?* (yes, tonight) *Does it show future meaning?* (yes)
- Encourage Ss to read through the items and underline the time words that give the statements future meaning. (1. tonight, 3. by 8:00 P.M., 5. this weekend, 7. after she gets the results, 8. tonight, 9. at 4:30) Then have them work individually to complete the exercise.
- In pairs, have Ss compare answers. Then go over the answers with the class.
- If necessary, point out that items 2, 4, and 6 are about a repeated action or habit. Item 10 is about an action that is happening right now.

### The future with will and be going to (review)

Suggested time: 7 minutes | Your time:

- Have Ss read the rules and examples in the chart. Make sure they understand that both *will* and *be going to* can be used for predictions. *Be going to* is used for plans. Explain that *will* is used when there is no plan and the decision is made at the moment of speaking.
- Ask Ss to work in pairs and write two sentences that use *will* and *be going to* to express predictions and two sentences that use *be going to* to express plans. Ask volunteers to share their sentences with the class.
- Have Ss read the **Be careful!** note. Write on the board: *1. I'll graduate from college in three years.* *2. I'll watch soccer on TV, but I won't buy tickets to go to soccer matches.* Ask, *Which sentence uses* will *to show willingness?* (sentence 2)

### B Complete the conversations, . . .

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Does Speaker A have a plan?* (yes) *Which verb do we use for plans?* (be going to)
- Have Ss compare answers with a partner. Then go over the answers with the class.

**OPTION** (+5 minutes) To extend the activity, write on the board:

*1. A: Are you free this Friday?*
*B: No, I ___ visit my brother.*
*2. A: Let's go to the beach tomorrow.*
*B: Good idea. It ___ be sunny.*
*3. A: Can you give me a hand with this box?*
*B: Sure, I ___ help you.*

Have Ss work in pairs to complete the conversations using *will* or *be going to*. To go over the answers, ask volunteers to role-play each conversation. Have them explain their answers (1. *'m going to*—prior plan, 2. *'ll / will / 's going to / is going to*—prediction, 3. *'ll / will*—no plan, decision made at the moment of speaking)

## UNIT 6 Lesson 2

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

Suggested time: 7 minutes | Your time:

- Have Ss read the rule for *should have* and *ought to have* and the examples. Make sure Ss understand that *should have* and *ought to have* can be used interchangeably to express regret, although *should have* is much more common, especially in negative statements and questions.
- Write on the board: *I wish I had a car.* Ask Ss, *Does this sentence express a present or a past regret?* (a present regret) Tell Ss that to express a present regret, we use the simple past tense after *wish*.
- Add to the board: *I wish I had gone to the party.* Ask, *Does this sentence express a regret about the present or the past?* (the past) Point out that we use the past perfect after *wish* to express a past regret.
- Have Ss read the rule for *wish* and the examples. Write on the board: *I should have studied more for the test.* Ask, *How do we express this regret using* I wish? (I wish I had studied more for the test.)


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## UNIT 6 Lesson 1

### Expressing the future (review)

**These forms can express or imply the future:**

**The present continuous**

My shoulder has hurt for days. **I'm calling** the doctor tomorrow.
What **are you doing** this evening? **I'm going** to the movies.

**The simple present tense**

The store is usually open until 8:00, but it **closes** at 5:00 tomorrow.

**Although should, could, ought to, may, might, can, and have to are not future forms, they often imply a future action.**

You **could call** her (tomorrow).
We **should visit** them (this summer).

**A** Read each sentence. Check the sentences that have future meaning.

- ☑ 1 They're taking me out for dinner tonight.
- ☐ 2 Craig washes the dishes after dinner.
- ☑ 3 We should be back by 8:00 p.m.
- ☐ 4 I watch TV while I make dinner.
- ☑ 5 They might go to the beach this weekend.
- ☐ 6 I call her as often as I can.
- ☑ 7 Dr. Wu should call me after she gets my results.
- ☑ 8 Our class is ending early tonight.
- ☑ 9 Their flight is arriving at 4:30.
- ☐ 10 Laura is doing her homework.

### The future with will and be going to (review)

**Use will or be going to to make a prediction or to indicate that something in the future will be true. There is no difference in meaning.**

Buying a new computer **will cost** a lot of money. = Buying a new computer **is going to cost** a lot of money.

**Use be going to to express a plan.**

My tooth has been killing me all week. **I'm going to call** a dentist. NOT ~~I will call~~ a dentist.

**Be careful! Will is also used for willingness. This use of will doesn't have a future meaning. Be going to cannot be used for willingness.**

A: Is it true that you **won't go** to the beach?
B: **I'll go** to the beach, but I **won't swim** in the ocean. NOT ~~I'm going to go~~ to the beach, but ~~I'm not going to swim~~ in the ocean.

**B** Complete the conversations, using will or be going to.

1 A: Would you like to go to biking with us? We *'re going to leave* (leave) in an hour.
B: Sure! I'd love to.
2 A: Are you a vegetarian?
B: No. The only thing I *won't eat* (not eat) is red meat.
3 A: Wow! You are cooking a lot of food.
B: We *'re going to have* (have) a big party tomorrow.
4 A: Have you seen the news? They say there *'ll be / 's going to be* (be) a big storm this weekend.
B: Oh no! That's awful.
5 A: Are you free tomorrow night? Would you like to go to the movies?
B: Maybe another time. Tomorrow I *'m going to go* (go) to a concert.

## UNIT 6 Lesson 2

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

**Should have and ought to have + past participle**

**Ought to have has the same meaning as should have.**

I **should have left** for the airport earlier. = I **ought to have left** for the airport earlier.
I **shouldn't have ordered** two desserts. = I **ought not to have ordered** two desserts.

**Wish + the past perfect**

I **wish** I **had studied** medicine. I would have loved to be a doctor.
Do you **wish** you **had played** on a soccer team?

**Note: American English speakers commonly use should have instead of ought to have in negative statements and in questions**



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**A** **On a separate sheet of paper, rewrite the statements and questions, changing wish + the past perfect to should have or ought to have.**

She wishes she had started a new company. (ought to)
*She ought to have started a new company.*

1 They wish they had taken the train instead of driving. (should)
2 I wish I had called to make a reservation at the restaurant. (ought to)
3 Do you wish you had taken the business class? (should)
4 He wishes he had studied more for the test. (ought to)
5 We wish we hadn't gotten tickets for the late show. (should)

*1. They should have taken the train instead of driving.*
*2. I ought to have called to make a reservation at the restaurant.*
*3. Should you have taken the business class?*
*4. He ought to have studied more for the test.*
*5. We shouldn't have gotten tickets for the late show.*

**B** **On a separate sheet of paper, answer each question with a statement, using wish + the past perfect.**

1 Katie said, "I should have gotten more sleep." *What does Katie wish?*
2 Jason said, "I shouldn't have dropped out of business school." *What does Jason wish?*
3 Ted's friend said, "You ought to have bought a plug-in car." *What does Ted's friend wish?*
4 Ms. Cooke said, "I ought to have spent less money on my vacation." *What does Ms. Cooke wish?*

*1. Katie wishes she had gotten more sleep.*
*2. Jason wishes he hadn't dropped out of business school.*
*3. Ted's friend wishes Ted had bought a plug-in car.*
*4. Ms. Cooke wishes she had spent less money on her vacation.*

## UNIT 7 Lesson 1

### Adjective clauses: common errors

**Remember:**
**Use the relative pronouns who or that for adjective clauses that describe people. Use that for adjective clauses that describe things.**

Carnaval is a holiday that is very popular in Brazil. NOT Carnaval is a holiday ~~who~~ is very popular in Brazil.

**Don't use a subject pronoun after the relative pronoun.**

Don't say: Carnaval is a holiday that ~~it~~ is very popular in Brazil.

**A** **On a separate sheet of paper, combine the two sentences into one, making the second sentence an adjective clause. Use who whenever possible. When it isn't possible, use that.**

The tour guide was very helpful. / She told us about the local traditions.
*The tour guide who told us about the local traditions was very helpful.*

1 The store is closed today. / It sells decorations.
2 The costumes are very beautiful. / They are worn in the parade.
3 My friend is coming to visit next year. / She lives in Seattle.
4 The hotel is very expensive. / It has a swimming pool.
5 The student is always late! / He sits next to me.
6 The festival is my favorite. / It's next week.

*1. The store that sells decorations is closed today.*
*2. The costumes that are worn in the parade are very beautiful.*
*3. My friend who lives in Seattle is coming to visit next year.*
*4. The hotel that has a swimming pool is very expensive.*
*5. The student who sits next to me is always late!*
*6. The festival that's next week is my favorite.*

### Reflexive pronouns

**A reflexive pronoun should always agree with the subject of the verb.**

**They** really enjoyed **themselves** watching the fireworks.
**I** taught **myself** to cook some traditional holiday dishes.

**Reflexive pronouns**

| | |
|---|---|
| myself | itself |
| yourself | ourselves |
| himself | yourselves |
| herself | themselves |

**Common expressions with reflexive pronouns**

| | |
|---|---|
| be proud of oneself | They **were proud of themselves** after their presentation. |
| believe in oneself | **Believing in yourself** is an important part of success. |
| enjoy oneself | The kids **enjoyed themselves** at the parade. |
| feel sorry for oneself | He shouldn't sit around **feeling sorry for himself**. |
| give oneself (something) | I decided to **give myself** a treat, so I got a massage. |
| help oneself (to something) | We **helped ourselves** to some more *mochi*. |
| hurt oneself | Zelda **hurt herself** while playing soccer. |
| introduce oneself | She **introduced herself** to me at the party. |
| take care of oneself | I try to **take care of myself** and get enough sleep. |
| talk to oneself | Are you talking to me or are you **talking to yourself**? |
| teach oneself (to do something) | Barry **taught himself** to play the piano. |
| tell oneself (something) | I **told myself** I would get up early to see the sunrise. |
| work for oneself | Vanessa has **worked for herself** for several years now. |


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### A On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Go over the sample answer with the class. Ask, *What other change do we have to make in this sentence when we replace* wish *with* should have *or* ought to have? (We have to change the main verb from the past perfect—*had started*—to the past participle—*started*.)
- Have Ss work individually to complete the exercise and then compare answers with a partner. Then go over the answers with the class.

**OPTION** (+5 minutes) Write on the board:

*studies* *trips* *work / job*

Have Ss form groups of three and take turns using *wish*, *should have*, or *ought to have* to talk about past decisions they regret making, using the topics on the board. For example:

*A: I wish I had started studying English when I was younger.*
*B: I should have gone to France last year.*
*C: I ought to have applied for a new job last year.*

### B Answer each question with a statement, . . .

Suggested time: 4 minutes | Your time:

- Have Ss work individually to do the exercise and then compare answers with a partner. Then go over the answers with the class.

## UNIT 7 Lesson 1

### Adjective clauses: common errors

Suggested time: 5 minutes | Your time:

- To review adjective clauses, write on the board: *I just took a trip that was really fun.* Ask Ss to identify the adjective clause in the statement. (that was really fun) Ask, *What do adjective clauses give more information about?* (a noun / a person or thing) *What does the clause on the board give more information about?* (a trip)
- Have Ss read the rules and examples in the chart. Write on the board:

  *1. Mexico is a country who is very beautiful.*
  *2. I don't like the food that it is served in that restaurant.*

  In pairs, have Ss identify the mistake in each sentence and explain why it is wrong. (1. *Who* should be changed to *that* because we use *that* in adjective clauses that describe things or places. 2. *It* should be deleted because we don't use a subject pronoun after a relative pronoun.)

### A On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Go over the sample answer with the class. Make sure Ss understand that they should make the second sentence, not the first sentence, the adjective clause in the new combined sentence. Remind them to use *who* whenever possible, even if *that* is also correct in the sentence.
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

**OPTION** (+5 minutes) To extend the activity, form groups of three. Ask Ss to use adjective clauses to make sentences about people they have seen or talked to recently and things they did this past week. For example: *The friend who I saw yesterday used to be my neighbor. The movie that opened on Saturday was not very good.*

### Reflexive pronouns

Suggested time: 5 minutes | Your time:

- Point out the phrase *Enjoy yourself on [the Fourth of July]!* in the **Social Language** box on page 77. Write the phrase on the board and underline *yourself*. Say, *This is a reflexive pronoun.* Tell Ss they are going to learn how to use these pronouns.
- Have Ss read the rule and examples in the chart.
- Write on the board: ___ *looked at* ___ *in the mirror.* Say subject pronouns in random order and have Ss use each pronoun plus a reflexive pronoun to complete the sentence on the board. For example:
  *T: He.*
  *S: He looked at himself in the mirror.*
- Have Ss read the common expressions and examples. Answer any questions Ss may have.



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## B Complete the sentences . . .

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Have Ss find and underline the subject of the verb *helped*. (**I**) Ask, *Which reflexive verb do we use with* I? (myself)
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

## C Complete each sentence . . .

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Have Ss find and underline the subject of the sentence. (You) Ask, *Which reflexive verb do we use with* you? (yourself) *Why do you need to be careful with fireworks?* (because they are dangerous)
- Encourage Ss to refer to the list of common expressions on page 136 as they complete the exercise.
- Have Ss compare answers with a partner. To go over the answers, ask volunteers to share their sentences with the class.

**EXTENSION** (+3 minutes) Write on the board several questions using common expressions with reflexive pronouns. For example: *Have you ever hurt yourself badly? Have you ever taught yourself to do something?* Form pairs and have Ss ask and answer the questions. Point out that Ss should use the expressions in their answers.

## By + reflexive pronouns

Suggested time: 4 minutes | Your time:

- Have Ss read the rule and examples in the chart.
- Ask Ss if they can think of other things they or others can and can't do by themselves. For example: *I can't drive by myself yet; I'm still taking driving lessons.*

## D Complete each sentence . . .

Suggested time: 4 minutes | Your time:

- Remind Ss that they have to include *by* before the reflexive pronoun.
- Have Ss work individually to complete the exercise and then compare answers with a partner. Go over the answers with the class.

## Reciprocal pronouns: each other and one another

Suggested time: 5 minutes | Your time:

- Point out the phrase *wish each other well* in Exercise A on page 76. Write the phrase on the board and underline *each other*. Say, *This is a reciprocal pronoun.* Tell Ss they are going to learn how to use these pronouns.
- Have Ss read the rule and examples in the chart. To clarify, write on the board:
  *Friends send each other cards.*
  *Friends send one another cards.*
  Point out that the subject *Friends* and the reciprocal pronouns *each other* and *one another* refer to the same people.
- Ask, *When do people give each other gifts in your family or in your circle of friends? When do we send one another cards or write letters?* Encourage Ss to respond in full sentences and use reciprocal pronouns. For example: *In our family, we give each other gifts on [our birthdays]. My friends and I send one another [postcards] when we go on vacation.*
- Have Ss read the **Be careful!** note and the examples. Write on the board:
  *1. They looked at themselves in the mirror.* $A \rightarrow A$, $B \rightarrow B$
  *2. They looked at each other.* $A \rightleftarrows B$
  Say, *In item 1, A looked at A, and B looked at B. In item 2, A looked at B, and B looked at A.*

## E On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Go over the sample answer. Tell Ss that they can use either *each other* or *one another* in their sentences.
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- To go over answers, ask volunteers to write their sentences on the board.

# UNIT 7 Lesson 2

## Adjective clauses: whom in formal English

Suggested time: 7 minutes | Your time:

- Have Ss read the rules and examples in the chart. Point out that most native speakers use *who* instead of *whom*. *Whom* is considered very formal.
- Write on the board:
  *1. The woman who wanted to see you is here.*
  *2. The woman whom you wanted to see is here.*
  Ask Ss to make two sentences out of each example. (1. The woman is here. She wanted to see you. 2. The woman is here. You wanted to see her.)
- Underline *who* in item 1 on the board and point out that it is the subject of the clause. Underline *you* in item 2 and point out that it is the subject of the clause. Then underline *whom* and point out that it is the object of the clause. Point out that *whom* can be omitted because it is the object of the clause.
- Ask Ss to use these sentence starters to write two sentences: *The man who . . . The woman whom . . .* (For example: The man who taught me a lot was my grandfather. The woman whom you wanted to talk to is here.)


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**B** **Complete the sentences with reflexive pronouns.**

1 The cake was delicious, so I helped ...myself... to some more.
2 My aunt has been working for ...herself... ever since she started her own company.
3 Their son really hurt ...himself... playing near the stove.
4 My friend and I really enjoyed ...ourselves... on our vacation.
5 I met your sisters yesterday! We were at a party and they introduced ...themselves...
6 Have you been teaching ...yourself... how to cook?
7 After the accident, I didn't want to stay at home feeling sorry for ...myself..., so I visited some friends.

**C** **Complete each sentence with one of the common expressions with reflexive pronouns. Then add two more sentences of your own.**

1 You need to be careful with fireworks or you'll ...hurt yourself...!
2 How did you ...teach yourself... how to play the guitar?
3 It's important to ...take care of yourself... when you are sick.
4 ...Answers will vary....
5 ...Answers will vary....

**By + reflexive pronouns**

**Use by with a reflexive pronoun to mean "alone."**
She has an apartment where she lives **by herself**.
It's not possible to learn to drive **by yourself**. You need help from a qualified driver.

**D** **Complete each sentence with by and a reflexive pronoun.**

1 Did he put up decorations for the party ...by himself...?
2 She was able to fix his car ...by herself....
3 Very young children shouldn't cross the street ...by themselves....
4 I just wanted to relax, so I went on vacation ...by myself....

**Reciprocal pronouns: each other and one another**

**Each other and one another have the same meaning, but one another is more formal.**
On some holidays, people give **each other** (or **one another**) gifts.
We talk to **each other** (or **one another**) on the phone every day.

**Be careful! Reciprocal pronouns don't have the same meaning as reflexive pronouns.**
They looked at **themselves**. (Each person looked at himself or herself in a mirror.)
They looked at **each other**. (Each person looked at the other person.)

**E** **On a separate sheet of paper, rewrite each underlined phrase, using a reciprocal pronoun. Then add one sentence of your own.**

At La Tomatina, in Spain, people throw tomatoes at other people.
At La Tomatina, in Spain, people throw tomatoes at each other.

1 In most places in the world, people wish other people well at New Year celebrations.
2 At Carnaval in Brazil, people dance with other people in parades in the streets.
3 In many countries, people give gifts to other people on Christmas.
4 During the Thai Songkran festival, people throw water at other people and wish other people well.
5 ...Answers will vary....

1. wish each other well / wish one another well
2. dance with each other / dance with one another
3. give gifts to each other / give gifts to one another
4. throw water at each other / throw water at one another; wish each other well / wish one another well

## UNIT 7 Lesson 2

**Adjective clauses: whom in formal English**

**In formal written or spoken English, use who for subject relative pronouns and whom for object relative pronouns.**

**subject**
The tour guide **who** showed us the Grand Canyon was great.
*The tour guide was great. She showed us the Grand Canyon.*

**object**
The tour guide **whom** we paid for the tickets was great.
*The tour guide was great. We paid her for the tickets.*

**Remember: An object relative pronoun can be omitted.**
The tour guide we paid for the tickets was great.


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**A** Complete each formal sentence with who or whom.

1 The colleague ....*whom*..... you met at the meeting is getting a promotion.
2 The dancers .....*who*..... performed last night were amazing.
3 The friends ....*whom*..... we invited for dinner had to cancel.
4 The woman .....*who*..... works at the bank was very helpful.
5 Are you someone ....*whom*..... I can ask to help me?
6 The woman ....*whom*..... I met at the hotel recommended a great restaurant.
7 The manager ....*whom*..... I work for is moving to another city.
8 I was really happy with the tailor ....*whom*..... you recommended.
9 My relatives .....*who*..... live in London are coming to visit me.
10 The assistant ....*whom*..... you are going to speak to is named Mark.

## UNIT 8 Lesson 1

### Real and unreal conditionals (review)

**Real conditionals**

**Real (or "factual") conditionals express factual results or future results of real conditions.**

***Factual results:* Use the present of be or the simple present tense in both clauses.**

If you **press** this button, the machine **makes** juice.
If the temperature of water **goes** below 0 degrees Celsius, it **freezes**.

***Future results*: Use the present of be or the simple present tense in the if clause. Use a future form (the future with will, be going to, or the present continuous with future meaning) in the result clause.**

If I **oversleep**, I**'ll be** late for work.

**Unreal conditionals**

**Unreal conditionals express the results of conditions that don't exist. Use the simple past tense or were in the if clause. Use would + a base form in the result clause. The clauses can be in either order. Use a comma when the if clause comes first.**

If the high-speed train **were** less expensive, I **would buy** a ticket.
If they **had** a robot in their house, it **would clean** for them.
I **would remember** to drink more water if I **had** a smart water bottle.

**Remember:**
**Conditional sentences have two clauses: an if clause and a result clause.**

- **Don't use a future form in an if clause.**
  Don't say: If I ~~will be~~ late, I'll call you.
- **Don't use would in an if clause.**
  Don't say: If they ~~would be~~ here, they would love the food.

**A** Correct the errors in the conditional sentences. More than one correct answer may be possible.

1 If you will get a smart fridge, it will make shopping easier.
2 Most people would like the plant hamburger if they try it.
3 If the weather will be warmer, I'd to go the beach.
4 Will you walk to work if your car broke down?
5 If I was you, I would call them now.
6 Where would you go if you would go on vacation?
7 This phone will be OK if you got a new battery.
8 If I would have a chance, I would work closer to where I live.

1. *If you ~~will~~ get a smart fridge, it will make shopping easier.*
2. *Most people would like the plant hamburger if they ~~try~~ **tried** it.*
3. *If the weather ~~will be~~ **were** warmer, I'd go to the beach.*
4. *~~Will~~ **Would** you walk to work if your car broke down? / Will you walk to work if your car ~~broke~~ **breaks** down?*
5. *If I ~~was~~ **were** you, I would call them now.*
6. *Where would you go if you ~~would~~ **could** go on vacation? / Where would you go if you ~~would go~~ **went on** vacation? / Where ~~would~~ **will** you go if you ~~would~~ go on vacation?*
7. *This phone will be OK if you ~~got~~ **get** a new battery. / This phone ~~will~~ **would** be OK if you got a new battery.*
8. *If I ~~would have~~ **had** a chance, I would work closer to where I live.*

### Unless in conditional sentences

**You can use unless instead of if + not.**

**Unless** you buy a water purifier, you won't have clean water on your camping trip.
(= If you don't buy a water purifier, . . .)
He wouldn't go for a long run **unless** he had his fitness tracker with him.
(= . . . if he didn't have his fitness tracker with him.)

**B** On a separate sheet of paper, rewrite the sentences, changing if + not statements to unless and making any necessary changes.

If you don't leave now, you'll be late to the airport. *Unless you leave now, you'll be late to the airport.*
1 If you don't have a new phone, the app doesn't work.
2 If you aren't in a hurry, you should go by bike.
3 Scott doesn't buy a new gadget if it's not cutting-edge.
4 The juicer doesn't work if you don't buy the vegetables from the company.

1. *Unless you have a new phone, the app doesn't work.*
2. *Unless you're in a hurry, you should go by bike.*
3. *Scott doesn't buy a new gadget unless it's cutting-edge.*
4. *The juicer doesn't work unless you buy the vegetables from the company.*


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## A Complete each formal sentence . . .

Suggested time: 4 minutes | Your time:

- Tell Ss to use *whom* to complete the sentences if an object relative pronoun is needed, even though *who* would also be grammatically correct.
- Do item 1 with the class as an example. Ask, *What is the subject of the adjective clause in this sentence?* (you) *So do we need a subject or object relative pronoun?* (object)
- Have Ss work individually to complete the exercise. Go over the answers with the class.

# UNIT 8 Lesson 1

## Real and unreal conditionals (review)

Suggested time: 12 minutes | Your time:

- Draw a chart on the board, writing only the row and column headings in capital letters at first:

| | *USED FOR* | *IF CLAUSE* | *RESULT CLAUSE* |
|---|---|---|---|
| *REAL CONDITIONAL* | *factual results of real conditions* | *present of* be *or simple present* | *present of* be *or simple present* |
| | *future results of real conditions* | *present of* be *or simple present* | will, be going to, *or present continuous* |
| *UNREAL CONDITIONAL* | *results of conditions that don't exist* | were *or simple past* | would + *a base form* |

- Have Ss read the **Real conditionals: Factual results** rules and examples in the chart. As shown above, add to the chart on the board: *factual results of real conditions*.
- Ask, *What verbs do we use in the* if *clause?* (present of *be* or simple present) *What about the result clause?* (present of *be* or simple present) Complete the first row of the chart on the board with this information, as shown above.
- Have Ss read the **Real conditionals: Future results** rule and example. As shown above, add to the chart on the board: *future results of real conditions*.
- Ask, *What verbs do we use in the* if *clause?* (present of *be* or simple present) *What about the result clause?* (*will, be going to,* or present continuous) Complete the second row of the chart on the board with this information, as shown above.
- Have Ss read the **Unreal conditionals** rule and examples. As shown above, add to the chart on the board: *results of conditions that don't exist*.
- Ask, *What verbs do we use in the* if *clause?* (*were* or simple past) *What about the result clause?* (*would* + a base form) Complete the third row of the chart on the board with this information, as shown above.
- Remind Ss that a comma is needed when the *if* clause comes first in a conditional sentence, but not when the result clause comes first.
- Have Ss read the **Remember** note. Ask, *Can we use* will *or other future forms in an* if *clause?* (no) *Can we use* would *in an* if *clause?* (no)
- Write these incorrect sentences on the board below the chart and have volunteers correct them:
  *1. If the price is good I will buy it.*
  *2. If she would have time she would cook dinner.*
  *3. If I will have time, I will call her.*
  (1. If the price is good, I will buy it. 2. If she had time, she would cook dinner. 3. If I have time, I will call her.)

**LANGUAGE NOTE** The *if* clause of a real conditional sentence can include a present continuous form as well. For example: *If I'm driving, I don't answer my phone. / If it's raining, I wear my raincoat.*

## A Correct the errors . . .

Suggested time: 4 minutes | Your time:

- Make sure Ss know they need to correct one verb in each item. Do item 1 with the class as an example. Ask, *Does this sentence express a real condition or an unreal condition?* (a real condition) *Can we use* will *in the* if *clause?* (no) *What form is needed?* (the simple present tense)
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

## Unless in conditional sentences

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and the examples in the chart. Make sure Ss understand that when they replace *if . . . not* with *unless* in a sentence, they have to make the verb that follows *unless* affirmative.
- Write on the board:
  *1. If you don't hurry, you'll be late.*
  *2. Unless ___, you'll be late.*
  *3. He won't buy it if it's not on sale.*
  *4. He won't buy it unless ___.*
  Have Ss complete items 2 and 4. (2. you hurry, 4. it's on sale)

## B On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Go over the sample answer with the class. Point out the comma. Remind Ss to include a comma after the *unless* clause when it comes at the beginning of the sentence.
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.



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## UNIT 8 Lesson 2

### The unreal conditional: variety of forms

Suggested time: 7 minutes | Your time:

- Have Ss read the rule and examples in the chart.
- To check comprehension of active and passive forms, write on the board:
  1. *If they had advertised the job, he would have applied for it.*
  2. *If he had applied for the job, they would have hired him.*

  Have Ss work in pairs to rewrite the sentences, changing the verbs in the underlined clauses to passive forms. (1. If the job had been advertised; 2. he would have been hired)
- To check comprehension of continuous verb forms, write on the board:
  1. *If the car hadn't broken down, we would be ___ right now.*
  2. *If we had been ___, we would have heard the news.*

  Ask volunteers to complete the sentences with continuous verb forms and add any other necessary information. (For example: 1. swimming at the beach; 2. watching TV)
- To check comprehension of past conditions with present results, write on the board:
  1. *If she had taken part, she would have won.*
  2. *If he had gotten a degree, he would have a better job now.*

  Ask, *Which sentence expresses the present result of a past condition?* (sentence 2) Elicit more examples of sentences that describe past conditions with present results.

### A On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Write on the board: *If I had a self-driving car,. . . .* Elicit ideas to complete the sentence in either active or passive form.
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- To go over the answers with the class, ask volunteers to write their sentences on the board.

## UNIT 9 Lesson 1

### Infinitives and gerunds (review)

Suggested time: 12 minutes | Your time:

- Have Ss read the **Form** rule about infinitives in the chart. Call on volunteers to name some infinitives. (For example: to write, to play, to allow)
- Have Ss read the **Form** rules about gerunds and the examples. Write on the board:

| | | |
|---|---|---|
| *1. write* | *4. vote* | *7. admit* |
| *2. play* | *5. put* | *8. mix* |
| *3. allow* | *6. stop* | |

  Ask pairs to turn the base forms into gerunds, referring to the rules if necessary. (1. writing, 2. playing, 3. allowing, 4. voting, 5. putting, 6. stopping, 7. admitting, 8. mixing)
- Have Ss read the **Usage** rule about infinitives and the examples. Write on the board:
  1. *I hope to see her this weekend.*
  2. *My plan is to go on vacation in July.*
  3. *To be informed is important.*

  Have Ss copy the sentences in their notebooks. Ask pairs to underline the infinitives in these sentences and identify their function (1. *to see:* direct object of *hope*, 2. *to go*: subject complement after *be*, 3. *To be*: subject)
- Have Ss read the **Usage** rule about gerunds and the examples. Clarify any questions Ss might have about the grammatical functions. Tell Ss that subjects come before verbs in statements, and direct objects follow verbs. Objects of prepositions follow prepositions. Subject complements follow *be*.
- To check comprehension, write on the board:
  1. *You should avoid talking to strangers.*
  2. *Skiing is his passion.*
  3. *I'm not interested in discussing politics.*
  4. *Her favorite pastime is sailing.*

  Have Ss copy the sentences in their notebooks. Ask Ss to underline the gerunds and identify their function. Have them compare answers with a partner. (1. *talking*: direct object of verb *avoid*, 2. *Skiing*: subject, 3. *discussing*: object of preposition *in*, 4. *sailing*: subject complement after *be*)


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## UNIT 8 Lesson 2

### The unreal conditional: variety of forms

**Unreal conditional sentences can have a variety of active and passive forms in either clause.**

If I **had gone** to bed early, I **wouldn't have been** so tired in the morning.
If the train **had been delayed** for one more hour, we **would have missed** the wedding!
If email **hadn't been invented**, we **would** still **be using** fax machines for fast correspondence.
If they **had rented** a plug-in car, they **wouldn't have had to stop** to get gas.
If I **were choosing** a car to buy today, I **wouldn't buy** an SUV.
If Melanie **had studied** medicine, she **would be** a doctor today.

**A** **On a separate sheet of paper, complete the unreal conditional sentences in your own way, using either active or passive forms. Refer to the presentation above for some possibilities.**

1 If I had a self-driving car, . . .
2 The smartphone would have been less expensive if . . .
3 If we had checked the weather report, . . .
4 If this tablet had been available when I was looking for one . . .
5 . . . , we would have wasted a lot of money.
6 . . . , I wouldn't be studying English now.

## UNIT 9 Lesson 1

### Infinitives and gerunds (review)

**Form**

**Infinitives: An infinitive is a verbal noun. It is formed with to + the base form of a verb.**

vote → **to vote** increase → **to increase**

**Gerunds: A gerund is also a noun formed from a verb. All gerunds end in -ing. To form a gerund, add -ing to the base form of a verb.**

discuss → discuss**ing**

**If the base form ends in a silent -e, drop the -e and add -ing.**

change → chang**ing**

**In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (CVC) sequence, double the last consonant and then add -ing to the base form.**

**C V C**
s i t → sitting

**BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.**

grow → grow**ing** fix → fix**ing** say → say**ing**

**If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.**

occur → occu**rr**ing BUT order → order**ing**

**Usage**

**Infinitives can function as subjects, direct objects, and subject complements within sentences.**

**To solve** climate change should be our biggest goal. (subject)
I like **to discuss** political issues with friends. (direct object of verb like)
My biggest dream for the future is **to work** in politics. (subject complement after be)

**Gerunds can also function as subjects, objects, and subject complements within sentences.**

**Debating** different sides of issues is my favorite activity. (subject)
I love **learning** about science. (direct object of verb love)
I read an article about **voting**. (object of preposition about)
My favorite outdoor activity is **skiing**. (subject complement after be)


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**A** Using the sentences in the grammar presentation above as a model, write pairs of sentences on a separate sheet of paper, using gerunds and infinitives in the two ways shown.

1 to lower
   a (as a direct object)
   *They voted to lower the driving age.*
   b (as a subject complement)
   *His goal is to lower the cost of housing in the city.*
2 to vote
   a (as the subject of a sentence)
   b (as a subject complement)
3 censoring
   a (as the subject of a sentence)
   b (as the object of the preposition of)
4 smoking
   a (as a direct object)
   b (as an object of the preposition to)
5 raising
   a (as the object of the preposition of)
   b (as a subject complement)

**Infinitives: passive forms**

**Verbs that must be followed directly by an object before the infinitive can also be stated in the passive voice. Notice how the object in the active voice becomes the subject in the passive voice.**

She allowed her kids to eat junk food on weekends. → Her kids **were allowed to eat** junk food on weekends.
They convinced everyone to stay for the meeting. → Everyone **was convinced to stay** for the meeting.
The school director urged students to register for classes early. → Students **were urged** by the school director **to register** for classes early.

**B** On a separate sheet of paper, rewrite each active voice sentence in the passive voice. A by phrase is optional.

1 The police ordered the protesters to go home.
2 We persuaded my mother to come live with us.
3 Gail reminded us to prepare for next week's meeting.
4 The company requires all employees to use a company credit card.
5 We've already told everyone to bring a dish to the party.
6 The news program warned people to evacuate before the hurricane hits.

*1. The protesters were ordered (by the police) to go home.*
*2. My mother was persuaded (by us) to come live with us.*
*3. We were reminded (by Gail) to prepare for next week's meeting.*
*4. All employees are required (by the company) to use a company credit card.*
*5. Everyone has already been told (by us) to bring a dish to the party.*
*6. People were warned (by the news program) to evacuate before the hurricane hits.*

## UNIT 9 Lesson 2

**Count and non-count nouns (review and expansion)**

**Count nouns name things that can be counted individually. They have singular and plural forms.**

a moderate / moderates — a liberal / liberals — a candidate / candidates
a government / governments — an election / elections — an issue / issues

**Non-count nouns name things that are not counted individually. They don't have singular or plural forms and they are not preceded by a or an. Use a singular verb with non-count nouns. To express a specific quantity of a non-count noun, use unit expressions.**

a piece of information — a cup of coffee — three kilos of rice — an act of corruption

**Many nouns can be used as count or non-count nouns, but the meaning is different.**

He is studying **education** at the university. (= an academic subject)
She got **a** great **education** at Boston College. (= one person's specific education)

**Crime** is one of the biggest problems in the city. (= a general topic)
They went to the police station to report **a crime**. (= a specific incident)

I love **salad**. (the food, in general)
I had **a salad** for lunch. (one actual salad)

She has blond **hair**. (in general = all of her hair)
She got **a hair** in her eye. (= one individual strand of hair)


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## A Using the sentences in the grammar . . .

Suggested time: 5 minutes | Your time:

- Encourage Ss to refer to the chart on page 139 as they complete the exercise.
- Go over the sample answers in item 1. Ask, *In sentence a,* to lower *is the direct object of which verb?* (voted) *Why is* to lower *a subject complement in sentence b?* (because it comes after the verb *be*)
- Have Ss work individually to complete the exercise.
- To go over the answers, have Ss do peer correction in pairs. Have them exchange papers and check their partner's sentences for the correct usage of gerunds and infinitives. Then have a few volunteers share their corrected sentences with the class.

### Infinitives: passive forms

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and examples in the chart. Write on the board:
  *ACTIVE: Ms. Green reminded Jake to take out the garbage.*
  *PASSIVE: Jake was reminded by his mother to take out the garbage.*
- Ask Ss to label the subject, verb, object, and infinitive in the active sentence. (subject = Ms. Green; verb = reminded; object = Jake; infinitive = to take) Ask, *What happens to the object when we make this sentence passive?* (It becomes the subject.) *How can we include the subject of the active sentence in the passive sentence?* (by adding a *by* phrase) Tell Ss to add a *by* phrase to the passive sentence when it is important to know who performed the action.

## B On a separate piece of paper, . . .

Suggested time: 4 minutes | Your time:

- Do item 1 as an example with the class. Ask, *What is the subject in this sentence?* (The police) *The verb?* (ordered) *The object?* (the protesters) *So how do we make this sentence passive?* (We make *the protesters* the subject and change the verb to the passive form: *were ordered*.)
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- To go over the answers with the class, ask volunteers to write their sentences on the board.

# UNIT 9 Lesson 2

### Count and non-count nouns (review and expansion)

Suggested time: 12 minutes | Your time:

- Have Ss read the first rule and examples in the chart. Elicit examples of other count nouns. Have Ss give the singular form using *a* or *an* and then the plural form. For example: *a book—books, an umbrella—umbrellas, a season—seasons*, and so on.
- Have Ss read the second rule and examples.
- Point out that abstract ideas are also non-count nouns. For example: *progress, help, importance, health, education.*
- Point out that fields of study, some foods, and materials are also non-count nouns. For example: *law, biology, chocolate, juice, wood, cotton, plastic.*
- To check comprehension, write on the board:
  *1. paper* *3. water*
  *2. bread* *4. furniture*
  Elicit unit expressions for each item. (For example: 1. a sheet of; 2. a loaf of, a slice of; 3. a glass of, a pitcher of, a bottle of; 4. a piece of)
- Have Ss read the third rule and examples. Write on the board:
  1. *a. I don't like coffee.*
     *b. I had a coffee.*
  2. *a. I saw a chicken.*
     *b. I ate chicken.*
  3. *a. Turn on the light.*
     *b. There's very little light in this room.*
  Have Ss work in pairs to discuss how the meaning of the underlined words is different in each pair of sentences. (1. a. coffee = the food in general, b. coffee = one cup of coffee; 2. a. chicken = one specific chicken, b. chicken = the food in general; 3. a. light = one specific light, light = light in general)



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### A Complete each sentence . . .

Suggested time: 4 minutes | Your time:

- Point out that Ss might need to include an article or the plural form of the noun.
- Do item 1 with the class as an example. Ask, *Is* poverty *count or non-count?* (non-count) *Do we need an article?* (no) *The plural form?* (no)
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- To go over the answers with the class, ask volunteers to write their sentences on the board.

**EXTENSION** (+5 minutes) Have Ss write sentences with the nouns in the chart examples. Have volunteers share their sentences with the class.

## UNIT 10 Lesson 1

### Prepositions of place (expansion)

Suggested time: 7 minutes | Your time:

- Have Ss read the examples with *in* in the chart. Elicit more examples from the class and write them on the board. For example: *Bahrain is in the Persian Gulf.*
- Have Ss read the examples with *on*. Elicit more examples and write them on the board. For example: *Cairo is on the Nile River.*
- Have Ss read the examples with *of*. Elicit more examples and write them on the board. For example: *Chile is west of Argentina.*
- To check comprehension, write on the board:
  *1. Mongolia is north ___ China.*
  *2. I spent my vacation ___ an island in the Caribbean.*
  *3. There are many active volcanoes ___ Ethiopia.*
  Elicit the correct preposition to complete each sentence. (1. of, 2. on, 3. in)

### A Write the correct prepositions of place . . .

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Which preposition goes with a river?* (on) *Which goes with a province?* (in)
- Encourage Ss to refer to the chart if needed. Have them work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

**EXTENSION** (+5 minutes) Have Ss choose a place they know well and write sentences on a sheet of paper using the prepositions *in, on*, and *of* to describe that place. Ss can work in pairs or small groups. Then have pairs exchange papers and give each other feedback on their sentences.

### Proper nouns: capitalization

Suggested time: 7 minutes | Your time:

- Have Ss read the list of names that need capitalization in the chart. Read each category and elicit more examples. Make necessary corrections.
- Have Ss read the rule about proper nouns and the examples. Elicit more examples of proper nouns that consist of more than one word. For example: *the Eiffel Tower, Times Square, the Great Wall, Ipanema Beach.*
- Have Ss read the last rule and the examples. Write on the board:
  *1. the story of my life*
  *2. six legends to remember*
  *3. adventures in the mountains*
  *4. tales of the jungle*
  Tell Ss to imagine that the phrases on the board are titles of books. Ask volunteers to come to the board and rewrite the phrases with correct capitalization. (1. The Story of My Life, 2. Six Legends to Remember, 3. Adventures in the Mountains, 4. Tales of the Jungle)


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**A** **Complete each sentence with the correct form of each noun.**

1 The president has announced a new plan to fight ..... poverty ..... (poverty).
2 He's ..... a radical ..... (radical) who wants a lot of big changes to our government.
3 If ..... education ..... (education) doesn't improve, people will elect new leaders.
4 Some ..... candidates ..... (candidate) are more independent than others.
5 If I could give you one piece of ..... advice ..... (advice), it would be to vote.
6 I think we should have ..... elections ..... (election) more frequently.
7 It's impossible to end all ..... crime ..... (crime).

## UNIT 10 Lesson 1

**Prepositions of place (expansion)**

| | | | | | |
|---|---|---|---|---|---|
| It's **in** | the Province of Quebec.<br>the Ural Mountains.<br>the Jordan Valley.<br>the Atacama Desert.<br>the Pacific Ocean.<br>the state of Sonora. | It's **on** | the Korean Peninsula.<br>Easter Island.<br>Coronado Bay.<br>the Amazon River.<br>the coast.<br>Lake Victoria. | It's in the central part<br>It's northwest<br>It's about 20 kilometers north | **of** London. |

**A** **Write the correct prepositions of place, using in, on, or of.**

1 Iquitos, Peru, is ..... on ..... the Amazon River, ..... in ..... the province of Maynas.
2 Seoul is ..... in ..... the northern part ..... of ..... the Republic of Korea, ..... on ..... the Han River.
3 Bolivia is north ..... of ..... Argentina.
4 Honolulu is ..... on ..... the southeast coast ..... of ..... Oahu.
5 Toronto is ..... in ..... the province of Ontario, ..... on ..... Lake Ontario.
6 Tulum is ..... on ..... the Yucatán Peninsula.
7 The capital, Beijing, is located ..... in ..... the northern part ..... of ..... China.
8 The Canary Islands are 100 kilometers west ..... of ..... Morocco, ..... in ..... the Atlantic Ocean.
9 Puno is ..... on ..... Lake Titicaca in Peru.
10 Santorini is a Greek island ..... in ..... the Mediterranean Sea, 150 kilometers north ..... of ..... Crete.

**Proper nouns: capitalization**

**Capitalize names of:**

| | |
|---|---|
| **places** | Japan, Europe, Buenos Aires |
| **languages / nationalities** | German, Spanish, Korean |
| **buildings and public places** | the Paris Theater, the Burj Khalifa, Tower Bridge |
| **organizations** | the E.U., the World Health Organization, the U.N. |
| **names and titles** | John, John Taylor, Dr. John Taylor |
| **days / months / holidays** | Monday, January, New Year's Day |
| **religions** | Christianity, Hinduism, Islam |
| **historic times or events** | the Renaissance, the Cold War, the Edo Period |

**When a proper noun has more than one word, each word is capitalized, except for articles (the) and prepositions (of).**

| | | |
|---|---|---|
| Buenos Aires | the Gulf of Alaska | Mount Kilimanjaro |
| Iguazu Falls | the Bay of Bengal | the University of the Arts |

**Capitalize all the words of a title, except for articles and prepositions that have fewer than four letters. If an article or a preposition is the first word of a title, capitalize it.**

| | |
|---|---|
| *One Hundred Years of Solitude* | *Murder on the Orient Express* |
| *The Economist* | *Of Mice and Men* |

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**B** On a separate sheet of paper, rewrite each sentence with correct capitalization.

i'm watching the movie the avengers.
I'm watching the movie The Avengers.

| | | |
|---|---|---|
| 1 | i would like to visit the museum of modern art. | 1. *I would like to visit the Museum of Modern Art.* |
| 2 | my friend works at the national stock exchange. | 2. *My friend works at the National Stock Exchange.* |
| 3 | the olympic stadium in barcelona was built in 1927. | 3. *The Olympic Stadium in Barcelona was built in 1927.* |
| 4 | we loved the documentary about the ganges river. | 4. *We loved the documentary about the Ganges River.* |
| 5 | my sister is studying italian. | 5. *My sister is studying Italian.* |
| 6 | california is in the western part of the united states. | 6. *California is in the western part of the United States.* |
| 7 | our parents speak japanese and english fluently. | 7. *Our parents speak Japanese and English fluently.* |
| 8 | she's reading a book about the middle ages. | 8. *She's reading a book about the Middle Ages.* |
| 9 | the tower of london is very interesting to visit. | 9. *The Tower of London is very interesting to visit.* |
| 10 | their daughter was born last tuesday. | 10. *Their daughter was born last Tuesday.* |
| 11 | my aunt works for the european central bank. | 11. *My aunt works for the European Central Bank.* |
| 12 | i go to the highlight cinema every weekend. | 12. *I go to the Highlight Cinema every weekend.* |

## Proper nouns: use of the

**When a proper noun uses a political word such as republic, empire, or kingdom, use the.**

the Czech Republic — the Roman Empire — the United Kingdom

**When a proper noun includes the word of, use the.**

| with the | without the |
|---|---|
| the Republic of Korea | Korea |
| the City of Los Angeles | Los Angeles |
| the Kingdom of Norway | Norway |

**When a proper noun includes a geographical word such as ocean, desert, or river, use the. BUT do not use the with these geographical words: lake, bay, mountain, island, or park.**

| with the | without the |
|---|---|
| the Indian Ocean | Lake Michigan |
| the Sahara Desert | San Francisco Bay |
| the Persian Gulf | Monarch Mountain |
| the Seine River | Singapore Island |
| the Arabian Peninsula | Centennial Park |

**When words like east or southwest are used as the name of a geographical area, use the. Do not use the when they are used as adjectives.**

| with the | without the |
|---|---|
| the Middle East | Eastern Europe |
| the Far North | Northern Ireland |
| the West | West Virginia |

**When a proper noun includes a word that is a kind of organization or educational group, use the. Do not use the with a university or college (unless the name uses of).**

| with the | without the |
|---|---|
| the Culinary Institute | Boston College |
| the United Nations | Kyoto University |
| the World Bank | |
| the University of Edinburgh | |

**Do not use the with acronyms.**

L.A. (Los Angeles)
NATO (the North Atlantic Treaty Organization)
APEC (Asia-Pacific Economic Cooperation)


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## B On a separate sheet of paper, . . .

Suggested time: 4 minutes | Your time:

- Go over the sample answer with the class. Ask Ss to explain why *I'm* and *The Avengers* are capitalized. (*I'm* is at the beginning of a sentence; *The Avengers* is a title.)
- Encourage Ss to refer to the chart if needed. Have them work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

### Proper nouns: use of the

Suggested time: 10 minutes | Your time:

- Have Ss read the rules and examples in the chart.
- Point out the last rule about *the* and explain that an *acronym* is a word made up from the first letters of the names of something.
- To check comprehension of the rules in the chart, write on the board:
  *1. the Indian Ocean*
  *2. the World Meteorological Organization*
  *3. South Korea*
  *4. the British Empire*
  *5. the City of New York*
  *6. NASA*
  Ask Ss to number the rules in the chart from A to F. Then have them match the examples with the rules. (1. C, 2. E, 3. D, 4. A, 5. B, 6. F)

**CHALLENGE** (+5 minutes) To provide more practice, form groups of 3–4. Have Ss visit an English-language news website on their phones. Student A scans articles on the site to find three names of countries, organizations, or geographical areas. Then he or she writes them on a slip of paper with no capitalization. If the names include *the*, they can be written with or without *the*. Student A then gives the slip of paper to Students B and C, who work together to capitalize the names and add *the* wherever necessary. Student A corrects his or her partners' work. Then Ss switch roles.

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## C Correct the errors . . .

Suggested time: 5 minutes | Your time:

- Remind Ss that most proper nouns do not need *the*. If none of the rules in the chart on page 142 apply to the proper nouns in the sentences, *the* should not be used with them.
- Do item 1 with the class as an example. Ask, *Do we need* The *before* Iceland? (no) *Do we need* the *before North Atlantic?* (yes) *Why?* (because we need to use *the* with the geographical word *ocean*) *Do we need to capitalize* ocean? (yes)
- Encourage Ss to refer to the chart on page 142 if needed. Have them work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

# UNIT 10 Lesson 2

### Suggestions and advice with could, should, ought to, and had better

Suggested time: 7 minutes | Your time:

- Have Ss read the rule and the examples for *should*, *could*, and *had better* in the chart.
- To check understanding, write on the board:

| | |
|---|---|
| *1. Give advice* | *a. You could take a taxi.* |
| *2. Suggest an option* | *b. You'd better be careful.* |
| *3. Give strong advice / warning* | *c. You should exercise more.* |

  Have Ss match the usages on the left to the example sentences on the right. (1. c, 2. a, 3. b)
- Have Ss read the rule, examples, and **Remember:** note for *ought to*. Make sure Ss understand that they should avoid using *ought to* in negative statements or questions, though it can be used in embedded questions.
- To check comprehension, write on the board:
  *1. Your brother should major in political science.*
  *2. I should have majored in economics.*
  Have Ss rewrite the sentences using *ought to*. (1. Your brother ought to major in political science. 2. I ought to have majored in economics.)

## A Rewrite what each person . . .

Suggested time: 3 minutes | Your time:

- Make sure Ss understand they need to omit some words in the original sentence when they rewrite it with *ought to*.
- Have Ss work individually to complete the exercise and then compare answers with a partner.
- Go over the answers with the class.

## B Using should, could, ought to, and had better . . .

Suggested time: 5 minutes | Your time:

- Ask, *What advice would you give visitors to our country?* Write on the board:
  *Places to see* *Things to do*
  Elicit ideas from the class for each column and list them on the board. Then elicit a sentence giving advice about a place to see that includes *ought to*. For example: *You ought to visit the street market.* Write it on the board.
- Have Ss work individually to write five sentences with advice using *ought to*. Encourage them to use the ideas on the board or their own ideas.
- Ask volunteers to share their sentences with the class.

**OPTION** To practice the other modals, have Ss write additional sentences giving advice with should, could, and had better.


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**C** **Correct the errors in the sentences. Explain your answers.**

1 The Iceland is an island nation in North Atlantic Ocean.
2 I can't wait to visit the Berlin.
3 He is a very popular singer in the Korea.
4 I have met a lot of people from United States of America.
5 I lived in Central African Republic for about six months.
6 We studied together at University of Dublin.
7 Dominican Republic and the Haiti are neighbors on the same island.
8 He is interested in working for World Health Organization.
9 When she traveled to the Brazil, she brought her children with her.
10 Jennifer is a student at Technical Institute.
11 The Lebanon is a country in Middle East.
12 They are experts in the art history of Far East.

1. *Iceland is an island nation in **the** North Atlantic Ocean.*
2. *I can't wait to visit ~~the~~ Berlin.*
3. *He is a very popular singer in ~~the~~ Korea.*
4. *I have met a lot of people from **the** United States of America.*
5. *I lived in **the** Central African Republic for about six months.*
6. *We studied together at **the** University of Dublin.*
7. ***The** Dominican Republic and ~~the~~ Haiti are neighbors on the same island.*
8. *He is interested in working for **the** World Health Organization.*
9. *When she traveled to ~~the~~ Brazil, she brought her children with her.*
10. *Jennifer is a student at **the** Technical Institute.*
11. *~~The~~ Lebanon is a country in **the** Middle East.*
12. *They are experts in the art history of **the** Far East.*

## UNIT 10 Lesson 2

### Suggestions and advice with could, should, ought to, and had better

**Remember: The modal should is used with a base form to give advice. The modal could is used with a base form to suggest an option. Had better + a base form is used to give strong advice and warn of possible negative consequences.**

They **should stay** on the path.
You **could take** a bus to see the volcano if you're not driving.
She**'d better be** careful.
They **shouldn't go** hiking when it's dark.
He**'d better not go** swimming alone at that beach.

**Ought to + a base form can also be used to give advice. It has the same meaning as should, but it's slightly more formal. In American English, it's very uncommon to use ought to in negative statements or questions. Use shouldn't instead. However, ought to and should can both be used in embedded questions.**

They **ought to stay** on the path.
Do you think **we ought to call** the hotel?

**Remember:**
**Ought to have is used to express a regret about the past.**
I ought to have married Ethan.

**A** **Rewrite what each person says, using ought to.**

1 "My advice? Go to the top of the Shanghai Tower."
You *ought to go to the top of the Shanghai Tower*.
2 "Your friends should make their reservations early."
Your friends *ought to make their reservations early*.
3 "I suggest that Max use his GPS to find that restaurant."
Max *ought to use his GPS to find that restaurant*.
4 "I have an idea. Text your wife and let her know you arrived safely."
You *ought to text your wife and let her know you arrived safely*.
5 "Here's my suggestion for you and your husband. Bring flashlights when you visit the cave."
You and your husband *ought to bring flashlights when you visit the cave*.
6 "Do you think I should wear hiking boots when I go see the waterfall?"
Do you think I *ought to wear hiking boots when I go see the waterfall*?

**B** **Using should, could, ought to, and had better, write four sentences in which you give advice to visitors to your country about places to see and things to do.**


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# WRITING HANDBOOK

The Writing Handbook is optional. It is intended to teach students the conventions of written English. Each unit's Writing Handbook is focused both on a skill and its application to the Writing exercise from the unit.

## UNIT 1

### Formal email etiquette

**Social emails between friends are informal and have almost no rules. Friends use "emoticons" and abbreviations and don't mind seeing spelling or grammar errors.**

**However, email is also commonly used in business communication between people who have a more formal relationship. When writing a more formal email, it is not acceptable to use the same informal style you would use when communicating with a friend.**

**Emoticons**

☺
☹

**Abbreviations**

LOL = "Laughing out loud"
LMK = "Let me know"
BTW = "By the way"
IMHO = "In my humble opinion"
FYI = "For your information"

**For formal emails. . .**

**Do:**

- Use a person's title and last name followed by a colon or comma in the salutation, unless you are already on a first-name basis (Note: A colon is considered a bit more formal.):
  Dear Mr. Taylor:
  Dear Dr. Madison,
  If you are on a first-name basis, it's appropriate to address the person with his or her first name and a comma:
  Dear Lisa,
- Write in complete sentences, not fragments or run-on sentences.
- Check and correct your spelling.
- Use capital and lowercase letters correctly.
- Use correct punctuation.
- Use a complimentary closing as in a formal letter, such as:
  Sincerely, Cordially, Thank you,
  Best (wishes / regards),
- End with your name, even though it's already at the top of the email.

**Don't:**

- Use emoticons.
- Use abbreviations such as "LOL" or "u" for "you."
- Use all lowercase or uppercase letters.
- Date the email the way you would a written letter. (The date is already at the top of the email.)

**A** Circle all the formal email etiquette errors in the email to a business associate. Then explain your reasons.

To: Steven Gallenti | From: Liam Byrne | Re: meeting

Steve, it was great to see u at the presentation last week. I was wondering if we could meet again sometime this week. Maybe on Thursday at your office? There's still a lot we need 2 discuss. 2 PM would be best for me LMK if u wanna change the time.

**Guidance for the Writing Exercise (on page 9)** Use the do's and don'ts for formal emails to check the two email messages you wrote.

**Answers for Exercise A**

*Steve → Dear Steve,*
*it → It*
*u → you*
*Maybe on Thursday at your office? = fragment*
*2 discuss → to discuss*
*LMK if u want change the time → Let me know if you want to change the time.*
*Add a complimentary close.*


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# WRITING HANDBOOK

Note about the Writing Handbook
These teaching notes and suggested teaching times are provided if you choose to use the Writing Handbook in class.

## UNIT 1 Formal email etiquette

Suggested time: 15 minutes | Your time:

- Have Ss read the first two paragraphs of the presentation and the two notes.
- To check comprehension, ask, *What is acceptable when communicating with a friend but unacceptable when writing a business email?* (writing in an informal style, emoticons, abbreviations such as *LOL*, spelling errors, grammar errors)
- Have Ss read the lists of *Do's* and *Don'ts* for formal emails. To check comprehension, write on the board:
  *1. salutation*
  *2. sentences*
  *3. spelling*
  *4. capital and lowercase letters*
  *5. punctuation*
  *6. complimentary closing*
  *7. ending your message*
  *8. emoticons and abbreviations*
  *9. dating your email*
- Have Ss close their books. Call on volunteers to choose a topic from the board and explain a rule for writing formal emails. For example: *If you are on a first-name basis, you can use a person's first name in the salutation.*

**LANGUAGE NOTE** *Email* can be used as a count noun or a non-count noun. When it refers to a system of communication, it's a non-count noun: *Email is fast and convenient.* When it refers to messages, it can be a count noun or a non-count noun. For example: *I sent her an email. I get a lot of email.*

### A Circle all the formal . . .

- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers with the class. Encourage Ss to refer to the *Do's* and *Don'ts* to explain each error.

### Guidance for the Writing Exercise (on page 9)

- Have Ss work in pairs to use the *Do's* and *Don'ts* as a checklist to edit their partner's emails.
- Monitor and assist as needed. If pairs do not agree that a correction is needed, have them raise their hands and ask you to decide. If there are any common errors, point them out on the board for the class. Then encourage Ss to make any necessary corrections to their work.

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## UNIT 2 Supporting an opinion with personal examples

Suggested time: 30 minutes | Your time:

**Use these expressions . . .**

- Have Ss read the expressions and examples. Ask, *Which expressions are followed by a comma?* (In my opinion, To me, From my point of view) *Which expressions are followed by a noun clause?* (I believe, I find) Point out that you can omit *that* after *I believe* and *I find.*
- Call on several Ss to express their opinions about fixing household problems. For example: *In my opinion, if you don't really know what you're doing, it's risky to try to fix something yourself.*
- Draw Ss' attention to the Note. Explain that a comma is used before all of the expressions when the expression is used at the end of the sentence.

**Use personal examples . . .**

- Have Ss read the list of personal examples. To check comprehension, write on the board:
  *Some problems require an expert.*
  *For example, . . .*
  *For instance, . . .*
  *Whenever . . .*
  *Every time . . .*
  *When I was . . .*
  Form pairs. Have Ss work together to write their sentences on sheets of paper. Encourage Ss to use personal examples.
- Call on a few volunteers to share their sentences with the class.
- Say, Such as *is different from the other example words.* Write the board:
  *It's easy to solve some problems, such as . . .*
  Elicit ideas to complete the sentence. For example: *a light bulb that doesn't work*. Point out that *such as* cannot be at the beginning of a sentence.
- Draw Ss' attention to the **Be careful!** and **Remember** notes. Tell Ss to use a period before *For example* or *For instance,* and a complete sentence afterwards. Point out that a comma is often necessary before *such as*.

**TEACHING TIP** A writer can use a semicolon, rather than a period, before *for example / for instance.* However, because many learners tend to overuse semicolons and use them incorrectly, it is recommended that when they use *for example / for instance,* they write two sentences, separated by a period.

### A On a separate sheet of paper, . . .

- Have Ss work individually to answer the questions. Encourage them to use the expressions in the chart to state their opinions.
- Then have Ss compare answers with a partner.
- To go over the answers, have several Ss share their answer to each question.

### B On a separate sheet of paper, . . .

- Do item 1 as an example with the class. Write on the board:
  *I don't like to ask friends and family for advice. For example, when I have a problem, I solve it myself.*
  Add to the board: *For instance. . . .* Elicit ideas for how to complete the sentence. Write Ss' answers on the board. Encourage Ss to include the example words in the chart in their personal examples.
- Have Ss work individually to complete the exercise. Monitor and assist as needed.
- To go over the answers with the class, have several Ss share their personal examples.

**OPTION** (+5 minutes) For further practice, have Ss write a sentence describing an aspect of a local business and have them support their description with an example. For example: *I love Danny's Donuts. Whenever I go there, they give me free coffee.* Form pairs and have Ss share their sentences. Then call on Ss to report what they learned from their partner.

### Guidance for the Writing Exercise (on page 21)

- Encourage Ss to list businesses and services that they have personal experience with. They should use these personal experiences to support their opinions.
- Write on the board:

  *ACTIVE CAUSATIVE:*
  *get + someone + to (do something)*

  *PASSIVE CAUSATIVE:*
  *get + object + past participle*

  Tell Ss to include active or passive causatives in their sentences if they can.
- Have Ss work individually to write their sentences. Monitor and assist as needed. Encourage Ss to use their sentences in their writing.


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## UNIT 2

### Supporting an opinion with personal examples

**Use these expressions to state your opinions. Follow the punctuation style in the examples.**

| | |
|---|---|
| **In my opinion,** | **In my opinion,** it's usually best to get an expert's advice. |
| **To me,** | **To me,** it's good to try to fix things yourself first. |
| **From my point of view,** | **From my point of view,** if you aren't reliable, you're not going to do a good job. |
| **I believe** | **I believe** that good customer service is as important as being knowledgeable. |
| **I find** | **I find** being well organized helps a person get more done. |

**Use personal examples to make your opinions clear and interesting to readers.**

| | |
|---|---|
| **For example,** | I'm usually very reliable. **For example,** I'm always on time. |
| **For instance,** | I don't mind doing favors for friends. **For instance,** I fed my friend's cat while she was on vacation. |
| **. . . , such as . . .** | I have excellent customer service skills, **such as** attentiveness and friendliness. |
| **Whenever** | Some problems require an expert. **Whenever** I have a problem with my car, I call the mechanic right away. |
| **Every time** | **Every time** I try to fix something myself, the problem gets worse. |
| **When I was . . .** | I had to learn how to be well organized. **When I was** a child, my room was always a mess. |

**Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.**

It's usually best to get an expert's advice, **in my opinion.**
Being well-organized helps a person get more done, **I find.**

**Be careful! Do not use for example or for instance to combine sentences.**
Don't write: I'm usually very reliable, ~~for example~~, I'm always on time.

**Remember:**
Use a comma before such as when it introduces an example.

**A** **On a separate sheet of paper, write a sentence expressing your personal opinion in response to each of the questions.**

1 Do you think it's important to be well organized?
2 Do you think it's OK to wear casual clothes in an office?
3 Do you think people should be loyal to businesses they know, or should they look for the business with the best price?

**B** **On a separate sheet of paper, provide a personal example for the positive or negative form of each of the statements.**

1 I (don't) like to ask friends and family for advice.
2 I'm (not) good at fixing things myself.
3 I (don't) often do favors for friends and family.
4 I (don't) always do the things I promise to do.

**Guidance for the Writing Exercise (on page 21)** **List the businesses and services that you would like to recommend. For each business you have visited or service you have used, write a sentence about your personal experience there, using the active or passive causative if possible. Was it a positive or negative experience? Use these personal examples in your writing.**



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## UNIT 3

### Summarizing

**A good summary provides only the main ideas of a much longer reading, movie, or event. It should not include lots of details.**

**Here are two effective ways to write a summary:**

1 **Answer basic information questions:** For a longer reading, one approach to writing a summary is to think about the answers to the basic questions of: Who?, What?, When?, Where?, Why?, and How?

2 **Focus on main ideas instead of details:** For a shorter reading, identify the main ideas. Sentences that are main ideas provide enough information to tell the story. After you have identified the sentences that express the main ideas, rewrite them in your own words.

**Some basic information questions:**

**Who is the book about?**
The book I read is about Nelson Mandela.

**Who was Mandela?**
Mandela was the president of South Africa from 1994 to 1999.

**Why was he important?**
He fought against apartheid and unified the country.

**A** **Practice answering basic information questions. Think of a movie you really like. On a separate sheet of paper, write any answers you can to the questions.**

1 Who is the movie about?
2 When does the movie take place?
3 Where does the movie take place?
4 In three to five sentences, what is the movie about?
5 What actors are in the movies? Who is the director?
6 (Add your own information question.)

**B** **Practice focusing on main ideas. In the article, underline any sentences you think are main ideas. Cross out any sentences you think are details.**

Forty years ago, most people in the United States didn't think about what to wear to work in an office. Men always wore suits and ties. Women wore suits or conservative skirt outfits. But in the 1990s, that started to change.

It began with "casual Fridays." During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work, on Fridays. The policy quickly became popular with employees. After this, it didn't take long for employees to start dressing more casually every day of the week.

Many employees welcomed the new dress policy and the more comfortable work environment that came with it. Etiquette had definitely changed, and in some offices, suits and ties were rarely seen. Some employees went as far as wearing jeans, T-shirts, and sneakers to the office.

Years later, some people began to change their minds about casual dress at work. Many managers felt that casual dress had led to casual attitudes toward work. Now the etiquette for dress in some companies is beginning to change back again.

**After you have completed Exercise B, read this summary. How does it compare with the sentences you underlined in the article?**

Forty years ago, most people in the United States didn't think about what to wear to work in an office. But in the 1990s, that started to change. During the summer, some companies invited their employees to "dress down," or wear more casual clothes to work, on Fridays. The policy quickly became popular with employees. Years later, some people began to change their minds about casual dress at work. Now the etiquette for dress in some companies is beginning to change back again.

**Guidance for the Writing Exercise (on page 35)** **Using the reading material you've chosen, answer each question if you can. If you cannot answer a question, answer the next one. Then use your answers to write the summary of the material within your review.**

1 What is the title of the reading material you chose?
2 Who is the writer?
3 Who is it about?
4 What is it about?
5 Where does it take place?
6 When does it take place?
7 Why was it written?
8 Why is it important?
9 Did you like it? Why or why not?
10 Would you recommend it to others? Why or why not?


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## UNIT 3 Summarizing

Suggested time: 20 minutes | Your time:

- Have Ss read the presentation about how to write a good summary.
- Direct Ss' attention to the first rule and to the note listing basic information questions and answers. To provide practice, choose a story that all of the Ss know, such as a fairy tale. One by one, ask the basic information questions about the story: *Who? What, When? Where? Why?* and *How?* Call on volunteers to answer the questions.
- Direct Ss' attention to the second rule. Call on volunteers to identify the main ideas in the story you've just discussed. Then ask them to share a few details.
- Point out that you have been summarizing a well-known story and doing it orally. Writing a summary of an article is different. Read aloud the last sentence from the second rule. Stress the importance of writing your own sentences rather than copying the sentences written by the author of the article.

### A Practice answering basic . . .

- Form pairs. Have Ss choose a movie they have both seen.
- Have Ss read the questions and add their own question about the movie.
- Have Ss work together to write answers to the questions on a sheet of paper.
- Have each pair join another pair. Have each pair use the answers they wrote to summarize the movie they chose for the other pair.
- Bring the class back together. Call on a few volunteers to share their movie summaries.

### B Practice focusing on . . .

- Make sure Ss cover the example summary on the right before they start working on this exercise.
- Have Ss read the article for meaning, without underlining. Answer any questions about vocabulary.
- Have Ss read the article again and underline the main ideas.
- Have Ss read a third time to confirm the main ideas they underlined and cross out any sentences that are just details.
- Then have Ss uncover the example summary and read it. Have Ss compare the main ideas they underlined with the information in the summary.

**OPTION** Have Ss rewrite the example summary in Exercise B in their own words. Encourage volunteers to share their summaries with the class.

### Guidance for the Writing Exercise (on page 35)

- Read aloud the directions. Point out that the first questions in the list are about identifying the book or article they read. Say, *Your review must begin with that information.* It may not be possible or necessary for them to answer some of the other questions, but questions 9 and 10 are important to the assignment.
- Tell Ss they can answer the questions in note form instead of in complete sentences.
- Have Ss work individually to answer the questions. Monitor and assist as needed. Encourage Ss to use the answers in their writing.

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## UNIT 4 Comparisons and contrasts

Suggested time: 30 minutes | Your time:

### Comparisons

- Have Ss read the examples of phrases to introduce similarities. To check comprehension, write on the board:
  *My sister and I ___ in some ways.*
  Ask, *Can we complete this sentence with a form of* be alike *or* be similar to? (*be alike*) Elicit the completed sentence. (My sister and I are alike in some ways.)
- Have Ss read the examples of phrases to provide details. Tell Ss to notice the position of the phrases in the example sentences. Ask, *Which phrases can we use at the beginning of a sentence?* (both, likewise, similarly) Point out that a comma is needed after *likewise* and *similarly*. *Which phrases do we use in the second part of a sentence?* (and . . . too, and . . . (not) either, as well)
- Form pairs and have Ss use three different phrases from the chart to write sentences expressing similarities between two people or things. For example: *I don't like cooking, and my sister doesn't either.* Monitor and assist as needed. Then have volunteers share their sentences with the class.

### Contrasts

- Have Ss read the examples of phrases to introduce differences. Ask, *Can* be different from *go at the beginning of a sentence?* (no)
- Have Ss read the examples of phrases to provide details. Tell Ss to notice the position of the phrases in the example sentences. Say, *Look at the examples for* but, however, in contrast, *and* on the other hand. *In these examples, can we change the order of the clauses or sentences?* (no; only in examples with *while / whereas* and *unlike*) To illustrate this, write on the board:
  *But others have their own offices, some doctors work in hospitals.*
  Cross out the sentence and ask a volunteer to write the correct sentence on the board:
  *Some doctors work in hospitals, but others have their own offices.*
  Point out that a comma is needed after *however, in contrast*, and *on the other hand.*
- Form pairs and have Ss use three different phrases from the chart to write sentences expressing similarities between two people or things. For example: *New York City is big. In contrast, our town is small.* Monitor and assist as needed. Then have volunteers share their sentences with the class.

**LANGUAGE NOTE** The adjective *different* takes the preposition *from.* In American English you may also hear *different than*, but this is incorrect, as *different* is not a comparative form. In British English, you may also hear *different to*, but this is also considered incorrect.

### A On a separate sheet of paper, make comparisons . . .

- Do item 1 with the class as an example. Ask, *Where do we put* likewise *if we want to compare these two things?* (at the beginning of the second sentence) Remind Ss to include a comma after *Likewise*.
- Have Ss work individually to complete the exercise. Encourage them to use the examples in the chart as models.
- Go over the answers with the class. Write on the board any part of each new sentence that shows a change in wording, capitalization, and/or punctuation.


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## UNIT 4

### Comparisons and contrasts

**COMPARISONS — Use this language to compare two things:**

**To introduce similarities**

| | |
|---|---|
| **be alike** | Chinese traditional remedies and homeopathy **are alike** in some ways. |
| **be similar to** | Homeopathy **is similar to** Chinese traditional remedies in some ways. |

**To provide details**

| | |
|---|---|
| **both** | **Both** acupuncture and massage therapy are methods of pain relief. OR Acupuncture and massage therapy are **both** methods of pain relief. |
| **and . . . too** | Acupuncture is a method of pain relief, **and** massage therapy is **too**. |
| **and . . . (not) either** | Acupuncture isn't conventional Western medicine, **and** massage therapy **isn't either**. |
| **also** | An integrative approach **also** considers treatment of patients' emotional and social needs. |
| **as well** | An integrative approach considers treatment of patients' emotional and social needs **as well**. |
| **Likewise,** | A complementary approach supplements conventional medicine. **Likewise,** an integrative approach considers treatment of all patient needs. |
| **Similarly,** | **Similarly,** an integrative approach considers treatment of all patient needs. |

**CONTRASTS — Use this language to contrast two things:**

**To introduce differences**

| | |
|---|---|
| **be different from** | Conventional Western medicine **is different from** alternative approaches in a number of ways. |

**To provide details**

| | |
|---|---|
| **but** | Some doctors practice only conventional medicine, **but** others offer an integrative approach. |
| **while / whereas** | Some doctors practice only conventional medicine, **while** (or **whereas**) others offer an integrative approach. OR **While** (or **Whereas**) some doctors practice only conventional medicine, others offer an integrative approach. |
| **unlike** | An integrative approach considers patients' emotional and social needs, **unlike** conventional medicine. OR **Unlike** conventional medicine, an integrative approach considers patients' emotional and social needs. |
| **However,** | Most conventional doctors support their patients' use of complementary therapies. **However,** they request that their patients keep them informed. |
| **In contrast,** | Conventional treatments are scientifically tested. **In contrast,** people tend to claim success with alternative approaches based on personal experience. |
| **On the other hand,** | Conventional treatments are scientifically tested. **On the other hand,** people tend to claim success with alternative approaches based on personal experience. |

**Answers for Exercise A**

1. *It can be scary to have a toothache while traveling. **Likewise**, feeling dizzy while on the road can be a frightening experience.*
2. *__Both__ painkillers and antihistamines can often be bought without a prescription.*
3. *A broken tooth requires a visit to the dentist, **and** a lost filling does, **too**.*
4. *An X-ray doesn't take much time to do, and a blood test doesn't **either**.*
5. *You may have to wait for the results of an X-ray. **Similarly**, the results of a blood test may not be ready for several days.*

**A** **On a separate sheet of paper, make comparisons, using the cues in parentheses.**

1 It can be scary to have a toothache while traveling. Feeling dizzy while on the road can be a frightening experience. (likewise)
2 Painkillers can often be bought without a prescription. Antihistamines can often be bought without a prescription. (both)
3 A broken tooth requires a visit to the dentist. A lost filling requires a visit to the dentist. (and . . . too)
4 An X-ray doesn't take much time to do. A blood test doesn't take much time to do. (and . . . not/either)
5 You may have to wait for the results of an X-ray. The results of a blood test may not be ready for several days. (similarly)



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**B** **On a separate sheet of paper, make contrasts, using the cues in parentheses.** *See page 189 for answers.*

1 If you feel pain in your back, you can try taking a painkiller. If you have pain in your chest, you should see a doctor. (on the other hand)
2 Homeopathy is fairly common in Europe. It is not as popular in the United States. (while)
3 An integrative approach considers patients' social needs. Other types of treatments do not. (unlike)
4 Conventional medicine and acupuncture have been used for thousands of years. Homeopathy was only introduced in the late eighteenth century. (whereas)
5 Many people choose conventional medicine first when they need medical help. About 30% of U.S. adults choose to use alternative remedies for some conditions. (however)

**Guidance for the Writing Exercise (on page 47)** **Write three statements that show similarities in the two approaches you chose to write about and three statements that show contrasts. Use the language of comparison and contrast in each statement. Use these statements in your writing.**

## UNIT 5

### Organizing detail statements by order of importance

**One way to organize supporting details within a paragraph is by order of importance, usually beginning with the most important thing and ending with the least important. Or, if you wish, it is possible to reverse the order, beginning with the least important and building to the most important.**

**Imagine you are writing about how to prepare for a trip. Use words and expressions that indicate the relative importance of details to the reader.**

**First (of all)**, [OR **First and most important(ly)**,] make sure your passport is up-to-date. Nothing can be worse than arriving at the airport and not being able to get on the plane. **Second**, [OR **Next**, OR **Then** OR **Following that**,] check the weather for your destination. This will ensure that you bring the right clothes. It's terrible to arrive somewhere and find out that the weather is unusually cold for this time of year. The last thing you want to do is have to go shopping! **Last(ly)**, [OR **Finally**,] write down the phone number and address of your hotel or resort. It can be hard to get that information if your phone dies or doesn't have Internet access when you are out of your own country.

**The following are two ways to construct the paragraph:**

**1 Write a topic sentence stating the main idea of the paragraph and then begin describing the details in order of importance.**

The severity of an earthquake is determined by several factors. First and most important, the magnitude of the quake can make a huge difference. Really strong earthquakes cause lots of damage, even to well-constructed buildings, no matter where or when they occur. Earthquakes with a Richter reading of 9 or over are uniformly catastrophic. The second most important factor is location, . . . etc.

**2 Write a topic sentence that states the details in order of importance.**

The severity of an earthquake is determined by four factors, in order of importance: magnitude, location, quality of construction, and timing. The magnitude of an earthquake is by far the most significant factor in its destructive power . . . etc.

**A** **On a separate sheet of paper, rewrite the paragraph, putting the tips in order of importance (in your opinion) and inserting words to indicate the relative importance of each item.** *See page 189 for answers.*

Here are some things not to forget when preparing for an emergency. Have a discussion with all family members about the importance of listening to emergency broadcasts. Be sure they understand the importance of following all emergency instructions carefully: Their lives could depend on that. Keep a supply of blankets and warm jackets in case of power outages or flooding. Tell family members that if they have to leave home to call or text relatives in other places so they don't worry.

**Guidance for the Writing Exercise (on page 59)** **Look at the list of supplies and resources. Number them in order of their importance for the emergency you chose. Write notes about why each one is important. Use your notes to help you write about how to prepare for your emergency.**

Type of emergency: .....

| | Supplies and resources | Notes |
|---|---|---|
| | non-perishable food | |
| | bottled water | |
| | batteries | |
| | smartphones | |
| | GPS devices | |
| | medications | |
| | phone numbers / addresses | |


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**B** **On a separate sheet of paper, make contrasts . . .**

- Do item 1 with the class as an example. Ask, *Where do we put* on the other hand *if we want to contrast these two things?* (at the beginning of the second sentence) Remind Ss to include a comma after *On the other hand*.
- Have Ss work individually to complete the exercise. Encourage them to use the examples in the chart on page 147 as models.
- Go over the answers with the class. Write on the board any part of each new sentence that shows a change in wording, capitalization, and/or punctuation.

### Guidance for the Writing Exercise (on page 47)

- Draw this chart on the board:

| | *Treatment 1:* | *Treatment 2:* |
|---|---|---|
| *Similarities* | *1.*<br>*2.*<br>*3.* | *1.*<br>*2.*<br>*3.* |
| *Differences* | *1.*<br>*2.*<br>*3.* | *1.*<br>*2.*<br>*3.* |

- Have Ss copy the chart and use it to write notes about the similarities and differences between the two treatments they chose. Ask them to use the ideas in their charts to write their sentences.
- Monitor and assist as needed. Encourage Ss to use the statements to compare and contrast their two approaches in their writing.

## UNIT 5 Organizing detail statements by order of importance

Suggested time: 12 minutes | Your time:

- Have Ss read the presentation.
- Make sure Ss understand that we can order details in two ways: by beginning with the most important one first, or placing the most important last. Ask,
  *What expressions can we use to introduce the first detail when it is the most important?* (First [of all], First and most important[ly])
  *What expressions can we use to introduce the details that come next?* (Second, Next, Then, Following that)
  *What expressions can we use to introduce the last detail when it is the least important?* (Last[ly], Finally) Tell Ss that if the last detail is the most important, they can also use the expression *Last and most importantly.*
- Have Ss read the information under **The following are two ways. . . .**
- Ask, *What is a topic sentence?* (A sentence that gives the topic of the paragraph and the main idea that the paragraph presents about the topic. It's often the first sentence of the paragraph.)
- Ask, *What are two ways to organize a paragraph that includes supporting details?* (1. We can state the main idea in the topic sentence and then explain the details in the following sentences. 2. We can state the details in order of importance in the topic sentence and then give more information about each in the following sentences.)

**A** **On a separate sheet of paper, . . .**

- To help Ss prepare, elicit expressions that help organize the importance of details. Write them on the board in a chart. For example:

| | | |
|---|---|---|
| *First (of all)*<br>*First and most important(ly)* | *Second*<br>*Next*<br>*Then*<br>*Following that* | *Last(ly)*<br>*Finally* |

- Have Ss read the paragraph for meaning. Ask, *Which sentence is the topic sentence?* (the first one)
- Point out that there is more than one way to organize the details. Remind them to insert words from the board to introduce the details.
- Have Ss work individually to rewrite the paragraph, keeping the topic sentence first.
- Have Ss compare paragraphs with a partner. To go over the answers, collect papers and give feedback, or have 1–2 volunteers share their paragraphs with the class.

**OPTION** (+5 minutes) Form small groups. Have Ss take turns telling their partners how to do something in steps. It can be a simple activity, such as starting up a car or making a sandwich. Encourage them to use *first, second*, and other words from the presentation. For example: *Making a sandwich is not difficult. First, take two slices of bread. Spread butter on one side of each slice. Next, put cheese, peanut butter, or whatever you want in your sandwich on one of the slices of bread, on top of the butter. Finally, put the two slices of bread together to form a sandwich.*

### Guidance for the Writing Exercise (on page 59)

- Tell Ss that different supplies are sometimes needed in different types of emergencies. They should think about what is needed in the particular emergency they have chosen as they complete the chart.
- Have Ss work individually to complete their charts.
- Invite Ss to share ideas with a partner who has chosen the same the emergency. Help them form pairs. Ask them to explain to their partners why they think the supplies should be ordered in the importance they have chosen.
- Monitor and assist as needed. Encourage Ss to use the charts in their writing.



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## UNIT 6 Dividing an essay into topics

Suggested time: 10 minutes | Your time:

- Have Ss read the presentation.
- To provide an example, ask Ss to look at the reading on page 68. Ask, *What is the topic of the article?* (factors that promote success) *What are the topic headings?* (Avoid distractions, Prioritize, Persevere, Maintain balance, Present a good image)
- Call on a volunteer to read the five topic headings aloud. Ask, *Why are these headings useful?* (They help us see quickly what each paragraph will be about. They make the article easier to understand.)

**LANGUAGE NOTE** The title of an article can also be called a *heading*. The topic headings can also be called *paragraph headings* or *subheadings*.

### A Read the short biography . . .

- Have Ss read the biography for meaning. Answer any questions about vocabulary.
- Go over the sample answer with the class. Ask, *Why is* Childhood *a good topic heading for this paragraph?* (because it is about Van Gogh's early days—where and when he was born, his childhood, and what he did as he grew up)
- Form pairs: Have partners discuss the main ideas in each paragraph before writing their own topic headings.
- Go over the answers with the class. Elicit Ss' opinions on the main idea of each paragraph. Accept any topic headings that reflect this main idea. (For example, Paragraph 2: Early Career; Paragraph 3: Move to Paris; Paragraph 4: Move to Arles; Paragraph 5: Death)

### Guidance for the Writing Exercise (on page 71)

- Have Ss read the directions and the list of topic headings in the note. Brainstorm other possible headings with the class and write them on the board. For example, *My home, My hobbies, My friends.*
- Ask Ss to choose the topic headings they want to include in their profiles. Have them work individually to write notes for each heading they chose. Monitor and assist as needed.
- Encourage Ss to add topic headings and refer to their notes as they write their profiles.

## UNIT 7 Descriptive details

Suggested time: 20 minutes | Your time:

- Have Ss read the presentation.
- Draw Ss' attention to the structures *like*, *as . . . as*, and *so . . . that*. To check comprehension, write on the board:
  1. *This tree is ___ tall ___ a five-story building.*
  2. *That cloud looks ___ a sheep.*
  3. *The beaches are ___ beautiful ___ many tourists visit them.*
- Elicit the correct structures to complete the sentences and write them on the board. (1. as . . . as, 2. like, 3. so . . . that)
- To provide more practice, form pairs. Have Ss write their own sentence for each of the four senses. Encourage Ss to use *like*, *as . . . as*, and *so . . . that* in their descriptions.
- Call on volunteers to share their sentences with the class.


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## UNIT 6

### Dividing an essay into topics

An essay is a composition, or piece of writing, on a subject. It is usually organized into a number of paragraphs. To help make the essay easy to understand, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

**A** **Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections.**

*Answers will vary. Possible answers include:*

*Childhood*

Vincent Van Gogh was born in a small village in the Netherlands on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing – and he was very good at it.

*Failures*

Before he became an artist, Vincent tried several other kinds of work. He sold paintings by other artists, was a teacher, and worked in a bookstore, but he was not successful at any of these jobs. He wanted to study at the University of Amsterdam, but he failed the exams he needed to take to get in. After all these failures, Vincent's brother Theo finally convinced him to focus on art.

*Living in Paris / Becoming a Painter*

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

*Living in Arles / Developing His Style / Difficult Years*

In 1888, he moved to Arles, a town in southern France. While he lived there, he developed his unique style and created his most famous paintings. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money, and Van Gogh began to have serious mental health problems.

*A Sad Ending*

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Van Gogh was respected by other important artists, but he did not become successful during his lifetime. In 1890, he died at only 37 years old. In his short, sad life, Van Gogh painted 200 paintings, but he sold only one of them.

**Guidance for the Writing Exercise (on page 71)** **Use headings like these to organize your profile by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your profile.**

**Some headings:**
My childhood
My family
My studies
My job
My career
My strengths and weaknesses
(other)

## UNIT 7

### Descriptive details

**To describe an event, be sure to provide descriptive details that express these four senses:**

| | |
|---|---|
| **sight** | The fireworks are like beautiful red and white flowers in the sky.<br>There's a huge parade with thousands of people, and everyone is dancing. |
| **sound** | In the city center, you can hear music and people singing.<br>The fireworks are so loud that you have to cover your ears. |
| **smell** | As you walk down the street, you can smell meat grilling.<br>There are flowers everywhere that smell so sweet! |
| **taste** | The cakes are as sweet as candy.<br>The dish is sour and tastes like lemon. |

**Try using these structures in some of your details:**

| | |
|---|---|
| **like** | This traditional dessert looks **like** a beautiful white cloud. |
| **as . . . as** | When it's in season, this local fruit is **as sweet as** honey. |
| **so . . . that** | The rice cakes are **so delicious that** you can't stop eating them. |



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**A** On a separate sheet of paper, write a sentence for each of the topics. Try to use like, as . . . as, and so . . . that in your descriptions.

1 Describe a smell in someone's kitchen.
2 Describe a sound in your classroom.
3 Describe the taste of your favorite food.
4 Describe the taste of something you liked as a child.
5 Describe something you see early in the morning.
6 Describe something you hear in a park.
7 Describe something you see in a park.

**Guidance for the Writing Exercise (on page 83)** Complete the chart with the two holidays you chose and descriptive details related to the four senses. Use these details in your writing.

| Holiday | Sights | Sounds | Smells | Tastes |
|---|---|---|---|---|
| | | | | |
| | | | | |

## UNIT 8

### Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

If you're buying a car today, there are many more options than there used to be. In addition to traditional gas-powered cars, there's a growing variety of cars that don't run on fossil fuels. Electric cars run on batteries and are plugged in to an outlet to recharge. Hybrid cars rely on both fossil fuels as well as batteries in order to save energy. Electric cars are advertised as being the most "environmentally friendly" because they use no pollution-causing gas. However, they can only drive a certain distance before they need to be recharged, which can limit drivers' trips, and in many places, it's still much easier to find a gas station than an electric charging station. Hybrid cars allow drivers to travel farther on one tank of gas than regular cars and don't need to be plugged in. Many are smaller than regular cars, though, for maximum fuel efficiency. For this reason, they're not always the best option for larger families that need more space. Electric and hybrid cars tend to contain more digital controls than older gas-powered cars, and repairing those requires an expert mechanic. Therefore, for some people a gas-powered car is still the best option.

**With the new technology in the cars available today, drivers have more choices, but also various pros and cons to consider. It's important for drivers to think about how they will use their car and what options are best for them and their budget.**

**A** Read the paragraphs and underline the main ideas. Then write your own summary statement.

There are a number of excellent presentation apps available today that make giving a presentation a breeze. A few of the most popular ones are Microsoft PowerPoint, Keynote, and Google Slides. No matter which technology you use, here are some do's and don'ts that will make your presentations more successful.

First, the do's: Keep your slides concise. Keep the amount of text on them to a minimum, because it's hard for the audience to focus on your main points when there is too much text. Use only a few colors and fonts and keep them consistent throughout the presentation. If you present your slides in a bright room, light-colored text on a dark background will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read quickly. Never use dark letters on a dark background. The presentation will be too hard to read. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

Your summary statement: *Summary statement: Answers will vary.*
*Possible statement: In summary, to prepare a successful presentation using presentation software technology, limit the amount of information on each slide as well as the number of different colors and fonts. Avoid using all capital letters, dark letters on dark backgrounds, and distracting sound effects and transitions. Regardless of which presentation software technology you use, following these principles will help you prepare a successful presentation.*

**Answers for Exercise A**
*Main ideas:*
*. . . here are some do's and don'ts that will make your presentations more successful.*
*Keep your slides concise.*
*Use only a few colors and fonts and keep them consistent throughout the presentation.*
*Don't use all capital letters.*
*Never use dark letters on a dark background.*
*Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.*


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**A** On a separate sheet of paper, . . .

- Do item 1 with the class as an example. Have several Ss share their ideas and write them on the board. For example: *[My aunt Sophie's] kitchen always smells like apple pie.*
- Have Ss write their sentences individually or in pairs.
- Go over the answers by having Ss share their sentences with the class.

EXTENSION (+5 minutes) Have pairs choose one of the pictures on page 73 and write a description of what is happening in the picture. Encourage them to use their imaginations and include descriptive details and *like*, *as . . . as*, and *so . . . that*. Call on volunteers to share their descriptions with the class.

### Guidance for the Writing Exercise (on page 83)

- Have Ss copy the chart on sheets of paper so that they have plenty of room to write. Encourage them to write as many descriptive details as they can about each holiday, and then choose the ones they want to include in their writing. Monitor and assist as needed.
- Remind Ss to use *like*, *as . . . as*, and *so . . . that* when they write sentences, including the details they chose in their descriptions.

## UNIT 8 Summary statements

Suggested time: 20 minutes | Your time:

- Have Ss read the presentation about summary statements. To check comprehension, ask, *Why is it a good idea to include a summary statement at the end of an essay?* (because it reminds the reader of the main ideas that were presented)
- Have Ss read the short essay. To check comprehension, ask, *What is the essay about?* (considering the pros and cons of new technology when buying a car)
- Have Ss read the summary statement again. Make sure Ss understand that the main idea of the essay is expressed in the summary statement.

**A** Read the paragraphs . . .

- Have Ss read the article for meaning, without underlining. Answer any questions about vocabulary.
- Have Ss read the article again and underline the main ideas.
- Have Ss read a third time to confirm the main ideas they underlined and cross out any sentences that are just details.
- Encourage Ss to include the main ideas in their summary statements.
- Have Ss write their summary statements individually or in pairs. Monitor and assist as needed.
- To go over the answers, have 1–2 volunteers share their summary statements with the class.

TEACHING TIP When Ss summarize texts, encourage them to rephrase sentences from the text if possible, without changing the meaning. Explain that their writing will be more effective if their summary statements do not simply repeat sentences that readers have already read.



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### Guidance for the Writing Exercise (on page 95)

- Ask Ss to identify the main ideas in their paragraphs. Encourage them to circle 1–2 sentences in each paragraph. If they cannot find a main idea, encourage them to rewrite their paragraph so that the main idea is clear. Remind Ss that every paragraph should have a clear main idea.
- Have Ss use the information they circled to write their summary statements. Encourage them to add it to their writing as the final paragraph.

**OPTION** Form pairs and have Ss switch papers with their partners and identify the main ideas in their partner's paragraphs. If it is difficult to identify the main idea in a paragraph, encourage Ss to rewrite it.

## UNIT 9 Contrasting ideas

Suggested time: 25 minutes | Your time:

- Have Ss read the presentation and the example of pros and cons on the right.
- To check comprehension, ask, *What words can we use to tell the reader that a contrasting idea will follow?* (in contrast, on the one hand / on the other hand, however, nevertheless, even though) Write them on the board as Ss say them.
- Ask, *What are pros?* (arguments in favor of an idea) *What do we call arguments against an idea?* (cons) *How can we organize an essay that contrasts ideas?* (We can write the pros in one paragraph and the cons in another paragraph. OR We can write the pros and cons in the same paragraph, using contrasting sentences.)

**OPTION** (+5 minutes) To provide practice of the language used for contrasting ideas, form pairs and have Ss choose pros and cons from the example on the right, and write sentences using the words in the presentation or their own ideas. For example:
*On the one hand, the government should not interfere in the decisions of adults. But on the other hand, if they don't, people who don't have good judgment may make the wrong decision.*
*Some people think that wearing a helmet messes up their hair. In contrast, other people think that a helmet looks cool.*

### A Read the essay. It is organized . . .

- Make sure Ss understand that the essay includes many of the pros and cons listed in the handwritten notes next to the chart.
- Have Ss read each paragraph for meaning, without underlining. Answer any questions about vocabulary.
- Have Ss read each paragraph again and identify its main idea. Individually or in pairs, have Ss write the main ideas in the blanks.
- Refer Ss to the two ways of organizing a pros and cons essay described in the presentation. Have Ss identify which way the essay uses.
- To go over the answers, call on volunteers to read their main idea sentences aloud.

### Guidance for the Writing Exercise (on page 107)

- Have Ss work individually to write their own lists of pros and cons on sheets of paper. Tell them to use the list of pros and cons in the handwritten notes next to the chart as a model. Encourage them to write at least five pros and five cons. Remind them that they should choose only the best points to include in their essays when they start writing. Monitor and assist as needed.
- Before Ss start writing, ask them to decide if they will present the pros and cons together using contrasting sentences, or write the pros in one paragraph and the cons in the other.


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**Guidance for the Writing Exercise (on page 95)** After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

## UNIT 9

### Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

- **in contrast**
- **on the one hand / on the other hand**
- **however**
- **nevertheless**
- **even though**

A technique to help organize contrasting ideas is to make two lists: **pros** (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. In your notes, include everything that comes to your mind. You may not use every detail in your final writing, but it doesn't hurt to include it in your notes. The actual essay can be organized two ways:

1 The pros and cons can be presented together, using contrasting sentences within each paragraph. OR:
2 The ideas in favor can be presented in one paragraph, and the ideas against can be presented in another paragraph.

Pros
- injuries will be less serious in case of accidents
- lives will be saved
- medical costs will be lower in case of accidents
- people don't have good judgment, so the government has to make decisions for them
- they look cool

Cons
- it limits a person's freedom
- people should drive carefully to prevent most accidents
- if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
- the government shouldn't interfere with adults' decisions
- they mess up your hair

**A** Read the essay. It is organized into two paragraphs. Write the main idea of each paragraph. Which of the two ways to organize an essay does this essay use: 1 or 2? *Answer: The essay uses method 2.*

### Should motorcycle drivers be required to wear helmets?

**Main idea:** *The benefits of requiring people to wear helmets*

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it's well known that motorcycles can be very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. On the one hand, some accidents are so severe that drivers cannot survive, even if they are wearing a helmet. But on the other hand, if a driver is wearing a helmet, the chance of fatal head injury is greatly reduced in the majority of accidents, so lives will be saved and medical costs will be lower. Unfortunately, even though drivers know that helmet use could save their lives, many think an accident won't happen to them. However, if there is a law requiring drivers to wear helmets, lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

**Main idea:** *The downsides of requiring people to wear helmets*

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel that they have a justification for reckless driving. In contrast, if people don't wear helmets, they will drive more carefully. Other people object to helmet laws because they feel that the government shouldn't interfere with the adults' decision-making. They argue that if drivers get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often feel that personal freedom is very important, and the government shouldn't get involved in this kind of decision.

**Guidance for the Writing Exercise (on page 107)** Write the global or local problem and the solution you chose. Make a list of pros and cons of your suggested solution. Use your notes to organize and write your essay.



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## UNIT 10

### Organizing by spatial relations

**To describe a place, organize details according to spatial relations.**

**1 Choose a starting point (for example, the capital city or the largest city). Describe its location.**

Lima is the capital of Peru. It is located **on** the west coast of the country.
The largest city in China is Shanghai. It is located **in** the southeast.

**2 Describe where things are located in relation to that point, following a logical order.**

| | |
|---|---|
| **to the [north] of** | The city of Campinas is **to the north of** São Paulo. |
| **in the [south] of** | The city of Kao-hsiung is **in the south of** the island. |
| **[east] of** | **East of** Tokyo is the city of Chiba. |
| **next to** | **Next to** Washington, D.C. is the city of Baltimore. |
| **in the middle / center of** | Madrid is **in the center of** Spain. |
| **along the [coast / river]** | **Along the coast** are the cities of Valparaíso and Viña del Mar. |
| **at the start of** | The city of Fairbanks, Alaska is **at the start of** the Pan-American Highway. |
| **at the end of** | **At the end of** the Volga River is the Caspian Sea. |

**A** On a separate sheet of paper, write a sentence describing the location of each of these places, using the language above. Use the map on page 112.

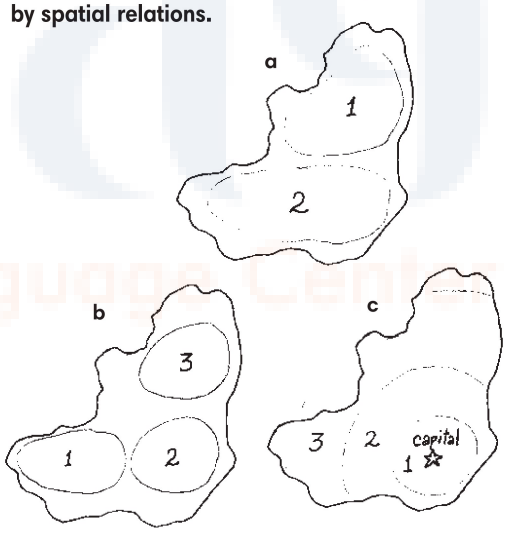
1 Maxwell
2 Shetland
3 Baker Island
4 Dellwood
5 Lake Freed
6 James River

*Answers will vary. Possible answers include:*
*1. Maxwell is **in the center of** Freeport.*
*2. Shetland is **along the** coast.*
*3. **To the southwest of** Freeport is Baker Island.*
*4. **In the north of** Freeport is Dellwood.*
*5. Lake Freed is **to the north of** Maxwell.*
*6. Lake Freed is **at the start of** the James River.*

**Guidance for the Writing Exercise (on page 119)**

Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.

**Here are three possible ways to organize details by spatial relations.**





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## UNIT 10 Organizing by spatial relations

Suggested time: 25 minutes | Your time:

- Have Ss read the presentation and the examples.
- Summarize the ideas by writing on the board:
  *1. Choose a point. (For example: a city, state, or province in a country)*
  *2. Describe its location within the country. (For example: It is on the west coast.)*
  *3. Describe other things in relation to that point. (For example: To the southeast of ___ is the city of ___.)*
- Use an example from your country to give a description using the patterns on the board.
- Direct Ss' attention to the list of phrases to describe where things are located. Tell Ss that these phrases can go at the beginning or in the middle of the sentence. For example: *In the south of the island is the city of Kao-hsiung. / The city of Kao-hsiung is in the south of the island.*
- To provide practice, have Ss work in pairs to write an example sentence for each phrase. For example: *Hamburg is in the north of Germany*. Then call on volunteers to share the sentences they wrote with the class.

### A On a separate sheet of paper, . . .

- Ask Ss to find the places in items 1–6 on the map on page 112.
- Do item 1 with the class as an example. Ask, *Which phrases from the presentation can we use to describe Maxwell's location?* (in the middle / center of)
- Have Ss complete the rest of the sentences individually and then compare their answers with a partner.
- Go over the answers with the class.

### Guidance for the Writing Exercise (on page 119)

- Encourage Ss to use the simple maps on the right as models.
- Have Ss work individually to draw their own maps. Encourage Ss to include as many details as possible, such as key cities / towns, lakes, mountains, parks, and so on. Encourage Ss to divide their maps into sections and number the locations to help them organize their descriptions when they write.
- To help Ss prepare for writing, form pairs and have Ss take turns describing to their partners the places they chose, pointing to the map they have drawn. Remind Ss to use the phrases to describe spatial relations from the presentation.
- Encourage Ss to use their maps as they write their descriptions, organizing their ideas by spatial relations.

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# Soft Skills Booster

Note about the Soft Skills Booster

These teaching notes are provided if you choose to use the **Soft Skills Booster** in class. The following general notes can be used with each unit, in combination with the tips in the chart below.

## UNITS 1–10 Soft Skills Booster teaching notes

Suggested time: 5 minutes

- Write the soft skill on the board. For example: *creativity*. Elicit or explain the definition (see chart below).
- Elicit situations where this soft skill would be appropriate to use (see chart below).

### A EXAMPLE AND POSSIBLE RESPONSES

- Call on a volunteer to read the focus of the lesson. For example: *Provide a hypothetical scenario to stimulate imagination.*
- Model the example conversation with a higher-level S. Then read it again but with a different response from the chart. Have Ss read the tip individually.
- Read each possible response again and have Ss repeat. (See chart below for intonation tips and other considerations.)

### B PAIR WORK

- Have Ss work in pairs. Tell them to take turns reading and responding to the sentences, using one of the possible responses in Exercise A. Clarify vocabulary as needed.
- Model body language associated with the skill, such as making eye contact when providing positive feedback (see chart below). Call on volunteers to demonstrate by role-playing item 1.
- Walk around and observe Ss' exchanges.

| Soft skill, definition, and focus | When to use the skill—example situation | Intonation tips | Example(s) of body language |
|---|---|---|---|
| **UNIT 1**<br>**CREATIVITY**<br>Definition: *The ability to use your imagination to produce new ideas*<br>Lesson focus: Provide a hypothetical scenario to stimulate imagination | When describing a specific instance in order to support or clarify a general point | ○ Pause after *So* or *Well,* or say the word slowly to suggest careful thought<br>○ Emphasize *let's say, suppose,* or *imagine* in the possible responses | Tilt your head to one side and look away as you imagine a scenario;<br>Make eye contact as you extend your response |
| **UNIT 2**<br>**COMMUNICATION**<br>Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts*<br>Lesson focus: Use verbal cues to focus attention | When sharing your opinion or giving advice | ○ Use falling intonation on all the verbal cues | Make eye contact;<br>Raise your eyebrows to open your eyes wide;<br>Hold up your hand when expressing your ideas |
| **UNIT 3**<br>**ACTIVE LISTENING**<br>Definition: *The ability to pay attention to what someone is saying and reflect it back to that person*<br>Lesson focus: Encourage others to elaborate | When discussing a topic with friends or co-workers | ○ Use rising intonation on *Can you tell me more about that?* and *Really?*<br>○ Use falling intonation on *Interesting* and *No kidding* with emphasis on *In-* and *No.*<br>○ Say *Interesting* and *No kidding* slowly. | Make eye contact;<br>Raise your eyebrows to show interest;<br>Nod your head gently as you listen |


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| Soft skill, definition, and focus | When to use the skill—example situation | Intonation tips | Example(s) of body language |
|---|---|---|---|
| **UNIT 4**<br>**TEAMWORK**<br>Definition: *The ability to recognize that you are one voice of several or many other team members*<br>Lesson focus: Be supportive while politely offering alternatives | When discussing an issue with a friend or co-worker | ◦ Speak slowly while responding to suggest careful thought<br>◦ Use falling intonation and pause before offering an alternative with *but*<br>◦ Emphasize *That* in *That makes a lot of sense*, and *Another* in *Another thing you could try is . . .* | Make eye contact;<br>Use a friendly expression |
| **UNIT 5**<br>**DECISION-MAKING**<br>Definition: *The ability to choose between two or more courses of action or possible solutions to a problem*<br>Lesson focus: Politely ask others to explain their reasoning | When discussing a choice or decision someone made | ◦ Pause briefly after *So* in all possible responses<br>◦ Use a polite tone with all possible responses<br>◦ Use rising intonation to ask *was there a particular reason for that?*<br>◦ Use falling intonation in the questions with *why* and *what* | Make eye contact |
| **UNIT 6**<br>**ENTHUSIASM**<br>Definition: *A strong feeling of interest and enjoyment about something*<br>Lesson focus: Validate others' contributions | When a friend or co-worker shares an interesting thought or a creative idea | ◦ Use an enthusiastic tone for all possible responses | Lean toward the speaker;<br>Make eye contact and smile |
| **UNIT 7**<br>**LEADERSHIP**<br>Definition: *The ability to motivate others toward the completion or attainment of a goal*<br>Lesson focus: Suggest a new perspective for consideration | When you want to encourage further thought and discussion | ◦ Use falling intonation on all possible responses<br>◦ Pause briefly after *But*<br>◦ Emphasize *here's* in *But here's [a question / something to consider].*<br>◦ Emphasize *wonder* in *But I wonder what you think of this.* | Make eye contact;<br>Nod your head gently as you listen |
| **UNIT 8**<br>**COLLABORATION**<br>Definition: *The ability to work together with others to create or produce something*<br>Lesson focus: Express strong agreement with others' opinions | When discussing a topic with friends or co-workers | ◦ Emphasize *that* in *You can say that again.*<br>◦ Emphasize *exactly* in *That's exactly right.*<br>◦ Emphasize *That's* in *That's for sure.*<br>◦ Use an enthusiastic tone for all possible responses | Make eye contact;<br>Raise your eyebrows to open your eyes wide |
| **UNIT 9**<br>**PROBLEM-SOLVING**<br>Definition: *The ability to identify and analyze problems and then suggest and implement solutions*<br>Lesson focus: Confirm the value of someone's idea | When discussing a problem with friends or co-workers | ◦ Emphasize *That* in all possible responses<br>◦ Use falling intonation on all possible responses and the expressions of agreement in Exercise B: *Right, Exactly, I agree, Good point, True* | Make eye contact;<br>Nod your head as you listen |
| **UNIT 10**<br>**COMMUNICATION**<br>Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts*<br>Lesson focus: Lend support by sharing what you have in common | When discussing a topic with friends or co-workers | ◦ Use falling intonation on all possible responses<br>◦ Use an enthusiastic tone for these expressions in Exercise B: 1. *Wow. Sounds nice,* 2. *Thanks for the tip,* 5. *Great!* | Make eye contact;<br>Make a friendly expression |



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Language Center

# SOFT SKILLS BOOSTER

**The Soft Skills Booster is optional. The Booster gives students an opportunity to develop soft skills increasingly valued by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in a work setting. The skills in this Booster also contribute to students' success in academic settings and in everyday life. Each unit of the Booster focuses on one key soft skill and provides communication practice linked to one Communication Activator exercise from the corresponding *Connectivity* Student's Book unit. As students accumulate new soft skills, they can apply them in other activities throughout the *Connectivity* course.**

## UNIT 1 Soft skill: CREATIVITY

Provide a hypothetical scenario to stimulate imagination

(For Exercise B, page 9)

**A** Study the example and the possible responses.

**Provide a hypothetical scenario to stimulate imagination**

**Example**

Why do you think it would be important to know about differences in greeting customs?

**So let's say** you're being introduced to colleagues from another country. It might be embarrassing if you did something inappropriate.

EXTEND-IT

For instance, you might think it's OK to greet with a kiss, but it isn't.

**Possible responses**

- (So) let's say . . .
- (Well,) suppose that . . .
- (Well,) imagine that . . .

**Tip:** Providing a hypothetical scenario allows you to be more specific in your answer, to provide clarity, and avoid misunderstanding.

**B** Take turns. Answer your partner's question by using any of the possible responses from the chart to introduce a hypothetical scenario. Then, when you see EXTEND-IT, extend it with your own words and ideas.

1
**A:** Why do you think it would be important to know about how to greet older people in another country?
**B:** ____. EXTEND-IT ____ . . .

2
**B:** Why is knowing about appropriate forms of address important?
**A:** ____. EXTEND-IT ____ . . .

3
**A:** Why is it a good idea to know how to explain your own culture's table manners?
**B:** ____. EXTEND-IT ____ . . .

4
**B:** Why do you think some conversation topics aren't appropriate in other countries?
**A:** ____. EXTEND-IT ____ . . .

5
**A:** Why do you think people need to know about rules for punctuality in other cultures?
**B:** ____. EXTEND-IT ____ . . .

6
**B:** Why do you think visitors need to know about dress codes in this country?
**A:** ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 9.

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## UNIT 2 Soft skill: COMMUNICATION — Use verbal cues to focus attention

(For Exercise B, page 21)

**A** Study the example and the verbal cues.

**Use verbal cues to focus attention**

**Example**

So who would you recommend in your neighborhood for getting clothes dry cleaned?

Rose Cleaners. **Let me tell you why.** They're really fast and very reliable.

EXTEND-IT

Sometimes tey can do the work in just an hour or two if you need something urgently.

**Verbal cues**

- **Let me tell you why.**
- **Here's why.**
- **Let me explain.**
- **Here's the reason.**

**Tip:** Using a verbal cue before providing a reason gives your opinion more weight and clarity and builds respect for your thinking.

**B** Take turns answering your partner's question. Use any of the verbal cues to focus your partner's attention on your reasons. Then, when you see EXTEND-IT, extend your response with more details.

1. **A:** So who would you recommend in your neighborhood for getting pants shortened?
   **B:** _____. EXTEND-IT _____ . . .
2. **B:** Which company do you think is the best for delivering packages?
   **A:** _____. EXTEND-IT _____ . . .
3. **A:** Is there a hair salon near your home that you'd recommend?
   **B:** _____. EXTEND-IT _____ . . .
4. **B:** What if you needed to repair an electronic device? Where would you go?
   **A:** _____. EXTEND-IT _____ . . .
5. **A:** Where would you recommend taking my dog for grooming?
   **B:** _____. EXTEND-IT _____ . . .
6. **B:** My printer isn't working, and I need to get some documents copied ASAP. Any recommendations?
   **A:** _____. EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 21.


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## UNIT 3 Soft skill: ACTIVE LISTENING Encourage others to elaborate

(For Exercise B, page 33)

**A** Study the example and the possible responses.

**Encourage others to elaborate**

**Example**

I'm actually not a big reader. I prefer audio books and podcasts.

**Interesting. Can you tell me more about that?**

EXTEND-IT Well, I guess I just never developed a reading habit. But I love hearing people talk about a topic.

**Possible responses**

- Interesting. Can you tell me more about that?
- Really? Why do you think that is?
- No kidding. Why is that?

**Tip:** Encouraging others to elaborate on their ideas demonstrates your interest and shows that you're paying attention.

**B** Take turns listening to your partner's statement. Use any of the possible responses to encourage your partner to elaborate. Then, when you see EXTEND-IT, your partner extends the original statement with more details.

1
**A:** I'm actually a huge reader. I can't get enough crime fiction and thrillers.
**B:** _____ ?
**A:** EXTEND-IT _____ . . .

2
**B:** I don't really have much time to read just for pleasure.
**A:** _____ ?
**B:** EXTEND-IT _____ . . .

3
**A:** I read a lot, but I guess I don't really have any favorite authors.
**B:** _____ ?
**A:** EXTEND-IT _____ . . .

4
**B:** To tell the truth, I do a lot more reading online than in print.
**A:** _____ ?
**B:** EXTEND-IT _____ . . .

5
**A:** I'm not really interested in reading about current events. As a matter of fact, I generally don't pay attention to the news.
**B:** _____ ?
**A:** EXTEND-IT _____ . . .

6
**B:** I don't see any advantages to reading in print.
**A:** _____ ?
**B:** EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 33.



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## UNIT 4 Soft skill: TEAMWORK

Be supportive while politely offering alternatives

(For Exercise A, page 47)

**A** Study the example and the possible responses.

**Be supportive while politely offering alternatives**

**Example**

When I catch a cold, I usually try to get some rest and drink a lot of tea.

**That makes a lot of sense, but I prefer to** take medicine right away.

EXTEND-IT

I don't like to miss class or work, and medicine usually helps me to feel better faster.

**Possible responses**

- That makes a lot of sense, but I prefer to . . .
- That could work. But I . . .
- Another thing you could try is . . .

**Tip:** Complimenting others on their thinking encourages them to contribute even more to the team.

**B** Take turns listening to your partner's statement and use any of the possible responses to be supportive while politely offering an alternative. Then, when you see EXTEND-IT, extend your statement with more information or details.

1. **A:** In my opinion, when you have a lot of pain in your back or shoulder, you should put some ice on it.
   **B:** _____. EXTEND-IT _____ . . .

2. **B:** When I have a sore throat, what I do is drink lots of tea and honey.
   **A:** _____. EXTEND-IT _____ . . .

3. **A:** If you have a really bad headache, it's a good idea to lie down for a while in a dark room.
   **B:** _____. EXTEND-IT _____ . . .

4. **B:** If I had a stomachache that didn't go away after a couple of hours, I'd call my doctor.
   **A:** _____. EXTEND-IT _____ . . .

5. **A:** Someone once told me to take a hot bath if I have a high fever. But that doesn't seem like a good idea to me. A cool bath would be better.
   **B:** _____. EXTEND-IT _____ . . .

6. **B:** If I discovered that an alternative treatment for my backache actually worked, I'd tell my friends about it.
   **A:** _____. EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE A TALKING POINTS ON PAGE 47.


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## UNIT 5 Soft skill: DECISION-MAKING

Politely ask others to explain their reasoning

(For Exercise B, page 59)

**A** Study the example and the possible responses.

**Politely ask others to explain their reasoning**

**Example**

Our group decided to prepare for a flood.

So, was there a particular reason for that?

EXTEND-IT

Yeah. We thought a flood is an emergency that could really happen here.

**Possible responses**

- So, was there a particular reason for that?
- So, why did you decide that?
- So, what made you do that?
- So, what was your reasoning?

**Tip:** Asking others to explain a decision allows them to either validate their choice of action or reflect on how to make better choices in the future.

**B** Take turns listening to your partner's statement. Use any of the possible responses to ask him or her to explain. Then, when you see EXTEND-IT, your partner extends the conversation with her or his reasons.

1
**A:** Our group decided that it would be important to charge our cell phones before a storm.
**B:** _____?
**A:** EXTEND-IT _____ . . .

2
**B:** We thought packing extra blankets would be a good idea.
**A:** _____.
**B:** EXTEND-IT _____ . . .

3
**A:** We included listening to the news to confirm where the nearest shelters are located.
**B:** _____?
**A:** EXTEND-IT _____ . . .

4
**B:** We recommended making sure to have enough canned foods.
**A:** _____.
**B:** EXTEND-IT _____ . . .

5
**A:** We decided to include picking up extra medications from the pharmacy.
**B:** _____?
**A:** EXTEND-IT _____ . . .

6
**B:** We weren't sure about a first-aid kit, but we decided to include it on our list.
**A:** _____.
**B:** EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PRESENTATION ON PAGE 59.



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## UNIT 6 Soft skill: ENTHUSIASM Validate others' contributions

(For Exercise B, page 69)

**A** Study the example and the possible responses.

**Validate others' contributions**

**Example**

I had way too many distractions in my office. So I decided to turn off my computer and my phone for an hour.

EXTEND-IT

**That's so smart!**

I should try doing that sometime. It would help me think more clearly.

**Possible responses**

- That's so smart!
- What a great idea!
- Good thinking!
- Makes total sense!

**Tip:** Enthusiastically acknowledging others' contributions builds their self-confidence and increases their willingness to participate more.

**B** Take turns. Listen to your partner's statement and use any of the possible responses to validate your partner's contribution to the discussion. Then, when you see EXTEND-IT, extend your response by acknowledging how your partner's ideas might be helpful.

1. **A:** If there are too many distractions when I'm trying to study at home, I go to a coffee shop instead.
   **B:** _____. EXTEND-IT _____ . . .

2. **B:** When I have a lot on my plate, I find it helpful to prioritize the things I need to do.
   **A:** _____. EXTEND-IT _____ . . .

3. **A:** Sometimes you just need to persevere. No matter how difficult it may be to do something, I just have to decide I'm going to finish it before doing anything else.
   **B:** _____. EXTEND-IT _____ . . .

4. **B:** When I need to maintain balance in my life, I try to remember that work is important, but so is time with my family and friends.
   **A:** _____. EXTEND-IT _____ . . .

5. **A:** I like to present a good image at my job, so I always make sure my laundry gets done on the weekend.
   **B:** _____. EXTEND-IT _____ . . .

6. **B:** I've decided to take better care of my health. I've started running three times a week!
   **A:** _____. EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 69.


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## UNIT 7 Soft skill: LEADERSHIP — Suggest a new perspective for consideration

(For Exercise C, page 83)

**A** Study the example and the possible responses.

**Suggest a new perspective for consideration**

**Example**

I wouldn't change anything about our wedding customs. I think they're wonderful.

**I see what you mean. But here's a question.**

EXTEND-IT

Do you think people should continue to pay so much money for their weddings?

**Possible responses**

- I see what you mean. But here's a question.
- I get that. But I wonder what you think of this.
- Good point. But here's something to consider.

**Tip:** Validating others' thinking while politely suggesting a different perspective enables a leader to steer thinking in another direction.

**B** Take turns. Listen to your partner's statement and use any of the possible responses to offer a new perspective on the issue. Then, when you see EXTEND-IT extend your response with a specific question.

1. **A:** I think our wedding customs are way too complicated. Personally, I prefer a more casual approach.
   **B:** _____. EXTEND-IT _____?

2. **B:** Most of our wedding customs are beautiful. But I think people spend too much money on the receptions.
   **A:** _____. EXTEND-IT _____?

3. **A:** Before getting married, I think a couple should consider whether any of the wedding traditions are sexist. Then they can decide whether or not they want to change any of them.
   **B:** _____. EXTEND-IT _____?

4. **B:** I don't think any of our wedding customs or traditions should ever be changed. There are good reasons that people have followed them for so long.
   **A:** _____. EXTEND-IT _____?

5. **A:** I'd like to see shorter wedding ceremonies and fewer guests. It's all just too much!
   **B:** _____. EXTEND-IT _____?

6. **B:** I think too many of our wedding traditions have already been changed. I say, "Enough!"
   **A:** _____. EXTEND-IT _____?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C DISCUSSION ON PAGE 83.



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## UNIT 8 Soft skill: COLLABORATION

Express strong agreement with others' opinions

(For Exercise B, page 95)

**A** Study the example and possible responses.

**Express strong agreement with others' idea**

**Example**

In my opinion, if anesthesia had been invented earlier, a lot of lives would have been saved.

EXTEND-IT

**That's absolutely true.**

I can't imagine surgery without anesthesia. We're so lucky!

**Possible responses**

- That's absolutely true.
- You can say that again.
- That's exactly right.
- That's for sure.

**Tip:** Expressing strong agreement with the opinions of others demonstrates respect for their thinking and improves the quality of the work or study environment.

**B** Take turns listening to your partner's statement and use any of the possible responses to express strong agreement. Then, where you see EXTEND-IT, add a detail to confirm your response.

1. **A:** If vaccines hadn't been available for many common diseases over the last fifty years, a lot more people would have suffered or died.
   **B:** _____. EXTEND-IT _____ . . .

2. **B:** Here's what I think. If they hadn't made paper money available as an alternative to coins, it would have been a lot more trouble to buy things.
   **A:** _____. EXTEND-IT _____ . . .

3. **A:** I think it was very important that Louis Pasteur discovered how to prevent the growth of bacteria in milk. If he hadn't, milk wouldn't have been safe to drink.
   **B:** _____. EXTEND-IT _____ . . .

4. **B:** I'm glad archaeologists keep discovering new details about how humans used to live. It makes history so interesting!
   **A:** _____. EXTEND-IT _____ . . .

5. **A:** Who wants to carry around paper maps everywhere? Thank goodness they invented the GPS!
   **B:** _____. EXTEND-IT _____ . . .

6. **B:** Can you imagine if humans hadn't discovered how to use fire? Our lives today would be pretty different without it.
   **A:** _____. EXTEND-IT _____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 95.


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## UNIT 9 Soft skill: PROBLEM-SOLVING Confirm the value of someone's idea

(For Exercise B, page 107)

**A** Study the example and possible responses.

**Confirm the value of someone's idea**

**Example**

If we offered more drug treatment programs for addicts, fewer of them would want to buy illegal drugs.

EXTEND-IT

Right. **That's the thing.**

We have to give addicts an alternative.

**Possible responses**

- That's the thing.
- That says it all.
- That's it in a nutshell.

**Tip:** Confirming the value of someone's idea brings you closer to finding a solution to a problem.

**B** Take turns listening to your partner's statement and use any of the possible responses to call attention to your partner's main idea. Then, when you see EXTEND-IT, paraphrase your partner's solution.

1. **A:** If we taught children about the dangers of drugs at an earlier age, I think we'd see a decrease in drug addiction among teenagers.
   **B:** Right. ____. EXTEND-IT ____ . . .

2. **B:** If we're ever going to address racial discrimination, we need to discuss the problem openly.
   **A:** Exactly. ____. EXTEND-IT ____ . . .

3. **A:** Poverty affects all of us, not just the people who are poor. That's why I think we need to spend more money to help families in need.
   **B:** I agree. ____. EXTEND-IT ____ . . .

4. **B:** If we don't do something about climate change ASAP, our children are going to have to live with the consequences. The whole world needs to come together to address this problem.
   **A:** Good point. ____. EXTEND-IT ____ . . .

5. **A:** I can't understand why anyone should have to go hungry these days. In my opinion, the government has to focus more on solving this problem.
   **B:** I agree. ____. EXTEND-IT ____ . . .

6. **B:** If we reduced the demand for illegal drugs, criminal gangs wouldn't be able to stay in business.
   **A:** True. ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 107.



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## UNIT 10 Soft skill: COMMUNICATION

Lend support by sharing what you have in common

(For Exercise B, page 117)

**A** Study the example and possible responses.

**Lend support by sharing what you have in common**

**Example**

Lake Oberlin is definitely a must-see. The water is an amazing blue color. You just want to take a ton of pictures.

Wow. Sounds nice. **That reminds me of** Lake Sussex.

EXTEND-IT

I was there last year, and it was a must-see too.

**Possible responses**

- That reminds me of ___ .
- That makes me think of ___ .
- That brings back memories of ___ .

**Tip:** Supporting the ideas of others with your own experiences builds mutual confidence

**B** Take turns responding to your partner's statement. Use any of the possible responses to introduce your own experience. Then, when you see EXTEND-IT, lend support by sharing more details.

1
**A:** Lake Thomas was spectacular. It was just huge. And the mountains around it were breathtaking. It definitely wasn't a waste of time!
**B:** Wow. Sounds nice. ____ . EXTEND-IT ____ . . .

2
**B:** Everyone says Mount Clark is a must-see. They say it's not too difficult to climb to the top, and the views are amazing.
**A:** Thanks for the tip. ____ . EXTEND-IT ____ . . .

3
**A:** Personally, I'd say hiking to North Beach isn't worth it. You have to walk really far, it's buggy, and there isn't much to see when you get there.
**B:** That's good to know. ____ . EXTEND-IT ____ . . .

4
**B:** The waterfall is fantastic, but getting there's a little dangerous. The path is very steep and slippery, so you have to be very careful.
**A:** OK. Thanks for the warning. ____ . EXTEND-IT ____ . . .

5
**A:** Don't miss taking the train to Peterson! It's really scenic and very relaxing.
**B:** Great! ____ . EXTEND-IT ____ . . .

6
**B:** I'm not sure I'd like Hanover Cave. They say it's a must-see, but I hear it's very dark inside and a little scary.
**A:** I know what you mean. ____ . EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 117.


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# Student's Book Audio Script

## UNIT 1

### Page 4, Lesson 1, Exercise B

**M1:** I got home from the movie after midnight last night.
**M2:** Wow. You must be really tired this morning!
**F1:** Where's Ed? He should be here by now.
**F2:** He must not know that the schedule changed.
**M1:** I may be a little late tomorrow. I might be a little late tomorrow.
**F1:** I may not recognize Kate. I might not recognize Kate.
**M2:** You might be able to get an appointment today.
**F2:** We must be able to park here.

### Page 8, Lesson 3, Exercises C and D

**Episode 1 (Farid = Arabic; Hoshi = Japanese)**

**DAN:** Good morning, world travelers. This is Dan Burgess in New York with today's worldwide Culturally Literate Traveler. If you're new to our show, here's the format: in each program, one of our experts takes your phone calls and answers your questions about etiquette in their countries. Today's guest is Farid in Dubai in the United Arab Emirates. Welcome, Farid.

**FARID:** Thank you, Dan. It's an honor to be your guest today.

**DAN:** OK. Let's get started. I see we have a caller on the line to speak to you. Hello, Hoshi, from Osaka, Japan. You're on the air.

**HOSHI:** Thank you, Dan. And hello, Farid. My wife and I are going to Dubai and Abu Dhabi for a mix of business and pleasure and we need to get a handle on local do's and don'ts. We're really looking forward to driving across the desert from Dubai to Abu Dhabi and seeing the scenery! In any case, my wife and I are well aware that Dubai and Abu Dhabi are quite different from Japan. So we have a few questions.

**FARID:** Hello, Hoshi. I'd be happy to answer your questions.

**HOSHI:** Thanks, Farid. So, our first questions really relate to my wife because she will be alone during the time I'm in business meetings. Basically, she's wondering about do's and don'ts for dressing, whether she can walk on the street alone or drive a car. We are planning on renting one for our visit. She remembers that when we went to Saudi Arabia a few years ago, women weren't permitted to drive. I know that's changed there recently, but what's the rule in the Emirates? Oh, and could you tell us about any expected clothing customs for women?

**FARID:** Absolutely! Your wife will have no difficulty getting around, even if she's alone. She can drive, and as long as she dresses relatively modestly, she can wear whatever she likes.

**HOSHI:** That's great. Next question: We don't speak any Arabic. That won't be a problem, will it?

**FARID:** Definitely not. As you know, Arabic is the official language of the Emirates, but English is commonly used in tourism and commerce.

**HOSHI:** You speak very good English, Farid. If you don't mind my asking, where did you learn it?

**FARID:** Thank you! As a matter of fact, I happen to be an English teacher. I learned my English in the United States, at the University of Wisconsin.

**HOSHI:** And one last question—this one's about me: I'm an amateur photographer. Are there any taboos I should know about when I'm there?

**FARID:** Well, I wouldn't say it's a taboo, but it's important to know that it's considered very offensive to take pictures of women.

**HOSHI:** Oh. I'm glad I asked. What about pictures of men?

**FARID:** Not as bad, but still problematic. But just be sure to ask permission—as you would anywhere.

**HOSHI:** I don't know how to thank you, Farid. I'm really looking forward to the trip!

**DAN:** Thank YOU, Farid and Hoshi, for a good lesson in cultural literacy. So, listeners, I hope you enjoyed learning a little bit about the culture and traditions of Dubai and the Emirates. That's all for today. Tune in next week for another conversation with Culturally Literate Traveler.

**Episode 2 (Kulap = Thai; Sonia = Spanish)**

**DAN:** Welcome back, listeners. From New York, this is Dan Burgess again with today's worldwide Culturally Literate Traveler. In each program, one of our experts takes your phone calls and answers your questions about etiquette in their countries. Today's guest expert is Kulap from Bangkok, Thailand. Welcome to Culturally Literate Traveler, Kulap.

**KULAP:** Thank you, Dan, it's great to be with you again. What's in store for us today?

**DAN:** We have Sonia from La Paz, Bolivia on the line. Welcome, Sonia.

**SONIA:** Good morning from La Paz, high up in the beautiful Andes Mountains. I have a question for Kulap in Bangkok. By the way, Kulap, what time is it there right now?

**KULAP:** It's 10:30 Wednesday morning here. What time is it there?

**SONIA:** It's 11:30 here. But it's Tuesday night! I guess you're about 11 hours ahead of us.

**KULAP:** That's right.

**SONIA:** So here's my question. I'm traveling on business to Thailand next month, and I'll be working with Thai business managers from my company. Is there anything I should know about the culture that might get me into trouble?

**KULAP:** Actually, yes. When you're seated, be sure not to cross your legs in such a way that others can see the bottom of your foot.

**SONIA:** Interestingly, I knew that. But it's good to be reminded. Another thing. After I finish working each day, I'll be socializing with the people in my company. I've heard that one of the managers may invite us to dinner in his home. Do you have any tips for me when I visit a Thai family?



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**KULAP:** Let me think . . . oh, yes, definitely. There might be children in the household. If there are, be sure not to pat them on the head the way non-Thai people often do when meeting children. That's pretty taboo here.

**SONIA:** Well, I don't ordinarily do that, but if you don't mind my asking, what's the problem with touching someone's head?

**KULAP:** Well, we believe the head is where the person's soul lives. So it's very disrespectful and offensive to touch a person's head, even a child's head.

**SONIA:** Well, I'll be sure to keep that in mind. . . . Kulap, I do have one more specific question before I hang up.

**KULAP:** Sure. What's that?

**SONIA:** In Bolivia, it's customary to shake hands, and I know Thai people greet each other with the *wai*. I always like to observe local customs when I'm traveling outside of Bolivia. Would it be impolite for a foreigner to do the wai? And what happens if I don't do it right? Would that be offensive?

**KULAP:** Absolutely not! Just put the palms of your hands together on your chest and bow slightly. Say "Sawatdee-Kaa." For the men listening, YOU say "Sawatdee Khrab." You'll warm our hearts with that. Don't worry if you don't do it exactly the way Thais do it. And don't worry about the pronunciation. . . . Have a wonderful trip to Thailand. Try to do some sightseeing. And taste our wonderful food!

**SONIA:** Thanks so much.

**DAN:** Thank *you*, Kulap and Sonia, for such an interesting lesson in cultural literacy. Tune in again next week for another episode of Culturally Literate Traveler.

**Episode 3 (Alisha = Nepalese; Silvio = Brazilian Portuguese)**

**DAN:** Welcome back, listeners. This is Dan Burgess in New York with another episode of Culturally Literate Traveler. Today's expert is Alisha from Nepal in South Asia. Welcome, Alisha!

**ALISHA:** So happy to be with you again, Dan!

**DAN:** Today's caller is Silvio from Campinas, Brazil. Silvio, welcome to the show.

**SILVIO:** Hello! Thank you for taking my call. I'm going to Nepal next month on an international trek. I'll be staying with a Nepalese family for a weekend, and I want to be sure I don't offend anyone. Brazil is very different from Nepal, isn't it?

**DAN:** Well . . . let's ask Alisha to comment.

**ALISHA:** Hi, Silvio. I think the biggest cultural difference that will affect you directly is table manners. First of all, Nepalese don't usually use spoons, forks, or knives.

**SILVIO:** No? So how do the people eat? How will *I* eat?

**ALISHA:** Well, your hosts will eat with their right hand, never the left hand. But I'm sure they will provide you with spoons and forks. If they're welcoming foreigners into their home, they'll want you to be comfortable. . . . Oh. You're from Brazil, aren't you?

**SILVIO:** I am.

**ALISHA:** I've read that Brazilians eat a lot of beef. That's one thing you won't see here. Eating beef is taboo. It's strictly forbidden as a food in both Hindu and Buddhist homes. . . . But don't worry. You'll have plenty of other delicious things to eat. Our typical food is wonderful and very flavorful and healthy.

**SILVIO:** That's great, because I love to try new foods when I travel. Alisha, I'm really interested in knowing more about your culture and the religions there. I don't know much about Hinduism or Buddhism. What can you tell me?

**ALISHA:** Well, if you visit a Hindu temple or a Buddhist shrine, you must remove your shoes. Or, if you prefer, you can wear open sandals. Check first: in some Hindu temples, non-Hindus can't enter. . . . And, very important, don't bring anything made of leather, like a belt, into a temple, because leather comes from a cow. Oh. And if you want to take a picture, be sure to ask before using your camera.

**SILVIO:** Thanks so much. I feel pretty prepared now and ready for my adventure.

**ALISHA:** My pleasure.

**DAN:** Well, that's all we have time for today. Until next time, this is Dan Burgess in New York, reminding you that in today's world, cultural literacy is an essential survival skill and one that enables us to interact with people different from us all over the world.

## UNIT 2

### Page 16, Lesson 1, Exercise B

**M:** I'll have my assistant call you.

**F:** We had someone deliver sandwiches at noon.

**M:** Have we had anyone confirm the time the meeting starts?

**F:** I'll get my brother to help you.

**M:** We finally got someone to open the door.

**F:** Did you get anyone to feed your cat?

### Page 16, Lesson 1, Exercise D

**Conversation 1**

**F1:** Hi, Bill. It's eleven o'clock. Are you going to the meeting?

**M1:** Actually, could you tell Vera I'm going to be a little late? I need to go online and order lunch for everyone now so it's ready for us at noon.

**F1:** Don't be ridiculous! You've already got a lot on your plate. That's what we have an assistant for. Max can take care of it.

**M1:** You're right. I'll go speak with him now.

**Conversation 2**

**M2:** Let me just say how excited we all are to meet our visitors from the office in Brazil. It's been a very productive day. I hope you've all enjoyed dinner.

**F2:** Uh-oh.

**M3:** Is something wrong?

**F2:** I just asked the waiter for the check, but I left my wallet at home. How embarrassing!

**M3:** Oh, is that all? No harm done. Rosa has a company credit card. She can pay.

**F2:** Thank goodness. I'll ask her.


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**Conversation 3**

**M4:** Good morning, Louise. We missed you at the party last night!
**F3:** I'm sorry I couldn't come! Was it fun?
**M4:** It was great. I think everyone had a good time.
**F3:** Was Karen there?
**M4:** She was.
**F3:** Did you ask her to sing?
**M4:** I did. But she said she had a cold.
**F3:** Oh, that's too bad. She's such a great singer.

**Conversation 4 (M6 = Chinese)**

**M5:** I can't believe we're in China standing on the Great Wall!
**F4:** I know. It's just amazing. Hey, let's take a selfie!
**M5:** Actually, I have a better idea. . . . Excuse me, *ni hao*. . . . Do you speak English?
**M6:** Yes, I do. Where are you from?
**M5:** We're from the United States. Los Angeles.
**M6:** Oh! Welcome to China! How can I help you?
**F4:** Could you do us a favor and take our picture?
**M6:** Of course! My pleasure.
**F4:** You're a lifesaver!

**Conversation 5**

**F5:** That was a great movie, wasn't it?
**F6:** Hilarious! I'm glad we went.
**F5:** Hey, let's get some coffee, OK?
**F6:** I'm sorry, I can't. I have to pick up the kids from the mall at 7:00.
**F5:** What about your husband? Can't he pick them up?
**F6:** You know, maybe he can. I'll give him a call right now.

**Conversation 6 (M7 = Spanish)**

**F7:** *[phone rings]* Hello?
**M7:** Hi, Myra! It's Tomás.
**F7:** You're calling from London? How's the meeting going?
**M7:** Fine.
**F7:** And how about the hotel? Is it nice?
**M7:** Don't ask!
**F7:** Why, what's wrong?
**M7:** Well, for starters, I have no Wi-Fi in my room.
**F7:** That's crazy!
**M7:** That's not all. I just got back from dinner, and they never picked up the dishes from breakfast or cleaned the room.
**F7:** No way. Can't you call the front desk and tell them to send someone up to your room A.S.A.P.?
**M7:** I will. But first let me tell you why I'm calling . . .

## Page 18, Lesson 2, Exercise B

**F:** My sister had her kitchen painted last week.
**M:** She'll get the forms completed by her students.
**F:** Did you have the car washed yesterday?
**M:** They'd like to have the package sent today.
**F:** When will Amy get her hair cut?

## Page 18, Lesson 2, Exercise E

**Conversation 1**

**F1:** I'll see you later!
**M1:** Where are you going?
**F1:** Remember? I'm taking my car in. I have a service appointment at ten.
**M1:** Oh, right! What was wrong with it again?
**F1:** The brakes are still making that funny sound. They're going to see if they can repair them today.

**Conversation 2 (M2 = Russian)**

**F2:** Can I help you, sir?
**M2:** Yes, please. It's my daughter's birthday tomorrow and I'd like to get her a nice birthday cake.
**F2:** Like maybe chocolate, with a birthday message on it?
**M2:** Definitely with a message. But she doesn't really care for chocolate. What else can you recommend?
**F2:** How about a white cake with some kind of fruit on top?
**M2:** Can you make one with berries on top?
**F2:** Absolutely. We can do berries. We can have it for you first thing tomorrow morning.
**M2:** Terrific. I'd like the message to say "Happy Birthday, Gina. With love."

**Conversation 3**

**M3:** Where'd you say you're going on vacation again?
**F3:** Italy! In three weeks.
**M3:** Well that's exciting!
**F3:** I can't wait. . . . Uh-oh.
**M3:** What's wrong?
**F3:** I just realized it might be time to renew my passport.
**M3:** No worries. Do it online. They can get it done fast.
**F3:** Good idea! You're a lifesaver!

**Conversation 4**

**F4:** Thanks for offering me a ride. Is this your car?
**M4:** Yes, it is. It's really dirty. Sorry about that!
**F4:** Oh, that's OK.
**M4:** I really need to take it in so someone can wash it—inside and out.

**Conversation 5 (M5 = Italian)**

**F5:** Good morning. I know this is really last minute, but this dress needs to be dry-cleaned and I need it tomorrow.
**M5:** By tomorrow? That might be difficult.
**F5:** I'm sorry, but it's really urgent. My best friend's getting married on Saturday.
**M5:** OK, let me see what I can do. I'll try to have it ready by 4:00 tomorrow.
**F5:** That would be great. I owe you one!
**M5:** What about the skirt? You need that by tomorrow, too?
**F5:** Oh, right, I almost forgot. . . No. I won't need it until next week. It's a little too short. Can you make it a bit longer? . . . about this much?



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**M5:** Certainly. Do you need it cleaned?
**F5:** No, I don't. I just bought it.
**M5:** Is Monday OK?
**F5:** Perfect.

**Conversation 6 (F6 = Brazilian Portuguese)**
**M6:** The Singapore office is going to need this package A.S.A.P.
**F6:** You mean it hasn't been sent out yet?
**M6:** No. The medications just arrived in our office yesterday.
**F6:** Then you should use In Flight Services. If they pick up the package this morning, they can get it to Singapore pretty fast.
**M6:** Good idea.

**Conversation 7**
**M7:** Look at my hair! It's getting way too long.
**F7:** Do you want me to cut it for you?
**M7:** Actually, no. I think it's time to get a professional to do it. I'm tired of having long hair. I'll just make an appointment with someone to get it done.

## Page 22, Lesson 4, Exercises C and D

**Ad 1**
**F1:** If you're planning an event and you want it to be memorable for your guests, our attentive staff can help. Our chefs have been trained at the world's best cooking schools to use only the finest ingredients and pay attention to the smallest details. We organize everything, from menu selection to table settings. And our serving staff are attentive to all your guests' needs. Call us when you're planning your next event. And have our experts prepare an amazing meal—and an amazing experience—for your guests.

**Ad 2**
**M1:** Everyone loves their pooch! But not everyone loves giving it a bath. The solution? Get someone else to do it! We provide professional spa services that will keep your pet healthy and clean. We cater to every pet's needs. Whether your special pal needs a cut, a pedicure, or a doggie massage, we'll return your pet to you happy and beautiful. Our warm and welcoming staff will treat your best friend with love and affection. Our motto: We treat them like family . . . because you do!

**Ad 3**
**F2:** This beautiful country is full of opportunities for your growing business. But don't let communication difficulties get in your way. Whether you want to organize a marketing campaign for your personal business, get people to try your line of healthy food products, or get a local business to work together with you on a project, we can help you navigate it all in English. Each of our experienced professionals has been assisting clients for over ten years. Even if your client speaks English, having our experts on your side can help you avoid any confusion and cultural misunderstanding. We welcome you . . . and we're here to help.

**Ad 4**
**M2:** Are your bedroom closets so full that you can't find anything? Are there so many things on your kitchen counter that you'd rather just go out to eat than cook something yourself? Is it impossible for your babysitter to find a change of clothes for your kids? Got too much on your plate at work? Is the space in front of your computer so full of stuff that you can't even think? Well, it's time to call a professional! We help people transform their homes and offices so they can be more efficient and use their time well. We'll look through everything you have in your home or office and help you decide what to keep and what to throw away. Then you can have our expert plan and arrange your space so it's easier for you to get things done. Remember our motto:
Let's create a space that works for you!

**Ad 5**
**F3:** When's the last time you and your spouse went out for dinner and a movie? Too long ago to remember? Can't get a family member to take care of the kids on busy weekends? I'll come to your home and take care of your children—I'll even feed and bathe your dog—so you can go out, relax, and have a good time. Do your teens have messy bedrooms? I'll clean and organize their space so you don't have to. My clients keep coming back because I'm very reliable. I'm available seven nights a week, and last-minute requests are my specialty! I'll never cancel on you at the last minute. I have references from satisfied clients who have used my services in the past—they tell me I'm a lifesaver! I'm good with kids—and even pets—of all ages, and my rates are very affordable.

## UNIT 3

## Page 28, Unit 3, Lesson 1, Exercise D

**M:** I hear that Dan Brown is writing a children's book.
I hear Dan Brown is writing a children's book.
**F:** She thinks that travel books are a waste of time.
She thinks travel books are a waste of time.
**M:** Did you know that Robert Ludlum just published a new thriller?
Did you know Robert Ludlum just published a new thriller?
**F:** Does James Patterson have a new book out?
**M:** I think so.
I believe so.
I guess so.
I hope so.
I don't think so.
I don't believe so.
I guess not.
I hope not.


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## Page 32, Lesson 3, Exercises C and D

**1 (M1 = U.S. regional)**

**M1:** Edgar Wilson from New York. I love a good page-turner, but to tell you the truth, I'm not a great reader. They say some people learn better by hearing something and other people by seeing it. Well, I'm one of the people who are better off when listening. I don't know why that is, but like they say: "it is what it is." When I heard my first audiobook, I was hooked. People like to argue that listening to a book isn't as good as reading it—that the story flies by too fast. They also say it's hard to go back to listen to something again; it's just too hard to find it. And all those things are probably true. But in spite of those disadvantages, I never put down an audiobook. I think that for me, the problem with a traditional print book is that I get distracted. I begin thinking of other things and I just get lost in my thoughts and put down the book, sometimes never go back to it. But when I'm listening to someone tell a story, I feel much more involved. It's almost as if there's a person there with me. I tend to listen and pay attention when someone is talking.

**2 (F1 = Senegalese)**

**F1:** Coumba Diallo from Senegal, West Africa. So I'm a teacher and a big reader. I've always got a book going—usually a best-seller of some sort—something you just can't put down. And I have to admit that I like the feel of a real book with real paper in my hand. But I don't object to reading on a screen. I'm likely to be reading one book in a paperback and another one on my tablet at the same time, especially if it's a cliff-hanger or a good mystery. I'm crazy about those. Or sometimes I'll get the same book in both formats so I can keep reading on my commute without having to carry a book in my purse. But when I travel—last month I took a group of students on a 14-day trip to Capetown—I just can't fit two or three books in my carry-on luggage and I just switch over to digital 100% of the time. There's no room. It's either a pair of shoes or two paperbacks. *[chuckle]* So when I'm traveling I thank my lucky stars for that tablet. Can you believe that thing can carry over a thousand books? And by the way, one of the things I like most about them is that if there's a word I don't know I can just click on it and Bingo! up pops the dictionary definition. I believe in having the best of both worlds—a paperback for the feel of the book in my hand and the ease of finding something, and the tablet when I'm on the move.

**3**

**M2:** Seth Milgrom from Washington, D.C. OK. I'm a Gen-Z—born in 2006, and I grew up with a cell phone in my pocket. And now my smartphone's where I get most of my information and that's how I connect with my friends. So for me, it's only natural to read books on my phone. I hear a lot of criticisms of older people about our constantly looking at our "screens," and I'm sick and tired of their saying we young people don't read. Maybe that's true for a lot of younger people, but I do, and my friends do, too. It's just that we're less likely to read an actual physical book, except maybe at home. Sometimes. But one thing we always have with us is the phone. It's portable, convenient, and always ready. Nothing wrong with that, is there? I know paper books have some advantages: they say they're easier on your eyes and I've heard it's easier to flip back to somewhere early in the book to check something out you want to read again—but I'll let you know what I think after I try one out.

**4 (F2 = Spanish)**

**F2:** Marcela Sebastian from Concepcion, Chile. Let me start by saying that I think print books are not great for the environment. Where I come from in Chile, we have beautiful forests and trees and I would like to preserve them. . . . Now, if you asked me if I'm a big reader, my immediate impulse would be to say no. When people ask me if I'm reading anything good right now or whether I've read any good books recently, I feel like I have to invent something. I'm actually a little embarrassed about it. And when I'm just getting to know people and they ask me what my favorite book of all time is, I panic. I can't think of anything on the spot. I'm thinking, "Do they all think I don't read?" . . . Just the other day I was talking with my husband about this and he was surprised. He said, but you read all the time! And then it hit me. Duh! I DO read all the time. I'm just not a big fiction fan. Novels bore me. I like things that are current, that are happening right now! I'm a total news addict. I get constant breaking news updates on my phone. I've bookmarked every politics website there is. I subscribe to three digital newspapers and one digital current events magazine. I even read that stuff on my phone in bed when I can't sleep at night. And when we get together with people, I'm the one who's up on all the news. So, I'm going to forget about being embarrassed. I've come to the conclusion that it's just a question of different strokes for different folks. Not everyone reads the same things in the same ways.

# UNIT 4

## Page 40, Lesson 1, Exercise D

**M:** When Lou's wife called him, he had already seen the doctor.

**F:** I had forgotten my doctor's instructions by the end of my checkup.

**M:** The assistant had already taken the patient's X-rays when the dentist arrived.

**F:** When I called the hospital, my dad's surgery hadn't begun yet.

## Page 41, Lesson 1, Exercise G

**Conversation 1**

**F1:** I'm Dr. Fox's nurse. What brings you in today?

**M1:** I've been feeling really short of breath for the last few days.

**F1:** Any other symptoms?

**M1:** Not really.

**F1:** Have you taken any kind of medication?

**M1:** No, I haven't.

**F1:** Well, Dr. Fox will be with you in a moment.



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**Conversation 2 (F2 = Chinese)**

**M2:** Ms. Lee? I'm Dr. Kowalski.
**F2:** Good morning. I . . . *[sneezes]*
**M2:** God bless you. That's some cold!
**F2:** Actually. I've had a bad cold for over a week now.
**M2:** Have you been coughing, too?
**F2:** Well, yes. I started coughing yesterday.
**M2:** Runny nose?
**F2:** That too. I just tossed and turned all night. When my alarm clock went off this morning, I realized, "I didn't sleep a wink last night!" When I got up, I felt terrible.
**M2:** Well, I'm going to give you something for your cough and that runny nose.

**Conversation 3 (M3 = Spanish)**

**F3:** Hello, Mr. López. I'm Dr. Stevenson. What seems to be the problem today?
**M3:** Well, yesterday, I felt pretty dizzy, and I thought, "I should lie down." So I was lying on the sofa, and all of a sudden, I felt really nauseous, like I had to throw up. So I got up real quick . . . but then I fell because I was so dizzy.
**F3:** Are you taking any medications, Mr. López?
**M3:** No, I'm not.

**Conversation 4**

**M4:** Good morning, Ms. Bartman. I'm Barry Norton, Dr. Kochan's nurse. Dr. Kochan will see you shortly. What brings you in this morning?
**F4:** Well, I've had this rash on my right arm for the last three days.
**M4:** Are you allergic to anything?
**F4:** Not that I can think of.
**M4:** Any itching?
**F4:** Yes. It's driving me crazy. I've never had anything like this before.

**Conversation 5 (M5 = Arabic)**

**F5:** Mr. Wahab?
**M5:** That's me.
**F5:** Hello, Mr. Wahab. I'm Dr. Reeves. What brings you in this morning?
**M5:** Well, my left ankle has been bothering me a lot. It hurts all the time.
**F5:** Hmm. Can I have a look?
**M5:** Sure.
**F5:** Did you fall? Or have an accident?
**M5:** No. But you know I went running three days ago. I don't know if that caused it.
**F5:** Any pain anywhere else? In your feet? Your knees?
**M5:** No.
**F5:** I see there's a lot of swelling.
**M5:** Yeah. I just noticed that last night.

## Page 42, Lesson 2, Exercise B

**M:** I feel awful today. I wish I felt better!
I feel awful today. I wish that I felt better!
**F:** He wishes he weren't so sick today.
He wishes that he weren't so sick today.
**M:** That's a terrible cough! I wish you'd see a doctor.
That's a terrible cough! I wish that you'd see a doctor.
**F:** Karen wishes she could stop coughing and get some sleep!
Karen wishes that she could stop coughing and get some sleep!
**M:** He wishes he weren't having surgery tomorrow.
He wishes that he weren't having surgery tomorrow.
**F:** I wish my dad had had a checkup last year.
I wish that my dad had had a checkup last year.
**M:** Derek wishes he hadn't canceled his appointment yesterday.
Derek wishes that he hadn't canceled his appointment yesterday.

## Pages 44-45, Lesson 3, Exercises C and D

**Conversation 1 (F1 = British English, M1 = Spanish)**

**F1:** Mr. González? I'm Dr. Awad. I understand you're from Ecuador.
**M1:** That's right. I'm here in London on vacation with my family.
**F1:** And you're not feeling well.
**M1:** No, I'm afraid not. After we arrived, I was helping the taxi driver put our luggage in the car, and I could kick myself! I wish I hadn't done that. I have a bad back, and I've had back pain ever since.
**F1:** Let me have a look. . . . Does it hurt here?
**M1:** Not so much.
**F1:** How about here?
**M1:** Unhh!! That's it!
**F1:** Have you been taking anything for the pain?
**M1:** Just some over-the-counter painkillers I found at a pharmacy near our hotel. But they're not really helping.
**F1:** When are you going back home?
**M1:** We've got a flight next Saturday.
**F1:** Well, let's get you feeling better so you can enjoy the rest of your vacation. I'm going to give you a prescription for a stronger painkiller. It should help.
**M1:** What about side effects?
**F1:** Well, it can cause nausea in some patients. But if you take it with food, you should be fine. Call me if you have any problems, OK?
**M1:** OK. Thanks.
**F1:** The dosage is one tablet in the morning, one in the evening—with food. The pharmacist will give you a full set of instructions when you pick up your medication.
**M1:** Thanks a lot.
**F1:** And enjoy the rest of your time here.

**Conversation 2 (M2 = Brazilian Portuguese, F2 = U.S. regional)**

**M2:** Ms. Kincaid? I'm Dr. Lima.
**F2:** Thanks for making the time to see me.
**M2:** My pleasure. Where are you from?
**F2:** The U.S. Dallas, Texas. I'm here in São Paulo on business.


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**M2:** *You're* a long way from home! What can I do for you today?
**F2:** Well, I've got a splitting headache, and I've been kind of nauseous since Monday.
**M2:** Have you been taking any medications?
**F2:** I've been taking an over-the-counter painkiller and an antacid.
**M2:** Are you allergic to any medications?
**F2:** I don't think so.
**M2:** OK. You can keep taking the painkiller for that headache. But stop taking the antacid. I'm going to give you a prescription for your nausea. You take it three times a day.
**F2:** Will there be any side effects?
**M2:** It might make you feel a little dizzy—nothing serious. But other than that you should feel better pretty quickly. Please call me if you don't.

**Conversation 3 (F3 = Japanese)**
**F3:** Dr. Meade? Hi, I'm Kumiko Tanaka.
**M3:** Nice to meet you. I hear you're not from around here.
**F3:** Right. I'm visiting from Japan for a few weeks.
**M3:** You've certainly come a long way to see a doctor! What can I do for you today?
**F3:** Well, my eyes have been red and itchy for about a week now.
**M3:** Have you tried any eye drops?
**F3:** Yes. I got some at the pharmacy, but they haven't helped.
**M3:** Let's have a look. . . . Uh-huh. . . . Open your eyes wide. . . . Good. . . . OK. I'm going to give you a prescription for an eye ointment. Use it twice a day, and wash your hands several times a day. . . . Avoid rubbing your eyes with your hands.
**F3:** OK.
**M3:** It's a strong medication, but there aren't any side effects you need to worry about. If you keep your hands clean, the ointment should help clear things up.
**F3:** Thanks.
**M3:** Will you still be here next week? I'd like you to make an appointment to see me again.
**F3:** Yes, I'll still be here.
**M3:** Good. You can make an appointment at the front desk on your way out.
**F3:** Thanks, Doctor Meade.

## UNIT 5

### Page 52, Lesson 1, Exercise D

**F:** Jeanette said to turn on the news.
**M:** He said to bring a flashlight.
**F:** The announcer said not to take the warning lightly.
**M:** Eric said to tell him when I hear the news.
**F:** He told her to text him when she gets back.

### Page 54, Lesson 2, Exercises B and C

**Report 1**
**F1:** It hasn't stopped raining for 14 days, and houses nearest the river are now partially underwater.

**Report 2**
**F2:** Winds reached a record 200 kilometers per hour, and the rains are expected to continue for at least six more hours. Trees are down, and the areas near the beaches are heavily damaged.

**Report 3**
**M1:** Large areas of the central U.S. are reporting damage to corn and other vegetable crops due to the dry weather that has lasted for the last month. No rain is forecast for at least the next two weeks.

**Report 4 (M2 = British English)**
**M2:** It struck with little warning after an earthquake occurred far under the Pacific Ocean. Luckily, it hit during the night when there were very few people near the beach or in the surrounding area. The water came in and went out only once—and luckily the city avoided major damage.

**Report 5**
**M3:** Most tall buildings are reported damaged throughout the downtown area, and the situation will remain dangerous for the next few days. The authorities have advised people to seek shelter with relatives outside of the city where there are fewer buildings of more than one floor.

**Report 6 (F3 = British English)**
**F3:** Terrible damage has occurred near the west end of town due to mud and stones moving quickly down the mountain. The situation occurred suddenly after the heavy rains. Many houses are covered with the mud coming down from higher elevations.

**Report 7**
**F4:** This is a warning for people throughout the Springfield area. High winds have created the typical black cloud, and it's been seen approaching very fast from the west. This is an extremely dangerous situation. If you're on the west side of town, we recommend you go immediately to the basement to take cover. Keep your radio tuned to the emergency station for updates.

### Page 54, Lesson 2, Exercise E

**M:** I told my children to close the windows.
I said to close the windows.
**F:** She told me, "Tom is here."
She told me Tom was there.
She told me that Tom was there.
**M:** I said, "It's raining cats and dogs."
I said it was raining cats and dogs.
I said that it was raining cats and dogs.
**F:** Ana said, "We forgot the key!"
Ana said they had forgotten the key.
Ana said that they had forgotten the key.
**M:** Bob said, "I'll be home soon."
Bob said he would be home soon.
Bob said that he would be home soon.


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**F:** She told me, "They can leave."
She told me they could leave.
She told me that they could leave.

## Page 58, Lesson 4, Exercises C, D, and E

**(F = U.S. regional)**

**F:** This is the Government Weather Service, and we interrupt regular programming for an emergency broadcast with an update on Tropical Storm Oscar. Oscar is a quickly moving and extremely dangerous storm approaching our area.

The storm is expected to arrive sometime between the hours of noon and three o'clock tomorrow. It will bring high winds and heavy rain. Flooding is expected, and evacuation may be necessary. Do not take this storm lightly. It has caused significant flooding and landslides in Texas and Louisiana west of here. Tornados have been reported.

The following are emergency procedures that all area residents should follow:

1. Fill your car with gas now, in case evacuation is necessary. It's important to be ready on a moment's notice.
2. If you have a gas-powered generator, fill the generator with gas before the storm hits. Go for gas early. There may be long lines at gas stations.
3. ring outdoor furniture, tools, and other objects inside. They can be dangerous in high winds.
4. Close all windows and cover them with wooden boards. When the storm hits, don't go near windows in case the wind causes the glass to break.
5. Turn your refrigerator and freezer to very cold and only open when necessary in order to preserve perishable food in the event of a power outage.
6. Buy extra batteries for flashlights in case there is a power outage or an evacuation.
7. Have a supply of candles and matches for light in case the power is out for more than a day. Candles will enable you to preserve your batteries for other use.
8. Keep your phones fully charged.
9. If you don't have a portable battery-operated or hand-cranked radio, buy one today, and have a good supply of extra batteries for the radio. Listen to the radio for official instructions in case evacuation is necessary.
10. Check your first-aid kit. Be sure it contains bandages, painkillers, and antiseptic in case of minor injuries.
11. Put valuable documents in a waterproof container on the highest floor of your home in case of flooding.
12. Get a supply of non-perishable food and bottled water. Be sure you have a can opener. You may have to stay indoors for several days, and local water supplies may be contaminated by flooding.

If evacuation becomes necessary:

1. Leave as soon as possible. Avoid flooded roads. Follow radio instructions for the best and safest evacuation route.
2. Listen to the radio or stay online for the location of shelters serving your neighborhood.
3. Take your important documents, essential medications, and cell phone chargers with you.
4. Take all emergency supplies and warm clothing and blankets to the shelter.
5. Lock your home and leave.
6. Keep your radio tuned to the emergency station or check "weather service dot gov" for important updates.

## UNIT 6

## Page 64, Lesson 1, Exercise B

**Conversation 1**

**F1:** No way. I just saw my credit card bill. Did I really buy four pairs of shoes?
**F2:** You totally did. And they're all gorgeous.
**F1:** Right. But at this rate, I'll have no money to eat! Gotta stop and think before I take out that credit card. Starting today!

**Conversation 2 (M1 = Arabic)**

**M1:** Honey, got a minute to talk? I have something important to tell you.
**F3:** Hmm?
**M1:** Hello? Can you look up for a minute? I need to talk to you.
**F3:** Oh, I'm sorry! I wasn't paying attention. This sale is ending in 15 minutes.
**M1:** You know, it's getting really hard to communicate with you. You're always online.
**F3:** You're right. It's silly. We need to spend more time together . . . I mean really together, not just in the same room. The heck with the sale. I'm all ears.

**Conversation 3 (M2 = Spanish)**

**M2:** You're just sitting there looking out the window?
**M3:** I guess so. It just dawned on me that my kids are growing up so fast. In a year or two, they'll both be at the university.
**M2:** That's true. Time flies, doesn't it?
**M3:** Yes, it does. And I seem to be spending all my time at work. I feel really bad that I'm not with them more.
**M2:** Well, can you make a change?
**M3:** You know, I can. . . . And I will. Starting today, no more working on the weekend or at night.
**M2:** That sounds like a good resolution. I'm sure you won't be sorry.

**Conversation 4 (M4 = Japanese)**

**M4:** Hey, want to go running in the park this afternoon after work?


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**M5:** *[Coughing]* I'd love to but it's hard to run with this cough.
**M4:** You don't have a cold, do you?
**M5:** No. It's these cigarettes. They make me short of breath.
**M4:** Can't you just cut down a bit?
**M5:** Actually, I've tried once or twice, but it was too hard. I guess for me it's all or nothing.
**M4:** Well, nothing sounds like the better choice!
**M5:** You're right. You know there's a program online that they say helps. I'm going to start that tomorrow.

**Conversation 5**

**F4:** I'm exhausted! I can't keep my eyes open.
**M6:** Didn't you sleep well last night?
**F4:** Not a wink! I've been working late and when I get home, I just can't unwind. I make dinner late and then I enjoy a movie or two. By the time I get to bed, I have only 6 hours 'til I have to get up to get ready for work again.
**M6:** That's no good. They say most adults need at least 7 hours a night and some people need 8.
**F4:** I think that's right. And I'm feeling it. Starting tomorrow, I'm going to set my alarm for bedtime so I don't just let the time pass without thinking.
**M6:** That should work.

## Page 64, Lesson 1, Exercise D

**F:** I was going to stop smoking, but I never did.
**M:** They were going to join a gym, but it was too expensive.
**F:** Weren't you going to visit your parents last night?
**M:** Who was she going to invite to the party?
**F:** Who was going to graduate in December?
**M:** Clare thought her painting would win first prize.
**F:** We always believed Mike and Liz would divorce.

## Page 66, Lesson 2, Exercise B

**M:** I should have gone to the early show.
**F:** They shouldn't have turned left there.
**M:** She may have left her purse at home.
She might have left her purse at home.
**F:** I may have called the wrong number.
I might have called the wrong number.
**M:** You could have gotten a better job.
**F:** She couldn't have known he was my cousin.
**M:** They would have been perfect for the party.
**F:** You wouldn't have liked it.
**M:** He must have missed it.
**F:** The salary must not have been high enough.

## Page 70, Lesson 4, Exercise C

**Conversation 1 (F1 = Spanish)**

**M1:** Good morning.
**F1:** Hello. I'm Carolina Soto. I'm interested in the job as band director of the children's program. The one at the music camp.
**M1:** Actually, that job is taken.
**F1:** Oh, that's too bad.
**M1:** But that's not the only possibility. I see you have experience working with teens?
**F1:** Actually, I do. I teach piano in an afterschool program at the local middle school. And I also give private lessons.
**M1:** Well, how would you feel about a band leader position at the college? It would be with adults . . .
**F1:** Well, it's not exactly what I had in mind, but I would consider it. I think my skills are transferable from children to adults.
**M1:** That's great. People whose outlook is flexible usually do well in most jobs.

**Conversation 2 (M2 = Italian)**

**M1:** Good morning. Please come in.
**M2:** Thank you. I'm Carlo Angelini. I'm interested in working in an international company, but I'm not sure what jobs might be available.
**M1:** OK. What do you see as your personal strengths—your . . . soft skills as they call them today?
**M2:** Soft skills. . . . Well, I was going to say I'm logical, and I can figure things out. When other people don't understand things or don't know what to do, they usually come to me.
**M1:** Being able to solve problems is a really valuable skill in any job, and in all of life, too.

**Conversation 3 (M3 = Brazilian Portuguese)**

**M1:** Hello. Please come in and have a seat.
**M3:** Thanks. I'm Jose Alves.
**M1:** Which job are you interested in, Mr. Alves?
**M3:** Well, I'm not sure. My English is pretty good. And I'm free to travel. I've done a lot of volunteer work with both older and younger people.
**M1:** Well, your lack of experience might not be a problem. We have jobs for people at every level. What would you say your strengths are?
**M3:** Well, they say I work well with other people. Even when I don't agree with a policy, I do my best to work with my colleagues to support the goal. I figure we're all members of the same team.
**M1:** That's a great quality. I know of a nice position that might be just right for you.

**Conversation 4 (F2 = Korean)**

**M1:** Hello. Mia Kim?
**F2:** Yes, that's right.
**M1:** Please have a seat, Ms. Kim and tell me what you're doing now.
**F2:** I'm currently working as a receptionist in a hotel, but I've just finished a course as a legal secretary, and I'd like to apply for the opening in Paris. I don't mind if it's challenging. I'd like to grow and learn new skills.
**M1:** Do you speak French?
**F2:** Yes. My parents both worked in France for a Korean company, and I went to a French-speaking school.
**M1:** Well, I was going to suggest something here in the U.S., but as it happens, there's an opening for an English-speaking administrative assistant in a law firm in Paris. I know you'll learn a lot there.



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**Conversation 5**

**M1:** Come in. You're Bonnie Kells, aren't you?

**F3:** Yes, that's right. . . . The list shows that there are jobs available for psychologists. I'm not a psychologist yet, but I'm studying psychology at night. I have training in human relations. . . . This would be my first job.

**M1:** First job. How exciting. We actually have quite a few entry-level jobs.

**F3:** That's good.

**M1:** Tell me, Ms. Kells. What do you see as your strengths?

**F3:** Well, I'm good at paying attention to what people say so I can understand their feelings.

**M1:** Well, being a good listener is an essential skill for a psychologist. Let's take a look at a few possibilities for you.

**Conversation 6**

**M1:** Good afternoon. You must be . . . Katherine Cummings?

**F4:** Yes. . . . I'm looking for a job.

**M1:** Certainly, Ms. Cummings. What kind of experience do you have?

**F4:** Well, I'm an artist. I did the murals at the new reception area of the new Central Bank Building.

**M1:** You did those beautiful murals? I've seen them. They're so unusual. Was the design your own idea or were you part of a team?

**F4:** It was my own idea, actually. There was a competition, and they chose my design.

**M1:** That's great! So what kind of job are you looking for? . . .

**Conversation 7 (M4 = U.S. Regional)**

**M1:** Please come in.

**M4:** Thank you. I'm Tom Mayor, and I'm a student. I'm looking for a summer job.

**M1:** OK. Tell me something about your skills and abilities.

**M4:** Well, I know I'm pretty young, but people have always said I have a good head on my shoulders.

**M1:** What do you think they mean by that?

**M4:** Well, I'm careful. I don't take silly risks the way some people do. I have a track record of making good decisions. My mom and dad say I was born with common sense.

**M1:** Excellent. I'm wondering if you might like to help in a children's athletics program on a cruise ship. They're looking for someone who's careful and responsible with kids.

**Conversation 8 (F5 = U.S. Regional)**

**F5:** Hi! I'm Marjorie Clark. I didn't have an appointment.

**M1:** That's OK. Walk-ins are welcome. Tell me something about yourself.

**F5:** So, I'd say I'm a people person.

**M1:** A people person. Could you please explain what you mean, Ms. Clark?

**F5:** I just love working with people. And, actually, people like working with me . . . and *for* me. They say I'm a good boss, a good leader.

**M1:** A good boss. . . . Have you had any experience in management?

**F5:** Yes, I have. My last two jobs have been in management.

**M1:** Have you had any training in management?

**F5:** To tell you the truth, no. I think I was just born a good manager. Maybe that's why people say they like working for me. I'd like to know if there's anything available abroad. I can speak Spanish.

M1: Let's have a look.

## UNIT 7

### Page 76, Lesson 1, Exercise B

**Holiday 1 (F1 = Brazilian Portuguese)**

**F1:** There are Carnival celebrations in many places in the world where Catholics live, but Carnaval, the most popular holiday in Brazil, is world-famous. Carnaval usually takes place in February or March each year. But the ways people celebrate vary from city to city and region to region. People wear amazing costumes and dance in huge parades to Brazil's wonderful samba music. In cities such as São Paulo or Rio de Janeiro, people come to watch the parades. In Belo Horizonte, people join the parade. In other places, there are street parties where people dance and sing all night long. It's so popular that more than half a million visitors come from around the world to enjoy Carnaval.

**Holiday 2**

**M:** The 4th of July—also known as Independence Day—is the day that the United States celebrates independence from England in 1776. It's an important national holiday during which offices, schools, and businesses are closed, and everyone enjoys a warm summer day off from work. Many businesses and homes put up decorations, and you can see the American flag everywhere. In many cities, people march in parades or watch them as they go by. Typically friends and family get together for picnics and grill meat outside. Then in the evening, as soon as it's dark, there are fantastic fireworks displays that everyone loves.

**Holiday 3 (F2 = Korean)**

**F2:** One of the most important holidays in Korea is Chuseok. It's a three-day holiday that takes place in September or October each year to celebrate the harvest—the time of year when vegetables and grains finish growing and are ready to be sold and eaten. Many Koreans travel to their hometowns to get together with their families for the holiday, so the traffic is impossible. It can take hours to get anywhere. And the airports and train stations are packed with people. Traditionally, Koreans visit the cemetery to remember family members who have died and to clean their graves, and they eat rice cakes called *songpyeon*. During Chuseok, some people like to wear a *hanbok*—a Korean garment worn on special occasions. And in the evening, they watch women who are dressed in hanboks perform a traditional dance.


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## Page 76, Lesson 1, Exercise E

**M:** The dishes that are popular for Thanksgiving are made from seasonal vegetables.

**F:** The costumes that are worn for Carnaval can take thousands of hours to make.

**M:** France's Bastille Day's a great holiday for people who love fireworks.

France's Bastille Day's a great holiday for people that love fireworks.

**F:** The man who's wearing a funny hat in this photo is my brother.

The man that's wearing a funny hat in this photo is my brother.

## Pages 80–81, Lesson 3, Exercises C and D

**(M = Spanish, F2 = Chinese)**

**F1:** This is Gail Wenders. Welcome to my podcast. I'm speaking today with two guests: Gonzalo Escobar, a teacher from Oaxaca, Mexico, and Dai Hong, a writer from Kunming, China. Welcome to you both.

**M:** Thank you.

**F2:** Glad to be here.

**F1:** Gonzalo, let's start with you. You're from Mexico, and some of our listeners may not be familiar with the Day of the Dead, the seasonal and religious holiday that's celebrated there. Tell us a little about it.

**M:** So if you've ever seen the movie Coco, you know what the Day of the Dead, or *Día de los Muertos*, is.

**F1:** I loved that movie.

**M:** In Mexico, we celebrate the holiday in late October and early November. We remember our relatives who have died.

**F1:** But it's not a sad holiday, right?

**M:** That's right. Even though it's a time to remember the dead, it's actually a time of happiness and love . . . a celebration of life . . . even a time to tell funny stories about our loved ones.

**F1:** So what do people do?

**M:** Well, it's traditional for families to put up orange and purple decorations . . . for example, orange marigold flowers and orange and purple colored paper. We also put up phsotographs of our dead relatives. We create a kind of memorial for them—just for the holiday. For example, we put out skulls – not real skulls, but skulls that are made of sugar, called *calaveras*, and our relatives' favorite drinks and foods. Many families spend the night at the cemetery to be with their loved ones who have died.

**F1:** That actually sounds beautiful.

**M:** It is. People also come out into the street to celebrate. More recently, people have begun to paint their faces to look like the dead. And, in some of the places that observe the holiday, there are parades—and there's music and people dance.

**F1:** What are the religious ceremonies associated with the holiday?

**M:** Well, you could say there's a kind of ceremony for families at the cemetery. . . . They walk together to their family's graves and they pray for their loved ones. And then they sit at the grave and have a picnic so they can enjoy a meal together—the living and the dead.

**F1:** So interesting! Thanks, Gonzalo. So, Dai Hong, I understand there's a holiday Chinese people celebrate to remember the dead, too. Is that right?

**F2:** Yes, it's called Qingming. It's a seasonal holiday that usually takes place in April.

**F1:** So what's special about it?

**F2:** Well, on Qingming everyone goes to the cemetery where their dead relatives are buried, and they clean and sweep their graves.

**F1:** Gonzalo, cleaning graves is a tradition that's practiced on the Day of the Dead too, isn't it?

**M:** Yes, it is. We clean our relatives' graves at the cemetery, and we decorate them too, with photos and flowers. And we also leave traditional dishes there as well as the foods our loved ones used to like when they were living.

**F2:** For us, cleaning the graves of our loved ones is a way to commemorate their lives and show respect for them. It's also an opportunity to go outside and enjoy the warmer spring weather. Many people like to fly kites during Qingming—again, to celebrate the warmer weather of the season. In some places, they even organize sports events for the occasion.

**F1:** So it doesn't sound like a particularly sad holiday either, does it?

**F2:** Not really. Gonzalo was talking about how Mexican families bring food and drinks to the cemetery for their dead relatives. It's really interesting. . . . We do that, too.

**F1:** Are there any traditional dishes people make?

**F2:** Yes. There's something that we like to make for the holiday, and for our dead relatives to enjoy—green rice balls. And we eat eggs, too. Oh, and one other thing: We also like to leave colorful pieces of paper on our family's graves—it represents money. We want to be sure that our family members have enough of it, wherever they are.

**F1:** So do other countries in Asia celebrate this holiday or something similar?

**F2:** As a matter of fact, yes. There are similar holidays in Korea, Japan, Vietnam, Cambodia . . .

**M:** That's true for the Day of the Dead, too. You can find similar holiday traditions throughout Latin America, in Guatemala, Peru, Brazil . . .

**F1:** Really fascinating. Thank you both for telling us about these two holidays that have such similar traditions.

# UNIT 8

## Page 90, Lesson 2, Exercise B

**F:** If she'd seen the weather forecast, she wouldn't have gone to the beach.

**M:** If there hadn't been a late flight, he would have had to wait until the next day.

**F:** If they'd wanted a high-tech car, they could have bought the Z900.

**M:** If I hadn't decided to be a veterinarian, I might have chosen to be an inventor.



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**F:** Could they have avoided catching the virus if they'd worn respirator masks?

**M:** What would you have done if you'd lost your wallet?

## Page 91, Unit 8, Lesson 2, Exercise F

1

**F:** Who'd you invite?

2

**M:** Where'd he buy that suit?

3

**F:** If it'd been cheaper, we'd 'uv gotten it.

4

**M:** If I'd known it'd rain, I wouldn't 'uv gone out.

5

**F:** Why'd you tell 'im?

## Page 94, Lesson 4, Exercises B, C, and D

**M:** I'm Glenn Anderson, welcoming you to *If You Had Lived Then*, the program that explores human life on earth in the near and the distant past. In each segment, we speak to an expert who helps us travel back in time to understand what life was like before modern times.

Today's guest is Dr. Mildred Postlewaite from the Human History Museum in Prague. Dr. Postlewaite studies the history of the human species and will tell us about one of humankind's most important innovations: controlling, making, and using fire. Welcome, Dr. Postlewaite.

**F:** Glad to be with you, Glenn. I always enjoy your program.

**M:** Thank you very much for that. So, to get started, I'm wondering if you can you tell us why, in this day and age—when we most often think of discoveries and inventions as the wonders of new technologies—you've elected to concentrate on something as basic as fire. I mean, what's so special about it?

**F:** *[slight chuckle]* Well, for me, it began with a thought experiment. Have you ever thought about what life on earth must have been like before humans used fire? How did they stay warm or prepare food, for example? How did they even survive?

**M:** Was there actually a time when humans didn't have fire?

**F:** Well, even the earliest humans must have observed fire—now we're talking about our distant ancestors who lived millions of years ago.

**M:** *Millions* of years ago?

**F:** Right. Long before any evidence of modern humans, or Homo Sapiens, appears in the fossil record.

**M:** When approximately, do Homo Sapiens appear in the fossil record?

**F:** At about 45,000 years ago. But even the earliest humans saw fires result from lightning during storms, forest fires that moved across the landscape, burning lava from erupting volcanoes; in other words, natural fires.

**M:** So, did those earliest humans use the fire, or did they only observe it?

**F:** The fossil record doesn't tell us exactly when humans discovered how to *control* fire.

**M:** What do you mean by "control fire"?

**F:** By control, I mean capture it from a natural fire, contain it, and supply it with fuel to keep it burning. Archaeologists who study stone tools of the Paleolithic age have found evidence that humans' ability to control fire probably began about 400,000 years ago, at about the time Neanderthals—an earlier human species—appear in Europe and Asia.

**M:** What kind of evidence have they found?

**F:** They've found tools people used and fossil ashes from fires, and there's a scientific way to determine the age of the fossils.

**M:** How could archaeologists know that the Neanderthals were actually able to, as you say, "control" that fire?

**F:** Good question. The remains archaeologists have found were located inside the stone caves where the Neanderthals lived. And as you know, fires don't occur naturally inside of a cave.

**M:** Of course. That's interesting. So Neanderthals knew how to make fire.

**F:** Actually, we don't know that. We can conclude that they could control fire, but there's tremendous disagreement among archaeologists about whether Neanderthals could actually make a fire. And research continues today. We may never know. Just to give you an idea of how much disagreement there is about when humans of any type learned to make fire, estimates range from 1.8 million years ago to 12,000 years ago.

**M:** That's amazing. What about Homo Sapiens, or modern humans?

**F:** Unfortunately, we simply don't know when humans learned how to actually start fires, but we do know that fire was a constant feature of Homo Sapiens' life.

**M:** Was fire the factor that enabled us to survive while Neanderthals became extinct?

**F:** No one knows for sure why Neanderthals became extinct, but it's unlikely that it had anything to do with fire because we know they had it. But the ability to actually start fires enabled modern humans to have a vastly different culture and life from Neanderthals.

**M:** What are some ways that fire altered the course of our development?

**F:** First, it permitted us to create light and heat. Before we had reliable fire, humans went to sleep when the sun went down. With fire, activities could extend into the night, making us more productive.

**M:** Of course. That makes sense.

**F:** Next, it enabled us to cook animals and plants, greatly increasing our nutrition. We could consume a more varied and caloric diet because the food was easier to digest.

**M:** I never thought of that.

**F:** And another important factor in nutrition is that the heat of a fire killed bacteria, making food safer to eat.

**M:** Very interesting.

**F:** And just a few other important things: Fire made it possible for us to bake ceramics out of clay from the


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earth so we could store food and water. And it helped keep dangerous animals away from us. Finally, because people gathered together around fires, they helped create our social history as people interacted with each other for enjoyment long into the night. Oh—I don't want to forget another advantage of fire: The light of fires made it easy for group members who were away from camp to find their way back home.

**M:** Well, thank you so much, Dr. Postlewaite, for making us aware of the tremendous importance of fire in our development as a species. I have to admit I had never given this much thought to fire before your visit today. Thank you so much.

## UNIT 9

### Page 101, Lesson 1, Exercise E

**Conversation 1**

**M1:** Isn't it ridiculous that people can do military service at the age of eighteen, but they can't vote until they're twenty-one? It just doesn't make any sense!

**F1:** I couldn't agree more. If you're old enough to serve in the military at eighteen, you're certainly old enough to vote in an election.

**Conversation 2**

**F2:** I can't understand why anyone smokes in a restaurant. It's just disgusting, in my opinion. If you really have to smoke, you should go outside and not bother other people.

**M2:** I'm not sure I agree. I don't think it's a great idea to have the government telling people what they can and can't do. In my opinion, smoking should be allowed in certain parts of every restaurant.

**Conversation 3**

**M3:** Did you hear in the news about that teenager who had the accident near the Central Mall?

**F3:** No, I didn't. Was anyone hurt?

**M3:** No, thank goodness. But I say enough is enough. I'm in favor of raising the age for getting a driver's license to twenty-one. Teens are just not ready to drive.

**F3:** Then I guess we'll just have to agree to disagree. I don't think one accident is enough to change all the rules.

**Conversation 4 (F4 = Caribbean English, M4 = French Canadian)**

**F4:** I'm worried about the inappropriate stuff they're showing on TV these days. It seems like kids are seeing a lot more violence than they used to see in the past.

**M4:** Actually, that's exactly what I think. Someone needs to inform parents about what their kids will be seeing so they can decide whether or not they want them to watch that stuff.

**F4:** You're so right.

**Conversation 5**

**M5:** You know, I'm really against raising taxes right now. They're already way too high.

**F5:** Do you think so?

**M5:** Totally. I think it would be a great idea to convince everyone to just stop paying their taxes. Then the government would have to listen.

**F5:** Really? I think I have to disagree with you there. If no one paid their taxes, we'd lose a lot of important services.

### Page 102, Lesson 2, Exercise B

**Conversation 1**

**M1:** We need to do something about poverty in this country. There are just too many people who can't find jobs and too many who don't have enough to eat.

**F1:** But what are you suggesting we do about it?

**M1:** Well, I think some rich people just have too much money. It's time to take some of it and give it to the poor.

**F1:** Whoa! No offense, but I can't agree with that. You can't just take someone's money because you think he or she is too rich. There's got to be other ways to help end poverty.

**Conversation 2**

**M2:** Don't you think we need to do something about corruption in our government?

**F2:** I'm with you on that. But I think it's going to take time. We can't expect things to change right away.

**M2:** Really? I'm not sure I agree. I think we need to make big changes now.

**F2:** Like what?

**M2:** Well, for example, like putting the representatives from the Conservative party in prison. Everyone knows they're all corrupt.

**F2:** I agree that if someone takes money for favors, they should be punished, but there are corrupt politicians in every party. I think people from all points of view need to work together if we want things to change.

**Conversation 3**

**F3:** Some people have been urging a reduction in military spending. But I think it's important that the government continue to keep our military strong, as it always has.

**M3:** Well, we'll have to agree to disagree. There are other important things that could really use that money, such as education, medical research, arts and culture . . .

**F3:** Nothing is as important as a strong military. Anything that weakens it would be a disaster for our country.

**M3:** Well, I'm afraid I disagree. I think it's time for some changes.

**Conversation 4 (F4 = Senegalese)**

**F4:** I don't think we're doing enough to fight drug trafficking. In my opinion, we need to do more to punish people who use drugs. It's just getting out of control.

**M4:** I see your point, but I don't think punishing drug addicts is the way to go. In my opinion, it's a health issue. We have to help people with drug addiction and stop sending them to prison.

**F4:** Well, I'm afraid I don't agree. When people make bad choices, they need to be held responsible for those choices.



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**M4:** Don't get me wrong. I'm not suggesting there be no punishment. I just think it's time to change how we've traditionally done things and consider other options.

**Conversation 5**

**F5:** Do you mind if I ask you a question about politics?

**M5:** Not at all.

**F5:** So who are you voting for in the elections?

**M5:** Me? I'm voting for the conservatives. How about you?

**F5:** Well, I'm not sure. On the one hand, I like the conservatives' ideas about education. But when it comes to the economy, I prefer the liberals' approach. So I'm probably going to vote for candidates on both sides.

**M5:** Not me. It's the conservatives all the way.

## Page 105, Lesson 3, Exercises D and E

**(F2 = Caribbean English)**

**F1:** Thank you for coming to tonight's debate. We welcome our audience and thank you for your interest. Our debate topic tonight is: Is a dictatorship sometimes necessary? Let's begin with Paula Green who will present the argument in favor.

**F2:** Good evening. Democracy may be the final goal, but sometimes a period of dictatorship is necessary in order to get there.

First of all, in a dictatorship, the government can make good decisions quickly. In a democracy, the government's leadership and legislature is often made up of representatives of different political parties and points of view, so making good decisions can be very difficult and take a long time. This is especially true when a country has experienced a war or a disaster or some other major problem. Because the government in a dictatorship has total power, it can take actions that end fighting and conflict. Or it can more easily resolve the problems caused by a disaster.

Furthermore, elections can cost a lot of money. There's the cost of advertisements. . . . In some cases, the economic costs of workers taking the day off to vote. . . . The cost of political parties meeting to choose their candidates for the elections. . . . In a developing country, where economic development is not so strong, a dictatorship offers a solution that would be easier on the country's economy.

Finally, in a democracy, there's a lot of social instability as governments change from one political view to another. In a democracy, citizens disagree and argue about issues that would be easily resolved in a dictatorship. In a dictatorship, the government can force its citizens to work together peacefully. And this results in more social stability because people understand that the government has the power to make all political decisions. In some cases, the leaders are independent and have no particular political point of view, so citizens trust their government to represent and serve the desires and needs of the majority of the country's citizens. Thank you.

**F1:** Now let's listen to Lance Bateman present the argument against.

**M:** Thank you, and good evening. I'm afraid I disagree with every point that has just been made.There's only one way to ensure that the needs and desires of the citizens of a country are fully represented—that is, a democracy. A government needs to allow its citizens—with all their various political points of view—to choose their representatives in that country's governing bodies.

It's silly to think that a dictator will act in the best interests of the country's citizens. In many cases, a dictatorship encourages government corruption. Its leaders make decisions that are in their own best interests, as well as the best interests of their friends and family—sometimes even in the best interests of the country's military leaders. This is also true in some monarchies. In some cases, a king or queen has complete power and no real opposition—such as citizens who are free to express a different political point of view. If no opposition is allowed, who will watch and comment on what the king or queen does?

The idea that democracies can't make good decisions but dictators can is ridiculous. The world is filled with democracies that have quickly made important—and good—decisions for their citizens as well as historic decisions that have helped other countries around the world. Having the right to choose your own representatives—representatives who will make decisions for *you*—is everyone's right. And it's a good thing for the country to spend money on the cost of elections to protect that right. Democracy works when people's political views are respected and when there is open discussion between citizens with different views. We learn from each other when we listen to each other and work together to find solutions in the best interests of all of us. It's good for the country and good for its citizens. Thank you.

**F1:** Thank you both for your arguments for and against. Now let's hear what our audience has to say.

## UNIT 10

## Page 112, Lesson 1, Exercise E

**F:** The capital, Shetland, is on the western coast of Freeport.

**M:** Newton is on Lake Freed.
Newton is on the northern shore of Lake Freed.

**F:** Kenna is located on the James River.

**M:** Dellwood is on the border of Freeport and Broadpass.

**M:** The city of Parker is in Broadpass.

**M:** Maxwell is located in the central part of Freeport.

**F:** Lake Freed is in the north.
Lake Freed is in the northern part.

**F:** Freeport is located south of Broadpass.
Freeport is located to the south of Broadpass.

**M:** Lake Freed is east of Shetland.

**F:** Baker Island is off the southwestern coast of Freeport.

**M:** Freeport is to the northeast of Baker Island.

## Page 114, Lesson 2, Exercise B

**F:** Kate had better take a raincoat if she's going to Crater Lake.


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**M:** They'd better not go to Perkins Park in June.
**F:** Should we bring flashlights?
**M:** We'd better.
**F:** Should she pack a snack?
**M:** She'd better not.

## Page 115, Lesson 2, Exercise E

**Conversation 1**

**M1:** Maggie?
**F1:** Bill! Are you calling from Brazil?
**M1:** Yup. I'm on a boat on the Pará River—We were just visiting the lush Amazon forest across the river from Belém.
**F1:** Across from Belém? No way!
**M1:** It was spectacular. We just met a guy who lives there and he showed us his pet tarantula.
**F1:** A tarantula? The really big spider?
**M1:** Right. The spider's name was Silvio. Someone took a photo of it walking on my arm. It was scary, but they say tarantulas aren't dangerous.
**F1:** Really! I had no clue. Well, listen. You'd better watch out for snakes!
**M1:** Actually, I think the snakes are watching out for *us*.

**Conversation 2 (F2 = U.S. Regional)**

**F2:** Nicole! Hello from Lake George.
**F3:** Hi, Carla! Lake George is supposed to be really nice.
**F2:** It's amazing! A must-see.
**F3:** How far is that from New York City?
**F2:** Oh, a little over three hours north of the city.
**F3:** So are you having a good time?
**F2:** I was.
**F3:** Oh, no. What's wrong?
**F2:** We were taking a short hike and I was wearing shorts. I must have come in contact with some kind of itchy plant. I guess I'm allergic, because now have a terrible rash on my legs . . . and it itches like crazy.
**F3:** That's too bad. Can you get to a pharmacy?
**F2:** I'm sure there's one in town. I'm going there today to see if I can get some kind of ointment for this.
**F3:** You'd better do that right away.

**Conversation 3**

**M2:** Katie! How's Miami?
**F4:** Actually, I'm southwest of Miami, in the Everglades.
**M2:** Cool! I've always wanted to go there.
**F4:** You'd love it . . . even though it's pretty buggy this time of year.
**M2:** Ugh. I hate mosquitos.
**F4:** Me too. My hotel's right by the water, so we have a lot of them.
**M2:** Well, be careful. Alligators like water, too.
**F4:** Actually, you can see a lot of them here. It's pretty extraordinary.

**Conversation 4 (F5 = British English)**

**F5:** Hello, Jim! How's Australia?
**M3:** Hi, Becky! Fantastic. I'm in Perth this week, on the western coast.
**F5:** I hear the beaches are great there.
**M3:** They are. I'm going surfing tomorrow.
**F5:** Surfing? I'd think twice before surfing in those waters. There are supposed to be a lot of sharks there.
**M3:** Don't worry. They're more scared of us than we are of them.
**F5:** And what about jellyfish? I've heard they can be quite dangerous.
**M3:** Those are in Queensland, on the eastern coast. The ones here aren't dangerous at all.

**Conversation 5**

**M4:** Eileen? Nick.
**F6:** Hi, Nick! Are you calling from Bramson Park?
**M4:** That's right. I'm hiking back to my car from the waterfall right now. You were right. It really is a must-see.
**F6:** I know, right? But hey. Be sure to stay on the path. I made the mistake of walking off the path when I was there last year, and I ran into some very thorny plants. It was NOT much fun.
**M4:** Good advice. Thanks.

## Pages 116-117, Lesson 3, Exercises C and D

**The Grand Canyon**

**F1:** Looking for someplace extraordinary to visit? Located in the southwest of the United States, the Grand Canyon is bigger than you ever could have imagined. And it's one of the world's most breathtaking sights—different from anything you've ever seen. It's surrounded by desert—dry and arid. As you step close to the canyon's terrifyingly high edge, you get a spectacular view of the Grand Canyon's famous rocky cliffs—and they extend as far as the eye can see. As the sun moves across the sky during the day, the colors of the rocks change. It's so quiet, except for the sound of the wind. Even with other visitors all around you, it feels like it's just you and the canyon. For a special adventure, you can hike down into the canyon to explore the wonders below. The paths are steep, but there are waterfalls along the way. At the bottom is the Colorado River. If you have the time, you can take a boat down the river, passing through some exciting rough water.

**Angel Falls (M = Spanish)**

**M:** Here's an unforgettable adventure, if you don't mind taking a little time to get there. Located in the southeastern part of Venezuela in the jungles of Canaima National Park, Angel Falls is the tallest waterfall in the world. It's three times as tall as the Eiffel Tower in Paris, and sixteen times the height of Niagara Falls between the U.S. and Canada. The falls drop from a cliff into Devil's Canyon—a spectacular sight. When the weather's hot and dry, much of the water turns into a foggy mist. It's a bit difficult to get to the falls—there are no roads to take you there. And from the capital, Caracas, there are no direct flights to the falls. You have to make two stops before arriving in the city of Canaima. Then you take a wooden boat up the Churún



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River, which takes over three hours. And then you take a one-hour hike on a rocky, and sometimes slippery, path to the bottom of the falls. Another option is to take a helicopter to see the falls from above. And if you're hot and exhausted after all that traveling, you can cool off and go swimming in the natural pool at the bottom of the falls.

**The Himalayan Mountain Range (F2 = Nepalese)**

**F2:** Photos of the Himalayan mountain range are beautiful, but there's nothing like seeing the world's highest mountains with your own eyes. October and November are the best months to go. The tiny country of Nepal, located between China in the north and India in the south, has fifty of the tallest mountains. Day hikers can explore the lush forests in the valleys between the mountains and enjoy the breathtaking landscapes. Many people, of course, want to climb Mount Everest, the tallest mountain of them all. But you'd better not even think of it if you aren't an experienced climber. It's a dangerous trip, and many hikers have died trying. However, even if you're not experienced, you can hike to Mount Everest's base camp where expert climbers begin their journey to the top. On the way to the base camp, you'll pass beautiful green valleys and rivers, and pretty soon you'll find yourself walking in a snowy white landscape. From there, you'll get amazing views of the world's tallest mountains and great stories to tell your friends back home.

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# *Keep Talking* Video Script

## Unit 1, Page 5, Lesson 1, Exercise C

**A:** Doug, you may already know Tony, but in case you don't, I'd like you to meet Tony Page.
**B:** Hi, Tony. I'm Doug Burns.
**C:** Pleasure to meet you, Doug. Did you say, Burns?
**B:** Yes, that's right.
**C:** I can't believe it. You must be Olivia's brother. You look just like her.
**B:** As a matter of fact, we're twins. What a coincidence. How long have you known Olivia?
**C:** Not long. I met her at a friend's house just last weekend. Small world, right?
**B:** That's amazing. But, you know, you look familiar to me, too. Aren't you in my yoga class at the health club?
**C:** Actually, no. I don't take yoga.
**B:** Oops. My mistake.
**C:** No worries. You must be confusing me with someone else.

## Unit 1, Page 7, Lesson 2, Exercise C

**A:** Good evening. I'm Daisy Nash.
**B:** Nicole Bailey. Nice to meet you.
**A:** Nice to meet you, too.
**B:** The photos are great, aren't they?
**A:** They really are. . . . By the way, can I call you Nicole?
**B:** Absolutely. Please do.
**A:** And please call me Daisy. . . . So where are you from?
**B:** I'm from Toronto. And you?
**A:** I'm from right here in Boston.
**B:** Really? That's interesting. Do you live nearby?

## Unit 2, Page 17, Lesson 1, Exercise C

**A:** Hello? Roger Brooks.
**B:** Hi, Roger. Kay here. I'm sorry to bother you, Roger, but could you possibly do me a favor?
**A:** Certainly, Kay. How can I help?
**B:** Well, I'll be on a video conference this afternoon, and I won't finish in time to pick the kids up from school. Could you get Janie when you pick up your kids and drop her by here? I can call the school to give permission.
**A:** Gee, I'm sorry. I wish I could. I have a dentist appointment after work. My sister Ellen is picking the kids up today. Maybe she can help. I can ask her.
**B:** Could you? I'd really appreciate that.
**A:** My pleasure, Kay.
**B:** Thanks, Roger. You're a lifesaver! I owe you one.

## Unit 2, Page 19, Lesson 2, Exercise C

**A:** Hi. I'm wondering if it's too late to get this jacket dry-cleaned by tomorrow. I know it's really last minute.
**B:** Oh. That might be difficult. It's already 5:00 and we close at 5:30.
**A:** I know. Forgive me, but it's pretty urgent. My boss just asked me to make a presentation tomorrow afternoon, and I noticed the jacket is dirty.
**B:** Let me see what I can do. I'll call you first thing tomorrow. About 8:00?
**A:** That would be great. Then I could pick it up at lunchtime. My office is just down the street. . . . Oh, by the way, could you possibly shorten this skirt for my daughter? About two inches? It's not urgent. I could pick it up sometime next week.
**B:** Sure.
**A:** Great. Thanks. I owe you one!
**B:** You're welcome. I'll give you a call in the morning.

## Unit 3, Page 29, Lesson 1, Exercise D

**A:** I'm looking for a good read. Any suggestions?
**B:** Have you read anything by Daphne du Maurier? I'm totally hooked on her books.
**A:** Du Maurier . . . did she write *The Birds*?
**B:** Yes.
**A:** I haven't read any of her stuff, but I've heard good things.
**B:** You mean you've never read *Rebecca*? It's one of her best-sellers.
**A:** What's it about?
**B:** It's a mystery about a woman who marries a widowed man with a lot of secrets. It takes place in a house called Manderley.
**A:** I'm not usually big on mysteries, but that sounds good.
**B:** It's awesome. I couldn't put it down. Would you like to borrow my copy? I have it at home.
**A:** I'd love to. Thanks so much.

## Unit 3, Page 31, Lesson 2, Exercise D

**A:** Do you know where I can get a copy of the *Gazette*?
**B:** I actually don't know. Maybe at the gift shop?
**A:** I tried there, but they were sold out. There's an article in there about exercise and weight loss that I'm dying to read.
**B:** Oh, I think I read that one—the one about running to lose weight?
**A:** Right. My husband says there's no way to lose weight if you don't diet.
**B:** I used to think so, too, but the article disagrees. Very thought-provoking. If I still had it, I'd give it to you, but I threw it out yesterday. But, hey! Check the reception desk at work. There's always a copy of the *Gazette* there.
**A:** Duh! Why didn't I think of that?

## Unit 4, Page 41, Lesson 1, Exercise C

**A:** Hey, Wendy. You don't look so good. Are you leaving?
**B:** Actually, yes. I've come down with something.
**A:** What's wrong?



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**B:** Well, I didn't sleep a wink last night, and then I got up with a headache and a sore throat. And now I think I'm running a fever.
**A:** Oh, no. Any other symptoms?
**B:** Not yet.
**A:** Well, you've probably picked up that virus that's going around. Do you need a ride home?
**B:** No, thanks. I've called a taxi.
*A:* Well, do you think you should call a doctor?
**B:** I'm not sure. I'll give it a couple of hours and see what happens. Right now, I'd just like to go home.
**A:** Can I pick up something at the pharmacy for you?
**B:** That's so nice of you, but I don't need anything.
**A:** Well, text me later if you do.
**B:** I will. Thanks, Drake.
**A:** I hope you're up and about fast.

## Unit 4, Page 43, Lesson 2, Exercise C

**A:** Nina, I'm so sorry. I could kick myself! I'm not going to make the parent-teacher conference at 10:30.
**B:** No?
**A:** Well, I just finished at the dentist's. My filling took over an hour. I wish I hadn't made the appointment for 9:00.
**B:** Well, these things happen. I'll just tell the teacher what happened.
**A:** I feel awful about this.
**B:** Len, don't be so hard on yourself. Hey, remember the time I forgot to pick up the cake on your birthday?
**A:** Yeah, I do. And there were 20 people at the house for my party.
**B:** See what I mean? These things happen. It's not the end of the world.

## Unit 5, Page 53, Lesson 1, Exercise C

**A:** Penny! You won't believe what's going on.
**B:** What?
**A:** A bridge collapse. The South Street Bridge. Jeff just called to tell me about it.
**B:** But, one second. . . . When did this happen?
**A:** Just a few minutes ago, I think. Oh, wow. Look at that.
**B:** What a catastrophe! There must be a lot of injuries.
**A:** I'm sure there are. I always wonder what causes these things to happen.
**B:** Me, too. There are always tons of trucks on that bridge. Maybe their weight caused the collapse.
**A:** I've heard that's possible. How awful.

## Unit 5, Page 55, Lesson 2, Exercise D

**A:** You know that hurricane in Texas a couple of weeks ago?
**B:** Yeah. That was terrible, wasn't it?
**A:** Totally, but would you believe they're already having another one?
**B:** You're kidding.
**A:** I wish I were. I just saw it online on *Weather Update*. They say this one's worse. It's going to continue for days.
**B:** Let me have a look.
**A:** Here you go.
**B:** And look at this! Another breaking news story. There was just an earthquake in California.
**A:** How awful! But, what a relief! It says there's been very little damage.
**B:** Well, thank goodness for that!

## Unit 6, Page 65, Lesson 1, Exercise C

**A:** So, have you made any resolutions for the new year?
**B:** Actually, I have. I was mulling it over, and I decided I really need to stop spending time on my devices before going to bed.
**A:** Why's that?
**B:** I haven't been sleeping well lately, and I'm pretty sure that's why.
**A:** You know, I've actually just read an article about that. They say that it's a common problem. I wish you luck.
**B:** Thanks. What worries me is that I made the same resolution last year, but it was too hard. I was so hooked on social media, I couldn't give it up.
**A:** Just because it's been difficult before doesn't mean you can't succeed this time. Reading a book always puts me to sleep. Why don't you try that?
**B:** Good idea. I think I will.

## Unit 6, Page 67, Lesson 2, Exercise D

**A:** I should have taken a longer vacation.
**B:** Why do you say that?
**A:** Well, I've been working really hard. I need more time to relax.
**B:** Why have you been so busy at work?
**A:** Several of my colleagues left to work at other companies, so I have a lot on my plate.
**B:** That's too bad. I'm sorry to hear that. How much vacation time do you still have?
**A:** Well, we get a total of three weeks, and I've only used two.
**B:** Then why don't you just take another short vacation next month?
**A:** That's probably a good idea. I'll give that some thought.
**B:** If you took another vacation, what would you do?
**A:** I'm not sure. But I'd definitely do something relaxing.
**B:** Good idea. You deserve it.

## Unit 7, Page 77, Lesson 1, Exercise C

**A:** Did you know that there's a holiday next Thursday?
**B:** I didn't. What holiday is that?
**A:** Thanksgiving. It's a family holiday that always takes place on the last Thursday in November.
**B:** I didn't know that. So, what do people usually do on Thanksgiving?
**A:** Well, people usually get together with their families and have a huge meal together.
**B:** Oh. What do you usually eat?
**A:** There are a lot of seasonal fruits and vegetables. And most families have turkey.


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**B:** Is there anything else that people do then?
**A:** Well, it's also a tradition to watch a football game on TV.
**B:** Sounds nice. Well, have a wonderful Thanksgiving then!
**A:** Hey, I'm going to my parents' house on Thursday. Why don't you come join us? They'd love to have you!
**B:** Really? That's so nice. Thanks!

## Unit 7, Page 79, Lesson 2, Exercise D

**A:** I'm not familiar with the way people do things here. So, I wonder if I could ask you a question about table manners.
**B:** Of course. What would you like to know?
**A:** I've heard it's offensive to sneeze at the table during a meal. Is that true?
**B:** Actually, yes. It would be better to step outside.
**A:** Well, I am worried about something. I'm allergic to some cosmetics—they make me sneeze.
**B:** Then I suggest you tell your hosts. I'm sure they'll understand.
**A:** Good idea. Would it be OK if I just covered my mouth and nose with a tissue? That's what people do in my country.
**B:** If you have to, it's no big deal. Just say, "Excuse me." They know you're not from here.

## Unit 8, Page 89, Lesson 1, Exercise C

**A:** Now here's an interesting idea. Check this out . . . a burger that's made from plants but tastes like beef. That sounds healthy.
**B:** The Cow-No-No Burger. I've seen those in stores. But the ingredients sound like a science experiment to me . . . not real food. Would you actually eat one?
**A:** Well, now that I think about it, I guess not. It's kind of ridiculous. If I wanted to eat healthier food, I could just eat more veggies. Right?
**B:** Right. Hey, look at this Cloud Nutriscanner Food Scanner.
**A:** That seems pretty practical.
**B:** What I like about it is it's really small and portable.
**A:** That's true. So you could easily carry it with you.
**B:** That's for me.

## Unit 8, Page 91, Lesson 2, Exercise D

**A:** You're not going to believe what happened to Derek last night.
**B:** What?
**A:** Well, he had gone shopping for groceries at the supermarket, and he realized while he was driving home that he had left his phone on the checkout counter.
**B:** You're kidding. How did that happen?
**A:** Apparently, the store was packed with customers, and he was in a hurry.
**B:** That's terrible! So, what did he do?
**A:** It turned out that another customer had found it and given it to the clerk. So, no harm done.
**B:** Thank goodness that other customer was honest.
**A:** And you know Derek's wife has been in the hospital for over a week, so he's been pretty distracted. That's the kicker. If she hadn't been in the hospital, I don't think this would have happened.

## Unit 9, Page 101, Lesson 1, Exercise C

**A:** So, what do you think . . . are you for or against capital punishment?
**B:** Me? I'm totally against it. To be honest, I don't think it's ever right to take someone's life—no matter what.
**A:** Really? No exceptions?
**B:** Not really. For me, killing is just wrong.
**A:** Well, I think there's more to it than meets the eye. If we didn't have capital punishment, what would stop people from killing?
**B:** No offense, but I don't understand that argument. Research doesn't support it.
**A:** What about the family of the person who was killed? Aren't their feelings important? They want to see that there are consequences for people's actions.
**B:** Of course. But it doesn't have to be that way. I just think capital punishment is unacceptable.
**A:** Well, I believe if you kill someone, you deserve to be killed.
**B:** Then I guess we'll have to agree to disagree.

## Unit 9, Page 103, Lesson 2, Exercise C

**A:** Would you mind if I asked you a political question?
**B:** Not at all. What would you like to know?
**A:** Well, would you say you're a moderate?
**B:** That depends. On some issues, I'm conservative. But on others, I'm pretty liberal. So, I guess that makes me kind of a moderate. What about you?
**A:** I guess I'd call myself a liberal. I'm usually in favor of social and political changes. Would it be terrible if I asked you another question?
**B:** Absolutely not. Shoot.
**A:** Who are you going to vote for in the election?
**B:** Actually, as a general rule, I prefer not to discuss who I'm voting for.
**A:** Sorry. I hope my question wasn't too offensive.
**B:** Not at all. I just prefer not to answer.
**A:** I totally understand.
**B:** But I will say that I think the government has been doing a good job.
**A:** I agree.

## Unit 10, Page 113, Lesson 1, Exercise C

**A:** So, where did you say you were right now?
**B:** I'm climbing Mount Fillmore.
**A:** Mount Fillmore? That's supposed to be extraordinary. What's it like?
**B:** The climb is steep, but it's really breathtaking! It's a must-see.
**A:** Is Mount Fillmore south of the capital?
**B:** Actually, east. About a two-hour drive.
**A:** And how's the weather?
**B:** It was a little foggy and cool this morning. I'm just wearing a light jacket.
**A:** That sounds beautiful. I love foggy mornings. Can you send me some pictures?
**B:** Sure!



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## Unit 10, Lesson 2, Page 115, Exercise C

**A:** Excuse me. Is this the way to the beach?

**B:** Yes. It's straight ahead . . . about a kilometer. Just follow the signs to the cliff. There are stairs down to the beach.

**A:** Thanks. Is it worth the long walk?

**B:** Definitely. I took some fantastic photos. The views are spectacular.

**A:** That sounds great. Are the stairs safe?

**B:** Definitely. But watch out for thorns on your way down. There are a lot of them.

**A:** Thanks for the warning.

**B:** By the way, you'd better not go swimming.

**A:** Why not?

**B:** For one thing the water's pretty rough. . . . And there are sharks.

**A:** Sharks? Are you serious?

**B:** Unfortunately, I am. Better safe than sorry.

**A:** Thanks for the heads-up!

Language Center


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# *Connect TV* Video Script

## UNIT 1

**ANDY:** Hi. Can I help you?
**DAVID:** Yes. I have a 1 o'clock appointment with Ms. Chakrabarti.
**ANDY:** She's at lunch right now. She must be running late.
**DAVID:** No problem. I'll just make a phone call outside.

(. . .)

**BRITT:** Andy!
**ANDY:** Britt? What are you doing down there?
**BRITT:** I don't want him to see me!
**ANDY:** Why?
**BRITT:** He's my ex-boyfriend. I haven't seen him in three years.
**ANDY:** What's he doing here?
**BRITT:** He might be here about that story on cultural literacy.
**ANDY:** Really?
**BRITT:** Yeah. He's an expert on etiquette. He corrected me all the time. Table manners, conversations, even grammar. EVERY. LITTLE. THING . . .
**ANDY:** That must have been annoying.
**BRITT:** And now he's here! I can't believe it. He must not know I work here. I might be able to sneak out. Here he comes. You distract him while I leave.
**ANDY:** What?!
**BRITT:** Just don't offend him!
**ANDY:** But—!

(. . .)

**DAVID:** Hello again.
**ANDY:** Oh, hi. I mean . . . hello. I mean, good afternoon to you, sir.
**DAVID:** I'm sorry I didn't introduce myself earlier. Very impolite of me. I am David Garcia.
**ANDY:** I'm Andy.
**DAVID:** So, beautiful day, isn't it?
**ANDY:** Oh, yes, it's gorgeous. . . . So, where are you from?
**DAVID:** I'm from Minneapolis originally.
**ANDY:** People from Minneapolis are really friendly, aren't they?
**DAVID:** They are.
**ANDY:** So, are you married?
**DAVID:** No. Why do you ask?
**ANDY:** Oh, I'm sorry was that rude?
**DAVID:** A little bit . . .
**PRISHA:** Hello. I'm so sorry I'm late. You must be Mr. Garcia.
**DAVID:** Ms. Chakrabarti. So nice to meet you in person.
**PRISHA:** Please. Call me Prisha.
**DAVID:** Britt?!
**BRITT:** Hi, David.
**PRISHA:** Do you two know each other?
**BRITT:** Yep.
**DAVID:** We used to . . . date, didn't we?
**BRITT:** We did.
**PRISHA:** Well, that's a coincidence, isn't it?
**DAVID:** I didn't know you worked here.
**PRISHA:** She's been here, what, three or four years now?
**BRITT:** Less than three, actually.
**DAVID:** I think you mean "fewer" than three. Actually. See, when you have non-count nouns . . .
**BRITT:** Oops. My mistake.

## UNIT 2

**MEGAN:** Thanks for agreeing to pick up my sister at the airport. But shouldn't you be leaving soon?
**DUSTY:** Don't worry. I have a plan.
**MEGAN:** I owe you one. It's too bad that Prisha scheduled an important meeting this morning.
**DUSTY:** Megan—I'll take care of it.
**MEGAN:** I'm sure you will. Do you think you could have the car washed and cleaned today, too? It's pretty dirty.
**DUSTY:** Absolutely.
**MEGAN:** Oh, and, I know you have a lot on your plate, but could you have my blue dress dry-cleaned on your way home from work? I have to stay late tonight.
**DUSTY:** No worries.
**MEGAN:** Thanks. You're a lifesaver. . . . Could you have my shoes repaired, too?
**DUSTY:** Easy.
**MEGAN:** And could you get a cake made for Britt's birthday this week?
**DUSTY:** A-OK.
**MEGAN:** By 3 P.M. today?
**DUSTY:** Yep.
**MEGAN:** Okay. What's going on?
**DUSTY:** What do you mean?
**MEGAN:** I just asked you for a bunch of favors and you agreed to do them all.
**DUSTY:** I'm just a super organized guy.
**MEGAN:** Yeah, right. Why do you keep talking into the phone?
**DUSTY:** Isn't that what phones are for?
**MEGAN:** Dusty!
**DUSTY:** Okay. It's my new app: TakeCareOfIt.
**MEGAN:** TakeCareOfIt?
**DUSTY:** You need 100 brochures for a meeting by tomorrow? Just tell the app, and they'll take care of it. They'll hire a printing service to do it. No time to do the laundry? They'll have someone pick up your clothes, clean them and return them.
**MEGAN:** They do everything?
**DUSTY:** Just about.
**MEGAN:** They're picking up my sister from the airport?
**DUSTY:** A friendly, reliable driver will meet her and drive her home.



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**MEGAN:** What if they can't . . . get someone to feed your cat?
**DUSTY:** They send a message and turn down your request.
**MEGAN:** And all those things I just asked you—they didn't turn you down?
**DUSTY:** Nope. When they turn you down, you hear a little ding and they send you a message.
**MEGAN:** Even when your sound is off?
**DUSTY:** What? Oh. . . . There.
**MEGAN:** What's that?
**DUSTY:** They can't have a birthday cake made by 3 P.M. today.
**MEGAN:** That's okay. I was just testing you.
**DUSTY:** They can't repair your shoes today, either . . .
**MEGAN:** Are they having someone pick up my sister at the airport?
**DUSTY:** Uh, no. But that's okay. I can do that.
**MEGAN:** At 9:30?
**DUSTY:** Sure, it's only . . . 9 o'clock?!
**MEGAN:** Thank you, honey!
**MEGAN:** Send Dusty an order of his favorite chocolates.
**(APP:)** *We'll take care of it!*
**MEGAN:** Yeah, right.

## UNIT 3

**ANDY:** Hey there! What are you doing?
**MEGAN:** Well, actually, I'm starting to write a novel.
**ANDY:** Really? That's so cool. Is it a science fiction story?
**MEGAN:** Uhh . . . no . . .
**ANDY:** I'm hooked on science fiction. How about this: It's 200 years in the future. Robots control the world, and humans think that this is the end. But one robot named . . .
**MEGAN:** Andy—
**ANDY:** I like that! One robot named Andy is a rebel. He actually has feelings and he believes he can save the humans.
**MEGAN:** Interesting.
**ANDY:** Wouldn't that be a page-turner?
**MEGAN:** I guess so. But—
**ANDY:** They say science fiction is the most important genre of our time.
**BRITT:** Hey guys. What's up?
**ANDY:** Megan's writing a novel!
**MEGAN:** I'm just starting, actually.
**BRITT:** Make it a thriller! About two sisters! One is good and one is really bad! But we don't know who the bad one is! And there's a third sister! An identical twin! And a brother! Who lives in the basement! And . . .
**MEGAN:** Britt, that's getting a little hard to follow.
**PRISHA:** Hey. What's going on?
**ANDY:** Megan's writing a novel. A science fiction story!
**BRITT:** Or a thriller!
**MEGAN:** I'm not sure what the story is yet.
**PRISHA:** What about a romance novel? I've heard that romance writers sell more books than any other genre.
**MEGAN:** Aren't all romance novels trash?
**PRISHA:** Not at all! Nothing beats a good love story.
**ANDY:** Tell us what the story should be about.
**PRISHA:** Well, maybe it's about a young woman who works for a digital newspaper.
**BRITT:** Like Connectivity!
**PRISHA:** And she meets a handsome young man.
**ANDY:** Named Andy!
**PRISHA:** Or Pierre.
**ANDY:** Yeah, that's good, too.
**PRISHA:** And she knows that he's the man she wants to marry but—
**ANDY:** He's very sick!
**PRISHA:** Too sad.
**BRITT:** He's married!
**PRISHA:** Too boring.
**ANDY:** He's leaving the country for ten years!
**PRISHA:** Yes! And she can't decide what to do—leave everything to go with him or lose the man she loves!
**ANDY:** Oh, that's good.
**PRISHA:** That would be a best-seller.
**MEGAN:** Thanks for the help but, if you don't mind, I'd rather come up with the story myself.
**PRISHA:** Oh! Of course.
**ANDY:** That makes sense.
**BRITT:** No problem! See you back at the office.
**DUSTY:** How's the novel?
**MEGAN:** I didn't get much done. And lunch time is almost over.
**DUSTY:** I have an idea.
**MEGAN:** Of course you do.
**DUSTY:** Crime fiction. They say everybody loves a good mystery.
**MEGAN:** Why didn't I think of that?

## UNIT 4

**ANDY:** So I'll just ask you a few questions about alternative medicine.
**DR. ROGERS:** That sounds fine.
**ANDY:** Hmm. Let me find a different microphone.
**DUSTY:** Hi. Are you Dr. Rogers?
**DR. ROGERS:** I am.
**DUSTY:** Can I ask you a medical question?
**DR. ROGERS:** Go right ahead.
**DUSTY:** I've had this pain in my knee—ouch—for a couple of days now. And I'd already had some lower back—oof!—back pain when the knee pain started.
**DR. ROGERS:** Sorry to hear that.
**DUSTY:** It's really awful—ay yi yee—last night I didn't sleep a wink. Do you think I should try acupuncture?
**DR. ROGERS:** Acupuncture could help. But are you taking any medications?
**DUSTY:** No.
**DR. ROGERS:** You could try an over-the-counter painkiller first for a couple of days. If that doesn't work, you should probably go see your doctor. You might need an X-ray.
**DUSTY:** I really wish I could get some sleep.


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**ANDY:** Dusty, what are you doing?
**DUSTY:** I just had a question for the doctor.
**ANDY:** He's not here to give medical advice.
**DUSTY:** But—
**ANDY:** Not now! . . . Sorry about that.
**DR. ROGERS:** It's okay, really.
**ANDY:** Let me just get a light for you and we can start the interview.
**PRISHA:** Hi, Dr. Rogers? I'm sorry to bother you. I think I've come down with something. I have this stomachache . . .
**DR. ROGERS:** Are you running a fever?
**PRISHA:** No. I wouldn't come to work if I had a fever.
**DR. ROGERS:** Are you throwing up? Or do you feel nauseous at all?
**PRISHA:** I feel a little dizzy sometimes but no vomiting. I wish this would just go away.
**DR. ROGERS:** It's probably just something that's going around. If it lasts another day or two, you should probably go see your doctor.
**PRISHA:** I just saw my doctor on Tuesday, but when I was there, the stomachache hadn't started yet.
**ANDY:** Prisha, what are you doing?
**PRISHA:** I'm talking to the doctor about my stomachache.
**ANDY:** We are not Dr. Rogers' patients! . . . Sorry about that.
**DR. ROGERS:** It's fine, really.
**BRITT:** Hi, Dr. Rogers. I'm Britt.
**DR. ROGERS:** Hi.
**BRITT:** You know, I have this headache . . .
**ANDY:** Britt! This is not the doctor's office!
**BRITT:** Oh, sorry.
**ANDY:** Hey, everybody. Can you leave the doctor alone? Come on, be professional—we're at work. . . . Okay. Sorry about that.
**DR. ROGERS:** It's okay. It happens all the time, actually. And I don't mind. I'm always happy to talk to people about their health.
**ANDY:** Really? . . . I have this little rash on my shoulder. Is there an ointment or something that I can get to stop the itching? . . .
**PRISHA:** We're just here to watch the interview.
**BRITT:** We want to see how a professional works.

## UNIT 5

**BRITT:** Hey guys.
**MEGAN:** Hey Britt.
**PRISHA:** Did you bring that book, by any chance?
**BRITT:** I did! Just a second . . .
**PRISHA:** My sister said it's the best book she's read this year.
**ANDY:** What's this?
**BRITT:** My emergency kit.
**MEGAN:** You carry an emergency kit with you?
**BRITT:** Of course. Don't you?
**MEGAN:** No.
**ANDY:** Can I see what's in it?
**BRITT:** Sure. . . . It's just the stuff they say you should always have with you. Bandages, sterile gauze, scissors, antiseptic ointment, painkillers, surgical gloves . . .
**ANDY:** Surgical gloves?! Are you planning to perform surgery?
**BRITT:** Well, if we were in a train wreck and you got badly hurt and needed surgery, I'd have the tools to do it.
**ANDY:** That's just . . . weird!
**BRITT:** You have to be prepared. Tell me, what will you all do when the earthquake hits? On the news last night they said it could come any day.
**ANDY:** Or maybe not for 30 years!
**MEGAN:** We have some bottled water and cans of food at home.
**PRISHA:** I keep medical supplies and a blanket in my car.
**ANDY:** This is the only emergency kit I need.
**BRITT:** A credit card?
**ANDY:** They say you can get everything you need with a credit card.
**BRITT:** They also say electricity is the first thing to go in an earthquake, and you can't use a credit card without electricity.
**ANDY:** How am I going to charge my cell phone when there's no electricity?! . . .
**BRITT:** It's a hand-powered cell phone charger. You turn that thing and it charges your phone. It's also a radio and a flashlight. Three tools in one.
**PRISHA:** You carry this with you everywhere?
**BRITT:** Yeah.
**MEGAN:** Why?
**BRITT:** So that I'm ready for anything.
**ANDY:** Wow.
**BRITT:** You guys haven't thought about any of this? What are you going to do when you turn on the TV and they say "Breaking News! The volcano is erupting." You have to be ready to respond at a moment's notice.
**ANDY:** There's no volcano around here. . . . Is there?
**BRITT:** That's what you think.
**ANDY:** There's a volcano?!
**BRITT:** Or what would you do if they said there's a huge tsunami coming?
**MEGAN:** I'd stick with you.
**PRISHA:** Me too!
**BRITT:** Andy, how will you protect yourself from the next hurricane?
**ANDY:** Well, I have an umbrella . . .
**BRITT:** That's it?
**ANDY:** It opens automatically . . .
**BRITT:** You're a catastrophe.

## UNIT 6

**BRITT:** Thanks for dinner, Dusty. I think that might have been the best meal you've ever made.
**ANDY:** I wish I had learned to cook like that.
**MEGAN:** When I was 22, just after college, I resolved to learn how to be a great cook.
**BRITT:** What happened?


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**MEGAN:** I met Dusty, and now he does all the cooking.
**ANDY:** That's why I hate making resolutions. They're so hard to keep.
**DUSTY:** I love making resolutions!
**MEGAN:** You just don't like to keep them.
**DUSTY:** What are you talking about? I always keep my resolutions.
**MEGAN:** What about the time you were going to learn how to speak French?
**DUSTY:** I discovered my mouth can't make those sounds.
**MEGAN:** You resolved last month you were going to eat a healthier diet, but tonight you made fried chicken for dinner. Not that I'm complaining.
**DUSTY:** Yeah. That's true. . . . I thought a healthy diet would be more fun, but it's not.
**BRITT:** That's okay Dusty, it's hard to keep resolutions. Well, this isn't exactly a resolution, but I thought I was going to be a movie director.
**DUSTY:** What happened?
**BRITT:** I got a job at Connectivity instead, and I really liked it, so I have no regrets.
**MEGAN:** When I was younger, I was sure I was going to be a rich and famous author. But then I realized how hard it is to make a living at it. Sometimes I wish I had tried harder, but now I just do it for a hobby.
**BRITT:** What about you Andy? Any resolutions or regrets?
**ANDY:** Not really. I love my job. I have great friends.
**DUSTY:** You're completely happy with your life?
**ANDY:** Well, I imagined I would have been married by now, but I'm still single.
**MEGAN:** Don't worry about that. You must not have met the right person yet.
**ANDY:** I feel like I've dated every woman I know, but nothing seems to work out.
**MEGAN:** Don't lose heart!
**BRITT:** You've never asked me out.
**ANDY:** What?
**BRITT:** It just dawned on me. You've never asked me on a date.
**ANDY:** Well, I, um, I would have, but we work together.
**DUSTY:** Lots of people meet at work.
**ANDY:** That's true. Actually, I was mulling it over for a while, but I didn't think you'd say yes.
**MEGAN:** Would you say yes?
**BRITT:** I don't know. I'd have to hear the question.
**ANDY:** Well, um, do you want to go to dinner with me on Saturday?
**BRITT:** Uh . . . no.
**MEGAN:** What?!
**ANDY:** See, I knew you wouldn't say yes.
**BRITT:** I'm kidding! I'd love to go to dinner with you on Saturday.
**ANDY:** Really?
**BRITT:** Of course. But only if my sister and her husband can come, too.
**ANDY:** What? Oh, sure, that's fine. I thought you meant—
**BRITT:** I'm kidding. How about a movie, too?
**ANDY:** Sure. That . . . that sounds great.

## UNIT 7

**PRISHA:** Okay, good meeting, everyone. Oh, one more thing—I'll be away from the office on Friday. I'm going to the wedding of a friend who lives out of town.
**MEGAN:** How fun!
**PRISHA:** I'm a little nervous about it, actually.
**BRITT:** Really? Why?
**PRISHA:** I've never been to a wedding in America before. The customs that are popular here seem a little weird to me.
**ANDY:** What customs are you talking about?
**PRISHA:** Well, first of all, I have to wear a costume.
**MEGAN:** You mean like a traditional, cultural costume?
**PRISHA:** No. We're all supposed to dress up like our favorite person from history.
**BRITT:** What!? That's hilarious.
**ANDY:** And definitely not customary.
**PRISHA:** Anybody know where I can find a costume of Cleopatra?
**DUSTY:** The Queen of Egypt!
**PRISHA:** And instead of bringing gifts that the couple could use, we're each supposed to sing a song.
**BRITT:** What are you singing?
**PRISHA:** "Always be there."
**MEGAN:** The pop song?! You can sing that?!
**DUSTY:** Everybody can sing that.
**DUSTY AND ANDY:** "Youuuuuuuu know I-eeeeeeeeeeee will al-ways be there for you—"
**MEGAN:** That's enough of that.
**BRITT:** This is amazing. Tell us more!
**PRISHA:** The wedding is in this small town that has a cute main street. After the ceremony, still in our costumes, we're supposed to march in a parade through town to a park where we'll have a picnic and watch fireworks.
**DUSTY:** That sounds like my kind of wedding!
**PRISHA:** Then we dance all night until sunrise.
**ANDY:** That is so cool!
**PRISHA:** And after we've been up all night, we fly kites as the couple leaves for their honeymoon.
**MEGAN:** Wow. That sounds so—
**DUSTY:** Creative! You'll have a ball. I love this wedding. You want to get married again?
**MEGAN:** No! I loved our wedding. We had a short ceremony with all the people who were most important to us. And we had dinner and dancing at a little Italian restaurant.
**PRISHA:** That sounds lovely.
**ANDY:** When I get married, it's going to be as simple as possible.
**BRITT:** Me too.
**ANDY:** No parades.


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**BRITT:** No kites.
**ANDY:** Just a simple ceremony by the ocean.
**BRITT:** With a few family members and friends.
**ANDY:** I do love the historical costumes though. I could be Albert Einstein!
**BRITT:** I would never go to that wedding.
**ANDY:** Yeah. Bad idea.
**DUSTY:** But you'll have a blast, Prisha. Want to practice your song? "Youuuuuu know I-eeeeee will—" . . . Right. That's enough of that.

## UNIT 8

**MEGAN:** Ready to watch a movie?
**DUSTY:** I want to show you something first.
**MEGAN:** What is it?
**DUSTY:** My new invention.
**MEGAN:** Invention?
**DUSTY:** You know how I'm always forgetting my keys when I leave the apartment?
**MEGAN:** And your wallet . . .
**DUSTY:** And my wallet.
**MEGAN:** Your phone . . .
**DUSTY:** That too.
**MEGAN:** And your—
**DUSTY:** I forget things. That's just who I am. But . . . it doesn't have to be. Not with: Dusty's Shocking Reminder.
**MEGAN:** What is that?
**DUSTY:** This one goes on the door, and this goes on my keys. Now if I want to leave the apartment and I have my keys with me, I can open the door. No problem.
**MEGAN:** Okay.
**DUSTY:** But if I were to forget my keys, I would get . . . a shocking reminder. . . . Wha-hee-hee-ow!
**MEGAN:** Are you okay?!
**DUSTY:** No harm done! It gives you a little shock. See? . . . Wha-hee-hee-ow! Isn't it great?
MEGAN: It's certainly novel.
**DUSTY:** And here's the kicker. I made one with a timer that works on the refrigerator!
**MEGAN:** What?
**DUSTY:** You're always telling me I shouldn't snack between meals, right?
**MEGAN:** Or after dinner.
**DUSTY:** So, if I were to try to open the refrigerator after dinner. . . . Wha-hee-hee-ow!
**MEGAN:** You would get a shocking reminder. I get it.
**DUSTY:** . . . And if I did this for a week or so, I'd always remember my keys, and I'd never snack between meals. . . . Isn't this a cutting-edge invention?
**MEGAN:** No offense, but it's not exactly the wheel.
**DUSTY:** Come on! If we advertise the heck out of it, we could make a lot of money.
**MEGAN:** So, how am I supposed to use the refrigerator? Or the front door?
**DUSTY:** Huh. That is a problem, now that I think of it. . . . You could wear gloves.
**MEGAN:** In the house, all the time? No way.
**DUSTY:** I should have thought of that.
**MEGAN:** Don't be so hard on yourself. We might still find a way to use it. Ready to watch a movie?
**DUSTY:** Sure. How about an action movie? . . . Wha-hee-hee-ow!
**MEGAN:** Or we could watch my favorite historical drama.
**DUSTY:** Megan, that's brilliant! . . . "Take back control of your remote control with Dusty's Remote Control Controller . . . "
**MEGAN:** No.
**DUSTY:** Yeah, you're right.

## UNIT 9

**DUSTY:** Hi guys.
**BRITT:** Hi.
**ANDY:** Hello.
**MEGAN:** What's . . . going on?
**ANDY:** We're having a disagreement.
**MEGAN:** Do you mind if I ask what it's about?
**BRITT:** Not at all. Andy doesn't recycle! How could I have not known this?
**ANDY:** I recycle lots of stuff. Almost everything! This morning I threw away a plastic water bottle. There was no recycling bin nearby!
**BRITT:** You don't care about planet Earth!
**ANDY:** You're just wrong!
**BRITT:** Global warming is a huge problem!
**ANDY:** I couldn't agree more! But one water bottle isn't going to solve it. You always think that if I disagree with you just a little, I must be completely on the other side of an issue! . . . What are you two doing?
**DUSTY:** Oh, sorry, we're just commenting on the way you argue.
**MEGAN:** Would you allow us to offer a suggestion?
**BRITT:** Sure.
**MEGAN:** Well, in a relationship, it's really important to learn to disagree politely.
**DUSTY:** To debate different sides of an issue without hurting the other person's feelings.
**ANDY:** How do you do that?
**DUSTY:** It's good to speak softly. That helps keep everybody calm.
**MEGAN:** Experts urge you to avoid words like "always" and "never"—they just make things worse.
**DUSTY:** Listening is more important than talking.
**MEGAN:** And it's helpful to focus on one issue at a time instead of mixing them all up.
**BRITT:** Huh. That makes sense.
**ANDY:** Is that what makes your relationship so easy-going?
**DUSTY:** Yep. Plus, I just agree with everything that Megan says.
**MEGAN:** Dusty!
**DUSTY:** What? I do.


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**MEGAN:** Seriously? Has it never occurred to you that you always seem to take the opposite side of any debate, just to make me mad?
**DUSTY:** It's not to make you mad. Discussing pros and cons makes the conversation interesting.
**MEGAN:** So, I was right. You don't agree with everything I say.
**DUSTY:** Why do you have to always be right no matter what?
**MEGAN:** I don't!
**DUSTY:** Okay.
**MEGAN:** But in this case, I am!
**ANDY:** Would you permit us to offer a little advice?
**MEGAN:** From two people who have only been dating a few months?
**BRITT:** I just want to encourage you to speak softly.
**ANDY:** That's exactly what I think. And avoid words like "always" and "never."
**BRITT:** I couldn't have said it better myself. And maybe stick to one issue at a time.
**ANDY:** I'm with you on that.
**DUSTY:** I see what you're doing.
**BRITT:** We're just learning to disagree politely.
**ANDY:** By watching you argue. You're very good teachers.

## UNIT 10

**PRISHA:** Dusty, that cake was delicious.
**BRITT:** So good.
**DUSTY:** Actually, Megan made dessert tonight.
**ANDY:** What?!
**MEGAN:** I know! Things are really changing around here.
**ANDY:** They are, aren't they?
**BRITT:** Hey you guys, I need some suggestions from you.
**ANDY:** About travel.
**DUSTY:** Shoot.
**BRITT:** You've all traveled much more than I have. Where's the most beautiful place you've ever been?
**ANDY:** Has anybody been to the Grand Canyon? It's supposed to be one of the world's must-see places.
**PRISHA:** It's one of the most spectacular sights I've ever seen.
**MEGAN:** The colors of the canyon are unforgettable, especially at sunrise.
**BRITT:** That sounds amazing.
**DUSTY:** Of course, it can be quite dangerous, too. There are lots of cliffs and the paths are often steep and rocky. And if you're hiking down by the river, you'd better watch out for the quicksand.
**ANDY:** That sounds . . . a little scary.
**BRITT:** Okay. Maybe not the Grand Canyon.
**MEGAN:** Are you planning a vacation?
**BRITT:** Yeah. I was thinking of . . . traveling somewhere.
**ANDY:** What about Key Largo?
**PRISHA:** Key Largo is extraordinary.
**MEGAN:** Beautiful beaches.
**PRISHA:** Warm water.
**MEGAN:** Palm trees.
**DUSTY:** But if you go swimming, you'd better keep an eye out for jellyfish. And crocodiles.
**ANDY:** You're kidding.
**DUSTY:** Not to mention snakes. And scorpions. And the sharks.
**BRITT:** Okay. Key Largo is out.
**ANDY:** I've heard the Swiss Alps are beautiful.
**MEGAN:** Unbelievably gorgeous.
**PRISHA:** They have the most breathtaking views of mountain ranges . . .
**DUSTY:** Of course, in the mountains it can get really foggy and the trails can get very slippery. And you'd better not be on the mountain after dark or—
**MEGAN:** Dusty! I don't think you're helping.
**PRISHA:** Are you going soon?
**BRITT:** I was thinking maybe this summer. Actually, we were hoping to find a good place for . . .
**ANDY:** You can tell them.
**BRITT:** A good place for a honeymoon.
**MEGAN:** What?!
**DUSTY:** Whose honeymoon?
**ANDY:** Um, ours. Britt and me.
**BRITT:** We got engaged this afternoon.
**PRISHA:** Is this for real?
**ANDY:** Yep.
**MEGAN:** You've only been dating for six months.
**BRITT:** Yeah, but we've known each other for three years.
**PRISHA:** This is fantastic.
**ANDY:** You're all invited to the wedding. It'll be small and simple . . .
**MEGAN:** Of course we'll be there.
**ANDY:** We still have to decide on the honeymoon.
**BRITT:** Maybe Hawaii?
**PRISHA:** That's perfect!
**DUSTY:** Perfect if you want to get caught in a volcano.
**MEGAN AND PRISHA:** Dusty!
**DUSTY:** I'm kidding! We're all going to Hawaii!
**ANDY:** Dusty! You're invited to the wedding, not the honeymoon.
**DUSTY:** Right. You're going to Hawaii! Come here, you two.


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## ADDITIONAL ANSWERS

### Answers for Unit 2, Interactive Cool Down, *Twenty Questions,* page 24

1. Q: *Where do you get / have your car repaired?*
   A: *I get / have my car repaired . . .*
2. Q: *How often do you get / have your clothes dry-cleaned?*
   A: *I get / have my clothes dry-cleaned . . .*
3. Q: *Who do you get to pick up your mail when you go away?*
   A: *I get . . . to pick up my mail when I go away.*
   Q: *Who do you have pick up your mail when you go away?*
   A: *I have . . . pick up my mail when I go away.*
4. Q: *How often do you get / have packages delivered to your home?*
   A: *I get / have packages delivered to my home . . .*
5. Q: *Would you ever get / have your shoes repaired?*
   A: *Yes, I would get / have my shoes repaired . . . /*
   A: *No, I wouldn't ever get / have my shoes repaired.*
6. Q: *Would you like to get / have someone cook all your meals for you?*
   A: *Yes, I would / No, I wouldn't like to get / have someone cook all my meals for me.*
7. Q: *When might you get / have your passport renewed?*
   A: *I might get / have my passport renewed . . .*
8. Q: *Where do you get / have your hair cut? /*
   A: *I get / have my hair cut . . .*
9. Q: *Have you ever gotten / had someone take care of your pet?*
   A: *Yes, I have / No, I haven't gotten / had someone take care of my pet.*
10. Q: *Have you ever gotten / had someone help you study for a test?*
    A: *Yes, I have / No, I haven't gotten / had someone help me study for a test.*
11. Q: *When was the last time you got / had flowers delivered to a friend or relative?*
    A: *I got / had flowers delivered to a friend or relative . . .*
12. Q: *Where do you get / have your keys made?*
    A: *I get / have my keys made . . .*
13. Q: *Who can you get to open your door if you lose your key?*
    A: *I can get . . . to open my door if I lose my key.*
    Q: *Who can you have open your door if you lose your key?*
    A: *I can have . . . open my door if I lose my key.*
14. Q: *What have you gotten / had cleaned recently?*
    A: *I have gotten / had . . . cleaned recently.*
15. Q: *How often do you get / have your devices checked for viruses?*
    A: *I get / have my devices checked for viruses . . .*
16. Q: *Have you ever gotten / had a piece of clothing shortened or lengthened?*
    A: *Yes, I have / No I haven't gotten / had a piece of clothing shortened or lengthened.*
17. Q: *When's the last time you got / had a piece of furniture delivered to your home?*
    A: *The last time I got / had a piece of furniture delivered to my home was . . . / I've never gotten / had a piece of furniture delivered to my home.*
18. Q: *How often do you get / have your car washed?*
    A: *I get / have my car washed . . .*
19. Q: *When's the last time you got someone to repair your shoes?*
    A: *The last time I got someone to repair my shoes was . . . / I've never gotten someone to repair my shoes.*
    Q: *When's the last time you had someone repair your shoes?*
    A: *The last time I had someone repair my shoes was . . . / I've never had someone repair my shoes.*
20. Q: *Has anyone ever tried to get you to sing at a party?*
    A: *Yes, someone has tried / No, no one has ever tried to get me to sing at a party.*
    Q: *Has anyone ever tried to have you sing at a party?*
    A: *Yes, someone has tried / No, no one has ever tried to have me sing at a party.*

### Answers for Writing Handbook, Unit 4, Exercise B, page 148

1. *If you feel pain in your back, you can try taking a painkiller.* ***On the other hand,*** *if you have pain in your chest, you should see a doctor. medicine and acupuncture have been used for thousands of years, homeopathy was only introduced in the late eighteenth century.*
2. *Homeopathy is fairly common in Europe,* ***while*** *it is not as popular in the United States. /* ***While*** *homeopathy is fairly common in Europe, it is not as popular in the United States.*
3. *An integrative approach considers patients' social needs,* ***unlike*** *other types of treatments. /* ***Unlike*** *other types of treatments, an integrative approach considers patients' social needs.*
4. *Conventional medicine and acupuncture have been used for thousands of years,* ***whereas*** *homeopathy was only introduced in the late eighteenth century. /* ***Whereas*** *conventional medicine and acupuncture have been used for thousands of years, homeopathy was only introduced in the late eighteenth century.*
5. *Many people choose conventional medicine first when they need medical help.* ***However,*** *about 30% of U.S. adults choose to use alternative remedies for some conditions.*

### Answer for Writing Handbook, Unit 5, Exercise A, page 148

*Here are some things not to forget when preparing for an emergency. First and most importantly, be sure to follow all emergency instructions carefully: Your life and the life of your family could depend on it. Next, keep a supply of blankets and warm jackets in case of power outages or flooding. Following that, have a discussion with all family members about the importance of listening to emergency broadcasts. Finally, tell family members that if they have to leave home, they should call or text relatives in other places so they don't worry.*



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