CAMBRIDGE

FOURTH EDITION



Jack C. Richards
with Jonathan Hull and Susan Proctor



TEACHER'S EDITION



INTERITION FOURTHEDITION

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With Jonathan Hull and Susan Proctor





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CAMBRIDGE UNIVERSITY PRESS Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press 32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org
Information on this title: www.cambridge.org/9781107648692

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First published 1991 Second edition 1007 Third edition 2005

Printed in Lima, Peru, by Empresa Editora El Comercio S.A.

A catalog record for this publication is available from the British Library.

ISBN 978-1-107-64869-2 Student's Book 2 with Self-study DVD-ROM

ISBN 978-1-107-64410-6 Student's Book 2A with Self-study DVD-ROM

ISBN 978-1-107-62676-8 Student's Book 2B with Self-study DVD-ROM

ISBN 978-1-107-64873-9 Workbook 2

ISBN 978-1-107-61698-1 Workbook 2A

ISBN 978-1-107-65075-6 Workbook 2B

ISBN 978-1-107-62527-3 Teacher's Edition 2 with Assessment Audio CD/CD-ROM

ISBN 978-1-107-62941-7 Class Audio 2 CDs

ISBN 978-1-107-62500-6 Full Contact 2 with Self-study DVD-ROM

ISBN 978-1-107-63719-1 Full Contact 2A with Self-study DVD-ROM

ISBN 978-1-107-65092-3 Full Contact 2B with Self-study DVD-ROM

For a full list of components, visit www.cambridge.org/interchange

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Art direction, book design, layout services, and photo research: Integra Audio production: CityVox, NYC

Video production: Nesson Media Boston, Inc.

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Plan of Book 2

Titles/Topics	Speaking	Grammar
UNIT 1 PAGES 2-7		
A time to remember People; childhood; memories	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood	Past tense; used to for habitual actions
UNIT 2 PAGES 8-13		Access of the Control
Caught in the rush Transportation; transportation problems; city services	Talking about transportation and transportation problems; evaluating city services; asking for and giving information	Expressions of quantity with count and noncount nouns: too many, too much, fewer, less, more, not enough; indirect questions from Wh-questions
PROGRESS CHECK PAGES 14–15		
UNIT 3 PAGES 16-21		
Time for a change! Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes	Evaluations and comparisons with adjectives: notenough, too, (not) asas; evaluations and comparisons with nouns: not enough, too much/many, (not) as much/manyas; wish
UNIT 4 PAGES 22-27		\$6672E697_E6257707660
I've never heard of that! Food; recipes; cooking instructions; cooking methods	Talking about food; expressing likes and dislikes; describing a favorite snack; giving step-by-step instructions	Simple past vs. present perfect; sequence adverbs: first, then, next, after that, finally
PROGRESS CHECK PAGES 28–29		
UNIT 5 PAGES 30-35		
Going places Travel; vacations; plans UNIT 6 PAGES 36–41	Describing vacation plans; giving travel advice; planning a vacation	Future with be going to and will; modals for necessity and suggestion: must, need to, (don't) have to, ought to, -'d better, should (not)
OK. No problem! Complaints; household chores; requests; excuses; apologies	Making requests; agreeing to and refusing requests; complaining; apologizing; giving excuses	Two-part verbs; will for responding to requests; requests with modals and Would you mind?
PROGRESS CHECK PAGES 42-43		
UNIT 7 PAGES 44-49		
What's this for? Technology; instructions	Describing technology; giving instructions; giving suggestions	Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions
UNIT 8 PAGES 50-55		
Let's celebrate! Holidays; festivals; customs; celebrations	Describing holidays, festivals, customs, and special events	Relative clauses of time; adverbial clauses of time: when, after, before
PROGRESS CHECK PAGES 56–57		

Pronunciation/Listening	Writing/Reading	Interchange Activity
Reduced form of <i>used to</i> Listening to people talk about their past	Writing a paragraph about your childhood "Drew Barrymore: Actor, Producer, Director": Reading about the life and work of this Hollywood star	"Class profile": Finding out about a classmate's childhood PAGE 114
Syllable stress Listening to a description of a transportation system	Writing an online post on a community message board about a local issue "New Ways of Getting Around": Reading about new transportation inventions	"Tourism campaign": Suggesting ways to attract tourists to a city PAGE 115
Unpronounced vowels Listening to people talk about capsule hotels	Writing an e-mail comparing two living spaces "Break those bad habits": Reading about ways to end bad habits	"Wishful thinking": Finding out about a classmate's wishes PAGE 116
Consonant clusters Listening to descriptions of foods	Writing a recipe "Food and Mood": Reading about how food affects the way we feel	"Is that so?": Surveying classmates about their experiences PAGE 117
Linked sounds with /w/ and /y/ Listening to travel advice	Writing a letter with travel suggestions "Volunteer Travel – A vacation with a difference": Reading about how volunteer vacations work	"Fun vacations": Deciding on a trip PAGES 118, 120
Stress in two-part verbs Listening to the results of a survey about family life	Writing a set of guidelines "How to Ask for a Favor": Reading about ways to ensure a positive response to requests for a favor	"That's no excuse!" Apologizing and making amends PAGE 119
Syllable stress Listening to a radio program; listening to people give suggestions for using technology	Writing an email asking for specific favors "Modern-Day Treasure Hunters": Reading about the new hobby of geocaching	"Talk radio": Giving advice to classmates PAGE 121
Stress and rhythm Listening to a description of Carnaval in Brazil	Writing an entry on a travel website about a cultural custom "Customs Around the World": Reading about interesting customs and cultural events	"Special occasions": Finding out how classmates celebrate special events PAGE 122

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58-63	And the second	
Times have changed! Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possible consequences	Time contrasts; conditional sentences with <i>if</i> clauses
UNIT 10 PAGES 64-69		
I hate working on weekends. Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with <i>because</i>
PROGRESS CHECK PAGES 70-71		
UNIT 11 PAGES 72-77		
It's really worth seeing! Landmarks and monuments; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with by (simple past); passive without by (simple present)
UNIT 12 PAGES 78–83	Describing recent past events and	Past continuous vs. simple past.
What happened? Storytelling; unexpected recent past events	Describing recent past events and experiences; discussing someone's activities lately	Past continuous vs. simple past; present perfect continuous
PROGRESS CHECK PAGES 84–85		
UNIT 13 PAGES 86-91		
Good book, terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative pronouns for people and things
UNIT 14 PAGES 92–97		
So that's what it means! Nonverbal communication; gestures and meaning; signs; drawing conclusions	Interpreting body language; explaining gestures and meanings; describing acceptable and prohibited behavior in different situations; asking about signs and their meaning	Modals and adverbs: might, may, could, must, maybe, perhaps, possibly, probably, definitely; permission, obligation, and prohibition
PROGRESS CHECK PAGES 98–99		
UNIT 15 PAGES 100-105		
What would you do? Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions	Unreal conditional sentences with <i>if</i> clauses; past modals
UNIT 16 PAGES 106-111		
What's your excuse? Requests; excuses; invitations	Reporting what people said; making polite requests; making invitations and excuses	Reported speech: requests and statements
PROGRESS CHECK PAGES 112–113		
GRAMMAR PLUS PAGES 132–151		

P	ronunciation/Listening	Writing/Reading	Interchange Activity	
p	ntonation in statements with time phrases istening to people talk about changes	Writing a paragraph describing a person's past, present, and possible future "Are you in love?": Reading about the signs of being in love	"Consider the consequences": Agreeing and disagreeing with classmates PAGE 123	
L	Unreleased and released /t/ and /d/ Listening to people talk about their ob preferences	Writing a cover letter for a job application "Find the Job That's Right for You!": Reading about how personality type affects career choices	"Dream job": Interviewing for a job PAGE 124	
L	The letter o Listening to descriptions of the nonuments; listening for information about a country	Writing a guidebook introduction "A Guide to Unusual Museums": Reading about interesting museums	"Who is this by?": Sharing information about famous works PAGE 125	
L	Contrastive stress in responses Listening to stories about unexpected experiences	Writing a description of a recent experience "From the Streets to the Screen": Reading about the rise of an unusual group of musicians	"Life is like a game!": Playing a board game to share past experiences PAGE 126	
L	Emphatic stress Listening for opinions; listening to a movie review	Writing a movie review "Special Effects": Reading about the history of special effects	"Famous faces": Asking classmates' opinions about movies, TV shows, and celebrities PAGE 127	
1	Pitch Listening to people talk about the meaning of signs	Writing a list of rules "Pearls of Wisdom": Reading about proverbs and their meaning	"What's going on?": Interpreting body language PAGE 128	
1	Reduction of <i>have</i> Listening to people talk about predicaments; listening to a call-in radio show	Writing a letter to an advice columnist "The Advice Circle": Reading an online advice forum	"Do the right thing!": Deciding what to do in a difficult situation PAGE 130	
	Reduction of <i>had</i> and <i>would</i> Listening for excuses	Writing a report about people's responses to a survey; "The Truth About Lying": Reading about "white lies"	"Excuses, excuses": Discussing calendar conflicts and making up excuses PAGES 129, 131	

Authors' acknowledgments

A great number of people contributed to the development of *Interchange Fourth Edition*. Particular thanks are owed to the reviewers using *Interchange*, *Third Edition* in the following schools and institutes – their insights and suggestions have helped define the content and format of the fourth edition:

lan Geoffrey Hanley, **The Address Education Center**, Izmir, Turkey

James McBride, AUA Language Center, Bangkok, Thailand

Jane Merivale, Centennial College, Toronto, Ontario, Canada

Elva Elena Peña Andrade, Centro de Auto Aprendizaje de Idiomas, Nuevo-León, Mexico

José Paredes, **Centro de Educación Continua de la Escuela Politécnica Nacional** (CEC-EPN),

Quito, Ecuador

Chia-jung Tsai, **Changhua University of Education**, Changhua City, Taiwan

Kevin Liang, **Chinese Culture University**, Taipei, Taiwan Roger Alberto Neira Perez, **Colegio Santo Tomás de Aquino**, Bogotá, Colombia

Teachers at Escuela Miguel F. Martínez, Monterrey, Mexico

Maria Virgínia Goulart Borges de Lebron, **Great Idiomas**, São Paulo, Brazil

Gina Kim, **Hoseo University**, Chungnam, South Korea Heeyong Kim, Seoul, South Korea

Elisa Borges, IBEU-Rio, Rio de Janeiro, Brazil

Jason M. Ham, Inha University, Incheon, South Korea Rita de Cássia S. Silva Miranda, Instituto Batista de Idiomas, Belo Horizonte, Brazil

Teachers at Instituto Politécnico Nacional, Mexico City, Mexico

Victoria M. Roberts and Regina Marie Williams, Interactive College of Technology, Chamblee, Georgia, USA

Teachers at Internacional de Idiomas, Mexico City, Mexico

Marcelo Serafim Godinho, **Life Idiomas**, São Paulo, Brazil

Self-assessment charts revised by Alex Tilbury Grammar plus written by Karen Davy J. Kevin Varden, **Meiji Gakuin University**, Yokohama, Japan

Rosa Maria Valencia Rodrìguez, Mexico City, Mexico Chung-Ju Fan, **National Kinmen Institute of Technology**, Kinmen, Taiwan

Shawn Beasom, **Nihon Daigaku**, Tokyo, Japan

Gregory Hadley, **Niigata University of International and Information Studies**, Niigata, Japan

Chris Ruddenklau, Osaka University of Economics and Law, Osaka, Japan

Byron Roberts, Our Lady of Providence Girls' High School, Xindian City, Taiwan

Simon Banha, Phil Young's English School, Curitiba, Brazil

Flávia Gonçalves Carneiro Braathen, **Real English Center**, Viçosa, Brazil

Márcia Cristina Barboza de Miranda, **SENAC**, Recife, Brazil

Raymond Stone, Seneca College of Applied Arts and Technology, Toronto, Ontario, Canada

Gen Murai, Takushoku University, Tokyo, Japan

Teachers at **Tecnológico de Estudios Superiores de Ecatepec**, Mexico City, Mexico

Teachers at Universidad Autónoma Metropolitana– Azcapotzalco, Mexico City, Mexico

Teachers at **Universidad Autónoma de Nuevo León**, Monterrey, Mexico

Mary Grace Killian Reyes, **Universidad Autónoma de Tamaulipas**, Tampico Tamaulipas, Mexico

Teachers at **Universidad Estatal del Valle de Ecatepec**, Mexico City, Mexico

Teachers at Universidad Nacional Autónoma de Mexico – Zaragoza, Mexico City, Mexico

Teachers at Universidad Nacional Autónoma de Mexico – Iztacala, Mexico City, Mexico

Luz Edith Herrera Diaz, Veracruz, Mexico

Seri Park, YBM PLS, Seoul, South Korea

A letter from the authors

Dear teachers and colleagues,

Together with Cambridge University Press, we have always been committed to ensuring that the *Interchange* series continues to provide you and your students with the best possible teaching and learning resources. This means we always seek ways to add new features to the course to make sure it reflects the best practices in language teaching. We are delighted to tell you that we have now prepared a new edition of the series to make sure it continues to be the market leader in English language teaching today.

Here are some of the things you can look forward to in the fourth edition:

- · a fresh new design, new illustrations and photos, and updated content
- a new Self-study DVD-ROM in the back of each Student's Book that provides additional skills and video viewing practice
- a revised Teacher's Edition now with an Assessment Audio CD/CD-ROM that features ready-to-print PDFs and customizable Microsoft Word tests
- an array of **new technology** components to support teaching and enhance learning both inside and outside of the classroom
- the all-new Interchange Video Program and accompanying Video Resource materials

In addition, the features that have made *Interchange* the world's most popular and successful English course continue to be the hallmarks of the fourth edition:

- the same trusted methodology and proven approach
- flexibility for use in any teaching situation
- a wealth of resources for teacher training and professional development

We look forward to introducing you to the fourth edition of Interchange.

With best wishes and warmest regards,

Jack C. Richards Jonathan Hull Susan Proctor

The new edition

Interchange Fourth Edition is a fully revised edition of *Interchange Third Edition*, the world's most successful series for adult and young adult learners of English.

The course has been thoroughly updated, and it remains the innovative series teachers and students have grown to love, while incorporating suggestions from teachers and students all over the world. There is new content in every unit, additional grammar practice, as well as opportunities to develop speaking and listening skills.

What's new

Content – more than half of the readings are new and many others have been updated.

Grammar plus – the self-study section at the back of the Student's Book provides additional grammar practice that students can do in class or as homework. An answer key is also included at the back of the book, so students can check their work.

Progress checks – the Self-assessment charts have been revised to reflect student outcomes, and the statements are aligned with the Common European Framework of Reference (CEFR). This allows students to assess their ability to communicate effectively rather than focus on mastery of grammar.

Student's self-study DVD-ROM – contains brand new content at each level of the Student's Book. The interactive activities provide students with extra practice in vocabulary, grammar, listening, speaking, and reading. It also contains the complete video program with activities that allow students to check their comprehension themselves.

Assessment Audio CD / CD-ROM – contains eight oral and written quizzes plus a midterm and final exam. The quizzes are available in two formats – as ready-to-print PDFs and in Microsoft Word. The audio program, audio scripts, and answer keys are also included on this disc.



Core series components

Interchange Fourth Edition has a variety of components to help you and your students meet their language learning needs. Here is a list of the core components.

COMPONENT	DESCRIPTION
Student's Book with NEW! Self-study DVD-ROM	The Student's Book is intended for classroom use and contains 16 six-page units. The Self-study DVD-ROM provides additional vocabulary, grammar, listening, speaking, reading, and full class video-viewing practice.
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.
Teacher's Edition with NEW! Assessment Audio CD / CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts and answer keys for the Student's Book, Workbook, and DVD • Language summaries of the new vocabulary and expressions in each unit • Supplementary Resource Overviews that make it easy to plan what to teach for each unit • A complete assessment program, including oral and written quizzes, as well as review unit tests in printable PDF and Microsoft Word formats
Workbook	The Workbook's six-page units can be used in class or for homework. Each unit provides students with additional grammar, vocabulary, and writing practice.
NEW! Online Workbook	The Online Workbook is an online version of the print workbook, optimized for online practice. The Online Workbook provides instant feedback for hundreds of activities as well as simple tools to monitor progress.
NEW! Video Program	Videos for each unit offer entertaining free-standing sequences that reinforce and extend the language presented in the Student's Book. Video Resource Books include step-by-step comprehension and conversation activities and detailed teaching suggestions.
NEW! Classware Presentation Software	Classroom Presentation Software can be used on an interactive whiteboard, portable interactive software technology, or with a computer or projector. This software is intended for classroom use and presents the Student's Book, audio, and video.
NEW! Animated Presentations	Student's Book pages are reproduced digitally in MS PowerPoint format, allowing teachers to complete activities in front of the classroom using only a computer and a projector.
NEW! Interchange Arcade	Interchange Arcade is a free self-study website offering fun, interactive, self-scoring activities for each unit. The Interchange Arcade includes activities that help students practice listening, vocabulary, grammar, and reading skills. MP3s of the class audio program can also be found here.
Placement Test	The placement test provides three versions of the placement test and four achievement tests for each level of the Student's Book, as well as for Passages 1 and 2.

For a complete list of components, visit www.cambridge.org/interchange or contact your local Cambridge University Press representative.

Student's Book overview

Every unit in *Interchange Fourth Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level 2 contain a variety of exercises, including a Snapshot, Conversation, Grammar focus, Pronunciation, Discussion (or Speaking / Role Play), Word power, Perspectives, Listening, Writing, Reading, and Interchange activity. The sequence of these exercises differs from unit to unit. Here is a sample unit from Level 2.

Cycle 1 (Exercises 1-7)

Topic: food

Grammar: simple past vs. present perfect

Function: express preferences



Snapshot

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

Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- · Provides follow-up listening tasks



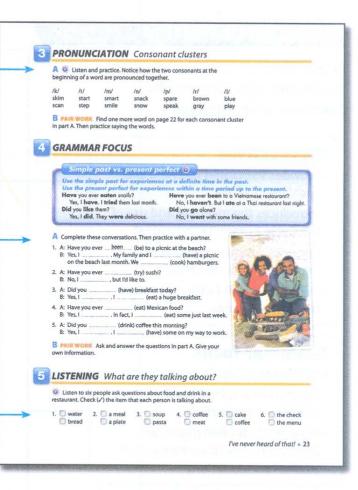
- Provides controlled practice in recognizing and producing sounds linked to the cycle grammar
- Promotes extended or personalized pronunciation practice

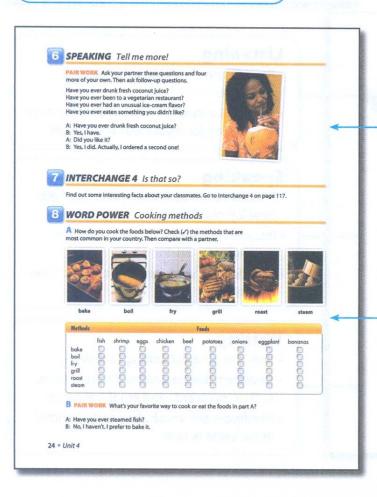
Grammar focus

- · Summarizes the Cycle 1 grammar
- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Provides freer, more personalized speaking practice

Listening

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





Speaking

- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities

Word power

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

Cycle 2 (Exercises 8-14)

Topic: recipes

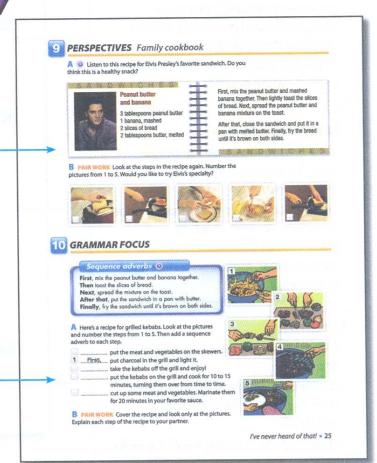
Grammar: sequence adverbs **Function:** give instructions

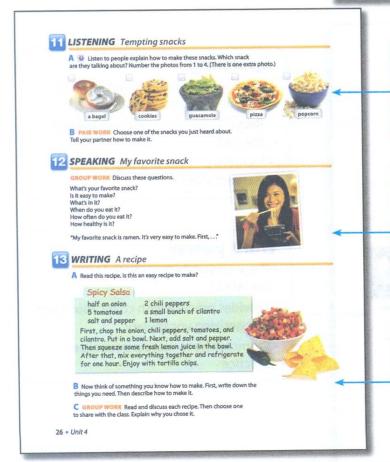
Perspectives

- Provides structured listening and speaking practice
- Introduces the meaning and use of the Cycle 2 grammar in context
- Presents people's opinions and experiences about a topic
- Introduces useful expressions and discourse features

Grammar focus

- Summarizes the Cycle 2 grammar
- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts, such as short conversations





Listening

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

Speaking

- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities

Writing

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

Reading

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



In the back of the book

Interchange activity

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

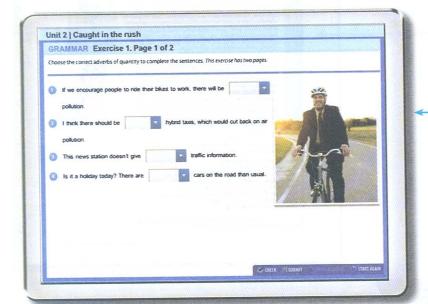
Grammar plus

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

Unit 4	
1 Simple	past vs. present perfect (page 23)
Dsether thad so	simple past - not the present perfect - when you say when an event ended into last night, how: the hard such last night.)
Complete	the conversations. Choose the best forms.
1. A: Wha	
	ight? (tried / have tried) Indian food for the first time.
-	
A: A fine	end and i late / have eaten) as an Indian surant just last week, it (was / has been)
delic	ious!
2. A:	
B. No.1	ididn't / haven'ti. How about you?
At 1	itook / have taken) a few classes. My last
_	learned / have learned) how to make some
3 A- L	derful Spanish dishes (watched / have watched) a great cooking
show	on TV yesterday.
B. Real	y? 1
A: No. ri	(wasn't /hasn't). It
(mas	/ has been) very interesting!
2 Sequen	ce adverbs (page 25)
Afterti	nst, and after that mean the same. I var comes first, and finally comes last, you the other adverbs in any order: First, put some water in a per. Then filests./ salt, put the eggs in the water Filesiby, bod the eggs for seven minutes.
Unscramble	e the steps in this secipe for hamburgers. Then write the steps in order.
	salt and pepper add in the bowl to the meat then
Stee 1	two pounds of chopped beef put in a bowl first. Bits. but two rounds of chopped beef in a bowl.
	put the burgers in a pan finally, and cook for 10 minutes
	The state of the s
	next. the meat and the salt and pepper mix together
	into four burgers after that, with your hands form the meut

Self-study DVD-ROM overview

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



Interactive exercises

Hundreds of interactive exercises provide hours of additional:

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

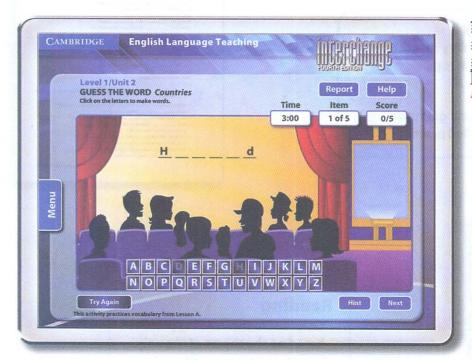
The complete Interchange video program

The entire Interchange video program for this level is included on the DVD-ROM with new exercises that allow the students to watch and check comprehension themselves.

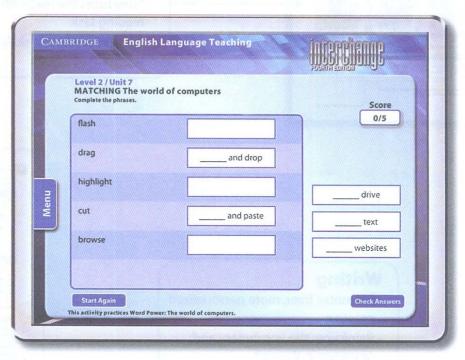


Interchange Arcade overview

Interchange Arcade is a free self-study website for students that offers fun, interactive, self-scoring activities for each unit of each level of Interchange Fourth Edition. Using animated characters, sound effects, and illustrations, Interchange Arcade includes activities that help students practice listening, vocabulary, grammar, and reading skills.







Workbook overview

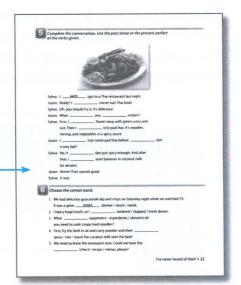
Interchange Fourth Edition provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom by using the Workbook that accompanies each level.

Vocabulary

Provides vocabulary practice based on the unit topic

Grammar

Reinforces the unit grammar through controlled practice



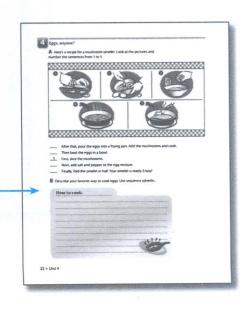


Reading

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

Writing

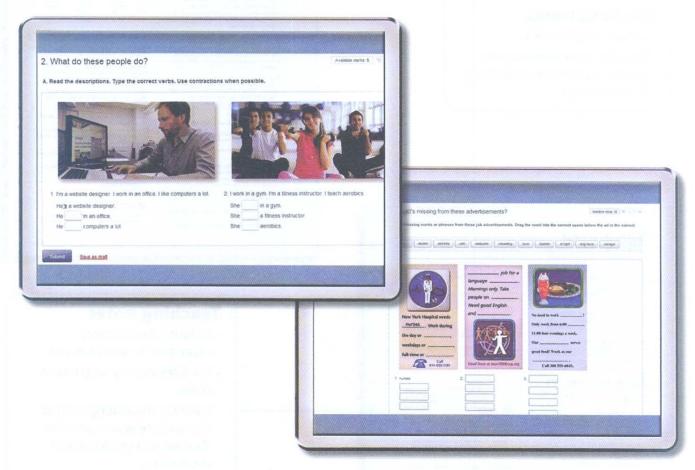
- Promotes freer, more personalized practice
- Reinforces the vocabulary and grammar in the unit



Online Workbook overview

Each level of the *Interchange Fourth Edition Online Workbooks* provides additional activities to reinforce what is presented in the corresponding Student's Book. They provide all the familiarity of a traditional print workbook with the ease of online delivery. Each *Online Workbook* includes:

- A variety of interactive activities which correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress such as scores, attendance, and time spent online, providing instant information, saving valuable time for teachers.
- Intuitive navigation and clear, easy-to-follow instructions, fostering independent study practice.



The Interchange Fourth Edition Online Workbooks can be purchased in a variety of ways:

- · directly online; using a credit card,
- · as an institutional subscription,
- · as a stand-alone access card, or
- · as part of a Student's Book with Online Workbook Pack.

Please contact your local Cambridge representative for more details.

Teacher's Edition overview

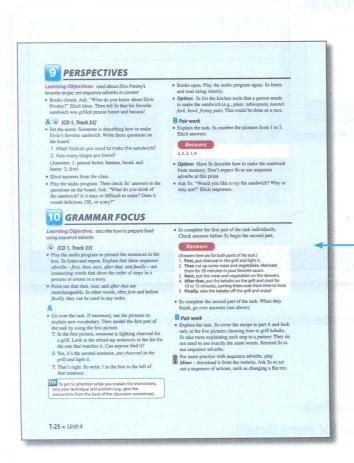
The Teacher's Editions provide complete support for teachers who are using *Interchange Fourth Edition*. They contain Supplementary Resources Overview charts to help teachers plan their lessons (for more information see page xxiv), Language summaries, Workbook answer keys, Audio scripts, Fresh ideas,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

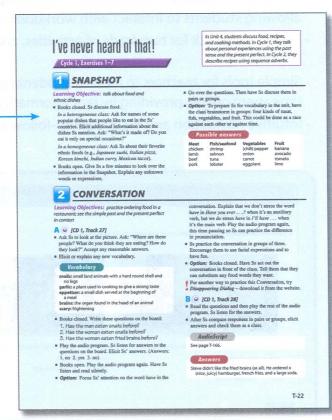
Unit preview

Previews the topics, grammar, and functions in each unit

Teaching notes

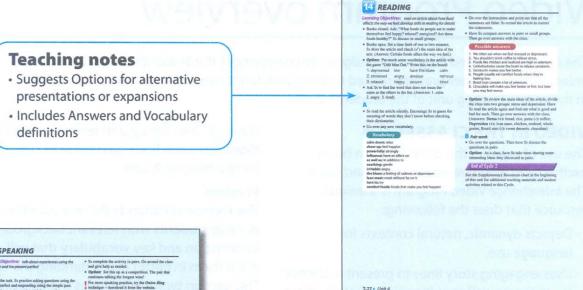
- Includes Audio scripts
- Provides alternative ways to present and review exercises in the Fresh ideas

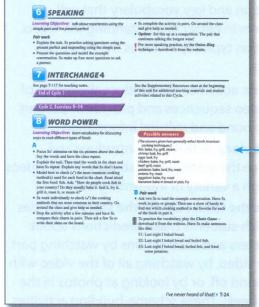




Teaching notes

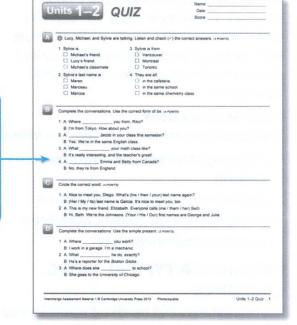
- Includes the Learning objectives for each exercise
- Provides step-by-step lesson plans
- Provides stimulating and fun Games to review or practice skills such as grammar and vocabulary.
- Provides Tips that promote teacher training and development





End-of-cycle

- Provides suggestions for further practice in other Interchange Fourth Edition components and online
- Provides suggestions for regular assessment using quizzes and tests



Assessment Audio CD / CD-ROM

- · Contains oral and written quizzes and tests
- Ready-to-print PDFs of all quizzes and mid-term and final tests make teacher preparation easy
- Microsoft Word formats of all quizzes and tests give teachers the option to customize the material
- Provides support audio, audio scripts, and answer keys

For more information on the Placement Test Program see page xxvi.

Video Program overview

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

VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. The *Interchange* Video Program is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Uses engaging story lines to present authentic language as well as cultural information about speakers of English.
- Enables learners to use visual information to enhance comprehension.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

PROGRAM COMPONENTS

Video

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

Video Resource Book

The Video Resource Book contains the following:

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

TEACHING A TYPICAL VIDEO SEQUENCE

The worksheets and teaching notes for each video are organized into four sections: *Preview, Watch the video, Follow-up*, and *Language*

close-up. The unit-by-unit teaching notes in the Video Resource Book give detailed suggestions for teaching each unit.

Preview

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

- Culture: activities to introduce the topics of the video sequences and provide important background and cultural information
- Vocabulary: activities to introduce and practice the essential vocabulary of the videos through a variety of interesting tasks
- Guess the facts / Guess the story: activities
 in which students make predictions about
 characters and their actions by watching part
 of the video, by watching all of the video with
 the sound off, or by looking at photos in the
 worksheets. These schema-building activities
 improve students' comprehension when they
 watch the full video with sound.

Watch the video

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

 Get the picture: initial viewing activities first help students gain a global understanding of the videos by focusing on gist. Activity types vary from unit to unit, but typically involve watching for key information needed to complete a chart, answer questions, or arrange events in sequential order.

- Watch for details: activities in which students focus on more detailed meaning by watching and listening for specific information to complete the tasks
- What's your opinion?: activities in which students make inferences about the characters' actions, feelings, and motivations, or state their own opinions about topics in the video

Follow-up

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

 Role play, interview, and other expansion activities: communicative activities based on the videos in which students extend and personalize what they have learned.
 Students can use new language to talk about themselves and their ideas as they complete the tasks.

Language close-up

Students finish with the Language closeup, examining and practicing the particular language structures and functions presented in the video.

- What did they say?: cloze activities that aim to develop bottom-up listening skills by having students focus on the specific language in the videos and then fill in missing words.
- Grammar and functional activities: activities which reflect the structural and functional focus of a particular unit as presented in the videos.

OPTIONS FOR THE CLASSROOM

Once teachers feel comfortable with the basic course procedures, they can try other classroom techniques for presenting and working with the videos. Here are several proven techniques.

Fast-forward viewing For activities in which students watch the video with the sound off, play the entire sequence on fast-forward and have students list all of the things they see. Nearly all of the activities designed to be completed with the sound off can be done in this manner.

Information gap Play approximately the first half of a video, and then have students work in pairs or groups to predict what will happen next. Play the rest of the sequence so that students can check their predictions.

Act it out All of the videos provide an excellent basis for role plays and drama activities. Select a short scene, and have students watch it several times. Then have pairs or groups act out the scene, staying as close as possible to the actions and expressions of the characters. Have pairs or groups act out their scenes in front of the class.

What are they saying? Have students watch a short segment of a video in which two people are talking, but without sound. Then have pairs use the context to predict what the people might be saying to each other. Have pairs write out sample dialogs and share their work with the class.

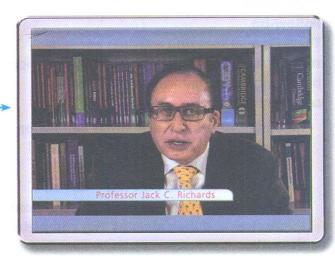
Freeze-frame Freeze a frame of a video and have students call out information about the scene: the objects they can see, what the people are doing, the time and place – whatever is appropriate to the scene or the learning situation.

Teacher Support Site overview

This website offers a variety of materials to assist with your teaching of the series. It includes practical articles, author video and audio casts on methodology, correlations, language summaries, overviews of supplementary materials, ideas for games and extra activities, as well as a number of downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking.

Author videocasts

Provide useful information on methodology and practical tips



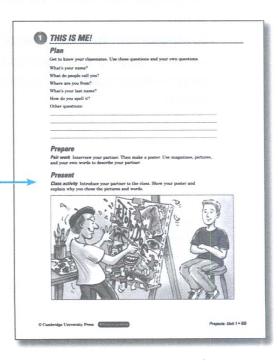
Unit 2 Supplementary Resources Overview After the following Be sensition 1 Supplied 2 Wind Prove 3 Speaking 1 Supplied 2 Wind Prove 3 Speaking 3 Speaking 3 Speaking 4 Commentaries 10 Line 2 Venderby Worksheet 10 Line 2 Speaking 2 10 Line 2 Speaking 2 10 Line 2 Speaking 2 11 State 2 Comment Prove 11 Line 2 Speaking 2 12 Speaking 2 13 Line 2 Speaking 2 14 Commentaries 15 Line 2 Speaking 2 15 Line 2 Speaking 2 16 Wind Row 17 Commentaries 18 Line 2 Speaking 2 18 Line 2 Speaking 2 18 Line 2 Speaking 2 19 Line 2 Speaking 2 10 Line 2 Speaking 2 11 Interchange 2 10 Line 2 Speaking 2 11 Interchange 2 11 Interchange 2 12 Interchange 2 13 Line 2 Speaking 2 14 Line 2 Speaking 2 15 Line 2 Speaking 2 15 Line 2 Speaking 2 16 Line 2 Speaking 2 16 Line 2 Speaking 2 17 Line 2 Speaking 2 18 Line 2 Speaking 2 18 Line 2 Speaking 2 19 Line 2 Speaking 2 10 Line 2 Line 2 Line 2 Speaking 2 10 Line 2 Line 2

Supplementary Resources Overviews

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

Downloadable worksheets

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



Classroom Presentation Software overview

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

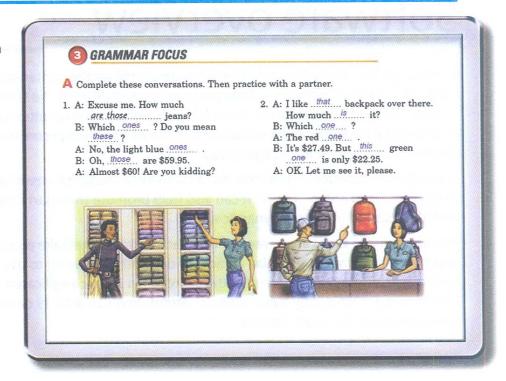
The software provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way.

This component simplifies several of the teaching tasks that take place in the classroom. You can use the software to play audio or video without having to use a separate CD or DVD player, display the answers for the exercises in an uncomplicated way, zoom in on a page to more efficiently focus students' attention on an activity or image, and even annotate pages for future lessons.



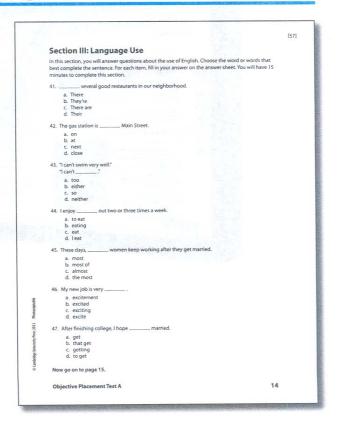
Animated Presentations overview

The Interchange Fourth Edition
Animated Presentations contain
the digitally reproduced
Student's Book pages in
PowerPoint format, allowing
teachers to display answers
in the classroom using only
a computer and a projector.
Please contact your local
Cambridge University Press
representative for more details.



Placement Test Program overview

The Interchange and Passages Placement Test Program provides three versions of an Objective Placement Test with Listening, three versions of a Placement Essay Test, and Placement Speaking Assessment. An audio program, audio scripts, answer keys, and guidelines for administering the tests are included. Please contact your local Cambridge University Press representative for more details.



Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the '70s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified,

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

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

Interchange Fourth Edition and the Common European Framework of Reference

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

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

Sources: http://www.cambridgeesol.org/about/standards/cefr.html http://www.ets.org/Media/Research/pdf/CEFR_Mapping_Study_Interim_Report.pdf http://www.sprachenmarkt.de/fi leadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

Essential teaching tips

Classroom management

Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well.

Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., Maria work with Javier.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, Do you understand? Instead ask concept questions such as, Are you going to speak or write when you do this activity?

Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

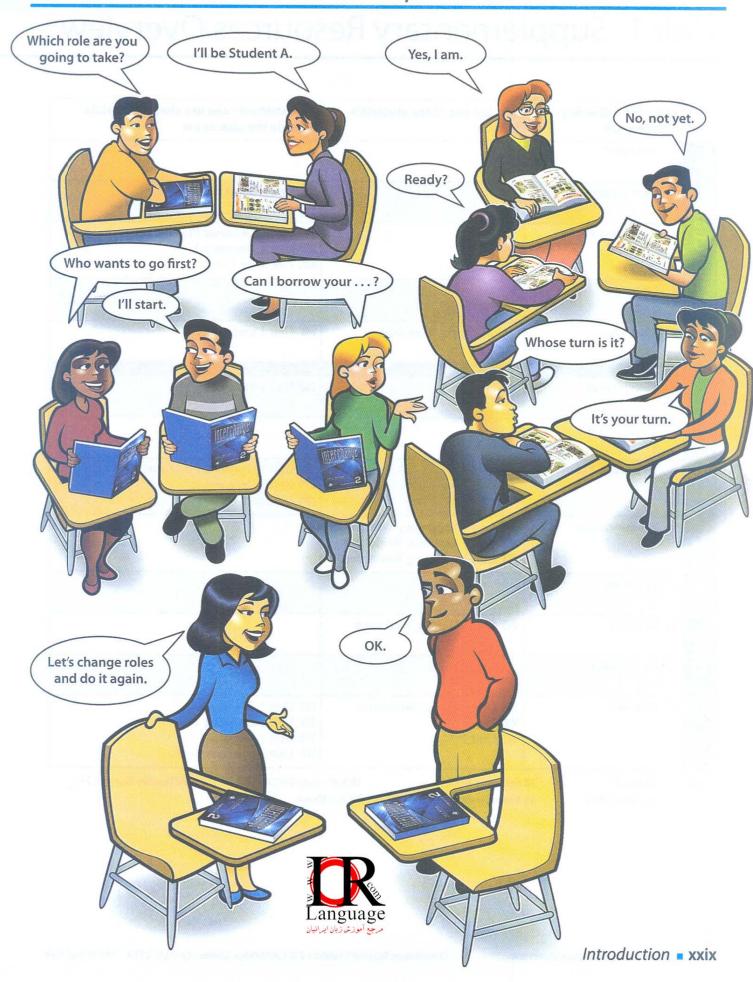
Teaching lower-level students

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

Teaching reading and listening

- Reading and Listening texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the purpose of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

CLASSROOM LANGUAGE Student questions



Unit 1 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
SAME CATALOG IN	1 Snapshot		
- 1-1-1	2 Conversation		SSD Unit 1 Speaking 1-2
	3 Grammar Focus		SB Unit 1 Grammar Plus focus 1 SSD Unit 1 Grammar 1 ARC Past tense 1–2
	4 Listening		
	5 Speaking	Unit 1 Extra Worksheet	WB Unit 1 exercises 1–4
	6 Word Power		SSD Unit 1 Vocabulary 1–2
CYCLE 2	7 Perspectives		
	8 Grammar Focus		SB Unit 1 Grammar Plus focus 2 SSD Unit 1 Grammar 2 ARC Used to 1–2
	9 Pronunciation	TSS Unit 1 Vocabulary Worksheet TSS Unit 1 Grammar Worksheet TSS Unit 1 Listening Worksheet	
	10 Speaking		
	11 Writing	TSS Unit 1 Writing Worksheet	
	12 Interchange 1		
	13 Reading	TSS Unit 1 Project Worksheet VID Unit 1 VRB Unit 1	SSD Unit 1 Reading 1–2 SSD Unit 1 Listening 1–3 SSD Unit 1 Video 1–3 WB Unit 1 exercises 5–10

Key

AR Arcade
VII Video DVD

SB Student's Book VR Video Resource Book SSI Self-study DVD-ROM WE Workbook

15: Teacher Support Site

My Plan for Unit 1

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

With the following SB exercises	l am using these materials in class	My students are using these materials outside the classroom
		R Particular Albertaniere
and some fine	A 14-24-24-24-24-24-24-24-24-24-24-24-24-24	
през ем Грефій прін в		for starting localities report of held an
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	a sold do noted to be set	S SER WOMARRENSED AS
		JEDUCAN SIGNIFICATION OF THE
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
With or instead of the following SB section	I am using these materials for assessment	Statement Base on the William State of the S
		Loids was glassed and Clark when
		A Life program you get with the life
		atting their permitted and recommend

A time to remember

1 SN

SNAPSHOT

Friend Finder



Sex: Male Current city: Los Angeles, California, U.S.A. Hometown: Dallas, Texas, U.S.A

Contact information Email: ted.johnson@cup.org

Ted Johnson

Education and Work College: Farrington Technical Institute, Dallas Employer: Deluxe Tours

Likes and interests

I love to be outdoors. I enjoy skiing and swimming. And I'm a good cook.

Search



Sex: Female Current city: Los Angeles, California, U.S.A. Hometown: Buenos Aires, Argentina

Contact information
Email: a_fernandez@email.com

Ana Fernandez

Education and Work
High school: Santa Maria High School, Los Angeles
Employer: Sports Unlimited

Likes and interests

I like to go to the movies and take long walks. And I'm learning to in-line skate!

Do you think Ted and Ana could be friends? Is social networking popular in your country? Do you use any sites? Which ones? Create your own online profile and compare it with a partner. How are you the same? different?

9

CONVERSATION Where did you learn to skate?

A C Listen and practice.

Ted: Oh, I'm really sorry. Are you OK?

Ana: I'm fine. But I'm not very good at this.

Ted: Neither am I.... Hey, I like your shirt. Are you from Argentina?

Ana: Yes, I am, originally. I was born there.

Ted: Did you grow up there?

Ana: Yes, I did, but my family moved here ten years ago, when I was in middle school.

Ted: And where did you learn to skate?

Ana: Here in the park. This is only my third time.

Ted: Well, it's my first time. Can you give me some lessons?

Ana: Sure. Just follow me.

Ted: By the way, my name is Ted.

Ana: And I'm Ana. Nice to meet you.

Listen to the rest of the conversation. What are two more things you learn about Ted?



A time to remember

Cycle 1, Exercises 1-5



Learning Objectives: read online profiles; discuss social networking

- Books closed. Introduce the topic of meeting people. Ask: "Do people use the Internet to make new friends in your country? What do you think about social networking? What do you think about online friends?"
- Books open. Ss look at two examples of online profiles. Ask: "What kind of information did these people include?" (Answer: basic information like gender, location, hometown; education and work; likes and interests; and contact information)

In Unit 1, students discuss the past. In Cycle 1, they get to know people using past tense questions with did and was/were to ask each other about their past. In Cycle 2, they talk about their childhoods using used to.

- Option: Ss work in pairs. Student A reads the information on the left, and Student B reads the information on the right. Then partners exchange information about the people.
- Ss work in pairs or groups to discuss the questions. Go around the class and give help as needed.
- If necessary, review the structures "they both . . ." and "so does (s)he."
- Option: The third task, creating an online profile, could be assigned as homework or turned into a project.
- Ss compare their profile with a partner. They discuss how they are similar and different.



CONVERSATION

Learning Objectives: practice a conversation between two people meeting each other for the first time; see simple past questions in context



A (a) [CD 1, Track 1]

TP To help focus Ss' attention on the picture rather than the text, ask them to bring a small card (such as an index card) to class. Ss then use the card to cover the text.

- Ss cover the text with a card and look at the picture. Ask them to guess some information (e.g., "Where are these people? What are they doing? What has just happened? Do they know each other?"). Don't give the answers yet.
- Play the audio program. Ss listen and check their predictions. (Answer: Two strangers were skating in the park and crashed into each other.)
- Ask Ss to listen for three facts about Ana's background. Play the audio program again. Ss listen and take notes.
- Check Ss' answers. (Answers: She's from Argentina. She was born and grew up there. Her family moved ten years ago, when she was in middle school.)
- Point out how Ana gives additional information (e.g., Yes, I am, ... I was born ..., Yes, I did, but ...). Tell Ss they will practice this.
- Play the audio program again. Ss listen and read silently. Go over any vocabulary that they find difficult.
- Ss practice the conversation in pairs. Go around the class and encourage Ss to be enthusiastic and to have fun.

- For more practice exchanging personal information,
- try Say It with Feeling! download it from the website. Ss use gestures and emotions here, such as surprise when bumping into each other, hand gestures when saying "Here in the park," and a handshake when introducing themselves.
- Option: Books closed. Ask pairs to stand up and act out the conversation. For a challenge, have Ss substitute their own personal information.

If time is an issue, ask only one or two pairs to act out the conversation.

B (a) [CD 1, Track 2]

• Read the instructions and the question. Tell Ss not to worry about understanding every word. Then play the rest of the audio program. Ss listen to find the answers.

(Note: Because Interchange Fourth Edition Student's Book 2 contains longer listening materials than Student's Book 1, the audio scripts appear at the back of this Teacher's Edition.)

AudioScript

See page T-165.

Answers

Ted works in a travel agency. He's a computer specialist.

GRAMMAR FOCUS

Learning Objectives: practice talking about the past; ask and answer questions with was/were and did

(CD 1, Track 3]

Past tense questions

- Books closed. Write these questions on the board. Ask Ss to complete them:
 - 1. Where _____you born?
 - 2. When ______ you move to Los Angeles?
- Focus Ss' attention on the Grammar Focus box. Then ask them to check their answers.
- Ask: "What is the difference between the left and right columns?" (Answer: Left column contains questions with be; right column contains questions with did.)
- Point out that we say "to be born" (not "to born") and "to die" (not "to be died").
- Elicit the rule for the two types of questions: Wh- + was/were + subject + (rest)? Other verbs: Wh- + did + subject + verb + (rest)?
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program to present the questions and statements.
- Option: Play the audio program again. Divide the class into two groups: One group repeats the questions, and the other repeats the responses. For additional practice, Ss switch roles.

Read the instructions and model the task with the first question. Ss complete the exercise individually and then go over answers in pairs.

Elicit Ss' responses to check answers.

Answers

- 1. A: Could you tell me a little about yourself? Where were you born?
 - B: I was born in South Korea.
 - A: Did you grow up there?
 - B: No, I didn't. I grew up in Canada.
- 2. A: When did you begin to study English?
 - B: I began/started in middle school.
 - A: What did you think of English class at first?
 - B: I thought it was a little difficult, but fun.
- 3. A: Did you have a favorite teacher when you were a child?
 - B: Yes, I did. I had an excellent teacher named Miss Perez.
 - A: What did she teach?
 - B: She taught science.
- Ss practice the conversations in pairs. Then they change roles and practice again.
- For another way to practice this Conversation, try • Look Up and Speak! - download it from the website.

B Pair work

- Read the instructions. Model the task with one or two Ss by asking them these questions in part A: "Where were you born? Did you grow up there?"
- · Ss work in pairs to take turns asking the questions and responding with their own information.
- Go around the class and give help as needed. Note any common grammatical problems. After pairs finish, go over the errors you noticed.

LISTENING

Learning Objectives: learn about immigrants' difficulties; develop skills in listening for detail

A (a) [CD 1, Track 4]

- As a topic warm-up, ask Ss questions about immigrants (e.g., "Are there many immigrants where you live? Where are they from? What do you think they miss? What do you think they find difficult?").
- Set the scene. Ss are going to hear interviews with two immigrants. Play the audio program. Ss listen to find out where they come from. (Answer: Vietnam and Egypt)

AudioScript

See page T-165.

B (CD 1, Track 5)

- Present the questions in the chart. Point out that Ss need to write only key words and phrases, not full sentences. Play the audio program again. Ss listen and complete the chart.
- After Ss compare answers in pairs, check answers by asking some Ss to write their responses on the board.

Answers

Huy Ahmed 1. in 1998 in 2005

2. no relatives in the U.S.

different educational system family and friends

3. mom's cooking

• Option: Have Ss discuss other difficulties that immigrants face.

Past tense 💿

Where **were** you born?
I **was** born in Argentina.

Were you born in Buenos Aires?

Yes, I was.

No, I wasn't. I was born in Córdoba.

When **did** you **move** to Los Angeles?
I **moved** here ten years ago. I **didn't speak** English. **Did** you **take** English classes in Argentina?

Yes, I **did**. I **took** classes for a year.

No, I **didn't**. My aunt **taught** me at home.

A Complete these conversations. Then practice with a partner.

1.	A:	Could you tell me a little about yourself?
		Where you born?
	B:	I born in South Korea.
	A:	you grow up there?
		No, I up in Canada.
2.	B:	When you begin to study English? I in middle school. What you think of English class
		at first?
	B:	I it was a little difficult, but fun.
3.	A:	you have a favorite teacher when you a child?
	B:	Yes, I an excellent
		teacher named Miss Perez.
	A:	Whatshe teach?
	B:	She science



B PAIR WORK Take turns asking the questions in part A. Give your own information when answering.

LISTENING Life as an immigrant

A Listen to interviews with two immigrants to the United States. Where are they from?

	Huy	Ahmed
1. When did he move to the United States?	6 (Jame In DW Self-Lubby Thicks (Se)	ENC. (1)
2. What is difficult about being an immigrant?		716 <u>1715 7</u>
3. What does he miss the most?		H - KOTEL

SPEAKING Tell me about yourself.

PAIR WORK Check (en interview a	classmate
Where did you go to m Were you a good stude What were your best su What subjects didn't yo	aiddle school? ent in middle school? abjects? ou like?	Do yo Did yo	other languages can you speak? u have a big family? ou enjoy your childhood? ou have a pet?
A: What were your best so B: My best subjects were A: Really? Me, too! Did yo	ubjects in middle school? science and math.	lish?	vas your hero when you were a useful expressions
your partner. Then answer "In middle school, Ji-won	r any questions. got good grades in science		Oh, that's interesting. Really? Me, too! Wow! Tell me more.
math, but he didn't do ver	ry well in "		
WORD POWER	?		
	ap. Add two more words mpare with a partner.	of your own	
A Complete the word m to each category. Then co ✓ beach cat collect comic books		of your own	Hobbies
A Complete the word m to each category. Then co ✓ beach cat collect comic books crayons fish play soccer play video games	mpare with a partner.	of your own	Hobbies
A Complete the word m to each category. Then co ✓ beach cat collect comic books crayons fish play soccer	mpare with a partner.	of your own	
A Complete the word m to each category. Then co ✓ beach cat collect comic books crayons fish play soccer play video games playground rabbit	mpare with a partner.		
A Complete the word m to each category. Then co ✓ beach cat collect comic books crayons fish play soccer play video games playground rabbit scrapbook summer camp	Places		nemories

- A: I had a scrapbook when I was little.
- B: What did you keep in it?
- A: I kept lots of things in it. It had some school awards, photos, and notes from my friends.

5 SPEAKING

Learning Objectives: talk about the past using questions with was/were and did; practice giving additional information

A Pair work

- Have Ss silently read the instructions and questions.
 Then let them choose six questions to ask a classmate.
- Model the task with a S.
 - T: Hi, my name's _____
 - S: Hello. I'm _____. Nice to meet you.
 - T: Nice to meet you, too. So, where did you go to middle school?
 - S: In Peru. In Lima, actually.
- Ss work in pairs, preferably with a partner they don't know very well. Remind Ss to ask follow-up questions and give additional information. Point out the useful expressions box.
- While Ss are interviewing each other, go around the class and give help as needed.

For a new way to practice exchanging personal information, try the *Onion Ring* – download it from the website.

Group work

- Read the instructions and the example conversation. Have Ss form groups.
- Have Ss take turns telling the group three interesting things they learned about their partner and answering any questions.
- Option: Ss introduce their partner from part A to the class.

End of Cycle 1

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

Cycle 2, Exercises 6-13



WORD POWER

Learning Objective: learn vocabulary for discussing childhood

A

- Read the instructions and focus Ss' attention on the word map. Then ask Ss to look at the vocabulary list and help them with the first word. Ask the class: "Is beach an example of a pet, hobby, place, or possession?" (Answer: place)
- Ss complete the word map individually. Remind them to add two more words to each category. Let them use their dictionaries if they want.
- Elicit answers from the class. Write additional words on the board and encourage Ss to add them to their own maps. Explain the meaning and pronunciation of any new vocabulary.

Answers

Pets cat fish rabbit bird dog Hobbies collect comic books play soccer play video games draw/paint go camping Places Possessions
beach crayons
playground scrapbook
summer camp toys
amusement park
swimming pool posters

(Note: Additional examples are italicized.)

B Pair work

- Go over the task and the example conversation. Model the task with one or two Ss.
- After Ss choose three words from the word map, have them form pairs and take turns talking about some of their childhood memories. Go around the class and give help as needed.
- Option: If possible, have Ss bring photos or mementos from their childhood to share with the class.
- For more practice with childhood vocabulary and past tense verbs, play the *Chain Game* download it from the website. Start like this:
 - S1: Many years ago, I collected comic books.
 - S2: Many years ago, S1 collected comic books and I had a cat.

7 PERSPECTIVES

Learning Objectives: discuss childhood habits; see past habitual actions with used to in context

TIP The objective of the Perspectives section is to show Ss how a new structure is used. Don't expect them to produce the new language until it is presented in the Grammar Focus section.

A ([CD 1, Track 6]

- Books closed. Write this sentence on the board: When I was a kid, I used to be very messy, but now I'm very neat.
- Explain that used to refers to something that you regularly did in the past but do not do anymore.
- Elicit examples of activities that Ss regularly did in the past but don't do anymore (e.g., be afraid of the dark, talk in class, play with dolls).
- Books open. Explain the task. Ss silently read the statements and check () those that are true about them.

Go around the class and give help as needed. Explain any new vocabulary.

Vocabulary

messy: untidy; not neat

- Play the audio program. Ss listen and raise their hand every time they hear a statement that is true about them. Find out which changes are most common in their lives.
- Option: Have Ss study some of the verbs and their collocations (e.g., keep fit, worry about money, follow politics, care about appearance).

B Pair work

Read the instructions and the example sentence. Then have Ss work in pairs to discuss the changes. Point out that there are no right or wrong answers.

8

GRAMMAR FOCUS

Learning Objectives: practice forming questions, statements, negatives, and short answers with used to

(CD 1, Track 7)

- Focus Ss' attention on the statements in the Perspectives section. Check that they understand the meaning of used to. If helpful, point out that used to refers to an activity that takes place over an extended period of time. We can't say, "I used to go to the movies last Saturday."
- Have Ss find some examples in the Perspectives section of affirmative statements with *used to* (Answers: 1, 5, 7), and negative statements with *used to* (Answers: 2, 3, 4, 6). Then elicit the rules for forming affirmative and negative structures with *used to*:

Affirmative: subject + used to + verb + (rest)

I used to be (messy...)

Negative: subject + didn't + use to + verb + (rest)I didn't use to collect...

 Point out that while never is used in negative statements, it follows the rule for the affirmative structure.

subject + never + used to + verb + (rest)
I never used to play . . .

Play the audio program. Ss listen and silently read the Grammar Focus box. Then point out how questions are formed (did + use to), and elicit examples from the class.

A

Read the instructions and model the task with the first question. Have Ss complete the exercise individually and then go over answers in pairs.

TIP To encourage Ss to use English as they work in pairs, have them look at the Classroom Language on page v. If possible, write the phrases on posters and display them on the classroom walls.

Elicit Ss' responses to check answers.

В

- Explain the task. Ss first work individually to write six sentences about themselves with used to. Then Ss work in pairs, taking turns reading their sentences to each other.
- Encourage pairs to correct each other's sentences as needed. Tell Ss they will practice their sentences again in Exercise 9, part B.

Option: Read some sentences written by Ss. Ask the class to guess who wrote the sentences.

For more practice with new vocabulary and used to, play Mime – download it from the website. Ss act out statements from the Perspectives section or make up their own.

your hobbies

the way you dress

PERSPECTIVES How have you changed?

th	© Listen to these statements about changes. Check (✓) ose that are true about you.
	 1. "When I was a kid, I used to be very messy, but now I'm very neat." 2. "I didn't use to collect anything, but now I do." 3. "I never used to play sports, but now I like to keep fit." 4. "I never used to worry about money, but I do now." 5. "I used to have a lot of hobbies, but now I don't have any free time." 6. "I didn't use to follow politics, but now I check headlines online every day." 7. "When I was younger, I used to care a lot about my appearance. Now, I'm too busy to care how I look."
E	PAIR WORK Look at the statements again. Which changes are positive? Which are negative?
11	think the first one is a positive change. It's good to be neat."
	RAMMAR FOCUS
	Used to Used to refers to something that you regularly did in the past but don't do anymore Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, but now I collect art. Used to play baseball and volleyball. I never used to play sports, but now I play tennis.
	Used to O Used to refers to something that you regularly did in the past but don't do anymore Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, Used to play baseball and volleyball. I never used to play sports, but now I
	Used to refers to something that you regularly did in the past but don't do anymore. Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, but now I collect art. What sports did you use to play? I used to play baseball and volleyball. I never used to play sports, but now I play tennis.
1	Used to refers to something that you regularly did in the past but don't do anymore. Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, but now I collect art. Complete these questions and answers. Then compare with a partner. A: Did you use to something that you regularly did in the past but don't do anymore. What sports did you use to play? I used to play baseball and volleyball. I never used to play sports, but now I play tennis. Complete these questions and answers. Then compare with a partner. A: Did you use to collect comic books when you were little?
1 2	Used to refers to something that you regularly did in the past but don't do anymore. Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, but now I collect art. Complete these questions and answers. Then compare with a partner. A: Did you use to play baseball and volleyball. I never used to play sports, but now I play tennis. Complete these questions and answers. Then compare with a partner. A: Did you use to collect comic books when you were little? B: No, I collect comic books. A: you and your friends play at the playground as kids?
1 2 3	Used to refers to something that you regularly did in the past but don't do anymore. Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, but now I collect art. Complete these questions and answers. Then compare with a partner. A: Did you use to play sports, but now I play tennis. Complete these questions and answers. Then compare with a partner. A: Did you use to play sports, but now I play tennis. Complete these questions and answers. Then compare with a partner. A: Did you use to collect comic books when you were little? B: No, I collect comic books. A: you and your friends play at the playground as kids? B: Yes, we spend hours there on the weekends. A: What video games you play?
1 2 3 3 4	Used to vefers to something that you regularly did in the past but don't do anymore. Did you use to collect things? Yes, I used to collect comic books. No, I didn't use to collect anything, but now I collect art. Complete these questions and answers. Then compare with a partner. A: Did you use to collect comic books when you were little? B: No, I collect comic books. A: you and your friends play at the playground as kids? B: Yes, we spend hours there on the weekends. A: What video games you play? B: I play video games. But now I play them all the time! A: What music you listen to? B: I listen to pop music a lot, but now I prefer rock.

I didn't use to wear it short.

9

PRONUNCIATION Used to

When I was a child, I **used to** play the trumpet.

I **used to** have a nickname.

I didn't **use to** like scary movies.

I didn't **use to** study very hard at school.

PAIR WORK Practice the sentences you wrote in Exercise 8, part B. Pay attention to the pronunciation of **used to** and **use to**.



10

SPEAKING Memories



A PAIR WORK Add three questions to this list.
Then take turns asking and answering the questions.

- 1. What's your favorite childhood memory?
- 2. What sports or games did you use to play when you were younger?
- 3. Did you use to have a nickname?
- 4. Where did you use to spend your vacations?
- 5. Is your taste in music different now?

	,
б.	
7.	

CLASS ACTIVITY Tell the class two interesting things about your partner.

11

WRITING About myself

A Write a paragraph about things you used to do as a child. Use some of your ideas from Exercise 10. Just for fun, include one false statement.

When I was four years old, my family moved to Australia. We had an old two-story house and a big yard. My older brother and I used to play lots of games together. In the summer, my favorite outdoor game was . . .

GROUP WORK Share your paragraphs and answer any questions. Can you find the false statements?



INTERCHANGE 1 Class profile

Find out more about your classmates. Go to Interchange 1 on page 114.

PRONUNCIATION

Learning Objective: notice the similar pronunciation of used to and use to

A 💿 [CD 1, Track 8]

- Play the audio program. Point out the reduction of *used to* /ju:s•tu/: The *d* in *used* is silent, so the pronunciation of *used to* and *use to* is the same.

 To sounds like "tuh."
- Play the audio program again. This time, have Ss listen and repeat each sentence using the reduced pronunciation of used to.

B Pair work

- Explain the task. Focus Ss' attention on their sentences from Exercise 8B. Ss work in pairs, taking turns reading the sentences and paying close attention to the pronunciation of *used to*. Have them work with a different partner from the one they had in Exercise 8B.
- Go around the class and listen to Ss' pronunciation. If they are having any difficulty, model the correct reduced sounds again.
- *Option:* For more practice, have Ss pronounce the statements from Exercise 7.

10 SPEAKING

Learning Objective: talk about childhood memories

A Pair work

- Explain the task. Ss write three more questions to ask each other. Tell them that they may work individually or in pairs on this initial task.
- Pairs take turns asking and answering the questions.
 If Ss feel a question is too personal, tell them to make

up an answer or to say "I'm sorry, but I'd rather not answer that."

B Class activity

- Ss take turns telling the class two interesting things they learned about their partner.
- For more speaking practice, play *Just One Minute* download it from the website.

11 4

WRITING

Learning Objective: write a paragraph about childhood with used to

(Note: Writing exercises can be done in class or assigned as homework.)

A

- Have Ss silently read the example paragraph. Elicit some topics in the model that Ss may wish to include in their own paragraphs (e.g., family, moving, houses, games and hobbies, summer). Write the topics on the board.
- Tell the class to use their questions, notes, and ideas from Exercise 10 as additional topics (e.g., *sports* and *vacations*). Add these to the list on the board.
- Explain the task. Ss write a draft paragraph about their childhood. Encourage them to start by brainstorming ideas for each topic they choose to include. Then they should use that information to write a first draft. Remind Ss to include one false statement.
- While Ss are writing their first drafts, go around the class and give individual feedback on the content and

- organization of each one's draft. Alternatively, have them work in pairs to give each other comments on what is good and what could be improved.
- Have Ss revise their paragraphs in class or as homework.
- For another way to help Ss plan their paragraphs, try *Mind Mapping* download it from the website.

B Group work

- Read the instructions. Ss take turns reading their paragraphs in groups and answering any questions. The group guesses which statement is false.
- Option: Collect the paragraphs and give Ss written comments. You could also post their paragraphs on a wall or bulletin board for others to read.
- Option: Turn this into a project. Have Ss include photos of their childhood, write poems or songs, or find out what else happened the year they were born.

12 INTERCHANGE 1

See page T-114 for teaching notes.

13 READING

Learning Objectives: read an article about Drew Barrymore; develop skills in scanning for key facts and quessing meaning from context

- Books closed. Ask Ss to work in pairs to brainstorm what they know about actor/producer/director Drew Barrymore.
- To help activate Ss' schema, play *Prediction Bingo* download it from the website.
- Books open. Focus Ss' attention on the title of the reading. Ask: "What is a producer? What is a director?" (Answers: A producer usually focuses on the business side of making a movie, and a director usually controls the artistic side.)
- Ss scan the text quickly, ignoring words they don't know. They should simply look for the answers to the pre-reading questions. (Answers: She was born in Los Angeles. She started working before her first birthday. She won the Golden Globe in 2009.)

TIP To encourage Ss to read quickly and focus on the task, give them a time limit.

A

- Ss read the article individually. Tell them not to use their dictionaries. Instead, encourage them to circle or highlight any words they can't guess from the context of the article.
- Explain the task. Ss find each italicized word or phrase in the text and guess its meaning from context.
- Ss circle the meaning of each word or phrase. Go over answers with the class.

Answers

- 1. advance
- 4. encouraged
- 2. hire
- 5. acts as another person
- makes films
- 6. does a lot of different jobs
- Elicit or explain any new vocabulary.

Vocabulary

appear: be seen

TV commercial: an advertisement that appears during or between TV shows

feature film: full-length movie

donate: give money

meanwhile: during the same time

B

- Explain the task and use the example answer to model the task. Point out that Ss should order the events as they happened in time, not as they were mentioned in the article. Ss work individually to sequence the events. Go around the class and give help as needed.
- Check answers as a class. Ask: "What happened first/second/etc.?"

Answers

- 1 e. She was born in California.
- 2 d. She was in a TV commercial.
- 3 g. She got her first role in a feature film.
- 4 i. She became very famous as a child actor.
- 5 j. She started her own production company.
- 6 b. She became a film producer.
- 7 h. She produced the movie Fever Pitch.
- 8 f. She started working for the United Nations.
- 9 c. She gave away \$1 million.
- 10 a. She became a film director.
- Option: Write each answer on a card. Ask ten Ss to come to the front of the class, and give each S a card. Then tell them to stand in line, in order of the events.

C Pair work

- Ss discuss their favorite actors in pairs. Encourage Ss to ask follow-up questions.
- Option: Ask Ss to summarize the facts they learned from their partner and tell the class.
- For more practice with past tense questions, play

 Twenty Questions download it from the website.

 Have Ss use famous people to play the game.

End of Cycle 2

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

DREW Actor, Producer, Director

Scan the article. Where was Drew Barrymore born? When did she start working? When did she win the Golden Globe Award?

Drew Barrymore was born in Los Angeles, California, in 1975. She comes from a long line of actors. In fact, her grandfather, John Barrymore, was one of the most famous actors in the United States in the 1920s.

Drew Barrymore began her career very early. Before her first birthday, she appeared in a TV commercial for dog food. At the age of two, she acted in her first TV movie. At age five, she appeared in her first feature film, the sci-fi thriller *Altered States*.

Barrymore's big break came two years later, at age seven. Director Steven Spielberg decided to cast her in his film E.T.: The Extra-Terrestrial. Hollywood

took notice, and Drew became a star.



As a young adult, Barrymore acted in several dramas and romantic comedies; however, she wanted to make her own films. In 1995, she started her own production company, Flower Films. Four years later, she produced her first film, *Never Been Kissed*. Over the years, her company has made a lot of famous movies and TV programs, including *Fever Pitch* in 2005 and the new *Charlie's Angels* TV series in 2011.

In 2007, Barrymore's career took a new turn. She began working for the United Nations World Food Programme. Later, she donated \$1 million to the program. Then, after a terrible earthquake in Haiti in 2010, she urged people to give money to the program in a YouTube video.

Meanwhile, Barrymore's work on movies continued. In 2009, she became a director with the film Whip It. In the same year, she won the Golden Globe Award as an actress for her role in Grey Gardens.

Drew Barrymore wears many different hats and works very long hours. What does she do in her free time? She spends time with the people she cares about. She says, "I don't know what I'd do without my friends."

A Read the article. Find the words in *italics* below in the article. Then circle the meaning of each word or phrase.

- 1. When you get a big break, you experience a sudden advance / accident.
- 2. To cast an actor means to hire / fire the actor.
- 3. A production company trains young actors / makes films.
- 4. If you urged someone to do something, you encouraged / discouraged him or her.
- 5. When an actor plays a role in a film, he or she wins an award / acts as another person.
- 6. When someone wears many different hats, he or she does a lot of different jobs / wins a lot of different awards.
- B Number these sentences about Drew Barrymore from 1 (first event) to 10 (last event).
-a. She became a film director.
- b. She became a film producer.
- c. She gave away \$1 million.
- d. She was in a TV commercial.
- f. She started working for the United Nations.
-g. She got her first role in a feature film.
- h. She produced the movie Fever Pitch.
-i. She became very famous as a child actor.
- j. She started her own production company.

C PAIR WORK Who is your favorite actor or actress? What do you know about his or her life and career?

Unit 2 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Word Power	TSS Unit 2 Vocabulary Worksheet TSS Unit 2 Extra Worksheet	SSD Unit 2 Vocabulary 1–2 ARC Compound nouns
	2 Perspectives		de ablancia en novalle additar eco etc. Espanaleja est argent protoco 2 luezio.
CYCLE 1	3 Grammar Focus		SB Unit 2 Grammar Plus focus 1 SSD Unit 2 Grammar 1 ARC Adverbs of quantity 1–2
בו	4 Listening	TSS Unit 2 Listening Worksheet	
	5 Discussion		
	6 Writing	TSS Unit 2 Writing Worksheet	WB Unit 2 exercises 1–4
	7 Snapshot		
	8 Conversation	north programme value (SINE) in Common the	SSD Unit 2 Speaking 1–2
	9 Grammar Focus	TSS Unit 2 Grammar Worksheet	SB Unit 2 Grammar Plus focus 2 SSD Unit 2 Grammar 2 ARC Indirect questions from Wh-questions 1–2
LICEEZ	10 Pronunciation		on the many managers of the same and the color of the same and the sam
	11 Speaking		
	12 Interchange 2		
	13 Reading	TSS Unit 2 Project Worksheet VID Unit 2 VRB Unit 2	SSD Unit 2 Reading 1–2 SSD Unit 2 Listening 1–3 SSD Unit 2 Video 1–3 WB Unit 2 exercises 5–8

With or instead of the following SB section	You can also use these materials for assessment	
Units 1-2 Progress Check	ASSESSMENT CD Units 1–2 Oral Quiz ASSESSMENT CD Units 1–2 Written Quiz	

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 2

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
		The second secon
With or instead of the	I am using these materials	
following SB section	for assessment	

Caught in the rush



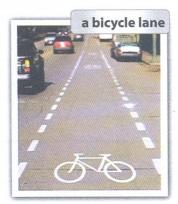
WORD POWER Compound nouns

A Match the words in columns A and B to make compound nouns. (More than one combination may be possible.)

subway + station = subway station

bicycle garage bus jam lane news light parking street space subway stand station taxi traffic stop train system





- PAIR WORK Which of these things can you find where you live?
- A: There is a bus system here.
- B: Yes. There are also a lot of traffic jams.

PERSPECTIVES Transportation services

A 💿 Listen to these comments about transportation services. Match them to the correct pictures.



- less pollution, people are healthier.
- 2. "There are too many cars. All the cars, taxis, and buses are a danger to bicyclists. There is too much traffic!"
- that the biggest problem is parking. There just isn't enough parking.

13

PAIR WORK Does your city or town have problems with traffic, pollution, and parking? What do you think is the biggest problem?

Caught in the rush

Cycle 1, Exercises 1-6



WORD POWER

Learning Objectives: learn compound nouns; talk about transportation

Option: To introduce the topic of this cycle (transportation and other public services in a city), ask: "How many hours do you spend traveling each day? How do you get around the city? Do you ever get stuck in traffic? What do you do to stay calm?"

A

- Ask Ss: "What do we call a police officer who is a man? What do we call the car he drives? What do we call his dog?" (Answers: a policeman, a police car, a police dog)
- Write these words on the board and explain that they are compound nouns, or nouns that consist of two or more words. Point out that some compound nouns are written as one word and others are written as two separate words.
- Use the example answer to model the task. Help Ss make a compound noun using the first word in column A (bicycle). Point out that more than one combination is sometimes possible.
- Ss work individually or in pairs to complete the task before looking in a dictionary.
- Elicit answers and ask Ss to write them on the board.

Answers

bicycle: bicycle lane, bicycle stand

bus: bus lane, bus station, bus stop, bus system

news: newsstand

parking: parking garage, parking space

street: streetlight

subway: subway station, subway stop, subway system

In Unit 2, students discuss city life. In Cycle

1, they talk about transportation and other public services using expressions of quantity and compound nouns. In Cycle 2, they practice asking indirect questions.

taxi: taxi lane, taxi stand traffic: traffic jam, traffic light

train: train station, train stop, train system

Encourage Ss to keep a vocabulary notebook.

B Pair work

Ss work in pairs to discuss which things in part A can be found where they live. Go around the class and give help as needed.

TIP To help Ss remember the new vocabulary, make a vocabulary box. Ask them to write the new words on slips of paper and put the slips into a shoebox or container. Review a few of these words during each class. Write a check (

on the slip if Ss are able to recall the word. When a slip has three checkmarks, remove it from the box.

To review the new vocabulary, play *Picture It!* – download it from the website.



PERSPECTIVES

Learning Objectives: read about transportation services; see expressions of quantity in context

A ([CD 1, Track 9]

- Books closed. Write these questions on the board:
 - 1. Which speaker says the biggest problem is parking?
 - 2. Which speaker says it's dangerous for bicycles?
 - 3. Which speaker says the buses are old and slow?
- Play the audio program. Ss listen and decide which speaker made each statement.
- Books open. Have Ss look at the comments made by each speaker and check their answers to the questions on the board. (Answers: 1. 3 2. 2 3. 1)
- Explain that too many/too much means "more than we want." Ask: "Which things do the speakers think there are too many and too much of?" (Answers: cars, taxis, buses, pollution, traffic) Then ask: "What thing do the speakers think there is not enough of?" (Answer: parking)
- For another way to teach this Perspectives, try
 Running Dictation download it from the website.

B Pair work

- Explain the task. Ss work in pairs to decide on the biggest problem. Then elicit answers from the class.
- *Option:* Play the audio program again. Ask Ss to raise their hand when they agree with the speaker.

3 GRAMMAR FOCUS

Learning Objectives: practice using expressions of quantity with count and noncount nouns; use comparatives with more and -er

(CD 1, Track 10)

Count/noncount nouns

- Elicit or explain the differences between count and noncount nouns:
 - 1. Count nouns have a plural form usually with -s because they are considered separate and countable things (e.g., a car, two cars).
 - 2. Noncount nouns do not have a plural form because they are impossible to separate and count (e.g., *traffic*, but not *one traffic*, *two traffics*).
- Draw two columns on the board with the headings: Count nouns and Noncount nouns. Ask Ss to find examples of each in the Perspectives section. Then elicit answers and write them on the board.
- For more practice with count and noncount nouns, play Run for It! download it from the website.

 Prepare a list of sentences with missing nouns. Then write each missing noun on a sign and post the signs on the classroom walls.

Too much/many; less/fewer

- Write this on the board:
 - Count nouns: there are + too many/few, fewer Noncount nouns: there is + too much/little, less
- Option: Do a quick substitution drill. Ask Ss to use information about their city.
 - T: Streetlights.
 - S1: There are too few streetlights.
 - T: Pollution.

S2: There is too much pollution.

Point out the first two sentences in the Grammar Focus box. Elicit sentences that mean the same:

There are too many cars. (Answer: There should be fewer cars.)

There is too much traffic. (Answer: There should be less traffic.)

Option: Ask Ss to change the other sentences so that they mean the same.

More/(not) enough

Ss read the *more/(not) enough* examples in the Grammar Focus box. Answer any questions they have. Play the audio program to present the information.

A

Read the instructions and model the task with the first two sentences. Have Ss work individually and then compare answers in pairs. Elicit answers.

Answers

- 1. There aren't enough/too few police officers.
- 2. There should be fewer cars in the city.
- 3. There isn't enough/too little public transportation.
- 4. The government needs to build more/fewer highways.
- 5. There should be less noise.
- 6. The city needs more/fewer public parking garages.
- 7. There is too much air pollution in the city.
- 8. There are too many cars parked on the streets.

B Pair work

■ Read the instructions and elicit some answers for the first item. Ss work in pairs to write sentences. Ss will use their sentences again in Exercise 6B.

4 LISTENING

Learning Objectives: listen to solutions to traffic problems; develop skills in listening for detail

A 💿 [CD 1, Track 11]

- Books closed. Ask: "Do you know anything about Singapore?" Elicit responses.
- Set the scene. A resident is talking about how Singapore has solved its traffic problems. Play the audio program. Ss listen and mark statements true or false.

AudioScript

See page T-165.

Answers

1. False 2. True 3. False 4. True 5. False

■ Read the instructions and play the audio program again. Ss listen and correct statements 1, 3, and 5 in the chart. Go over answers with the class.

Possible answers

- 1. They need a pass to drive there.
- 3. There aren't enough certificates for everyone.
- 5. Public transportation in Singapore is excellent.

Class activity

■ Read the questions and elicit Ss' comments.

Expressions of quantity (0)

With count nouns

There are too many cars. There should be **fewer** cars. We need more subway lines. There aren't enough buses.

With noncount nouns

There is too much traffic. There should be less pollution. We need more public transportation. There isn't enough parking.

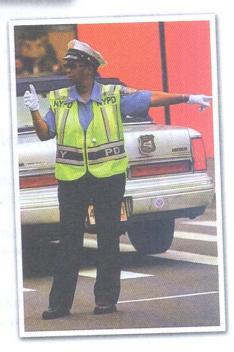
Complete these statements about transportation problems. Then compare with a partner. (More than one answer may be possible.)

1.	There are	police officers	
	There should be		/ .
3.	There is	public transportation.	
4.	The government needs to bui	ld	highways
5.	There should be	noise.	,
	The city needs		garages.
7.	There is	air pollution in the city	·.
8.	There are	cars parked on the st	reets.

B PAIR WORK Write sentences about the city or town you are living in. Then compare with another pair.

- 1. The city should provide more . . . 5. There should be fewer . . .
- 2. We have too many . . . 6. We don't have enough . . .
- 3. There's too much ...
- 4. There isn't enough . . .

- 7. There should be less ...
- 8. We need more ...



LISTENING Singapore solves it.

traffic problems. Check (/) True or False for each statement.

True	False	
00000		 Motorists can't drive into the business district. They need a pass to drive there. People need a special certificate to buy a car. There are enough certificates for everyone. Cars are more expensive than in North America. Public transportation isn't very good.

CLASS ACTIVITY Could the solutions adopted in Singapore work in your city or town? Why or why not?

5 DISCUSSION You be the judge!

A GROUP WORK Which of these transportation services are available in your city or town? Discuss what is good and bad about each one.

taxi service the subway system facilities for pedestrians the bus system the train system parking

GROUP WORK How would you rate the transportation services where you live? Give each item a rating from 1 to 5.

1 = terrible 2 = needs improvement

3 = average

000 4

4 = good

5 = excellent

A: I'd give the taxi service a 4. There are enough taxis, but there are too many bad drivers.

B: I think a rating of 4 is too high. There should be more taxi stands and ...

WRITING An online post

A Read this post from a community message board about traffic in the city.

B Use your statements from Exercise 3, part B, and any new ideas to write a message about a local issue.

C GROUP WORK Take turns reading your messages. Do you have any of the same concerns?

Posted by J.T. Madison at 2:35

There's too much traffic in this city, and it's getting worse! A few years ago, it took me 10 minutes to get downtown. Now it takes more than 30 minutes during rush hour! There should be more subway lines. I think people want to use public transportation, but we need more . . .

SNAPSHOT



Sources: www.choosechicago.com; www.timessquarenyc.org

Check (✓) the questions you can answer about your city.

What other questions could a visitor ask about your city?

Talk to your classmates. Find answers to the questions you didn't check.

5 DISCUSSION

Learning Objectives: discuss transportation services using expressions of quantity; develop the skill of giving opinions and reasons

A Group work

- Write these expressions on the board:

 It's terrible/not bad/OK/pretty good/excellent.

 I think it's better/worse than it used to be.

 In my opinion, it's getting better/worse.

 On the positive side, ...; On the other hand, ...

 The problem is that ...
- Model the task with the first item (taxi service). Ask Ss to think about things like quantity, quality, cost, safety, frequency, comfort, and cleanliness. Remind Ss to use the new language from the Grammar Focus.

Ss discuss the other services in groups.

B Group work

- Read the instructions. Then explain the rating system and any unknown vocabulary.
- Ss work in groups with classmates who live, work, or go to school in the same city or town.
- Go around the class and give help as needed. Then have groups take turns explaining their ratings to the rest of the class.
- Option: Take a poll. Ask each group to announce how many points they gave each service. Add up the total points to see which services are best and worst.

6

WRITING

Learning Objective: write an online complaint post

A

- Ask: "Have you ever posted a complaint online?" If someone has, tell the others to ask that S questions.
- Ss silently read the example posting. Explain any new vocabulary and stylistic issues (e.g., The writer begins with a story and then gives suggestions.).

R

- Ss brainstorm ideas for a post. They can work individually or, if they are going to write about the same city's traffic problems, in pairs or small groups.
- Ss use their brainstorming ideas and notes from Exercise 3B to write a first draft. Go around the class and make general comments about content or organization. Give individual feedback or

encouragement as needed. Alternatively, sit in one place and encourage Ss to come to you to get help.

C Group work

- Ss work in small groups to take turns reading their posts.
- Option: Have Ss give each other suggestions on ways to improve their posts. Then have them revise their work into a final draft.
- Option: Collect the posts and display them on a wall or bulletin board for others to read. Encourage Ss to post their ideas in an appropriate online location.

End of Cycle 1

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

Cycle 2, Exercises 7–13



SNAPSHOT

Learning Objectives: read common questions about cities; ask and answer questions about cities

- Books closed. Ask Ss to brainstorm information about tourists who visit the city where Ss live. Ask: "Where are they from? Where do they stay? What places do they visit? Where do they eat?"
- Books open. Ss silently read the questions in the Snapshot. Go over any new vocabulary.
- Ss check (✓) the questions they can answer about their city. Then they brainstorm additional questions that visitors might ask and discuss possible answers to these questions.
- Option: Have Ss work in small groups to find answers to all the questions.

CONVERSATION

Learning Objectives: practice asking questions about schedules and locations; see indirect questions in context

(CD 1, Track 13)

- Books closed. Write these focus questions on the board:
 - Where are the restrooms?
 - Where is the nearest ATM?
 - Where can I catch a bus to the city?
 - How often do the buses run?
- Ask: "In what order does the man want to know these things?" Then play the audio program. Ss listen and order the questions. Elicit answers. (Answers: 4, 1, 2, 3)
- Books open. Play the audio program again. Ss listen for the answers to Eric's questions. Go over answers with the class. (Answers: 1. upstairs, across from the duty-free shop 2. follow the signs for "Transportation" 3. every 20 minutes or so 4. right behind him)

Elicit or explain any new vocabulary.

Vocabulary

duty-free shop: a store selling goods on which tax doesn't have to be paid restroom: a public toilet

Ss practice the conversation in pairs. Ask them to act it out, standing up as if at a counter.

B 🔘 [CD 1, Track 14]

■ Play the second part of the audio program. Have Ss listen and check () the information that Eric asks for. Then have Ss compare answers in pairs.

AudioScript

See page T-165.

Answers

the cost of a bus to the city; the location of a bookstore



GRAMMAR FOCUS

Learning Objectives: practice changing Wh-questions into indirect questions; ask and answer indirect questions



(CD 1, Track 15)

Indirect questions with be and do

- Write one of these words and phrases on nine cards: Can you tell me Could you tell me an ATM how often is run they where
- Ask a S to read Eric's second question from the board (Where is an ATM?). Then ask three Ss to come to the front of the class. Give Ss the relevant cards (e.g., Where, is, an ATM). Have Ss stand in order and hold the cards for the rest of the class to see:
 - S1: Where S2: is S3: an ATM
- Now focus Ss' attention on the Conversation and ask them to find his exact question (Could you tell me where the nearest ATM is?). Give another S the Could you tell me card and ask the S to stand with the others to form a question like Eric's original one:
 - S1: Could you tell me S2: where S3: an ATM S4: is
- Ask: "What happened to the question?" (Answer: The word order changed.)
- Repeat the activity for Wh-questions with do. Ask four volunteers to stand in line holding up these cards: S1: How often S2: do S3: they S4: run

- Give another S the Can you tell me card and ask the Ss to form Eric's original question. Make sure S2 puts down the do card or steps out of line.
- Play the audio program. Have Ss listen and read along.
- Option: For extra practice, have Ss turn the questions in the Snapshot into indirect questions.

Read the instructions. Use the first item to model the task. Then have Ss work individually to complete the task. After Ss go over their answers in pairs, elicit answers from the class.

Possible answers

Answers begin with:

Could/Can you tell me ... or Do you know ...

- 1.... how much the bus costs?
- 2.... where the nearest Internet café is?
- 3.... what time the banks open?
- 4.... how late the buses run?
- 5.... where I can get a quick meal?
- 6... how late the nightclubs stay open?
- 7.... how early the trains run?
- 8.... where an inexpensive hotel in this area is?

B Pair work

Ss work in pairs to discuss the answers to the questions they wrote in part A.

CONVERSATION Could you tell me...?

A Listen and practice.

Eric: Excuse me. Could you tell me where the nearest ATM is?

Clerk: There's one upstairs, across from the duty-free shop.

Eric: Great. And do you know where I can catch a bus to the city?

Clerk: Sure. Just follow the signs for "Transportation." Eric: OK. And can you tell me how often they run?

Clerk: They run every 20 minutes or so.

Eric: And just one more thing. Do you know where the restrooms are?

Clerk: Right behind you. Do you see where that sign is?

Eric: Oh. Thanks a lot.

the cost of a bus to the city	the cost of a guidebook
the location of a taxi stand	the location of a bookstore



9

GRAMMAR FOCUS

Indirect questions from Wh-questions ©

Wh-questions with be

Where is the nearest ATM? Where are the restrooms?

Wh-questions with do

How often do the buses run?
What time does the bookstore open?

Wh-questions with can

Where can I catch the bus?

Indirect questions

Could you tell me where the nearest ATM is?

Do you know where the restrooms are?

Indirect questions

Can you tell me **how often the buses run**?

Do you know **what time the bookstore opens**?

Indirect questions

Do you know where I can catch the bus?

A Write indirect questions using these Wh-questions. Then compare with a partner.

- 1. How much does the bus cost?
- 2. Where's the nearest Internet café?
- 3. What time do the banks open?
- 4. How late do the buses run?

- 5. Where can I get a quick meal?
- 6. How late do the nightclubs stay open?
- 7. How early do the trains run?
- 8. Where's an inexpensive hotel in this area?

B PAIR WORK Take turns asking the questions you wrote in part A. Give your own information when answering.

"Can you tell me how much the bus costs?"

10 PRONUNCIATION Syllable stress

subway garage traffic police

SPEAKING What do you know?

A Complete the chart with indirect questions.

	Name:
Where's the nearest bus stop? "Do you know where?" ?"	
2. What's the best way to see the city?	
3. Where can I rent a bicycle?	
4. How much does a city tour cost?	
5. Where can I get a student discount on a meal?	•
6. What time do the museums open?	
7. Where can I hear live music?	

B PAIR WORK Use the indirect questions in the chart to interview a classmate about the city or town where you live. Take notes.

A: Do you know where the nearest bus stop is?

B: I'm not really sure, but I think there's one . . .

CLASS ACTIVITY Share your answers with the class. Who knows the most about your city or town?

12 INTERCHANGE 2 Tourism campaign

Discuss ways to attract tourists to a city. Go to Interchange 2 on page 115.

10 PRONUNCIATION

Learning Objective: notice and practice syllable stress

A 💿 [CD 1, Track 16]

- Point out that the bubbles over the words show the different stress patterns in two-syllable words. The larger bubble means that syllable has the main stress.
- Play the audio program. Ss listen and practice.

B (CD 1, Track 17)

- Model the task with the first word. Have Ss write *buses* in the first column.
- Have Ss listen to the audio program and write the words in the correct column.
- Option: Change the order of the task above. First, Ss guess in which column each word belongs, and then they listen to the audio program and check their answers.

After Ss compare answers in pairs, elicit answers from the class.

Answers

00



buses event bookstore hotel public improve taxis provide

- For more practice with syllable stress, play *Tic-Tac- Toe* download it from the website.
- Option: To prepare Ss for the next activity, have them find the syllable pattern for these words: nearest, bus stop, discount, open, music. (Answer: All belong in the first column.)

11

SPEAKING

Learning Objectives: practice asking indirect questions; talk about your city or town

A

- Explain the task. Ss find out how much they know about their city or town by asking and answering questions about it.
- Ask Ss to give you the indirect question for each direct question in the chart. Then have Ss write the questions in the chart. Check answers by asking individual Ss to read their questions.

Possible answers

Answers begin with:

Could/Can you tell me... or Do you know...

- 1.... where the nearest bus stop is?
- 2.... what the best way to see the city is?
- 3.... where I can rent a bicycle?
- 4.... how much a city tour costs?
- 5.... where I can get a student discount on a meal?
- 6... what time the museums open?
- 7.... where I can hear live music?

TIP To make sure you include everyone, write each S's name on a slip of paper. Put the slips in a pile on your desk. After asking a S a question, remove the slip with that S's name. Continue until you have asked each S a question. Alternatively, keep track of participation by checking names off a class list.

B Pair work

■ Model the task with a few Ss. Write these useful expressions on the board:

Let me think....

That's an easy/a difficult question!

I know this one.

Sorry. I have no idea.

I'm not sure, but I think ...

- Have Ss complete the task in pairs. Remind Ss to give additional information when possible.
- Go around the class and listen for correct questions and good intonation. Take notes on any difficulties Ss have. After the pairs finish, go over errors with the class.

C Class activity

- Elicit answers from the class. Who knows the most about their city?
- Option: Ss work in pairs to ask questions about places their partner has visited on vacation. Ss can use the questions from Exercise 11A or their own ideas.
- For a new way to practice indirect questions, try
- Question Exchange download it from the website.



INTERCHANGE 2

See page T-115 for teaching notes.

13 READING

Learning Objectives: read an article about new types of transportation; develop skills in skimming and reading for detail; develop discussion skills

- Books closed. As a class, brainstorm ways to move from place to place in their daily lives, or get around (e.g., car, motorcycle, boat, skis, camel, truck, skates).
 Write Ss' ideas on the board. Then tell Ss they are going to learn about some new ways to get around.
- Books open. Go over the pre-reading task. Ss skim the article quickly and write the name of each invention under its picture. Then elicit answers. (Answers:
 1. Trikke Scooter 2. Leaf 3. Wheelman 4. Twizy Z.E.)

A

Ss silently read the article and decide where it is from. Ask Ss to explain their answers.

Answers

a news magazine

To carry out the next task, Ss need to know the meaning of certain words. List vocabulary words on the board, and go over them with the class.

Vocabulary

motor: the engine that gives the device power steer: control the direction stable: secure aluminum: a type of lightweight metal turn back and forth: move left and right emissions: exhaust; the gases that result from burning fuel recharge: fill a battery with power capacity: largest amount that a container can hold passenger: a person riding in a vehicle but not driving it

Option: Have Ss work in groups to share the meanings of the words they know. They can use synonyms, antonyms, mime, examples, or pictures to define the words. If Ss can't provide a definition, let them check their dictionaries.

B

- Go over the questions to make sure Ss understand them. Ss work individually to answer the questions.
- Option: For more speaking practice, divide the class into two groups. Assign questions 1–4 to Group A and questions 5–8 to Group B. Have Ss work individually to find the answers to their questions. Then Ss work with someone from the other group to share answers.

Answers

- the Wheelman, the Leaf (not stated in the reading), the Twizy Z.E.
- 2. in the wheels
- 3. you use your body weight
- 4. aluminum
- 5. by turning back and forth
- 6. overnight
- 7. 2.3 meters
- 8. behind the driver

C Group work

- Ss discuss the questions in small groups.
- Option: Have groups share some of their ideas with the rest of the class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle. 000 4 5 0 +

New Ways of Getting Around

Look at the pictures and skim the article. Then write the name of the invention below each picture.







Here are some of the best new inventions for getting around.

If you love to take risks when you travel, this is for you: the **Wheelman**. The design is simple: two wheels and a motor. You put your feet in the wheels. It's very similar to skateboarding or surfing. You use your weight to steer, and you control the speed with a ball you hold in your hand.

Why use two wheels when you can use three? The *Trikke Scooter* looks a little silly, but it's serious transportation. The three wheels make it very stable. And because it's made of aluminum, it's very light. It moves by turning back and forth—just like skiing on the street.

Do you want an eco-friendly family car? If so, check out the *Leaf*. It's all-electric and gives off zero CO₂ emissions. It has an 80 kW motor and can travel up to 140 kph! You can recharge the battery up to 80 percent of capacity in just 30 minutes and recharge it fully overnight.

To get around town in style and park easily, there's nothing better than the *Twizy Z.E.* It has four wheels, but it's only 2.3 meters long and 1.13 meters wide – the passenger sits behind the driver. It has a zero-emission 15 kW electric motor that can reach a maximum speed of 75 kph.

A Read the article. Where do you think it is from? Check (✓) the correct answer.

□ an instruction manual □ a catalog □ a news magazine □ an encyclopedia

B Answer these questions.

1. Which inventions have motors?

2. Where do you put your feet in the Wheelman?

3. How do you steer the Wheelman?

4. What is the Trikke Scooter made of?

5. How does the Trikke Scooter move?

6. How long does it take to fully recharge the Leaf?

7. How long is the Twizy Z.E.?

8. Where does the passenger sit in the Twizy Z.E.?

GROUP WORK Which of the inventions is the most useful? the least useful? Why? Would you like to try any of them?

Units 1–2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Understand descriptions of childhood (Ex. 1) Ask and answer questions about childhood and past times (Ex. 1, 2) Express opinions about cities and towns; agree and disagree (Ex. 3) Ask for and give information about a city or town (Ex. 4)			0000

LISTENING Celebrity interview

🛕 💿 Listen to an interview with Jeri, a fashion model. Answer the guestic	A	0	Listen to an interview	with Jeri, a	fashion model.	Answer the au	uestions
---------------------------------------------------------------------------	---	---	------------------------	--------------	----------------	---------------	----------

1.	Where did she grow up?	
----	------------------------	--

- 2. What did she want to do when she grew up?
- 3. Did she have a hobby?
- 4. Did she have a favorite game?
- 5. What was her favorite place?

PAIR WORK Use the questions in part A to interview a partner about his or her childhood. Ask follow-up questions to get more information.

DISCUSSION How times have changed!

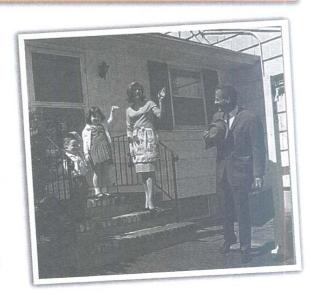
A PAIR WORK Talk about how life in your country has changed in the last 50 years. Ask questions like these:

How big were families 50 years ago? What kinds of homes did people live in? How did people use to dress? How were schools different? What kinds of jobs did men have? women? How much did people use to earn?

A: How big were families 50 years ago?

B: Families used to be much larger. My grandfather had ten brothers and sisters!

GROUP WORK Compare your answers. Do you think life was better in the old days? Why or why not?



Units 1-2 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 1 and 2?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

- 1. Ask Ss to complete all the exercises.
- Ask Ss: "What do you need to practice?"Then assign exercises based on their answers.
- 3. Ask Ss to choose and complete exercises based on their Self-assessment.

In a large class, Ss will inevitably identify different weak and strong areas. Remind Ss that even if they have no difficulty with one of the review exercises below, they can still work on fluency and pronunciation. Ss who need more practice can practice with a partner outside class.



LISTENING

Learning Objectives: assess one's ability to understand descriptions of childhood; assess one's ability to ask and answer questions about childhood and past times

A 💿 [CD 1, Track 18]

- Set the scene. Jeri is a fashion model who is being interviewed about her childhood.
- Read the interview questions aloud. Remind Ss to take notes, writing down key words and phrases only.
- Play the audio program once or twice. Ss listen and write answers to the questions. Then check answers.

AudioScript

See page T-166.

Answers

- 1. She grew up in Brighton, England.
- 2. She wanted to be a doctor or a writer.

- 3. She used to paint./She (still) paints.
- 4. She liked video games, but she didn't have a
- 5. Her favorite place was a summer camp in Ireland.

B Pair work

- Explain the task. Then model the first question with a S to show how to respond and add follow-up questions.
 - T: Where did you grow up, Maria?
 - S: I grew up in Brasília.
 - T: Really? That's interesting. How did you like it?
 - S: I liked it. There were a lot of things to do.
- In pairs, Ss take turns interviewing each other about their childhoods. Have them add at least two follow-up questions for each topic.

2

DISCUSSION

Learning Objective: assess one's ability to ask and answer questions about past times

A Pair work

- Focus Ss' attention on the picture. Ask: "Why is the man wearing a suit? What did women use to do in those days?" (Answers: He's going to work. They used to stay at home.)
- Ss form pairs. Remind them to give as much information as possible and to ask follow-up questions.
 Set a time limit of about ten minutes.

B Group work

- Each pair joins another pair to compare information.
- Read the questions. Then have Ss discuss their points of view, giving reasons and explanations. Go around the class and listen in.
- Option: Ask groups to share some of their ideas with the class.

f you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.

3 SURVEY

Learning Objective: assess one's ability to express opinions about cities and towns, and to agree and disagree

A

- Ask a S to read the survey topics aloud. Then have Ss complete the survey by checking (/) the appropriate boxes. Point out that answers are the Ss' opinions.
- Ss complete the task individually.

B Group work

Explain the task and have three Ss read the example conversation. Remind Ss to choose three ways to improve the city. Divide the class into small groups. Set a time limit of about ten minutes. Go around the class and make notes on common errors, especially expressions of quantity. When time is up, write the errors on the board and elicit corrections.

Option: Ask one S from each group to write the group's suggestions on the board. Then have the class vote on which three ideas are the best.



ROLE PLAY

Learning Objective: assess one's ability to ask for and give information about a city or town

- Divide the class into two groups, A and B. Explain that Student A is a visitor to his or her city or town and Student B is a front-desk clerk at a hotel. Based on the topics given, each Student A should write some indirect questions to ask about the city.
- While each Student A is writing questions, go over the useful expressions with Ss in group B. Remind them how a hotel clerk might begin and end the conversation (e.g., Can I help you? Have a nice day!).
- Students A and B form pairs. If possible, have them stand on either side of a desk, which will represent the hotel's front-desk counter. Set a time limit of about ten minutes.
- During the role play, go around the class and listen. When time is up, suggest ways the conversations could be improved, such as giving more information or asking follow-up questions. Give examples of good communication that you heard.
- Ss change roles and try the role play again.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

SURVEY City planner

A What do you think about these things in your city or town? Complete the survey.

	Not enough	ОК	Too many/Too much
places to go dancing places to listen to music noise places to sit and have coffee places to go shopping	00000	00000	
parking public transportation places to meet new people			

- **GROUP WORK** Compare your opinions and suggest ways to make your city or town better. Then agree on three improvements.
- A: How would you make our city better?
- B: There aren't enough places to go dancing. We need more nightclubs.
- C: I disagree. There should be fewer clubs. There's too much noise downtown!

4

ROLE PLAY Getting information

Student A: Imagine you are a visitor in your city or town. Write five indirect questions about these categories. Then ask your questions to the hotel front-desk clerk.

Transportation Hotels
Restaurants Sightseeing
Shopping Entertainment

Student B: You are a hotel front-desk clerk. Answer the guest's questions. Start like this: Can I help you?

Change roles and try the role play again.

useful expressions

Let me think. Oh, yes, . . . I'm not really sure, but I think . . . Sorry, I don't know.



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 3 Supplementary Resources Overview

		ter the following Bexercises	You can use these materials in class	Your students can use these materials outside the classroom
100	1	Word Power	TSS Unit 3 Vocabulary Worksheet	SSD Unit 3 Vocabulary 1–2
	2	Perspectives	TSS Unit 3 Extra Worksheet	
	3	Grammar Focus	TSS Unit 3 Listening Worksheet	SB Unit 3 Grammar Plus focus 1 SSD Unit 3 Grammar 1 ARC Evaluations and comparisons
	4	Pronunciation		ARC Unpronounced vowels
	5	Listening		
	6	Writing		WB Unit 3 exercises 1–4
	7	Snapshot		
CYCLE 2	8	Conversation		SSD Unit 3 Speaking 1–2
	9	Grammar Focus	TSS Unit 3 Grammar Worksheet TSS Unit 3 Writing Worksheet	SB Unit 3 Grammar Plus focus 2 SSD Unit 3 Grammar 2 ARC Evaluations and comparisons and Wish ARC Wish
	10	Speaking		SE REAL PRINT SERVE IS BUT AS EAST
	11	Interchange 3		
	12	Reading	TSS Unit 3 Project Worksheet VID Unit 3 VRB Unit 3	SSD Unit 3 Reading 1–2 SSD Unit 3 Listening 1–3 SSD Unit 3 Video 1–3 WB Unit 3 exercises 5–8

Key

ARC: Arcade

VID: Video DVD

SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 3

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom		
	-			
		Andrew Color Dismonth & Land		
		The mercanic access to you		
With or instead of the	Lam using those materials			
following SB section	I am using these materials for assessment			

Time for a change!

1

WORD POWER Houses and apartments

A These words are used to describe houses and apartments. Which are positive (**P**)? Which are negative (**N**)?

bright	Р	dingy		private	********
comfortable		expensive		quiet	
convenient		huge	**********	safe	
cramped		inconvenient		shabby	
dangerous		modern		small	
dark		noisy		spacious	



B PAIR WORK Tell your partner two positive and two negative features of your house or apartment.

"I live in a safe neighborhood, and my apartment is very bright. However, it's very expensive and a little cramped."

2

PERSPECTIVES Which would you prefer?

A Solution Listen to these opinions about houses and apartments. Which ones are about space?

- 1. Apartments are too small for pets.
- 2. Apartments aren't big enough for families.
- 3. Apartments don't have as many rooms as houses.
- 4. Apartments have just as many expenses as houses.
- 5. Apartments don't have enough parking spaces.
- 6. Houses cost too much money.
- 7. Houses aren't as safe as apartments.
- 8. Houses aren't as convenient as apartments.
- 9. Houses don't have enough closet space.
- 10. Houses don't have as much privacy as apartments.

PAIR WORK Look at the opinions again. Which statements do you agree with?

A: I agree that apartments are too small for pets.

B: And they don't have enough parking spaces!



Time for a change!

Cycle 1, Exercises 1-6

In Unit 3, students discuss homes and making changes. In Cycle 1, they evaluate and compare houses and apartments, using too and comparatives. In Cycle 2, they talk about changes in their lives, using I wish.



WORD POWER

TIP To show the purpose of activities, write the objectives on the board. As you complete each activity, check (✓) that objective so Ss know what they've learned.

Learning Objective: learn positive and negative adjectives to describe houses and apartments

- Have Ss discuss their ideal home in pairs. Tell them to think about location, size, view, facilities, and features (e.g., I'd like a really big house on the beach. I'd like to have three bedrooms and . . .).
- Option: Divide Ss into three groups and assign each group a column of vocabulary words. Ss look up the assigned words in a dictionary. Then Ss regroup and explain the meanings.

A

- Go over the instructions and explain the task.
- Ss work individually to complete the task. Tell them to guess about any words they don't know.
- When Ss finish, let them check their dictionaries.
- Option: Model the pronunciation of the adjectives in the list and have Ss repeat each word.

Vocabulary

cramped: having very little space; too small dingy: dark and unattractive shabby: old and in poor condition spacious: large; with lots of extra room

 After Ss compare answers in pairs, go over answers as a class.

Answers

bright	Р	inconvenient	N
comfortable	P	modern	P
convenient	P	noisy	N
cramped	N	private	P
dangerous	N	quiet	P
dark	N	safe	P
dingy	N	shabby	N
expensive	N	small	N
huge	P	spacious	P

For a new way to practice the vocabulary, try

Vocabulary Steps – download it from the website. Choose six positive words. Ss order the words according to what is most important to them.

To review vocabulary, play *Picture It!* – download it from the website.

B Pair work

- Go over the instructions and read the example sentences aloud. Remind Ss that *however*, *though*, and *but* are all used to show contrast.
- Ss do the activity in pairs. Go around the class and give help as needed.



PERSPECTIVES

Learning Objectives: listen to opinions about houses and apartments; see evaluations and comparisons in context

A (CD 1, Track 19)

- Books closed. Ask: "Do you prefer houses or apartments? Why?" Have Ss discuss the issue in pairs.
- Divide Ss into two groups: houses and apartments. One group writes down three disadvantages of apartments; the other does the same for houses. After three minutes, have the groups exchange papers and add to the list. Go around the class and monitor Ss' comparisons and evaluations. Don't correct their language yet.
- Books open. Ss look at the statements to see which ones match what they listed. Explain the meaning of any new words.
- Elicit from Ss which items are about space. (Answers: 1, 2, 3, 9)
- Play the audio program. Ss listen and read silently.
- For another way to teach this Perspectives, try

 Running Dictation download it from the website.
- B Pair work
- Explain the task. Have Ss go over the list and decide which opinions they agree with. Give help as needed.
- Option: Play the audio program. Pause after each sentence and have Ss raise their hand if they agree.
 Determine which opinions are most common.

GRAMMAR FOCUS

Learning Objective: practice ways to evaluate and compare using adjectives and nouns

© [CD 1, Track 20]

Evaluations with adjectives and nouns

- Explain the difference between evaluations and comparisons: Both are judgments, but a comparison evaluates one thing against another.
- Have Ss circle the examples of enough and too in Exercise 2. Ask: "Is the adjective before or after enough/too?" (Answer: before enough, after too) Then write this on the board:
 - Enough goes <u>after the adjective</u> (big + enough).
 The apartment isn't big enough.
 Enough goes <u>before the noun</u> (enough + closets).
 Houses don't have enough closets.
 - 2. Too always goes <u>before the adjective</u> (too + small).

 Apartments are too small for pets.

Use a different color for each structure. This helps visual Ss remember them.

- Do a quick substitution drill to practice these structures. Start with evaluations with adjectives, and then switch to evaluations with nouns:
 - T: The kitchen isn't big enough. Bedroom.
 - S: The bedroom isn't big enough.
 - T: There aren't enough closets. Windows.
 - S: There aren't enough windows.
- **Option:** Begin part A at this point.

Comparisons with adjectives and nouns

- Point out the new structures and have Ss find examples in Exercise 2. For a challenge, have Ss determine the rules. Then write this on the board:
 - as + <u>adjective</u> (+ as)
 Houses are as convenient as apartments.
 Houses aren't as safe as apartments.
 - as many + <u>count noun</u> (+ as)
 Apartments have as many expenses as houses.
 Apartments don't have as many rooms as houses.
 - as much + noncount noun (+ as)
 Houses don't have as much privacy as apartments.
- Do another substitution drill using the information on the board and the sentences in the boxes.
- Play the audio program.
- Option: Begin part B at this point.

A

- Go over the instructions. Ss look at the two pictures and the ads. Model the first two sentences using not enough and too.
- Ss work individually to complete the task. Remind them to use words from Exercise 1. Go around the class and give help as needed. Have Ss compare their answers in pairs before you go over them as a class.

Possible answers

- 1. There aren't enough windows.
- 2. It's too dark.
- 3. It doesn't have enough bathrooms.
- 4. It's too inconvenient.
- 5. It's too small./It's too cramped.
- 6. It's not modern enough./It's not new enough.
- 7. It's too unsafe./It's too dangerous.
- There aren't enough parking spaces./There isn't enough parking.

8

- Read the task and example sentences. Remind Ss that all answers must follow one of these three patterns: as + adjective + as, as many + count noun + as, as much + noncount noun + as.
- Ss work individually to complete the task. Have Ss who finish early write their sentences on the board.

Answers

The house isn't as noisy as the apartment. The apartment doesn't have as many bedrooms as the

The house has (just) as many bathrooms as the apartment. The apartment isn't as spacious as the house.

The apartment isn't as private as the house.

The apartment isn't as big as the house.

The apartment isn't as expensive as the house.

The apartment isn't as modern as the house.

The house isn't as convenient (to downtown) as the apartment.

The apartment doesn't have as many parking spaces/as much parking as the house.

C Group work

- Go over the instructions and the example conversation. Then model the task with one or two Ss.
- As Ss work in small groups, go around the class and give help as needed.
- Elicit opinions and reasons from the class.
- For more practice with evaluations and comparisons, play *Concentration* download it from the website. Ss match cards with the same meaning (e.g., *It's too small.* and *It's not big enough.*).

Evaluations and comparisons (9)

Evaluations with adjectives

Apartments are **10** big **enough** for families. Apartments are **100** small for pets.

Comparisons with adjectives

Houses are **iust as** convenient **as** apartments. Houses are **iust as** convenient **as** apartments.

Evaluations with nouns

Apartments don't have **enough** parking spaces. Houses cost **too much** money.

Comparisons with nouns

Apartments have **just as many** rooms **as** houses. Apartments don't have **as much** privacy **as** houses.

A Imagine you are looking for a house or an apartment to rent. Read the two ads. Then rewrite the opinions below using the words in parentheses. Compare with a partner.





- 1. There are only a few windows. (not enough)
- 2. It's not bright enough. (too)
- 3. It has only one bathroom. (not enough)
- 4. It's not convenient enough. (too)

- 5. It's not spacious enough. (too)
- 6. It's too old. (not enough)
- 7. It isn't safe enough. (too)
- 8. There's only one parking space. (not enough)

There aren't enough windows.

B Write comparisons of the house and the apartment using these words and as . . . as. Then compare with a partner.

noisy big bedrooms expensive bathrooms modern spacious convenient

private

The house isn't as noisy as the apartment.

The apartment doesn't have as many bedrooms as the house.

C GROUP WORK Which would you prefer to rent, the house or the apartment? Why?

A: I'd rent the apartment because the house costs too much.

parking spaces

B: I'd choose the house. The apartment isn't big enough for my family.

4

PRONUNCIATION Unpronounced vowels

avørage

o o o

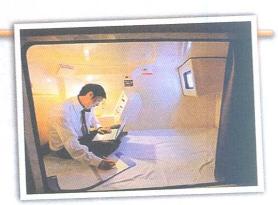
different separate comførtable intøresting vegøtable

B Write four sentences using some of the words in part A. Then read them with a partner. Pay attention to unpronounced vowels.

In my hometown, the average apartment has two bedrooms.

5 LISTENING Capsule hotels

- cramped expensive
- convenient busy
- bright dangerous



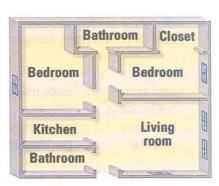
C PAIR WORK Would you like to stay in a capsule hotel? Why or why not?

WRITING A descriptive email

A Imagine you've just moved to this apartment. Write an email to a friend comparing your old home to your new one.



How are things with you? My big news is that I just moved to a new apartment! Do you remember my old apartment? It didn't have enough space. My new apartment has a huge living room and two bathrooms! Also, my old living room was too dark, but my new one is brighter. But there aren't enough windows in the bedrooms, so they're too dark. There are . . .



PAIR WORK Read each other's emails. How are your descriptions similar? different?



PRONUNCIATION

Learning Objective: practice stress and unpronounced vowels



A 🕝 [CD 1, Track 21]

- Books closed. Write the words average and different on the board. Ask: "How many syllables do these words have?" Elicit answers, but don't say if they are right or wrong.
- Explain that although they are written with three syllables, we only hear two. Play the first two words on the audio program.

Books open. Give Ss a minute to read part A. Then play the rest of the audio program.

R

- Explain the task and model the example sentence. Have Ss write their own sentences.
- Ss practice their sentences in pairs. Go around the class and listen in. If necessary, model the words and let Ss repeat.



LISTENING

Learning Objective: develop skills in listening for main ideas and details



A (a) [CD 1, Track 22]

- Ask the class if anyone knows what a capsule hotel is. If not, explain the meaning of the word capsule (a small container). Have them predict which adjectives describe a capsule hotel.
- TIP To develop Ss' top-down listening skills, encourage them to make predictions before playing the audio program.
- Explain the task and read the six adjectives. Then play the audio program. Ss check () the words that best describe a capsule hotel.

Answers

busy, convenient, cramped

AudioScript

See page T-166.



B 🕝 [CD 1, Track 23]

Play the audio program again. This time, Ss listen for details. Let Ss compare their answers in pairs before you go over them as a class.

Answers

The hotel provides a TV, a reading light, a radio, an alarm clock, and lockers.

C Pair work

Ss form pairs and discuss the questions. Encourage them to explain their opinions.



WRITING

Learning Objectives: learn email-writing skills; practice comparing two apartments

- Have Ss read the instructions and the example email silently.
- Direct Ss' attention to the picture. Elicit information about the apartment floor plan: 2 bedrooms, 2 bathrooms, large living room, small kitchen, lots of windows in living room, one window in bedrooms, no windows in kitchen, only one closet in bedroom.
- As a class, Ss brainstorm ways to compare this apartment to their current home (e.g., (not) enough bedrooms/bathrooms/windows, cramped - spacious, dark - bright.).

- Elicit other ways that Ss might compare a new apartment to their current home (e.g., dangerous safe, only one parking space - two parking spaces).
- Have Ss select at least three comparisons for their email. Then Ss write an email.

If you are going to grade Ss' writing, be sure to let them know what you expect of them.

B Pair work

 Ss exchange papers with another classmate. Then they read each other's emails and ask questions.

End of Cycle 1

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



SNAPSHOT

Learning Objective: learn vocabulary for talking about wishes

- Books closed. Ask Ss to brainstorm some common wishes people have about their lives (e.g., earn more money).
- Books open. Ss read the Snapshot and compare the wishes with their predictions.
- Explain the task. Ss discuss the questions in pairs or groups.
- Go around the class and give help as needed. Then ask pairs or groups if they discovered anything interesting. Don't expect Ss to produce expressions with wish correctly. Instead, notice how they express their ideas.



CONVERSATION

Learning Objectives: practice a conversation about wishes; see examples of the verb wish in context

A (CD 1, Track 24)

- Ss cover the text and look at the picture. Ask: "Do you think the men are friends? strangers? brothers? Where are they? How old do you think they are? What do you think they are talking about?" Accept any reasonable answers.
- Books closed. Play the audio program. Ss listen to find out if the two men are friends or strangers and what they are talking about. (Answers: friends; Terry is complaining about living with his parents.)
- Write these focus questions on the board: True or false?
 - 1. Terry hates living at home.
 - 2. Terry's parents are always asking him to be home before midnight.
 - 3. Terry thinks his life is difficult.
 - Terry is going to move out of his parents' house soon.
- Play the audio program again. Ss listen and answer the questions on the board. Then check answers. (Answers: 1. F 2. T 3. T 4. F)
- Option: Ask Ss to listen for examples of additional information that Terry gives.
- Elicit or explain any new vocabulary.

Vocabulary

I'm afraid so.: unfortunately room and board: accommodation and food

- Ask Ss to think about the two men's personalities and the kinds of gestures and facial expressions they would use. Then play the audio program and have Ss listen for the emotions expressed by the speakers.
- Books open. Ss practice the conversation in pairs.

- TIP To find out how your Ss learn best, try different methods (e.g., listen and repeat, listen and read silently, listen and mouth the words). Then ask your Ss which method(s) they find most useful.
- For another way to practice this Conversation, try

 Say It with Feeling! download it from the website.
- Option: Have a class discussion about living with parents. Is Terry's life easy or difficult? Should a son help his parents around the house? Should parents worry about an adult son? Should Terry pay for his room and board?

Read the instructions aloud. Then play the second part of the audio program. Have Ss listen to Brian's wishes. Then elicit responses from the class.

AudioScript

See page T-166.

Answers

Brian would like to change jobs and live somewhere more exciting.

- For another way to practice wish and other
- expressions, try Substitution Dialog download it from the website. Use only the first half of the dialog, until "... parents are like that!" Ss replace these underlined expressions with:
 - 1. <u>living with your parents?</u> / working at the bank? / studying? / . . .
 - 2. my own apartment / a different job / a career / . . .
 - 3. parents / co-workers / teachers / . . .
 - 4. <u>be home before midnight</u> / make photocopies / write long compositions / . . .
 - 5. worrying about me / nagging me / giving me so much homework / . . .

SNAPSHOT





Source: Based on interviews with adults between the ages of 18 and 50

Check (✓) some of the things you would like to do. Then tell a partner why. Which of these wishes would be easy to achieve? Which would be difficult or impossible? What other things would you like to change about your life? Why?

CONVERSATION Making changes

A Solution in the properties in the properties.

Brian: So, are you still living with your

parents, Terry?

Terry: I'm afraid so. I wish I had my own

apartment.

Brian: Why? Don't you like living at home?

Terry: It's OK, but my parents are always asking me to be home before midnight. I wish

they'd stop worrying about me.

Brian: Yeah, parents are like that!

Terry: And they expect me to help around the house. I hate housework. I wish life

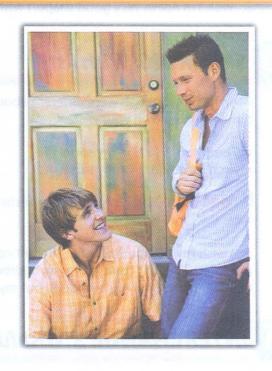
weren't so difficult.

Brian: So, why don't you move out?

Terry: Hey, I wish I could, but where else can I get

free room and board?

B Disten to the rest of the conversation. What changes would Brian like to make in his life?



Wish 🕡

Use wish + past tense to refer to present wishes.

I live with my parents.

Life is difficult.

I wish I **didn't live** with my parents.

I wish it were* easier.

I wish I **had** my own apartment.

I wish I could move out.

I wish it weren't so difficult.

can't move out.

My parents won't stop worrying about me.

I wish they would stop worrying about me.

*For the verb be, were is used with all pronouns after wish.

A Read these facts about people's lives. Then rewrite the sentences using wish. (More than one answer is possible.)

1.	Diane can't wear contact lenses.	She wishes she could wear contact lenses.
	Beth's class is so boring.	She wishes her class weren't so boring.
3.	My parents can't afford a new car.	
4.	Dan can't fit into his old jeans.	
5.	I can't remember my PIN number.	
6.	Laura doesn't have any free time.	

7. Mitch is too short to play basketball.

PAIR WORK Think of five things you wish you could change. Then discuss them with your partner.

A: What do you wish you could change?

B: Well, I'm not in very good shape. I wish I were more fit.

10

SPEAKING Wish list

A What do you wish were different about these things? Write down your wishes.

my bedroom my social life my possessions my school or job my skills my town

GROUP WORK Compare your wishes. Does anyone have the same wish?

A: I wish my bedroom were a different color. It's not bright enough.

B: Me, too! I wish I could paint my bedroom bright orange.

C: I like the color of my bedroom, but my bed is too small. I wish ...



11

INTERCHANGE 3 Wishful thinking

Find out more about your classmates' wishes. Go to Interchange 3 on page 116.



GRAMMAR FOCUS

Learning Objective: practice using wish

[CD 1, Track 26]

- Explain that we use wish when we would like reality to be different. Refer Ss to the Conversation on page 19 and have Ss underline the four examples of wish that Terry uses.
- Draw the chart below on the board. Write the four sentences about Terry in the left-hand column. Ask Ss to complete the right-hand column with examples of Terry's wishes from the dialog:

Terry's reality	Terry's wishes
1. I live with my parents.	I wish I had my own apartment.
2. I can't move out.	
3. My parents won't stop worrying about me.	fish salasada ah sikili
4. Life is so difficult.	

- Focus Ss' attention on the Grammar Focus box on page 20. Explain that if we want the present situation to change, we use the past tense form of the verb with wish.
- Go over the wishes in the box and ask Ss to underline the past tense verbs. (Answers: didn't live, had, could move, were, weren't, would stop)
- Point out that the wish sentence must be the opposite of the reality. For example:
 - I am poor. I wish I were rich. or I wish I weren't poor.
- Point out that with the verb be, we use were/weren't after wish with all pronouns, even it. Some native speakers also use was/wasn't in informal situations (e.g., I wish I was . . .).
- Practice this drill with the class. Give the real situation and have Ss say a sentence using wish. For example:

- T: I don't have a car.
- S: I wish I had a car.
- T: I can't fly.
- S: I wish I could fly.
- T: I'm tired.
- S: I wish I weren't tired.
- T: It won't stop raining.
- S: I wish it would stop raining.
- For more practice, play the *Chain Game* download it from the website it from the website.
 - S1: I wish I could fly.
 - S2: S1 wishes he could fly, and I wish I were . . .
 - S3: S1 wishes he could fly, S2 wishes she were . . . , and I wish . . .
- Play the audio program to present the statements.

- Explain the task and any new vocabulary.
- Ss complete the task individually before comparing answers in pairs. Elicit Ss' responses.

Possible answers

- 1. She wishes she could wear contact lenses.
- 2. She wishes her class weren't so boring.
- 3. My parents/They wish they could afford a new car.
- 4. Dan/He wishes he could fit into his old jeans.
- 5. I wish I could remember my PIN number.
- 6. Laura/She wishes she had some free time.
- 7. Mitch/He wishes he weren't too short to play basketball.

B Pair work

 Go over the instructions and give Ss time to think of five wishes. Ask two Ss to model the example conversation. Then have Ss discuss their wishes in pairs.



SPEAKING

Learning Objectives: practice talking about wishes; develop discussion skills

Explain the task and remind Ss to use language from the unit. Have them write at least one wish for each topic.

B Group work

- Have Ss compare their wishes in small groups. Tell them to check () the topic in part A each time they find something in common with a classmate.
- Ask Ss to share with the class some wishes they have in common.



INTERCHANGE 3

See page T-116 for teaching notes.

12 READING

Learning Objectives: read an article about bad habits; develop skills in skimming, summarizing, and organizing text

- Books closed. Ask: "Do you know people who like to gossip? What kinds of things do they gossip about? How harmful is gossip?"
- Books open. Explain that the article is about bad habits, including gossiping. Ask: "What are the other two bad habits mentioned in the article?" Have Ss skim the text quickly to find the answers. (Answers: leaving things until the last minute, being late)
- Option: Point out that the answers are in the first sentence. Explain that it's common to write the main points at the beginning of an article. We call this the topic sentence.
- Ask Ss if they are guilty of any of these habits. Have a brief discussion. Did anyone use to have one of these bad habits, but changed? Which habit do they think is the worst?

A

Explain the task. Have Ss read the article. Then elicit the answer.

Answers

- The article starts with a description and then gives advice.
- Encourage Ss to look at the organization of the text: The opening paragraph is a description, and the three other paragraphs give advice on how to break each habit. This will help Ss see how they should organize their own compositions.

B

- Have Ss read the article again silently and at their own pace, without using their dictionaries. Ask them to underline, circle, or highlight any words they can't guess from context.
- Elicit or explain any new vocabulary.

Vocabulary

gossip: talk about other people's private lives trouble: problems

put things off: delay doing some tasks or jobs overwhelming: too difficult or complicated project: task

reward yourself: give yourself a little present after you have done something good

secret: a piece of information that is private

For a new way to practice this vocabulary, try
Vocabulary Mingle – download it from the website.

- Explain the task. Ss read the sentences and decide where each sentence could go in the article. Read the first sentence aloud and ask the class to which bad habits it refers. (Answer: Never on Time) Next, ask Ss if this is a problem or a solution. (Answer: solution) Therefore, the sentence could go in paragraph 6. Write 6 next to the sentence.
- Ss complete the task individually and then compare answers in pairs.
- Write the answers on the board and then go over them with the class.

Answers

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

C Pair work

- Write the three bad habits on the board:
 There's Always Tomorrow
 Guess What I Just Heard
 Never on Time
- In pairs, Ss think of at least one other way to break each habit. Ss write their ideas on the board under the appropriate heading. Elicit ideas and keep the activity moving by having several pens or chalk available.

Possible answers

There's Always Tomorrow: Move your deadline forward and plan something nice for the free time you will have. Guess What I Just Heard: Politely tell the person who is gossiping that you don't want to hear it.

Never on Time: Set the time on your phone or clock ahead

- Ss choose the two best ideas from each column.
- For more speaking practice, play Just One Minute download it from the website. Give Ss topics (e.g., my ideal home, houses and apartments, common wishes, bad habits).

End of Cycle 2

by ten minutes.

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

Some people leave work until the last minute, a lot of us like to spread or listen to gossip, and others always arrive at events late. These aren't as serious as some problems, but they are bad habits that can cause trouble. Habits like these waste your time and, in some cases, might even affect your relationships. Do you wish you could break your bad habits? Read this advice to end

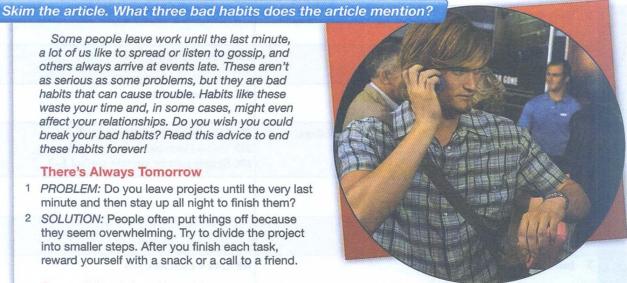
There's Always Tomorrow

these habits forever!

- 1 PROBLEM: Do you leave projects until the very last minute and then stay up all night to finish them?
- 2 SOLUTION: People often put things off because they seem overwhelming. Try to divide the project into smaller steps. After you finish each task, reward yourself with a snack or a call to a friend.

Guess What I Just Heard

- 3 PROBLEM: Do you think it's not nice to talk about other people, but do it anyway? Do you feel bad after you've done it?
- 4 SOLUTION: First, never listen to gossip. If someone tries to tell you a secret, just say, "Sorry. I'm not really interested." Then think of some other news to offer - about yourself.



Never on Time

- 5 PROBLEM: Are you always late? Do your friends invite you to events a half hour early?
- 6 SOLUTION: Use the reminder function in your phone. For example, if a movie starts at 8:00 and it takes you 20 minutes to get to the theater, you have to leave by 7:40. Put the event in your phone calendar, and then set it to send you a reminder at 7:30.

A Rea	ad the article. Then check (✓) the best description of the article.
2.	The article starts with a description and then gives advice. The article starts with a description and then gives facts. The article gives the writer's opinion.
	ere do these sentences belong? Write the number of the paragraph each sentence could go.
	c. Do you ever make up excuses to explain your unfinished work?d. Are you ever so late that the people you're meeting decide to leave?
	e. You can also ask a friend to call you to ask about your progress.

C PAIR WORK Discuss other ways to break each of these bad habits.

f. Are people afraid to tell you things about themselves?

Unit 4 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Conversation		SSD Unit 4 Speaking 1–2
	3 Pronunciation		ARC Consonant clusters
CYCLE	4 Grammar Focus	TSS Unit 4 Extra Worksheet	SB Unit 4 Grammar Plus focus 1 SSD Unit 4 Grammar 1 ARC Simple past vs. present perfect 1–2
	5 Listening		
	6 Speaking		
	7 Interchange 4		WB Unit 4 exercises 1–3
	8 Word Power	Tee Heir A. Wasshaller Westerland	CCD II-is A Washington 1 2
	o word rower	TSS Unit 4 Vocabulary Worksheet	SSD Unit 4 Vocabulary 1–2 ARC Cooking methods
	9 Perspectives		
	10 Grammar Focus	TSS Unit 4 Grammar Worksheet	SB Unit 4 Grammar Plus focus 2 SSD Unit 4 Grammar 2 ARC Sequence adverbs
CYCLEZ	11 Listening	TSS Unit 4 Listening Worksheet	
5	12 Speaking		
	13 Writing	TSS Unit 4 Writing Worksheet	
	14 Reading	TSS Unit 4 Project Worksheet VID Unit 4 VRB Unit 4	SSD Unit 4 Reading 1–2 SSD Unit 4 Listening 1–3 SSD Unit 4 Video 1–3 WB Unit 4 exercises 4–8

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

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 4

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
		新
		The class days down on sonar, hiery a
		to be successful actions are stood and to extend
		STATES AND A STATE OF THE STATE
		A No. 1, Stein and production.
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With or instead of the	I am using these materials	ment under nicht der Selbst auf und der der 192
following SB section	for assessment	Numer Year of Levens arrival audion of Cresser
		cossecutions of the vertical braces.
		Rathy - Little brains? Eve neter heard of the It sounds stain.



4 I've never heard of that!

SNAPSHOT



Bulgogi

Beef marinated with soy sauce and other spices

Favorite Ethnic Dishes



Feijoada

A dish made of black beans, garlic, spices, and meat



Lamb Tagine

A stew of vegetables, lamb, fruit, and spices cooked in a clay dish



Fish Head Curry

A dish made from a fish head cooked in a rich curry sauce

Sources: Fodor's South America; Fodor's Southeast Asia; www.globalgourmet.com

Which dishes are made with meat? with fish? Have you ever tried any of these dishes? Which ones would you like to try? What ethnic foods are popular in your country?



2

CONVERSATION Have you ever ...?



Steve: Hey, this sounds strange – snails with garlic.

Have you ever eaten snails?

Kathy: Yes, I have. I had them here just last week.

Steve: Did you like them?

Kathy: Yes, I did. They were delicious! Why don't

you try some?

Steve: No, I don't think so.

Server: Have you decided on an appetizer yet?

Kathy: Yes. I'll have a small order of the snails,

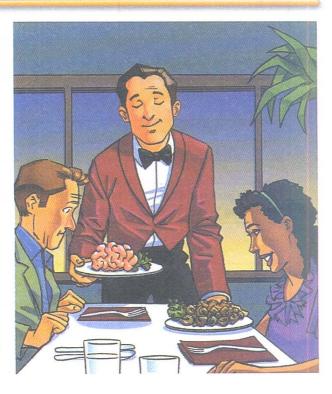
please.

Server: And you, sir?

Steve: I think I'll have the fried brains.

Kathy: Fried brains? I've never heard of that!

It sounds scary.



I've never heard of that!

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objective: talk about food and ethnic dishes

Books closed. Ss discuss food.

In a heterogeneous class: Ask for names of some popular dishes that people like to eat in the Ss' countries. Elicit additional information about the dishes Ss mention. Ask: "What's it made of? Do you eat it only on special occasions?"

In a homogeneous class: Ask Ss about their favorite ethnic foods (e.g., Japanese sushi, Italian pizza, Korean kimchi, Indian curry, Mexican tacos).

 Books open. Give Ss a few minutes to look over the information in the Snapshot. Explain any unknown words or expressions. In Unit 4, students discuss food, recipes, and cooking methods. In Cycle 1, they talk about personal experiences using the past tense and the present perfect. In Cycle 2, they describe recipes using sequence adverbs.

- Go over the questions. Then have Ss discuss them in pairs or groups.
- Option: To prepare Ss for vocabulary in the unit, have the class brainstorm in groups: four kinds of meat, fish, vegetables, and fruit. This could be done as a race against each other or against time.

Possible answers

Meat chicken lamb beef pork Fish/seafood shrimp salmon tuna lobster Vegetables (chili) pepper onion carrot eggplant Fruit banana avocado tomato lime



CONVERSATION

Learning Objectives: practice ordering food in a restaurant; see the simple past and the present perfect in context

A (a) [CD 1, Track 27]

- Ask Ss to look at the picture. Ask: "Where are these people? What do you think they are eating? How do they look?" Accept any reasonable answers.
- Elicit or explain any new vocabulary.

Vocabulary

snails: small land animals with a hard round shell and no legs

garlic: a plant used in cooking to give a strong taste appetizer: a small dish served at the beginning of a meal

brains: the organ found in the head of an animal **scary:** frightening

- Books closed. Write these questions on the board:
 - 1. Has the man eaten snails before?
 - 2. Has the woman eaten snails before?
 - 3. Has the woman eaten fried brains before?
- Play the audio program. Ss listen for answers to the questions on the board. Elicit Ss' answers. (Answers: 1. no 2. yes 3. no)
- Books open. Play the audio program again. Have Ss listen and read silently.
- Option: Focus Ss' attention on the word have in the

conversation. Explain that we don't stress the word have in Have you ever...? when it's an auxiliary verb, but we do stress have in I'll have... when it's the main verb. Play the audio program again, this time pausing so Ss can practice the difference in pronunciation.

- Ss practice the conversation in groups of three. Encourage them to use facial expressions and to have fun.
- Option: Books closed. Have Ss act out the conversation in front of the class. Tell them that they can substitute any food words they want.
- For another way to practice this Conversation, try
- Disappearing Dialog download it from the website.

B @ [CD 1, Track 28]

- Read the questions and then play the rest of the audio program. Ss listen for the answers.
- After Ss compare responses in pairs or groups, elicit answers and check them as a class.

AudioScript

See page T-166.

Answers

Steve didn't like the fried brains (at all). He ordered a (nice, juicy) hamburger, french fries, and a large soda.

PRONUNCIATION

Learning Objective: notice and practice saying common consonant clusters

A (CD 1, Track 29)

- Play the audio program. Ss listen and notice how two consonants at the beginning of a word, called consonant clusters, are pronounced.
- Play the audio program again, pausing after each word.

B Pair work

Refer Ss to page 22 and have them find examples of each consonant cluster. Check answers as a class.

Possible answers

scary, strange, small, snails, spices, brains/fried, black

4

GRAMMAR FOCUS

Learning Objective: ask and answer questions using the simple past and the present perfect

Play the audio program. Ss listen and repeat.

T-164 so Ss can use more irregular participles.

(CD 1, Track 30)

Simple past and present perfect

- As a review, write these sentences on the board:
 - 1. We use the _____ for experiences at a definite time in the past.
 - 2. We use the _____ for experiences that happened at an indefinite time in the past.
 - We use the ______ for experiences that began in the past and continue up to the present.
 - 4. We usually use the _____ with ever and never.
- Ask Ss to complete the sentences with either simple past or present perfect. Then elicit answers from the class. (Answers: 1. simple past 2. present perfect 3. present perfect 4. present perfect)
- Draw the following time line on the board to show how we use the present perfect to describe experiences that occur any time between birth and now.

Birth (from birth until now) Now
Have you (ever) eaten snails?

A

Read the instructions and model the first dialog with a S. Have Ss complete the task individually. Check responses before pairs practice together.

necessary, copy and give the Ss the appendix on page

Answers

- 1. A: Have you ever been to a picnic at the beach?
 - B: Yes, I have. My family and I had a picnic on the beach last month. We cooked hamburgers.
- 2. A: Have you ever tried sushi?
 - B: No, I haven't, but I'd like to.
- 3. A: Did you have breakfast today?
- B: Yes, I did. I ate a huge breakfast.

 4. A: Have you ever eaten Mexican food?
- B: Yes, I have. In fact, I ate some just last week.
- 5. A: Did you drink coffee this morning?
 - B: Yes, I did. I had some on my way to work.

Present perfect

 Have Ss circle the past participles in the Conversation on page 22. (Answers: eaten, decided, heard) If

B Pair work

- Explain the task. Encourage Ss to give their own information. Then model the task with a S.
 - T: Have you ever been to a picnic at the beach?
 - S: Yes, I have. We ate chicken and . . .
- Ss work in pairs. Go over problems when Ss finish.

5

LISTENING

Learning Objective: develop skills in listening for specific information and making inferences

© [CD 1, Track 31]

- Set the scene. People are talking in a restaurant. Explain the task and the listed items.
- Play the audio program. Ss check () the correct item and then compare answers with their partner. Check answers as a class.

AudioScript

See page T-167.

Answers

- 1. water
- 3. pasta
- 5. coffee
- 2. a meal
- 4. meat
- 6. the check

	Listen and practice. No			nants at the	
/k/ skim scan	/t/ /m/ start smart step smile	/n/ snack snow	/p/ spare speak	/r/ brown gray	/l/ blue play
	R WORK Find one mo				
in part	A. Then practice saying	g the words.			
in part	A. Then practice saying	g the words.			
GRA	A. Then practice saying	g the words. JS present	perfect (

A	Complete these conversations. Then practice with a partner.
1.	A: Have you everbeen (be) to a picnic at the beach? B: Yes, I (have) a picnic on the beach last month. We (cook) hamburgers.
2.	A: Have you ever (try) sushi? B: No, I, but I'd like to.
3.	A: Did you (have) breakfast today? B: Yes, I (eat) a huge breakfast.
4.	A: Have you ever (eat) Mexican food? B: Yes, I (eat) some just last week.
5.	A: Did you (drink) coffee this morning? B: Yes, I (have) some on my way to work.
	PAIR WORK Ask and answer the questions in part A. Give your vn information.
L	ISTENING What are they talking about?
res	Listen to six people ask questions about food and drink in a staurant. Check (🗸) the item that each person is talking about.
1.	water 2. a meal 3. soup 4. coffee 5. cake 6. the check bread a plate pasta meat coffee the menu

SPEAKING Tell me more!

PAIR WORK Ask your partner these questions and four more of your own. Then ask follow-up questions.

Have you ever drunk fresh coconut juice? Have you ever been to a vegetarian restaurant? Have you ever had an unusual ice-cream flavor? Have you ever eaten something you didn't like?

A: Have you ever drunk fresh coconut juice?

- B: Yes, I have.
- A: Did you like it?
- B: Yes, I did. Actually, I ordered a second one!



INTERCHANGE 4 Is that so?

Find out some interesting facts about your classmates. Go to Interchange 4 on page 117.

WORD POWER Cooking methods

A How do you cook the foods below? Check () the methods that are most common in your country. Then compare with a partner.



bake



boil



fry



grill



roast



steam

Methods Foods									
bake boil fry grill roast steam	fish	shrimp	eggs	chicken	beef	potatoes	onions	eggplant	bananas

B PAIR WORK What's your favorite way to cook or eat the foods in part A?

A: Have you ever steamed fish?

B: No, I haven't. I prefer to bake it.

6 SPEAKING

Learning Objective: talk about experiences using the simple past and the present perfect

Pair work

- Explain the task. Ss practice asking questions using the present perfect and responding using the simple past.
- Present the questions and model the example conversation. Ss make up four more questions to ask a partner.
- Ss complete the activity in pairs. Go around the class and give help as needed.
- Option: Set this up as a competition. The pair that continues talking the longest wins!
- For more speaking practice, try the *Onion Ring* technique download it from the website.



INTERCHANGE 4

See page T-117 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 8-14

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

8

WORD POWER

Learning Objective: learn vocabulary for discussing ways to cook different types of foods

A

- Focus Ss' attention on the six pictures above the chart.
 Say the words and have the class repeat.
- Explain the task. Then read the words in the chart and have Ss repeat. Explain any words that Ss don't know.
- Model how to check () the most common cooking method(s) used for each food in the chart. Read aloud the first food: fish. Ask: "How do people cook fish in your country? Do they usually bake it, boil it, fry it, grill it, roast it, or steam it?"
- Ss work individually to check (✓) the cooking methods that are most common in their country. Go around the class and give help as needed.
- Stop the activity after a few minutes and have Ss compare their charts in pairs. Then ask a few Ss to write their ideas on the board.

Possible answers

(The answers given here generally reflect North American cooking techniques.)
fish: bake, fry, grill, steam shrimp: boil, fry, grill eggs: boil, fry chicken: bake, fry, grill, roast beef: grill, roast potatoes: bake, boil, fry, roast onions: fry, roast eggplant: bake, fry, roast bananas: bake in bread or pies, fry

B Pair work

- Ask two Ss to read the example conversation. Have Ss work in pairs or groups. Then use a show of hands to find out which cooking method is the favorite for each of the foods in part A.
- To practice the vocabulary, play the *Chain Game* download it from the website. Have Ss make sentences like this:
 - S1: Last night I baked bread.
 - S2: Last night I baked bread and boiled fish.
 - S3: Last night I baked bread, boiled fish, and fried some potatoes.

PERSPECTIVES

Learning Objectives: read about Elvis Presley's favorite recipe; see sequence adverbs in context

Books closed. Ask: "What do you know about Elvis Presley?" Elicit ideas. Then tell Ss that his favorite sandwich was grilled peanut butter and banana!

A 🕡 [CD 1, Track 32]

- Set the scene. Someone is describing how to make Elvis's favorite sandwich. Write these questions on the board:
 - 1. What food do you need to make the sandwich?
 - 2. How many steps are there?

(Answers: 1. peanut butter, banana, bread, and butter 2. five)

- Elicit answers from the class.
- Play the audio program. Then check Ss' answers to the questions on the board. Ask: "What do you think of the sandwich? Is it easy or difficult to make? Does it sound delicious, OK, or scary?"

- Books open. Play the audio program again. Ss listen and read along silently.
- **Option:** Ss list the kitchen tools that a person needs to make the sandwich (e.g., *plate*, *tablespoon*, *toaster*, *fork*, *bowl*, *frying pan*). This could be done as a race.

B Pair work

Explain the task. Ss number the pictures from 1 to 5. Elicit answers.

Answers

2, 5, 3, 1, 4

- Option: Have Ss describe how to make the sandwich from memory. Don't expect Ss to use sequence adverbs at this point.
- Ask Ss: "Would you like to try the sandwich? Why or why not?" Elicit responses.

GRAMMAR FOCUS

Learning Objective: describe how to prepare food using sequence adverbs

(CD 1, Track 33)

- Play the audio program to present the sentences in the box. Ss listen and repeat. Explain that these sequence adverbs – first, then, next, after that, and finally – are connecting words that show the order of steps in a process or events in a story.
- Point out that then, next, and after that are interchangeable. In other words, after first and before finally, they can be used in any order.

A

- Go over the task. If necessary, use the pictures to explain new vocabulary. Then model the first part of the task by using the first picture.
 - T: In the first picture, someone is lighting charcoal for a grill. Look at the mixed-up sentences in the list for the one that matches it. Can anyone find it?
 - S: Yes, it's the second sentence, put charcoal in the grill and light it.
 - T: That's right. So write *1* in the box to the left of that sentence.

TIP To get Ss' attention while you explain the instructions, vary your technique and position (e.g., give the instructions from the back of the classroom sometimes).

Ss complete the first part of the task individually.
 Check answers before Ss begin the second part.

Answers

(Answers here are for both parts of the task.)

- 1. First, put charcoal in the grill and light it.
- 2. **Then** cut up some meat and vegetables. Marinate them for 20 minutes in your favorite sauce.
- 3. Next, put the meat and vegetables on the skewers.
- After that, put the kebabs on the grill and cook for 10 to 15 minutes, turning them over from time to time.
- 5. Finally, take the kebabs off the grill and enjoy!
- Ss complete the second part of the task. When they finish, go over answers (see above).

B Pair work

- Explain the task. Ss cover the recipe in part A and look only at the five pictures showing how to grill kebabs. Ss take turns explaining each step to a partner. They do not need to use exactly the same words. Remind Ss to use sequence adverbs.
- For more practice with sequence adverbs, play

 Mime download it from the website. Ask Ss to act
 out a sequence of actions, such as changing a flat tire.

PERSPECTIVES Family cookbook

SANDWICHES



Peanut butter and banana

3 tablespoons peanut butter

- 1 banana, mashed
- 2 slices of bread
- 2 tablespoons butter, melted

First, mix the peanut butter and mashed banana together. Then lightly toast the slices of bread. Next, spread the peanut butter and banana mixture on the toast.

After that, close the sandwich and put it in a pan with melted butter. Finally, fry the bread until it's brown on both sides.

SANDWICHES

PAIR WORK Look at the steps in the recipe again. Number the pictures from 1 to 5. Would you like to try Elvis's specialty?











10

GRAMMAR FOCUS

Sequence adverbs 🕟

First, mix the peanut butter and banana together.

Then toast the slices of bread.

Next, spread the mixture on the toast.

After that, put the sandwich in a pan with butter.

Finally, fry the sandwich until it's brown on both sides.

A Here's a recipe for grilled kebabs. Look at the pictures and number the steps from 1 to 5. Then add a sequence adverb to each step.

- put the meat and vegetables on the skewers.

 First. put charcoal in the grill and light it.
- take the kebabs off the grill and enjoy!
 -put the kebabs on the grill and cook for 10 to 15 minutes, turning them over from time to time.
- cut up some meat and vegetables. Marinate them for 20 minutes in your favorite sauce.

PAIR WORK Cover the recipe and look only at the pictures. Explain each step of the recipe to your partner.



111 LISTENING Tempting snacks



B PAIR WORK Choose one of the snacks you just heard about. Tell your partner how to make it.

SPEAKING My favorite snack

GROUP WORK Discuss these questions.

What's your favorite snack? Is it easy to make? What's in it? When do you eat it? How often do you eat it? How healthy is it?

"My favorite snack is ramen. It's very easy to make. First, ..."



13 WRITING A recipe

A Read this recipe. Is this an easy recipe to make?

Spicy Salsa

half an onion 2 chili peppers

5 tomatoes a small bunch of cilantro

salt and pepper 1 lemon

First, chop the onion, chili peppers, tomatoes, and cilantro. Put in a bowl. Next, add salt and pepper.
Then squeeze some fresh lemon juice in the bowl.
After that, mix everything together and refrigerate for one hour. Enjoy with tortilla chips.



- Now think of something you know how to make. First, write down the things you need. Then describe how to make it.
- **GROUP WORK** Read and discuss each recipe. Then choose one to share with the class. Explain why you chose it.

111 LISTENING

Learning Objective: develop skills in listening for details

- Ask: "Does anyone know what tempting in the exercise title means?" (Answer: Something tempting looks or sounds so good that it's hard to refuse.)
- Set the scene. Four people are describing their favorite snacks. In pairs, have Ss look at the pictures and predict some of the words they are going to hear (e.g., a bagel - toast, spread, cheese, cut).

A (C) [CD 1, Track 34]

- Explain the task. Read the names of the four snacks (guacamole: /gwak•e'mou•li/) and have Ss repeat.
- Play the audio program, pausing after each speaker. Ss listen and match the picture of each snack with the number of the speaker who described it. Then go over answers with the class.

AudioScript

See page T-167.

Answers

1. popcorn 2. guacamole 3. a bagel 4. pizza

B Pair work

- Read the instructions. In pairs, Ss decide which snack each is going to describe. They should choose different ones. If any Ss want to hear the audio program again, play it for the whole class. Ss can take notes if they wish.
- Ss take turns explaining how to make one of the snacks from part A. Go around the class and give help as needed.

12 SPEAKING

Learning Objective: describe how to make snacks using sequence adverbs

Group work

- Model the activity by having a S ask you the questions. Tell the class how to make your favorite snack.
- Give Ss time to think about their favorite snacks.
 Some Ss may need to check a dictionary or ask you for specialized vocabulary.
- Put Ss into groups. Ss take turns asking and answering questions about their favorite snacks. Set a time limit of about ten minutes for this. Encourage group members to ask follow-up questions. Go around the class and give help as needed.

TIP To stop an activity, silently raise your right hand and keep it there. When Ss see your hand up, they should also put their right hand up and stop talking. Alternatively, count down from five to zero, giving Ss a chance to finish their sentences.

 Option: Regroup Ss and have them describe their favorite snack again but without saying the name of it.
 The others try to guess what it is.

It's important to give Ss feedback on their speaking. If possible, try to include both praise and correction.

13 WRITING

Learning Objective: write a recipe using cooking methods and sequence adverbs

A

- Go over the instructions and example recipe. Answer any vocabulary questions.
- Point out that recipes usually have two separate parts: a list of ingredients and a series of steps, usually written as imperatives.

B

 Ss work individually to write a first draft. Go around the class and give help as needed. Alternatively, let Ss come to you with their questions and drafts. When Ss are finished, have them read their drafts to check their grammar and spelling and to make sure they didn't leave out any important ingredients or directions.

C Group work

- Explain the task. Ss take turns discussing their recipes in groups.
- Have each group share one recipe with the class. Have Ss explain why they chose that recipe.
- Option: Post the recipes on the walls for the whole class to read. Alternatively, turn this into a project.
 Put Ss' favorite recipes together in a class cookbook.

14 READING

Learning Objectives: read an article about how food affects the way we feel; develop skills in reading for details

- Books closed. Ask: "What foods do people eat to make themselves feel happy? relaxed? energized? Are these foods healthy?" Ss discuss in small groups.
- Books open. Set a time limit of one to two minutes. Ss skim the article and check () the main idea of the text. (Answer: Certain foods affect the way we feel.)
- **Option:** Pre-teach some vocabulary in the article with the game "Odd Man Out." Write this on the board:
 - 1. depressed low have the blues calm
 2. stressed angry anxious nervous
 3. relaxed happy secure tired
- Ask Ss to find the word that does not mean the same as the others in the list. (Answers: 1. calm 2. angry 3. tired)



- Ss read the article silently. Encourage Ss to guess the meaning of words they don't know before checking their dictionaries.
- Go over any new vocabulary.

Vocabulary

turn to: trv

calm down: relax
cheer up: feel happier
powerfully: strongly
influence: have an effect on
as well as: in addition to
soothing: gentle
irritable: angry
the blues: a feeling of sadness or depression
lean meat: meat without fat on it

comfort foods: foods that make you feel happier

- Go over the instructions and point out that all the sentences are false. Ss reread the article to correct the statements.
- Have Ss compare answers in pairs or small groups.
 Then go over answers with the class.

Possible answers

- 1. We often eat when we feel stressed or depressed.
- 2. You shouldn't drink coffee to relieve stress.
- 3. Foods like chicken and seafood are high in selenium.
- 4. Carbohydrates cause the brain to release serotonin.
- 5. Serotonin makes you feel better.
- People usually eat comfort foods when they're feeling low.
- 7. Brazil nuts contain a lot of selenium.
- 8. Chocolate will make you feel better at first, but later you may feel worse.
- Option: To review the main ideas of the article, divide the class into two groups: stress and depression. Have Ss read the article again and find out what is good and bad for each. Then go over answers with the class. (Answers: Stress (+): bread, rice, pasta (-): coffee; Depression (+): lean meat, chicken, seafood, whole grains, Brazil nuts (-): sweet desserts, chocolate)

B Pair work

- Go over the questions. Then have Ss discuss the questions in pairs.
- Option: As a class, have Ss take turns sharing some interesting ideas they discussed in pairs.

End of Cycle 2

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

				Search	Go
	SIGN IN	номе	RESEARCH	NEWSLETTER	ABOUT US
FOOD&	MOC	OD		Follow	f Share 5

Skim the article. Then check (/) the main idea.

Certain foods cause stress and depression.
Certain foods affect the way we feel.

We often eat to calm down or cheer up when we're feeling stressed or depressed. Now new research suggests there's a reason: Food changes our brain chemistry. These changes powerfully influence our moods. But can certain foods really make us feel better? Nutrition experts say yes. But what should we eat, and what should we avoid? Here are the foods that work the best, as well as those that can make a bad day worse.

To Outsmart Stress

What's good? Recent research suggests that foods that are high in carbohydrates, such as bread, rice, and pasta, can help you calm down. Researchers say that carbohydrates cause the brain to release a chemical called serotonin. Serotonin makes you feel better.

What's bad? Many people drink coffee when they feel stress. The warmth is soothing, and the caffeine in coffee might help you think more clearly. But if you drink too much, you may become even more anxious and irritable.



To Soothe the Blues

What's good? Introduce more lean meat, chicken, seafood, and whole grains into your diet. These foods have a lot of selenium. Selenium is a mineral that helps people feel more relaxed and happy. You can also try eating a Brazil nut every day. One Brazil nut contains a lot of selenium.

What's bad? When they're feeling low, many people turn to comfort foods – or foods that make them feel happy or secure. These often include things like sweet desserts. A chocolate bar may make you feel better at first, but within an hour you may feel worse than you did before.



A Read the article. The sentences below are false. Correct each sentence to make it true.

- 1. We often eat when we feel calm.
- 2. You should drink coffee to relieve stress.
- 3. Foods like chicken and seafood are high in carbohydrates.
- 4. Carbohydrates cause the brain to release selenium.
- 5. Serotonin makes you feel more anxious and irritable.
- 6. People usually eat comfort foods when they're feeling happy.
- 7. Brazil nuts don't contain much selenium.
- 8. Chocolate will make you feel better.

PAIR WORK What foods do you eat to feel better? After reading the article, which of the suggestions will you follow?

Units 3–4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

1 can	Very well	OK	A little
Describe a house or an apartment (Ex. 1) Express opinions about houses or apartments; agree and disagree (Ex. 1) Understand and express personal wishes (Ex. 2) Ask and answer questions about past actions and personal experiences (Ex. 3) Describe recipes (Ex. 4)	00000	00000	

SPEAKING Apartment ads

A PAIR WORK Use the topics in the box to write an ad for an apartment. Use this ad as a model. Make the apartment sound as good as possible.

Quiet, Private Apartment Small, but very comfortable, with many windows; located downtown; convenient to stores; 1 bedroom, 1 bathroom; 1-car garage; \$850 a month!

age	windows	parking
size	bathroom(s)	cost
location	bedroom(s)	noise

- **GROUP WORK** Join another pair. Evaluate and compare the apartments. Which would you prefer to rent? Why?
- A: There aren't enough bedrooms in your apartment.
- B: But it's convenient.
- C: Yes, but our apartment is just as convenient!

LISTENING I really need a change!

A \bigcirc Listen to three people talk about things they wish they could change. Check (\checkmark) the topic each person is talking about.

1. free time	school	
2. 🔲 skills	hobbies	
3. Tamily	☐ travel	

Listen again. Write one change each person would like to make.

GROUP WORK Use the topics in part A to express some wishes. How can you make the wishes come true? Offer suggestions.

Units 3-4 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



SPEAKING

Learning Objective: assess one's ability to describe and express opinions about a house or an apartment

A Pair work

- Explain the task. Ss write a short ad for an apartment.
 Read the example ad and the topics in the box.
- Have Ss form pairs. Remind them to make the apartment sound as good as possible. Set a time limit of about ten minutes. Go around the class and give help as needed.

B Group work

Each pair joins another pair to evaluate and compare the apartments. Remind Ss that an evaluation is a statement based on an opinion (e.g., It's very cheap.), while a comparison measures one thing against another (e.g., It's not as cheap as the other apartment.). Ask three Ss to read the example conversation aloud. Point out that after making their evaluations and comparisons, Ss should say which they would prefer to rent and why.

- Ss complete the task. Go around the class, paying particular attention to Ss' use of comparisons with nouns and adjectives.
- Write a list on the board of some comparisons you heard. Include some incorrect comparisons for the class to correct.



LISTENING

Learning Objective: assess one's ability to understand and express personal wishes

A 💿 [CD 1, Track 35]

- Set the scene. Three people are talking about things they wish they could change.
- Play the audio program. Ss listen and check () the topic each person is talking about. Then go over answers with the class.

AudioScript

See page T-167.

Answers

1. free time 2. skills 3. travel

B (CD 1, Track 36)

- Read the instructions. Then play the audio program again. Ss listen and write the changes.
- Go over answers with the class.

Possible answers

- 1. She wishes she belonged to a club or sports team.
- 2. He wishes he could type better.
- 3. She wishes she could take a short trip to a beach.

C Group work

- Ss form groups and use the topics in part A. Each person expresses at least three wishes. The rest of the group offers suggestions on how to make the wishes come true.
- Ss take turns talking about their wishes. Go around the class and listen to Ss' use of wish.

SURVEY

Learning Objective: assess one's ability to ask and answer questions about past actions and personal experiences

A

- Explain the task. First, Ss complete sentences with their own opinions and experiences. Read the five sentences aloud. Then Ss complete them individually.
- Now explain the second task. Ss use the information from the sentences they wrote to make questions. Model the first question with a few Ss:
 - T: What are your first sentences, Sonia?
 - S: "I've eaten octopus. I liked it."
 - T: OK. Can you turn those into questions to ask someone else?
 - S: "Have you ever eaten octopus? Did you like it?"
- Ss work individually to write their five questions. Go around the class to check Ss' questions, or ask Ss to

read their questions aloud. Make sure Ss check their questions before moving on to part B.

B Class activity

- Explain the task and go over the example conversation with the class. If necessary, have two Ss model the second question in front of the class.
- Point out that Ss write a classmate's name only if they share the experience or opinion (e.g., Student A didn't like peanut butter, and Student B didn't either.). If the experience or opinion is different, Student A asks another S the same question. Remind Ss to write a classmate's name only once.
- Encourage Ss to stand up and move around the room. They continue to ask and answer questions until they complete the list of classmates' names in the Name column.
- Option: Ask a few Ss to tell the class some interesting things they found out about their classmates.



Learning Objective: assess one's ability to describe recipes

Group work

- Explain the meaning of the title. Tell Ss that Iron Chef is the name of a TV program in which celebrity chefs compete against each other. They race against the clock to make the best dish using the same ingredients.
- Divide the class into groups of four. Assign roles. In each group, two Ss are judges and two Ss are chefs.
- Tell the judges to write down three ingredients for the chefs to use. While the judges are making their lists, go over the task with the chefs. Explain that they will have to make a recipe using the three basic ingredients (from the judges) and others of their own. Use the example sentences to model how to explain the recipe.

- Tell the judges to give their lists to the chefs. Then the chefs have a few minutes to think of a recipe and name it.
- Chefs take turns telling the judges about their recipes, using sequence markers. Go around the class and listen to the descriptions without interrupting. Make a note of common errors or ways that the role plays could be improved.
- When both chefs have explained their recipes, the judges explain what they liked and didn't like about each one. Then they declare a winner (or not).
- Give feedback to the class on their performance and language. Make suggestions on how they could improve their role plays. Give examples of good communication that you heard.
- Ss change roles and perform the role play again.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

SURVEY Food experiences

A Complete the survey with your food opinions and experiences. Then use your information to write questions.

Me		Name
1. I've eaten Have you ever eaten		police/fictuals and
2. I've eaten		
		?
3. I've never tried	But I want to).
4. I've been to the restaurant		t.
5. I've made	for my friends. They loved i	t.

CLASS ACTIVITY Go around the class and ask your questions. Find people who have the same opinions and experiences. Write a classmate's name only once.

- A: Have you ever eaten peanut butter?
- B: Yes, I have.
- A: Did you like it?
- B: No, not really.





ROLE PLAY Iron Chef

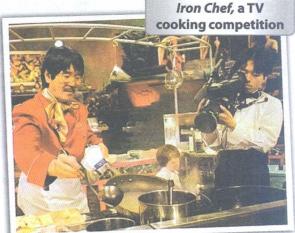
GROUP WORK Work in groups of four. Two students are the judges. Two students are the chefs.

Judges: Make a list of three ingredients for the chefs to use. You will decide which chef creates the best recipe.

Chefs: Think of a recipe using the three ingredients the judges give you and other basic ingredients. Name the recipe and describe how to make it.

"My recipe is called To make it, first Then Next, . . . "

Change roles and try the role play again.



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 5 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Conversation		SSD Unit 5 Speaking 1–2
CYCLE 1	3 Grammar Focus	TSS Unit 5 Listening Worksheet	SB Unit 5 Grammar Plus focus 1 SSD Unit 5 Grammar 1 ARC Future with be going to and will ARC Future with will ARC Definite or possible plans
	4 Word Power	TSS Unit 5 Vocabulary Worksheet	SSD Unit 5 Vocabulary 1–2
	5 Interchange 5	21200 XI'm	WB Unit 5 exercises 1–3
	6 Perspectives		Positive Trout see the
	7 Grammar Focus	TSS Unit 5 Grammar Worksheet	SB Unit 5 Grammar Plus focus 2 SSD Unit 5 Grammar 2 ARC Modals for necessity and suggestion
	8 Pronunciation		20.43
1 117.	9 Listening		
,	10 Writing	155 Unit 5 Writing Worksheet	Zaro official ane unit son
	11 Discussion	TSS Unit 5 Extra Worksheet	
	12 Reading	TSS Unit 5 Project Worksheet VID Unit 5 VRB Unit 5	SSD Unit 5 Reading 1–2 SSD Unit 5 Listening 1–3 SSD Unit 5 Video 1–3 WB Unit 5 exercises 4–9

Kev

ARC: Arcade

VID: Video DVD

SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

3b. Self-study DVD-ROW

TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 5

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

SB exercises	in class	My students are using these materials outside the classroom
State of the state		
	NOT BELLEVISION AND CO	I ON BUTTARNESS IN THE
	Tho	
With or instead of the following SB section	I am using these materials for assessment	
7		See

Going places

SNAPSHOT

What do you like to do on vacation?

Take a fun trip

Discover something new

Stay home

Enjoy nature



travel in my country
visit a foreign country

visit museums

go to a music festival



hang out with friends

watch movies



go fishing

relax at the beach

Source: Based on information from U.S. News and World Report; American Demographics

Which activities do you like to do on vacation? Check (✓) the activities.

Which activities did you do on your last vacation?

Make a list of other activities you like to do on vacation. Then compare with a partner.

CONVERSATION What are you going to do?



Julia: I'm so excited! We have two weeks off!
What are you going to do?

Nancy: I'm not sure. I guess I'll just stay home.

Maybe I'll hang out with my friends and watch
some movies. What about you? Any plans?

Julia: Yeah, I'm going to relax at the beach with my cousin. We're going to go surfing every day.

And my cousin likes to fish, so maybe we'll go fishing one day.

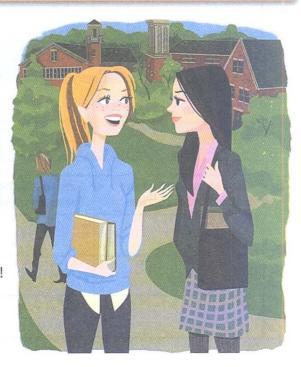
Nancy: Sounds like fun.

Julia: Say, why don't you come with us?

Nancy: Do you mean it? I'd love to! I'll bring my surfboard!

Julia: That's great! The more the merrier!

Listen to the rest of the conversation. Where are they going to stay? How will they get there?



Going places

Cycle 1, Exercises 1-5



SNAPSHOT

Learning Objective: learn vocabulary for talking about vacation activities

Books closed. Brainstorm types of vacations with the class and write responses on the board. For example:

Types of Vacations

go abroad visit relatives go skiing travel around the world relax have fun take a bicycle tour go on a cruise

- Books open. Ss read the Snapshot individually. Ask: "Which categories (*Take a fun trip, Discover something new*, etc.) describe the ideas on the board? Do we need to add any new categories?"
- Elicit or explain any new vocabulary.

travel plans. In Cycle 1, they describe plans using the future with be going to and will. In Cycle 2, they give travel advice using modals for necessity and suggestion.

In Unit 5, students discuss vacations and

Read the discussion questions. Ss discuss the topics in small groups.

TIP Tell Ss to make a "time-out" signal (by forming a T shape with their hands) or stand up if they want to use their first language.

- Option: Ask Ss to bring vacation photos to class. Encourage them to share and explain their photos.
- Use a show of hands to find out which activities are their favorites.
- **Option:** To review the verb wish from Unit 3, have Ss express some wishes about vacations (e.g., I wish I had more vacation time. I wish I could go on a cruise.).



CONVERSATION

Learning Objectives: practice a conversation about vacation plans; see be going to and will in context

A 💿 [CD 1, Track 37]

- Focus Ss' attention on the picture. Tell them to cover the text. Ask: "Are these people friends? How old are they? What do they do? What time of year is it? How do they feel?" Ss predict the answers.
- Play the first two lines of the audio program. Ask: "Why are they so happy?" (Answer: They have two weeks off.)
- Set the scene. Two friends are talking about vacation plans.
- Write these focus questions on the board:
 - 1. What is Nancy going to do?
 - 2. What is Julia going to do?
 - 3. What sport is Julia going to practice?
 - 4. What does Julia invite Nancy to do?
- Point out that Julia is the first speaker and Nancy is the second. Ask Ss to listen for the answers to the questions on the board. Play the audio program. Then elicit responses. (Answers: 1. She isn't sure. 2. relax at the beach 3. surfing 4. Julia invites Nancy to join her at the beach.)
- With Ss now looking at the text, play the audio program again. Explain any new vocabulary. Explain the expression "The more the merrier!" (An activity is more fun when more people participate. Merry is an old word for happy. It isn't used much these days except in this expression and in "Merry Christmas.")

- Focus Ss' attention on the follow-up questions used by Nancy and Julia to keep the conversation going (e.g., What are you going to do? What about you? Any plans?). Explain that Ss will practice this in the next few units.
- Ss practice this Conversation in pairs.
- To practice this Conversation several times, try

 Moving Dialog download it from the website.
- Option: Discuss the situation with the class. Ask: "Have you ever been on vacation at the beach? Have you ever spent a vacation with your cousin? Have you ever invited a classmate or friend to go on vacation with you?"

B @ [CD 1, Track 38]

 Read the two questions. Then play the rest of the audio program and elicit answers from the class.

AudioScript

See page T-167.

Answers

They are going to stay at Julia's aunt and uncle's beach house. They will get there by bus.

 Option: Ss write a conversation between Nancy (or Julia) and a friend describing what happened on the vacation. Then Ss practice the conversation in pairs.

3

GRAMMAR FOCUS

Learning Objective: practice using be going to and will to talk about future plans

(CD 1, Track 39)

Have Ss read the Conversation on page 30 again as you write this on the board:

be going to wi

- Ask Ss to find examples of be going to and will in the Conversation and write them in the correct column on the board. (Answers: be going to: What are you going to do?, I'm going to relax ..., We're going to go surfing ...; will: I guess I'll just stay home., Maybe I'll hang out with my friends ..., ... so maybe we'll go fishing one day, I'll bring my surfboard!)
- Elicit or explain the difference between be going to and will. Ask: "Who has definite plans, Julia or Nancy?" (Answer: Julia) "Does Julia use be going to or will?" (Answer: be going to) "Nancy is not sure of her plans. What does she use?" (Answer: will) "What other words does Nancy use to show she is not certain?" (Answer: I guess, maybe)

Be going to + verb

■ Explain that we use *be going to* + verb for plans we have decided on. Julia is 100 percent sure, so she uses *be going to*.

Will + verb + I guess/maybe/I think/probably

- We use will + verb for possible plans. Will is often accompanied by other words to show possibility or probability (e.g., I guess, maybe, I think, probably, I suppose, I expect). We also use will for spontaneous offers and sudden decisions (e.g., I'll bring my surfboard! I'll help you! I'll get the phone.).
- Refer Ss to the Grammar Focus box. Point out that be in be going to is normally contracted in conversation. Ask Ss to find examples in the left-hand column (e.g., I'm, We're). Move to the right-hand column. Show will and will not in contracted forms (I'll, I won't).
- Practice be going to by asking questions (What are you going to do tonight/on Friday/this weekend? etc.).
 Ss give real responses with be going to + verb. Repeat the activity with will (What will you probably do this summer/next year? etc.).
- Play the audio program to present the information in the box. Have Ss listen and repeat.

A

- Option: To introduce Ss to the topic of camping, ask them to name things associated with camping (e.g., tent, sleeping bag, campfire, hiking boots).
- Go over the instructions. Model the first one or two blanks with a S. Then have Ss complete the task individually. As this is a conversation, tell Ss to use contractions where they can. Go around the class and give help as needed.
- Ss compare answers in pairs. Then elicit Ss' answers.

Answers

- A: Have you made any vacation plans?
- B: Well, I've decided on one thing I'm going to go camping.
- A: That's great! For how long?
- B: I'm going to be away for a week. I only have five days of vacation.
- A: So, when are you leaving?
- B: I'm not sure. I'll probably leave around the end of May.
- A: And where are you going to go?
- B: I haven't thought about that yet. I guess I'll go to one of the national parks.
- A: That sounds like fun.
- B: Yeah. Maybe I'll go hiking and do some fishing.
- A: Are you going to rent a camper?
- B: I'm not sure. Actually, I probably **won't** rent a camper it's too expensive.
- A: Are you going to go with anyone?
- B: No. I need some time alone. I'm going to travel by myself.
- For another way to practice this Conversation, try the Onion Ring technique download it from the website.

B

- Explain the task. Then read the questions and have Ss repeat.
- Ask a few Ss to answer the first question.
- Ss work individually to complete the task on a separate piece of paper. While Ss work, go around the room and check their use of be going to and will.

C Group work

- Explain the task. Ss look over their notes and then talk about their vacation plans in groups. Encourage them to ask questions and give additional information.
- Option: Each group shares their most interesting or unusual vacation plans with the rest of the class.

Future with be going to and will O

Use be going to + verb for plans you've decided on.

What are you going to do?

I'm going to relax at the beach.

We're going to go surfing every day.

I'm not going to do anything special.

Use will + verb for possible plans before you've made a decision.

What are you going to do?
I'm not sure. I guess I'll just stay home.
Maybe I'll watch some movies.
I don't know. I think I'll go camping.
I probably won't go anywhere.

A Complete the conversation with appropriate forms of be going to or will. Then compare with a partner.

DE	going to or will. Their compare with a partner.
A:	Have you made any vacation plans?
B:	Well, I've decided on one thing -
	Igo camping.
A:	That's great! For how long?
B:	I be away for a week.
	I only have five days of vacation.
A:	So, when are you leaving?
B:	I'm not sure. I probably leave
	around the end of May.
A:	And where you go?
B:	I haven't thought about that yet. I guess
	I go to one of the national park
	That sounds like fun.
B:	Yeah. Maybe I go
	hiking and do some fishing.
A:	you rent a camper?
	I'm not sure. Actually, I probably
	rent a camper – it's too expensive.
A:	you go with anyone?
B:	No. I need some time alone.



Have you thought about your next vacation? Write answers to these questions. (If you already have plans, use *be going to*. If you don't have fixed plans, use *will*.)

- 1. How are you going to spend your next vacation?
- 2. Where are you going to go?
- 3. When are you going to take your vacation?
- 4. How long are you going to be on vacation?
- 5. Is anyone going to travel with you?

I travel by myself.

I'm going to spend my next vacation . . .

I'm not sure. Maybe I'll . . .

GROUP WORK Take turns telling the group about your vacation plans. Use your information from part B.

4

WORD POWER Travel planning

A Complete the chart. Then add one more word to each category.

ATM card cash hiking boots plane ticket suitcase backpack credit card medication sandals swimsuit carry-on bag first-aid kit passport student ID vaccination

Clothing	Money	Health	Documents	Luggage
	e filosofii wiii i	4 4 5		

PAIR WORK What are the five most important items you need for these vacations?

a hiking trip

a rafting trip

a trip to a foreign country

5 INTERCHANGE 5 Fun vacations

Decide between two vacations. Student A, go to Interchange 5A on page 118; Student B, go to Interchange 5B on page 120.

PERSPECTIVES Travel advice



"You should tell the driver where you're going before you get on.

And you have to have exact change for the fare."

"You should try some of the local specialties, but you'd better avoid the stalls on the street."

"When you fly, you should keep important things in your carry-on bag, such as your medication and credit cards. You shouldn't pack them in your checked luggage."

- "In most countries, you don't have to have an international driver's license, but you must have a license from your own country. You also need to be 21 or over."
 - "You ought to pack a first-aid kit and any medication you need. You shouldn't drink water from the tap."
- "You ought to keep a copy of your credit card numbers at the hotel. And you shouldn't carry a lot of cash when you go out."

PAIR WORK Look at the advice again. Do you think this is all good advice? Why or why not?



WORD POWER

Learning Objective: learn vocabulary for discussing travel



- Model the pronunciation of the words in the list and the category headings in the chart. Answer any vocabulary questions.
- Ss work individually or in pairs to complete the task, using dictionaries if necessary. Remind them to add one more word to each category. Then check answers.

Answers

Clothing Money Health hiking boots, sandals, swimsuit, hat ATM card, cash, credit card, local currency first-aid kit, medication, vaccination, vitamins

Documents

passport, plane ticket, student ID, driver's license

Luggage

backpack, carry-on bag, suitcase, laptop case

(Note: Additional examples are italicized.)

B Pair work

- Explain the three types of vacations. In pairs, Ss discuss the five most important things needed for each vacation. Encourage them to use words from part A.
- Elicit answers by asking Ss to use be going to (e.g., We're going to take our passports to a foreign country.).
- To review the vocabulary, play *Bingo* download it from the website. Give definitions if possible.
 - TIP To help Ss remember the new vocabulary, always review it during the next class. Ss forget new words quickly (80 percent is lost after 24 hours).



INTERCHANGE 5

See pages T-118 and T-119 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 6-12



PERSPECTIVES

Learning Objectives: discuss travel advice; see modals for necessity and suggestion in context

A 💿 [CD 1, Track 40]

- Books closed. Ask Ss to imagine that someone is going to visit their city. Ask: "What advice would you give about the climate?" (e.g., Bring a warm sweater.).
- Write these sentences on the board:
 - 1. It's necessary to have exact change for a bus.
 - 2. You must be 21 or older to drive a car.
 - 3. Travelers should try eating at stalls on the street.
 - 4. It's OK to drink water from the tap.
 - 5. You should keep a copy of your credit card numbers.
 - You should pack your credit cards in your checked luggage.
- Explain the task. Ss will hear six pieces of advice from travelers and decide if the sentences on the board are true or false.

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

- Play the audio program. Then elicit answers. (Answers: 1. T 2. T 3. F 4. F 5. T 6. F)
- Books open. Play the audio program again. Have Ss listen and read along.
- In pairs, have Ss decide what topic each person is talking about. Elicit answers and ask which words helped them with each answer.

Possible answers

transportation (driver, fare), driving (driver's license), food (specialties), health (first-aid kit, medication), money (credit cards, cash), packing (carry-on bag, checked luggage)

If Ss are worried about a new structure they see in the Perspectives section, tell them that they only need to understand the *meaning*. They will learn how to form the structure in the next exercise.

B Pair work

In pairs, Ss discuss the value of each piece of advice. Encourage them to use words from part A.

GRAMMAR FOCUS

Learning Objective: practice using modal verbs to express necessity and suggestion



(CD 1, Track 41)

Modals for necessity

- Focus Ss' attention on the Grammar Focus box. Point out that there are many ways to express necessity. Explain that must, need to, and have to have similar meanings and are therefore interchangeable.
- Refer Ss to the travel advice in Exercise 6. Have Ss underline the modals for necessity.

Modals for suggestion

- Point out that had better, ought to, and should have similar meanings but differ in strength. They are listed in the chart with the strongest (had better) first. Refer Ss to the travel advice in Exercise 6. Have Ss circle the modals for suggestion.
- Play the audio program to present the sentences in the box. Ss listen and repeat.



- Explain the task. Elicit or explain any new vocabulary.
- Model the first item for the class. Ss work individually to complete the task and then compare answers in pairs. Go over answers with the class.

Answers

- 1. 'd better
- 2. must
- 3. should
- 4. shouldn't
- 5. need to
- 6. ought to

B Pair work

- Explain the task and read the example sentence. Ss take turns giving each other the advice in pairs. Go around the class and give help as needed. Then check answers.
- Culture note: An ATM (Automated Teller Machine) card allows people to withdraw money from their bank accounts using an automated machine. In North America, ATMs can be found outside banks and inside many stores, hotels, and restaurants.

Possible answers

- 1. must/have to/need to
- 2. ought to/should/'d better
- 3. ought to/should
- 4. shouldn't
- 5. must/have to/need to
- 6. don't have to
- **Option:** Pairs add four more pieces of advice.

Group work

- Read the instructions. In small groups, Ss discuss at least six pieces of advice. Ask each group to choose someone to write the ideas on a piece of paper. Remind Ss to use structures from the Grammar Focus during their discussion.
- Elicit ideas and write them on the board.
- Option: Groups exchange papers and read the ideas. Then they choose the best ideas and report them to the class.



PRONUNCIATION

Learning Objective: notice and practice words linked together with a /w/ or /y/ sound

(CD 1, Track 42)

- Explain that some words are linked together by a /w/ or /y/ sound. This happens when words end in a w or y sound and are followed by a vowel (e.g., know about, carry a). When a word ends with a /oo/ or /o/ sound and is followed by a word that begins with a vowel sound, the words are linked with a /w/ sound. When a word ends with an /a/, /ee/, or /i/ sound and is followed by a word beginning with a vowel sound, the words are linked with a /y/ sound.
- Play the audio program. Ss listen and notice how the words are linked. Then play the audio program again while Ss listen and repeat.
- To practice linking, use the Back Chaining technique. Ss practice the last word, then the last two words, then the last three words, etc., until they can say the whole line.
- Option: Refer Ss to the Perspectives section on page 32. Ask them to listen again and find examples of words linked with /w/ or /y/ (e.g., when you go out, copy of your credit card numbers).

7

Modals for necessity and suggestion



Describing necessity

You **must** have a driver's license.

You **need to** be 21 or over.

You **have to** get a passport.

You don't have to get vaccinations.

Giving suggestions

You'd better avoid the stalls on the street.

NO VACANCIES

You ought to pack a first-aid kit.

You **should** try some local specialties.

You shouldn't carry a lot of cash.

A Choose the best advice for	someone	who i	s going	on	vacation.
Then compare with a partner.					

1. You make hotel reservations in advance. It might be difficult to find a room after you get there. (have to / 'd better)

2. You carry identification with you. It's the law! (must / should)

3. You buy a round-trip plane ticket because it's cheaper. (must / should)

4. You pack too many clothes. You won't have room to bring back any gifts. (don't have to / shouldn't)

5. You check out of most hotel rooms by noon if you don't want to pay for another night. (need to / ought to)

You buy a new suitcase because your old one is getting shabby. (have to / ought to)

PAIR WORK Imagine you're going to travel abroad. Take turns giving each other advice.

"You must get the necessary vaccinations."

- 1. You . . . get the necessary vaccinations.
- 2. You ... take your ATM card with you.
- 3. You ... take your student ID. It might get you discounts.
- 4. You . . . forget to pack your camera.
- 5. You . . . have a visa to enter some foreign countries.
- 6. You . . . change money before you go. You can do it when you arrive.

GROUP WORK What advice would you give someone who is going to study English abroad? Report your best ideas to the class.

8

PRONUNCIATION Linked sounds with /w/ and /y/

Listen and practice. Notice how some words are linked by a /w/ sound, and other words are linked by a /y/ sound.

/w/ You should know about local conditions. /y/ You shouldn't carry a lot of cash.

/w/ You ought to do it right away. /y/ You must be at least 21 years old.

LISTENING Tourist tips

- eating out history money planning a trip

10 WRITING Travel suggestions

A Imagine someone is going to visit your town, city, or country. Write a letter giving some suggestions for sightseeing activities.

Dear Josh.

I'm so glad you're going to visit Santiago! As you know, Santiago is a very old and beautiful city, so you should bring your camera. Also, you ought to bring some good shoes because we're going to walk a lot. It will be warm, so you don't have to pack...

safety

] tours

B PAIR WORK Exchange letters. Is there anything else the visitor needs to know about (food, money, business hours, etc.)?

DISCUSSION Dream vacation



A PAIR WORK You just won a free 30-day trip around the world. Discuss the following questions.

When will you leave and return?
Which direction will you go (east or west)?
Where will you choose to stop? Why?
How will you get from place to place?
How long will you stay in each place?

B PAIR WORK What do you need to do before you go? Discuss these topics.

reservations documents vaccinations money shopping packing

A: We should make a hotel reservation for the first night.

B: Yes, and I think we ought to buy some guidebooks.

LISTENING

Learning Objectives: develop skills in listening for main ideas and details; develop summarizing skills

A (CD 1, Track 43)

- Books closed. Explain the situation. A woman is giving some advice to people who visit New York City. Ask: "What do you already know about New York City? Do you know any famous places to visit?" Elicit answers from the class.
- Books open. Explain the task. Play the audio program while Ss listen and check () the topics discussed.

AudioScript

See page T-167.

 Have Ss compare answers in pairs. Then elicit Ss' responses.

Answers

planning a trip, tours, safety, money

B (CD 1, Track 44)

Explain the task. For each topic, Ss write one piece of advice that the woman gives. Ss should write only key words and phrases to summarize each piece of advice.

- Play the audio program. Pause to give Ss a chance to take notes.
- Encourage Ss to use their notes to write complete sentences using modals. Then go over their answers.
 Ask the S with the best or most correct piece of advice for each topic to write it on the board.

Possible answers

- 1. You should start planning before you get there.
- It's a good idea to buy a bus pass. You should visit the website to find out about tours and special events.
- You shouldn't go off on your own, especially at night. It's not a good idea to carry a lot of cash on you. You shouldn't be afraid to ask questions.
- If you're a student, you should bring your student ID card with you.
- Option: In pairs, Ss role-play an interview with an official from their city. Student A asks questions.
 Student B gives advice. Then they switch roles.
- For another way to practice modals, play *Just One*Minute download it from the website.

10 WRITING

Learning Objective: write a letter of advice using modals and be going to

A

- Ask Ss to read the example letter. Explain any vocabulary that Ss don't understand.
- Point out features of a written letter to a friend (e.g., use Dear + first name to open the letter; include an introductory sentence; close the letter with a phrase like Can't wait to see you! and a final good-bye, such as Best wishes, Love, All the best, Your friend, and their own name).
- Have Ss write their first draft individually. Go around the class and give help as needed.

B Pair work

- Ss exchange letters and read their partner's letter to see what else the writer should include (e.g., information about money, climate, visas). Encourage Ss to focus on content rather than grammar or spelling.
- Pairs give each other feedback. Then Ss write a second draft, using correct grammar and spelling.
- Option: Collect final drafts to either mark or post around the classroom for everyone to read.

DISCUSSION

Learning Objective: discuss vacation plans using be going to and will, modals for necessity and suggestion, and travel vocabulary

A Pair work

- Focus Ss' attention on the title of the exercise. Ask: "What do you think the title *Dream vacation* means?" (Answer: a wonderful trip that a person would love to take)
- Explain the task. Have a S read the questions aloud, and check pronunciation. Then Ss discuss the questions in pairs.

B Pair work

Go over the topics and the example conversation. With the same partner, Ss take turns discussing the things they need to do before their trip. Encourage Ss to ask follow-up questions.

Unit 6 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Conversation		SSD Unit 6 Speaking 1–2
E 1	3 Grammar Focus		SB Unit 6 Grammar Plus focus 1 SSD Unit 6 Grammar 1
CYCLE	4 Pronunciation		ARC Two-part verbs 1–2
J	5 Word Power	TSS Unit 6 Vocabulary Worksheet	SSD Unit 6 Vocabulary 1–2 ARC Household chores
	6 Listening		WB Unit 6 exercises 1–3
CYCLE 2	7 Perspectives		
	8 Grammar Focus		SB Unit 6 Grammar Plus focus 2 SSD Unit 6 Grammar 2 ARC Requests with modals and Would you mind ? 1–2
	9 Speaking	TSS Unit 6 Grammar Worksheet TSS Unit 6 Listening Worksheet TSS Unit 6 Extra Worksheet	
	10 Interchange 6		
	11 Writing	TSS Unit 6 Writing Worksheet	
	12 Reading	TSS Unit 6 Project Worksheet VID Unit 6 VRB Unit 6	SSD Unit 6 Reading 1-2 SSD Unit 6 Listening 1-2 SSD Unit 6 Video 1-3 WB Unit 6 exercises 4-11

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

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD VRB: Video Resource Book

Volunteer Travel - A vacation with a difference

Check (✓) the statements you think are true. Then scan the article to check your answers.

- Volunteer travelers don't receive money for their work.
- Volunteer travel is only for young people.

For her vacation each year, Allie Lebrun goes volunteer traveling. In a recent interview with Volunteer Magazine, she talked about volunteer vacations.



VM:

AL: It's like an exchange program. People find a program in a country they'd like to visit. In exchange for food and accommodations, they work. In other words, they don't get a salary. The idea is that volunteers can learn about real people in other countries. Vacationers who stay in hotels often don't learn much about the local people and culture.

VM:

AL: Many of the jobs are on small farms. Farmers often need volunteers to harvest crops. I've harvested vegetables and fruit — including nuts and olives! Some volunteers work with animals, such as milking cows or goats. That's an interesting experience, I can tell you! And sometimes farmers want volunteers to do things like build stone walls. There are lots of possibilities.

VM-

AL: Anyone! Many volunteers are fairly young. The work can be hard, so a volunteer needs to be fit. But, actually, age isn't important. I've worked with people in their seventies and even eighties!

VM

AL: Just about anywhere in the world! I've volunteered in Italy, Morocco, Indonesia, and several countries in Latin America.

VM:

AL: Oh, that's easy! Just go online. Do a search for "volunteer travel" or "volunteer vacations."
You'll find lots of websites with information about opportunities for volunteering. Maybe there's a program in a country you've always wanted to visit!

- A Read the article. Then write these questions in the appropriate place.
- 1. What kinds of work can volunteers do?
- 2. Where can people volunteer to work?
- 3. Who can volunteer?

- 4. And finally, how can someone find out about volunteer travel opportunities?
- 5. What is volunteer traveling?
- **B** Complete the summary with information from the article.

Allie Lebrun goes	every year. She says that volu	nteers get
	in exchange for	
and harvest	To volunteer, you have to be fit, but age	Υοι
can work	in the world. To find places to work,	There are
	with information about volunteer traveling.	

GROUP WORK Would you like to volunteer travel? Where would you like to go? What kind of work would you like to do? Why?

20

OK. No problem!

SNAPSHOT



Common Complaints of Families With Teenagers



Sources: Based on interviews with parents and teenagers

Which complaints seem reasonable? Which ones seem unreasonable? Why? Check () a complaint you have about a family member. What other complaints do people sometimes have about family members?

CONVERSATION Turn down the TV!

A Listen and practice.

Mr. Field: Jason . . . Jason! Turn down the TV, please.

Jason: Oh, but this is my favorite program!

Mr. Field: I know. But it's very loud.

Jason: OK. I'll turn it down.

Mr. Field: That's better. Thanks.

Mrs. Field: Lisa, please pick up your things. They're all over the floor.

Lisa: In a minute, Mom. I'm on the phone.

Mrs. Field: All right. But do it as soon as you hang up.

Lisa: OK. No problem!

Mrs. Field: Were we like this when we were kids?

Mr. Field: Definitely!

Listen to the rest of the conversation. What complaints do Jason and Lisa have about their parents?



My Plan for Unit 6

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
- Mac		
STATE OF		
	l a comman	
		Terrenovament tament, Javett Illa tank
		n denover serenske att. Stantask
With or instead of the following SB section	I am using these materials for assessment	algorithms of many statement is said
		Constitution of the con-
		\$20 mases mises 500

12 READING

Learning Objectives: read an article about volunteer travel; develop skills in organizing information and summarizing

- Books closed. Write these words on the board:
 volunteer, work, farm, interesting experience,
 anywhere in the world
- Tell Ss the words are all related to the topic. Ask Ss to guess what the article is about.
- Books open. Have Ss read the title. Elicit the meaning of Volunteer Travel. (Answer: using your vacation to do work, which you are not paid to do)
- Tell Ss to check (✓) the pre-reading statements that they think are true. Then give them two minutes to scan the article and find the answer. Remind Ss to look for the information quickly and not to worry about words they don't know. Then elicit the answer. (Answer: Volunteer travelers don't receive money for their work.)
- Ss read the article silently. Tell them not to worry about the missing questions for now.
- Tell Ss they may look up three new words in their dictionaries or check with a partner, but they must underline those words.
- When the class finishes reading, ask Ss to tell which three words they underlined. Write them on the board and go over the definitions. Look at the sentences and point out any contextual clues. These clues can sometimes help Ss guess the meaning of unfamiliar words.
- Elicit or explain any other new vocabulary.

Vocabulary

accommodation: a place to live or stay
salary: money paid for work
harvest: cut and collect crops
stone: rock
fairly: more than average but less than very
opportunity: a situation and/or conditions that make it
possible for something to happen

A

Make sure Ss know that VM and AL in the article refer to Volunteer Magazine and Allie Lebrun.

- Explain the task. Ss write the questions VM asks in the appropriate spaces. Model one example with the class.
- Ss work individually. Then go over answers as a class.

Answers

5, 1, 3, 2, 4

• Option: Ss read the interview in pairs.

B

- Explain the task and fill in the first blank with the Ss. Ss read the text again to find the answers and then write a word or phrase in each blank.
- Ss work individually and then check their answers in pairs. Remind Ss that some answers can be phrased in more than one way. Check answers with the class and write all possible answers on the board.

Possible answers

volunteer traveling food and accommodations work farms crops isn't important/doesn't matter anywhere go online/do a search (for "volunteer travel/vacations") (lots of) websites

For more speaking practice, play *Hot Potato* – download it from the website. The first S begins by saying something about the text from memory. Then he or she throws an object to another S, who says another fact from the text. Ss continue to throw the object and say things about the text.

Group work

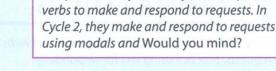
- As a class, brainstorm some kinds of work that volunteer travelers might do.
- In small groups, Ss take turns discussing the questions.

End of Cycle 2

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

OK. No problem!

Cycle 1, Exercises 1-6





SNAPSHOT

Learning Objective: learn vocabulary for talking about common complaints

- Books closed. Write these questions on the board and have Ss discuss them in pairs:
 - Do your parents, children, or siblings ever bother you?
 - 2. What do they do to bother you?
 - 3. What do you do or say about it?
- Books open. Read the headings aloud. Have Ss skim the two lists of common complaints. Elicit or explain any new vocabulary.

Vocabulary

criticize: say bad things about
nag: complain to someone continually in order to get him or her to do something

In Unit 6, students talk about common

complaints. In Cycle 1, they use two-part

- Read the questions aloud. Then have Ss discuss them in groups or pairs. Remind Ss to ask follow-up questions to keep the discussion going.
- Have Ss vote on their biggest complaint to find out which is the most common. For the third question, ask Ss to suggest some other complaints (e.g., My parents don't let me borrow the car. My kids stay out too late. My sister spends too much time on the phone/computer.).



CONVERSATION

Learning Objectives: practice a conversation between family members; see two-part verbs and will for responding to requests in context

A (CD 1, Track 45)

- Focus Ss' attention on the picture. Tell them to cover the text. Ask: "What is the son/daughter doing? What are the parents going to nag them about?" Ss predict the answers.
- Books closed. Play the first seven lines of the audio program (until Lisa says, In a minute, Mom.). Then check answers. (Answers: Jason is watching TV. Lisa is on the phone. The dad asks Jason to turn down the TV. The mom asks Lisa to pick up her things.)
- Ask these focus questions: "Does Jason turn the TV down? Does Lisa pick up her things right away? Were the parents like this when they were kids?"
- Play the audio program. Elicit answers. (Answers: yes, no, yes)
- Books open. Play the audio program again while Ss read silently. Explain any new vocabulary words or expressions.

Vocabulary

loud: making a lot of noise hang up: finish your telephone conversation Definitely!: Certainly!; Yes!

- Ss practice the conversation in groups of four.
- For another way to practice this Conversation, try Say

 It with Feeling! download it from the website.
- Option: Ask a few Ss to act out the conversation in front of the class, using props and actions. Encourage them to use their own words.

B 💿 [CD 1, Track 46]

Read the instructions and the focus question that Ss need to listen for. Tell Ss to take notes. Then play the second part of the audio program.

AudioScript

See page T-168.

After pairs compare their answers, go over them with the class.

Answers

Jason complains about how forgetful his dad is getting: He's always forgetting where his car keys are. Lisa complains that he can never find his glasses. Lisa complains that her mom wears awful clothes.

GRAMMAR FOCUS

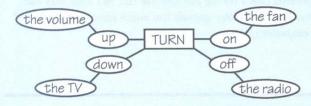
Learning Objectives: practice using two-part verbs to make requests; practice using will for responding to requests



(CD 1, Track 47)

Two-part verbs

- Refer Ss to the Conversation on page 36. Elicit the parents' requests and have Ss underline them. (Answers: Turn down the TV, please. Please pick up your things.)
- Explain that turn down and pick up are examples of two-part verbs. They are made up of a verb and another word called a particle, which changes the meaning of the verb.
- Option: Show Ss how to store two-part verbs in a logical way. Draw a "Ripple Diagram" on the board:



- To help Ss find out how they learn best, have them try different ways to store vocabulary in their notebooks. Then ask Ss which method(s) work best for them.
- Point out that the object noun (e.g., TV, things) can come before or after the particle:

Turn the TV down.

Pick your things up.

Turn down the TV. Pick up your things.

• When the object of the two-part verb is a pronoun, it can only come between the verb and the particle: Turn it down. Pick them up.

Making requests

It is polite to use *please* to make a request. *Please* can go at the beginning or the end of a sentence (notice the use of a comma when please comes at the end): Please turn down the music. Turn it down, please.

Responding with will

- The modal will is used to respond to a request. OK. I'll turn it down. All right. I'll pick them up.
- Play the audio program to present the sentences in the Grammar Focus box. Ss listen and repeat.

- Before Ss begin the task, focus their attention on the pictures and captions below. Model the first item for the class. Then elicit suggestions for the second item. Point out that there is more than one possible answer for some of the items.
- Ss complete the task individually and then compare answers in pairs. Elicit responses.

Answers

- 1. Pick up the books/the toys/your jacket/ your boots, please.
- Turn the music/the TV/the lights off, please.
- 3. Clean the yard/your boots up, please.
- 4. Please put the books/the toys/your jacket/your boots away.
- 5. Please turn down the music/the TV/the lights.
- 6. Please take off your boots/your jacket.
- 7. Hang your jacket up, please.
- 8. Please take out the trash.
- 9. Please let the cat out.
- 10. Turn on the music/the TV/the lights, please.

B Pair work

- Model the example conversation and ask one or two Ss to give their own responses. Remind Ss to use expressions like sure, OK, no problem, and all right.
- In pairs, Ss take turns making and responding to each other's requests from part A. Go around and make sure Ss use pronouns in their responses.
- For more practice with two-part verbs, play Simon Says - download it from the website.



PRONUNCIATION

Learning Objective: notice the stress patterns in requests with two-part verbs

A 🕑 [CD 1, Track 48]

- Play the audio program to present the sentences. Ss tap the desk or clap in time to the stress. Then they repeat.
- For another way to practice stress patterns, try Walking Stress - download it from the website.

- Explain and model the task by eliciting several examples and writing them on the board. Then have Ss work individually to write four more requests.
- · Have Ss form pairs and take turns making their requests and giving appropriate responses.

Two-part verbs; will for responding to requests 💿

With nouns

Turn down the TV. Turn the TV down. Pick up your things. Pick your things up.

With pronouns

Turn it down. (NOT: Turn down it.) Pick them up. (NOT: Pick up them.)

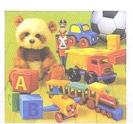
Requests and responses

Please turn down the music. OK. I'll turn it down. Pick up your clothes, please. All right. I'll pick them up.

A Complete the requests with these words. Then compare with a partner.



the books



the toys



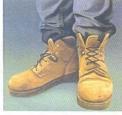
the music



your jacket



the TV



your boots



the yard





the trash



the cat

- 1. Pick up the toys , please.
- 2. Turn off, please. 3. Clean up, please. 4. Please put away.
- 5. Please turn down
- the lights

 - 6. Please take off 7. Hang up, please.
 - 8. Please take out 9. Please let out.
 - 10. Turn on please.
- PAIR WORK Take turns making the requests above. Respond with pronouns.
- A: Pick up the toys, please.
- B: No problem. I'll pick them up.

PRONUNCIATION Stress in two-part verbs

A listen and practice. Both words in a two-part verb receive equal stress.

Pick up the toys. Turn off the light.

Pick the toys Turn the light off.

up.

Pick

them up. Turn it off.

Write four more requests using the verbs in Exercise 3. Then practice with a partner. Pay attention to stress.

WORD POWER Household chores

A Find a phrase that is usually paired with each two-part verb. (Some phrases go with more than one verb.) Then add one more phrase for each verb.

the garbage the magazines the microwave your coat the groceries the mess the towels your laptop

clean up	107744	take out	 1-
hang up	 	throw out	
pick up	 	turn off	
put away	 	turn on	

What requests can you make in each of these rooms? Write four requests and four excuses. Use two-part verbs.

the kitchen the bathroom the living room

C PAIR WORK Take turns making the requests you wrote in part B. Respond by giving an excuse.

- A: Kim, please hang up the coat you left in the living room.
- B: Sorry, I can't hang it up right now. I need to take the cat out for a walk.



6

LISTENING Family life

Answer each question with men (M), women (W), boys (B), or girls (G).

Listen again. According to the survey, what specific chores do men, women, boys, and girls usually do? Take notes.

GROUP WORK Discuss the questions in parts A and B. Who does these things in your family?



WORD POWER

Learning Objective: learn more two-part verbs and common household chores

A

- Explain the task. Then read the nouns and the two-part verbs while Ss repeat. Use the first two-part verb to elicit Ss' responses. Model how to complete the chart.
- Tell Ss not to use their dictionaries until they have matched all eight two-part verbs with nouns.
 Alternatively, have Ss work in pairs.
- Check Ss' answers. Explain any new vocabulary.

Answers

clean up the mess, the kitchen hang up the towels, your coat, the phone pick up the magazines, the mess, the towels, your coat, the toys the groceries, the magazines, the towels, put away your laptop, your things take out the garbage, the magazines, the dog throw out the garbage, the magazines, the old food turn off/on the microwave, your laptop, the lights

(Note: Additional phrases are italicized.)

B

- Explain the task. Ss use the words from page 37 or the chart in part A.
- Model the task by reading the example conversation in part C. Then have Ss work individually to write their requests and excuses. Encourage Ss to write creative or funny excuses. To keep an element of surprise in the next task, go around the class to check Ss' answers.

C Pair work

- Read the example conversation again. Tell Ss to listen carefully to each request so they can match it to one of their excuses.
- Ss form pairs and take turns making their requests and giving excuses. Go around the class and listen in. It's OK for responses to be silly, but if a pair's request and excuse don't match at all, help them to find a better match.
- To review two-part verbs, play *Mime* download it from the website.



LISTENING

Learning Objectives: listen to the results of a survey; develop skills in listening for main ideas and details

A (CD 1, Track 49)

- Ask: "Do you think men and women share housework equally? Who does more? What about boys and girls? What do they have to do?"
- Explain that Ss will listen to the results of a survey about family life. Go over the four questions and have Ss predict the answers. Explain that Ss need to write the letters M, W, B, or G.
- Play the audio program. Ss listen and write the answers. Then go over answers with the class.

AudioScript

See page T-168.

Answers

B, W, B and M, W

B (CD 1, Track 50)

- Read the question. Encourage Ss to take notes. Then play the audio program again, repeating if necessary.
- Ss compare answers in pairs or groups. If they disagree, play the audio program again, pausing after each section. Then elicit Ss' responses.

Answers

Men: take out the garbage Women: cook, do the dishes, clean up Boys: take out the garbage, put the groceries away Girls: cook, do the dishes, clean up, put the groceries away

C Group work

- Explain the task. Remind Ss to ask follow-up questions and give additional information.
- In small groups, Ss use the questions from parts A and B to discuss who does these things in their family.

End of Cycle 1

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



PERSPECTIVES

Learning Objectives: discuss common requests; see requests with modals and Would you mind ...? in context



- Set the scene. Ss will hear five requests neighbors sometimes make.
- Explain the task. Ss read the questions and match them to the follow-up statements. Play the audio program. Ss listen and check their answers. Then elicit answers.

Answers

2. c

3. b

4. d

5. a

Play the audio program again while Ss read silently. Explain any new vocabulary.

Vocabulary

Would you mind (doing something)?: Please (do something).

make sure: be certain that something will happen

lock: close with a key quests: visitors

thin: not thick or strong

- Point out that can, could, would, and Would you mind . . . ? mean the same thing. Differences in feeling will be discussed in Exercise 8.
- Pairs discuss whether or not the requests are reasonable.
- Option: Play the audio program again. Have Ss listen to the intonation of the speakers. Then Ss take turns reading the requests in pairs.

- Explain the task. In pairs, Ss discuss which requests they or someone else has made.
- Option: Ss share their ideas with another pair.

GRAMMAR FOCUS

Learning Objective: practice making requests using modals can, could, would, and Would you mind ...? + gerund



(CD 1, Track 52)

Play the audio program to present the questions in the box. Ss listen and repeat.

Modals can, could, and would

Explain that it is OK to say, "Please turn the music down." to people we know well. We should use a more polite request, however, for neighbors and strangers. Modals become more formal and more polite, from can to could to would. Tone of voice is also important.

Would you mind . . . ? + gerund

- Point out the structure Would you mind . . . ? + gerund in the Perspectives section. Explain that the verb mind must be followed by a gerund (verb + -ing). Elicit examples from Ss and write them on the board.
- Go over the negative request with not in the Perspectives section. Elicit other examples for the class to practice (e.g., Would you mind not talking while I'm speaking? Would you mind not coming late to class, please?).

Explain the task. Ss work individually to match each request with a response. Then pairs compare answers. Ask the first S to finish to write the answers on the board. Check them as the S writes.

Possible answers

1. d.f

3. e, f

5. a.f

2. b. e. f

4. c

6. a, f

Ss practice the requests and responses in pairs.

B Pair work

- Model the task with one or two Ss.
 - T: Could you lend me twenty dollars?
 - S: Sorry! I was just going to ask you for a loan!
- In pairs, Ss take turns making the requests and giving their own responses.
- For another way to practice requests, try Moving
- Dialog download it from the website.

Class activity

- Explain the task. Encourage Ss to think of unusual requests. Then Ss move around the classroom and make their requests.
- Find out who had the most unusual requests.

PERSPECTIVES Reasonable requests?

Match the sentences. Then listen and check your answers. Are all the requests reasonable?

- 1. "Could you please tell me the next time you have a party?
- 2. "Can you turn the music down, please?
- 3. "Would you mind closing the door behind you and making sure it locks?
- 4. "Would you please tell your guests to use the visitor parking spaces?
- 5. "Would you mind not putting your garbage in the hallway?

- a. It's not very pleasant to see when I walk by."
- b. We don't want strangers to enter the building."
- c. The walls are really thin, so the sound goes through to my apartment."
- d. A lot of cars have been using my space recently."
- e. I'd like to make sure I'm not at home."



Look at the requests again. Have you ever made similar requests? Has anyone ever asked you to do similar things?

GRAMMAR FOCUS

Requests with modals and Would you mind . . . ?

Modal + simple form of verb

Can you turn the music down? **Could** you **close** the door, please?

Would you mind . . . + gerund

Would you mind turning the music down? Would you mind closing the door, please?

Would you please take your garbage out? Would you mind not putting your garbage here?

Match the requests in column A with the appropriate responses in column B. Then compare with a partner and practice them. (More than one answer may be possible.)

- 1. Could you lend me twenty dollars?
- 2. Can you make me a sandwich?
- 3. Can you help me with my homework?
- 4. Would you mind not sitting here?
- 5. Would you please turn down the TV?
- 6. Would you mind speaking more quietly?
- a. Sorry. We didn't know we were so loud.
- b. Sure. Do you want anything to drink?
- c. Sorry. I didn't realize this seat was taken.
- d. I'm sorry, I can't. I don't have any cash.
- e. I'm really sorry, but I'm busy.
- f. Sure, no problem. I'd be glad to.

PAIR WORK Take turns making the requests in part A. Give your own responses.

CLASS ACTIVITY Think of five unusual requests. Go around the class and make your requests. How many people accept? How many refuse?

- A: Would you please sing a song for me?
- B: Oh, I'm sorry. I'm a terrible singer.

SPEAKING Apologies

A Think of three complaints you have about your neighbors. Write three requests you want to make. Choose from these topics or use ideas of your own.

garbage guests noise parking pets security

PAIR WORK Take turns making your requests. The "neighbor" should apologize by giving an excuse, admitting a mistake, or making an offer or a promise.

A: Would you mind not putting your garbage in the hallway?

B: Oh, I'm sorry. I didn't realize it bothered you.

different ways to apologize give an excuse admit a mistake make an offer make a promise different ways to apologize "I'm sorry. I didn't realize . . ." "I forgot I left it there." "I'll take it out right now." "I promise I'll . . . / I'll make sure to . . ."



10 INTERCHANGE 6 That's no excuse!

How good are you at apologizing? Go to Interchange 6 on page 119.

11 WRITING A set of guidelines

A PAIR WORK Imagine that you live in a large apartment building. Use complaints from Exercise 9 and your own ideas to write a set of six guidelines.



GROUP WORK Take turns reading your guidelines aloud. What is the best new guideline? the worst one?

SPEAKING

Learning Objective: practice making requests and apologizing

A

Explain the task. Then give Ss time to write three complaints. They can choose from the list of topics or use their own ideas. Remind them to use the polite form of requests.

B Pair work

- Ask: "What reasons do students give when they come late to class? when they forget to bring their books?" Accept any reasonable answers.
- Explain that an apology is a statement that a person makes to show that he or she is sorry. Point out that there are different ways to apologize.
- Have Ss read the information in the chart. Explain any new vocabulary.

Vocabulary

admit a mistake: say that you did something wrong **make an offer:** say you are willing to do something for someone

make a promise: say that you definitely will (or won't) do something

- Explain and model the task with a few Ss. Make complaints and give direction on how Ss should apologize.
 - T: You're late again! Give an excuse.
 - S1: Oh, I'm sorry. I had to visit my aunt and . . .
 - T: You forgot to do your homework. Make an offer.
 - S2: I'm sorry. I'll do it tonight.
- In pairs, Ss take turns complaining and apologizing.
 Go around the class and listen.

TIP To let Ss concentrate on what they are saying during a speaking activity, it is best not to interrupt. Listen and take note of any errors you hear. Then go over the errors at the end of the activity.

- Go over errors by writing the most common ones on the board and asking Ss to correct them. Give help as needed.
- For another way to practice complaints and apologies,
- try Question Exchange download it from the website. Ss put their own requests in the bag.
- Option: Discuss ways to apologize in other cultures. In a heterogeneous class: Ask: "How and why do people in other countries apologize? What are some differences you know about?"

In a homogeneous class: Ask: "How and why do people in your country usually apologize?"

10

INTERCHANGE 6

See page T-120 for teaching notes.



WRITING

Learning Objective: write a set of guidelines using requests with modals and Would you mind ...?

A Pair work

- Ask if any Ss live in an apartment building. If so, ask: "Is there a committee made up of people who live there? Does someone write notices about issues like safety, what to do with your garbage, etc.?"
- Have Ss read the instructions and the example guidelines individually. Explain any new vocabulary.
- Point out the features of the notice (e.g., a general introduction to the guidelines, contact information, individual points). Each point contains one piece of information and a request.
- In pairs, Ss brainstorm items they would like to include in their guidelines. Remind Ss to use the list of topics in Exercise 9 or their own ideas.

In pairs, Ss write their own set of guidelines.
 Encourage them to use a variety of requests (e.g., Could you, Would you, Please, Would you mind).

B Group work

- Ss take turns reading their guidelines aloud in small groups.
- Ss discuss their guidelines. Then ask them to choose the best and worst one. The best guideline could be the easiest to obey; the worst might be the hardest to obey.
- Option: Ss tell the class which guidelines they chose.
- Option: Follow up with a role play where neighbors are at a condominium meeting. In small groups, Ss use the complaints they wrote in Exercise 9.

12 READING

Learning Objective: develop skills in guessing meaning from context and reading for specific information

- Books closed. Ask: "What kinds of favors would you ask your friends for? How about a classmate? a neighbor? How should you ask for a favor?" Ss discuss the questions in small groups or as a class.
- Books open. Have Ss read the three headings in the article. Ask what they think "Choose your words carefully" and "Give and take" mean.
- In pairs or small groups, Ss discuss other advice on how to ask for favors. Elicit suggestions. Accept any reasonable answers.
- Ss read the article individually. Tell them not to use their dictionaries because guessing meaning from context is the skill practiced in part A.

A

- Explain the task. Ss work individually to complete the exercise.
- Elicit answers.

Answers

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

Elicit any words that Ss still don't know. Then explain the words or have Ss check their dictionaries.

Vocabulary

reasonably: fairly (something) goes a long way: increases the chance of success

whole: complete allow: permit

respectful: considerate, thoughtful make a habit of: do frequently

B

Explain the task. Point out that not all the questions are answered in the text. Read the first question and ask Ss if it is answered in the text. (Answer: no) Ss complete the first part of the task individually. Then go over answers with the class.

Answers

Questions that the article answers:

- Explain the second part of the task. Ss underline the sentences in the text that answer questions 2 and 4.
- Have Ss check their answers in pairs. Then go over answers with the class.

Answers

- 2 Thank them sincerely when they help you.
- 4 If someone refuses your request, you should accept the answer politely.

C Pair work

- Ss discuss the questions in pairs.
- Pairs share some interesting stories that they discussed with the rest of the class.
- Option: Pairs act out one of these situations in front of the class.
- For more speaking practice, play *Just One Minute* download it from the website.

End of Cycle 2

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

How to Ask for a Favor

Read the headings in the article. Can you think of other good advice when asking for a favor?

We all have to ask for favors sometimes. But it can be a difficult thing to do – even when you ask

a good friend. So how can you ask a favor and be reasonably sure to get a positive response? Here are some suggestions.



Choose your words carefully

How do people respond to requests like this one: "Hey, Mike, lend me your car!"? They probably

refuse. How can you avoid this problem? Choose your words carefully! For example, say, "Mike, would you mind doing me a favor?" Mike will probably respond like this: "Maybe. What do you need?" Now you have his attention and can explain the situation. People are more likely to agree to help you when they know the whole story.

Be a nice person

When you ask someone for a favor, you're really asking the person to go out of his or her way to help you. Show the person that you understand he or she is doing something especially nice for you. If people think you're pleasant, they're more likely to want to help. Thank them sincerely when they help you. And, of course, a smile goes a long way.

Give and take

If someone agrees to do you a favor, allow the person to choose when he or she helps you. Be respectful of the other person's time, and try not to ask for too much. If someone refuses your request, you should accept the answer politely. Don't make a habit of asking for favors, and always make sure you're ready to do someone a favor in return. Reciprocate. It's just a matter of giving and taking.

A Read the article. Find	the words in italics below in the article. Then match each word with its meaning
	a. give in return b. say no c. friendly d. more than usually e. honestly f. stop from happening ions that the article answers. Then find that support your answers.
1. Why is it easy to a2. How can you sho3. How can you avofor favors?	w people you're nice?
C PAIR WORK Think	about a favor you asked someone to do. Did the person do it?

Then think about a favor someone asked you to do. Did you do it? Why or why not?

Units 5–6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

1 can	Very well	OK	A little
Understand descriptions of people's plans (Ex. 1) Ask and answer questions about personal plans (Ex. 2) Give travel advice (Ex. 2) Make and respond to practical requests (Ex. 3, 4) Apologize and give excuses (Ex. 3, 4)	00000	00000	

LISTENING Summer plans

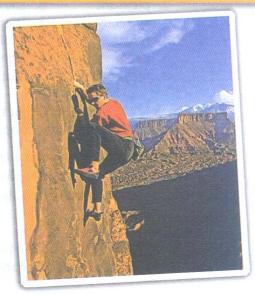
		Summer plans	Reason
1	. Judy	STATE OF STA	A constructive set Leave a consuming facility
2	. Paul		y - 1
3	. Brenda		

B Listen again. What is the reason for each person's choice?

DISCUSSION Planning a vacation

A GROUP WORK Imagine you are going to go on vacation. Take turns asking and answering these questions.

- A: Where are you going to go on your next vacation?
- B: I'm going to go to Utah.
- A: What are you going to do?
- B: I'm going to go camping and hiking. Maybe I'll try rock climbing.
- A: Why did you choose that?
- B: Well, I really enjoy nature. And I want to do something different!
- **GROUP WORK** What should each person do to prepare for his or her vacation? Give each other advice.



Units 5-6 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 5 and 6?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



LISTENING

Learning Objective: assess one's ability to understand descriptions of people's plans

A ([CD 1, Track 53]

- Set the scene. Three people are talking about their summer plans. Go over the chart and explain that Ss should complete only the first column.
- Play the audio program. Ss listen and write what each person is going to do. Check answers with the class.

AudioScript

See page T-168.

Answers

- 1. go white-water rafting
- 2. stay home and get a job
- 3. work the first month; visit sister in Mexico

B 🕡 [CD 1, Track 54]

- Explain the task. Ss listen for each person's reasons.
- Play the audio program again. Ss listen and complete the second column.
- · Check answers with the class.

Answers

- 1. wants to do something different this year
- 2. needs to save some money for school
- 3. wants to save some money; wants to see what Mexico (Guadalajara) is like



DISCUSSION

Learning Objectives: assess one's ability to ask and answer questions about plans; assess one's ability to give travel advice

A Group work

- Explain the task. Ss imagine they are going on vacation. Then they ask and answer questions about each other's vacation plans.
- Call on two Ss to read the example conversation.
 Remind Ss to add additional information and ask follow-up questions to keep the conversation going.
- Give Ss a few minutes to plan their vacation and prepare some questions to ask others in the group.
- In small groups, Ss take turns asking and answering questions about their vacations. Go around the class, paying attention to Ss' use of be going to and will and their ability to keep a conversation going.

Give the class feedback on their discussions. What went well? What problems did you hear?

B Group work

- Explain the task. Then ask Ss about their vacation plans to model how to give advice.
 - T: What are you going to do on your vacation?
 - S1: I'm going to go skiing with my friends.
 - T: I think you should take warm clothing with you. S2: I agree. I think you also need to take money.
- Have Ss complete the task. Go around the class, paying particular attention to their use of modals for necessity and suggestion.
- Option: Ask groups to tell the class about one vacation and how someone should prepare for it.

3 ROLE PLAY

Learning Objectives: assess one's ability to make and respond to practical requests; assess one's ability to apologize and give excuses

- Explain the task and focus Ss' attention on the pictures. Elicit useful vocabulary from Ss.
- Divide the class into pairs and assign roles. Student A makes a request about each picture, while Student B apologizes and either accepts or refuses the request.
- Call on two Ss to read the example conversation. Explain that here Student B agrees to the request, but Ss can also refuse the request by giving an excuse. Ask: "How could Student B politely refuse the request? What excuse could he or she make?" Elicit ideas (e.g., I'm sorry. I forgot about them. But I can't
- pick them up because I have a bad back/am late for an appointment.). Encourage Ss to be creative when they make excuses.
- Student A begins by using the picture to make a request. Student B replies with an apology and then accepts or refuses the request.
- Go around the class and listen to the role plays without interrupting. Make a note of common errors or ways in which the role plays could be better.
- Make suggestions on how Ss could improve their role plays. Give examples of good communication that you heard.
- Ss change roles and try the role play again.



GAME

Learning Objectives: assess one's ability to make and respond to practical requests; assess one's ability to apologize and give excuses

A

- Give three cards or slips of paper to each S. Explain the task. Ss write one request on each card. Read the examples and elicit more suggestions. Ask Ss to try to write one request with Can, one with Could, and one with Would you mind . . . ?
- Individually, Ss write one request on each card. Then tell them to write an X on the back of two cards.
- Collect the cards and shuffle them all together.

B Class activity

- Give each S three cards. Ss should make sure they did not get any of their own cards.
- Explain the task. Ss get up and move around the room, making the requests written on their cards. As they make the request, they should hold up the card so the other S can see the back of the card. If the card has an X on the back, the person should refuse the request. If the card does not have an X, the person must accept the request.
- Model the task several times with cards and different Ss.
- Ss stand up and complete the activity. Go around the class and listen to the requests and responses, paying attention to the Ss' use of modals and will for acceptance.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

Student A: Your partner was supposed to do some things, but didn't. Look at the pictures and make a request about each one.











Student B: You were supposed to do some things, but didn't. Listen to your partner's requests. Apologize and either agree to the request or give an excuse.

A: You left the towels on the floor. Please hang them up.

B: I'm sorry. I forgot about them. I'll hang them up right now.

Change roles and try the role play again.

4

GAME Could you do me a favor?

A Write three requests on separate cards. Put an X on the back of two of the cards.

Can you cook dinner tonight?

Could you get me a cup of coffee?

Would you mind closing the window?

I'm sorry,

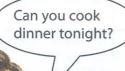
B CLASS ACTIVITY Shuffle all the cards together. Take three new cards.

Go around the class and take turns making requests with the cards. Hold up each card so your classmate can see the back.

When answering:

X on the back = refuse the request and give an excuse

No X = agree to the request





WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 7 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Perspectives		
- 17.7	3 Grammar Focus		SB Unit 7 Grammar Plus focus 1 SSD Unit 7 Grammar 1 ARC Infinitives and gerunds for uses and purposes
,	4 Pronunciation		ARC Syllable stress
	5 Word Power	TSS Unit 7 Vocabulary Worksheet	SSD Unit 7 Vocabulary 1–2 ARC The world of computers 1–2
	6 Listening		WB Unit 7 exercises 1–4
	7 Conversation		SSD Unit 7 Speaking 1–2
	8 Grammar Focus	TSS Unit 7 Grammar Worksheet TSS Unit 7 Extra Worksheet	SB Unit 7 Grammar Plus focus 2 SSD Unit 7 Grammar 2 ARC Imperatives and infinitives
7	9 Listening	TSS Unit 7 Listening Worksheet	
	10 Interchange 7		
	11 Writing	TSS Unit 7 Writing Worksheet	
	12 Reading	TSS Unit 7 Project Worksheet VID Unit 7 VRB Unit 7	SSD Unit 7 Reading 1–2 SSD Unit 7 Listening 1–4 SSD Unit 7 Video 1–3 WB Unit 7 exercises 5–11

Key

ARC: Arcade
VID: Video DVD

SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 7

With the following

SB exercises

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

in class

I am using these materials

My students are using these materials

outside the classroom

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		Charles e rights from 1.00

What's this for?

SNAPSHOT



Sources: The People's Almanac Presents the 20th Century; www.about.com; www.ehow.com

Circle the things that you use every day or almost every day. Which invention do you think is the most important? the least important? What are some other things you use every day?

PERSPECTIVES Computer usage

I use a computer	Often	Sometimes	Hardly ever	Never
to send emails				
for watching movies				
to play games				
to shop online		sim danda 🖺 matema		
for doing school assignments				
to learn languages				
for video chatting				
to check the weather				
to read the news				
for downloading music				

PAIR WORK Compare your answers. Are your answers similar or different?

What's this for?

Cycle 1, Exercises 1-6



SNAPSHOT

Learning Objective: read about some important scientific and technological inventions

 Option: Have Ss brainstorm machines and inventions they use every day (e.g., smartphone, credit cards, TV, MP3 player, computer, GPS).

TIP To help Ss get ready to speak English, start each class with a quick warm-up activity. This will also help deal with Ss who arrive late!

Books closed. Write this on the board:

cell phone	2010
pocket calculator	1980
touchscreen tablet	1970
World Wide Web	1979
camcorder	1989

In Unit 7, students discuss modern technology and inventions. In Cycle 1, they use infinitives and gerunds to describe uses and purposes. In Cycle 2, they use imperatives and infinitives to give suggestions.

- Tell Ss to match each invention with the year it was invented. Elicit answers.
- Books open. Have Ss check their answers. Did anything surprise them? (Answers: cell phone 1979, pocket calculator 1970, touchscreen tablet 2010, World Wide Web 1989, camcorder 1980)
- Ss look at the pictures and the information. Model the pronunciation of the items and have Ss repeat. If necessary, review the pronunciation of years (e.g., nineteen eighty-nine).
- Read the questions. Ss answer them in pairs or groups. Go around the class and give help as needed.
- Option: Ask Ss to describe how the inventions have changed (e.g., Cell phones are much smaller now.).



PERSPECTIVES

Learning Objectives: discuss your computer use; see infinitives and gerunds for uses and purposes in context

A 💿 [CD 2, Track 1]

- Books closed. Ask Ss what they use their computers for (e.g., chat with friends, play games, buy things, do research). Write Ss' ideas on the board. If some Ss don't have a computer, ask: "How often do you use a computer? How do you use it? Where do you go to use it?" Write some common uses on the board.
- TIP To give Ss more incentive to listen to the Perspectives section, give focus questions before playing the audio program.
- Play the audio program. Ask Ss to name some of the uses they heard. Check to see if they heard any of the uses on the board.
- Books open. Explain the task. Point out that Ss can check () Often, Sometimes, Hardly ever, or Never. Model the first sentence.
- Give Ss time to check () the appropriate boxes.

- Option: Ss count their boxes and find out who uses the computer for the most purposes.
- Elicit any new vocabulary. Ask the class to give definitions or examples. Then explain any scientific or technical terms that Ss can't find in their dictionaries.

Vocabulary

email: a letter that is sent electronically school assignment: projects or homework download music: transfer music files from the Web to a personal computer or portable player

B Pair work

- Write these expressions on the board:
 both ... and I ...
 neither ... nor I ...
 He/She does, but I don't.
- Ss compare answers in pairs. Ask: "How different or similar are you?" Elicit responses.
- Option: Have a brief class discussion about some controversial issues concerning computers (e.g., What are some problems for young people on social networking sites? What do you think about illegal downloading?).

GRAMMAR FOCUS

Learning Objective: practice using infinitives and gerunds for uses and purposes



(CD 2, Track 2)

Infinitives and gerunds

- Explain that we can describe how something is used with either an infinitive or a gerund. The meaning is the same.
- Refer Ss to the Perspectives section. Point out that the chart contains ten uses of the computer. The examples use both infinitives and gerunds. Elicit or explain the difference between the two forms: With an infinitive (to + verb)I use my computer to send emails. With a gerund (for + verb + -ing)I use my computer for sending emails.
- Have Ss underline the examples of infinitives and circle the examples of gerunds.
- Option: You might want to mention that passives (computers are often used . . .) are found in the Grammar Focus box. Passives will be taught in
- Play the audio program to present the statements in the Grammar Focus box. For pronunciation practice, point out that the prepositions to and for are unstressed.
- Play the audio program again. Ss listen and repeat.



 Ask Ss to skim the phrases in part A. Then elicit or explain any new vocabulary.

Vocabulary

satellite: an unmanned manufactured object sent into orbit around the earth

robot: a computer-controlled factory machine transmit: send

text message: a written message sent through your cell

- Explain the task. Point out that You in the third item is an impersonal pronoun. It refers to people in general.
- Model the task by eliciting three possible answers for the first item. Then have Ss complete the task individually.
- Ss compare answers. Then go over answers with both infinitives and gerunds.

Possible answers

- 1. Satellites are used to study/for studying the world's weather / to transmit/for transmitting telephone calls / to transmit/for transmitting TV shows.
- 2. Robots are sometimes used to perform/for performing dangerous tasks.
- 3. You can use a cell phone to transmit/for transmitting telephone calls / to send/for sending text messages / to shop/for shopping online.
- 4. People use the Internet to make/for making travel reservations / to get/for getting directions / to shop/ for shopping online.
- 5. A GPS device is used to get/for getting directions.
- 6. A tablet computer can be used to read/for reading e-books / to make/for making travel reservations / to get/for getting directions / to shop/for shopping online.

Group work

- In groups, Ss brainstorm new items and uses. Encourage them to think of interesting and creative uses for each item. Ask one S in each group to write down the group's sentences. Go around and give help as needed.
- Call on one S from each group to read some of the group's sentences to the class.

For more practice with infinitives and gerunds, play Twenty Questions - download it from the website. Ss guess what object someone is thinking of.



PRONUNCIATION

Learning Objective: notice and practice stress in words with more than two syllables

A ([CD 2, Track 3]

- Model how to pronounce the main stress in the words satellite, invention, and CD-ROM. Ss tap the desk or clap in time to the stress.
- Play the audio program while Ss pay attention to the syllable stress. Then play the audio program again. Ss listen and repeat.

B (CD 2, Track 4)

- Ss mark the syllable stress in the words and write them in the correct column.
- Play the audio program. Ss listen and check their answers.

Answers

media, telephone

directions, transmission

DVD, understand

Infinitives and gerunds for uses and purposes

Infinitives

I use my computer **to send** emails.

Some people use computers **to play** games.

Computers are often used **to watch** movies.

Gerunds

I use my computer **for sending** emails. Some people use computers **for playing** games. Computers are often used **for watching** movies.

A PAIR WORK What do you know about this technology? Complete the sentences in column A with information from column B. Use infinitives and gerunds. (More than one combination is possible.)

A

- 1. Satellites are used . . .
- 2. Robots are sometimes used ...
- 3. You can use a cell phone . . .
- 4. People use the Internet . . .
- 5. A GPS device is used . . .
- 6. A tablet computer can be used . . .

В

study the world's weather perform dangerous tasks read e-books transmit telephone calls send text messages get directions make travel reservations transmit TV shows shop online





Satellites are used to study the world's weather. Satellites are used for studying the world's weather.

B GROUP WORK Think of three more items of technology. Then talk about possible uses for each one.

"You can use an MP3 player to listen to podcasts."

4

PRONUNCIATION Syllable stress

A listen and practice. Notice which syllable has the main stress.

satellite invention liternet assignment messages computer

engineer entertain

00

CD-ROM

Where is the stress in these words? Add them to the columns in part A. Then listen and check.

directions DVD media telephone transmission understand

WORD POWER The world of computers

A Complete the chart with words and phrases from the list. Add one more to each category. Then compare with a partner.

✓ browse websites computer whiz create a slideshow create song playlists cut and paste drag and drop edit a video flash drive

geek hacker highlight text keyboard monitor mouse open a file technophile

People who are "into" computers	Type of computer hardware	Fun things to do with a computer	Things to do with a mouse
	5 19	browse websites	
	·		

GROUP WORK Discuss how computers have changed

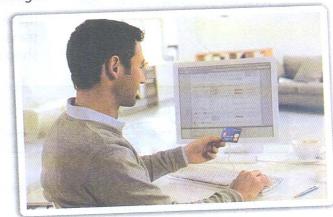
our lives. Ask and answer questions like these:

How do computers make your life easier? more difficult?

How do they affect the way you spend your free time?

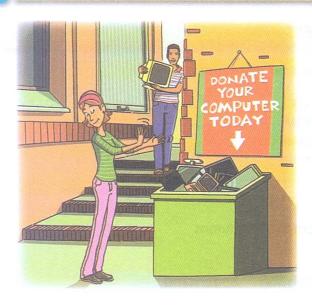
How do they influence the kinds of jobs people have?

What kinds of problems do they cause? Do you know anyone who is a computer whiz? Are hackers a problem where you live?



6

LISTENING Off-line – and proud of it!



What percentage of the U.S. population never uses the Internet? What kinds of people don't use the Internet?

B Listen to the rest of the program. Then answer these questions.

What does the term "net evaders" mean? What are "Internet dropouts"? Why do some people become Internet dropouts?

WORD POWER

Learning Objective: learn vocabulary for discussing computers

To avoid spending a long time teaching words in class, have Ss look up the vocabulary for homework before class.

Option: Assign each S four words to look up in a dictionary. Then put Ss in groups of four and have them teach each other their words.

Vocabulary

flash drive: a small memory storage device that plugs into a USB port on a computer

geek, technophile: someone who is very interested in computers (geek is a somewhat insulting term)

hacker: someone who illegally goes into other people's computer systems

monitor: a computer screen

mouse: a small hand-operated device that connects the keyboard to the monitor

be into: be very interested in

hardware: parts of a computer or machine

- Read the instructions. Then use the example (browse websites) to model the task. Remind Ss to try to add one more word to each category. Ss work individually to complete the chart.
- Draw the chart on the board. Elicit answers and write them on the board.

Answers

People who are "into" computers computer whiz

geek hacker technophile programmer

Fun things to do with a computer browse websites

create a slideshow create song playlists edit a video

create birthday cards

Types of computer hardware flash drive

keyboard monitor mouse printer

Things to do with a mouse cut and paste drag and drop highlight text open a file

click on a link

(Note: Additional examples are italicized.)

B Group work

- Explain the task. Ss read the questions silently and ask any vocabulary questions. Pre-teach the words spam (unwanted email) and virus (a damaging program that disrupts normal computer operations).
- Ss discuss the questions in small groups. Encourage them to use the vocabulary they learned in part A. Go around the class and give help as needed.
- To review this vocabulary, play Tic-Tac-Toe download it from the website.



LISTENING

Learning Objective: develop skills in listening for details



A ([CD 2, Track 5]

- Focus Ss' attention on the picture and the title of the exercise. Ask: "What do you think Off-line - and proud of it! means?" (Answer: Some people don't use computers, and they're happy about it.)
- Read the questions and have Ss predict answers.
- Play the audio program. Ss listen to check their predictions and make corrections. Elicit answers.

AudioScript

See page T-169.

Answers

Twenty-two percent of the population never uses the Internet.

Older people, people living in rural areas, those who are worried about privacy, and those who think the Internet isn't necessary in their life don't use the Internet.

B 🔘 [CD 2, Track 6]

- Ss read the questions silently. Then play the audio program again. Ss listen and answer the questions.
- Have Ss compare their answers in small groups.

Answers

"Net evaders" are people who ask others to send emails or browse websites for them.

"Internet dropouts" are people who once used the Internet but don't anymore.

People may become Internet dropouts because they don't have a computer anymore, don't have enough time, or aren't interested.

End of Cycle 1

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



CONVERSATION

Learning Objectives: practice a conversation about creating a song playlist; see imperatives and infinitives for giving suggestions in context

Option: Introduce the topic by asking Ss how many music playlists they have and what kinds of music are on them. Ask them to explain how to create a playlist. For fun and challenge, pretend you don't understand!

A @ [CD 2, Track 7]

- Books closed. Set the scene. Someone is explaining how to create a song playlist. Write these questions on the board:
 - 1. Who wants to create the playlist?
 - 2. Why does he want the playlist?
 - 3. What's the first thing to do?
 - 4. How does he choose the songs?
- Play the audio program. Then elicit Ss' answers. (Answers: 1. the man 2. for his party on Saturday
 - 3. choose "New Playlist" from the menu
 - 4. drag them to the playlist)
- Books open. Play the audio program again as Ss look at the picture and read silently. Explain any new vocabulary.

- Write these instructions on the board:
 - ____ Go to your song file.
 - ____ Choose "New Playlist."
 - ____ Type in the name of the playlist.
 - ____ Drag the songs to the playlist.
- Have Ss put the instructions in the correct order. (Answers: 3, 1, 2, 4)
- Option: Ask Ss if these instructions are different for the music management program they use.
- Ss practice the conversation in pairs.
- For another way to practice this Conversation, try
- Look Up and Speak! download it from the website.

B O [CD 2, Track 8]

Play the rest of the audio program. Ss listen to find out what else Terry wants help with. Elicit answers.

AudioScript

See page T-169.

Answers

Terry wants help editing a video.



GRAMMAR FOCUS

Learning Objective: practice using imperatives and infinitives to give suggestions

(CD 2, Track 9]

- Play the audio program to present the sentences in the box. Have Ss listen and repeat.
- Ask Ss to look back at the previous Conversation and underline some of the structures in the Grammar Focus box. (Answer: be sure to, don't forget to)

Δ

- Have Ss label the three pictures: alarm system, smartphone, laptop. Then explain the task.
- Ss complete the task individually or in pairs. Go around the class and give help as needed. Then elicit answers.

Answers

1. c 3. a 5. a 7. b 2. a, b, c 4. b, c 6. b, c 8. c

B Group work

Model the activity with several Ss. In small groups, have Ss take turns giving suggestions for using the three items in part A. If you prefer, use more familiar objects (e.g., bicycle, washing machine, car, photocopier, hair dryer).

Possible answers

- a: Don't forget to pay the bill.
- b: Be sure to turn it off in a movie theater.
- c: Remember to save your work often.
- Option: Play a game. Ss give advice, and the rest of the class guesses what the advice refers to.

CONVERSATION I give up!

A Disten and practice.

Terry: I give up! I can't figure this out.

Rachel: What's wrong?

Terry: I'm trying to create a song playlist for my party on Saturday.

Rachel: I can help. It's really easy. First, choose "New Playlist" from the menu.

Terry: Here? Oh, I see.

Rachel: Now type in the name of your playlist. Then go to your song file and choose the ones you want.

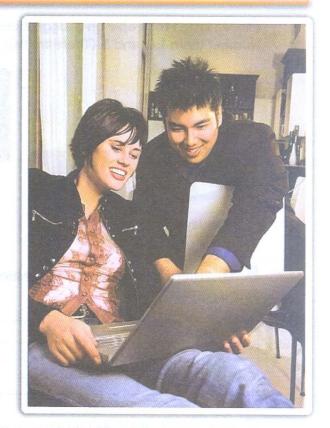
Terry: But how do I choose the songs?

Rachel: Just drag them to the playlist. Be sure to press these keys to highlight more than one song.

Terry: That was easy. Thanks! So are you coming on Saturday?

Rachel: Of course. But don't forget to include my favorite songs on your playlist, OK?

Listen to the rest of the conversation. What else does Terry want help with?



GRAMMAR FOCUS

Imperatives and infinitives for giving suggestions 🔘

Be sure to press these keys. Make sure to save your work. Remember to back up your files. Don't forget to include my favorite songs. Try not to be late for the party.

Look at these suggestions. Which ones refer to (a) an alarm system? (b) a smartphone? (c) a laptop? (More than one answer is sometimes possible.)

- 1. Try to keep it closed to protect the screen.
- 2. Don't forget to write down your secret code.
- 3. Remember to turn it off as soon as you come in the door.
- 4. Try not to get it wet or the keys may get stuck.
- 5. Make sure to set it each time you leave home.
- 6. Remember to recharge the battery before it dies.
- 7. Be sure to turn it off before bed or a call may wake you up.
- 8. Make sure to keep the software up to date.

GROUP WORK Take turns giving other suggestions for using the items in part A. Use these phrases.

Make sure to ... Be sure not to ... Try to ...

Remember to ... Try not to ... Don't forget to ...

b

9 LISTENING Good suggestions



1	
2	
3	

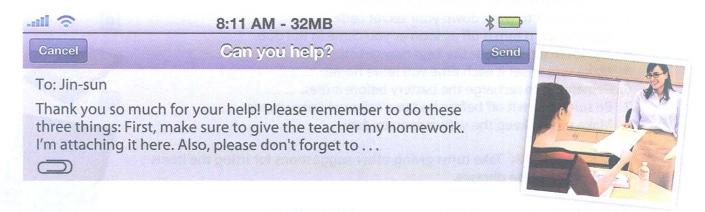
C PAIR WORK What do you know about the two other things in part A? What suggestions can you give about them?

10 INTERCHANGE 7 Talk radio

Give callers to a radio program some advice. Go to Interchange 7 on page 121.

WRITING An email

A Imagine you're sick today and can't go to class. A classmate has agreed to help you. Think of three things you need him or her to do for you. Then write an email with instructions.



GROUP WORK Take turns reading your emails aloud. Do you have similar favors?

9 LISTENING

Learning Objectives: practice listening for specific information; give advice using imperatives and infinitives

A (CD 2, Track 10)

- Focus Ss' attention on the pictures. Explain the task. In pairs or small groups, have Ss brainstorm the kinds of vocabulary and suggestions they expect to hear about each item.
- Play the audio program. Ss listen and number the three items in the order they are talked about. Elicit the answers.

AudioScript

See page T-169.

B 💿 [CD 2, Track 11]

 Play the audio program again, pausing after each speaker to give Ss time to write the suggestions in the chart. Then elicit answers.

Answers

Item Advice

1. video camera

It's best to use a stand or lean against

something solid.

Be careful when you put in the battery.

Address:

Be careful when you put in the battery.

Make sure to get the exact address.

Be sure to watch the road.

3. ATM card

Be sure to put it in correctly. Remember to press "Enter." Don't forget to count your money before you walk away from the machine.

For grammar recognition practice, play Stand Up,
Sit Down – download it from the website. Play the advice for the ATM card and GPS system. Ss listen for expressions taught in the Grammar Focus (e.g., be sure to, remember to).

C Pair work

- Explain the task. In pairs, Ss talk about the other items in part A (MP4 player, flash drive). Go around the class and give help as needed.
- Pairs share their best suggestions for each item with the rest of the class.
- Find out which Ss have used the things in part A. Ask: "Do you own any of these things?"



INTERCHANGE 7

See page T-121 for teaching notes.



WRITING

Learning Objective: write an email giving instructions using imperatives and infinitives

A

- Explain the situation. Ask Ss what they might need a classmate to do for them if they were going to be absent.
- Ss read the example paragraph silently. Point out that the email starts after Jin-sun has agreed to help. Now the writer is giving her a list of things she needs done.
- Ss write a first draft. Tell them to use imperatives and infinitives where possible.
- **Option:** This part can also be assigned as homework.

B Group work

- In groups, Ss take turns reading their emails aloud to the rest of the group. Ss discuss them and make suggestions for revision. Go around the class and give help as needed.
- Ss revise their drafts based on the group feedback and their own ideas.
- Option: Have Ss put their final drafts on a bulletin board or wall, exchange them with other Ss, or give them to you to read.

TIP To increase Ss' self-confidence and create an Englishspeaking atmosphere in the classroom, display Ss' work on the classroom walls if possible.

12 READING

Learning Objectives: read an article about geocaching; develop skills in reading for specific information

- Books closed. Ask Ss if they have used a GPS system.
 Ask them if they would enjoy searching for treasure.
- Books open. Focus Ss' attention on the title of the article. Explain that they are going to find out about a treasure-hunting game that uses GPS technology.
- Explain the pre-reading task. Tell Ss to scan the article quickly looking for the answers to the questions. To encourage them to read quickly and not to worry about words they don't know, assign a time limit of one minute.
- Elicit the answers.

Answers

Geocaching is a game in which people use a handheld GPS device to find an item someone else has hidden. Technophiles, hikers, and children (families) enjoy it because it involves technology, long walks, and looking for treasure.

A

- Ss read the article silently.
- Elicit or explain any new vocabulary. Encourage other Ss to explain the words using different words, pictures, or mime.

Vocabulary

worldwide: around the world

handheld: designed to be held in your hand as you use it

device: a thing made for a specific purpose

disappointed: sad because something didn't happen

the way you expected

logbook: a notebook for keeping records

prize: reward

etiquette: correct behavior

- Have Ss look up any other new words in their dictionaries for homework.
- Explain the task. Tell Ss to read the text again and to check (✓) the appropriate column. If a sentence is false, Ss write the correct information. Model the first two sentences with the class.

Possible answers

- 2. T
- 3. T
- 4. FThe websites give you coordinates.
- 5. T
- 6. 7
- 7. F Caches contain inexpensive things.
- 8. 7

B Pair work

- In pairs, Ss take turns asking and answering the questions. Go around the class and give suggestions or ask additional questions, if necessary.
- Option: Ss imagine that they are going to hide a cache for someone else to find. Where would they hide it? What would they hide? Have pairs discuss the questions and then share their ideas with the class.

End of Cycle 2

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

Modern-Day Treasure Hunters

Scan the article. What is geocaching? Who enjoys it? Why?

Teocaching is a game played worldwide – even though it only began in 2000! Geo is from the word geography, and caching (pronounced "cashing") means hiding a container with "treasure" inside. The purpose of geocaching is to use GPS technology to find a hidden cache – some people call it a high-tech treasure-hunting game. Technophiles love it because you need technology. Hikers love it because you may have to walk a long way. And looking for treasure is fun, so it's also great for children.

It isn't difficult to become a geocacher. First, buy a small handheld GPS device. Next, search online for a geocaching website and choose a cache to look for. Some caches are in beautiful locations, such as river valleys, mountains, or beaches. For each cache, websites list coordinates – numbers that give an exact geographical position (for example, 48°51.29' N, 02°17.40' E is the Eiffel Tower in Paris). Input the coordinates for your cache into your GPS device, and you're ready to go!



Your GPS device will identify the exact location of your cache. That's the easy part. The hard part comes after you get to the location – finding the cache! Some caches are hidden under stones, in trees, or even in water. And what will you find in your cache? If you're looking for gold or diamonds, you'll be very disappointed. Most caches contain inexpensive things like books, toys, coins, or DVDs. There's also a logbook and pencil for you to record the date you found the cache and make comments. The real prize is the pleasure of saying, "I found it!"

Geocaching etiquette allows you to take whatever you want from the cache, but you must replace it with something of the same or higher value. Don't forget to bring some treasure for the next geocacher!

A Read the article. Check () True or False for each statement. Then correct each false statement.

True	False	
		1. Geocaching is a new low-tech game. It's a high-tech game.
		2. Geocaching is popular in many countries.
		3. You need information from websites.
		4. Your GPS device gives you coordinates.
		5. Your GPS device finds cache locations for you.
		6. Caches contain pencils as well as treasure.
		7. Geocachers usually find gold.
		8. Geocaching is about giving and taking.

B PAIR WORK Have you ever been geocaching? If so, did you enjoy it? If not, would you like to try it? Why or why not?

Unit 8 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom	
	1 Snapshot			
CYCLE 1	2 Word Power		SSD Unit 8 Vocabulary 1–2 ARC Holidays and festivals ARC Collocations	
	3 Perspectives			
	4 Grammar Focus		SB Unit 8 Grammar Plus focus 1 SSD Unit 8 Grammar 1 ARC Relative clauses of time	
	5 Listening			
	6 Speaking	TSS Unit 8 Vocabulary Worksheet		
	7 Writing		WB Unit 8 exercises 1–4	
CYCLE 2	8 Conversation		SSD Unit 8 Speaking 1–2	
	9 Pronunciation			
	10 Grammar Focus	TSS Unit 8 Grammar Worksheet TSS Unit 8 Listening Worksheet TSS Unit 8 Writing Worksheet	SB Unit 8 Grammar Plus focus 2 SSD Unit 8 Grammar 2 ARC Adverbial clauses of time 1–2	
	11 Interchange 8			
	12 Speaking			
	13 Reading	TSS Unit 8 Extra Worksheet TSS Unit 8 Project Worksheet VID Unit 8 VRB Unit 8	SSD Unit 8 Reading 1–2 SSD Unit 8 Listening 1–3 SSD Unit 8 Video 1–3 WB Unit 8 exercises 5–10	

With or instead of the following SB section	You can also use these materials for assessment	
Units 7-8 Progress Check	ASSESSMENT CD Units 7–8 Oral Quiz ASSESSMENT CD Units 7–8 Written Quiz ASSESSMENT CD Units 1–8 Test	

Key

ARC: Arcade SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 8

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

With the following SB exercises	l am using these materials in class	My students are using these materials outside the classroom	
	Sylvings (vol.	all excelled selling to every separateless one ent-	
		olmodico savios grove.	
With or instead of the following SB section	l am using these materials for assessment	abba a sociocada cing s	
	27,17	errordu tega errordu	

Let's celebrate!

SNAPSHOT



Sources: Reader's Digest Book of Facts

Do you celebrate these or similar holidays in your country? What other special days do you have? What's your favorite holiday or festival?

2

WORD POWER Collocations

A Which word or phrase is not usually paired with each verb? Put a line through it. Then compare with a partner.

1. eat	candy	rice cakes	juice
2. give	presents	relatives	candy
3. go to	decorations	a wedding	a party
4. have	a party	a beach	a meal
5. play	games	money	music
6. send	cards	flowers	a party
7. visit	relatives	food	friends
8. watch	a birthday	a parade	fireworks
9. wear	new clothes	a celebration	traditional clothes

PAIR WORK Do you do any of the things in part A as part of a cultural or family celebration? When? Tell your partner.

Let's celebrate!

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objective: learn vocabulary for talking about holidays and festivals

- Books closed. Introduce the topic of special days by asking Ss to brainstorm public holidays in their country/countries.
- If necessary, review dates with Ss. Point out that the preposition *in* is used with months (*in December*) and the preposition *on* is used with days and dates (*on Monday, on December 25th*). Remind Ss how to say dates (e.g., *December twenty-fifth*).
- For more practice with dates, play *Line Up!* download it from the website. Each S chooses a holiday and lines up in order of its date. Alternatively, Ss line up in order of their birthdays.
- Books open. Ask Ss to read the information in the Snapshot, using their dictionaries if necessary. Elicit or explain any vocabulary.

In Unit 8, students discuss holidays and special occasions. In Cycle 1, they describe celebrations and annual events using relative clauses of time. In Cycle 2, they describe customs using adverbial clauses of time.

Vocabulary

lion dance: dance performed by several people wearing a lion costume – one wears the head of the lion and the others the body and tail

patriotic: having or showing love of your country streamer: a long colored piece of cloth or paper skeleton: the frame of bones supporting a body

■ Read the questions and have Ss discuss them in groups. Encourage Ss to ask follow-up questions. For example, after the last question, Ss could ask: "Why is it your favorite holiday? What makes it so special for you? What do you do on that day?"



WORD POWER

Learning Objective: learn verb-noun collocations

A

Explain the task and go over the example. Then have Ss complete the activity individually.

Answers

1. juice 4. a beach 7. food 8. a birthday 3. decorations 6. a party 9. a celebration

B Pair work

- Model the correct pronunciation of the words in part A that were not crossed out. If necessary, explain any unfamiliar words.
- Have Ss take turns telling a partner about the things they do during cultural or family celebrations and when they do them.

Option: To review the new vocabulary, play Scrambled Letters. Write these words on the board and have Ss unscramble them:

1. aedpar	p	(parade)
2. Ifwores	f (B)	(flowers)
3. ceodtasinro	d	(decorations)
4. degnidw	w	(wedding)
5. nestresp	p	(presents)
6. rekwrfosi	f	(fireworks)
7. ltevsiear	r	(relatives)
8. rihyatdb	b	(birthday)
9. lesbnarcteoi	c	(celebrations)
10. alrdatoinit	t	(traditional)
When Ca have C	minhad have the sector	

When Ss have finished, have them tell you the meaning.

PERSPECTIVES

Learning Objectives: discuss favorite holidays; see relative clauses of time in context



A (CD 2, Track 12)

- Books closed. Explain that Ss will hear three people discuss their favorite day of the year.
- Play the audio program. Ss take notes on which holiday each speaker mentions and one thing he or she does on that day. Elicit Ss' answers.

Answers/Possible answers

- 1. (b) Thanksgiving cook a large turkey
- 2. (c) Valentine's Day give cards and presents
- 3. (a) New Year's Eve have a big party
- Write this on the board:

Thanksgiving: It's a day when -February 14: It's the day when -New Year's Eve: It's a night when.

- Play the audio program again. Ss listen and complete the sentences. Elicit answers.
- Books open. Have Ss check their answers by reading the information and match the pictures to the descriptions. Elicit or explain any new vocabulary.

Vocabulary

harvest: the gathering or collecting of grains and vegetables from a farm

look forward to: anticipate with positive feelings

Answers

2. c

1. b

3. a

- Play the audio program again while Ss listen and read along silently. Ask them to pay special attention to the emotions expressed by the speakers.
- To practice speaking and pronunciation, try Say It with
- Feeling! download it from the website.

B Pair work

- Ss discuss the question in pairs. Encourage them to ask follow-up questions
- Option: Ask Ss what they know about the origins of these three holidays. Alternatively, have Ss find out about the holidays for homework and report to the class.



GRAMMAR FOCUS

Learning Objective: practice using relative clauses of time

(CD 2, Track 13)

- Ask Ss to complete these sentences from memory: Thanksgiving is a day when . . . / February 14 is the day when . . . / New Year's Eve is a night when Then write the full sentences on the board.
- Point out that a relative clause of time is formed with when, which refers to the noun phrase (e.g., the days, the month, the season, the time) that comes before it. Underline the word when in the example sentences. Then elicit some more examples from Ss.
- Play the audio program to present the sentences in the box. Ss listen and repeat.

- This exercise requires Ss to use real-world knowledge. Most Ss will know enough to match some of the phrases, so they can probably complete the task by process of elimination.
- Read the question and the instructions. Then ask for Ss' suggestions for the first item. Have them complete the task individually. Check Ss' answers.

Answers

2. f 1. c

3. b

4 0

5. d 6. a

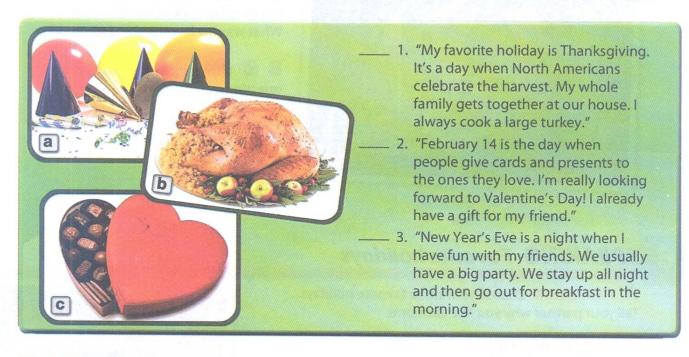
- Model how to complete the first sentence with the class (e.g., Winter is the season when it snows / when it's cold / when people go skiing.). Then Ss write their own sentences with relative clauses. Go around the class and give help as needed.
- After Ss compare answers with a partner, go over answers with the class. Accept any sentences that are logical and grammatically correct.

Possible answers

- 1. Winter is the season when it's cold and snowy.
- 2. Birthdays are days when we give presents.
- Spring is the time of year when flowers bloom.
- 4. Mother's Day is a day when people honor their mothers.
- 5. July and August are the months when many people go to the beach.
- 6. A wedding anniversary is a time when couples celebrate their marriage.

PERSPECTIVES Special days

A listen to these comments about special days of the year. Match them to the correct pictures.



PAIR WORK What do you like about each holiday in part A?

GRAMMAR FOCUS

Relative clauses of time 🔘

Thanksgiving is a day February 14 is the day New Year's Eve is a night when we celebrate the harvest.

when people give cards to the ones they love.

when I have fun with my friends.

A How much do you know about these times? Complete the sentences in column A with information from column B. Then compare with a partner.

1. New Year's Eve is a night when 2. April Fools' Day is a day when 3. Summer is a time when 4. Valentine's Day is a day when

5. Labor Day is a day when

6. Autumn is the season when

- a. North Americans celebrate Thanksgiving.
- b. students have a break from school.
- c. people have parties with family and friends.
- d. people in many countries honor workers.
- e. people express their love to someone.
- f. people sometimes play tricks on friends.

Complete these sentences with your own information. Then compare with a partner.

Winter is the season ... Birthdays are days . . . Spring is the time of year . . .

Mother's Day is a day . . . July and August are the months . . . A wedding anniversary is a time . . .

LISTENING Carnaval time



A Mike has just returned from Brazil. Listen to him talk about Carnaval. What was his favorite thing about it?

What is Carnaval? How long does it last? When is it? What is the samba?

SPEAKING Favorite holidays

A PAIR WORK Choose your three favorite holidays. Tell your partner why you like each one.

- A: I really like Republic Day.
- B: What do you like about it?
- A: Well, it's a time when schools and offices are closed, and we have parades and fireworks.
- CLASS ACTIVITY Take a class vote. What are the most popular holidays in your class?



WRITING An online entry

A Write an entry for a travel website about a festival or celebration where you live. When is it? How do people celebrate it? What should a visitor see and do?



The annual fireworks festival in Yenshui, Taiwan, occurs on the last day of the New Year celebration. This is the first full moon of the new lunar year. It's a day when people explode fireworks in the streets, paint their faces, and dress up as . . .

B PAIR WORK Read your partner's entry. What do you like about it? Can you suggest anything to improve it?

LISTENING

Learning Objectives: learn about Carnaval in Brazil; develop skills in listening for specific information

A [CD 2, Track 14]

- Books closed. Find out what the class knows about Carnaval. Write their ideas on the board.
- Set the scene. A man went to Brazil and is talking about his experiences there. Play the audio program.
 Ss listen to find out what he enjoyed most.

AudioScript

See page T-169.

Answers

The best part about Carnaval was the big parade.

B (CD 2, Track 15)

- Books open. Focus Ss' attention on the picture and questions. Ss listen for the answers and take notes.
 They should write only key words and phrases.
- Play the audio program again. Ss listen, take notes, and compare answers with a partner.

Answers

Carnaval is a party. It lasts for four days. It's in late February or early March. The samba is a dance.

 Option: Ask Ss to share other information about Carnaval with the class.

6 SPEAKING

Learning Objective: talk about holidays using relative clauses of time

- Option: To prepare for this activity, encourage Ss to bring photos to show during their discussions.
- Focus Ss' attention on the pictures. If anyone knows about one of the holidays, the rest of the class asks questions about it.

A Pair work

- Write these discussion topics on the board:
 date origin activities place
 special food and drink things we give/receive
 what you like about it what else people do
- Elicit questions (e.g., What's the food like?).
- As Ss work, go around the class and write down errors. Then go over them at the end of the activity.
- **Option:** Have each S prepare a short presentation. When each S finishes, encourage the rest of the class

to ask follow-up questions. In large classes, Ss can give their presentations in groups.

To practice questions and answers about holidays, play Ask the Right Question — download it from the website. Prepare different statements about holidays and celebrations (e.g., Valentine's Day is on February 14. Halloween is a day when children wear costumes.).

B Class activity

- Have Ss write a holiday they discussed on the board. If it is already there, don't write it again.
- Explain the task. In pairs or groups, Ss rate each holiday on the list and award points out of three (1 = not interesting, 2 = OK, 3 = excellent).
- Read the holidays on the board and ask each pair or group to tell you how many points they gave the holiday. Have a S write the points on the board and then count the totals at the end of the activity. Which holiday was most popular? Elicit reasons.

WRITING

Learning Objective: write a paragraph for a travel website using relative clauses of time

A

- Explain the task. Then read the example paragraph.
 Point out that Ss should use the discussion topics from Exercise 6 to get ideas.
- Ss use their notes to write a first draft. Go around the class and give help as needed.

B Pair work

Ss exchange paragraphs with a partner and ask follow-up questions. Then they work individually to revise their drafts.

End of Cycle 1

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

8

CONVERSATION

Learning Objectives: practice a conversation about wedding customs; see adverbial clauses of time in context

A @ [CD 2, Track 16]

- Books closed. Ask if any Ss in the class are married or if anyone has been to a wedding recently.
- Ask these questions about weddings: "In your country, where do weddings normally take place? Is there a ceremony and a reception? How are they different? Do the bride and groom wear special clothes? Who gives gifts? Do guests give speeches at the reception?"
- Books open. Focus Ss' attention on the photo. Ask: "What is the bride wearing? How are the guests dressed?"
- Books closed. Play the audio program. Ss listen to find out about traditional Japanese weddings. Elicit some information Ss heard.
- TIP Be sure to point out useful language features in the Conversations. If Ss are aware of these features, they will be more likely to use them during speaking activities.
- Explain that to keep a conversation going, it is important to (1) add follow-up information, (2) ask for more information, and (3) show interest.
- Now point out these conversational features. Play the first few lines of the audio program, pausing after *Those pictures are from right after the ceremony*. Ask: "How did Emiko keep the conversation going?" (Answer: She gave extra information.)

- Play the next line (Where was the ceremony?).
 Ask: "How did Jill keep the conversation going?"
 (Answer: She asked a follow-up question.)
- Play the next line (At a shrine.). Point out that Emiko not only gave the answer, but she also added some more information. Ask: "What did she say?" Play the next line and elicit the answer. (Answer: When people get married...)
- Play the next line. Ask: "How did Jill show interest?" (Answer: She said, *That's interesting*. and asked a follow-up question.)
- Books open. Ss read the conversation and underline the places where someone gives extra information.
 Then ask Ss to circle the places where someone asks a follow-up question or shows interest.
- Ss practice the conversation in pairs.

B (CD 2, Track 17)

Play the rest of the audio program. Ss listen and find out what the guests received. Then check answers.

AudioScript

See page T-169.

Answers

The bride and groom gave each guest a box filled with sweets.



PRONUNCIATION

Learning Objective: notice and practice stress and rhythm in sentences

A (CD 2, Track 18)

- Explain that in English, stressed words or syllables occur with a more or less regular rhythm or beat, called stress-timed rhythm. The other words or syllables in the sentence are reduced to maintain the regular rhythm of the stressed words or syllables.
- Play the audio program and focus Ss' attention on the stressed words and syllables. Point out that the most important words, including main verbs, nouns, adjectives, and adverbs, are usually stressed. Auxiliary or modal verbs, articles, pronouns, and prepositions are usually not stressed.
- Ss listen to the sentence again and repeat. Have Ss tap a pen on the desk and beat out the rhythm.

B (CD 2, Track 19)

 Explain the task. Ss listen to three sentences and mark where they hear the stress. Play the audio program.
 Then go over answers with the class.

Answers

(stressed syllables in bold)

- After the ceremony, there's a reception with family and friends.
- Before the guests leave, the bride and groom give them presents.
- The guests usually give money to the bride and groom.
- Ss practice the sentences.
- For another way to practice stress and rhythm, try
- Walking Stress download it from the website.

CONVERSATION Wedding day

A D Listen and practice.

Jill: Your wedding pictures are really beautiful, Emiko.

Emiko: Thank you. Those pictures are from right after the ceremony.

Jill: Where was the ceremony?

Emiko: At a shrine. When people get married in Japan, they sometimes have the ceremony at a shrine.

Jill: That's interesting. Were there a lot of people there?

Emiko: Well, usually only family members and close friends go to the ceremony. But afterward, we had a reception with family and friends.

Jill: So, what are receptions like in Japan?

Emiko: There's a big dinner, and after the meal, the guests give speeches or sing songs.

Jill: It sounds like fun.

Emiko: It really is. And then, before the guests leave, the bride and groom give them presents.

Jill: The guests get presents?

Emiko: Yes, and the guests give money to the bride and groom.

Listen to the rest of the conversation. What did the bride and groom give each guest?





PRONUNCIATION Stress and rhythm

A 💿 Listen and practice. Notice how stressed words and syllables occur with a regular rhythm.













When people get married in Japan, they sometimes have the ceremony at a shrine.

- 1. After the ceremony, there's a reception with family and friends.
- 2. Before the guests leave, the bride and groom give them presents.
- 3. The guests usually give money to the bride and groom.

10 GRAMMAR FOCUS

Adverbial clauses of time 🔘

When people get married in Japan,
After the food is served,
Before the guests leave,

they sometimes have the ceremony at a shrine. the guests give speeches or sing songs. the bride and groom give them presents.

A What do you know about wedding customs in North America? Complete these sentences with the information below.

- 1. Before a man and woman get married, they usually
- 2. When a couple gets engaged, the man often
- 3. Right after a couple gets engaged, they usually
- 4. When a woman gets married, her family usually
- 5. When guests go to a wedding, they almost always
- 6. Right after a couple gets married, they usually
- a. pays for the wedding and reception.
- b. go on a short trip called a "honeymoon."
- c. give the bride and groom a gift or some money.
- d. gives the woman an engagement ring.
- e. begin to plan the wedding.
- f. date each other for a year or more.

B PAIR WORK What happens when people get married in your country? Tell your partner by completing the statements in part A with your own information. Pay attention to stress and rhythm.

INTERCHANGE 8 Special occasions

How do your classmates celebrate special occasions? Go to Interchange 8 on page 122.

SPEAKING That's an interesting custom.

A GROUP WORK Do you know any interesting customs related to the topics below? Explain a custom and discuss it with your classmates.

births courtship

р

good luck

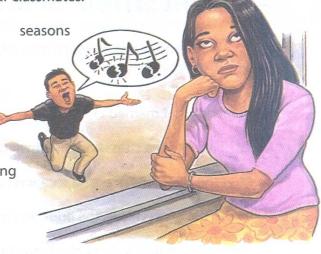
marriages

A: I know a custom from the Philippines. When a boy courts a girl, he stands outside her house and sings to her.

B: What does he sing?

C: Romantic songs, of course!

B CLASS ACTIVITY Tell the class the most interesting custom you talked about in your group.



10 GRAMMAR FOCUS

Learning Objective: learn and practice adverbial clauses of time

(CD 2, Track 20]

Adverbial clauses with before, when, and after

- Write the words before, when, and after on the board. Model how we use them as adverbs before a noun (e.g., These photos were taken after the ceremony.).
- Now write this adverbial clause on the board: Before two people get married, they plan the wedding. Point out that:
 - The first half of the sentence is an adverbial clause (adverb + subject + verb).
 - 2. An adverbial clause is subordinate. It cannot occur on its own and is always attached to a main clause. Before two people get married, (= the subordinate clause) they plan the wedding. (= the main clause)
 - 3. Adverbial clauses of time can appear either before or after the main clause. We use a comma if the adverbial clause comes first.

 Before they marry, couples send invitations.

 Couples send invitations before they marry.
- Refer Ss to the Conversation on page 53. Tell them to look for examples of adverbial clauses with before, when, or after. (Answers: 1. When people get married in Japan 2. after the meal 3. before the guests leave)
- Option: Ask Ss to change the order of the three sentences so that the adverbial clause follows the main clause.

Play the audio program to present the sentences in the box. Have Ss listen and read silently.

A

 Read the instructions. Elicit or explain any new vocabulary.

Vocabulary

get engaged: formally agree to get married right (before/after): immediately (before/after) wedding reception: the party after the wedding ceremony

honeymoon: the vacation a bride and groom take after their wedding

date: have a romantic relationship

 Model the first item. Have Ss complete the task individually and then compare answers in pairs. Elicit answers.

Answers

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

B

- Explain the task. Ss complete the phrases in part A with information about marriage customs in their country.
- Pairs write sentences with their own information. Remind Ss to use the stress and rhythm patterns they practiced in Exercise 9 when they read their sentences aloud.



INTERCHANGE 8

See page T-122 for teaching notes.



SPEAKING

Learning Objective: talk about interesting customs using adverbial clauses of time

A Group work

- Option: Briefly review these typical language mistakes:
 - 1. wedding and marriage. A wedding is one day only; marriage is the time after the wedding.
 - customs and costumes. Customs are habits; costumes are clothes worn for a special occasion.
 - 3. get married to, be married to, and marry. On the day of the wedding, two people marry, or get married to, each other. After that, each person is married to the other.

- Write these topics on the board:
 food location colors music traditions
- Explain the activity and model the conversation with Ss. Give Ss time to think of some customs they know. Then elicit suggestions about births, marriages, courtship (dating), seasons, and good luck.
- Ss discuss the customs they know in groups.
 Encourage them to ask follow-up questions, give extra information, and show interest.

B Class activity

- Groups share interesting information with the class.
- To practice talking about customs, play *True or False?* download it from the website.

READING

Learning Objectives: read an article about customs in different countries; develop skills in scanning for specific information and understanding reference words

- Books closed. Ask Ss if they know about any festivals that honor the dead, are from Thailand, or are very modern. Ss should already know about Day of the Dead from the Snapshot.
- Elicit or explain any new vocabulary.

Vocabulary

hero: a person admired for great achievements ancestor: a member of your family from long ago grave: where a person is buried, usually located in a cemetery

joss stick: a stick burned for fragrance; incense

unique: special; unusual

frustration: irritation; annoyance

humorous: funny

TIP To teach Ss words for materials, jewelry, and other small objects, bring examples (e.g., a candle, some silk, a bracelet) to the classroom.

- Books open. Divide the class into four groups: A, B, C, and D. Ask each group to look at one of the pictures in the book, cover the text below it, and make a list of nouns, adjectives, and verbs to describe what is happening in each picture. Give Ss a time limit of three minutes, and then ask Ss to guess what is happening.
- Have Ss read the text for their picture to check their answers.
- Ss read the other sections individually.

A

- Explain the task and model the first question with the Ss. Then have Ss work individually to complete the rest of the task. Go around the class and give help as needed.
- Option: Ss compare answers in groups.
- Elicit Ss' responses to check answers.

Answers

- 1. It's on the third Monday of October.
- Koreans celebrate Chusok to give thanks for the harvest.
- They float krathongs/special bowls with candles in them on the river.
- They want to express their frustration with cell phones that don't work well.

B

 Explain the task and model the first item. Ss complete the task individually and then compare answers in pairs.

Answers

- 1. Jamaicans
- 2. local heroes'
- 3. Chusok
- 4. krathong
- 5. (a unique but very modern) custom
- 6. some people

C Pair work

- Read the question. In pairs, Ss talk about customs in their own countries or in other countries. Go around the class and give help as needed.
- Option: Books closed. Draw four mind maps on the board. In the middle of each one, write the name of a celebration mentioned in the text. Ask Ss to tell you some key words about each from memory. Then have Ss complete the mind maps on the board.

End of Cycle 2

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

Customs Around the World

Look at the photos. What do you think is happening in each picture?



1 On the third Monday of October, Jamaicans celebrate National Heroes' Day. They honor seven men and women who were important to Jamaica's history. There are speeches, music, sports, and dancing. They also give awards to "local heroes" for helping their communities.



3 An interesting custom in Thailand is Loy Krathong. A krathong is a bowl made from the bark and leaves of banana trees. It's decorated with a lit candle, three lit joss sticks, and flowers. After the rainy season, on the evening of the full moon in November, Thai people float krathongs on the river to pay respect to the river goddess.



2 On August 15 of the lunar calendar, Koreans celebrate Chusok, also known as Korean Thanksgiving. It's a day when people give thanks for the harvest. Korean families honor their ancestors by going to their graves to take them rice and fruit and clean the gravesites.



4 Finland has a unique but very modern custom. It started because some people felt angry when their cell phones didn't work well. They wanted to express their frustration in a humorous way. So every summer, there is a cell-phone-throwing contest. People throw their cell phones as far as possible. The winner receives a prize, such as a gold medal.

A	Read	the	article.	Then	answer	these	questions.
---	------	-----	----------	------	--------	-------	------------

- 1. When is National Heroes' Day in Jamaica?
- 2. Why do Koreans celebrate Chusok?
- 3. What do Thais do for Loy Krathong?
- 4. Why do Finns go to the cell-phone-throwing contest?
- B What do these words refer to? Write the correct word(s).
- 1. They (par. 1, line 2)
- 2. their (par. 1, line 6)
- 3. It (par. 2, line 3)
- 4. It (par. 3, line 3)
- 5. It (par. 4, line 2)
- 6. They (par. 4, line 4)

C PAIR WORK Do you have a similar holiday or custom in your country? Describe it.

Units 7–8 Progress check

SELF-ASSESSMENT

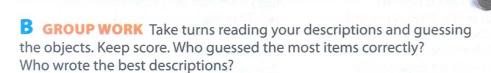
How well can you do these things? Check (✓) the boxes.

l can	Very well	OK	A little
Describe uses and purposes of everyday objects (Ex. 1) Give instructions and advice (Ex. 2) Describe special days and customs (Ex. 3, 5) Understand descriptions of customs (Ex. 4, 5)	0000	0000	
Ask and answer questions about special days and customs (Ex. 5)		ŏ	

GAME What is it?

A PAIR WORK Think of five familiar objects. Write a short description of each object's use and purpose. Don't write the name of the objects.

It's electronic. You hold it in your hand. You look through it. You use it to make movies. It can sometimes be heavy.



ROLE PLAY Stressful situations

Student A: Choose one situation below. Decide on the details and answer Student B's questions. Then get some suggestions. Start like this: I'm really nervous. I'm...

going on a job interview
What's the job?
What are the responsibilities?
Who is interviewing you?

taking my driving test When is it? How long is it? Have you prepared? giving a speech
What is it about?
Where is it?
How many people will be there?

Student B: Student A is telling you about a situation.
Ask the appropriate questions above.
Then give some suggestions.

Change roles and try the role play again.

useful ex	pressions
Try to	Try not to
Remember to	Be sure to
Don't forget to	Make sure to

Units 7-8 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 7 and 8?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



GAME

Learning Objective: assess one's ability to describe uses and purposes of everyday objects

A Pair work

- Explain the task. Ss write descriptions of objects without saying what they are. Then Ss read their descriptions and classmates guess what the object is. Read the example and remind Ss to use expressions like *It's used to .../for...* in their descriptions.
- In pairs, Ss think of five well-known objects and write a short description of each one, without naming it. Give Ss a time limit.

B Group work

- Each pair joins another pair. Ss take turns reading their descriptions aloud and guessing the objects. Ss win a point for every object they guess correctly.
- **Option:** Ss win three points for every correct first guess. If they ask a question to get more information, they win only two points for the second guess. If they are correct on the third guess, they win only one point. The maximum that a team can win is 15 points.
- Pairs keep track of their scores throughout the game. The pair with the most points wins.



ROLE PLAY

Learning Objective: assess one's ability to give instructions and advice

- Explain the roles. Student A is going to face some stressful situations soon and is very nervous. Student B is a friend who offers advice.
- Read the three stressful situations and the useful expressions. Then have Ss form pairs. Each Student A chooses one of the situations and tells his or her partner which one was chosen.
- Give the Student A Ss a few minutes to think about the details. Ask the Student B Ss to use the useful expressions to prepare some advice.
- Model the role play with a S, like this:
 T: What's your stressful situation?
 S:I'm really nervous. I'm taking my driving test.

- T: Well, try not to be nervous. It'll be fine.
 When is it?
- S: It's at 4:00.
- T: You've got a couple of hours. How long is it?
- S: About half an hour, I think.
- T: Make sure to get there early so you're not so stressed out. And remember to bring your permit and your insurance information.
- Student A begins by telling Student B about the situation. Student B asks questions and offers at least two pieces of advice.
- During the role play, go around the class and listen.
 Take note of common errors.
- Suggest ways the role plays could be improved. Give examples of good communication that you heard.
- Ss change roles and do the role play again.

SPEAKING

Learning Objective: assess one's ability to describe special days and customs

A Pair work

- Explain the task. Ss choose one of the imaginary holidays listed (or create their own) and describe it.
 Read the example and the questions while Ss look at the pictures.
- In pairs, Ss use the questions provided to write a short description of the holiday. Set a time limit. Go around the class and give help as needed.
- Give Ss a few minutes to revise their draft for errors.
 Encourage them to add more details, if necessary.

B Group work

- Explain and model the task with several Ss. Read the example again and have Ss ask you for more information (e.g., Do people eat anything special on World Smile Day?).
- Ss complete the task in groups. Set a time limit. When time is up, ask each group to vote. What is their favorite new holiday? Why?
- Option: Ask groups to tell the class about the holiday they liked most.

4

LISTENING

Learning Objective: assess one's ability to understand descriptions of customs

A 💿 [CD 2, Track 21]

- Read the instructions and the information in the chart. Then explain the task.
- Play the audio program, pausing after each custom. Ss listen and check (✓) True or False. Then go over answers with the class.

B 💿 [CD 2, Track 22]

Read numbers 2 and 3 in the chart in part A. Then play the audio program again. Ss listen and correct the information. Then elicit answers.

AudioScript

See page T-169.

Answers

- 1. True
- 2. False. They eat uncooked rice.
- 3. False. They release the doves after the couple is married.
- 4. True

5

DISCUSSION

Learning Objective: assess one's ability to ask and answer questions about special days and customs

Group work

- Explain the task. Point out that Ss should try to continue the conversation for as long as possible by adding additional information and asking follow-up questions. Have Ss read the questions silently.
- In small groups, Ss discuss the questions and others of their own. Go around the class and listen. Take notes on errors you hear. Pay attention to Ss' ability to keep a conversation going.
- Go over the errors you heard. Give examples of good communication that you heard.

WHAT'S NEXT?

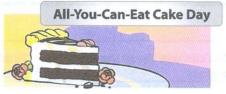
Learning Objective: become more involved in one's learning

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

3 SPEAKING My own holiday

A PAIR WORK Choose one of these imaginary holidays or create your own. Then write a description of the holiday. Answer the questions below.







What is the name of the holiday? When is it? How do you celebrate it?

World Smile Day is a day when you have to smile at everyone. It's on June 15, the last day of school. People have parties, and sometimes there's a parade!

GROUP WORK Read your description to the group. Then vote on the best holiday.

4 LISTENING Marriage customs

True	False	
		When two women of a tribe in Paraguay want to marry the same man, they have a boxing match.
		2. When people get married in Malaysia, they have to eat cooked rice.
		3. In Italy, before a couple gets married, a friend or relative releases two white doves.
		4. In some parts of India, when people get married, water is poured over them.

DISCUSSION In my country, ...

GROUP WORK Talk about marriage in your country. Ask these questions and others of your own.

How old are people when they get married? What happens after a couple gets engaged? What happens during the ceremony? What do the bride and groom wear? What kind of food is served at the reception? What kinds of gifts do people usually give?



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 9 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot	The state of the s	of Wilder is at Leather Son
	2 Conversation		SSD Unit 9 Speaking 1–2
	3 Grammar Focus	Z - John William I Street Tue Ambrille	SB Unit 9 Grammar Plus focus 1 SSD Unit 9 Grammar 1 ARC Time contrasts 1–2
	4 Pronunciation		
	5 Listening		
	6 Speaking		
	7 Writing		WB Unit 9 exercises 1–4
	8 Perspectives		
	9 Grammar Focus	TSS Unit 9 Grammar Worksheet	SB Unit 9 Grammar Plus focus 2 SSD Unit 9 Grammar 2 ARC Conditional sentences with if clauses 1–2
CYCLEZ	10 Word Power	TSS Unit 9 Vocabulary Worksheet TSS Unit 9 Listening Worksheet	SSD Unit 9 Vocabulary 1–2 ARC Consequences
ל	11 Speaking	TSS Unit 9 Writing Worksheet	
	12 Interchange 9	755 Unit 9 Extra Worksheet	
	13 Reading	TSS Unit 9 Project Worksheet VID Unit 9 VRB Unit 9	SSD Unit 9 Reading 1–2 SSD Unit 9 Listening 1–3 SSD Unit 9 Video 1–3 WB Unit 9 exercises 5–10

Key

ARC: Arcade

VID: Video DVD

SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 9

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
The Day State of the State of t		or other transfer of the second
	Resident American	
	17 0.00	
	Tearroa - eyeu seeru te	
	The state of the s	14 to 61 (01) (30 to 40) to 61 (19) to 61 (1) (19) (19)
With or instead of the following SB section	I am using these materials for assessment	
	Sunta Astronom	



Times have changed!

1

SNAPSHOT



Entertainment

Transportation

Communications



radio and movies

railroads and ocean liners

the telephone and the postal system



computer games, highdefinition TV (HDTV), and 3-D movies

hybrid cars, high-speed trains, and spacecraft

text messaging, videophones, and social networking



thought-controlled video games and virtual reality movies?

self-driven cars, GPS shoes, and time machines?

cell phone implants, a sensory Internet, and 3-D social networking?

Sources: www.futureforall.org; www.inventors.about.com; http://foptrends.nowand next.com

Which of these past and present developments are the most important? Why? Do you think any of the future developments could happen in your lifetime? Can you think of two other developments that could happen in the future?

2

CONVERSATION That's progress!

A Listen and practice.

Tanya: This neighborhood sure has changed!

Matt: I know. A few years ago, not many people lived here. But the population is growing so fast these days.

Tanya: Remember how we used to rent videotapes at that little video store?

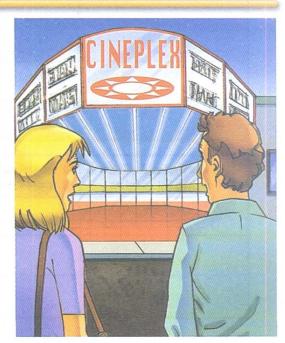
Matt: Yeah. Now it's a multiplex cinema.

Tanya: And I hear they're tearing down our high school.
They're going to build a shopping mall. Soon, there
will be just malls and parking lots.

Matt: That's because everyone has a car! Fifty years ago, people walked everywhere. Nowadays, they drive.

Tanya: That's progress, I guess.

Listen to the rest of the conversation. What else has changed in their neighborhood?



Times have changed!

Cycle 1, Exercises 1-7

SNAPSHOT

Learning Objective: talk about developments of the past, present, and future

- Books closed. Write these categories on the board: Entertainment Transportation Communications Ask: "Can you think of some ways life 100 years ago was different from life today? How do you think it will be different in the next 50 years?"
- Books open. Ss read the Snapshot.
- Check comprehension by using the pictures and asking one or two questions (e.g., How did people use to travel?).

In Unit 9, students discuss life in different times. In Cycle 1, they review the past, present, and future tenses. In Cycle 2, they talk about consequences using conditional sentences with if clauses.

Elicit or explain any new vocabulary.

Vocabulary

ocean liner: a large passenger ship that crosses the ocean3-D (three-dimensional): having or showing length, depth, and height

virtual reality: computer simulations that seem real hybrid car: a car with both a gasoline engine and an electric motor

implant: something surgically inserted into the body

Ss discuss the questions in small groups.

2

CONVERSATION

Learning Objectives: practice a conversation about changes; see examples of past, present, and future tenses in context

A (CD 2, Track 23)

- Ss cover the text and look at the picture. Ask: "What building can you see? How old are the people? Why do you think they look surprised?"
- Books closed. Set the scene. Tanya and Matt are discussing how things have changed in the neighborhood where they grew up.
- Write these questions on the board:
 - 1. Have things changed a little or a lot?
 - 2. Have things changed for the better or for the worse?
- Play the audio program. Encourage Ss to listen and take notes. Then elicit answers and examples.
 [Answers: 1. a lot 2. for the worse (based on speakers' attitude, not stated)]
- Write this on the board:

In the past

Now

1. There was a video store.

It's a...

2. There was a high school.

They're ...

3. People walked everywhere.

They ...

- Play the audio program again. Have Ss listen and complete the sentences.
- Check Ss' answers to the questions on the board.
 (Answers: 1. multiplex cinema 2. tearing it down; going to build a shopping mall 3. drive)

- Books open. Play the audio program again while Ss read along silently. Elicit or explain any new words or expressions.
- Ss practice the conversation in pairs.

TIP To prevent Ss from reading the Conversation to each other, have them stand up and face each other. They will find it more natural to look at each other and will enjoy the chance to stand.

- To practice this Conversation in different situations,
- try Substitution Dialog download it from the website. Ss create their own substitutions or replace the underlined words with these:
 - 1. neighborhood: city/village/. . .
 - 2. a few years ago: 10 years ago/5 years ago/. . .
 - 3. multiplex cinema: computer store/hotel/. . .

B (CD 2, Track 24)

Read the question. Then play the rest of the audio program and check answers.

AudioScript

See page T-170.

Answers

The bookstore is now a hair salon.

Option: Ask what has changed in Ss'neighborhoods.
 Write Ss' ideas on the board. Then take a vote to find out the three most important changes.

3

GRAMMAR FOCUS

Learning Objective: practice describing events using time contrasts between the past, present, and future

(CD 2, Track 25)

- Play the audio program to present the sentences in the box. Ss listen and repeat.
- Elicit the types of tenses used for referring to the three different time periods presented here (e.g., past, present, future). Point out the modal might, and explain that it indicates possibility.
- Elicit time expressions that we use with each tense and write them on the board:

Past	Present	Future
A few years ago	These days	Soon
In the past	Today	In twenty years
In the nineteenth	Nowadays	In the future
century	This year	In the next
In the 1960s	-	hundred years
		In a year
		In a year

- Refer Ss to the previous Conversation. How many examples can they find of past, present, and future tenses? (Answer: past, four; present, six; future, two) Elicit more examples of each tense.
- TIP To prevent some Ss from dominating the lesson, divide your class into rows or sections. Explain that you will accept an answer from one group at a time.
- To practice recognizing different tenses in the Conversation, try *Stand Up*, *Sit Down* download it

from the website. Play the audio program and have Ss listen for examples of past, present, or future tense verbs.

A

- Go over the phrases in column A and then the information in column B. Explain any new vocabulary.
- Ss complete the task individually and compare answers with a partner. Then elicit Ss' responses.

Answers

1.	h	3.	a	5.	b	7.	e
2.		4.	f	6.	C	8.	q

B

- Explain the task. Ss work individually to complete the phrases in part A with appropriate information. Go around the class and monitor Ss' use of tenses.
- If Ss have problems with particular tenses, they should review them on their own. For the past tenses, have Ss study Unit 1; for the future tenses, refer Ss to Unit 5.
- Ss form pairs and compare their sentences.
- For more practice with time expressions and tenses, play *Tic-Tac-Toe* download it from the website.

 Write time expressions (e.g., these days, in the past, soon) in the boxes. Ss use the expressions in a sentence with the correct verb tense (e.g., Soon, there will be another presidential election.).



PRONUNCIATION

Learning Objectives: notice and practice intonation in statements beginning with a time phrase; personalize phrases using different tenses

A [CD 2, Track 26]

- Play the audio program. Have Ss look at the arrows while listening to the intonation patterns.
- Play the audio program again, pausing for Ss to repeat each statement. Then check a few Ss' intonation.

TIP To help Ss feel the intonation, have them stand up when they repeat the sentences. Ask them to stand on their toes for rising intonation and to slouch for falling intonation.

B Pair work

- Explain the task. Ss complete each statement with appropriate information about themselves. Point out that Ss can either use a different topic (e.g., As a child, I used to ride my bike everywhere. Five years ago, I lived and worked in South Korea.) or one topic to contrast three time periods (e.g., As a child, I used to read books a lot. Nowadays, I read online. Next year, I'm going to write a novel.).
- Ss complete the statements individually. Set a time limit of about five minutes. Go around the class and give help as needed.
- In pairs, Ss take turns reading their sentences aloud.
 Go around the class and listen to their intonation.

Time contrasts



Past

A few years ago, not many people **lived** here.

People **used to rent** videotapes.

Fifty years ago, people walked everywhere.

Present

These days, the population is growing so fast.

Today, people **download** movies online.

Nowadays, people **drive** their cars instead.

Future

Soon, there **will be** apartment blocks everywhere.

In a few years, movie theaters might not exist.

People **are going to have** self-driven cars in the future.

A Complete the sentences in column A with the appropriate information from column B. Then compare with a partner.

A

- 1. About 60 years ago,h....
- 2. Before the automobile,
- 3. Before there were supermarkets,
- 4. In most offices these days,
- 5. In many cities nowadays,
- 6. In many classrooms today,
- 7. In the next 100 years,
- 8. Sometime in the near future,

В

- a. people used to shop at small grocery stores.
- b. pollution is becoming a serious problem.
- c. students are learning with interactive whiteboards.
- d. people didn't travel as much from city to city.
- e. there will probably be cities in space.
- f. people work more than 40 hours a week.
- g. doctors might find a cure for the common cold.
- h. many TV shows were in black and white.
- Complete four of the phrases in part A, column A, with your own ideas. Then compare with a partner.

4

PRONUNCIATION Intonation in statements with time phrases

In the past, very few people used computers.

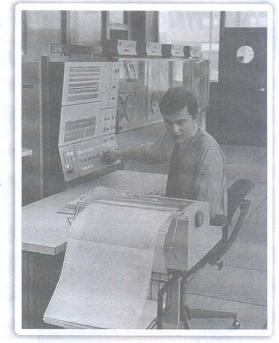
Today, people use computers all the time.

In the future, there will be a computer in every home.

PAIR WORK Complete these statements with your own information. Then read your statements to a partner. Pay attention to intonation.

As a child, I used to . . . Five years ago, I . . . Nowadays, I . . .

These days, ... In five years, I'll ... In ten years, I might ...



5

LISTENING For better or for worse

Topic		Change	Better or worse?
1. population	environment		
2 transportation	cities		
3. families	shopping		



SPEAKING Changing times

GROUP WORK How have things changed? How will things be different in the future? Choose four of these topics. Then discuss the questions below.

education fashion shopping entertainment food sports environment housing technology

What was it like in the past? What is it like today? What will it be like in the future?

A: In the past, people listened to sports on the radio.

B: Nowadays, they can watch sports on HDTVs, too.

C: In the future, ...





WRITING A description of a person



A PAIR WORK Interview your partner about his or her past, present, and hopes for the future.

B Write a paragraph describing how your partner has changed. Make some predictions about the future. Don't write your partner's name.

This person moved to our school several years ago. She used to be the quietest girl in the class. Now, she's in the drama club and loves to watch soap operas. Someday, she'll be a successful actress. She'll be famous. She'll star in movies and on TV. I think she'll . . .

CLASS ACTIVITY Read your paragraph to the class. Can they guess who it is about?

LISTENING

Learning Objective: develop skills in listening for main ideas and making inferences

A (CD 2, Track 27)

- Focus Ss' attention on the left side of the chart. Explain that Ss will listen for and check () the topic of each conversation. Play the audio program. Have Ss listen and complete the task.
- Go over answers with the class. Ask Ss which words helped them choose the answer (e.g., trees).

AudioScript

See page T-170.

Answers

1. environment

- 2. transportation
- 3. families

B (CD 2, Track 28)

- Explain the task. Ss listen and take note of the change each speaker mentions. Does the speaker think it's for the better or for the worse?
- Play the audio program again. Ss complete the chart.
- Ss compare answers in small groups. If Ss disagree or want to listen again, play the audio program again. This time, pause for a few seconds after each conversation to give Ss time to complete the chart. Then elicit answers from the class.

Answers

Change **Better or worse?** 1. greener now; the city has

- planted trees 2. used to be a good bus system; now buses don't run often and are usually full
- 3. used to be many children; kids have grown up and moved away; now it's too quiet

better

WORSE

worse

SPEAKING

Learning Objective: talk about changes using time contrasts between the past, present, and future

Group work

- Explain the task. Go over the list of topics and the questions. Groups choose four topics to discuss.
- Use the questions and the example conversation to model the activity with several Ss.
- Ss form groups and complete the task. Set a time limit of about ten minutes. If possible, mix older Ss with younger ones. Go around the class and note common errors. Then go over the errors as a class after the activity.
- To increase Ss' speaking time, ask them to try the activity again. Be sure to give Ss a new challenge (e.g., focusing on intonation, working with a new group, or adding more details).

WRITING

Learning Objective: use time contrasts to write a paragraph describing someone

A Pair work

- Explain the task. Ss interview each other about their past, present, and hopes for the future. Encourage Ss to be imaginative during their interviews.
- Conduct a quick brainstorming activity with the class to help pairs with their interviews. Elicit possible interview questions (e.g., What did you use to be like? What are you doing nowadays? What are you going to do in the next five years?).
- In pairs, Ss take turns interviewing each other using the questions and others of their own.

B

- Present the example paragraph. Then Ss write a paragraph about how their partner has changed. Remind Ss that they shouldn't write their partner's name anywhere in their description.
- Option: This part could be done for homework.

Class activity

Collect and shuffle the papers. Give one to each S to read. Ss try to guess who the description is about.

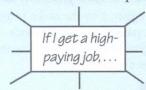
End of Cycle 1

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

PERSPECTIVES

Learning Objectives: discuss the consequences of making money; see conditional sentences with if clauses in context

Books closed. Draw this mind map on the board:



- Lead a class discussion. Ask: "Who wants to make a lot of money? Why? If you get a high-paying job, how will your life change for the better? for the worse?"
- Elicit answers from the class. Answers should be realistic, not fanciful. Ask a S to write the ideas on the board. Don't worry about Ss' grammar at this point;

simply help generate ideas and get Ss interested in the topic.

A (CD 2, Track 29)

- Books open. Have Ss read the statements silently and compare them with the mind map. Which of the consequences did Ss mention in their discussion?
- Go over each statement and explain any new vocabulary. Then play the audio program while Ss listen and read silently. Point out the pronunciation of contractions with will.
- Ss practice reading the statements in pairs.

B Pair work

Explain the task. In pairs, Ss go over each statement and discuss whether the consequences are advantages or disadvantages.



GRAMMAR FOCUS

Learning Objective: practice using conditional sentences with if clauses

(CD 2, Track 30)

 Write this example from the Perspectives section on the board:

Possible situation Consequence If you get a high-paying job, you'll have more cash to spend.

- Explain that If you get a high-paying job is a possible situation, i.e., it may happen one day. The rest of the sentence is a consequence of getting a high-paying job.
- Point out that we can say these in a different order: You'll have more cash to spend if you get a high-paying job.
- Elicit or explain the rules:
 - 1. If + simple present, subject + will/won't If you eat candy, you'll gain weight. This is the most typical structure used with possible future situations and consequences.
 - 2. If + simple present, subject + may/might If you eat candy, you might gain weight. We can also use may and might as consequences, to show that the consequence is less likely.
 - 3. will + be able to/will + have to If you save some money, you'll be able to travel. (possibility) If you travel abroad, you'll have to get a visa. (necessity)

We cannot say will can or will must. Instead, we say "will be able to" and "will have to."

- Refer Ss to the Perspectives section and have them find two examples of each pattern.
- Play the audio program to present the sentences in the box. Then use another situation (e.g., If you study English, . . .) and encourage Ss to think of new consequences.
- For more practice, play the *Chain Game* download it from the website. Ss begin with a clause like *If I finish* my homework early, . . . and add consequences.

- Ask Ss to read the if clauses in column A and the consequences in column B.
- Point out that there may be more than one correct answer for some items. Ss complete the task and compare answers in pairs. Then go over answers.

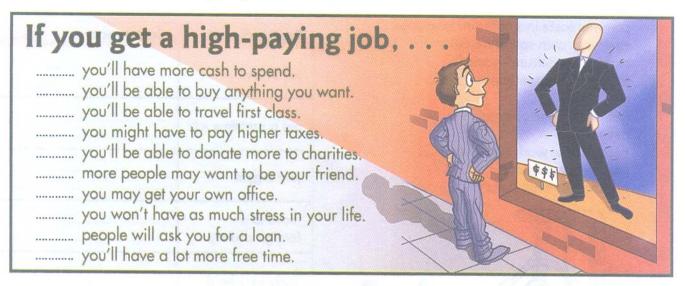
Answers

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

- Model the task by asking for suggestions to complete the first if clause in part A. Then have Ss complete the task individually before practicing with a partner.
- Option: Have Ss share their best sentences with the class.

8 PERSPECTIVES Take the good with the bad.

A Listen to some possible consequences of getting a high-paying job. Check () the statements you agree with.



PAIR WORK Look at the statements again. Which are advantages of getting a high-paying job? Which are disadvantages?

"The first one is an advantage. Everyone would like to have more money!"

GRAMMAR FOCUS

Conditional sentences with if clauses (

Possible situation (present)

If you get a high-paying job,
If you have more cash to spend,
If you can buy anything you want,

If you don't save your money

If you don't save your money,

Consequence (future with will, may, or might)

you'll have more cash to spend.

you'll be able to buy anything you want.

you won't save your money.

you may need another job.

A Match the *if* clauses in column A with the appropriate consequences from column B. Then compare with a partner.

A

- 1. If you eat less sugar,
- 2. If you walk to work every day,
- 3. If you don't get enough sleep, ...
- 4. If you change jobs,
- 5. If you don't get married,
- 6. If you travel abroad,

B

- a. you'll be able to experience a new culture.
- b. you might feel a lot healthier.
- c. you'll stay in shape without joining a gym.
- d. you'll have more money to spend on yourself.
- e. you won't be able to stay awake in class.
- f. you may not like it better than your old one.

Add your own consequences to the *if* clauses in column A. Then practice with a partner.

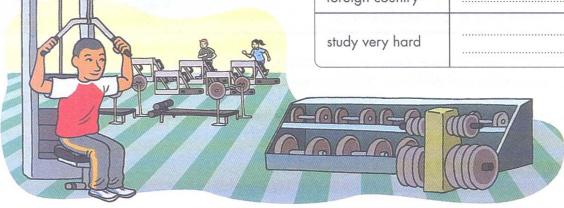
"If you eat less sugar, you'll lose weight."

10 WORD POWER Consequences

A PAIR WORK Can you find two consequences for each possible situation? Complete the chart with information from the list.

communicate in a different language earn your own spending money experience culture shock feel jealous sometimes get in shape get into a good college get married get valuable work experience improve your grades pay membership dues

Possible situation	Consequences
fall in love	
get a part-time job	
join a gym	
move to a foreign country	
study very hard	



B GROUP WORK Share your answers with the group. Can you think of one more consequence for each event?

11 SPEAKING Unexpected consequences

A GROUP WORK Choose three possible events from Exercise 10. One student completes an event with a consequence. The next student adds a consequence. Suggest at least five consequences.

- A: If you study very hard, you'll improve your grades.
- B: If you improve your grades, you'll get into a good school.
- C: If you get into a good school, you may get a good job.
- D: If you get a good job, you'll make a lot of money.
- A: If you make a lot of money, you may have more stress.
- **CLASS ACTIVITY** Who has the most interesting consequences for each event?

12 INTERCHANGE 9 Consider the consequences

Give your opinion about some issues. Go to Interchange 9 on page 123.

10 WORD POWER

Learning Objective: learn vocabulary for talking about possible situations and consequences

A Pair work

Explain the task. Have Ss read the items in the list and the possible situations in the chart. Then elicit or explain any new words or expressions.

Vocabulary

fall in love: begin to love someone **culture shock:** the disorientation felt when living in a new country

dues: money paid regularly to be part of an organization

- Model the task with the first situation (fall in love).
 Elicit Ss' suggestions for the two most likely consequences (feel jealous sometimes, get married).
 Tell Ss that there may be more than two appropriate answers for some situations.
- Ss form pairs and complete the chart. Go around the class and give help as needed. Then ask Ss who finish early to write some of their ideas on the board.

B Group work

Ss discuss the question in small groups. Set a time limit of about five minutes. Then invite groups to write interesting consequences on the board.

Answers/Possible answers

fall in love

feel jealous sometimes; get married; have someone to share things with all the time

get a part-time job

earn your own spending money; get valuable work experience; learn new job skills

join a gym

get in shape; pay membership dues; have more energy move to a foreign country

communicate in a different language; experience culture shock; learn about another culture

study very hard

get into a good college; improve your grades; understand the material better

(Note: Additional consequences are italicized.)

For more practice with this vocabulary, play *Split*Sentences – download it from the website. Prepare cards using new words and phrases from the unit.



SPEAKING

Learning Objective: talk about consequences using conditional sentences with if clauses

A Group work

- Read the instructions. Then model the activity by reading the example conversation with a few Ss.
- Ss form groups and choose three possible events from Exercise 10. Then they describe a chain of events with at least five realistic consequences. Set a time limit of about ten minutes for this activity.
- Option: Have the groups write down their sentences and present them to the class.

B Class activity

- Ask groups to share their most interesting chain of events with the class. Then vote on the most interesting consequence for each situation.
- Option: Do the activity again as a class. If possible, have the class sit in a circle. Explain that each S thinks of a possible situation with one consequence and writes it at the top of a piece of paper. Ss pass their

paper to the left, read the previous sentence, and write another one. For example:

- If you move into your own apartment, you'll need to pay rent.
- 2. If you need to pay rent, you'll have to get a job. The activity continues until the paper returns to the original writer.
- Option: In pairs, Ss play Optimist, Pessimist. Student A is the optimist, and Student B is the pessimist. Student A begins with a plan, and Student B finds a reason why it's not a good idea.

For example:

A: Tomorrow I'm going to play tennis.

B: But what will you do if it rains?

A: If it rains, then I'll go to the movies.

B: But what will you do if the movie theater is closed? The S who keeps the conversation going longest wins.



INTERCHANGE 9

See page T-123 for teaching notes.

13 READING

Learning Objectives: read an article about falling in love; develop skills in reading for specific information and recognizing sources

- Option: Books closed. Play a quick warm-up game to introduce the topic:
 - 1. At the top center of the board, write: LOVE IS...

 Explain that there used to be a famous cartoon series that always began with these words. (For example, Love is... giving someone your last piece of chocolate.)
 - 2. Draw a vertical line down the middle of the board and ask the class to stand in two lines, A and B.
 - 3. One by one, Ss go to the board and complete the sentence. While Ss in line A write on the left, Ss in line B write on the right.
 - 4. Set a time limit. When Ss finish, compare the answers. The group with the most ideas wins.
- To complete parts A and B, Ss will need to know the following vocabulary. Have Ss look up these words before class, or go over the meanings in class.

Vocabulary

have a crush on: feel a strong but temporary attraction to someone

be attracted to: like someone and want to have a relationship with him/her

interrupt: stop someone from speaking by suddenly saying something

avoid: stay away from

still (adv.): continuing until now

nevertheless: in spite of what was just said; however

admit: recognize or accept as true

trust: have confidence or believe in someone

- For another way to teach this vocabulary, try

 Vocabulary Mingle download it from the website.
- Read the pre-reading question and briefly discuss it as a class.

A

■ Explain the task. Ss read the text silently and check (✓) the correct answer. Tell them they don't need to understand every word. Elicit answers from the class.

Answers

a magazine

 Ask Ss if there are any other words they don't understand. With the help of other Ss, explain new vocabulary.

B

- Read the instructions. Tell Ss to read the article again and make notes in the chart. Go around the class and give help as needed.
- Copy the empty chart onto the board. Then ask a few Ss to fill it in.

Answers

Falling in love

- talk to, call, or text the person for no reason
- 2. bring the person into every conversation
- 3. have an interest in things you used to avoid

Staying in love

- might not talk about the person as much
- might not talk to the person as much
- can be yourself, be totally honest, and trust the person

C Pair work

 Ss discuss the questions in pairs. Then have a class discussion.

End of Cycle 2

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



Are you in LOVE?

What is the difference between "having a crush" on someone and falling in love?

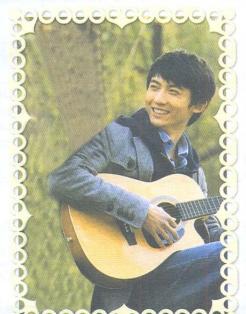
You think you're falling in love. You're really attracted to a certain person. But this has happened before, and it was just a "crush." How can you tell if it's real this time? Here's what our readers said:

If you're falling in love, ...

- vyou'll find yourself talking to, calling, or texting the person for no reason. (You might pretend there's a reason, but often there's not.)
- vyou'll find yourself bringing this person into every conversation. ("When I was in Mexico -," a friend

begins. You interrupt with, "My boyfriend made a great Mexican dinner last week.")

vou might suddenly be interested in things you used to avoid. ("When a woman asks me to tell her all about football, I know she's fallen in love," said a TV sports announcer.)



OK, so you've fallen in love. But falling in love is one thing, and staying in love is another. How can you tell, as time passes, that you're still in love?

If you stay in love, your relationship will change. You might not talk as much about the person you are in love with. You might not call him or her so often. But this person will nevertheless become more and more important in your life.

You'll find that you can be yourself with this person. When you first fell in love, you were probably afraid to admit certain things about yourself. But now you can be totally honest. You can trust him or her to accept you just as you are. Falling in love is great - staying in love is even better!

Read the article. Where do you think it is from	
an online news service a magazine	an advice column an advertisement
What things happen when you're falling in lov	ve compared with staying
love? Complete the chart.	Tree transfer
	Staying in love
love? Complete the chart. Falling in love 1. 2.	

PAIR WORK Which do you think is more difficult – falling in love or staying in love? Can you think of other signs of being in love?

Unit 10 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Conversation		SSD Unit 10 Speaking 1–2
	3 Grammar Focus		SB Unit 10 Grammar Plus focus 1 SSD Unit 10 Grammar 1 ARC Gerunds; short responses 1–3
CYCLE	4 Pronunciation		A Service of Building of Service Servi
	5 Speaking		
	6 Listening		ten Kasah isiba ibikawasa 1
	7 Interchange 10		WB Unit 10 exercises 1–4
	8 Word Power	TSS Unit 10 Vocabulary Worksheet	SSD Unit 10 Vocabulary 1–2 ARC Personality traits
	9 Perspectives		
CYCLE 2	10 Grammar Focus	TSS Unit 10 Grammar Worksheet TSS Unit 10 Listening Worksheet	SB Unit 10 Grammar Plus focus 2 SSD Unit 10 Grammar 2 ARC Clauses with because
5	11 Writing	TSS Unit 10 Extra Worksheet TSS Unit 10 Writing Worksheet	
	12 Reading	TSS Unit 10 Project Worksheet VID Unit 10 VRB Unit 10	SSD Unit 10 Reading 1-2 SSD Unit 10 Listening 1-3 SSD Unit 10 Video 1-3 WB Unit 10 exercises 5-10

With or instead of the following SB section	You can also use these materials for assessment		
Units 9-10 Progress Check	ASSESSMENT CD Units 9–10 Oral Quiz ASSESSMENT CD Units 9–10 Written Quiz		

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 10

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

I am using these materials in class	My students are using these materials outside the classroom	
7-1-8 : Reffige	Est that continue the second s	
195		
	a compared that Mar account a chart count	
N. C. Santa		
	ention to being your	
I am using these materials for assessment		
	I am using these materials	

I hate working on weekends.

SNAPSHOT

IMP	EIGHT IMPORTANT JOB Here are some questions that employers in	
	1. Can you use a computer?	5. Can you solve problems?
	2. Can you manage other people?	6. Do you manage money well?
	3. Are you good at public speaking?	7. Do you work well with people?
	4. Can you teach others how to do things?	8. Do you speak other languages?

Source: U.S. Department of Labor

Which of these skills do you think are most important? Why?
Check (✓) the skills that you think you have.
Look at the skills you checked. What jobs do you think you might be good at?

CONVERSATION I need a job!

A Listen and practice.

Dan: I'm so broke. I really need to find a job!

Brad: So do I. Do you see anything good listed?

Dan: How about this telephone sales job? You call people and try to sell them magazines.

Brad: That sounds boring. And anyway, I'm not very good at selling.

Dan: Well, I am! I might check that one out. Oh, here's one for you. An assistant entertainment director on a cruise ship.

Brad: That sounds like fun. I love traveling, and I've never been on a cruise ship.

Dan: It says here you have to work every day while the ship is at sea.

Brad: That's OK. I don't mind working long hours if the pay is good. I think I'll apply for it.

B Conclusion Listen to Brad's phone call. What else does the job require?



I hate working on weekends.

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objective: talk about the job skills that are most important to employers

- Books closed. In pairs, Ss brainstorm a list of all the jobs they know. Set a time limit. Then have Ss count the jobs and find out who listed the most.
- Ask: "Which job skills do you think are important today?" Elicit some ideas from Ss (e.g., Nurses should be good at.../ Engineers should know how to...).
- Books open. Ss read the information in the Snapshot.
- Read the first discussion question aloud. Then Ss discuss it in pairs. When Ss finish, have them form

In Unit 10, students discuss jobs, abilities, and personality traits. In Cycle 1, they talk about job skills using gerunds and short responses. In Cycle 2, they talk about the kinds of jobs they want and don't want using clauses with because.

- groups to discuss which skills are most important and why.
- For more practice ranking, try *Vocabulary Steps* download it from the website. Ss draw eight steps and put the most important skill at the top of the staircase.
- Ss work individually to check (✓) which skills they think they have. Then have them compare in small groups. Alternatively, Ss take turns interviewing each other in pairs.
- Groups answer and discuss the third question.



CONVERSATION

Learning Objectives: practice a conversation about jobs and job requirements; see gerunds and short responses in context

A [CD 2, Track 31]

- Focus Ss' attention on the picture. Ask: "Where are they? What are they doing? Why?" Accept any reasonable responses.
- Play the first two lines of the audio program and elicit Ss' answers.
- Books closed. Write this question on the board: Which two jobs do they find?
- Play the audio program and have Ss listen. Then check Ss' answers to the question. (Answers: telephone sales to sell magazines; assistant entertainment director on a cruise ship)
- Write these questions on the board:
 - 1. Why is Brad interested in the cruise ship job?
 - 2. What are the working hours like?
- Play the audio program and have Ss listen. Then elicit answers. (1. He loves traveling. 2. long)
- Books open. Elicit or explain any unfamiliar words or expressions.

Vocabulary

broke: without money; poor

check something out: look into; get more information entertainment director: a person in charge of the entertainment program for a group of people (e.g., movies, contests, talent shows)

cruise ship: a large luxury boat that makes long journeys

at sea: traveling on the ocean

I don't mind doesn't bother me.

- Play the audio program again. Tell Ss to listen and read silently.
- Ss practice the conversation in pairs.
- To practice this Conversation with various partners,
- try the Onion Ring technique download it from the website.

B (CD 2, Track 32)

Explain the task. Then play the second part of the audio program.

AudioScript

See page T-170.

Have Ss compare responses in pairs. Then elicit answers from the class.

Answers

The job requires someone who speaks more than one language.

3 GRAMMAR FOCUS

Learning Objective: practice making statements with gerunds and giving short responses

© [CD 2, Track 33]

Gerunds (verb + -ing)

Refer Ss to the previous Conversation. Ask them to complete Brad's sentences:

1. I'm not very good at	r colorer
2. I love	
3. I don't mind	<u>- Na </u> lia manana

- Elicit answers. (Answers: 1. selling 2. traveling 3. working long hours) Explain that *selling*, *traveling*, and *working* are gerunds. They are made up of a base verb and -*ing*. They function as nouns.
- Focus Ss' attention on the left column of the Grammar Focus box. Point out some verbs or phrases (e.g., I love, I hate, I'm good at) that are followed by a gerund. Elicit other examples from the box (e.g., I don't mind, I'm not good at, I can't stand). Then point out the examples in the far right column.

Short responses to show agreement/disagreement

- Refer Ss to the Conversation again. Ask Ss: "Who says the phrase So do I? Is he agreeing or disagreeing?" (Answers: Brad; He's agreeing. He also needs a job.)
- Explain that short responses with so and neither are ways of agreeing. For example, we use:
 - 1. So to agree with an affirmative statement. A: I need to find a job. B: So do I.
 - 2. Neither to agree with a negative statement.

 A: I don't like working long hours. B: Neither do I.
- With both so and neither, we use the verb from the original statement. The subject (noun or pronoun) comes after the verb.
- Do a quick drill with the class, like this:
 - 1. Responses with so
 T: I'm good at singing.
 S1: So am I. (= I'm good at it, too.)

If there is no auxiliary or modal, we use do or did.

- T: I hate working overtime.
- S2: So do I. (= I hate it, too.)
- T: We used to live in New York.
- S3: So did we. (= We lived there, too.)
- Repeat the drill with *neither*:
 - 2. Responses with neither
 - T: I'm not good at skiing.
 - S4: Neither am I. (= I'm not good at it either.)
- Point out the six ways to disagree. Then play the audio program to present the language in the box.
- For more practice with gerunds, play *True or False?* download it from the website. Ss make up sentences about themselves.

A Pair work

- Explain the task. Ss match the phrases in columns A and B to make statements about themselves.
- Make sure Ss understand the vocabulary in column B. Then Ss work individually to complete the task.
- Model the example conversation. Then ask Ss to read their statements to each other and give short responses.
- Go around the class and give help as needed. Take note of common problems and go over them with the whole class after the activity.
- **Option:** So repeat the activity with a new partner.

B Group work

- Explain the task. Model an example conversation with a S:
 - T: I'm really interested in working abroad.
 - S: Really? Where would you like to work?
 - T: Maybe in Mexico or in Chile.
- Refer Ss to the Conversation on page 53. Remind them how Jill and Emiko showed interest by asking follow-up questions and giving additional information.
- Ss work individually to complete the phrases in part A with their own information. Then Ss take turns reading their statements in groups. Other Ss ask questions to get more information.



PRONUNCIATION

Learning Objective: notice and practice released and unreleased sounds

A ([CD 2, Track 34]

- Explain that, at the end of a word, the sounds /t/ and /d/ are not released, i.e., they are not fully articulated, when they are followed by a consonant sound. Play the audio program. Point out how the sound is hardly heard.
- Repeat the above steps for released sounds. Point out that the /t/ and /d/ sounds are released when they are followed by a vowel sound.

B Pair work

Explain the task. Ss write their sentences individually and then practice them in pairs.

Gerunds; short responses 🕡 Affirmative statements with gerunds Agree Disagree Other verbs or I love traveling. So do I. I don't. phrases followed I hate working on weekends. So do I. Really? I like it. by gerunds I'm good at using a computer. So am I. Oh, I'm not. like Negative statements with gerunds enjoy I don't mind working long hours. be interested in Neither do I. Ido. I'm not good at selling. Neither am I. Well, I am. Neither can I. Oh, I don't mind. I can't stand commuting.

A PAIR WORK Match the phrases in columns A and B to make statements about yourself. Then take turns reading your sentences and giving short responses.

A

- 1. I hate
- 2. I'm not very good at
- 3. I'm good at
- 4. I don't like
- 5. I can't stand
- 6. I'm interested in
- 7. I don't mind
- 8. lenjoy

R

- a. talking on the phone.
- b. working with a group or team.
- c. solving other people's problems.
- d. sitting in long meetings.
- e. working on weekends.
- f. eating lunch out every day.
- g. managing my time.
- h. learning foreign languages.



- A: I hate working on weekends.
- B: So do I.

B GROUP WORK Complete the phrases in column A with your own information. Then take turns reading your statements. Ask questions to get more information.



PRONUNCIATION Unreleased and released /t/ and /d/

A ② Listen and practice. Notice that when the sound /t/ or /d/ at the end of a word is followed by a consonant, it's unreleased. When it is followed by a vowel sound, it's released.

Unreleased

She's not good at math and science.

I hate working on Sundays.

You need to manage money well.

Released

He's not a good artist.

They really hate it!

I need a cup of coffee.

PAIR WORK Write three sentences starting with *I'm not very good at* and *I don't mind*. Then practice the sentences. Pay attention to the unreleased and released sounds /t/ and /d/.

5 SPEAKING The right job

A PAIR WORK How does your partner feel about doing these things? Interview your partner. Check (✓) his or her answers.

How do you feel about ?	l enjoy it.	I don't mind it.	I hate it.
asking for help using a computer leading a team traveling creating spreadsheets talking on the phone working with people meeting deadlines working on the weekend managing money telling people what to do working with numbers public speaking		000000000000000000000000000000000000000	

B PAIR WORK Look back at the information in part A. Suggest a job for your partner.

"You enjoy creating spreadsheets and working with numbers. And you don't mind managing money. I think you'd be a good accountant."

6 LISTENING Job hunting

A Listen to people talk about the kind of work they are looking fo	r.
Check (✓) the job that would be best for each person.	

1.	Bill flight attendant teacher songwriter	2. Shannon lawyer bookkeeper doctor	3. Ben marine biologist model architect
B	Listen again. Ansv	ver these questions.	
2.	What is his attitude to	ward making money?	living?
4.5.	What does she want to What has Ben done to	o do before she gets a break into movies?	job?

INTERCHANGE 10 Dream job

Decide which job to apply for. Go to Interchange 10 on page 124.

5 SPEAKING

Learning Objective: talk about work activities using gerunds and short responses

A Pair work

- Have Ss read the list of activities silently. Elicit and explain any unfamiliar vocabulary. Then explain the task.
- Remind Ss about pronunciation. Point out that How do you feel about . . . ? ends in the sound /t/. If the next word begins with a consonant (e.g., working), Ss should not release the /t/. If the next word begins with a vowel (e.g., asking), Ss need to release the /t/.
- **Option:** Read the questions aloud. Ss repeat the correct pronunciation and intonation.
- Ss form pairs and take turns interviewing each other. They should check (✓) their partner's answers.

B Pair work

- Explain the task. In pairs, Ss look at each other's answers in part A and make suggestions. Elicit jobs that Ss might suggest based on their partner's answers. Ask: "What jobs are good for someone who likes leading a team? traveling? creating spreadsheets?" (Possible answers: project manager, salesperson, accountant)
- Remind Ss to use the structures You don't mind and You enjoy.
- TIP To check that Ss understand the instructions, use concept questions. For example, ask Ss: "Are you going to work in pairs or groups? What suggestions are you going to make?"
- Ss form pairs and make job recommendations. Go around the class and give help as needed.

6

LISTENING

Learning Objective: develop skills in listening for main ideas and making inferences

A (CD 2, Track 35)

- Ask Ss what job hunting means (= looking for a job). Ask if anyone has ever been job hunting, and put them in the "hot seat." Have the rest of the class ask them questions.
- Explain the situation. Three people are being asked about the kind of work they are looking for. Note that the speakers don't say exactly which job they are looking for. Ss need to listen and make inferences.
- Play the first item in the audio program. Have Ss tell you which job would be best for Bill. Ask how they chose the answer. (Answers: flight attendant; He wants to travel and see the world.)
- Play the rest of the audio program, pausing after each speaker. Then check answers. Again, ask Ss why they chose the answers.

AudioScript

See page T-170.

Answers

- 1. flight attendant
- 2. doctor
- 3. model

B (CD 2, Track 36)

Read the questions and play the audio program again, pausing after each speaker. Ss listen and answer the questions. Have Ss compare answers in pairs. Then go over answers with the class.

Possible answers

- 1. He's not interested in an office job.
- 2. He's not interested in it now. He'll worry about that later.
- 3. They're in law or business.
- 4. She wants to go to medical school.
- 5. He has kept fit and has taken acting lessons.
- 6. He shows her some professional photos of himself.



INTERCHANGE 10

See page T-124 for teaching notes.

End of Cycle 1

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



WORD POWER

Learning Objective: learn adjectives for describing personality traits

A

- Focus Ss' attention on the pictures. Explain the subtitle Personality traits.
- Read the instructions and explain the difference between *positive* (good) and *negative* (bad). Point out that the first adjective (*creative*) in the chart is positive, so the letter P is written in the blank. Ask Ss to find a negative adjective and to write N next to it.
- Ss complete the task individually without using a dictionary. Go around the class and give help as needed.
- TIP To monitor Ss equally, vary your routine. For example, if you always start at the front of the class, start from the back sometimes.
- Option: When Ss finish, tell them to compare answers in pairs. Encourage them to use their dictionaries to check the meaning of any words they aren't sure about.
- Elicit answers from the class. Model the pronunciation of adjectives that Ss have problems with.

Answers

P: creative, efficient, generous, hardworking, level-headed, punctual, reliable

N: critical, disorganized, forgetful, impatient, moody, short-tempered, strict

B Pair work

- Write these words on the board:
 neighbor, parents, children, friend, classmate,
 teacher, brother, sister, co-worker, boss
- Read the instructions and the example sentence. Encourage Ss to make similar statements using adjectives from the list and people from the board.
- Ss form pairs and talk about people they know with these personality traits. Remind Ss to give additional information and ask follow-up questions.
- To review the vocabulary in the next class, play

 Mime download it from the website.

C @ [CD 2, Track 37]

■ Explain the task and play the audio program. Ss listen and check () the adjectives. Then go over answers.

AudioScript

See page T-170.

Answers

- 1. serious
- 3. moody
- generous
- 4. short-tempered

9 PERSPECTIVES

Learning Objectives: discuss job profiles; see clauses with because in context

A (CD 2, Track 38)

- Books closed. Write these questions on the board: What kind of work would you like to do? What kind of job would you be good at? Why?
- Ss work in pairs or groups to answer the questions. Alternatively, have a class discussion.
- Set the scene. Three people are answering the question What kind of work would you like to do? Play the audio program. Tell Ss to listen to find out what job each person talks about. (Answers: journalist, stockbroker, teacher)
- Elicit or explain any new vocabulary.

Vocabulary

journalist: someone who writes for a news source

stockbroker: someone who buys and sells stock (part ownership of a company)

Write these questions on the board: Which speaker...

can't make decisions quickly? is creative but impatient? used to work as a reporter? doesn't mind working hard?

- Play the audio program again. Ss listen and answer the questions. Elicit answers. (Answers: 2, 3, 1, 2)
- Books open. Play the audio program again. Ss listen and read silently.

B Pair work

In pairs, Ss discuss which person they resemble most. Encourage them to think about personality traits and attitudes, not just skills. Elicit answers from the class.

WORD POWER Personality traits

Which of these adjectives are positive (P)? Which are negative (N)?

creative	P	impatient	,
critical		level-headed	
disorganized		moody	
efficient		punctual	
forgetful		reliable	
generous		short-tempered	
hardworking		strict	



B PAIR WORK Tell your partner about people you know with these personality traits.

"My neighbor is short-tempered. Sometimes he . . ."

that best describes each person.



1. a boss

creative forgetful

serious

2. a co-worker

generous patient

strange

3. a teacher

unfriendly moody

hardworking

4. a relative

short-tempered

disorganized

reliable

PERSPECTIVES Job profiles

A 💿 Listen to these people answer the question, "What kind of work would you like to do?" What job does each person talk about?



PAIR WORK Look at the interviews again. Who are you most like? least like? Why?

GRAMMAR FOCUS

Clauses with because 💿

The word because introduces a cause or reason.

I'd make a good journalist because I'm good at writing. I could be a teacher because I'm very creative.

I wouldn't want to be a teacher because I'm very impatient.

I could never be a stockbroker because I can't make decisions quickly

A Complete the sentences in column A with appropriate information from column B. Then compare with a partner.

A

- 1. I wouldn't want to be a nurse
- 2. I'd like to be a novelist
- 3. I could never be an accountant
- 4. I would make a bad waiter
- 5. I could be a flight attendant
- 6. I'd never work on a cruise ship

3

- a. because I don't like hospitals.
- b. because I really enjoy traveling.
- c. because I have a terrible memory.
- d. because I get seasick very easily.
- e. because I love creative writing.
- f. because I'm terrible with numbers.

GROUP WORK Think about your personal qualities and skills. Then complete these statements. Take turns discussing them with your group.

I could never be a . . . because . . . I wouldn't mind working as a . . . because . . .

I'd make a good . . . because . . . The best job for me is . . . because . . .

11

WRITING A cover letter for a job application

A Imagine you are applying for one of the jobs in this unit. Write a short cover letter for a job application.

Mr. Yoshioka Personnel Director Executive Airlines

Dear Mr. Yoshioka,

I am responding to your recent advertisement in *The Post* for a bilingual international flight attendant. I think I'd make a good flight attendant for Executive Air Lines because I'm a very friendly person and I really love traveling. I also enjoy meeting people.

As you can see from my résumé, I've had a lot of experience working with tourists. I worked at . . .

PAIR WORK Exchange papers. If you received this letter, would you invite the applicant for a job interview? Why or why not?

GRAMMAR FOCUS

Learning Objective: practice using clauses with because

(CD 2, Track 39)

Write these statements on the board:

could be a teacher because ...

I'm terrible under pressure.

I couldn't be a stockbroker because ...

I'm good at writing. I'm very creative.

I'd make a good journalist because ...

Because

 Ask Ss to look back at the Perspectives section and match the phrases on the board.

Explain that the conjunction because can connect two independent clauses into one sentence. Because answers the question "Why?"

Point out that the clauses starting with because can come either before or after the main clause (e.g., Because I'm good at writing, I'd make a good journalist./I'd make a good journalist because I'm good at writing.). Point out the comma in the first example. No comma is used, however, when because is in the middle of the sentence.

Could/would

- Explain that could and would are used to talk about hypothetical situations. Point out that would is reduced to 'd when speaking.
- Play the audio program to present the sentences in
- **Option:** Play this game to practice the new structure and vocabulary:
 - 1. Write one sentence on the board, e.g., I'd make a good journalist because I'm attentive.
 - 2. Invite a S to come to the board and change or add one word only, e.g., I'd make a good journalist because I'm organized.

3. The next S changes another word in the sentence, e.g., I'd make a good teacher because I'm organized./I'd be a good journalist because I'm organized.

Ss can play this in teams on the board. The team that makes the most changes wins.

Explain the task. Ss complete the task individually and then compare answers in pairs. Check Ss' answers.

Answers

2. e 1. a

3. f

4. c

5. b

6 d

B Group work

Write these expressions on the board: Really? Why is that? Do you think so? I think ... I don't agree. In my opinion, ... But maybe you have other skills, like . . .

- Explain the task. Then model how to complete the statements using examples from several Ss. Give them a few minutes to do the first part of the task.
- Have Ss form groups and take turns reading their statements aloud. Remind them to ask questions to get more information, especially reasons and explanations.

TIP To make sure that all Ss ask follow-up questions, have them put three small coins (or paper clips) in front of them on the desk. Each time they ask a follow-up question, they can take a coin back from the pile.

• Option: Groups take turns sharing some of the interesting statements from part B with the class.



WRITING

Learning Objective: write a cover letter for a job application using gerunds and clauses with because

- Option: Ss quickly review the unit and list all the jobs they can find.
- Explain the task. Read the example paragraph, choose a S to read it, or give Ss time to read it silently.
- Encourage Ss to brainstorm the type of job they want to write about - one they would be interested in applying for. Tell Ss to write down their ideas in the

form of words, mind maps, or notes, and to include examples, reasons, and explanations. Go around the class and give help as needed.

- Ss use their notes to write a cover letter.
- Option: This part of the task could be done for homework.

B Pair work

Ss form pairs and read each other's letters. Then they decide if they would invite their partner for a job interview. They should explain why or why not and give feedback to their partner.

12 READING

Learning Objectives: read an article about personality types; develop skills in distinguishing main ideas from supporting ideas and making inferences

Books closed. Brainstorm with the class. On the board, write: How to find a good job. Then elicit examples and write suggestions on the board. For example:

How to find a good job:

- think about your abilities and interests
- look at ads online
- post your résumé online
- ask friends for advice
- go to an employment agency

For an alternative way to present this topic, try

**Running Dictation – download it from the website.

Use the first two paragraphs of the article.

A

- Books open. Read the title and the pre-reading question. Elicit the answer. (Answer: Artistic)
- Have Ss read the article without using their dictionaries. Tell them to circle, underline, or highlight any words or expressions whose meanings they can't guess from context.
- Option: Ss work in pairs or small groups to help each other understand any words they weren't able to guess.
- Elicit or explain any new words.

Vocabulary

rush: do something very quickly
psychologist: someone trained in psychology, or the
study of the mind

certain: some; specific; not all

counselor: someone who gives advice to people with problems

curious: interested in learning about new things imaginative: with new and interesting ideas enterprising: good at thinking of and doing new things outgoing: friendly and willing to meet new people persuade: make another person decide to do something by giving good reasons

keep track of: pay attention to something so you know what's happening

Explain the task. Elicit the difference between a main idea (the most important and general idea in a paragraph) and a supporting idea (an idea that gives

- an example, explains, or adds information about the main idea). Ask a S to find and read the first sentence. Then elicit the answer.
- Ss complete the task individually and then check their answers in pairs. Then go over answers with the class.

Answers

- 1. Supporting idea
- 2. Main idea
- 3. Supporting idea
- 4. Main idea
- 5. Supporting idea

B

- Explain the task. Pronounce each heading listed in the chart and have Ss repeat the correct pronunciation and word stress.
- Ss complete the task individually and then explain their answers to a partner. Alternatively, write the categories on the board and ask Ss to write possible jobs in each category. Discuss answers as a class.

Possible answers

Realistic: mechanic, engineer
Investigative: detective, systems analyst
Artistic: interior decorator, novelist
Social: teacher, counselor
Enterprising: business manager, salesperson
Conventional: accountant, administrator

C Group work

- Ss form small groups to take turns asking and answering the questions. Go around the class and give help as needed. Encourage Ss to give examples and reasons and to ask follow-up questions.
- Option: Ss form small groups. Each group has a small object to throw. Ss use adjectives that begin with the first letter of their name. For example, the first student says, "I'm Pedro. I'm practical," and then throws the object to another S. This S says, "I'm Olga. I'm outgoing." The S who can keep going the longest wins.

End of Cycle 2

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

Find the Job That's Right for You!

Look at the photo and skim the list of personality types. Which one best describes the person in the picture?

- 1 About half of all workers in the United States have jobs they aren't happy with. Don't let this happen to you! If you want to find the right job, don't rush to look through job ads on the Internet. Instead, sit down and think about yourself. What kind of person are you? What makes you happy?
- 2 According to psychologist
 John Holland, there are six types
 of personalities. Nobody is just one
 personality type, but most people are mainly one type. For each type,
 there are certain jobs that might be right and others that are probably
- 3 Considering your personality type can help you make the right job decision. Liz is a good example. Liz knew she wanted to do something for children. She thought she could help children as a school counselor or a lawyer. She took counseling and law courses and hated them. After talking to a career counselor, she realized that she's an Artistic type. Liz studied film, and she now produces children's TV shows and loves it.



Personality types

The Realistic type

is practical and likes working with machines and tools.

The Investigative type

is curious and likes to learn, analyze situations, and solve problems.

The Artistic type

is imaginative and likes to express ideas by creating art.

The Social type

is friendly and likes helping or training other people.

The Enterprising type

is outgoing and likes to persuade or lead other people.

The Conventional type

is careful and likes to follow routines and keep track of details.

A Read the article. Then find these sentences in the article. Is each sentence the main idea or a supporting idea in that paragraph? Check () the correct boxes.

	Main idea	Supporting idea
 About half of all workers they aren't happy with. (par. 1) According to psychologist types of personalities. (par. 2) For each type, there are that are probably wrong. (par. 2) Considering your personality the right job decision. (par. 3) After talking to a career counselor, an Artistic type. (par. 3) 		

For each personality type, write two examples of appropriate jobs. Then explain your answers to a partner.

Realistic	Investigative	Artistic	Social	Enterprising	Conventional
	, .				

C GROUP WORK What personality type do you think you are? Does your group agree?

Units 9–10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

T con	Very well	ОК	A little
Describe people and things in the past, present, and future (Ex. 1) Describe possible consequences of actions (Ex. 2) Understand descriptions of abilities and personalities (Ex. 3, 4) Ask and answer questions about preferences and skills (Ex. 4) Give reasons for my opinions (Ex. 4)	00000	00000	00000

1

SPEAKING Past, present, and future

A PAIR WORK Think of one more question for each category. Then interview a partner.

Appearance What did you use to look like? Can you describe yourself now?

What do you think you'll look like in the future?

Free time Did you have a hobby as a child? What do you like to do these days?

How are you going to spend your free time next year?

B GROUP WORK Share one interesting thing about your partner.

2

GAME Truth and consequences

Add two situations and two consequences to the lists below.

Situation	Consequence
you move to a foreign country it's sunny tomorrow it's cold tomorrow you give me \$10 you don't call me later you fall in love	buy you a gift feel jealous sometimes communicate in a new language go to the beach get really angry stay home

B CLASS ACTIVITY Go around the class and make sentences. Check () each *if* clause after you use it. The student who uses the most clauses correctly wins.

[&]quot;If you move to a foreign country, you'll learn to . . ."

Units 9-10 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 9 and 10?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check () "A little."
- Direct Ss to move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?"Then assign exercises based on their answers.
 - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



SPEAKING

Learning Objective: assess one's ability to describe people and things in the past, present, and future

A Pair work

- Explain the task. Ss will talk about two categories (appearance and free time) using past, present, and future tenses. If helpful, make a list on the board of tenses that Ss might use during their conversation (simple past, used to, simple present, present continuous, future with will, might, and be going to).
- Have Ss read the questions silently. Then have them add one more question to each category.
- Ss form pairs and use their questions to interview each other. Remind Ss to give additional information and ask follow-up questions.

B Group work

- Have each pair join another pair. Ask them to share at least one interesting thing about their partners.
 Again, encourage Ss to ask follow-up questions.
- **Option:** Ss earn one point for every follow-up question they ask.
- As Ss discuss in groups, go around the class and write down any errors you hear. Pay attention to Ss' ability to keep a conversation going and to use different tenses.
- Go over any errors you noticed with the class. Be sure to praise examples of good communication.



GAME

Learning Objective: assess one's ability to describe possible consequences of actions

A

Briefly review how to make conditional sentences using may, might, or will. Write a situation on the board and elicit some possible consequences from Ss. For example:

Situation

If you join a gym, ...

Consequence

. you may lose weight.

you might make new friends.

Ask Ss to read the lists of situations and consequences. Elicit or explain any unfamiliar vocabulary. Then tell Ss to work individually to add two situations and two consequences to the lists in the chart. Remind Ss that the situation and consequence must match each other.

B Class activity

- Explain and model the task with a few Ss. Read one situation (e.g., If you move to a foreign country, . . .) and ask a S to complete the sentence with a consequence (e.g., you'll learn to communicate in a new language). Check (✓) the if clause you used and allow the S to read another situation. Then repeat the activity with another S, using a different clause.
- Ss get up and move around the class, making sentences together and checking (✓) the *if* clauses they use. The first person to use all the clauses correctly wins.

3 LISTENING

Learning Objective: assess one's ability to listen to and understand descriptions of abilities and personalities

A (CD 2, Track 40)

- Read the instructions aloud and focus Ss' attention on the left side of the chart. Explain the task. Ss listen to find out what jobs Louisa and Tim are talking about.
- Play the audio program, pausing after each discussion. Ss listen and complete the left side of the chart only. Then elicit Ss' responses.

AudioScript

See page T-171.

Answers

1. Louisa politician bad architect good 2. Tim restaurant manager bad teacher good

B (CD 2, Track 41)

- Explain that now Ss will listen for the reasons that Louisa and Tim give.
- Play the audio program again. Ss listen and complete the rest of the chart. Then go over answers with the class.

Answers

not good at working with people creative; likes drawing; could work alone
 disorganized

hardworking

likes working with kids; patient;

4 DISCUSSION

Learning Objectives: assess one's ability to ask and answer questions about preferences and skills; assess one's ability to give reasons for opinions

A

- Focus Ss' attention on the photos and read the questions below. Explain any new vocabulary.
- Explain the first task. Ss use the questions to help them write their own job profile. Tell them to write the profile on a separate piece of paper.
- Ask a S to help you prepare a sample job profile on the board, like this:

 Personal Job Profile for (name of 5)

Personal Job Profile for ... (name of S) Skills

- can type 45 words a minute
- speaks Spanish, Portuguese, and English
- knows how to use accounting software programs
- is good with numbers

Job Preferences

- likes working 9 to 5

- prefers having an office job
- doesn't mind wearing a suit to work
- Give Ss a few minutes to complete the task. Go around the class and give help as needed.
- Ask two Ss to read the example conversation.
- Ss work in pairs to compare their profiles. Go around the class and give help as needed.

Group work

- Explain the task. S1 reads his or her job profile. The group discusses the profile and suggests suitable jobs. Remind Ss that they should give reasons for their suggestions. Allow the S to respond before the group continues with the next profile.
- Ask two Ss to read the example conversation.
- Ss form groups and take turns discussing job profiles and possible jobs. Go around the class and take note of any errors you hear.
- Option: Ask one or two Ss to tell the class which jobs the group suggested and why.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

3 LISTENING Good or bad?

A \bigcirc Listen to Louisa and Tim discuss four jobs. Write down the jobs and check (\checkmark) if they would be good or bad at them.

	Job	Good	Bad	Reason
1. Louisa				
O T:				
2. lim				

B Listen again. What reasons do they give?

DISCUSSION Job profile

A Prepare a personal job profile. Write your name, skills, and job preferences. Think about the questions below. Then compare with a partner.



Are you good at ...? communicating with people solving problems making decisions quickly speaking foreign languages



Do you ...? have any special skills have any experience have a good memory manage money well



Do you mind . . . ? traveling working with a team wearing a uniform working long hours

- A: Are you good at communicating with people?
- B: Sure. I enjoy talking to people.
- A: So do I. I like meeting new people and . . .
- **GROUP WORK** Make suggestions for possible jobs based on your classmates' job profiles. Give reasons for your opinions. What do you think of their suggestions for you?
- A: Juan would be a good executive because he likes solving problems and making decisions quickly.
- B: No way! I could never be an executive. I'm too disorganized!

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 11 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Perspectives		Argh succession of the control of
The state of the s	3 Grammar Focus		SB Unit 11 Grammar Plus focus 1 SSD Unit 11 Grammar 1 ARC Passive with by (simple past)
	4 Interchange 11	e nating the ten attractions	citive which the second services.
	5 Pronunciation		ARC The letter o
	6 Listening		WB Unit 11 exercises 1–3
	7 Word Power	TSS Unit 11 Vocabulary Worksheet	SSD Unit 11 Vocabulary 1–2
	8 Conversation		SSD Unit 11 Speaking 1
	9 Grammar Focus	TSS Unit 11 Listening Worksheet TSS Unit 11 Grammar Worksheet	SB Unit 11 Grammar Plus focus 2 SSD Unit 11 Grammar 2 ARC Passive without by (simple present) 1—
	10 Listening	29/19/20	
	11 Speaking	TSS Unit 11 Extra Worksheet	
	12 Writing	TSS Unit 11 Writing Worksheet	
	13 Reading	TSS Unit 11 Project Worksheet VID Unit 11 VRB Unit 11	SSD Unit 11 Reading 1–2 SSD Unit 11 Listening 1–3 SSD Unit 11 Video 1–3 WB Unit 11 exercises 4–10

Key

ARC: Arcade

VID: Video DVD

SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 11

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	ty W. Spenier Son	
		of entrolish to one curvanted the writing a special
With or instead of the following SB section	I am using these materials for assessment	
Tollowing 30 section	וטו מספפסווופוונ	

It's really worth seeing!

SNAPSHOT



Sources: http://science.discovery.com; www.thinkquest.org

Which of these wonders do you think is the most amazing? Why? What other modern wonders do you know about? What are they? Where are they? What modern wonders are in your country?

PERSPECTIVES The Empire State Building

A How much do you know about the Empire State Building? Check () the statements you think are true.

- 1. It was designed by an American architect.
- 2. It is in New York City.
- 3. It was officially opened by the president of the United States in 1931.
- 4. It took five years to build.
- 5. It cost \$2 million to build.
- 6. There are 102 floors in the building.
- 7. There are colored lights at the top.
- 8. It is the tallest building in the world.
- Now listen and check your answers. What information is the most surprising?



It's really worth seeing!

Cycle 1, Exercises 1-6



SNAPSHOT

Learning Objectives: read about famous landmarks; see the passive with by in context

TIP To create interest in the topic, bring (or ask Ss to bring) related items to class. A large world map, photos, postcards, or information from the Internet about cities and countries around the world would be helpful.

- Option: Explain that this unit is about famous places in the world. As a warm-up, have Ss skim the unit to find all the countries listed.
- Books closed. Elicit the meaning of a wonder (= an amazing thing). To prepare Ss for the topic, tell them they're going to read about some modern wonders some amazing places built in recent years. Ask them to guess what places they might read about.
- Books open. Ss read the Snapshot to find the answers.
- Ask: "Has anyone ever visited any of these places?"
- Elicit or explain any unfamiliar vocabulary.

Vocabulary

lotus: a kind of flower (lily) from Asia

marble: a hard rock, usually white, known for its beauty

saucer: a small plate

structure: any type of construction, e.g., a bridge, a wall,

a building, a tower

unique: the only one of its kind

In Unit 11, students discuss remarkable places in the world. In Cycle 1, they talk about famous landmarks, monuments, and works of art using the passive with by (simple past). In Cycle 2, they talk about key features of countries around the world using the passive without by (simple present).

Ss discuss the questions in pairs or small groups. Then elicit Ss' answers.

The Lotus Temple: The temple is a Bahá'i house of worship, but all people are welcome inside. There are no ceremonies performed in the building. There are 27 marble lotus flower "petals."

The Museum of Contemporary Art: The saucershaped museum extends over a large reflecting pool. It is built on a cliff next to the ocean.

The Millau Viaduct: The bridge is in southern France on the motorway between Paris and Montpellier. The tallest point is 1,125 feet (343 meters) tall.

The National Stadium: The stadium was built for use in the 2008 Summer Olympics. The steel beams were originally included in the design to hide supports for a retractable roof, which was later removed from the design.

The Palm Islands: Three man-made peninsulas in the Persian Gulf that are meant to function as independent communities, with residences, shops, cultural centers, and recreational and health facilities. The first of the three settlements is nearly complete. The other two are in progress.

2

PERSPECTIVES

Learning Objectives: learn about the Empire State Building; see the passive with by (simple past) in context

A

- Books closed. Ask Ss what they know about the Empire State Building. Has anyone been there?
- Books open. Ss read the information and check (✓) the statements they think are true.

B @ [CD 2, Track 42]

 Play the audio program. Ss listen and check their answers.

AudioScript

See page T-171.

Answers

True: 1, 2, 3, 6, 7

As a class, discuss which facts are the most surprising.

GRAMMAR FOCUS

Learning Objective: practice using the passive with by



[CD 2, Track 43]

Passive (simple past)

- Prepare six cards and write these words on them: the president / the building / opened / was / by / in 1931.
- Ask four Ss to hold up these cards: **S4** S1 S2 **S3**

The president opened the building in 1931.

Now explain that in English we can say the same thing in another way. Ask two more Ss to hold up these:

53 S2 S6 The building was opened by the president in 1931.

Elicit or explain the following rules:

Active

the building. The president opened object verb + Subject +

Here, the emphasis is on the president. It wasn't John Smith who opened the building. It was the president.

The building was opened (by the president). Object + was/were + past participle + (by + subject)Here, the emphasis is on the building. The most important fact is that the building was opened.

- The passive is the best way to express an idea when:
 - 1. We don't know who did the action, e.g., My house was broken into on Friday.
 - 2. There is no "doer" of the action, e.g., He was killed in an earthquake.
 - 3. The fact is more important than the "doer" of the action, e.g., My dog was run over by a car.
- Remind Ss that the past passive verb is made up of: was/were + past participle. We don't always use by to show "who" or "what" did the action.
- Have Ss look at the Snapshot and Perspectives sections on the previous page to find examples of the passive in the simple past tense. Ask two Ss to write them on the board. There are six examples in total; two contain the word by.
- Play the audio program to present the sentences. Tell Ss to pay attention to the pronunciation of was. Point out that it is usually unstressed in passive sentences.
- Ask Ss to suggest additional passive sentences (e.g., The movie Midnight in Paris was directed by Woody Allen. The Mona Lisa was painted by da Vinci.).

TIP To check that Ss understand how to form the structu have them generate their own examples.

- Focus Ss' attention on the picture and elicit information about it.
- Do the first example with the class.
- Have Ss complete the task individually. Then go over answers with the class.

Answers

- 1. The 2010 World Cup final was won by Spain.
- 2. The film Avatar was directed by James Cameron.
- 3. The novel The Adventures of Huckleberry Finn was written by Mark Twain.
- 4. The songs "Revolution" and "Hey Jude" were recorded by the Beatles in 1968.
- 5. The Starry Night was painted by Vincent van Gogh.
- 6. The Shanghai Grand Theater was designed by French architect Jean-Marie Charpentier.
- 7. The opening ceremony of the 2012 London Olympics was seen by billions of people.
- 8. In the 2007 film I'm Not There, the American musician Bob Dylan was played by six different people, including Australian actress Cate Blanchett.

B Pair work

Explain the following words and expressions:

Vocabulary

HDTV: high-definition television, a special television system that shows sharp, clear images manual typewriter: a non-electric typewriter

- Explain the task. Point out that a date or year can appear in several places in a passive sentence - at the beginning, in the middle, or at the end: In 1931, it was opened by the president. It was opened in 1931 by the president. It was opened by the president in 1931.
- As Ss complete the task individually, go around the class and give help as needed. Then Ss take turns reading their sentences in pairs. Elicit Ss' answers.

Possible answers

- 1. The Statue of Liberty was designed by sculptor Frédéric-Auguste Bartholdi in 1884.
- 2. Abraham Lincoln was played by Daniel Day-Lewis in the 2012 film Lincoln.
- 3. The book One Hundred Years of Solitude was written by Gabriel García Márquez in 1971.
- 4. The first digital HDTV was produced by Woo Paik in 1991.
- 5. The first Harry Potter book was written by J. K. Rowling on an old manual typewriter.
- 6. The Godfather was chosen as the greatest film of all time by Empire magazine readers.



INTERCHANGE 11

See page T-125 for teaching notes.

Passive with by (simple past) 6

The passive changes the focus of a sentence.

For the simple past, use the past of be + past participle.

Active

The president **opened** the building in 1931.

An American architect **designed** the building.

In 1964, the building's owners **added**colored lights to the top.

Passive

It was opened by the president in 1931.
It was designed by an American architect.
Colored lights were added to the top by
the building's owners in 1964.

A Complete the sentences with the simple past passive form of the verbs. Then compare with a partner.

- 1. The 2010 World Cup final (win) by Spain.
- 2. The film Avatar (direct) by James Cameron.
- 3. The novel *The Adventures of Huckleberry Finn* (write) by Mark Twain.
- 4. The songs "Revolution" and "Hey Jude" (record) by the Beatles in 1968.
- 5. The Starry Night (paint) by Vincent van Gogh.
- 6. The Shanghai Grand Theater (design) by French architect Jean-Marie Charpentier.
- 7. The opening ceremony of the 2012 London Olympics (see) by billions of people.
- 8. In the 2007 film *I'm Not There*, the American musician Bob Dylan (play) by six different people, including Australian actress Cate Blanchett.



PAIR WORK Change these sentences into passive sentences with *by*. Then take turns reading them aloud.

- 1. Sculptor Frédéric-Auguste Bartholdi designed the Statue of Liberty in 1884.
- 2. Daniel Day-Lewis played Abraham Lincoln in the 2012 film Lincoln.
- 3. Gabriel García Márquez wrote the book One Hundred Years of Solitude in 1971.
- 4. Woo Paik produced the first digital HDTV in 1991.
- 5. J. K. Rowling wrote the first Harry Potter book on an old manual typewriter.
- 6. Empire magazine readers chose The Godfather as the greatest film of all time.



INTERCHANGE 11 Who is this by?

Who created these well-known works? Go to Interchange 11 on page 125.

PRONUNCIATION The letter o

/a/ /ou/ /u:/ /\lambda/
not no do one
top don't food love

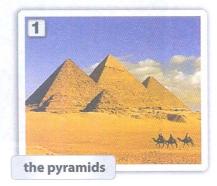
B With the letter o pronounced in these words? Write them in the correct column in part A. Then listen and check your answers.

come done lock own shot soon who wrote

LISTENING Who built them?

Listen to three tour guides describe some very old monuments.

Take notes to answer the questions below. Then compare with a partner.



Who built them? Why were they built?



How big is the city? When was it discovered?



Why was it built? How long is it?

WORD POWER Local industry

A Complete the chart. Then add one more word to each category.

cattle oysters

✓ corn sheep
electronics shrimp
goats soybeans
✓ lobsters textiles
microchips wheat

Farmed	Grown	Manufactured	Raised
lobsters	corn	9 1 lbs With M	

17.778 21.8127			

GROUP WORK Talk about things that are found in your country.

"We grow soybeans. We also manufacture cars."

PRONUNCIATION

Learning Objective: notice the different ways the letter o is pronounced

A [CD 2, Track 44]

Books closed. Write these words on the board and read them aloud. Ask: "What is different about the letter o in each word?"

not no do one

- Books open. Point out that the letter o is pronounced in different ways in English. Play the audio program.
 Ss listen to how the letter o is pronounced.
- Play the audio program again. Ask individual Ss to repeat to check their pronunciation.

B (CD 2, Track 45)

Explain the task. Ss read the words and write them

in a column in part A. Then play the rest of the audio program. Ss check their answers.

Answers

/a/ = lock, shot /ou/ = own, wrote /u:/ = soon, who /n/ = come, done

- Option: Have Ss find examples of five words on page 73 containing the letter o (e.g., focus, opened, colored, won, novel, songs, owners, London, Olympics, Lincoln, book, Potter, old, chose) and practice the pronunciation of these words.
- For more practice, play *Run for It!* download it from the website. Assign each wall an *o* sound and then say words containing the letter *o*. For more of a challenge, write them on the board.

6

LISTENING

Learning Objective: develop skills in listening for main ideas and specific information

© [CD 2, Track 46]

- Give Ss time to look at the pictures and questions.
 Then ask Ss to predict the answers and tell a partner what else they would like to know about these places.
- Explain the task. Ss will hear three tour guides talk about these places. Ss listen for the answers.
- Play the audio program. Ss listen to check their predictions and take notes. Have Ss compare answers in pairs. Then go over answers with the class.

AudioScript

See page T-171.

Possible answers

- The Pyramids were built by the Egyptians. They were built as burial places for kings.
- Machu Picchu covers about 13 square kilometers (5 square miles). It was discovered in 1911.
- 3. The Great Wall was built to protect a Chinese kingdom. It is about 3,400 kilometers (2,000 miles) long.

End of Cycle 1

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

Cycle 2, Exercises 7-13



WORD POWER

Learning Objective: learn vocabulary for discussing products found in a country

A

- Ss complete the chart and add one more word to each category. While Ss work, draw the chart on the board.
- Elicit answers while a S writes them on the board.

Answers

Farmed Grown Manufactured Raised lobsters corn electronics cattle oysters soybeans microchips goats shrimp wheat textiles sheep bananas cars chickens

(Note: Additional examples are italicized.)

B Group work

Ss work in groups to make as many sentences as they can. Then groups share sentences with the class.

8 CONVERSATION

Learning Objectives: practice a conversation between people asking for and giving information; see the passive without by (simple present) in context

A © [CD 2, Track 47]

- Books closed. Set the scene. A man is calling for information about the European Union (= a group of European countries that act together in political and economic matters). Write these questions on the board:
 - 1. Who does he think he's talking to?
 - 2. Who is he really talking to?
 - 3. What was the problem?
- Play the audio program. Ss listen. Then elicit answers to the questions. (Answers: 1. a travel agent 2. someone at a hair salon 3. He had the wrong number.)
- Option: Ask the class: "Has anything like this ever happened to you?" If so, have Ss explain.
- Write this comprehension question on the board: What three things does the man ask about the EU?
- Play the audio program again and check answers.
 (Answers: currency, language, and credit cards)

- Books open. Play the audio program again while Ss look at the picture and read silently.
- Explain that I really have no idea means I don't know.
 Also, point out that How would I know? is rather rude.
 It suggests that the woman thinks the man's question is stupid.
- Ss practice the conversation in pairs.
- To improve pronunciation and have fun with this
- Conversation, try Say It with Feeling! download it from the website. Encourage Ss to use actions, too.

B Pair work

- Explain the task. Then have Ss look at the Conversation and tell you which parts they could change (e.g., the country, the information he wants, and the place he is calling). On the board, write the main topics in the conversation:
 - greeting currency language credit cards misunderstanding (you're a travel agent) real place
- Books closed. Pairs take turns role-playing the Conversation using their own words and information about another country.



GRAMMAR FOCUS

Learning Objective: practice using the passive without by (simple present)

(CD 2, Track 48)

- Explain that, as Ss saw with the simple past passive, we change the emphasis when we use the simple present passive. Instead of saying: "They use the euro in most of Europe," we can say "The euro is used in most of Europe." The focus changes from "they" (which is not clear) to "the euro" (which is what we're interested in). Play the audio program to present the sentences in the box.
- Write these passive sentences on the board to demonstrate how the by phrase is omitted here:
 The euro is used in most of Europe (by people).
 Cars are manufactured in Europe (by manufacturers).
- Explain that the "doer" of the action in each of these sentences is obvious or not important, so the by phrase can be omitted.
- Refer Ss to the previous Conversation and ask them to underline the examples of the simple present passive. There are three questions and one statement.

A

- Explain the task and read the verbs in parentheses.
 Have Ss check any new words in their dictionaries.
- Ss complete the passage individually. If necessary, you

can also copy and give the Ss the appendix on page T-164 so Ss can use more irregular past participles. Then go over answers.

Answers

Many crops are grown in Taiwan. Some crops are consumed locally, but others are exported. Tea is grown in cooler parts of the island, and rice is cultivated in warmer parts. Fishing is also an important industry. A wide variety of seafood is caught and shipped all over the world. Many people are employed in the electronics and textile industries as well.

B

- Explain and model the task by eliciting the answer to the first item. Tell Ss that each verb can be used only once.
- Ss work individually. Then go over answers.

Answers

- 1. are spoken 3. is made up
- up 5. are manufactured
- is grownare raisedis used

C Pair work

- Ss use the passive of the verbs in part B to talk about their country (and other countries they know).
- Option: Ss share their ideas with the class.

CONVERSATION I need some information.

A Sisten and practice.

Kelly: Hello?

John: Oh, hello. I need some information. What currency is used in the European Union?

Kelly: Where?

John: The European Union.

Kelly: I think the euro is used in most of Europe.

John: Oh, right. And is English spoken much there?

Kelly: I really have no idea.

John: Huh? Well, what about credit cards? Are they

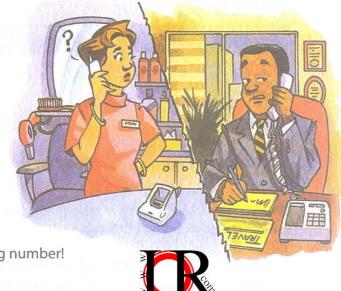
accepted everywhere?

Kelly: How would I know?

John: Well, you're a travel agent, aren't you?

Kelly: What? This is a hair salon. You have the wrong number!

PAIR WORK Use information about a country you know to act out the conversation.



GRAMMAR FOCUS

Passive without by (simple present) (5)

For the simple present, use the present of be + past participle.

Active **Passive**

They **use** the euro in most of Europe.

They speak English in many European countries.

They **manufacture** a lot of cars in Europe.

The euro is used in most of Europe. English is spoken in many European countries.

A lot of cars are manufactured in Europe.

Complete this passage using the simple present passive form.

Many crops (grow) in Taiwan. Some crops (consume) locally, but others (export). Tea (grow) in cooler parts of the island, and rice (cultivate) in warmer parts. Fishing is also an important industry. A wide variety of seafood(catch) and(ship) all over the world. Many people (employ) in the electronics and textile industries as well.

Complete the sentences. Use the passive of these verbs.

manufacture grow make up speak 4. A lot of sheep in New Zealand. 1. French and English in Canada. 2. A lot of rice in Vietnam. 5. Cars and computers in Korea. The U.S. of 50 states. 6. The U.S. dollar in Ecuador.

PAIR WORK Use the passive of the verbs in part B to talk about your country and other countries you know.

10 LISTENING Colombia

A U Listen to a short talk about Colombia. Complete the chart.

	Facts about Colombia
Location	
Population	
Language	
Industries	
Agricultural	
products	



- beaches rivers
- lakes
- volcanoes snow-capped mountains
 - hot lowland plains





SPEAKING Guess the country

A PAIR WORK Choose a country. Then answer these questions.

Where is it located? What cities are found there? What languages are spoken?

What currency is used? What famous tourist attraction is found there? What products are exported?

CLASS ACTIVITY Give a short talk like the one in Exercise 10 about the country you chose. Don't say the country's name. Can the class guess the country?

WRITING A guidebook introduction

A Make an information chart like the one in Exercise 10 about a country you know. Then write an introduction for a guidebook about the country.

Vietnam is located in Southeast Asia. It has a population of over 90 million people. Vietnamese is the official language. The country has many beautiful beaches, high mountains, and busy cities. Rice is grown in . . .

GROUP WORK Exchange papers. Is any important information missing? Ask questions to find out more.





10 LISTENING

Learning Objective: develop skills in listening for specific information

A (CD 2, Track 49)

- Present the map, pictures, and chart. In pairs, ask Ss to predict some words they will hear in the talk.
- To help Ss make predictions before listening, play **Prediction Bingo** – download it from the website.
- Tell Ss to listen and take notes to complete the chart. Then play the audio program.

AudioScript

See page T-171.

Draw the chart on the board. Have a few Ss write the answers they are sure about.

Answers

Location northwestern South America, with coasts on the Atlantic and Pacific oceans **Population** around 45 million

Language Spanish

Industries textiles and clothing; mining and oil
Agricultural products coffee, flowers, sugar, bananas,
rice, corn, and cotton

B (CD 2, Track 50)

■ Play the audio program again. This time, have Ss listen and check (✓) the other things the speaker mentions. Have Ss compare answers in pairs. Then elicit answers from the class.

Answers

beaches (coastlines); snow-capped mountains; hot lowland plains

For more practice using the passive voice, play Ask the Right Question – download it from the website. On the board, write a passive sentence (e.g., The euro is used in Italy.). Elicit a passive question that the statement answers (e.g., What currency is used in Italy?). On each index card, Ss write one passive statement.

<u> 111 s</u>

SPEAKING

Learning Objective: talk about a country using the simple present passive and vocabulary for discussing products

A Pair work

- Explain the task. In pairs, Ss choose a country and write answers to the questions. Set a time limit of about five minutes. If Ss want to research a country, this part could be assigned as homework.
- Help Ss brainstorm other information they could include (e.g., geographical features, religion, capital

- city). For more ideas, refer Ss to Exercises 7A and 10A.
- Remind Ss not to include the name of the country in their talk.

B Class activity

Ss take turns giving a short talk about the country they chose. Encourage Ss to present the information without simply reading their notes from part A. The class listens and guesses the country's name.

12

WRITING

Learning Objective: write an introduction to a guidebook using the simple present passive and vocabulary for discussing products

If possible, bring a guidebook written in English to class.

A

- Explain the task and read the example paragraph. Point out that both active and passive sentences are used in the example.
- Ask Ss to choose a country to write about. They can choose one that they already know about or research another country. If Ss research a country, this part could be assigned as homework.

- Ss gather information and make a chart like the one in Exercise 10A. Then they use their notes to write a draft of their introduction.
- To help Ss organize their writing, try *Mind Mapping* download it from the website.

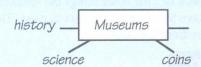
B Group work

In groups, Ss exchange papers and take turns reading them aloud. Encourage Ss to ask for more information.

13 READING

Learning Objectives: read an article about some unusual museums; develop skills in guessing meaning from context and understanding text organization

Books closed. Write the word Museums in a box in the middle of the board and ask Ss what kinds of museums are in their city, town, or country. Elicit ideas and write them on the board as a mind map:



- Ask Ss if they have ever been to or heard about any unusual museums.
- Books open. Ask Ss what they see in the pictures. Explain the pre-reading task and tell Ss to scan the article as quickly as possible for the answers. Then elicit answers. (Answers: very old objects – the Museum of Gold; a working factory – the Chocolate Museum; historic cooking tools – the Kimchi Museum)

TIP To help Ss scan quickly and focus on key words only, have Ss who finish raise their hands and leave them up. This will encourage those who haven't finished to work more quickly.

A

- Explain to Ss that they are going to guess the meanings of some new words and expressions from context. As an example, read the first paragraph aloud and ask Ss to guess the meaning of go off the beaten path.
- Ss complete the exercise individually. Then go over answers with the class. Ask Ss how they guessed the correct answers.

Answers

- 1. do something unusual
- 2. started
- 3. attractive
- 4. very old
- 5. free of charge
- 6. thick and sticky
- Elicit other new words in the text. Tell Ss to use their dictionaries or work in pairs to guess the meaning from context.

Vocabulary

eye-opening: surprising; interesting
highlight: attract attention to; emphasize
utensil: device or tool with a particular use
souvenir: something you buy or keep to remember a
place you visited

exhibit: an object on show in a museum or an art gallery **sparkle:** shine brightly; for example, a diamond sparkles in the light

item: an object

copper: a soft, red-brown metal

sample: try a small amount of something

B

- Explain the task. Tell Ss that they need to guess the paragraph, but not the exact place in the paragraph where each sentence could go. Model the task with the first sentence. Then ask Ss how they guessed the correct answer.
- Ss complete the task individually. Then go over answers with the class. Ask Ss how they guessed the answers.

Answers

a. 2 b. 4 c. 3 d. 1

C Pair work

- Have Ss discuss the questions in pairs.
- Option: As a follow-up, Ss write a paragraph about a museum in their city, town, or country. These can be displayed in the classroom or given to you to check.
- To review vocabulary from this reading, play *Tic-Tac-Toe* download it from the website.

End of Cycle 2

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

A Guide to Unusual Museums

Look at the pictures and scan the article. Where do you think you can see very old objects? a working factory? historic cooking tools?

1 Have you been to the Louvre in Paris, the National Museum of Anthropology in Mexico City, or any of those other "must see" museums? Well, now it's time to go off the beaten path.



The Kimchi Museum Seoul, South Korea

2 If you don't know about kimchi, a trip to the Kimchi Museum is an eyeopening experience. The museum was founded in 1986 to highlight South Korea's rich kimchi culture. The exhibit includes displays of cooking utensils and materials related to making, storing, and eating the famous pickled vegetables. The museum also provides details about the history and nutritional benefits of South Korea's most beloved side dish. Finally, stop by the souvenir shop to try various types of kimchi.



The Museum of Gold Bogotá, Colombia

objects, the Museum of Gold is the place. It holds one of South America's most stunning collections. Because the exhibits sparkle so brightly, you can actually take photographs without using a flash on your camera! Not everything is made of gold, though. Among the exhibits are ancient pre-Columbian items. Many of them are made from a mixture of gold and copper, known as tumbaga.



The Chocolate Museum Cologne, Germany

4 The Chocolate Museum will teach you everything about chocolate — from cocoa bean to candy bars. You'll learn about chocolate's 3,000-year history and discover how it was once used as money in South America. A real chocolate factory shows you how chocolate is made. After you've finished the tour, you can sample a complimentary drink of rich, gooey pure chocolate — perfect for those with a sweet tooth.

A Read the article. Find the words in *italics* below in the article. Then circle the meaning of each word or phrase.

- 1. When you go off the beaten path, you do something unusual / go somewhere far away.
- 2. When something is founded, it is started / discovered.
- 3. When something is stunning, it is extremely attractive / large.
- 4. When something is ancient, it is very old / common.
- 5. When something is complimentary, it is free of charge / very expensive.
- 6. When something is gooey, it is light and refreshing / thick and sticky.

B Where do these sentences belong? Write the number of the paragraph where each sentence could go.

- a. Don't forget to buy your favorite kind to bring home for dinner!
- b. Did you know that it wasn't popular in Europe until the nineteenth century?
- c. The museum also features coins, jewelry, and pieces of rare art.
- d. There are some museums that try to be a little different.

C PAIR WORK Which of these museums would you most like to visit? Why?

Unit 12 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Perspectives		
	3 Grammar Focus		SB Unit 12 Grammar Plus focus 1 SSD Unit 12 Grammar 1 ARC Past continuous vs. simple past
5	4 Listening	TSS Unit 12 Listening Worksheet TSS Unit 12 Extra Worksheet	Service Address
	5 Word Power		SSD Unit 12 Vocabulary 1–2 ARC Adverbs
	6 Writing	世 東京 (1982年) 1982年 -	WB Unit 12 exercises 1–5
	7 Conversation		SSD Unit 12 Speaking 1–2
	8 Grammar Focus	TSS Unit 12 Vocabulary Worksheet TSS Unit 12 Writing Worksheet	SB Unit 12 Grammar Plus focus 2 SSD Unit 12 Grammar 2 ARC Present perfect continuous 1–2
E 2	9 Pronunciation	TSS Unit 12 Grammar Worksheet	ARC Contrastive stress in responses
CYCLEZ	10 Speaking		
	11 Interchange 12	to the tell of the second of	
	12 Reading	TSS Unit 12 Project Worksheet VID Unit 12 VRB Unit 12	SSD Unit 12 Reading 1–2 SSD Unit 12 Listening 1–3 SSD Unit 12 Video 1–3 WB Unit 12 exercises 6–10

With or instead of the following SB section	You can also use these materials for assessment	
Units 11–12 Progress Check	ASSESSMENT CD Units 11–12 Oral Quiz ASSESSMENT CD Units 11–12 Written Quiz	

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 12

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	er personal and a second	
	111711111111111111111111111111111111111	
	ament with the state of states of	A Sulfat benevigierhilder in research for the second south from a second south from the second south for the secon
With or instead of the following SB section	I am using these materials for assessment	
A STATE OF THE STA		
	· Charles (magas) to 181 is	

What happened?



Aha!

Where did the ideas for these "accidental inventions" come from?



The Popsicle

In 1905, 11-year-old Frank Epperson wanted to make a new soft drink. He mixed the ingredients with a stick, but he left the soda outside overnight. The next morning, he found it frozen with the stick inside.



Velero

In 1948 George de Mestral went for a walk and noticed small seeds stuck to his clothes. He examined them under a microscope and found hundreds of small hooks that stuck to almost anything.



Post-it Notes

In 1970 Spencer Silver tried to invent a new glue, but it was very weak. No one wanted to use it. Four years later, his co-worker Arthur Fry put the glue on bookmarks to keep them in place.

Sources: http://inventors.about.com

Which of these accidental inventions do you think is the most interesting? the most useful? Do you know of any other things that were invented accidentally?

2

PERSPECTIVES It happened to me!



Choose one statement that you checked. What happened next?

"I recharged my cell phone and called my friend back."

What happened?

Cycle 1, Exercises 1-6



SNAPSHOT

Learning Objectives: read three success stories; learn vocabulary for talking about accomplishments

- Books closed. Write these questions on the board: True or False?
 - 1. The popsicle was created because of the weather.
 - 2. The design for Velcro was based on a cactus.
 - 3. Post-it Notes were the result of a failed experiment.
- Books open. Ss skim the Snapshot to check their answers. Elicit answers from the class. (Answers: 1. T 2. F 3. T)
- Ask Ss to read the three stories, underlining any words they don't know.

In Unit 12, students discuss personal experiences. In Cycle 1, they talk about events, accidents, and accomplishments in their lives using the past continuous and the simple past. In Cycle 2, they talk about events using the present perfect continuous.

- Explain new words by giving definitions or examples (e.g., soft drink = any sweet, carbonated beverage, like Pepsi or Fanta; seed = the small thing from which plants grow; glue = a sticky substance used to permanently attach things or repair things; bookmark = something used to mark a place in a book, usually a strip of heavy paper). Alternatively, tell Ss to ask their classmates for definitions or examples of any words they can't understand from context. Then Ss discuss the questions in small groups. Go around the class and give help as needed.
- For another way to teach this Snapshot, try *Jigsaw*Learning download it from the website. In groups of three, each S reads about one invention and then shares the information with the others.
- Elicit feedback from Ss about which inventions the group felt are most useful and any other accidental inventions they know of.



PERSPECTIVES

Learning Objectives: discuss lucky and unlucky events; see the past continuous in context

A (CD 2, Track 51)

- Books closed. Ask the class: "Have you ever met or seen a famous person?" Elicit some experiences.
- Explain the task. Ss listen to people talk about things that have happened to them. As Ss listen, they write down what each person says. Play the audio program, pausing after each speaker to give Ss time to write.
- Books open. Ss read the statements and correct their notes.
- Play the audio program again. This time, Ss read and check (✓) the things that have happened to them. Point out that it does not have to be exactly the same event but can be something similar.
- In groups, ask Ss to discuss which things have happened to them. What happened? When? What did

the S do? Encourage the rest of the group to ask for more information.

TIP To prevent Ss from using their first language when working in groups, explain that they must ask for "time out" when they want to use their L1. If necessary, place a limit on the number of "time outs."



- Explain the task and read the example sentence. Remind Ss to ask follow-up questions (e.g., Was your friend upset?).
- In groups, Ss take turns telling about what happened to them.
- For more practice with this topic, play *Twenty Questions* download it from the website.

GRAMMAR FOCUS

Learning Objective: practice using the past continuous and the simple past

(CD 2, Track 52)

- To explain the use of the past continuous, ask Ss to mime an action. Then suddenly turn off the light. Ask Ss: "What happened?" (Answer: You turned off the light.) Then ask Ss: "What were you doing when I turned off the light?" Help Ss to express their answers in the past continuous (e.g., I was writing / typing / eating when you turned off the light.).
- TIP To explain the use of a tense, use a simple memorable action or something visual like a time line (see below).
- Briefly explain the past continuous.

Past continuous vs. simple past

Point out that the past continuous is often used with the simple past. Both actions happened at the same time, but one action (the past continuous) started earlier and was in progress when the other action (the simple past) happened.

I was eating when the phone rang.

- Point out that when and while are often interchangeable when referring to a point or a period in time – for example:
 - When/While I was waiting in line, it started to rain. It started to rain while/when I was waiting in line.
- Refer Ss to the Perspectives section. Ask them to underline the simple past phrases (e.g., I fell asleep before the end, my cell phone died).
- Ask Ss to look at the other half of each sentence (e.g., I was watching a really good movie, I was talking to my friend). Elicit the form and explain that these are examples of the past continuous tense:

Play the audio program to present the sentences in the box. Ss listen and repeat.

A

- Focus Ss' attention on the illustration and use the first item to model the task. Then have Ss work individually to complete the task. Go around the class and give help as needed.
- Ss compare answers in pairs. Then elicit answers from the class.

Answers

- My brother was snowboarding when he broke his leg in several places.
- Several years ago, I was having problems with math, so I found a tutor to help me.
- The couple had their first child while they were living in a tiny apartment.
- While I was driving in Ireland a few years ago, I realized I was on the wrong side of the road!
- Ulrike was reading a good book, but someone told her the ending.
- While we were cooking dinner last night, the phone rang three times and then stopped.
- 7. My parents **met** each other while they **were working** at the same restaurant in Vancouver.
- For more practice with the past continuous, play

 Mime download it from the website. Write sentences
 on slips of paper and have Ss act them out for the rest
 of the class to guess.

B

- Point out that the past continuous is also used to say someone was in the middle of doing something at a certain time:
 - My family was living in Chile this time <u>last year</u>. I was waiting for you at 8:00. Where were you?
- Explain the task and elicit sentences from the class.
 Write some of them on the board.
- Now Ss write sentences about themselves. Encourage them to include interesting information. Go around the class and check Ss' sentences before they begin part C.

C Pair work

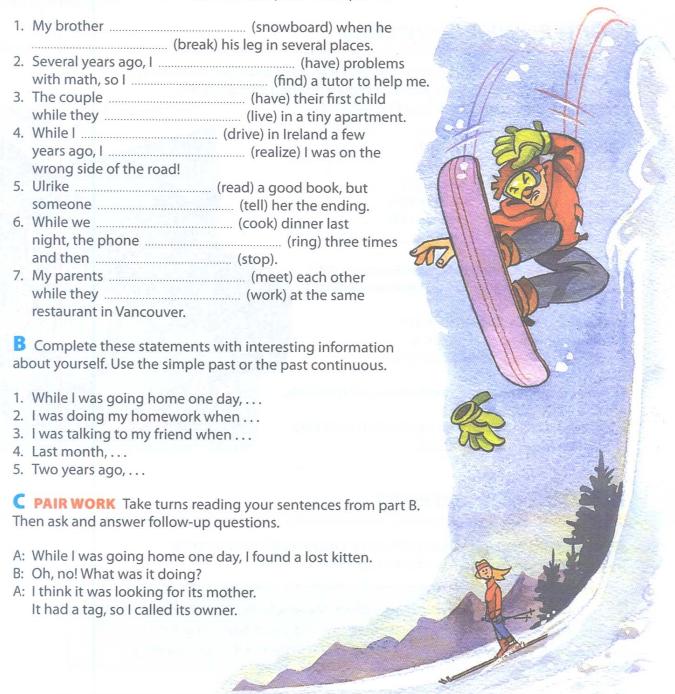
- Explain the task and have two Ss model the example conversation. Then write these useful expressions on the board:
 - Oh, really? That's interesting.
 Why were you/did you...?
 Wow! That's incredible./Oh, no! That's terrible.
- Ss take turns reading their sentences aloud in pairs. Remind them to respond and ask follow-up questions to get more information. Go around the class and write down any errors.
- Go over any errors you noticed with the whole class.

Past continuous vs. simple past 💿

Use the past continuous for an action in progress in the past.
Use the simple past for an action that interrupts it.

I was watching a good movie, I was talking to my friend While I was shopping one day, but I **fell** asleep before the end. when my cell phone **died**. a celebrity **walked** into the store.

A Complete these sentences. Then compare with a partner.



4 LISTENING Lucky breaks

	What they were doing	Lucky break
1. Yang Zhifa		
2. Gwyneth Paltrow		



WORD POWER Storytelling

A Some adverbs are often used in storytelling to emphasize that something interesting is about to happen. Which of these adverbs are positive (P)? Which are negative (N)? Which could be either (E)?

 strangely	
 suddenly	
 surprisingly	
 unexpectedly	
 unfortunately	
	suddenly surprisingly unexpectedly

B PAIR WORK Complete these statements with adverbs from part A to make up creative sentences.

I was walking down the street when, . . . It started out as a normal day, but, . . . We were on our way to the party when, . . .

- A: I was walking down the street when, unexpectedly, I saw a celebrity!
- B: Or, I was walking down the street when, suddenly, I looked down and found \$20!



WRITING A recent event

A Write a short story about something that happened to you recently. Try to include some of the adverbs from Exercise 5.

I was visiting the coast last year when, unexpectedly, I got a chance to go kayaking. Fortunately, it was a perfect day, and I was having a great time. The water was calm, and I was beginning to feel a little tired when, suddenly, . . .

GROUP WORK Take turns reading your stories. Answer any questions from the group.

4 LISTENING

Learning Objective: develop skills in listening for specific information and making inferences

A [CD 2, Track 53]

- Explain the task and present the information in the chart. Ask Ss: "What do you know about the Terracotta Warriors in China? What do you know about Gwyneth Paltrow?"
- Play the audio program. Ss listen and complete the first part of the chart. Then elicit Ss' answers.

AudioScript

See page T-172.

Possible answers

- He was looking for water/drilling a well when he hit something hard. He discovered an important archaeological site.
- She was at a movie theater/waiting in line to buy popcorn when she noticed Steven Spielberg. He offered her a part in a movie.

B (CD 2, Track 54)

Play the audio program again. Ss listen and answer the question. Then Ss compare their answers.

Possible answers

Before the discovery, Yang Zhifa was an ordinary farmer. Today he sits in the museum, signs autographs, and poses for pictures.

Gwyneth Paltrow got her first movie role. This led to a career as an actress.

5

WORD POWER

Learning Objective: learn some useful adverbs for telling stories

A

- Read the instructions and model the task. Ask Ss to find a word that has a positive meaning and to write P next to it.
- Tell Ss to look for positive adverbs first and then negative words and words that could be either positive or negative, depending on context. Ss complete the chart individually. Go around the class and give help as needed. Then go over answers.

Answers

P: fortunately, luckily, miraculously

N: sadly, unfortunately

E: coincidentally, strangely, suddenly, surprisingly, unexpectedly

B Pair work

- Explain the task and model the example conversation with a S. Elicit other suggestions from the class.
- Ss form pairs and make up creative sentences. Then each pair joins another pair to share their ideas.
- For more practice with adverbs, play the *Chain Game* download it from the website. Have Ss add sentences to a story, rather than make one long sentence.



WRITING

Learning Objective: write a short story using adverbs and the past continuous

A

- Remind Ss that they have read and talked about lucky breaks, accomplishments, accidents, coincidences, and funny events. Explain that now they are going to write a story about something that has happened to them.
- Ss read the example paragraph and write their own story.

B Group work

- Ss exchange stories and read them aloud. Encourage Ss to ask follow-up questions and give additional information whenever possible.
- **Option:** Have Ss revise their stories and give them to you to check or grade.

End of Cycle 1

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



CONVERSATION

Learning Objectives: practice a conversation between people catching up on news; see the present perfect continuous in context



A (CD 2, Track 55)

- Focus Ss' attention on the picture. Ask: "Where are they? What do they look like? Do you think this is their first meeting?" Accept any reasonable answers.
- Books closed. Ask: "Is this their first meeting? How do you know?" Play the first few lines of the audio program. Then elicit answers. (Answers: No. They know each other, but haven't seen each other in ages.)
- Write these questions on the board: What are Gina and Pete doing? How long have they been doing it?
- Play the audio program. Have Ss listen and answer the questions. Then elicit answers. (Answers: Gina: working two jobs and saving for a trip, for six months; Pete: spending money and modeling, since he graduated)

- Books open. Play the audio program again. Focus Ss' attention on the pronunciation of been (= /bɪn/).
- Ask Ss to read the conversation and find examples of follow-up questions (e.g., How come?), additional information (e.g., Since I graduated. But I haven't been . . .), and reactions (e.g., Well, that's exciting.).
- Ss practice the Conversation in pairs.

B (CD 2, Track 56)

Explain the task. Play the rest of the audio program. Ss listen and answer the question. Then elicit answers from the class.

AudioScript

See page T-172.

Possible answers

The man has been looking for a house to buy and finally found one last month. The woman went to Italy last month. She's been taking some classes in Italian cooking.

GRAMMAR FOCUS

Learning Objective: practice using the present perfect continuous

(CD 2, Track 57)

Refer Ss to the previous Conversation. Ask them to find examples of statements with have/haven't been. Then write this chart on the board:

1	2	3	4	5
1	've	been	working	twojobs
1	haven't	been	getting	any work

■ Elicit how the present perfect continuous is formed by asking Ss what they see in each column:

Subject + have/has(not) + been + verb + -ing + (rest)Briefly explain the use of the present perfect continuous and write the following on the board. Point out the use of time expressions (e.g., for, since):

- 1. The present perfect continuous is used to describe an action that started in the past and continues into the present: I've been working two jobs for the last six months.
- 2. The present perfect continuous can also be used without a time expression to describe an

activity that started in the past but is still in progress:

I've been thinking about taking a trip.

 Elicit additional sentences. Then play the audio program to present the examples in the box.

Explain the task and model the first item. After Ss complete the task, elicit answers.

Answers

- 1. A: What have you been doing lately?
 - B: Well, I've been spending my free time at the beach.
- 2. A: Have you been working part-time this year?
 - B: Yes, I have. I've been making sandwiches at the Lunch Time Café for the past few months.
- 3. A: How have you been feeling recently?
 - B: Great! I've been getting a lot of sleep. And I haven't been drinking as much coffee since I stopped working at the coffee shop.
- 4. A: Have you been getting enough exercise lately?
 - B: No, I haven't. I've been studying a lot for a big exam.

B Pair work

 Ss work in pairs to practice the conversations in part A. They then ask the questions and respond with their own information.

CONVERSATION What have you been doing?

A D Listen and practice.

Pete: Hey, Gina! I haven't seen you in ages. What have you been doing lately?

Gina: Nothing exciting. I've been working two jobs for the last six months.

Pete: How come?

Gina: I'm saving up money for a trip to Morocco.

Pete: Well, that's exciting.

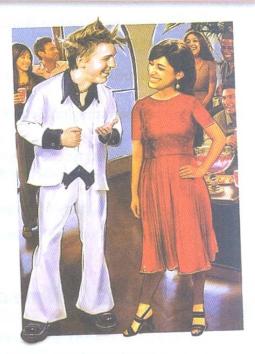
Gina: Yeah, it is. What about you?

Pete: Well, I've only been spending money. I'm pursuing a full-time modeling career.

Gina: Really? How long have you been modeling? Pete: Since I graduated. But I haven't been getting any

work lately. I need a job soon. I'm almost out of money!

Listen to two other people at the party. What has happened since they last saw each other?



GRAMMAR FOCUS

Present perfect continuous 🕑

Use the present perfect continuous for actions that start in the past and continue into the present.

What have you been doing lately? I've been working two jobs for the last six months.

How long have you been modeling? I've been modeling since I graduated.

Have you been saving money? No, I haven't been saving money. I've been spending it!

Complete the conversations with the present perfect continuous.

			you	
2.	B:	Yes, I have. I	you(make) sa for the past few months	
3.	A: B:	Great! I	(get) a lot of sl	eep. And Iorking at the coffee shop.
			you(study)	(get) enough exercise lately

PAIR WORK Read the conversations in part A together. Then read them again and answer the questions with your own information.

A: What have you been doing lately?

B: I've been listening to a lot of classical music. It helps me study.

PRONUNCIATION Contrastive stress in responses

A Disten and practice. Notice how the stress changes to emphasize a contrast.

A: Has your brother been studying German? A: Have you been teaching French?

B: No, I've been studying German.

B: No, I've been studying French.

B Mark the stress changes in these conversations. Listen and check. Then practice the conversations.

A: Have you been studying for ten years?

A: Have you been studying at school?

B: No, I've been studying for two years.

B: No, I've been studying at home.

SPEAKING Tell me about it.

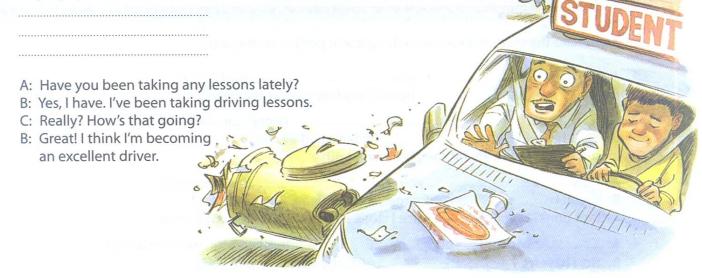
GROUP WORK Add three questions to this list. Then take turns asking and answering the questions. Remember to ask for further information.

Have you been ... lately?

taking any lessons working out learning a new hobby working long hours reading any good books playing any cool video games traveling staying up late

useful expressions

Really? I didn't know that! Oh. I see. I had no idea. Wow! Tell me more.



INTERCHANGE 12 Life is like a game!

Play a board game. Go to Interchange 12 on page 126.

PRONUNCIATION

Learning Objective: notice how stress is used in responses to emphasize a contrast

A [CD 2, Track 58]

- Explain that you can change the meaning of a sentence by stressing different words. Play the audio program.
 Point out the extra stress on the contrasting words in the example conversations.
- Remind Ss that stress is shown in English by making a word or syllable higher, longer, and louder.
- Play the audio program again, pausing after each line for Ss to repeat. Check individual Ss' pronunciation and proper use of contrastive stress.

During choral repetition, it is difficult to hear if Ss are using the correct pronunciation. It is important to interrupt the choral drill occasionally and ask individuals to try it.

B (CD 2, Track 59)

- Ss read the example conversations in pairs. Then they mark the words that need to be stressed to show contrast.
- Play the audio program and have Ss check their answers. Ask Ss to correct any errors they made.

Answers

- A: Have you been studying for ten years?
- B: No, I've been studying for **two** years.
- A: Have you been studying at school?
- B: No, I've been studying at home.
- Ss practice the conversations in pairs.
- For more practice with contrastive stress, play *True*or False? download it from the website. Ss look
 through the last two units and make sentences about
 the people and pictures. Partners use contrastive stress
 to correct the false statements.



Learning Objective: talk about recent activities using the present perfect continuous tense

Group work

- Have Ss read the question prompts. Elicit suggestions for additional prompts. Ss choose three to add to the list.
- Elicit additional questions from Ss. Encourage them to use their imaginations. Write as many of the Ss' ideas as possible on the board (e.g., How long have you been studying English? How long have you been living here? Have you been working as a(n)... for a long time?).
- Point out the useful expressions box and ask Ss to add other expressions. Then write new expressions on the board for the class to use.
- Use the example conversation to model the task. Then ask Ss some of the questions in the list. Encourage Ss to ask follow-up questions and give additional information.
- Set a time limit of about ten minutes. Remind Ss to use contrastive stress when necessary.

Ss form groups and take turns asking and answering questions. Go around the class and give help as needed.

TIP To increase Ss' talking time, regroup them and have them share their ideas with other classmates. Possible ways to regroup Ss:

- · have each group join another group
- have each group send one member to the next group
- assign a letter (a–e) to each S in a group and form new groups of all As, all Bs, etc.
- Option: For more practice, tell Ss to imagine they are going to a school reunion party. First, have Ss read the Conversation on page 81 again. Then have pairs role-play a similar conversation using their own words and information. Tell them to pretend that they haven't seen each other for several years.
- To make the role play more fun, try Musical Dialog -
- download it from the website.



INTERCHANGE 12

See page T-126 for teaching notes.

12 READING

Learning Objectives: read an article about a unique musical group; develop skills in skimming and reading for specific information

- Books closed. Write the title on the board. Ask Ss to guess what the article might be about.
- Books open. Explain the pre-reading task. Then give Ss one minute to answer the question. (Answer: The members lived on the streets; the four original members are disabled.)
- For another way to teach this Reading, replace the pre-reading task and part A with *Reading Race* download it from the website. Books closed. Dictate the questions to Ss or write them on the board. Ss go around the class and answer them.

A

- Explain the task. Model the first word as an example. Ask Ss to find the word disabled in the article. Then ask: "Do you think disabled is a verb, an adjective, or a noun?" (Answer: an adjective) Then elicit the answer.
- Ss read the article and complete the task individually. Remind Ss to find each word in the article and look at the context before guessing its meaning.
- Go over answers with the class. For each word or expression, ask if Ss think it's a verb, an adjective, or a noun.

Answers

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

Vocabulary

musical influence: something that affects the kind of music someone creates
released: made available for the public

screened: shown

B

- Present the questions. Have Ss work individually to answer the questions and then discuss them in pairs. Go around the class and give help as needed.
- Option: Student A is a journalist. Student B is a member of Staff Benda Bilili. Role-play an interview for a newspaper or TV program.

Answers

- They live on the streets of Kinshasa, Democratic Republic of Congo.
- They use tricycles to move around because they are disabled.
- They play classic Congolese rumba mixed with reggae and rhythm 'n' blues.
- Two French filmmakers made a documentary about them.
- They want to tell street people and disabled people to be very strong. They want to raise the world's awareness about the problems of street people.

C Pair work

- Ss take turns sharing stories. Encourage them to use the structures presented in the unit.
- Option: Ss share their stories with the class.

End of Cycle 2

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

From the Streets to the Screen

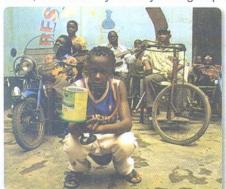
Skim the article. What makes Staff Benda Bilili different from other groups of musicians?

Staff Benda Bilili is a group of musicians from Kinshasa, Democratic Republic of Congo (DRC). They live on the streets of the city. The four original group members are all disabled and move around on homemade tricycles. The group was founded by guitar players Papa Ricky Likabu and Coco Ngambali. Other musicians refused to play with them because they couldn't dance. Later, a street kid, Roger Landu, joined them. He made his own musical instrument from a fish can, a piece of wood, and one guitar string - nothing more.

The group's music is classic Congolese rumba mixed with reggae and rhythm 'n' blues. Their lyrics contain a message to

street people and disabled people: Be very strong. Papa Ricky believes that the only real handicaps are in the mind, not the body. He says the group's main musical influences come from the street: "We sleep there, eat there, rehearse there." They also play there. Every evening, the group

performs in front of an audience near Kinshasa Zoo.



In 2004, two French filmmakers were working in the DRC when, by chance, they heard Staff Benda Bilili's music. They loved it so much that they spent the next five years making a documentary film about the group. In 2009, Staff Benda Bilili's first CD was released. It's called Très Très Fort, which means "very very strong." The group won the WOMEX (World Music Expo) Artist Award. Then, in 2010, the documentary Benda Bilili! was screened at the Cannes Film Festival, and the group played on the opening night.

Staff Benda Bilili wants to use its worldwide success to raise awareness about the problems of street people in Kinshasa and around the world.

A Read the article. Find the words in italics below in the article. Then match each word with its meaning.

- 1. disabled
- 2. lyrics
- 3. handicaps
- 4. rehearse
- 5. by chance
- 6. raise awareness
- a. unexpectedly
- b. make people think
- c. things that make it hard to do what you want
- d. words of a song
- e. unable to walk or move easily
- f. practice before performing in front of an audience

Answer these questions. Then compare with a partner.

- 1. Where do the members of Staff Benda Bilili live?
- 2. Why do they use tricycles?
- 3. What kind of music do they play?
- 4. How did they become famous?
- 5. What message do they want to tell the world?

PAIR WORK Discuss people you know who had a lot of problems and then became very successful.

Units 11–12 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Give information about books, movies, songs, etc. (Ex. 1) Understand information about countries (Ex. 2) Describe a situation (Ex. 3) Ask and answer questions about past events (Ex. 4, 5) Ask and answer questions about recent activities (Ex. 5)	00000	00000	00000

SPEAKING Right or wrong?

A List six books, movies, songs, albums, or other popular works. Then write one *who* question for each of the six items.

The X-Men movies
Who played Wolverine in the X-Men movies?

PAIR WORK Take turns asking your questions. Use the passive with by to answer.

A: Who played Wolverine in the *X-Men* movies?
B: I think Wolverine was played by Hugh Jackman.



LISTENING Facts about Spain

1. Currency	 4.	A popular sport	
2. Country to the west	 5.	Two main crops	
3. Capital	 6.	Two industries	
	37000		

B usten again. Keep score. How much money does each contestant have?

Units 11-12 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 11 and 12?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



SPEAKING

Learning Objective: assess one's ability to give information about books, movies, songs, etc.

- Explain the task. Elicit some titles for the categories given and write them on the board. Then write a question using who (e.g., Who played Edward in the Twilight movies? Who wrote . . . ? Who sang . . . ?) next to each work listed on the board.
- Give Ss a few minutes to write six titles on a piece of paper. Then they should write one who question for each work. Remind Ss to underline titles of books, albums, and movies and to put titles of songs in quotation marks.

B Pair work

- Explain the task. Ask two Ss to read the example conversation. Point out that Ss must use the passive with by to answer the questions.
- Ss form pairs and take turns asking and answering their questions. Set a time limit of ten minutes. Go around the class and give help as needed.
- **Option:** Collect Ss' questions and use them as a class quiz, with Ss working in teams. Teams get one point for every correct answer. The team with the most points wins.



LISTENING

Learning Objective: assess one's ability to understand information about countries

A (CD 2, Track 60)

- In pairs, ask Ss to discuss what they know about Spain. Don't go over answers at this point.
- Explain the task. Ss listen to a game show and complete the chart with information about Spain.
- Go over the chart. If Ss already know the information, tell them to write it on a separate piece of paper and check or correct it while they listen.
- Play the audio program. Ss complete the chart. After Ss compare notes in pairs, elicit answers from the class. Encourage Ss to use the passive to answer.

AudioScript

See page T-172.

Answers

- 1. the euro 2. Portugal 3. Madrid
- 4. bullfighting
- 5. olives and wheat
- 6. textiles and automobiles

B 🔘 [CD 2, Track 61]

- Explain the task. Ss listen again to find out how much money each contestant has. Remind Ss to keep score on a piece of paper.
- Play the audio program again. Then go over answers with the class.

Answers

Contestant A: \$300 Contestant B: \$200 Contestant C: \$100

• Option: Elicit other information about Spain.

GAME

Learning Objective: assess one's ability to describe a situation

Group work

- Books closed. Model the task by demonstrating a sentence-making competition. Write this situation on the board:
 - theft in a department store
- Elicit sentences from the class that explain what happened as a result of the situation. Ask a S to write them on the board (e.g., some earrings were stolen, the police were called, a man was arrested). If necessary, remind Ss that we use steal for objects and rob for places and people.
- Books open. Focus Ss' attention on the three situations and explain that Ss must use the passive without by to write as many sentences as possible for each situation.
- Ss work in small groups to write sentences for each situation. Set a time limit of ten minutes.
- Ask Ss to read the sentences they wrote for each situation. The group that wrote the most correct sentences wins.
- Option: Groups exchange papers and read each other's sentences to find out what they missed.



ROLE PLAY

Learning Objective: assess one's ability to ask and answer questions about past events and recent activities

- Explain the task. Student A is a suspect, or a person the police believe has stolen the painting. Student B is a police detective.
- Have Ss form pairs. Tell Student As to make up an alibi, or a story to show they were in another place at the time of the crime. They should take notes to explain what they were doing when the painting disappeared.
- While Student As write notes, go over the questions

- in the notebook with Student Bs. Tell them to add two questions to the notebook.
- Ss work in pairs. If possible, have them stand on either side of a desk, which will represent the police station counter. Set a time limit of about ten minutes.
- During the role play, go around the class and listen. Take note of any common errors. When time is up, suggest ways the role plays could be improved. Give examples of good communication that you heard.
- Ss change roles and try the role play again.
- **Option:** Find out who had the most creative alibi.



DISCUSSION

Learning Objective: assess one's ability to ask and answer questions about recent activities

A Group work

- Read the questions to model the correct pronunciation, intonation, and stress. Ss listen and repeat.
- Read the useful expressions in the box. Ask Ss to add other expressions.
- Model the activity by asking the class some of the questions in the list. Then ask follow-up questions and encourage Ss to give additional information.
- Ss form groups and take turns asking and answering questions. Set a time limit of about ten minutes.

B Class activity

- Ask Ss from each group to tell the class what they learned about their classmates.
- After each group presents their information, encourage the rest of the class to ask follow-up questions.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

3

GAME Sentence-making competition

GROUP WORK Use the passive to write details about these situations. Then compare with the class. Which group wrote the most sentences?

Your roommate cleaned the apartment.

There was a big storm yesterday.

Someone broke into your house last night.

The dishes were done.

The airport was closed.

The window was broken.

4

ROLE PLAY Alibis

A famous painting has been stolen from a local museum. It disappeared last Sunday afternoon between 12 P.M. and 4 P.M.

Student A: Student B suspects you stole the painting.

Make up an alibi. Take notes on what you were doing that day. Then answer Student B's questions.

Student B: You are a police detective. You think Student A stole the painting. Add two questions to the notebook. Then ask Student A the questions.

Change roles and try the role play again.

aaaaaaaaaaa

Where were you last Sunday?

Did you eat lunch? Who was with you?

What were you wearing that day?

What were you doing between noon and 4 p.m.?

Was anyone with you?

	140	ú	
<u> 20</u>	-	۹	
H	-0		

DISCUSSION Really? How interesting.

A GROUP WORK What interesting things can you find out about your classmates? Ask these questions and others of your own.

Have you been doing anything exciting recently?
Are you studying anything right now? How long have you been studying it?
Have you met anyone interesting lately?
Who is your best friend? How did you meet?
Where were you living ten years ago? Did you like it there? What do you remember about it?

useful expressions

Really?
I didn't know that!
Oh, I see.
I had no idea.
Wow! Tell me more.

B CLASS ACTIVITY Tell the class the most interesting thing you learned.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 13 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Conversation		SSD Unit 13 Speaking 1–2
	3 Grammar Focus		SB Unit 13 Grammar Plus focus 1 SSDUnit 13 Grammar 1 ARCParticiples as adjectives 1–2
4177	4 Word Power	TSS Unit 13 Vocabulary Worksheet	SSDUnit 13 Vocabulary 1–2
	5 Listening		
	6 Pronunciation	in in a construction of the construction	ARCEmphatic stress
	7 Discussion		WB Unit 13 exercises 1–4
	8 Perspectives		of any proposition of the transfer expenses and
	9 Grammar Focus	TSS Unit 13 Grammar Worksheet	SB Unit 13 Grammar Plus focus 2 SSDUnit 13 Grammar 2 ARCRelative pronouns for people and things
	10 Interchange 13		SECULIA IENTODISCO
CLE 2	11 Speaking	TSS Unit 13 Extra Worksheet	
	12 Listening	TSS Unit 13 Listening Worksheet	
	13 Writing	TSS Unit 13 Writing Worksheet	
	14 Reading	TSS Unit 13 Project Worksheet VID Unit 13 VRB Unit 13	SSD Unit 13 Reading 1–2 SSD Unit 13 Listening 1–3 SSD Unit 13 Video 1–3 WB Unit 13 exercises 5–10

VID: Video DVD

VRB: Video Resource Book

WB: Workbook

My Plan for Unit 13

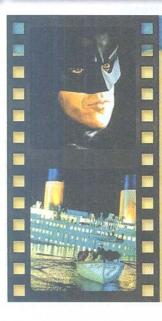
Use the space below to customize a plan that fits your needs.

With the following SB exercises	l am using these materials in class	My students are using these materials outside the classroom
	A CONTRACTOR OF THE PARTY OF TH	
	Shakiyan	
		and the first that the first the fir
With or instead of the following SB section	I am using these materials for assessment	
		AND SALES AND SALES OF THE SALE
		A MARCON CONTRACTOR CO

13

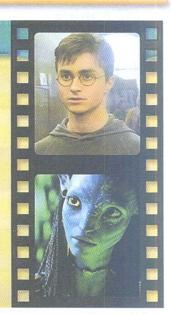
Good book, terrible movie!

SNAPSHOT



Movie Trivia

- Batman (1989) The role of Batman was played by Michael Keaton. In later movies, it was played by Val Kilmer, George Clooney, and Christian Bale.
- Titanic (1997) The movie cost \$200 million to make. The Titanic itself cost about \$135 million to build.
- Pirates of the Caribbean: The Curse of the Black Pearl (2003) Keira Knightley nearly missed the audition because of a traffic jam.
- Harry Potter and the Order of the Phoenix (2007)
 This is the longest book and the shortest movie in the series.
- Paranormal Activity (2007) This movie only cost \$15,000 to make, but it made \$9.1 million in its first week.
- Avatar (2009) The special effects were so expensive that director James Cameron had to wait ten years to make the movie.
- The Three Stooges (2012) Jim Carrey, Sean Penn, and Benicio del Toro were originally cast in the film, but all three dropped out.



Source: www.imdb.com

Which of the movie trivia do you find most interesting? Do you know any other movie trivia? Which of the movies have you seen? Did you enjoy them?

CONVERSATION What's playing?

A D Listen and practice.

Roger: Do you want to see a movie tonight?

Carol: Hmm. Maybe. What's playing?

Roger: How about the new *Star Trek* film? I hear it's really exciting.

Carol: Actually, the last one was boring.

Roger: What about the movie based on Stephen King's new novel?

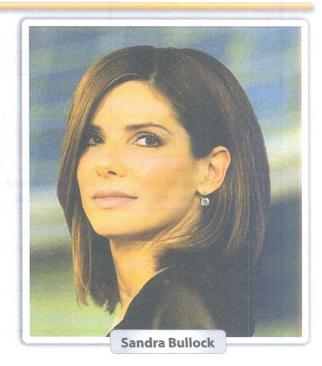
Carol: I don't know. His books are usually fascinating, but I don't like horror movies.

Roger: Well, what do you want to see?

Carol: I'm interested in the new Sandra Bullock movie. It looks good.

Roger: That's fine with me. She's a wonderful actress.

Listen to the rest of the conversation. What happens next? What do they decide to do?



Good book, terrible movie!

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objectives: learn vocabulary for talking about movies

- Focus Ss' attention on the pictures in the Snapshot. Ask them to identify the movies.
- Ss read the Snapshot. Ask Ss if anything surprises them about this information.
- Ss discuss the questions in small groups.
- Ss share any interesting trivia they learned in their groups.

In Unit 13, students discuss books, movies, and TV programs. In Cycle 1, they talk about books, movies, and TV programs using participles as adjectives. In Cycle 2, they talk more about movies and famous Hollywood names using relative clauses.

- Option: Ask Ss to identify the genre of each movie in the Snapshot (action, drama, adventure, fantasy, horror, science fiction, comedy). Some movies fall into more than one category. Ask for other genres and other examples of these genres (more on genres in Exercise 7).
- For another way to practice this vocabulary, try Vocabulary Steps - download it from the website. Ss rank the movie types in order from least favorite to favorite.



CONVERSATION

Learning Objectives: practice a conversation about movies; see participles as adjectives in context





A (a) [CD 3, Track 1]

Books closed. Ask the class: "What movies are playing in theaters now? Which movies have you seen? Which are good? bad?" If possible, bring or show movie listings to the class.

TIP To help Ss see the value of what they are doing in class, link each exercise to the next (e.g., You talked about movies in the Snapshot. Now you're going to hear two people talking about going to see a movie.).

- Set the scene. Two people are trying to decide what movie to see tonight. Write these questions on the board:
 - 1. Who is choosier? (= more difficult to please)
 - 2. What do they decide to see?
- Play the audio program. Then elicit Ss' answers to the questions on the board. (Answers: 1. the woman 2. the new Sandra Bullock movie)
- Option: Ask Ss which of the three movies they would prefer to see.
- Write this on the board:

1. exciting the last Star Trek film 2. boring the new Star Trek film

3. fascinating the new Sandra Bullock movie

4. interesting Stephen King's books

- Play the audio program again. This time, ask Ss to listen and match the adjectives to the movies or novels. Then elicit answers from the class. (Answers: 1, the new Star Trek film 2. the last Star Trek film 3. Stephen King's books 4. the new Sandra Bullock movie)
- Books open. Play the audio program again. Ss listen and read silently. Ask Ss to focus on how the two people reach an agreement.
- Ss practice the conversation in pairs.
- **Option:** Ss role-play a similar conversation. Student A makes suggestions. Student B is a bit choosy, but finally agrees. If possible, Ss talk about current movies.

3 (CD 3, Track 2)

Read the questions. Then play the rest of the audio program. Ss listen and take notes. After Ss compare their responses, elicit answers from the class.

AudioScript

See page T-173.

Answers

Carol checks online and finds out the Sandra Bullock movie isn't playing anymore. They decide to watch TV instead.

3

GRAMMAR FOCUS

Learning Objective: practice using present participles and past participles as adjectives

(CD 3, Track 3)

Present and past participles as adjectives

- Draw a picture of a man on the board. Explain that the man is watching a boring movie on TV. Draw a TV next to the man and write *boring* inside the TV.
- Ask Ss how the man feels while watching TV. Elicit the word *bored* and write it inside the man's body.



- Draw a book on the other side of the man. Explain that now he is reading an interesting book. Write interesting on the book and elicit how the man feels.
 Write interested inside his body.
- Ask Ss to add five more examples of adjectives that end in -ing and -ed to the picture. In pairs, have Ss take turns making sentences.
- Refer Ss to the Grammar Focus box. Point out that the adjectives ending in -ing are called present participles. They are outside factors that cause a feeling. Past participles end in -ed and express the feeling or reaction.
- Play the audio program to present the sentences in the box. If necessary, play it again and have Ss listen for correct pronunciation and stress.

A

- Focus Ss' attention on the photo of Matt Damon and elicit adjectives about him. Then read the instructions and model the first item with the class.
- Ss complete the task individually. After Ss compare their responses, elicit answers from the class.

Answers

- 1. Matt Damon is an amazing actor.
- 2. I find animated films amusing.
- 3. I'm not interested in science fiction movies.
- 4. I'm bored by watching television.
- 5. The final Twilight book was exciting.
- 6. I'm fascinated by J.R.R. Tolkien's novels.
- 7. It's surprising that horror movies are so popular.

R Pair work

 Explain the task. Then Ss work in pairs to complete the description. Give Ss a time limit before checking answers.

Answers

I had a terrible time at the movies last weekend. First, my ticket cost \$15. I was really **shocked** by the price. By mistake, I gave the cashier two \$5 bills instead of a ten and a five. I was a little **embarrassed**. Then there was trash all over the theater. The mess was **disgusting**. The people behind me were talking during the movie, which was **annoying**. The story was hard to follow. I always find thrillers so **confusing**. I liked the special effects, though. They were **amazing**!



WORD POWER

Learning Objective: learn and classify synonyms for common adjectives

A Pair work

- Explain the task. Ss write similar adjectives, or synonyms, under the words in each heading. To model the task, ask Ss to find a word in the list that means the same as awful. When you hear a correct response, have them write it in the first blank under the heading Awful.
- Ss complete the task individually, using a dictionary if necessary. Then elicit answers.

Answers

disgusting fabulous absurd bizarre dreadful fantastic dumh odd horrible marvelous ridiculous unusual terrible weird outstanding silly

Option: Model the correct pronunciation of the words in the chart. Ss listen and repeat.

B Group work

- Explain the task. Refer Ss to Exercise 3. Then ask them to suggest similar sentences using the adjectives in the Word Power.
- Model a conversation with a S:
 - T: Did you see the movie . . . ?
 - S: Yes, I did.
 - T: I didn't like it. I thought the special effects were horrible and the characters were bizarre. What did you think of it?
 - S: I thought it was good.
 - T: Why did you think it was good?
- Ss share opinions about a movie, an actor, an actress, a TV show, and a book in groups.

Participles as adjectives 💿

Present participles

Stephen King's books are **fascinating**. The last *StarTrek* film was **boring**. The new Sandra Bullock movie sounds **interesting**.

Past participles

I'm **fascinated** by Stephen King's books. I was **bored** by the last *StarTrek* film. I'm **interested** in the new Sandra Bullock movie.

A Complete these sentences. Then compare with a partner.

1.	. Matt Damon is an	actor. (amaze)
	. I find animated films	
3.	. I'm not	in science fiction movies. (interest)
4.	. I'm by	watching television. (bore)
5.	. The final Twilight book was	
		J.R.R. Tolkien's novels. (fascinate)
		t horror movies are so popular. (surprise)



Matt Damon

B PAIR WORK Complete the description below with the correct form of these words.

amaze	annoy	confuse	aisgust	embarrass	shock	
				st, my ticket cost nier two \$5 bills ir		eally
a ten and a	five. I was a	a little		re was trash all ov	ver the theat	er.
The mess w	as	The peop	le behind me	were talking duri	ing the movi	ie,
				w. I always find th		
SO		the special effe	ects, though. T	hey were	1	

4

WORD POWER Opinions

A PAIR WORK Complete the chart with synonyms from the list.

abarred	alous la	14.000 25.000	100
absurd	dumb	marvelous	silly
bizarre	fabulous	odd	terrible
disgusting	fantastic	outstanding	unusual
dreadful	horrible	ridiculous	weird

Awful	Wonderful	Stupid	Strange
		71 Est 1381	

B GROUP WORK Share your opinions about a movie, an actor, an actress, a TV show, and a book. Use words from part A.

5 LISTENING How did you like it?

				- 10
	2. wonderful		4. ridiculous	
silly	odd	terrific terrific	interesting	
strange	boring	dreadful dreadful	exciting	
				-04

6 PRONUNCIATION Emphatic stress







That was terrible!

He was amazing!

That's fascinating!

B PAIR WORK Write four statements using these words. Then take turns reading them. Pay attention to emphatic stress.

dreadful

fantastic

horrible

ridiculous

DISCUSSION Let's go to the movies!

A PAIR WORK Take turns asking and answering these questions and others of your own.

What kinds of movies are you interested in? Why? What kinds of movies do you find boring? Who are your favorite actors and actresses? Why? Are there actors or actresses you don't like? What's the worst movie you've ever seen? What are your three favorite movies in English? Why?

Are there any outstanding movies playing now?

A: What kinds of movies are you interested in?

B: I love action movies.

A: Really? Why is that?

B: They're exciting! What about you?

A: I think action movies are kind of silly. I prefer . . .

GROUP WORK Compare your information. Whose taste in movies is most like yours?



5 LISTENING

Learning Objective: develop skills in making inferences

A ([CD 3, Track 4]

- Explain the situation. Ss will hear people give opinions about books, movies, and TV programs. Then Ss will decide whether each person would recommend the book, movie, or TV program.
- Play the audio program. Ss listen and take notes. Then elicit answers from the class.

AudioScript

See page T-173.

Answers

1. yes 2. no 3. yes 4. no

B @ [CD 3, Track 5]

- Explain the task. Ss look over the adjectives listed and check (✓) the best adjective for each situation.
- Play the audio program again. Then elicit answers.

Answers

1. fascinating 2. boring 3. terrific 4. ridiculous

6

PRONUNCIATION

Learning Objective: notice how emphatic stress is used to express an opinion

A @ [CD 3, Track 6]

- Remind Ss that in English words with more than one syllable, one syllable has the primary, or main, stress. Stress can be used to express strong opinions. Remind Ss that stress is shown by making the syllable higher, longer, and louder.
- Play the audio program. Ss listen and pay attention to the stress and pitch.
- Play the audio program again and have Ss repeat.
 Encourage them to exaggerate to show emotion.

B Pair work

- Explain the task. Ask Ss to write four sentences about movies. To show more emphatic stress, have Ss write two sentences about movies they hate and two about movies they love.
- Ss form pairs and take turns reading their sentences. Remind them to use stress and pitch to express their opinions.

TIP To give Ss more practice with a pronunciation feature, ask them to practice or listen to other exercises (e.g., Conversation, Grammar Focus, Listening) again.

7

DISCUSSION

Learning Objective: discuss movies using participles as adjectives

A Pair work

- Books closed. Ask Ss to brainstorm questions about movies. Then write some of them on the board: What's your favorite... (musical/comedy/drama)? How many movies do you watch every month? Do you usually go to the theater, or do you usually watch movies on TV, on a computer, or on your phone?
- Books open. Ask Ss to read the list of questions and the example conversation. Encourage them to extend it as much as possible.
- For another way to practice this exercise, try *Look Up* and *Speak!* download it from the website.
- Books closed. Ss form pairs and practice asking and answering their questions. Encourage them to ask

follow-up questions and add emphatic stress. Set a time limit of about ten minutes. Go around the class and give help as needed.

For more speaking practice, try the *Onion Ring*technique – download it from the website. Ss ask
and answer questions about movies until you say,
"Change!"

B Group work

- Each pair joins another pair. Ss compare their responses and decide who has similar tastes in movies.
- Option: Ask Ss to share this information with the class.

End of Cycle 1

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

8

PERSPECTIVES

Learning Objectives: listen to people describe their Hollywood favorites; see relative clauses in context

A (CD 3, Track 7)

- Books closed. Set the scene. Ss will hear four people talk about their favorite actress, actor, and movies.
- Play the audio program. Ss listen and guess what actress, actor, or movie each person is describing.

AudioScript

See page T-173.

Answers

1. Inception 2. Johnny Depp 3. Avatar 4. Meryl Streep

B

- Ask Ss if they are familiar with the movies and actors. What do they think of them?
- Option: Books open. Play the audio program again while Ss listen and read silently. Elicit or explain any new vocabulary.

Vocabulary

thief: a person who steals things **clash:** confrontation or fight

9

GRAMMAR FOCUS

Learning Objective: practice using relative clauses

(CD 3, Track 8)

Relative clauses

- Books closed. Read these sentences: She's an actress who is excellent in both dramas and comedies.
 - It's a science fiction movie that was directed by James Cameron.
- Point out that these sentences contain two clauses each: a main clause and a relative clause. Write this example on the board:

Main clause Relative clause

He's an actor who often plays unusual characters.

- Ask Ss to identify the two clauses in the other sentences. Then elicit or explain that:
 - 1. A relative clause joins two sentences together.
 - 2. A relative clause gives information about something in the main clause.

Relative pronouns: who/which/that

- Point out that the pronouns who, which, and that can be used to join two clauses together.
- Start with the relative pronoun who. Ask Ss to identify a sentence from the Perspectives section containing who.
- Ask Ss if the noun before who is a person or a thing. (Answer: a person)
- Repeat these steps for which and that.
- Write these rules on the board:

- 1. Who is used to join clauses about people.
- 2. Which is used to join clauses about things,
- 3. That is used to join clauses about people or things.
- Play the audio program to present the sentences.

A

Ask Ss to look over the sentences. Elicit or explain any new vocabulary (e.g., adapted from = based on; hard to put down = difficult to stop reading). Ss complete the task. Then check answers.

Answers

- 1. Super Mario Galaxy 2 is a video game which/that is fun for all ages.
- Jodie Foster is an actress who/that began her career at age three.
- 3. Ben Affleck is an actor who/that is also a director.
- The Lorax is a film which/that was adapted from a children's book.
- 5. Jaden Smith is an actor who/that is the son of Will Smith.
- Dan Brown writes books which/that are hard to put down.
- Wicked is a Broadway musical which/that has been very successful.
- 8. Beyoncé is a singer who/that has acted in several films.
- Ss compare their sentences with a partner.

B Pair work

Explain the task. Use the first item to model a completed sentence. Ss complete the task in pairs and then share their sentences with the class.

10

INTERCHANGE 13

See page T-127 for teaching notes.

PERSPECTIVES It's about ...

A 💿 Listen to people talk about some of their Hollywood favorites. Can you guess the actress, actor, or movie each person is describing?

- 1. This action movie came out in 2010 and stars Leonardo DiCaprio as a thief who is able to steal information from people's minds. It's kind of confusing, but the special effects are amazing.
- 2. He's an actor who often plays unusual characters. He's fantastic as the Mad Hatter in *Alice in Wonderland* and Captain Jack Sparrow in the Pirates of the Caribbean movies.
- 3. It's a science fiction movie that was directed by James Cameron. It's a beautiful film that takes place on the moon Pandora in the year 2154. It's a story about the clash of cultures and civilizations.
- 4. She's an actress who is excellent in both dramas and comedies. I loved her in *Mamma Mia!* and *The Iron Lady*. I haven't seen a lot of her earlier movies, though.
- B Do you like the people and movies described in part A? What else do you know about them?

GRAMMAR FOCUS

Relative pronouns for people and things 👂

Use who or that for people.

He's an actor. He often plays unusual characters.

He's an actor who/that often plays unusual characters.

Use which or that for things.

It's a movie, It stars Leonardo DiCaprio.

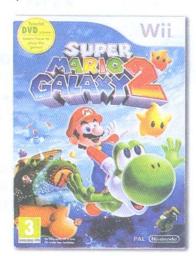
It's a movie which/that stars Leonardo DiCaprio.

A Combine the sentences using relative pronouns. Then compare with a partner.

- 1. Super Mario Galaxy 2 is a video game. It's fun for all ages.
- 2. Jodie Foster is an actress. She began her career at age three.
- 3. Ben Affleck is an actor. He's also a director.
- 4. The Lorax is a film. It was adapted from a children's book.
- 5. Jaden Smith is an actor. He's the son of Will Smith.
- 6. Dan Brown writes books. They're hard to put down.
- 7. Wicked is a Broadway musical. It's been very successful.
- 8. Beyoncé is a singer. She's acted in several films.

PAIR WORK Complete these sentences. Then compare your information around the class.

- Cameron Diaz is an actress . . .
 Justin Bieber is a singer . . .
- 2. Toy Story 3 is a movie . . .
- 4. The Simpsons is a TV show . . .



INTERCHANGE 13 Famous faces

What do you know about movies and TV shows? Go to Interchange 13 on page 127.

11 SPEAKING A new TV show

A PAIR WORK A TV studio is looking for ideas for a new TV show. Brainstorm possible ideas and agree on an idea. Make brief notes.

What kind of TV show is it? What's it about? Who are the main characters? Who will it appeal to?

CLASS ACTIVITY Tell the class about your TV show.

"Our TV show is a detective story. It's about two secret agents who are chasing an alien from another planet. There are two main characters. . . ."



12 LISTENING A night at the movies

A Listen to two critics talk about a new movie. What do they like or not like about it? Rate each item in the chart from 1 to 3.

	Acting	Story	Music	Special effects
Pauline		***************************************	***********	W 754
Colin				

Ratings

1 = didn't like it
2 = OK
3 = liked it very much

B O Look at the chart in part A. Guess how many stars each critic gave the movie. Then listen to the critics give their ratings.

* poor

★★ fair

*** good

*** excellent

13 WRITING A movie review

A PAIR WORK Choose a movie you both have seen and discuss it. Then write a review of it.

What was the movie about? What did you like about it? What didn't you like about it? How was the acting? How would you rate it?

B CLASS ACTIVITY Read your review to the class. Who else has seen the movie? Do they agree with your review?



SPEAKING

Learning Objective: use relative clauses to talk about ideas for a TV show

A Pair work

- Explain the task. Focus Ss' attention on the illustration and example in part B. Encourage Ss to be creative and use details to make their stories more exciting. Whenever possible, Ss should try to use relative clauses and adjectives.
- Read the questions that Ss should use during the activity. Elicit suggestions for other questions and write them on the board.

Ss form pairs and write the main points of their show.

Class activity

Pairs take turns presenting their shows to the class. Encourage both Ss to add details. Other classmates ask follow-up questions.

TIP To make their presentation smoother, ask each pair to assign information to one person or the other. For example, Student A describes the storyline of the show and the setting. Student B describes the main characters and their relationship to each other.

12 LIS

LISTENING

Learning Objective: develop skills in listening for specific information and making inferences

A [CD 3, Track 9]

- As a class, brainstorm aspects of a movie that critics sometimes discuss (e.g., acting, story, costumes, music).
- Write this on the board and elicit meanings:
 - 1. A standard story ... the same old stuff.
 - 2. He was a totally believable character.
 - 3. The special effects were a weakness.
 - 4. Everything looked fake, not real.
- Ask Ss to decide if each expression means that the speaker liked the movie, didn't like it, or thought it was OK. (Answers: 1. OK 2. liked it 3. didn't like it 4. didn't like it)
- Explain the situation and the task. Make sure that Ss understand the rating system and words in the chart.
- Play the audio program. Ss listen and complete the chart. Ask Ss to compare answers in groups. If there are disagreements, go over those answers with the class.

AudioScript

See page T-173.

Answers

	Acting	Story	Music	Special effects
Pauline	3	2	1	1
Colin	3	3	3	3

To avoid turning this into a "memory test," play the audio program a second time, segment by segment.

Play the audio program again. Ask Ss to take notes on what the critics did or didn't like about the movie and why. Have Ss compare notes in groups.

B (CD 3, Track 10)

- Explain the task. Ss guess based on the information in part A. Elicit their answers, but don't tell the correct answers yet.
- Play the second part of the audio program. Ss listen and check their guesses. Elicit answers.

AudioScript

See page T-173.

Answers

Pauline: 2 stars

Colin: 4 stars

13

WRITING

Learning Objective: write a movie review using relative clauses

A Pair work

- Explain the task and go over the questions. Try to pair up Ss who have recently seen the same movie.
- Ss use the questions to discuss the movie in detail.
- Ss read the example review and use their notes to write their own movie review. Remind Ss to practice the language they learned in this unit.

Class activity

Ss take turns reading their reviews to the class. Others who have seen the movie should say whether they agree.

14 READING

Learning Objectives: read an article about special effects; develop skills in understanding sequence and text organization

- Books closed. Write Special Effects on the board and ask Ss to name some recent movies that have really good special effects. Ask: "Do you think special effects are important in a movie? Do you think movies are better in 3-D?"
- Go over the pre-reading question with Ss. Ask: "What kinds of words will you look for?" Elicit answers.
 (Answer: superlatives) Then give them one minute to find the answer. Check the answer with the class.
 [Answer: computer-generated imagery (CGI)]
- Ss read the article individually, underlining any words they don't understand. Tell them to choose three of these words to check in a dictionary. If they want to know any other words, they should wait until after they finish part A. This will help them focus on main ideas and general understanding, rather than on individual words.

A

- Explain the task. Elicit the first event. Then tell Ss to write the number *I* next to that sentence.
- Ss complete the task individually or in pairs. Then go over answers with the class.
- Option: Write each sentence from part A on a large card. Ask ten Ss to come to the front of the class, take a card, and line up in the correct order. Others check to see if they agree.

Answers

a. 3 c. 2 e. 4 g. 5 i. 9 b. 6 d. 7 f. 1 h. 8

Elicit or explain any new vocabulary.

Vocabulary

limelight: intense white light created by heating lime (a mineral compound)

thrilled: excited gradually: slowly entirely: completely

B

- Explain the task. The sentences were taken from the text. Ss need to identify the paragraphs they were taken from. Model sentence A with the class as an example. Ask Ss how they found the answer. (Answer: The sentence refers to 3-D, so it must come from paragraph 5.)
- Ss complete the task individually. Go around and give help as needed.
- Ss discuss their answers in pairs. Then go over answers with the class.

Answers

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

C Pair work

- Ss discuss the questions in pairs. Then ask them to share some of the ideas they discussed with the rest of the class.
- Option: Divide the class into two groups: interviewers and filmmakers. Interviewers write questions, and filmmakers answer based on information in the reading. Ss role-play in pairs. Tell filmmakers to make up answers they don't know.

End of Cycle 2

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

TIP To raise Ss' awareness of their progress, occasionally discuss with the class how they feel they are progressing. Ask them what kinds of problems they face and how they learn best. Then suggest ideas or solutions. Encourage Ss to share their ideas

SPECIAL EFFECTS

Scan the article. What is the most important change in special effects?

1 Nowadays, almost anything can happen in the movies. Dinosaurs rule the world, people fly, and aliens attack spacecraft. But how is it all possible?

were thrilled.

- 2 Special effects started long before the movies. For centuries, magicians performed in the streets, usually in markets and fairs. They did card tricks and things like making rabbits "disappear." In the early nineteenth century, before the invention of electricity, actors in theaters were highlighted by limelights. Sometime later, a lighting technique called "Pepper's ghost" was used to make ghosts "appear" on stage. Audiences
- 3 Motion pictures began in the 1890s, but there was no sound. They were "silent movies." "Talkies" were first shown in the 1920s. Later, color films gradually replaced black-and-white ones.
- 4 From the 1950s to the 1980s, special effects became more and more fantastic. Experts in



robotics, computers, engineering, and other fields were employed by filmmakers. However, the biggest development in special effects came with computer-generated imagery (CGI) in the 1990s.

Jurassic Park (1993) had full shots of dinosaurs using CGI. Titanic (1997) used CGI for shots on board

the ship and very small models to show underwater shots of the ship.

- More recently, Avatar (2009) used 60 percent CGI and 40 percent live action. It was the first film to be shot entirely with a 3-D camera. It shows totally believable scenes of humans and aliens on the moon Pandora.
- 6 Special effects in movies are both a science and an art. Computer technology and human imagination come together to bring stories to life. They make science fiction and action movies much more exciting to watch, and audiences love them.

	became more and more rantastic. Experts in
A	Read the article. Then number these sentences from 1 (first event) to 9 (last event).
 B	a. Silent movies were shown. b. CGI was developed. c. Limelights were used in theaters. d. CGI was used to show dinosaurs. e. Talkies began to replace silent movies. f. Street magicians performed tricks. g. Color movies were shown. h. Small models and CGI were used in <i>Titania</i> i. The first full movie was made with a 3-D camera. Where do these sentences belong? Write the number of the paragraph here each sentence should go.
	 a. It used the movie format IMAX 3-D. b. Movies also show amazing things like meteors hitting the Earth. c. This meant audiences could see the stage more clearly. d. Models were used for shots of parts of dinosaurs. e. Even if special effects are often very expensive, they are good for business. f. One of the first films with sound was <i>The Jazz Singer</i>.

C PAIR WORK What movie do you think has the best special effects? Why do you like them?

Unit 14 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Word Power	TSS Unit 14 Vocabulary Worksheet	SSD Unit 14 Vocabulary 1–2
	3 Conversation		SSD Unit 14 Speaking 1–2
- 1777	4 Grammar Focus	755 Unit 14 Listening Worksheet	SB Unit 14 Grammar Plus focus 1 SSD Unit 14 Grammar 1 ARC Gestures ARC Modals and adverbs
	5 Speaking	2 (2 y = 1) (m. li) (m. li)	
	6 Pronunciation	A CONTROL OF THE STATE OF THE S	ARC Pitch
	7 Interchange 14		WB Unit 14 exercises 1–5
	8 Perspectives	or or or announced the second	elos asea la distrita de minimistraria accep-
	9 Grammar Focus	TSS Unit 14 Grammar Worksheet TSS Unit 14 Extra Worksheet	SB Unit 14 Grammar Plus focus 2 SSD Unit 14 Grammar 2 ARC Permission, obligation, and prohibition 1–2
7 -	10 Discussion	I The section of the second second in a	
	11 Listening		
	12 Writing	TSS Unit 14 Writing Worksheet	narodic work is over and 100 to 1
	13 Reading	TSS Unit 14 Project Worksheet VID Unit 14 VRB Unit 14	SSD Unit 14 Reading 1–2 SSD Unit 14 Listening 1–3 SSD Unit 14 Video 1–3 WB Unit 14 exercises 6–9

With or instead of the following SB section	You can also use these materials for assessment	
Units 13-14 Progress Check	ASSESSMENT CD Units 13–14 Oral Quiz ASSESSMENT CD Units 13–14 Written Quiz	

Key

ARC: Arcade

SB: Student's Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

VRB: Video Resource Book

My Plan for Unit 14

With the following

SB exercises

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

in class

I am using these materials

My students are using these materials

outside the classroom

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	(C) (A) (C) (A) (A) (A) (A) (A) (A) (A) (A) (A) (A	

So that's what it means!

SNAPSHOT

- I'm happy.
- I'm sad.
- I'm angry.
- Just kidding!
- :- D That's funny!

- That was scary!
- -X I can't talk about it.
- Really? That can't be right!
- I'm surprised!

- I'm sleepy.
- That was delicious!
- I have a terrible
- i don't know what to say!
- I'm so bored.

Source: www.computeruser.com

Do people in your country use emoticons? Do you? What other emoticons can you use to communicate these ideas? What other emoticons do you know?

WORD POWER Feelings and gestures

A What is this man doing in each picture? Match each description with a picture. Then compare with a partner.

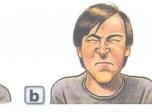
- 1. He's biting his nails.
- 2. He's rolling his eyes.
- 3. He's scratching his head.
- 4. He's tapping his foot,
- 5. He's twirling his hair.
- 6. He's wrinkling his nose.

B GROUP WORK Use the pictures in part A and these adjectives to describe how the man is feeling.

annoyed bored

confused disgusted embarrassed exhausted

frustrated impatient irritated nervous















So that's what it means!

Cycle 1, Exercises 1-7



SNAPSHOT

Learning Objective: talk about emoticons

Books closed. Write one or two emoticons on the board to see if Ss have a meaning for them (e.g., "D:" can mean "That's terrible!" [eyes on the right, open mouth on the left] and ":-*" can signify a kiss [eyes on the left, nose in the middle, puckered lips on the right]).

- In Unit 14, students discuss communication, including such topics as emoticons, body language, gestures, and international signs. In Cycle 1, they explain gestures using modals and adverbs. In Cycle 2, they talk about signs using terms of permission, obligation, and prohibition.
- Books open. Ss look at the emoticons and read the definitions and example sentences.
- Read the questions. Ss work in pairs or groups to discuss them. Go around the class and give help as needed. Then ask Ss to share their ideas.
- Option: Ss draw other emoticons that they know on the board. The class tries to guess their meaning.



WORD POWER

Learning Objective: learn vocabulary for describing feelings and gestures

A

- Explain the task. Then model one example by asking Ss what the man is doing in the first picture. (Answer: He's twirling his hair.) Tell Ss to write the letter a next to number 5.
- Ss complete the task individually, without using their dictionaries. Remind them to look for clues (e.g., hair, foot) to help them find the answers. Go around the class and give help as needed. Then elicit Ss' answers.

Answers

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

- Model the pronunciation of each expression. Ss listen and repeat.
- Option: Ask Ss if they ever bite their nails, roll their eyes, twirl their hair, etc. Find out which are the most common gestures in the class.
- For more practice with this vocabulary, play *Mime* download it from the website.

B Group work

- Explain the task. Ss look at the pictures in part A and describe how the man is feeling.
- Have Ss look at the adjectives and help with any new vocabulary. Model the pronunciation of each word.

Point out that if the sound /t/ or /d/ appears before
 -ed, Ss should add an extra syllable (e.g., disgusted
 and exhausted have three syllables, while annoyed and
 confused have two syllables).

TIP To show the number of syllables in a word, use your fingers (one for each syllable). If you hear a S make a mistake, like em-bar-ras-sed, indicate where the error lies by pointing to your fourth finger silently.

- To model the task, read the example sentence. Ask: "In the first picture, how do you think the man feels?" Elicit suggestions (e.g., frustrated, annoyed).
- Ss discuss each picture in small groups. Tell Ss that there may be more than one answer. Go around the class and give help as needed. Then elicit Ss' answers.
- Option: Encourage Ss to explain to the class any gestures that represent different feelings in other cultures.

Possible answers

- a. bored, frustrated, irritated, nervous
- b. disgusted
- c. annoyed, frustrated, irritated
- d. impatient, nervous
- e. impatient, nervous
- f. bored, confused
- For more practice with this vocabulary, play *Bingo* download it from the website.

CONVERSATION

Learning Objectives: practice a conversation about body language; see modals and adverbs in context

A (CD 3, Track 11)

- Focus Ss' attention on the illustration. Ask: "Where are they? What is the man from India doing? How is the other man reacting?" Elicit ideas.
- Books closed. Play the audio program and have Ss listen to check their answers. (Answers: They are at a school/university. The Indian man is moving his head from side to side. The other man is confused.)
- Write this on the board: Three people guess what Raj means. Which guess is correct?
 - 1. Maybe it means that Raj doesn't understand.
 - 2. It might mean that Raj doesn't agree.
 - 3. It could mean that Raj agrees.
- Play the audio program again. Ss listen to check their answer. Then ask Ss which guess is correct. (Answer: 3. It means that Raj agrees.)
- Books open. Play the audio program again, pausing after each line so the class can repeat. Elicit or answer any questions about vocabulary.

Vocabulary

noticed: saw actually: in fact

- Ss practice the conversation in groups of three.
- Option: Challenge groups to substitute a different gesture and to use their own information when trying the conversation again.

B (CD 3, Track 12)

Read the question aloud. Then play the second part of the audio program. Ss listen and take notes.

AudioScript

See page T-174.

Elicit answers from the class.

Possible answers

Raj finds the way people end a conversation unusual. For example, they'll say things like, "Hey, let's get together soon." He thought it was an invitation, but it's just a way of saying good-bye.



GRAMMAR FOCUS

Learning Objective: practice using modals and adverbs to talk about meaning



(CD 3, Track 13)

Modals and adverbs

Draw this on the board:

Slight possibility

MODALS It might/may mean

It could mean It must mean **ADVERBS**

Maybe/Perhaps it means It possibly/probably means It definitely means

Strong possibility

- Explain that when we are not sure about the meaning, we use modals of possibility (might, may, could) or adverbs (maybe, perhaps, possibly, probably). When we are sure about the meaning, we use the modal must or the adverb definitely.
- Ask: "Do modals use the base form of the verb or the infinitive?" Elicit the answer. (Answer: the base form)
- Explain that maybe and perhaps go at the beginning of the sentence. Elicit where possibly, probably, and definitely go in a sentence. (Answer: after the subject)
- Play the audio program to present the sentences in the box. Elicit additional examples from the class.

Pair work

- Explain the task. Ss look at the pictures and then match each gesture with a possible meaning in the box. Use the first gesture as a model.
- Ss work individually to write a sentence describing each gesture. Go around the class and give help as needed.
- When Ss finish, model the example conversation with a S. Then Ss work in pairs to compare their sentences.
- Find out which gestures Ss didn't agree on. Elicit other pairs' responses to check answers.

Answers

All answers include one of the modals or adverbs presented in the Grammar Focus.

- 1. That sounds crazy!
- 2. Come here.
- 3. Be quiet.
- 4. I can't hear you.
- 5. I'm finished.
- 6. I don't know.
- Option: Ask Ss to rephrase their sentences. For example, if they used a modal, they should change it to an adverb.

CONVERSATION Have you met Raj?

A Listen and practice.

Ron: Have you met Raj, the student from India?

Emily: No, I haven't.

Ron: Well, he seems really nice, but there's one thing I noticed. He moves his head from side to side when

you talk to him. You know, like this.

Emily: Maybe it means he doesn't understand you.

Ron: No, I don't think so.

Emily: Or it could mean he doesn't agree with you.

Peter: Actually, people from India sometimes move their heads from side to side when they agree with you.

Ron: Oh, so that's what it means!

B Now listen to Raj talk to his friend. What does he find unusual about the way people in North America communicate?



4

GRAMMAR FOCUS

Modals and adverbs 💿

Modals

It might/may mean he doesn't understand you.

It could mean he doesn't agree with you.

That must mean he agrees with you.

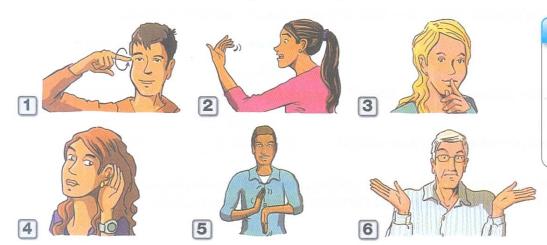
Adverbs

Maybe/Perhaps it means he doesn't understand you.

It **possibly/probably** means he doesn't agree with you.

That definitely means he agrees with you.

PAIR WORK What do these gestures mean? Take turns making statements about each gesture using the meanings in the box.



A: What do you think the first gesture means?

B: It probably means . . . , or it might mean . . .

possible meanings

I don't know.
Be quiet.
I'm finished.
That sounds crazy!
I can't hear you.
Come here.

SPEAKING What does it mean?

A PAIR WORK Imagine you are in a foreign country and you don't speak the language. Think of gestures to communicate these meanings.

I don't understand. Go away. It's delicious. Help!

How much does this cost? Please repeat. Someone stole my wallet. I'm lost. Where's the bathroom? I'm hungry.

CLASS ACTIVITY What else could your gestures mean? For each gesture you acted out in part A, think of one more possible meaning.

A: That probably means "go away," but it might also mean you don't like something.



PRONUNCIATION Pitch

A O Listen and practice. Notice how pitch is used to express certainty or doubt.

Uncertain Certain

B: Probably. A: Do you think her gesture means "go away"? B: Definitely.

B: Absolutely. A: Do you understand what her gesture means?

PAIR WORK Take turns asking yes/no questions. Respond by using absolutely, definitely, maybe, probably, and your own information. Pay attention to pitch.

INTERCHANGE 14 What's going on?

Interpret people's body language. Go to Interchange 14 on page 128.

5 SPEAKING

Learning Objective: talk about gestures using modals and adverbs

A Pair work

- Focus Ss' attention on the picture and elicit ideas. Ask: "Where are they? What are they doing?" (Answers: in class, playing charades)
- Explain the situation. Use the first expression to model the task. Then ask a S to act it out in a different way.
 Remind Ss that they must communicate without words, i.e., by using only gestures or facial expressions.
- Ss work in pairs to think of a gesture for each expression.

B Class activity

Ask a S to act out an expression. Then model how to make guesses about meaning. The S who is acting

- cannot speak but can mime to indicate whether a guess is right, wrong, or close.
- Ss take turns acting out gestures. For each gesture, Ss discuss what else the gesture could mean. When guessing, remind Ss to use complete sentences with modals or adverbs.

By closely observing Ss during the Speaking activity, you can decide if further grammar practice or clarification is needed.

Option: Follow up the activity with a class discussion. Ask: "How do gestures differ from culture to culture? Have you ever been in a foreign country and didn't speak the language? What was it like?"

6

PRONUNCIATION

Learning Objective: notice the use of pitch to express certainty or doubt

A (CD 3, Track 14] Certain

Point out that we can show certainty in three ways – by saying something higher, longer, or louder:

- 1. We can raise our voice and say the main syllables at a higher pitch and end with a falling pitch.
- 2. We can make the stressed syllable last longer.
- We can say the main syllables of each word more loudly.
- Have Ss practice saying definitely and absolutely using a high pitch. Listen carefully. Do the Ss sound certain when they say definitely and absolutely?

Uncertain

- Now explain that we express doubt or uncertainty in two ways:
 - 1. We do not release the start of the word quickly, i.e., lengthening the sound of the first syllable.

- We raise the pitch of the last syllable, as if asking a question.
- Have Ss practice saying probably and maybe.
- Play the audio program. Ss listen and practice.
- Play the audio program again. After they practice together, ask individual Ss to demonstrate for the class.

TIP To make pronunciation practice more fun, involve Ss' senses. Have them exaggerate sounds (for word stress), stand up and sit down (for intonation), and blur syllables (for unreleased sounds). Above all, encourage Ss to have fun!

B Pair work

- Explain the task and elicit some examples of yes/no questions. Focus Ss' attention on illustrations in the unit and ask: "Is she angry? Do you think he's nervous?"
- Ss take turns asking and answering questions using the correct pitch and stress. Then ask a few Ss to demonstrate for the class.



INTERCHANGE 14

See page T-128 for teaching notes.

End of Cycle 1

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

PERSPECTIVES

Learning Objectives: discuss international signs; see terms of permission, obligation, and prohibition in context



A (CD 3, Track 15)

- Explain that Ss will talk about international signs. Draw a recognizable sign on the board and ask Ss what it means. Elicit other common signs from Ss.
- Ask Ss to cover the sentences and look only at the pictures. In pairs, Ss guess what each sign means. During the task, help Ss with any new vocabulary.
- Explain the task. As you play the audio program, Ss listen and point to the appropriate sign. Play the first sentence to make sure Ss understand the instructions. Then play the rest of the audio program.
- Have Ss read descriptions a-h. Then play the audio program again. This time, Ss write the correct letter under the picture. Go over answers with the class.

Answers

2. a 4. e 5. h 6. c

B Pair work

Explain the task and elicit suggestions for the first sign. Ss complete the task in pairs. Remind them to give two suggestions for each sign.

7. b 8. f

Possible answers

- a. on a beach, at a campsite
- b. in a museum, in an art gallery
- c. on an airplane, in a taxi
- d. on an aluminum can, on a plastic bottle
- e. at a construction site, in a factory
- f. in a hotel room, at a campsite
- g. in a park, on a sidewalk
- h. in a place of worship, in someone's home

GRAMMAR FOCUS

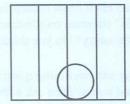
Learning Objective: practice using modals to express permission, obligation, and prohibition



(CD 3, Track 16)

Prohibition: can't, not be allowed to

Draw a man in jail on the board. Elicit ideas about things he can't or isn't allowed to do (e.g., He can't visit his friends. He isn't allowed to go out.). Then ask Ss what they can't or aren't allowed to do.



Permission: can, be allowed to

■ Elicit what he can or is allowed to do (e.g., He's allowed to write letters. He can exercise every day.). Then ask Ss what they can or are allowed to do.

Obligation: have to, have got to

- Finally, ask what the prisoner has (got) to do, (e.g., He has (got) to wear a prison uniform.). Then elicit examples of obligations that Ss have.
- Play the audio program to present the sentences in the box. Refer Ss to the Perspectives section to find examples of the three functions.

A

- Ask Ss to cover the sentences and look only at the signs. Have Ss suggest what each sign means.
- Explain any new vocabulary.
- Use the first school rule to explain and model the task. Then have Ss complete the task.
- Ss work in pairs to compare answers. Model pronunciation as you go over answers with the class.

Answers

1.	f	3.	h	5.	C	7.	e
2.		4.	d	6.	q	8.	b

B Pair work

Explain the task and have two Ss read the example conversation. In pairs, Ss discuss what each sign means. Remind them to use the language in the Grammar Focus box.

Possible answers

- a. You aren't allowed to eat or drink in the classroom.
- b. You have to turn out the lights when you leave.
- c. You can't listen to music in the classroom.
- d. You have (got) to keep the classroom door closed.
- e. You have (got) to turn off your cell phone in class.
- f. You can lock your bikes in the bike rack.
- q. You have to throw all trash in the wastebasket.
- h. You aren't allowed to play ball in the hallway.

PERSPECTIVES Signs



- a. You can camp here.
 - b. You aren't allowed to take photos here.
 - c. You have to fasten your seat belts.
 - d. You can recycle this item.

- e. You have to wear a hard hat to enter this area.
- f. You can't drink the water here. It's not safe.
- g. You have to keep your dog on a leash here.
- h. You've got to take off your shoes here.

B PAIR WORK Where might you see the signs in part A? Give two suggestions for each one.

"You might see this one at a national park or . . ."

9

GRAMMAR FOCUS

Permission, obligation, and prohibition

Permission

You **can** camp here. You'**re allowed to** take

off your shoes.

Obligation

You **have to** camp here. You'**ve got to** take off

your shoes.

Prohibition

You **can't** camp here.

You **aren't allowed to** take off your shoes.

A Match these school rules with the correct sign. Then compare with a partner.

- 1. Lock your bikes in the bike rack.
- 2. No eating or drinking in the classroom.
- 3. No playing ball in the hallway.
- 4. Keep the classroom door closed.
- 5. No listening to music.
- 6. Throw trash in the wastebasket.
- 7. No cell phones.
- 8. Turn out the lights when leaving.

















PAIR WORK Use the language in the grammar box to take turns talking about each sign.

- A: This first sign means you aren't allowed to eat or drink in the classroom.
- B: Yes, I think you're right. And the second one means you have to . . .

10 DISCUSSION Rules and regulations

A PAIR WORK How many rules can you think of for each of these places?

on an airplane in a library

in an art museum

on a bus or subway

in a movie theater at work

"On an airplane, you have to wear your seat belt when the plane is taking off and landing."

GROUP WORK Share your ideas. Why do you think these rules exist? Have you ever broken any of them? What happened?

11 LISTENING Sign language

		True	False
1.	The man hasn't had a parking ticket lately. Parking isn't allowed there during working hours. The fine for parking is \$16.		
2.	The woman is driving faster than the speed limit. There are other cars in her lane. The lane is reserved for buses and taxis.		
3.	The other drivers are flashing their lights. He's driving with his lights on. The other drivers are giving him a warning.		

12 WRITING A list of rules

A GROUP WORK Discuss the rules that currently exist at your school. How many can you think of? Are they all good rules?

GROUP WORK Think of four new rules that you feel would be a good idea. Work together to write brief explanations of why each is necessary.

- 1. You aren't allowed to chew gum in class because it may bother other students.
- 2. You can be late, but you have to come in quietly so you don't disturb the lesson.
- 3. You have to pay a small fine if your cell phone rings in class because . .

CLASS ACTIVITY Share your lists. Vote on the best new rules.

10 DISCUSSION

Learning Objective: discuss rules using terms of permission, obligation, and prohibition

A Pair work

- Explain the task. For each place, Ss think of as many rules as they can. Elicit ideas from Ss for the first place (e.g., You have to wear a seat belt. You can't bring sharp objects on board.).
- Ss work in pairs to think of rules for each place.

B Group work

Read the instructions and questions. Each pair joins another pair to discuss the questions.

Possible answers

on an airplane – You have to wear a seat belt. You can't bring sharp objects on board. You've got to turn off all electronic devices during takeoff and landing.

- in a library You can't talk loudly. You can borrow books for a certain amount of time. You aren't allowed to use your cell phone.
- in an art museum You can't touch the exhibits. You can't make noise. You're not allowed to take flash pictures.
- in a movie theater You have to throw away your trash after the movie. You have to turn off or silence your cell phone. You can't talk loudly. You're allowed to sit anywhere you'd like.
- on a bus or subway You have to wait until passengers exit before you enter. You aren't allowed to play loud music. You can take pictures out the windows. You have to have a valid pass or exact change for the fare.
- at work You have to wear a uniform. You have to arrive on time. You aren't allowed to sleep. You can make personal calls sometimes.
- For more speaking practice, play *Vocabulary Tennis* download it from the website. Ss think of more places (e.g., *at school*, *at home*) and then brainstorm rules.



LISTENING

Learning Objective: develop skills in listening for specific information and making inferences

A 💿 [CD 3, Track 17]

- Set the scene. Ss will hear three conversations about driving. Ask the class: "Who knows how to drive?" Then brainstorm some rules of the road.
- Give Ss time to read the statements. Elicit or explain any new vocabulary.
- Play the audio program. Ss listen and complete the task. Then go over answers with the class.

AudioScript

See page T-174.

Answers

1. False, True, False

- 2. False, False, True
- 3. True, False, True
- Option: Play the audio program again. Ss listen and take notes to correct the false information. Then check answers with the class

B (CD 3, Track 18)

Explain the task. Play the audio program again. This time, Ss listen to find out which drivers did something wrong. Have them compare answers with a partner. Then go over answers with the class.

Answers

All the drivers did something wrong: Driver 1 parked in the wrong place. Driver 2 was driving in the wrong lane. Driver 3 was speeding, but slowed down.

12 WRITING

Learning Objective: write a list of rules using terms of permission, obligation, and prohibition

A Group work

- In groups, Ss discuss the rules that exist at their school and talk about whether the rules are good.
- Elicit any rules that Ss disagreed about in their groups and discuss them as a class.

B Group work

- Ss read the sample rules. Point out the use of because.
- In groups, Ss think of four new rules. Then they work together to write an explanation of each rule.

Class activity

Write Ss' new rules on the board. Then take a vote on which rules are best.

13 READING

Learning Objectives: read and discuss some common proverbs; develop skills in distinguishing main ideas from supporting ideas

- Option: Books closed. Write an example of a common proverb on the board. Ask Ss: "What is this called?" Elicit the word proverb (= a popular phrase that gives advice or teaches some common wisdom).
- Books open. Read the title. Explain that pearls of wisdom are short sentences or phrases that are rich in wisdom or truth.
- Explain the pre-reading task. Ask Ss to try to match the proverbs without worrying about new words.

 Then go over answers with the class. (Answers: Give advice = a. A bird in the hand is worth two in the bush. Teach a lesson = d. Money doesn't grow on trees. Give a warning = c. Don't count your chickens before they hatch. Express a common truth = b. One person's meat is another one's poison.)

A

- Ss read the article. Tell them to circle or highlight words or expressions whose meanings they can't guess from context.
- When Ss finish, have them form small groups. Ask them to compare any words they couldn't guess and to help each other with definitions. Go around the class and give help as needed.
- For a new way to teach this Reading, try *Vocabulary*Mingle download it from the website.
- Elicit any new words or expressions.

Vocabulary

pearl: a small, shiny, hard ball that forms inside some oyster shells and is valued as a jewel

wisdom: the ability to make good judgments based on experience

bush: a low tree with many leaves

poison: a toxic substance that can cause illness or death if swallowed, absorbed, or breathed into the body

hatch: the process of a baby bird or reptile coming out of an egg

sum up: make a summary; express the important facts briefly

source: origin

warning: a notice of a possible danger outcome: a result

- Explain the task. Elicit the difference between a main idea and a supporting idea. Tell Ss that the main idea is one that answers the questions at the beginning of each paragraph. Then model the first sentence as an example.
- Ss complete the exercise individually. Go over answers with Ss, asking them to justify their answers.

Answers

- 1. Supporting idea
- 2. Main idea
- 3. Main idea
- 4. Supporting idea
- 5. Main idea

B Class activity

- Read the questions. If Ss are from different countries, have them explain the proverbs to each other. If Ss are from the same country, ask them to tell you five proverbs and explain them in English.
- Option: Ask Ss to work in pairs to choose one proverb from the text. They create a conversation using the proverb. For example:

Son: Mom, can I have some more money to go out with my friends?

Mom: No, I'm sorry. I already gave you \$20 this week. Money doesn't grow on trees!

Ask a few pairs to act out their conversation for the class.

End of Cycle 2

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

Pearls of Wisdom

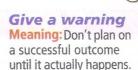


Look at these proverbs and the pictures below. Then match each proverb with a picture.

- a A bird in the hand is worth two in the bush.
- C Don't count your chickens before they hatch.
- **b** One person's meat is another one's poison.
- d Money doesn't grow on trees.
- 1 Why do people use proverbs? Many people love proverbs for their wisdom. Others enjoy the images in proverbs. But proverbs are most impressive because they express a lot of information in just a few words. A good proverb quickly sums up ideas that are sometimes hard to express. And the person listening immediately understands the message.
- Where do proverbs come from? Proverbs come from two main places – ordinary people and famous people. These two sources are not always distinct. Common and popular wisdom has often been used by famous people.
- And something said or written down by a well-known person has often been borrowed by the common man. For example, "Bad news travels fast" probably comes from the experience of housewives. However, "All's well that ends well" was written by William Shakespeare.
- What do proverbs tell us? Proverbs are used everywhere in the world. If you can understand a culture's proverbs, you can better understand the culture itself. There are many different ways that we use proverbs in daily life. Here are some examples of what proverbs can do:



Give advice Meaning: Something you have is better than something you might get.







Teach a lesson Meaning: It's not easy to get money.

Express a common truth Meaning: What one person loves, another

person may hate.



A Read the article. Then find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (\checkmark) the correct boxes.

	Main idea	Supporting idea
 Many people love proverbs for their wisdom. (par. 1) But proverbs are most just a few words. (par. 1) Proverbs come from and famous people. (par. 2) If you can understand the culture itself. (par. 3) There are many proverbs in daily life. (par. 3) 		

B CLASS ACTIVITY Think of an interesting proverb from your country. What does it mean? Tell it to the class in English.

Units 13–14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask about and express opinions and emotions (Ex. 1, 4, 5) Describe people and things (Ex. 2) Understand speculations and recognize emotions (Ex. 3, 4) Speculate about things when I'm not sure (Ex. 3, 4) Describe rules and laws: permission, obligation, and prohibition (Ex. 5)			

SURVEY Entertainment opinions

A Complete the first column of the survey with your opinions.

	Me	My classmate
A confusing movie		
A boring TV show		
A shocking news story		
A fascinating book		
An interesting celebrity		
A singer you are amazed by		
A song you are annoyed by		

CLASS ACTIVITY Go around the class and find someone who has the same opinions. Write a classmate's name only once.

"I thought Inception was a confusing movie. What about you?"

ROLE PLAY Movie recommendations

Student A: Invite Student B to a movie. Suggest two films.
Then answer your partner's questions.
Start like this: Do you want to see a movie?

Student B: Student A invites you to a movie. Find out more about the movie. Then accept or refuse the invitation.

Change roles and try the role play again.

Units 13-14 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - 2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - 3. Ask Ss to choose and complete exercises based on their Self-assessment.



SURVEY

Learning Objective: assess one's ability to ask about and express opinions and emotions

A

- Explain the task. Then go over the categories in the chart. Give Ss time to complete the Me column with their own opinions.
- **B** Class activity
- Model the task by asking a S a question from the survey, like this:
 - T: What's the name of a movie you think was confusing?
 - S: Well, I thought the movie Inception was confusing.
 - T: (writes Inception in the My classmate column) Why were you confused?

- S: Well, there were times when the people were in reality and other times when they were in dreams.
- T: Sounds interesting.
- Explain the rules before Ss begin. Ss should write the classmate's name and answer in the *My classmate* column. They can write each classmate's name only once. Ss should ask follow-up questions to try to find someone who has the same opinion.
- Ss stand up and move around the classroom, asking and answering questions about the categories in the chart. Go around the class and write down common errors.
- Elicit feedback from the class. Ask if anyone found another S with the same opinion. Go over any errors you noticed, and praise successful communication that you observed.



ROLE PLAY

Learning Objective: assess one's ability to describe people and things

- Explain the task. Student A invites Student B to a movie. Student B finds out about two movie choices and then either accepts or refuses the invitation.
- Brainstorm the kinds of questions someone who is invited to a movie might ask. Write suggestions on the board (e.g., What kind of movie is it? What's it about? Who's in it? What time is it playing? Where is it playing?).
- Have Ss form pairs. Tell Student As to think of two movies they would like to see. Explain that they should be prepared to answer the questions on the board.

- While Student As prepare their answers, remind Student Bs how to politely accept or refuse an invitation.
- Ss work in pairs to complete the task. Set a time limit of about five minutes.
- During the role play, go around the class and listen. Take note of any common errors. When time is up, suggest ways the role plays could be improved. Give examples of good communication that you heard.
- Ss change roles and try the role play again.

LISTENING

Learning Objective: assess one's ability to understand speculations and recognize emotions

A [CD 3, Track 19]

- Explain the task. Ss write only a word or two for each person.
- Play the audio program, pausing after each person to give Ss time to write their answers. Ss listen and complete the task. Then elicit answers.

AudioScript

See page T-174.

Answers

- 1. a road sign
- 2. a movie
- 3. a lecture
- 4. a swimming pool

B (CD 3, Track 20)

- Explain the task and give Ss time to read the choices.
- Play the audio program again, pausing after each person to give Ss time to check (/) the best answer.
- After Ss compare answers in pairs, go over answers.

Answers

- 1. He is confused.
- 3. He thought it was interesting.
- 2. She hated it.
- 4. She is frustrated.



GAME

Learning Objective: assess one's ability to speculate about things when one isn't sure

A

- Brainstorm some emotions and ideas that a person can communicate using only facial expressions and gestures. Write suggestions on the board (e.g., I'm tired of waiting. I like that music a lot.).
- Ss work individually to think of two emotions or ideas of their own. Tell them to write each one on a separate card or piece of paper.

B Group work

Collect all the cards or pieces of paper. Then mix them up and place them facedown in one pile.

- Explain the rules. Ss take turns picking a card from the pile and acting out the meaning for the others in the group to guess. If Ss pick their own card, they should put it back and take another.
- Read the example conversation with Ss. Point out that Student B is the person acting out the meaning. He or she can speak only to say whether a guess is right, wrong, or close. Then ask a S to pick a card from the top of the pile to act out while the class guesses the meaning.
- Ss form small groups. Give each group some cards to place facedown in a pile. Remind Ss to use expressions with modals and adverbs (e.g., could mean, might mean, may mean, probably means).
- Ss take turns acting out meanings while the rest of the group guesses.

5

DISCUSSION

Learning Objective: assess one's ability to describe rules and laws using terms of permission, obligation, and prohibition

Group work

- Explain the task. Give Ss time to read the laws silently. Answer any vocabulary questions.
- Ask three Ss to read the example conversation. Encourage Ss to say what they think about voting laws and how they differ from country to country.
- Ss take turns discussing the other laws in small groups. Set a time limit of about ten minutes.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

T-99 Units 13-14 Progress check

3 LISTENING That's how I feel!

A O Listen	to some people talking.	Write w	hat each person is talking	about.
1	2		3	4
B 💿 Listen	again. What does each p	erson n	nean? Check (✔) the best a	nswer.
1. He is co		3.	He didn't understand it. He thought it was interest	ting.
2. She enj		4.	She is frustrated. She is bored.	

4 GAME Charades

A Think of two emotions or ideas you can communicate with gestures. Write them on separate cards.

B GROUP WORK Shuffle your cards together. Then take turns picking cards and acting out the meanings with gestures. The student who guesses correctly goes next.

- A: That probably means you're bored.
- B: No.
- C: It could mean you're impatient.
- B: You're getting closer....



DISCUSSION What's the law?

GROUP WORK Read these laws from the United States. What do you think about them? Are they the same or different in your country?

- You're allowed to vote when you turn 18.
- · In some states, you can get married when you're 16.
- · You have to wear a seat belt in the front seat of a car.
- · Young men don't have to serve in the military.
- You aren't allowed to keep certain wild animals as pets.
- In some states, you can't drive faster than 65 miles per hour (about 100 kph).
- You have to have a passport to enter the country.
- A: In the U.S., you're allowed to vote when you turn 18.
- B: That's surprising! In my country, we have to vote when we're 18.
- C: And in my country, we can't vote until we're 20.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Unit 15 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot		
	2 Conversation		SSD Unit 15 Speaking 1–2
	3 Grammar Focus		SB Unit 15 Grammar Plus focus 1 SSD Unit 15 Grammar 1 ARC Unreal conditional sentences with if clauses 1–2
	4 Listening	TSS Unit 15 Listening Worksheet	
	5 Interchange 15		WB Unit 15 exercises 1–4
	6 Word Power	TSS Unit 15 Vocabulary Worksheet TSS Unit 15 Extra Worksheet	SSD Unit 15 Vocabulary 1–2
	7 Perspectives		
	8 Grammar Focus		SB Unit 15 Grammar Plus focus 2 SSD Unit 15 Grammar 2 ARC Past modals 1–2
7	9 Pronunciation	TSS Unit 15 Grammar Worksheet	
CYCLE	10 Listening		
U	11 Speaking		
	12 Writing	TSS Unit 15 Writing Worksheet	
	13 Reading	TSS Unit 15 Project Worksheet VID Unit 15 VRB Unit 15	SSD Unit 15 Reading 1–2 SSD Unit 15 Listening 1–3 SSD Unit 15 Video 1–3 WB Unit 15 exercises 5–9

Key

ARC: Arcade

VID: Video DVD

SB: Student's Book

VRB: Video Resource Book

SSD: Self-study DVD-ROM

TSS: Teacher Support Site

WB: Workbook

My Plan for Unit 15

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

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
	732-00 H. 10 8-1	
त्रेक्षण क्ष्मण्या वर्गाः वर्गाः स्थापः स्थापः अक्षाःस्थान		to the state of th
ind a singregale - 1880		
Steven (BB)		A sense seek to be come to
	BOA SOLDER	LATER MOTTACHMENT
	25 (9)	Batt Clarent gap weeks salt and out 1841
With or instead of the	I am using these materials	GEST OF A PRICE.
following SB section	for assessment	
		- The Hamilton Control of the Contro

What would you do?



The Morning News

CURRENT ISSUE ARCHIVES WEB EXTRAS RADIO CONTACT US

Stories of Honesty

Businessman returns \$750,000 to owner - and is thanked with a brief phone call

READ MORE

Golfer admits using illegal ball by mistake - but is still disqualified from game

READ MORE

Athlete admits to cheating confesses that he "just wanted to win"

READ MORE

Student uses detective work to find owner of gold jewelry

READ MORE

Taxi driver returns computer drives miles to give laptop back to passenger

READ MORE

Fan returns soccer star's lucky T-shirt - player gives him \$1,000 reward

READ MORE

Sources: www.geardiary.com; http://sports.espn.go.com; Los Angeles Times

Do you know any other stories like these? Have you ever found anything valuable? What did you do? Do you think that people who return lost things should get a reward?

CONVERSATION If I found \$750,000,...

A D Listen and practice.

Phil: Look at this. Some guy found \$750,000! He returned it, and the owner simply thanked him with a phone call.

Pat: You're kidding! If I found \$750,000, I wouldn't return it so fast.

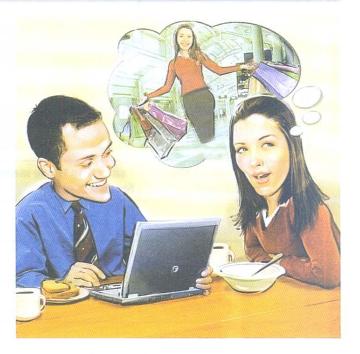
Phil: Why? What would you do?

Pat: Well, I'd go out and start spending it. I could buy lots of nice clothes and jewelry.

Phil: Someone might also find out about it. And then you could go to jail.

Pat: Hmm. You've got a point there.

B Listen to the rest of the conversation. What would Phil do if he found \$750,000?



What would you do?

Cycle 1, Exercises 1-5



SNAPSHOT

Learning Objective: read and talk about examples of honesty

- Books closed. Ask the class: "Have you ever lost something valuable and had it returned? What happened?" Ss discuss in pairs. Encourage them to ask their partners follow-up questions.
- Books open. So read the information in the Snapshot. Ask them which story they find the most interesting. Why? Elicit or explain any new vocabulary.

Vocabulary

brief: short

admit: tell the truth about something you did

In Unit 15, students discuss imaginary events and difficult situations. In Cycle 1, they talk about imaginary situations using unreal conditional sentences with if clauses. In Cycle 2, they talk about predicaments using the past modals would have and should have.

disqualified: eliminated

reward: a gift for finding something and returning it to the owner

- Read the questions. Then have Ss discuss them in groups. After a few minutes, ask Ss to change groups and share their ideas again.
- Option: Follow up with a longer discussion. Ask the class: "Do you agree that honesty pays? (= It's best to be honest.) What should happen to people who cheat and confess?"

2

CONVERSATION

Learning Objectives: practice a conversation about honesty; see unreal conditional sentences with if clauses in context

A (CD 3, Track 21)

- Option: Focus Ss' attention on the illustration and ask them to brainstorm the things they see. After a set time limit, find out who has the most words (e.g., laptop (computer), shopping bags, daydream, breakfast foods).
- Books closed. Instead of Ss listening for specific information, tell Ss to simply listen carefully.
- Play the audio program. Then ask: "What kinds of things were the people talking about?" Have Ss write their answers on the board. (Answers: \$750,000 returned; owner thanked with phone call; she'd go shopping; she could go to jail)
- TIP To provide a break from sitting and involve Ss in their own learning, let Ss write their answers and brainstorm ideas on the board.
- Play the audio program again. Have Ss listen and take notes. Then have them work in pairs to compare their notes with those on the board.
- Books open. Have Ss check their own notes against the picture and the conversation. How many Ss feel that they got most of the main ideas? some of the main ideas?

- Encourage Ss to check their dictionaries for the meanings of new words and expressions.
- Ss practice the conversation in pairs.
- For a new way to practice this Conversation, try
- Disappearing Dialog download it from the website. Alternatively, use it with the Grammar Focus on page 101.

B 💿 [CD 3, Track 22]

Read the question. Then play the rest of the audio program. Ss listen and write their answers.

AudioScript

See page T-174.

■ Elicit answers from the class.

Answers

Phil would take the money straight to the police.

• **Option:** Follow up with a discussion. Write these questions on the board:

What can you buy with \$750,000? with \$50,000? What are the risks of keeping money that you find? How honest are you?

Ss discuss in small groups or as a class.

3

GRAMMAR FOCUS

Learning Objective: practice using unreal conditional sentences with if clauses

© [CD 3, Track 23]

Unreal sentences with if clauses

- Books closed. Write these sentences on the board:

 Pat: If I ______\$750,000, I ______ return it so fast. I ______ go out and start spending it. I ______ buy lots of clothes.
- Have Ss fill in the blanks. To check answers, refer them to the previous Conversation. (Answers: found, wouldn't, 'd, could)
- Ask Ss if Pat is talking about a real or an unreal situation. (Answer: unreal)
- Books open. Elicit or explain this rule for forming unreal conditional sentences:
 - 1. Two types of verb forms are used in the clauses: (1) the simple past form in the *if* clause (*found*), (2) a modal verb in the main clause (*would*). *If I found \$750,000, I would buy clothes.*
 - 2. The clauses can be used in either order. No comma is necessary when the *if* clause comes second. *I would buy clothes if I found \$750,000.*
 - 3. We can use various modals in the main clause. The most common is would, or its contraction 'd. We can also use could or might. Might expresses possibility, and could expresses ability:

 If I found \$750,000, I might go to the police. (= I'm not sure, but it's possible I would go to the police.)

 If I found \$750,000, I could buy lots of jewelry. (= I would be able to buy lots of jewelry.)

- Play the audio program to present the sentences in the box. Have Ss listen and repeat. Then elicit examples of sentences with if clauses and modals.
- For more practice with unreal conditionals, play the Chain Game download it from the website.

A

Explain the task and model the first conversation with a S. Then Ss work individually to complete the task. Finally, elicit Ss' responses to check answers.

Answers

- A: If you had three months to travel, where would you go?
 - B: Oh, that's easy! I'd fly to Europe....
- A: If your doctor told you to get more exercise, which sport would you choose?
 - B: I'm not sure, but I might go jogging ...
- 3. A: What would you do if your teacher gave you an A by mistake?
 - B: Of course I'd say something . . .
- 4. A: Would you break into your house if you locked yourself out?
 - B: If I didn't have another key, I'd ask a ...
- 5. A: If your friend wanted to marry someone you didn't trust, would you say something?
 - B: No, I wouldn't say anything. I'd mind . . .
- 6. A: What would you do if you saw...
 - B: I wouldn't be shy! I'd ask for a photo ...

B Pair work

Explain the task. Ss take turns asking the questions and giving their own answers.



LISTENING

Learning Objective: develop skills in listening for main ideas and specific information

A (CD 3, Track 24)

Set the scene. Three friends are talking about predicaments, or unpleasant situations that are difficult to solve. Play the audio program. Have Ss listen and number the predicaments.

AudioScript

See page T-175.

Go over answers with the class.

Answers

- 1. A friend lost all her money while traveling.
- 2. A friend has a serious shopping problem.
- 3. Two people were fighting in the street.

B (CD 3, Track 25)

- Explain the task. Ss listen and write the suggestions.
- Play the audio program again, pausing for Ss to take notes. Then discuss the best suggestions.

Possible answers

(These suggestions were given.)

- Jane and Burt would call their parents and ask them to send money. Burt might also try going to the embassy or consulate to see if they could help him. Susan would probably sell her watch and camera or get a job as a waitress.
- Jane would talk to her friend about it. Burt wouldn't say or do anything because it's none of his business. Susan would probably talk to her friend's family.
- Jane would call the police. Burt would try to break it up or get someone to help him. He'd also shout for someone to call the police.

	Unreal conditional sentences with if clauses
	Imaginary situation (simple past) If I found \$750,000, I would spend it. I wouldn't return it so fast. I could buy lots of nice clothes and jewelry. I might go to the police. What would you do if you found \$750,000?
A	Complete these conversations. Then compare with a partner.
1.	A: If you (have) three months to travel, where you (go)? B: Oh, that's easy! I (fly) to Europe. I've always wanted to go there.
2.	A: If your doctor (tell) you to get more exercise, which sport you (choose)?
	B: I'm not sure, but I (go) jogging two or three times a week.
3.	A: What
4.	A:
5.	A: If your friend (want) to marry someone you didn't trust, you (say) something? B: No, I (not say) anything. I (mind) my own business.
6.	A: What you (do) if you (see) your favorite movie star on the street?
	B: I (not be) shy! I (ask) for a photo and an autograph.
	PAIR WORK Take turns asking the questions in part A. nswer with your own information.
L	ISTENING Tough predicaments
A	Listen to three people talk about predicaments. Number them om 1 to 3 in the order they are discussed.
	Predicament Suggestions
	Two people were fighting in the street. A friend lost all her money while traveling.

A friend has a serious shopping problem.

5 INTERCHANGE 15 Do the right thing!

What would you do in some difficult situations? Go to Interchange 15 on page 130.

6 WORD POWER Opposites

A Find nine pairs of opposites in this list. Complete the chart. Then compare with a partner.

✓ accept	borrow	dislike	find	lose	remember
admit	deny	divorce	forget	marry	save
agree	disagree	enjoy	lend	✓ refuse	spend

accept	≠	refuse	 #	 	\neq	
	\neq		 \neq	 	\neq	
	400		 #	 	\neq	

B PAIR WORK Choose four pairs of opposites. Write sentences using each pair.

I can never save money because I spend it all on clothes.

PERSPECTIVES | felt terrible.

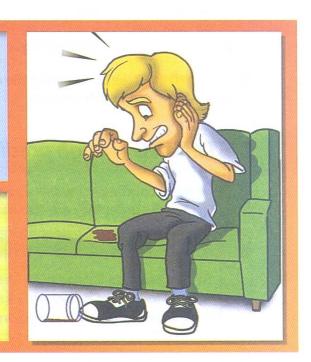
A \bigcirc Listen to people talk about recent predicaments. Then check (\checkmark) the best suggestion for each one.

44What a disaster! I spilled juice on my parents' new couch. They weren't home, so I just turned the cushions over. What should I have done?

- You should have told them about it.
- You should have cleaned it immediately.
- You should have offered to buy them a new couch.

441 forgot my best friend's birthday. I felt terrible, so I sent him a text to apologize. What would you have done?

- I would have called him right away.
- I would have sent him a nice birthday present.
- I would have invited him out for a meal.



PAIR WORK Compare with a partner. Do you agree with each other?

INTERCHANGE 15

See page T-129 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 6-13

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

6

WORD POWER

Learning Objective: learn verbs for describing events

A

Explain the task and read the example answer in the chart. Ss complete the task individually and then compare answers in pairs. Go over answers with the class and help Ss with correct pronunciation and stress.

Answers

accept-refuse admit-deny agree-disagree borrow-lend dislike-enjoy divorce-marry find-lose forget-remember save-spend **Option:** Ss work in pairs to brainstorm more verbs and their opposites (e.g., *come* and *go*, *give* and *take*).

Draw a line down one side of the board and use this as your "Vocabulary Column." Add new words to it throughout the lesson. Keep track of what you have taught your Ss by reviewing the list at the end of each class.

B Pair work

- Explain the task and read the example sentence. Point out that Ss can use a simple statement, a question, or an unreal conditional sentence with an if clause.
- Ss work in pairs to choose four sets of verbs from the chart in part A. Then they write sentences using each pair. Go around the class and check Ss' sentences for correct grammar.

7

PERSPECTIVES

Learning Objectives: discuss predicaments; see past modals would have and should have in context

A (CD 3, Track 26)

- Focus Ss' attention on the picture and ask what happened. (Answer: He spilled juice on a couch and is deciding what to do about it.) Explain that Ss will hear two predicaments that really happened, not imaginary situations.
- Draw this chart on the board and ask Ss to copy it:

Predicame	What went wrong?	What did he do about it?
#1		
#2		

- Books closed. Play the audio program. Have Ss listen and complete the chart. Then have Ss open their books, read the predicaments, and check their answers.
- Play the audio program again. Point out the reduction of have, which sounds like of.
- Ss check () the best suggestion for each predicament.

B Pair work

- Ss work in pairs to compare answers. Encourage them to explain their answers. Then take a class vote to find out which suggestions were the most popular.
- Option: In pairs, Ss write new predicaments. Then each pair joins another pair, exchanges papers, and writes several suggestions for each predicament. The group then decides which suggestions are best.

8 GRAMMAR FOCUS

Learning Objective: practice using past modals to talk about actions in the past

© [CD 3, Track 27]

- Refer Ss to the Perspectives section. Ask the class:
 "Did he clean the couch? Did he call his friend?"
 (Answer: no) Point out that the would have and should have actions were imaginary or hypothetical (= they didn't really happen).
- Explain that we use I would have to give an opinion about an action in the past. We use you should have to make a suggestion about a past event. In both cases, our opinion or suggestion is too late.

Would have

Ask Ss to find examples of would have from the Perspectives section. Ss write them on the board in columns, like this:

1	2	3	4	5
Land of	would	have	called	him
1	would	have	sent	him
1	would	have	invited	him
What	would	you	have	done?

Elicit the rules from Ss by asking what they can see in each column.

Statement:

Subject + would have + past participle + (rest)

Ouestion:

Wh- + would + pronoun + have + past participle?

■ Have Ss think of more examples of would have + past participle (e.g., I would have told him "I'm sorry."). Have Ss use the negative, too (e.g., I wouldn't have called him.).

Should have

- Repeat the above steps for should have.
- Play the audio program to present the sentences in the box. Ss listen and read silently.

A

■ Explain the task and any new vocabulary (e.g., change, ignore, campsite). You can copy and give the Ss the appendix on page T-164 so they can use more irregular past participles. Ss work individually to complete the sentences. Then go over answers with the class.

Answers

- A: The cashier gave me too much change. What should I have done?
 - B: You should have said something. You shouldn't have taken the money.
- 2. A: I ignored an email from someone I don't like. What would you have done?
 - B: I would have **replied** to the person. It just takes a minute!
- 3. A: I was watching a good movie when my phone rang. What should I have done?
 - B: You should have **taken** the call and **told** the person you'd call back later.
- 4. A: We left all our trash at the campsite. What would you have done?
 - B: I would have taken it with me and thrown it away later.
- Ss practice the conversations in pairs.

B

■ Explain the task. Read the sentences in each column and explain any new vocabulary (e.g., cheating, messy, comb, warn, leave a note, exchange). Then Ss work individually to match the situations with the most appropriate suggestions. After Ss compare answers in pairs, go over answers with the class.

Possible answers

1. a, b, d 3. a 5. d, g, h 2. b, d, e 4. c, d, f

C Group work

- Ss work in small groups to think of their own suggestions. Remind them to use past modals. Groups then choose their best suggestion for each situation.
- Ask groups to share their best ideas with the class.

9

PRONUNCIATION

Learning Objective: notice the reduction of the verb have in past modals

A (CD 3, Track 28)

■ Play the audio program. Point out how the reduced form for *have* /əv/ sounds like *of*. Play the audio program again, pausing for the class to practice.

B Pair work

In pairs, Ss practice the conversations in part A of Exercise 8 again. Go around the class and give help as needed. Then go over any errors you noticed.

TIP To keep working on this feature, make it the "Sound of the Week" and focus on it for the next few classes.

Past modals 🔘

Use would have or should have + past participle to give opinions or suggestions about actions in the past.

What should I have done? You should have told them about it.

You shouldn't have hidden it.

I would have called him. What would you have done?

wouldn't have sent him a text.

Complete these conversations. Then practice with a partner.

- 1. A: The cashier gave me too much change. What should I have (do)?
 - B: You should have (say) something. You shouldn't have (take) the money.
- 2. A: I ignored an email from someone I don't like. What would you have (do)?
 - B: I would have (reply) to the person. It just takes a minute!
- 3. A: I was watching a good movie when my phone rang. What should I have (do)?
 - B: You should have (take) the call and (tell) the person you'd call back later.
- 4. A: We left all our trash at the campsite. What would you have(do)?
 - B: I would have (take) it with me and (throw) it away later.
- Read the situations below. What would have been the best thing to do? Choose suggestions. Then compare with a partner.

Situations

- 1. The teacher borrowed my favorite book and spilled coffee all over it.
- 2. I saw a classmate cheating on an exam. So I wrote her an email about it.
- 3. A friend of mine always has messy hair. So I gave him a comb for his birthday.
- 4. I hit someone's car when I was leaving a parking lot. Luckily, no one saw me.
- 5. My aunt gave me a wool sweater. I can't wear wool, so I gave it back.

Suggestions

- a. You should have spoken to him about it.
- b. I would have spoken to the teacher about it.
- c. I would have waited for the owner to return.
- d. I wouldn't have said anything.
- e. You should have warned her not to do it again.
- f. You should have left a note for the owner.
- g. I would have told her that I prefer something else.
- h. You should have exchanged it for something else.

GROUP WORK Make another suggestion for each situation in part B.

PRONUNCIATION Reduction of have

Listen and practice. Notice how have is reduced in these sentences.

What would you have done?

I would have told the truth.

PAIR WORK Practice the conversations in Exercise 8, part A, again. Use the reduced form of have.

10 LISTENING I'm calling about ...

	Problem	What the caller did
Caller 1 Caller 2	1 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1	11300
Caller 3		



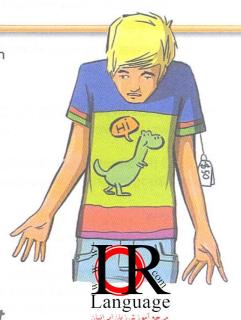
GROUP WORK Do you agree with Dr. Hilda? What would you have done?

SPEAKING I shouldn't have...

A Look at the five situations below. Think about the past month and write down an example for each situation.

- 1. something you shouldn't have done
- 2. something you should have done
- 3. something you shouldn't have said
- 4. somewhere you shouldn't have gone
- 5. someone you should have emailed or called
- **B** GROUP WORK Talk about each situation in part A.

"I spent \$50 on a T-shirt. I shouldn't have bought it. I don't even like it now."



WRITING A letter to an advice columnist

Write a letter to an advice columnist about a real or imaginary problem. Put your letters on the wall and choose one to write a reply to.

Dear Dr. Hilda,
I let a friend borrow my laptop, and now it's not working very well. I
took it to a repair shop, and they said it would be very expensive to fix.
When I asked my friend to help me pay for the repair, she refused. Now she
won't even speak to me! What did I do wrong? What should I have done?
Thanks for your help!
Kevin

10 LISTENING

Learning Objective: develop skills in listening for specific information

Set the scene. Explain that many people call radio talk shows to ask for advice on personal problems. Ask Ss if they ever listen to such shows. If so, find out what kinds of problems people usually ask about.

A (CD 3, Track 29)

- Explain the task. Ss will hear three people call a counselor on a radio talk show. Ss take notes about each caller and complete the chart.
- Play the audio program, pausing after each caller to give Ss time to take notes. Play the audio program again.

AudioScript

See page T-175.

 Have Ss compare answers in pairs or groups. Then elicit responses from individual Ss.

To build Ss' confidence, have them compare answers before you ask them to speak in front of the whole class.

Possible answers

Caller 1

daughter is dating older man; told her to stop seeing him

Caller 2

- · borrowed father's new car and had an accident
- sent an email; said someone had stolen car Caller 3
- · had a party where subject of politics came up
- · got angry at a co-worker and asked him to leave

B (CD 3, Track 30)

- Play the audio program again. This time, tell Ss to listen for Dr. Hilda's advice. Ask Ss to take notes.
- Go over answers with the class.

Possible answers

Caller 1

She should have spoken to the man; she should have asked him not to date her daughter for a couple of weeks; if he's a nice man, she should let her daughter date him and not worry about age.

Caller 2

He should have told the truth; his father would understand and be glad his son wasn't hurt.

Caller 3

He shouldn't have talked about politics; he shouldn't have gotten angry; he should apologize.

- For a new way to teach this Listening, try Stand Up,
- Sit Down download it from the website.

C Group work

 Ss discuss Dr. Hilda's advice in small groups. Then ask Ss to share their ideas with the class.

111 5

SPEAKING

Learning Objective: talk about regrets using past modals

A

Read the instructions and situations. Ss should think about things they wish they hadn't done. Ss write five sentences. Go around the class and give help as needed.

B Group work

 Ss talk about their situations in small groups. Remind them to use the reduced form of *have* and to ask follow-up questions to get more details.

12

WRITING

Learning Objectives: write a letter to an advice columnist; write a reply using past modals to give suggestions

- Write these questions on the board: Where were you? What happened? What was the problem? What did you do? How do you feel about the problem now?
- Explain the task. Ask a S to read the example letter. Then tell Ss to think of a fun or interesting situation and make notes.
- Ss use their notes to write a short letter to an advice columnist.
- Collect Ss' letters and give them to different Ss. Explain that Ss now play the role of Dr. Hilda and reply to someone else's letter. When Ss finish, have them return the original letter and their reply to the writer.

13 READING

Learning Objectives: read and discuss posts on a message board; develop skills in skimming, scanning, and guessing meaning from context

- Books closed. Explain that Ss are going to read posts on a message board. Some people are asking for advice about relationships, and others are giving it.
 Ask Ss to predict the kinds of problems people write about.
- Books open. Give Ss two minutes to skim the posts and determine what problem each person has.
 (Answers: Terry told his brother a rumor about his brother's girlfriend, and they broke up. Linda's 23-year-old son is living at home and not working. Robin knows that her friend's brother skipped school and drove his mother's car to the beach.)
- Ask Ss: "Which of these problems did you predict?"

A

- Explain the task. Ss match the names with the advice.
- Check answers with the class.

To provide variety, have Ss check answers in groups of three. If their answers differ, find out why and give help as needed.

Answers

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

B

- Explain the task. Model the first word as an example. Ask Ss to find the word confront in the article. Then ask: "Do you think confront is a verb, an adjective, or a noun?" (Answer: a verb) Then elicit the answer.
- Ss complete the task individually. Remind Ss to find the word in the article and to look at the context before guessing its meaning.

 Go over answers with the class. For each word or expression, ask if Ss think it's a verb, an adjective, or a noun.

Answers

1. d 2. a 3. b 4. c

Ask Ss if they have any questions about vocabulary. Encourage them to work together to explain any remaining words.

Vocabulary

rumor: information passed from one person to another that may not be true

break up: end a romantic relationship

gossip: information about other people's private lives that may or may not be true

meanwhile: at the same time something else is happening

skip: miss; be absent from without permission **damage:** harm; break

- For another way to practice this vocabulary, try
- Vocabulary Mingle download it from the website.

C Pair work

- Ss work in pairs to discuss the questions. After about five minutes, ask Ss to share their ideas with the class.
- **Option:** In pairs, Ss choose one of the posts. Then they role-play a conversation.

End of Cycle 2

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

The Advice Circle Search Like Skim the three posts on the message board. What problem does each writer have? Parenting Education Lifestyle Relationships Someone told me that my brother's girlfriend was dating another guy. I told my brother and he then decided to confront her with the story. They had an argument and, although she denied the rumor, they broke up. Now it turns out that the rumor wasn't true, and my brother isn't speaking to me. Posts: 14 You really learned a lesson, didn't you? You shouldn't have listened to gossip. Now you have to repair the damage. Apologize and hope that he will forgive and forget! Hide Post Posts: 7 Don't blame yourself. You sincerely tried your best. But, frankly, I wouldn't have acted so quickly. I would have waited to see what happened. Try talking to him - and good luck! Hide Post Posts: 21 My son is 23 and still lives at home. He finished college last year, but I really don't think he's trying to get a job. Meanwhile, I've been cooking his meals and doing his laundry. Posts: 17 You're making it too easy for him to stay home. Be firm and tell him he has to find a job and get his own place. He's old enough to take care of himself. Hide Post You're his mother, and family is family. It's hard to find a job if you have no experience. Posts: 3 And don't you have to cook for yourself? Don't complain about your son. Hide Post Posts: 15 I saw my friend's brother at the beach with some of his friends. It wasn't a holiday, so I think he was skipping school. Should I tell my friend? Posts: 27 I would suggest you keep your mouth shut. Let them work things out for themselves. If you say something, you could damage your friendship with both of them. Hide Post Posts: 10 What are you waiting for? You should tell your friend right now, and tell her mom, too! The only way to solve your dilemma is to be 100% honest. Hide Post

A Read the message board. Match the name and the advice.

1.	Pixie	a. Be honest.
2.	Lola	b. Say nothing.
3.	Too Bad	c. Be firm.
4.	Poodle	d. Apologize.
5.	Zeb	e. Talk to him.
6.	Speedy	f. Don't compla

Find the words in italics below in the message board. Then match each one with its meaning.

- 1. confront a. ma
 2. forgive and forget b. str
 3. firm c. a d
 4. dilemma d. dis
 - a. make a fresh startb. strong and determined
 - c. a difficult problem
 - d. discuss in a strong, direct way

C PAIR WORK Which advice do you agree or disagree with? What advice would you give?

Unit 16 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
	1 Snapshot	TSS Unit 16 Listening Worksheet	Saw Tin Foliation restoration to
-	2 Perspectives		
11717	3 Grammar Focus		SB Unit 16 Grammar Plus focus 1 SSD Unit 16 Grammar 1 ARC Reported speech: requests
	4 Speaking		
	5 Word Power	TSS Unit 16 Vocabulary Worksheet	SSD Unit 16 Vocabulary 1–2 ARC Verb and noun pairs 1–2
	6 Conversation		SSD Unit 16 Speaking 1
	7 Listening		
	8 Grammar Focus	TSS Unit 16 Grammar Worksheet	SB Unit 16 Grammar Plus focus 2 SSD Unit 16 Grammar 2–3 ARC Reported speech: statements ARC Reported speech and Verb and noun pairs
	9 Pronunciation		
,	10 Writing	TSS Unit 16 Writing Worksheet	
	11 Speaking		
	12 Interchange 16		
	13 Reading	TSS Unit 16 Extra Worksheet TSS Unit 16 Project Worksheet VID Unit 16 VRB Unit 16	SSD Unit 16 Reading 1–2 SSD Unit 16 Listening 1–3 SSD Unit 16 Video 1–3 WB Unit 16 exercises 1–8

With or instead of the following SB section	You can also use these materials for assessment
Units 15-16 Progress Check	ASSESSMENT CD Units 15–16 Oral Quiz ASSESSMENT CD Units 15–16 Written Quiz ASSESSMENT CD Units 9–16 Test

Key

ARC: Arcade SB: Student's Book

SSD: Self-study DVD-ROM TSS: Teacher Support Site

VID: Video DVD VRB: Video Resource Book

WB: Workbook

My Plan for Unit 16

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

SB exercises	in class	outside the classroom		
	en on a second service and benedities	School semples seem to excellent		
	Selection of Society			
	worst cat gub sow the			
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With or instead of the following SB section	I am using these materials for assessment			
	- 42,000,000,000			
	Livinger Ingenty 1960 Troupes	SAIL MAR TO BE SEE ST. BEST DEST		

What's your excuse?

SNAPSHOT

EXCUSES, EXCUSES

Ending a phone call I'm driving right now. My battery is dying.

Forgetting to meet someone I remembered the date wrong.

I forgot to check my calendar.

My computer crashed. Not doing homework

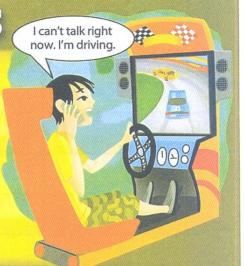
I thought it was due tomorrow.

Getting to class late I couldn't get a ride.

I missed the bus.

Not accepting a date I already have plans.

I have a doctor's appointment.



Source: Based on www.answers.yahoo.com

Have you ever heard any of these excuses? Have you ever used any of them? Which are good excuses? Which are bad excuses? What other excuses can you make for not accepting an invitation?

PERSPECTIVES Who said it?

- Mho do you think made these requests? Listen and match.
 - 1. He asked me to play my music more quietly.
 - 2. She told me not to stay out past midnight.
 - 3. She said to drink at least six glasses of water a day.
 - 4. He said not to be late for practice again.
 - She asked me to pick up the kids after school.
 - 6. He told me to bring a dictionary tomorrow.
 - 7. He asked me not to tell anyone about his new girlfriend.

- a. my doctor
- b. my coach
- c. my friend
- d. my neighbor
- e. my mother
- f. my wife
- q. my teacher
- PAIR WORK Can you think of another request each person might make?
- A: A doctor might also tell a patient to get more exercise.
- B: ... or to avoid eating greasy foods.

What's your excuse?

Cycle 1, Exercises 1-4



SNAPSHOT

Learning Objectives: read examples of common excuses; talk about excuses

- Books closed. Write these sentences on the board:
 I have to go. My battery is dying.
 I forgot to check my calendar.
 I'm sorry I'm late. I missed the bus.
 I can't go out with you. I have a boyfriend/girlfriend.
- Ask Ss what the sentences have in common. (Answer: They are all excuses.)
- Elicit some more excuses by giving situations
 (e.g., being late for class, forgetting to do homework).

In Unit 16, students discuss honesty and practice giving reasons and explanations. In Cycle 1, they talk about excuses and requests using reported speech. In Cycle 2, they use reported speech to talk about statements that other people made.

- Books open. Focus Ss' attention on the cartoon. Ask: "What's happening? Why is he making an excuse? Do you think he's being honest?"
- Ss read the Snapshot silently. Answer any vocabulary questions (e.g., calendar, due) or elicit the meaning from other Ss.
- Give Ss a few minutes to look over the discussion questions and to think about their answers. Then Ss work in small groups to discuss them together. Go around the class and give help as needed.



PERSPECTIVES

Learning Objectives: discuss requests; see examples of reported speech for requests in context

A (CD 3, Track 31)

- Explain that Ss are going to hear some requests and decide who made each request.
- Play the first request in the audio program. Ask: "Who might make a request like this?" Elicit answers from the class
- Play the audio program, pausing after each request to elicit ideas. Don't correct mistakes at this point.
- Ss read the sentences silently and match each request with a person.

Ask a S who finishes early to write the answers on the board.

Answers

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

If necessary, explain or elicit the difference between the verbs ask, tell, and say.

Ask leads to a question. Elicit the original questions from sentences 1 and 5, like this:

My neighbor asked me, "Can you play your music more quietly?"

My wife asked me, "Can you pick up the kids after school?"

Point out that with ask, we have to say who we are asking (e.g., she asked me/him/us/the boy/Ken).

Tell and *say* are very similar in meaning. The main difference is that *tell* is followed by a direct object, while *say* is not. For example:

She told me, "Bring a dictionary tomorrow."

She said, "Bring a dictionary tomorrow."

• Have Ss underline asked me and told me in the Perspectives section. Then play the audio program again. This time, focus Ss' attention on the use of ask, tell, and say.

B Pair work

- Explain the task. Ss look at the list of people. For each person, they think of another typical request.
- Model the example conversation with a S and elicit more examples for doctor. Remind Ss to use a direct object with ask and tell.
- Ss work in pairs to complete the task. Then each pair joins another pair to compare requests. Were there any similar requests? Which ones were different?
- Go around the class and write down any grammatical mistakes with ask, say, or tell. Then write the mistakes on the board and elicit corrections from the class.

GRAMMAR FOCUS

Learning Objective: practice using reported speech to make requests

(CD 3, Track 321

TIP To explain reported requests, it's helpful to draw pictures. If you have an artistic S, ask him or her to draw them for you.

- Draw a simple figure of a doctor on the board with a speech bubble coming from her mouth. In the bubble, write: "Drink six glasses of water a day."
- Then refer Ss to the Perspectives section. Ask: "What did the doctor say?" Write the reported request on the board:
 - She said to drink six glasses of water a day.
- Explain that reported speech is used to talk about, or report, something that was asked or said in the past.
- Point out that the most common verbs for reporting requests are ask, tell, and say. They are used in the past tense to match the past action.
- Now draw another figure on the board with a speech bubble coming from her mouth. In the bubble, write: "Don't stay out past midnight." Elicit the reported request and write it on the board:
 - She told me not to stay out past midnight.
- Make sure Ss understand how to form a reported request by explaining that:
 - 1. All three of these verbs are followed by an infinitive (e.g., She asked me/told me/said to call her tonight.).
 - 2. In a negative reported request, not is usually placed before the infinitive (e.g., The teacher asked/told John not to be late.).

 Play the audio program to present the sentences in the box. Ss listen and repeat.

- Ask Ss if they have ever thrown a surprise party. If so, have them tell what happened. Encourage other Ss to ask follow-up questions for more information.
- Explain the situation. Then use the first request and example sentence to model the task.
- Ss work individually to write the reported requests before comparing answers with a partner. Elicit answers from the class.

Possible answers

- 1. She told them to meet at Albert's apartment at 7:30.
- 2. She asked them to bring their favorite music.
- 3. She said not to bring any food.
- 4. She asked them to bring a small gift for Albert.
- 5. She said not to spend more than \$10 on the gift.
- 6. She told them to keep the party a secret.

B Group work

- Tell Ss to imagine they are planning a party. Ss work individually to write four requests. Remind Ss to include requests with Can you and imperatives.
- Explain the task. Ss take turns reading their requests. Other Ss change the original requests into reported requests. Use the example conversation to model the task.
- Ss complete the task in small groups.



SPEAKING

Learning Objective: discuss recent requests using reported speech

- Explain the task. Ss think of two things they were asked to do and two things they were asked not to do.
- Ss work individually to complete the chart. Go around the class and give help as needed.

B Group work

• Go over the task. Ss use the information in the chart and reported speech to talk about recent

requests. Others ask follow-up questions to get more information. Elicit useful expressions (e.g., What request has someone made recently? Who made it? When? Why? Did you perform the request?).

Ss complete the activity in small groups.

End of Cycle 1

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

Reported speech: requests 0

Original request

Bring a dictionary tomorrow.

Don't stay out past midnight.

Can you play your music more quietly?

Reported request

He said to bring a dictionary tomorrow.

He **told me to bring** a dictionary tomorrow.

She **said not to stay** out past midnight.

She **told me not to stay** out past midnight.

He asked me to play my music more quietly.

A Amanda is having a surprise party for Albert. Look at what she told the guests. Write each request using *say, tell,* or *ask*. Then compare with a partner.

1.	Meet at Albert's apartment at 7:30.	She told them to meet at Albert's apartment at 7:30.
2.	Can you bring your favorite music?	
3.	Don't bring any food.	
4.	Can you bring a small gift for Albert?	
5.	Don't spend more than \$10 on the gift.	
5.	Keep the party a secret.	

GROUP WORK Imagine you're planning a class party. Write four requests. Then take turns reading your requests and changing them into reported requests.

Juan: Bring something good to eat to the party! Sonia: Juan told us to bring something good to eat.

Noriko: Can you help me clean up after the party? Jin-sook: Noriko asked us to help her clean up.

4

SPEAKING What a request!

A Think of requests that people have made recently. Write two things people asked you to do and two things people asked you *not* to do.

Person	Request
my mom	get a haircut

B GROUP WORK Compare with others. Who has the most interesting or unusual requests?



WORD POWER Verb and noun pairs

A Find words or phrases in the list that are usually paired with each verb. Then compare with a partner.

✓ anger✓ your congratulationsa lie✓ an apologya criticisma reasona complaintan excuseyour regrets✓ a complimentan invitationsympathya concern✓ a jokethe truth

express	anger	
give	a compliment	
make	an apology	
offer	your congratulations	
tell	a joke	

B PAIR WORK In what situations do you do the things in part A? Write five sentences about things you *never*, *sometimes*, or *always* do. Then take turns reading your sentences and asking questions.

A: I never tell a lie.

B: Are you sure? What if someone invited you to a party, but you didn't want to go?

CONVERSATION Are you doing anything on Saturday?

Albert: Hi, Daniel.
Daniel: Oh, hi, Albert. How are things?
Albert: Just fine, thanks. Uh, are you doing anything on Saturday night?
Daniel: Hmm. Saturday night? Let me think. Oh, yes.
My cousin just called to say he was flying in that night. I told him I would pick him up.
Albert: Oh, that's too bad! It's my birthday. I'm having dinner with Amanda, and I thought I'd invite more people and make it a party.
Daniel: Gee, I'm really sorry, but I won't be able to make it.

Albert: I'm sorry, too. But that's OK.

B PAIR WORK Act out the conversation in part A. Make up your own excuse for not accepting Albert's invitation.



WORD POWER

Learning Objective: learn words and phrases that are paired with certain verbs

A

- Explain the task. Elicit any new or unfamiliar vocabulary. If necessary, have Ss use their dictionaries.
- Help the class begin by asking about one or two of the verbs, like this:
 - T: What word or phrase goes with the verb *express*? S: I think you can *express anger* in English. T: You're right. That's one. What's another?
- Ss complete the chart individually or in pairs.
- To check answers, write the verbs on the board and have Ss write their answers beside each verb.

Possible answers

express anger, a concern, your regrets give a compliment, an excuse, a reason make an apology, a complaint, an excuse

offer your congratulations, a criticism, an invitation, sympathy tell a joke, a lie, the truth

B Pair work

- Go over the instructions. Ask Ss to write five sentences about things they never, sometimes, or always do. Set a time limit. Then go around the class and give help as needed. To prepare for follow-up questions, tell Ss to include explanations in their sentences.
- Have two Ss read the example conversation to model the task. Remind Ss to ask follow-up questions. Elicit a few example questions and write them on the board: What happens when you express anger? Why don't you tell jokes more often? How would you express your regrets to ...? In what situation would you tell a lie?
- Ss take turns asking and answering their questions in pairs. After about five minutes, ask pairs to share some of their responses with the class.
- For more practice with this vocabulary, play

 Tic-Tac-Toe download it from the website.



CONVERSATION

Learning Objectives: practice a phone conversation between two friends; see examples of reported speech for statements in context

A 🕡 [CD 3, Track 33]

- Books closed. Explain the situation. Daniel is going to Albert's surprise birthday party. Amanda told him not to say anything to Albert. Now Albert is calling to invite Daniel to dinner that night! Ask Ss what they would do if that happened to them. Who would tell the truth? Who would tell a lie?
- Write these questions on the board:
 - 1. Does Daniel make an excuse? an apology?
 - 2. How does Albert respond? Does he express anger? disappointment?
- Play the audio program. Have Ss listen for the answers. (Answers: 1. He makes an excuse and an apology. 2. Albert expresses disappointment.)
- **Option:** Have a brief class discussion. Ask: "What would you have done if you were Daniel?"
- Play the audio program again. Have Ss listen to find out what excuse Daniel makes. (Answer: Daniel tells Albert he's picking up his cousin at the airport.)

- Books open. Play the audio program again. Ss read silently as they listen. Ask Ss to listen for emotions expressed by the speakers (e.g., That's too bad. Gee, I'm really sorry.).
- · Elicit or explain any new vocabulary.

Vocabulary

How are things?: How are you?

Oh, that's too bad!: I'm sorry to hear that something disappointing/bad has happened.

make it: go to an event

 Ss practice the conversation in pairs. To imitate the feeling of talking on the phone, have them sit back-to-back.

B Pair work

Ss act out the conversation using their own words. Make sure the S playing Daniel makes up a new excuse for not being able to make it to dinner. Then have Ss change roles and repeat the task.

LISTENING

Learning Objective: develop skills in listening for detail

A [CD 3, Track 34]

- Focus Ss' attention on the picture of Albert on the phone. Set the scene. Ss will hear four phone conversations in which Albert's friends make excuses for not coming to his birthday party.
- Tell Ss to look at the four names and the six excuses. Point out that there are two extra excuses. Then play the audio program. Ss listen and complete the task.

AudioScript

See page T-176.

Elicit Ss' responses to check answers.

Answers

l. d 2. e

3. b

4. a

Play the rest of the audio program. Ss listen and take notes.

AudioScript

See page T-176.

After pairs compare answers to the question, elicit responses from the class.

Possible answers

Albert came home singing "Happy Birthday" to himself. When he opened the door, all his friends shouted, "Surprise! Happy birthday!" Albert was really surprised and said, "I can't believe it!" He immediately asked Amanda if she set it up.

Ask Ss: "What do you think of surprise parties? Does everyone enjoy them?"

8

GRAMMAR FOCUS

Learning Objective: practice using reported speech to make statements

(CD 3, Track 36)

Write these excuses from Exercise 7 on the board:

<u>Direct statement</u>

Reported statement

"I'm not feeling well." She said she <u>was</u>n't

feeling well.

"I <u>have</u> houseguests." She said she <u>had</u> houseguests.

- Ask Ss to look at the underlined verbs. Elicit what happens when we report a statement. (Answer: We don't use the same tense to report someone's original sentence. Here, the original sentences use the present tense and the reported statements use the past tense.)
- Have Ss look at the sentences in the Grammar Focus box. Go over the direct statements with present and past form verbs and modals to show how the verbs move back one tense in the reported statements.
- Write the following on the board:

<u>Direct statement</u> <u>Reported statement</u>

have/go ——— (made) ———	→ →	had (made)	}	present tense past tense
7050	>		}	present perfect
can will		could would	1	modals
may		might	1	111001010

Play the audio program. Ss listen and repeat.

A

Read the instructions and the first item, including the example answer. Ss work individually to write a reported statement for each excuse. Then Ss compare answers in pairs. Elicit Ss' responses.

Possible answers

- 1. Donna said/told her (that) she had to babysit her nephew that night.
- William and Brigitte said/told her (that) they were going out of town for the weekend.
- Mary said/told her (that) she had been invited to a wedding on Saturday.
- James said/told her (that) he had promised to help Dennis move.
- 5. Anita said/told her (that) she couldn't come because she had the flu.
- Mark said/told her (that) he would be studying for a test all weekend.
- 7. Eva and Randall said/told her (that) they had to pick someone up at the airport that evening.
- David said/told her (that) he might have to work late on Saturday night.

B Group work

Explain the task. Ss think of excuses to tell Sandra.
 In small groups, Ss take turns reading their excuses.
 Other Ss change the excuses into reported speech.



LISTENING He said, she said

- 1. Scott
- a. She said that she wasn't feeling well.
- b. He said he was taking his mother to a dance club.
- c. She said she had houseguests for the weekend.
- 4. Regina d. He said that he would be out of town.
 - e. She said she might go out with friends.
 - f. He said he was going away with his family.

B

Listen. What happens on the night of Albert's birthday?



8

GRAMMAR FOCUS

Reported speech: statements 😈

Direct statements

I'm not feeling well.

I have housequests for the weekend.

I **made** a tennis date with Kim.

I made a fennis date with Kim.

I have planned an exciting trip.

We can't come tomorrow.

We will be out of town.

We **may go** out with friends.

Reported statements

She said (that)

she wasn't feeling well.

she **had** houseguests for the weekend.

she **had made** a tennis date with Kim.

she had planned an exciting trip.

They told me (that)

they **couldn't come** tomorrow.

they **would be** out of town. they **might go** out with friends.

A Sandra is having a party at her house on Saturday. Look at these excuses. Change them into reported speech. Then compare with a partner.

- 1. Donna: "I have to babysit my nephew that night."
- 2. William and Brigitte: "We're going out of town for the weekend."
- 3. Mary: "I've been invited to a wedding on Saturday."
- 4. James: "I promised to help Dennis move."
- 5. Anita: "I can't come because I have the flu."
- 6. Mark: "I'll be studying for a test all weekend."
- 7. Eva and Randall: "We have to pick someone up at the airport that evening."
- 8. David: "I may have to work late on Saturday night."

Donna said she had to babysit her nephew that night. OR Donna told her she had to babysit her nephew that night.

GROUP WORK Imagine you don't want to go to Sandra's party. Take turns making excuses and changing them into reported speech.

- A: I'm sorry I can't go. I have tickets to a concert that night.
- B: Lucky guy! He said he had tickets to a concert that night.

9 PRONUNCIATION Reduction of had and would

She said she'd made the bed. (She said she had made the bed.) She said she'd make the bed. (She said she would make the bed.)

1.	had	2.	had	3.	had	4.	☐ had
_	would		would	Ē	would		would

10 WRITING A report

A Interview your classmates and take notes. Use your notes to write a report describing what people told you. Use reported speech.

	Name	Response
What did you do last weekend?		
What new TV show have you seen recently?		
Where are you going after class?		
What are your plans this evening?		
What will you do this weekend?		

B GROUP WORK Read your report, but don't give names. Others guess the person.

SPEAKING Good intentions

A GROUP WORK What are some things you would like to do in the future? Think of three intentions.

A: I'm going to learn how to sail.

B: That sounds fun. Are you going to take lessons?

B CLASS ACTIVITY Report the best intentions you heard. Then predict which ones will happen.

"Tatyana said she was going to learn how to sail, but she didn't want to take lessons."



12 INTERCHANGE 16 Excuses, excuses

Make some plans. Student A, go to Interchange 16A on page 129; Student B, go to Interchange 16B on page 131.

[&]quot;Someone told me that she'd watched three movies last weekend."

9 PRONUNCIATION

Learning Objective: notice the reduction of had and would in reported speech statements

A (CD 3, Track 37)

Write these contractions of I had and I would on the board:

I had = I'd I would = I'd

- Explain that these two are easily confused. Play the audio program. Have Ss listen to the pronunciation of the reduced forms of had and would in the sentences. Then play the audio program again, pausing after each sentence for Ss to practice.
- Option: Ss read sentences 3, 4, and 6 from Exercise 8.
 Remind them to reduce had and would.

B (CD 3, Track 38)

- Explain the task. Ss listen to four sentences and check (✓) whether they hear reduction of had or would. Point out that they can only decide this by paying attention to the verb that comes after the contraction.
- Play the audio program. Ss listen and check the boxes. Then elicit answers.

AudioScript

See page T-176.

Answers

1. would 2. had 3. had 4. would

10 W

WRITING

Learning Objective: write a report with reported speech

A

- Explain the task. Ss walk around the room asking questions and completing the chart.
- Ss then write down the resulting responses in the form of reported statements.
- Option: Ss write their reports as homework.

B Group work

- Explain the task and read the example statement. In groups, Ss take turns reading their reports, one item at a time. They should not say the name of the person who responded. Group members guess who made each response. Walk around and help as needed.
- Ask Ss if any statements were very easy to guess.



SPEAKING

Learning Objectives: discuss future intentions; practice reported speech

Elicit or explain the meaning of the title Good intentions. Then focus Ss' attention on the picture.
 Ask: "What do you think the woman's intentions are?"
 Elicit answers from the class.

A Group work

- Explain the task. Ss think of three intentions. Then they discuss their intentions in small groups. Remind Ss to ask follow-up questions to get more information.
- Option: Award one point for every follow-up question a S asks. Ss keep track of their own scores.
- Go around the class and listen. Write down common errors. Then go over errors with the whole class.
- Option: Ss try the activity again in different groups.

TIP To increase Ss' speaking time, have them complete a task a second time with a new challenge (e.g., focusing on pronunciation, grammar, fluency, or length of conversation).

For another way to teach this Speaking exercise, try

Moving Dialog – download it from the website. Ss
begin like this:

S1: What would you like to do?

S2: I'm going to . . .

B Class activity

Have Ss use reported speech to tell the class the best intentions they heard. Other Ss ask questions and make predictions about the intentions.



INTERCHANGE 16

See pages T-130 and T-131 for teaching notes.

13 READING

Learning Objectives: read and discuss an article about lying; develop skills in summarizing and making inferences

- Books closed. Ask Ss: "What's the opposite of telling the truth?" Elicit the answers telling a lie and lying from the class.
- Write the pre-reading questions on the board. If possible, start the discussion by giving an example of a real situation involving you or someone you know. Spend about five minutes getting Ss' opinions. Then have Ss discuss in small groups or as a class.
- Option: Books closed. Dictate the first paragraph to Ss. Read it twice at a normal speed. Ss take notes and then work in pairs to reconstruct the paragraph.
 When Ss finish, have them open their books to check their answers.
- Books open. Focus Ss' attention on the picture. Ask: "How do you think the woman *really* feels about what she's eating?"

A

 Ss read the article silently and then complete the summary. Tell them not to worry about new vocabulary. Go over answers with the class.

Answers

It isn't necessarily wrong to lie. It's probably OK to lie if you want to protect a friendship or someone's feelings. The main reasons for lying are to hide something, to make an excuse, to avoid sharing bad news, or to make someone feel good.

- Have Ss read the article again, underlining words or phrases they can't guess from context. When Ss finish, encourage them to check their dictionaries for the definitions.
- Option: Ss look up new words for homework.
- To make sure Ss understand important vocabulary, write the word or phrase on the board and tell the class

to find it in the article. Have a S read the complete sentence in which it appears. Then ask Ss to give their own definition or an example for it.

Vocabulary

average: typical; normal

hide: not tell someone about something; keep

something secret

instead: in place of something

the guys: male friends avoid: not do something

stretch the truth: exaggerate or extend facts beyond

the truth

B

Explain the task. Read the first sentence and have Ss decide the reason for the lie. Ask Ss to complete the task and compare their answers in pairs. Then go over answers with the class.

Answers

1. #4 2. #2 3. #3 4. #1

C Group work

- Have Ss discuss the questions in small groups. Encourage them to think of recent situations when they said things that were not exactly true. Do they know why they lied?
- Ask each group to report the most interesting ideas or stories they discussed.
- For more practice with this topic, play *True or*False? download it from the website. Find out who is the best at telling white lies!

End of Cycle 2

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

The Truth About

Is it ever better to tell a lie than the truth? If so, when?

ost of us are taught to believe that lying is wrong. But it seems that everybody tells lies - not big lies, but what we call "white lies." If we believe that lying is wrong, why do we do it? Most of the time, people have very good reasons for lying. For example, they might want to protect a friendship or someone's feelings. So, when do we lie and who do we lie to? A recent study found that the average person lies about seven times a day. Here are some reasons why.

Lying to hide something: People often lie because they want to hide something from someone. For example, a son doesn't tell his parents that he's dating a girl because he doesn't think they will like her. Instead, he says he's going out with the guys.

Lying to make an excuse: Sometimes people lie because they don't want to do something. For example, someone invites you to a party. You think it will be boring, so you say you're busy.

Lying to avoid sharing bad news:

Sometimes we don't want to tell someone bad news. For example, you have just had a very bad day at work, but you don't feel like talking about it. So if someone asks you about your day, you just say that everything was fine.



Lying to make someone feel good:

Often we stretch the truth to make someone feel good. For example, your friend cooks dinner for you, but it tastes terrible. Do you say so? No. You probably say, "Mmm, this is delicious!"

A Read	the article. Then comp	olete the summary with i	nformation from the article.	
or		e main reasons for lying	oK to lie if you want to protect, are to, , , , or to	
B Look	at these situations. For	each example, write the	e number of the appropriate reason.	
2. 3.	Someone you don't li You lost your job and calls to find out how y You're planning a sur	ke invites you to a movie are having trouble findii you are, you say you're de	o get him to come over at the	

C GROUP WORK Can you think of other reasons people tell white lies? What white lies have you told recently?

Units 15–16 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Speculate about imaginary events (Ex. 1) Ask for and give advice and suggestions about past events (Ex. 2) Understand and report requests (Ex. 3) Report what people say (Ex. 4)		0000	

1 DISCUSSION Interesting situations

A What would you do in these situations? Complete the statements.

If I found a valuable piece of jewelry in the park,	
If a friend gave me a present I didn't like,	
If I wasn't invited to a party I wanted to attend,	
If a classmate wanted to copy my homework,	
If someone took my clothes while I was swimming,	

GROUP WORK Compare your responses. For each situation, choose one to tell the class.

A: What would you do if you found some jewelry in the park?

B: I'd probably keep it. You'd never be able to find the owner.

2 SPEAKING Dilemmas

A Make up two situations like the one below. Think about experiences you have had or heard about at work, home, or school.

"A friend visited me recently. We had a great time at first, but she became annoying. She borrowed my clothes and refused to pay for things. After two weeks, I told her she had to leave because my parents were coming."

B PAIR WORK Take turns sharing your situations. Ask for advice and suggestions.

A: What would you have done?

B: Well, I would have told her to leave after three days.



Units 15-16 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 15 and 16?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "A little."
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
 - 1. Ask Ss to complete all the exercises.
 - Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
 - Ask Ss to choose and complete exercises based on their Self-assessment.



DISCUSSION

Learning Objective: assess one's ability to speculate about imaginary events

A

- Explain the task and answer any vocabulary questions.
- Tell Ss to think of interesting suggestions for the first situation (e.g., I'd put an ad in the paper. I'd leave a note in the park in case anyone came back to look for it.).
- Ss work individually to write one suggestion for each situation. Set a time limit. Go around the class and give help as needed.

B Group work

Explain the task. Ss work in groups to compare the statements they wrote in part A.

- Ask two Ss to read the example conversation.
 Encourage them to ask follow-up questions to continue the conversation.
- Explain that after discussing each situation, the group decides on the best suggestion. Then someone in the group writes it down.
- Ss form groups and choose a secretary. Set a time limit of about ten minutes for Ss to compare their suggestions and choose their favorites.
- Have groups read their best suggestions to the class. Encourage others to ask questions or to make comments.
- Option: Take a class vote on which suggestion they like most for each situation.



SPEAKING

Learning Objective: assess one's ability to ask for and give opinions and suggestions about past events

A

- Present the situation in the example by focusing Ss' attention on the picture. Then tell Ss to think of two similar situations based on experiences they have had at work, home, or school.
- Ss work individually to write two situations. Go around the class and give help as needed.

B Pair work

- Ask two Ss to read the example conversation.
 Encourage Ss to ask follow-up questions. Remind them to use the reduced form of have.
- Ss work in pairs to take turns reading their situations and asking for advice and suggestions.
- Go around the class and write down any common errors, especially past modals. When time is up, write the errors on the board and have Ss correct them. Praise correct uses of past modals that you heard.

3 LISTENING

Learning Objective: assess one's ability to understand and pass on requests

A (CD 3, Track 39)

- Explain the task. Ss listen to people making requests and match each request to the correct person.
- Play the audio program. Ss listen and complete the task. Then go over answers with the class.

AudioScript

See page T-176.

Answers

- 1. d. parent
- 2. c. neighbor
- 3. b. doctor
- 4. e. classmate
- 5. a. boss
- 6. f. teacher

B (CD 3, Track 40)

Explain the task. Ss write each request. Then play the audio program again, pausing after each conversation to give Ss time to write. Ss complete the task. Then go over answers with the class.

Answers

- 1. Please pick up your things.
- 2. Can you move your car?
- 3. Don't take more than three a day.
- 4. Can I borrow your notes?
- 5. Please come into my office.
- 6. Please don't go until the bell rings.

C Pair work

- Explain the task. Then use reported speech and the first request to model the task for the class (e.g., My mother asked me to pick up my things.).
- Ss form pairs and take turns reporting the requests to each other. Go around the class and listen to make sure Ss are able to use reported requests.



GAME

Learning Objective: assess one's ability to report what people say

A

Explain the task and read the example. Give Ss time to think of and write three statements, one for each situation. Go around the class and give help as needed.

B Class activity

- Divide the class into groups of three. Tell each group to compare their statements and to choose one that they would like to talk about.
- Option: Ss continue to work in groups of three. The two Ss who did not experience the situation ask the third S detailed questions about it. They should find out as much as possible about the situation.
- Explain the task. In groups of three, Ss come to the front of the classroom and each read the same statement aloud. The rest of the class asks the three Ss

- questions. Make sure the class understands that only *one* of the Ss experienced the situation. The goal is to find out which of the three Ss *really* experienced the situation.
- Go over the three steps and the example questions with the class. Ask these questions to be sure that everyone in the class understands what to do: "How many contestants are telling the truth? How many are not? How can you find out who isn't telling the truth? What do you do when you discover someone isn't telling the truth?"
- Invite the first group to the front of the class to read their situation. Encourage the rest of the class to ask questions. Remind Ss to use reported speech when they discover who isn't telling the truth.

WHAT'S NEXT?

Learning Objective: become more involved in one's learning

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

T-113 Units 15–16 Progress check

3 LISTENING Take a message.

.......... a. boss c. neighbor e. classmate b. doctor d. parent f. teacher

 1. Please
 4. Can
 ?

 2. Can
 ?
 5. Please
 .

 3. Don't
 6. Please don't
 .

C PAIR WORK Work with a partner. Imagine these requests were for you. Take turns reporting the requests to your partner.

4 GAME Tell the truth.

A Think of situations when you expressed anger, gave an excuse, or made a complaint. Write a brief statement about each situation.

I once complained about the food in a restaurant.

B CLASS ACTIVITY Play a game. Choose three students to be contestants.

Step 1: The contestants compare their statements and choose one. This statement should be true about only one student. The other two students should pretend they had the experience.

Step 2: The contestants stand in front of the class. Each contestant reads the same statement. The rest of the class must ask questions to find out who isn't telling the truth.

Contestant A, what restaurant were you in?

Contestant B, what was wrong with the food?

Contestant C, what did the waiter do?

Step 3: Who isn't telling the truth? What did he or she say to make you think that?

"I don't think Contestant A is telling the truth. He said he couldn't remember the name of the restaurant!"

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

Interchange activities

interchange 1

Learning Objectives: speak more fluently about the past with classmates; review questions with the past tense and used to

Class activity

- Focus Ss' attention on the title of this activity. Have Ss look at the information in the chart. Ask: "What do you think the word profile means?" (Answer: a description of the most important or interesting facts about someone)
- Explain that the things Ss learn about one another in this activity will help them form a profile of their classmates' personalities and past experiences.
- Read the instructions and go over the chart. Elicit questions 5–8.

Answers

- 5. Did you change schools when you were a child?
- 6. Did you use to argue with your brothers and sisters?
- 7. Did you get in trouble a lot as a child?
- 8. Did you use to have a favorite toy?
- Model the task with a S.
 - T: Did you use to look very different?
 - S: Yes. I used to have longer hair.
 - T: Did you use to wear glasses?
 - S: Yes. Now I wear contact lenses.
- Write the S's name in the Name column and the information in the Notes column. Explain that if a classmate says "no," they should ask another S the same question.
- Ask two Ss to model the task. Check that the class understands the instructions by asking questions like these: "When someone says 'yes,' what do you do? Do you



write the person's name or the word *yes* in the Name column?" (Answer: the person's name)

- Set a time limit of about ten minutes. Remind Ss to write down the name of any classmate who answers "yes" to a question in the chart and ask follow-up questions to get more information.
- Encourage Ss to get up and move around the classroom while asking

and responding to one another's questions. Go around the class and take note of any problems that Ss may be having. Go over any errors at the end of the activity.

Group work

In small groups, Ss take turns sharing the most interesting information they learned about their classmates.



Learning Objectives: discuss slogans and ways to attract tourists to a city; plan a tourism campaign for a city

- Option: Bring some Englishlanguage travel brochures to class.
 Have Ss discuss the ads in pairs or small groups. Then ask Ss to share the most interesting ads/brochures with the rest of the class.
- Books closed. Ask Ss if they know the slogan for their city or another city (e.g., Quito, Ecuador, is called The City of Eternal Spring; New York City is called The Big Apple.).
- Explain that to attract more tourists to a city, a tourism board uses a

theme to build a campaign. This theme usually involves something special about the city. In this activity, Ss plan a campaign to attract tourists to a city.

A Pair work

 Books open. Present the slogans for each city listed and explain any new vocabulary. Be careful not to give away the theme of each campaign.

Vocabulary

marvels: wonders
diner: a person who likes to eat

paradise: an ideal location **banquet:** feast (here, a large offering of high-quality music)

- Focus Ss' attention on the first photo and slogan. Ask: "What does this slogan mean? According to its slogan, what is special about Rio? art? culture? food? nature?"
- Ss discuss each slogan and theme in pairs. Then have each pair join another pair to compare answers.

Possible answers

Rio – culture (music and entertainment) and nature Hong Kong – food Cairo – culture and history Salzburg – music

B Group work

- Read the instructions, list of ideas, and example conversation. Explain the task. Ss work in groups to choose a city and discuss how it is special. Encourage Ss to be as creative as possible.
- Ss choose a city and discuss each idea on the list. Go around the class and give help as needed.

TIP To make group work more effective, assign each student in the group a role (e.g., a note-taker, a language monitor, a leader, and a person who will report back to the class).

C Group work

- Explain the task. Ss work in the same groups from part B to discuss possible themes and slogans.
- Groups take turns sharing their ideas with the rest of the class.
- Option: To turn this activity into a project, have Ss research a city and prepare a poster with photos and maps or create a slide show with presentation software. Display Ss' work on a wall or bulletin board in the classroom or in a school magazine or website.

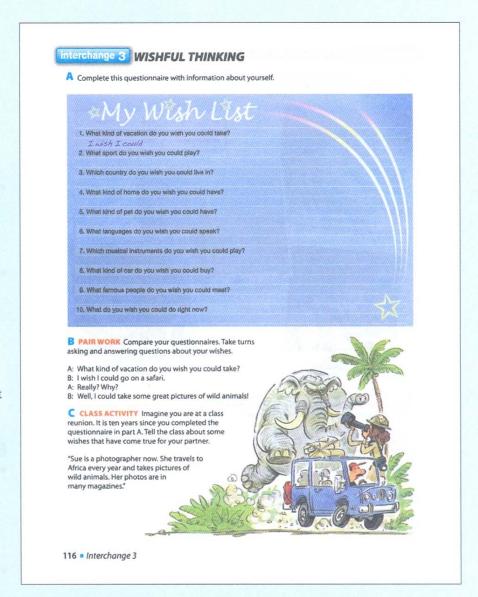
Learning Objective: speak more fluently about how people would like to change their lives

A

- Focus Ss' attention on the title of this activity. Explain that it refers to the false belief that something will happen just because you want it to. When people say, "That's wishful thinking!" they mean that it probably won't happen.
- Explain the task and read the ten questions in the chart. Ss repeat for correct pronunciation, stress, and intonation. Tell Ss to write a complete sentence beginning with I wish (that) I could . . . to answer each question. Go around the class and give help as needed. Tell Ss they can write either realistic or unrealistic wishes.
- Option: Ss can complete the chart in class or for homework.

B Pair work

- Explain the task and model the example conversation with Ss.
 Demonstrate how to keep the conversation going, like this:
 - T: And how about you? What kind of vacation do you wish you could take?
 - S: Me? I really wish I could go on a cruise.
 - T: Really? Why?
 - S: Well, I could visit tropical islands, and I'd have time to relax and read a lot of books.
- Tell Ss to take notes while interviewing their partners to use later in part C.



Ss form pairs and take turns asking and answering the questions in part A. Encourage Ss to extend their conversations by asking for additional information. Go around the class and give help as needed.

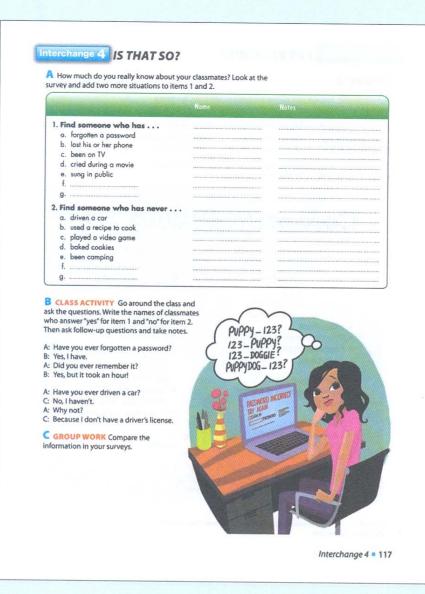
C Class activity

- Read the instructions and explain that a class reunion is a meeting of former classmates. Read the description of Sue, who is now a professional photographer.
- Model the activity by asking Ss about their partners. Write the information on the board and demonstrate how to use it to make an interesting description: Wish List - #3: Terry wishes he

could live in the U.S. He wishes he could live near the beach so he could swim and windsurf every day.

Ten-Year Reunion Statement: Terry moved to California five years ago. His dream has finally come true. He goes swimming and windsurfing every day!

- Give Ss a few minutes to go over their notes from part B. Then encourage them to make up one or two interesting or amusing sentences to describe their partner ten years from now. Go around the class and give help as needed.
- Ss take turns reading their descriptions to the class.



Learning Objective: speak more fluently about experiences

A

- Focus Ss' attention on the title. Explain that it is a phrase used to react to surprising information. In this activity, the phrase suggests that Ss might learn surprising things about their classmates.
- Read the question and instructions. Explain that a survey is a set of questions that you ask a large number of people to learn about their opinions or behavior. Ss will

- use this survey to discover what kinds of interesting experiences their classmates have had.
- Go over the situations listed in the chart. Elicit or explain any new vocabulary.
- Encourage Ss to be creative when they add two more situations to each item. Point out that this should be fun. The situations shouldn't embarrass or upset anyone.
- Option: Give some examples of things that people in the United States and Canada don't usually ask casual acquaintances about (e.g., age, religion, politics,

- salary, cost of expensive or personal items).
- Ss work individually to add four more situations. Go around the class and give help, especially on situations concerning cultural appropriateness.

Class activity

- Explain the task and model the activity by reading the example conversations with Ss.
- Demonstrate when and how to write down classmates' names in the survey. If necessary, use the board to show how to take notes on additional information.
- Option: For lower-level classes, elicit the question for each item from the class.
- Set a time limit of about ten minutes. Ss stand up and move around the class to ask and answer each other's questions. Go around the class and give help as needed. Encourage Ss to change partners frequently.
- When time is up, see if Ss have filled in most of the chart. If not, give them a few more minutes to complete the task.

C Group work

Ss compare their information in groups. Help them get started by writing these sentences on the board:

I found out that ... (name) has ...
Did you know that ... (name)
has never ...?

Did anyone find someone who has never . . . ?

When/Why/How did that happen?

interchange 5A/B

Learning Objective: speak more fluently about vacation activities and plans

- Books closed. Ask: "Has anyone ever taken a biking trip or a surfing trip?" If so, have the other Ss ask questions about the trip.
- Divide the class into pairs, preferably matching Ss who didn't work together in Exercise 10. Then assign each S an A or a B part.
- Books open. Tell Student As to look at Interchange 5A and Student Bs to look at Interchange 5B. Remind them not to look at each other's pages.
- Answer any questions about the instructions for the role play, the information in their brochures, or new vocabulary.

Vocabulary

Interchange 5A

Rocky Mountains: a mountain range in the western United States

The Continental Divide: the line in North America that divides the flow of water between the Atlantic and Pacific oceans

deluxe: fancy

stargazing: looking at stars wildlife: animals that live in nature ghost town: an old town where no

one lives anymore

Interchange 5B

Southern California: the lower third of the western U.S. state of California

single rooms: rooms for one person Universal Studios: a movie theme park located in Hollywood

interchange 5A FUN VACATIONS

Student A

A PAIR WORK You and your partner are going to take a trip. You have a brochure for a biking trip, and your partner has a brochure for a surfing trip.

First, find out about the surfing trip. Ask your partner questions about these things.

the length of the trip

the cost of the trip

what the price includes nighttime activities

B PAIR WORK Now use the information in this brochure to answer your partner's questions about the biking trip.

Colorado Biking Trip

14-day biking, camping, and hiking tour

Visit these beautiful sites in the Rocky Mountains:

- + Estes Park
- The Continental Divide
- Peaceful Valley Lodge
- Gem Lake

Accommodations:

Deluxe campsites with hot showers

Price includes:

All meals, daily bicycle and equipment rental, bike safety class

Nighttime activities:

Campfire sing-alongs. stargazing, stories from the Old West

Additional activities:

- + Hike in Rocky Mountain National Park
- · Spot wildlife, such as elk, moose, and eagles
- Visit an old ghost town

Tour cost: \$1,699

C PAIR WORK Decide which trip you are going to take. Then explain your choice to the class.

118 Interchange 5A

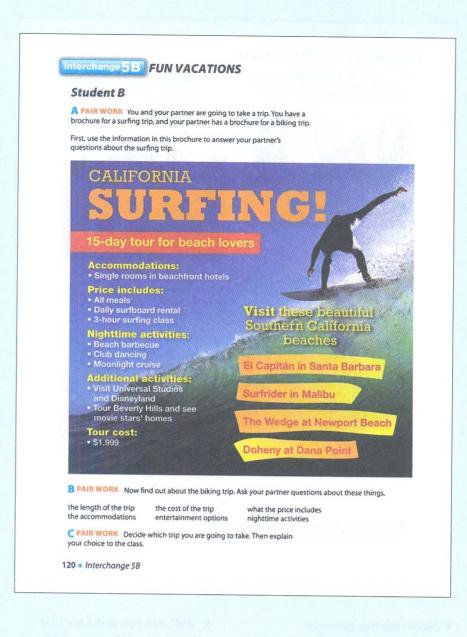
Disneyland: an amusement park in Southern California

Beverly Hills: a famous section of Los Angeles where many movie stars live

 If necessary, separate the two groups. Go over Interchange 5A with Student As. When they understand what to do, they prepare their questions and roles. Then do the same with Student Bs and the information in Interchange 5B.

Pair work

- Model the role play with a Student B. Demonstrate how to start the activity by making up questions to ask about the surfing trip: "How much does the trip cost? What does the price include? What are the accommodations like? Are surfing lessons available? Will there be any entertainment/nightlife?"
- If Student B needs help answering the questions, elicit answers from other Student Bs.



- Set a time limit of five minutes for part A of the role play. Student As start by asking questions about the surfing trip. Student Bs answer by using the information on their page and making up information. Go around the class and take note of any common errors.
- When time is up, go over any errors you observed with the class.

B Pair work

 Student Bs ask questions about the biking trip. Set a time limit of five minutes. Go around the class and give help as needed. Remind Student As that they can make up additional information if they wish.

C Pair work

- Go over the instructions. Tell Ss to discuss what they would like to do and not do on their trips. Encourage Ss to ask follow-up questions and suggest additional information.
- Pairs take turns telling the class which trip they are going to take and why.

Learning Objective: speak more fluently when complaining and apologizing in this role play

A Pair work

- Divide the class into pairs and assign each S an A or a B part.
- Explain the task. Point out that this activity is a series of four different role plays. Ss should use their own language, expressions, and vocabulary. Tell pairs to look at each picture while they perform that particular role play.
- Give the class a few minutes to look at the four situations and cues. Point out that Student A and Student B will each get two chances to make a complaint and two chances to apologize.
- Answer any questions that Ss may have about the situations or vocabulary they might want to use.
- Option: For each picture, brainstorm words and write Ss' suggestions on the board. If necessary, add some of these words to the board:

Picture 1 hair salon, customer, hairstylist, shocked, upset, dye, red, fix Picture 2 studying, backpack, strap, puppy, chew, bite, surprised Picture 3 car accident, minor, head-on collision, one-way street, damaged, fender, fault, driving the wrong way, no-left-turn sign Picture 4 supermarket, checkout line, cashier, grocery cart, bags, groceries, purse, no money/cash, embarrassed, upset, impatient,

Interchange 6 THAT'S NO EXCUSE!

A PAIR WORK Look at these situations and act out conversations. Apologize and then give an excuse, admit a mistake, or make an offer or a promise.



Student A: You're the customer.

Student B: You're the hairstylist.

A: My hair! You ruined my hair!



Student A: You're driving the red car.

Student B: You're driving the blue car.

A: Watch where you're going!

I'm sorry. / I didn't realize. / I forgot.
You're right. / I was wrong.
I'll . . . right away.
I'll make sure to . . . / I promise I'll . .



Student A: You own the backpack.
Student B: You own the puppy.
A: Hey! Your puppy has my bag!



Student A: You're the customer.

Student B: You're the cashier.

A: Oh, dear. I don't seem to have any cash....

B GROUP WORK Have you ever experienced situations like these? What happened? What did you do? Share your stories.

Interchange 6 = 119

- Model the first example conversation with a S to show how Student A could begin and how Student B might reply. Try to keep the conversation going for at least a minute. Encourage Ss to have fun by using appropriate gestures and facial expressions.
 - S: My hair! You ruined my hair!
 - T: Oh, I'm so sorry. I'll try to wash it out. But first, how about a nice cup of coffee or tea?
 - S: Coffee! Tea! I want you to do something right now about this horrible hair color!
 - T: All right. Uh, may I dye it again for you?
 - S: Are you kidding?
 - T: No, I admit that I made a terrible mistake and I'm very sorry. Please let me try to improve it.

- S: Well, can you make my hair blond . . . or black instead?
- T: I think so. Let's look at the colors on this chart and then I'll fix it for you. I promise.
- Have Ss practice each situation.
 Encourage Ss to stand up or move around.

Group work

- Tell Ss to join another pair. Ss discuss experiences they have had that were similar to the situations in part A. Ss can also talk about other similar situations.
- Option: Call on one S from each group to share one of the stories from the group with the class. Ss can also write down their story for homework.

T-120 Interchange activities

customers, waiting in line



Learning Objective: speak more fluently when giving advice in this role play

A Group work

- Books closed. To introduce the activity, ask Ss if they ever listen to radio programs where people call in with their problems. What do Ss think about them? Is the advice usually good? Why are these shows so popular?
- Books open. Explain the situation.
 Four people called a radio program with these problems. Have Ss look at the problems.
- Elicit or explain any new words and expressions (e.g., burglars, lend, make a good impression) or have Ss check their dictionaries.

- Explain the task. Ss think of possible advice for each caller.
 Elicit Ss' suggestions for the first caller. Write some of their ideas on the board.
 - Make sure to tell your neighbors.
 - Don't forget to lock the windows.
 - Get an automatic light switch so your house lights will go on and off each day.
 - Ask the post office to keep your mail until you return.
 - Stop daily newspaper delivery while you're gone.
 - Ask a friend or neighbor to check the house regularly.
- Ss form small groups and brainstorm advice for each caller.
 Remind them that advice is a

noncount noun. To make it plural, we say "pieces of advice." Then give Ss a time limit.

TIP To keep Ss on task, remind them of the time throughout the activity (e.g., "You have two minutes left.").

 When time is up, have each group choose their best piece of advice for each situation.

B Pair work

- Explain that this activity gives each S four chances to ask for suggestions or give advice. Model the first caller's problem with a S. Sit back-to-back and pretend to hold a telephone in your hand. Read the example conversation with the S. Then elicit additional suggestions.
- Divide the class into pairs and give them time to brainstorm other problems to ask on a radio program. If Ss need help, brainstorm with the class and write ideas on the board. It may be helpful for Ss to think of broad categories (e.g., health, dating and relationships, car problems, money and finance).
- Set a time limit of eight minutes, or about two minutes for each situation. Remind "the host" to give at least four suggestions for each situation. Encourage Ss to be creative, improvise, and have fun.
- In pairs, Ss take turns calling about their problems. The "caller" starts first. Go around the class and listen. If Ss are having problems, stop the activity, go over the difficulties, and suggest solutions. If necessary, model one of the situations again.
- Continue the activity until Ss discuss all four situations and situations of their own.
- Option: Have Ss perform one or two situations for the class.

Interchange activities T-121

Learning Objectives: speak more fluently about celebrations; practice asking follow-up questions, giving extra information, and showing interest

A Class activity

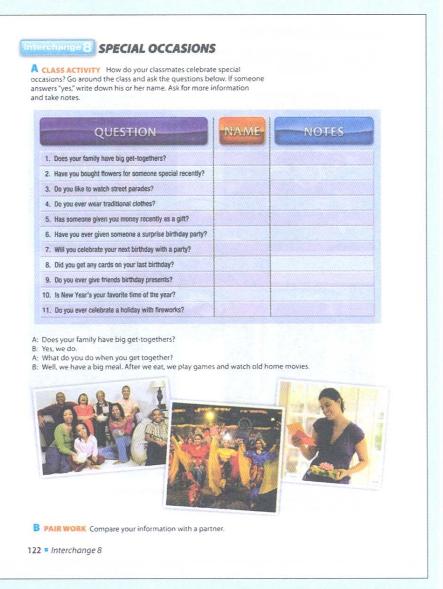
 Read the instructions. Then ask Ss to read the questions in the chart for unknown words. Explain any new vocabulary.

Vocabulary

get-together: a friendly, informal party

traditional clothes: a costume or an outfit that is typical (or historical) in a particular country

- Call on Ss to read the questions aloud, and check for correct pronunciation, stress, and rhythm.
 If necessary, model the correct pronunciation.
- Explain the task. Ss stand up and go around the room, asking classmates questions. If the classmate answers "yes," they write the classmate's name in the column and ask some follow-up questions. Then they write some notes before talking to another classmate. Remind them to talk to as many Ss as possible.
- Point out the need to ask follow-up questions and to give extra information when answering. Elicit some expressions to show interest (e.g., That sounds like fun! That's interesting. Really? Tell me more! Wow!).
- To practice asking follow-up questions, model the first two or three questions and elicit Ss' suggestions.



- How many people usually come to your big get-togethers? Where does everyone meet? What do you usually do there? What kinds of food do you eat?
- 2. Who did you buy flowers for? What kind? Why did you buy them?
- 3. How often do you watch parades? What's the best parade you've ever seen? Why was it good?
- Ss complete the activity. Set a time limit of about ten minutes.
 Go around the class and give help, particularly if there are communication problems.

B Pair work

Ss form pairs and compare their

information. With a S, model how they should begin their discussion.

- T: Let's start with the first question. Who has big family get-togethers?
- S: Madhu's family has big gettogethers about once a month. They go to his grandmother's on a Sunday afternoon. All of his sisters and aunts make special dishes, and the men are in charge of barbecuing the meat.
- T: That's interesting. I found out that Sara also has big family get-togethers every summer.

 They usually meet at . . .
- Option: Ask pairs to tell the class some interesting things they learned about their classmates.



Learning Objective: speak more fluently about consequences in an informal debate

A

- Explain that Ss are going to have a chance to give their views on several different topics.
- Tell Ss to read the instructions and go over the ten statements in the questionnaire. If Ss have questions about any words or phrases in the questionnaire, tell them to check their dictionaries. If necessary, explain any new words or phrases.

Vocabulary

It depends.: I would have different answers in different circumstances.

will become violent themselves: will be influenced by the violence they see and start doing things that hurt other people

heavy fine: a large amount of money that people must pay for doing something wrong

littering: throwing trash on the ground

■ Model the task. Read the first statement and ask Ss to raise their hands if they agree. Then tell those Ss to check (✓) the first box. Ask the rest of the class: "How many of you don't agree? How many think it depends?"

 Ss work independently to complete the questionnaire. Go around the class and give help as needed.

B Group work

- Explain the task. Then model the example conversation with several Ss.
- Give Ss a few minutes to look back at the choices they made in part A. Tell Ss to make a few notes (e.g., examples, details, extra information) to explain the reasons for their opinions.
- Ss compare opinions in small groups. Go around the class and listen. Don't interrupt the discussions if Ss are communicating freely and easily with one another.

Learning Objective: speak more fluently about job skills in an interview situation

A

- Explain the activity. Ss choose from three jobs and role-play an interview. They take turns asking questions and describing why they would be good for the job. Finally, they decide whether or not to hire their partner for the job.
- Give Ss a few minutes to read the job descriptions.
- Explain any new vocabulary.

Vocabulary

marketing manager: an employee who decides how to advertise a product, what price to charge for it, where to sell it, etc.

business degree: the qualification given to someone who has successfully completed a university/college course of study in business

experience: knowledge or skill that you gain from doing a job or an activity

responsibility: a task you must do flexible hours: an irregular work

take orders: do what you are told without complaining

maintain the calendar: be in charge of the schedule

celebrity/a star: a famous person "people person": someone who is sociable and outgoing

cruise ship: a large luxury boat that people ride for travel and entertainment

Tell Ss to choose a job they would like to apply for. They should also think about why they want that job and why they think they would be good at it.

B Pair work

- Present the useful questions box. Then model how to start the role play with a S.
 - T: Well, let's start with work experience. What kind of work experience do you have?



- S: Uh, I worked for three years as a marketing assistant.
- T: Oh? That sounds good. Where did you work?
- S: At MBA Sports.
- T: That's a good company. What kind of degree do you have?
- S: Actually, I don't have a college degree, but I learn fast. . . .
- Ss form pairs and decide who will interview first and for which job. Set a time limit of about five minutes. Encourage Ss to have fun and to be creative during their discussion. Go around the class and take note of things that pairs are doing well or that could be improved.
- When time is up, go over your observations with the class.
- Ss exchange roles and try the interview again. Go around the class and give help as needed.

C Pair work

- Tell Ss that their next task is to decide whether or not to hire their partner for the job. Remind them to explain their reasons.
- Option: You may want to share some cultural information about hiring practices in North America. For example, by law, an employer is not allowed to discriminate against a person because of race, religion, age, gender, or marital status. To avoid this, employers cannot ask personal questions.

Pair work

- Read the question and elicit or explain the meaning of *dream* job. Tell Ss to discuss the job they would love to have.
- Ask several Ss to tell the class about their dream jobs.

T-124 Interchange activities

interchange 11 WHO IS THIS BY?

- A List one movie, one TV show, one song, and one book.
- **B** GROUP WORK Take turns making a statement about each item. Does everyone agree with each statement?
- A: The Hobbit was filmed in the United States.
- B: Are you sure? Wasn't it filmed in Australia?
- C: I'm pretty sure it was New Zealand.
- Now think of other famous creations and creators. Complete the chart. Make some of the items true and some of them false.



- D GROUP WORK Make a statement about each item to your group members. Ask them to decide which statements are true and which are false.
- A: The song "Bad Romance" was sung by Lady Gaga
- B: I think that's false.
- C: No, that's true. I'm sure of it.

Interchange 11 = 125

interchange 11

Learning Objective: speak more fluently about works of art using the passive with and without by

A

Explain that Ss are going to make up statements about movies, books, songs, inventions, and works of art. First, Ss write down the name of a movie, a TV show, a song, and a book. Set a time limit.

B Group work

Explain that Ss have to make one statement about each item they listed. Point out the first line of the example conversation (The Hobbit was filmed in the United States.) as an example. To help Ss, draw the following chart on the board:

The movie The song	was	written directed		of the second
The book		produced suna	in	(date)
	X-Hillion	filmed recorded	by	(name)
(name)	won	an Oscar a Grammy an award	in for	(movie) (song)
(name)	played	the role of the guitar/ drums	(name) in on	(movie) (song)

- When Ss have written one sentence about each item, explain the task. In groups, Ss take turns making their statements. The others in the group listen and agree or disagree.
- Model the example conversation with Ss. Point out some ways to disagree politely with someone

(e.g., Are you sure?/I'm not sure. I think.../Wasn't it...?/I don't agree.). Then Ss begin the discussion.

- Option: If a group disagrees about a statement but doesn't know the answer, tell them to check the answer before the next class.
- Option: Have Ss share some new and interesting facts they learned with the class.

C

- Ask Ss to read the instructions silently and to look at the chart.
 Elicit or explain any new vocabulary.
- Point out the first example (... was sung by...). Elicit songs and singers from the class. Then give Ss time to complete the statements. Remind them to include some false statements.
- Option: Ss may do this part for homework.

D Group work

- Explain the task. Ask three Ss to read the example conversation.
- Ss form groups. Tell them to take turns reading the statements aloud and deciding which are true. If a statement is false or if Ss don't agree, they should discuss possible answers. Set a time limit of about five minutes. Go around the class and give help as needed.
- When time is up, Ss share their statements with the class.
- Option: Groups can compete against each other by reading their statements aloud. Other groups say which are true and get one point for each correct answer. After all groups have read their statements, total the points. The group with the most points wins.

Learning Objective: speak more fluently about your life experiences by following the prompts in a board game

A Group work

- Divide the class into groups of four or five Ss each. Then go over the instructions to make sure the class understands how to play.
- Give Ss a few minutes to make small markers with their own initials on them. Tell Ss that the markers must be small enough to fit on the squares of the board game. Then make sure that each group has a coin to toss. Go around the class and help the Ss decide which side of the coin is "heads" (face up) and which side is "tails" (face down).
- Model the example conversation with Ss. Then start again with a new sentence (e.g., During middle school, I played the clarinet.) and have Ss ask you follow-up questions.
- Set a time limit of about 20 minutes for the game. Ss take turns tossing the coins and moving their markers forward around the board. Go around the class and give help as needed. Remind groups to ask at least two follow-up questions after each S makes a statement.
- If more than one group finishes early, have them change players to form new groups and play again giving different answers.

interchange 12 LIFE IS LIKE A GAME!

A GROUP WORK Play the board game. Follow these instruction

- 1. Use small pieces of paper with your initials on them as markers
- Take turns by tossing a coin:





- 3. Complete the sentence in the space you land on. Others ask two follow-up questions to get more information
- When I was little, I had a red bicycle.
- B: Oh, really? Did you ride it every day? A: No, I never rode it. C: Why didn't you ever ride it?



B CLASS ACTIVITY Tell the class an interesting fact that you learned about someone in your group.

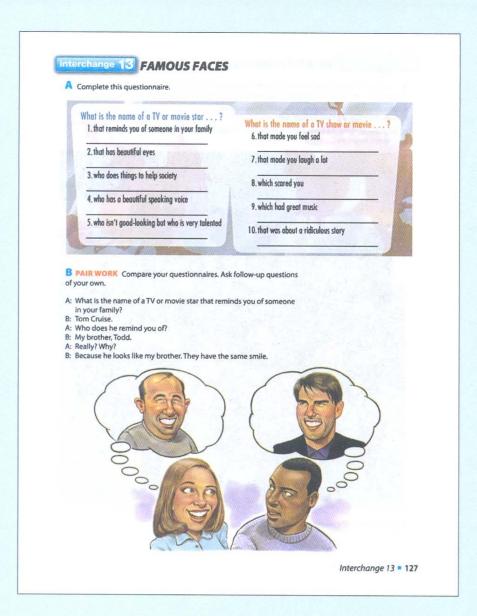
"On his first day of middle school, Danny lost his backpack."

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- Option: Ss earn one point for each follow-up question they ask. Ss keep track of their own score.
- Stop the activity when time is up or, if the Ss are enjoying the game, let them continue playing until one S in each group finishes.

Class activity

 Read the example sentence to model the activity. Then ask groups or individual Ss to share something interesting they learned about their classmates.



Learning Objective: speak more fluently about TV and movie stars, TV programs, and movies

A

- Write these topics on the board:
 TV stars
 movie stars
 TV programs
 movies
- Ss form pairs and brainstorm names associated with one of the topics.
 Give Ss a time limit of one or two minutes.

- Read the question and phrases in the questionnaire aloud. Explain any new vocabulary or have Ss check their dictionaries.
- Option: Model each of the ten questions in the chart (e.g., What is the name of a TV or movie star that reminds you of someone in your family?). Have Ss repeat to practice good pronunciation, intonation, and word stress.
- Ss complete the task individually.
 Go around the class and give help as needed.

B Pair work

- Explain the task. Have two Ss read the example conversation. Elicit more follow-up questions and write the suggestions on the board.
- Ss compare the information in their questionnaires in pairs. Encourage them to ask follow-up questions to get more details and information from their partners. Go around the class and take note of problems and successes.
- Share your observations and possible solutions with the class.
 Be sure to praise examples of good communication and fluent speech.

Learning Objective: speak more fluently about the events presented in a picture

A Pair work

- Pre-teach some useful language by writing these sentences on the board:
 - 1. She has her arms folded.
 - 2. He's holding his hands up.
 - 3. She's scratching her head.
 - 4. She's resting her chin on one hand.
 - 5. He's biting his nails.
- Ask Ss to match the body language with situations in the scene. Then go over answers. (Answers: 1.2, 2. 1, 3. 4, 4. 4, 5. 5)
- Explain the task and give Ss a few minutes to look at the situations again.
- Model the example conversation with a S.
- Ss discuss the situations in pairs. Go around the class and give help as needed.

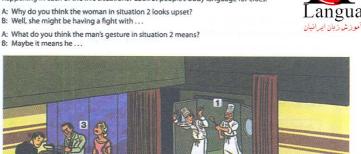
B Group work

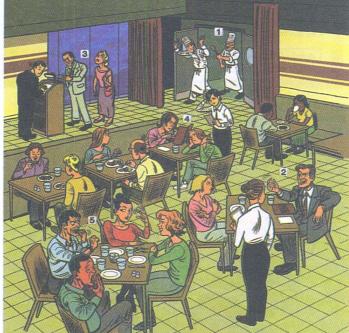
- Each pair joins another pair to compare their ideas about what is happening in each situation. Explain that they should give reasons why they agree or disagree with one another.
- Set a time limit of about five minutes for groups to compare opinions. Go around the class and take note of how Ss are doing. If Ss have problems expressing their ideas, let them check their dictionaries.
- When time is up, elicit Ss' interpretations for each situation. Remind them that there are no right or wrong answers.

Interchange 14 WHAT'S GOING ON?

A PAIR WORK Look at this scene of a crowded restaurant. What do you think is happening in each of the five situations? Look at people's body language for clues.

- A: What do you think the man's gesture in situation 2 means?



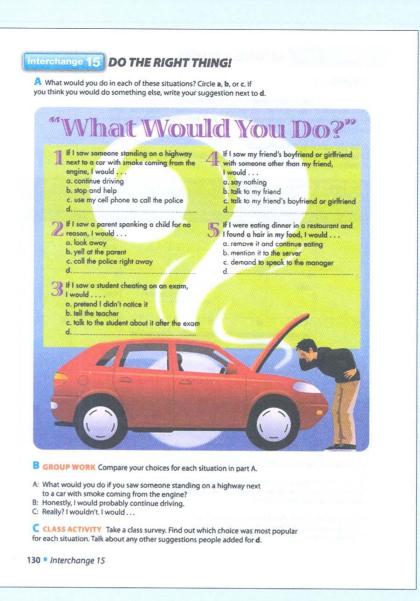


B GROUP WORK Compare your interpretations. Do you agree or disagree?

128 Interchange 14

Possible answers

- 1. The chefs are arguing. The older chef is pointing a spoon at the younger one, which may mean he did something wrong. The younger chef is walking away with his hands up, which could mean that he's quitting.
- 2. The woman is upset. Her arms are folded, and her body language shows that she is angry. The man is calling the server. His arm is out and his fingers are curled up.
- 3. The man is trying to influence the host, who seats people. He's handing the host money and winking at him. He wants the host to give him a table quickly, ahead of other people. The woman is rolling her eyes, which might mean she doesn't like what the man is doing. The host is shaking his head. He's saying, "No."
- 4. One woman is pointing at the menu and wrinkling her nose. She doesn't like something on the menu. The server looks confused. She's scratching her head. The other woman at the table has her chin resting on her hand and is twirling her hair. This may mean that she's bored, impatient, or disgusted.
- 5. One woman is twirling her finger by her head to show that she thinks someone is crazy. The other woman is agreeing with her she's smiling. One man is biting his nails and looking at his watch. He's nervous or in a hurry. Maybe he needs to be somewhere else. The other man is slouching and yawning. He's bored.



Learning Objective: speak more fluently about difficult situations



 Explain the task. Briefly go over the five situations and the choices to make sure that Ss understand any new words or phrases.

Vocabulary

spank: hit a child (usually on the bottom) with your open hand to punish bad behavior yell: say something very loudly because you are angry, excited, or frightened Give Ss a few minutes to complete the task individually. Remind them to write their own idea next to d if they don't choose a, b, or c. Go around the class and give help as needed, particularly with the Ss' own suggestions for d.

B Group work

- Divide the class into groups. Use the example conversation to model how Ss should compare choices and extend the discussion.
- Set a time limit of about ten minutes. Encourage groups to ask one another follow-up questions during their discussions. Go around the class and give help as needed.

Class activity

- Read the first situation and choices. Ask Ss to raise their hands to show which answer they chose. Continue with the other situations, writing the numbers on the board to keep track of the Ss' choices. Are Ss surprised at the choices that were most popular? If so, ask some follow-up questions to discover why.
- For each situation, elicit suggestions for d. Encourage the rest of the class to give their comments and opinions.

interchange 16A/B

Learning Objective: speak more fluently about schedules and free time

- To introduce the topic of giving excuses and telling white lies, have Ss look at the reading on page 111. Ask: "What do you think a white lie is?" (Answer: an untruth that is not very important, especially one that is told to avoid hurting someone's feelings)
- Divide the class into pairs. Then assign each S an A or a B part. Tell Student As to look at page 129 and Student Bs to look at page 131.

A Pair work

- Read the situation to the class. Then give pairs a few minutes to look over their calendars and to think of interesting excuses for the days they don't want to meet. Remind Ss not to look at their partner's page. Answer any questions about the instructions or the information in the calendars.
- Model the example conversation with a S to demonstrate how to ask questions and make excuses.
- Tell Ss to write the excuses that their partners give on their calendars. Ss will need these notes for the pair work in part B.
- Encourage Ss to have fun and not to give up until they agree on a date.
 Go around the class and give help as needed.
- Stop the activity when time is up or when all the pairs have agreed on a date.

Interchange 16A EXCUSES, EXCUSES

Student A

A PAIR WORK You and your partner want to get together. Ask and answer questions to find a day when you are both free. You also want to keep time open for other friends, so make up excuses for those days. Write your partner's excuses on the calendar.

- A: Do you want to go out on the 2nd?
- B: I'm sorry. I'm going to my friend's wedding. Are you free on the 1st?
- A: Well, I...



B PAIR WORK Now work with another Student A. Discuss the excuses Student B gave you. Decide which excuses were probably true and which ones were probably not true.

- A: Anna said that on the 9th she had to stay home and reorganize her clothes closet. That was probably not true.
- B: lagree. I think . . .

Interchange 16A = 129

B Pair work

- Divide the class into new pairs. Ask Student As to work together and Student Bs to work together.
- Explain the task. Ss use reported speech to tell their new partner about what their partner from part A said.
- Tell Ss to look at the excuses they wrote on their calendars in part A. Explain that they should use these notes to make statements with reported speech. Model the example conversation with a S. Then elicit

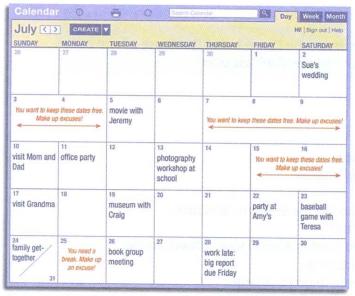
- a few additional examples from Ss and write them on the board.
- Pairs report the excuses they heard in part A and discuss whether the excuses were real or just "white lies." Go around the class and give help as needed.
- As a wrap-up, find out which day most pairs chose in part A. Why was that date the most popular? If pairs followed the information on their calendars closely, July 31 should have been the only date possible for them to get together.

Interchange 16B EXCUSES, EXCUSES

Student B

A PAIR WORK You and your partner want to get together. Ask and answer questions to find a day when you are both free. You also want to keep time open for other friends, so make up excuses for those days. Write your partner's excuses

- A: Do you want to go out on the 2nd? B: I'm sorry. I'm going to my friend's wedding. Are you free on the 1st? A: Well, I...



B PAIR WORK Now work with another Student B. Discuss the excuses Student A gave you. Decide which excuses were probably true and which ones were probably not true.

- A: Joe said that on the 6th he had to stay home and reorganize his clothes closet. That was probably not true. B: lagree, I think...

Interchange 16B = 131

Grammar plus

Unit 1

1 Past tense (page 3)

► Use a form of *be* with *born*: I **was born** here. (NOT: I born here.) Don't use a form of *be* with the verb *die*: He **died** last year. (NOT: He was died last year.)

Complete the conversation.

1.	A:	Do you live around here?
	B:	No, I don't. I'm from Costa Rica.
	A:	Really?Were you born in Costa Rica?
	B:	No. Actually, I was born in Santiago, Panama.
2.	A:	That's interesting. So where?
	B:	I grew up in Costa Rica. My family moved there when I was little.
3.	A:	in the capital?
	B:	No, my family didn't live in a city. We lived in a small town called Grecia.
4.	A:	away from Grecia?
	B:	Oh, about eight years ago. I left Grecia to go to college.
5.	A:	Where to college?
	B:	I went to college in San Jose, and I live there now.
6.	A:	And to Miami?

2 Used to (page 5)

- Use the base form of used to in questions and negative statements: Did you use to play sports? (NOT: Did you used to play sports?) I didn't use to like bananas. (NOT: I didn't used to like bananas.)
- ► Don't use *never* in negative statements: I **never used to** wear sunglasses. (NOT: I never didn't use to wear sunglasses.)

Complete the conversations with the correct form of used to.

B: I got here a few days ago. I'm visiting my cousin.

	-	
1.	A:	Hey, Dad. What kinds of clothes <u>did you use to</u> wear – you know, when you were a kid?
	B:	Oh, we wear jeans and T-shirts – like you kids do now.
		Really? dress like that, too?
		No, not really. She never like wearing pants. She always wear skirts and dresses.
2.	A:	you play a sport when you were a kid?
		Well, I be a swimmer. My sister and I swim on a team.
	A:	Wow, that's cool! Were you good?
	B:	Yeah. I win gold medals all the time. And my sister
		be the fastest swimmer on the team.

1 Expressions of quantity (page 9)

► Count nouns have a plural form that usually ends in -s. Noncount nouns don't have a plural form because you can't separate and count them: Are there any **parking garages** around here? BUT Is there any **parking** around here? (NOT: Are there any parkings around here?)

C	omp	plete the conversations with the correct words in parentheses.	
	A:	There's	
		transportation.	
	A:	You're right. We should have more (bus / buses). There (aren't / isn't) enough of them during rush hour.	
2.	A:	How do you like your new neighborhood?	
	B:	It's terrible, actually. There's (too many / too much)	
	Δ.	noise and (too few / too little) parking.	
	/1.	That's too bad. There (aren't / isn't) enough parking spaces in my neighborhood either.	
3.	A:	Did you hear about the changes to the city center? Starting next month, there will be more bicycle	
	B:	That's good. There	
	A:	That's true.	
2	Ind	direct questions from Wh-questions (page 11)	
>	hc	direct questions are often polite requests for information. Can you tell me ow much this magazine costs? sounds more polite than How much does this agazine cost?	
Со	mp	olete the conversation with indirect questions.	
		Excuse me. Can you tell me where the post office is	7
	R:	Yes, of course. The post office is on the next corner.	
۷.	A: B:	And could youYou can find a really good restaurant on Central Avenue.	?
3.	A:	OK. Do you	7
	B:	res. The restaurant is called Giorgio's.	
4.	A: B:	Thanks. Can you	?
5.	A:	Oh, good! Do you	7
	B:	It opens at 5:00. Tell them Joe sent you!	•
		OK, Joe. Thanks for everything! Bye now.	

1 Evaluations and comparisons (page 17)

In evaluations, enough goes after adjectives and before nouns.
adjective + enough: This house isn't bright enough. (NOT: This house
isn't enough bright .
noun + enough: This house doesn't have enough light . (NOT: This house doesn't
have light enough .)
nave light enough.,

	have light enough .)
A	Read each situation. Then write two sentences describing the problem, one sentence with <i>not enough</i> and one with <i>too</i> .
1.	Our family needs a big house. This house is very small. a. This house isn't big enough for us. b. This house is too small for us.
2.	We want to live on a quiet street. This street is very noisy. a. b.
3.	We need three bedrooms. This house has only two. a. b.
4.	We want a spacious living room. This one is cramped. a. b.
В	Rewrite the comparisons using as as. Use just when possible.
	My new apartment is smaller than my old one. My new apartment isn't as large as my old one.
2.	This neighborhood is safer than my old one.
3.	This apartment has a lot of privacy. My old one did, too.
4.	My rent is reasonable now. It was very high before.
2	Wish (page 20)
>	Use could (the past of can) and would (the past of will) with wish: I can't move right now, but I wish I could. My landlord won't paint my apartment, but I wish he would.
M	atch the problems with the wishes.
1. 2. 3. 4. 5.	My house isn't very nice

1 Simple past vs. present perfect (page 23)

Use the simple past – not the present perfect – when you say when an event ended: I had sushi last night. (NOT: I've had sushi last night.)

C	omp	lete the conversations. Choose the best forms.
1.	A:	What (did you have / have you had) for dinner last night?
	B:	(tried / have tried) Indian food for the first time.
	A:	A friend and I
		restaurant just last week. It (was / has been)
2	Δ.	delicious!
۷.	A:	cooking class?
	B:	No, I (didn't / haven't). How about you?
	A:	(took / have taken) a few classes. My last
		class (was / has been) in December. We
		wonderful Spanish dishes.
3.		(watched / have watched) a great cooking
		show on TV yesterday.
	B:	Really? I (never saw / have never seen) a cooking show (Was it / Has it been) boring?
	A:	No, it (wasn't / hasn't). It
		(was / has been) very interesting!
2	Sec	uence adverbs (page 25)
	ca	en, next, and after that mean the same. First comes first, and finally comes last; you are the other adverbs in any order: First, put some water in a pan. Then/Next,/ser that, put the eggs in the water. Finally, boil the eggs for seven minutes.
Un	iscra	mble the steps in this recipe for hamburgers. Then write the steps in order.
		salt and pepper add in the bowl to the meat then
		two pounds of chopped beef put in a bowl first,
<u>.</u>	tep	1 : First, put two pounds of chopped beef in a bowl.
		put the burgers in a pan finally, and cook for 10 minutes
		next, the meat and the salt and pepper mix together
		into four burgers after that, with your hands form the meat

1 Future with be going to and will (page 31)

- ► Use the base form of the verb not the infinitive (to + base form) with will: I think I'll go to Hawaii next winter. (NOT: I think I'll to go to Hawaii next winter.)
- ► Use be going to not will when you know something is going to happen: Look at those black clouds. It's going to rain. (NOT: It will rain.)

Complete the conversation with the correct form of *be going to* or *will* and the verbs in parentheses.

It's Friday – at last! What <u>are you going to do</u> (do) this weekend?
I'm not sure. I'm really tired, so I probably (not do)
anything exciting. Maybe I (see) a movie on
Saturday. How about you? How (spend) your weekend?
My wife and I (do) some work on our house.
We (paint) the living room on Saturday. On
Sunday, we (clean) all the rugs.
(do) anything fun?
Oh, I think we(have) a lot of fun. We like
working around the house. And Sunday's my birthday, so we
(have) dinner at my favorite Italian restaurant.
Now that sounds like fun!

2 Modals for necessity and suggestion (page 33)

Some modals for necessity and suggestion are stronger than others. Weak (for advice or an opinion): should, ought to Stronger (for a warning): had better Strongest (for an obligation): must, need to, have to

Choose the correct word or words to complete the advice to travelers.

You (must / should) show identification at the airport. They won't allow you on a plane without an official ID.
 Your ID (needs to / ought to) have a picture of you on it. It's required.
 The picture of you (has to / ought to) be recent. They won't accept an old photo.
 Travelers (must / should) get to the airport at least two hours before their flight. It's not a good idea to get there later than that.
 All travelers (have to / had better) go through airport security. It's necessary for passenger safety.
 Many airlines don't serve food, so passengers on long flights probably (must / ought to) buy something to

eat at the airport.

1 Two-part verbs; will for responding to requests (page 37)

A: Put your clothes away, please.

B: OK. I'll put them away.

Two-part verbs are verb + particle.

1. Put away your clothes, please.

2. Turn the lights on, please.

- ▶ If the object of a two-part verb is a noun, the noun can come before or after the particle: **Take out** the trash./**Take** the trash **out**.
- ▶ If the object is a pronoun, the pronoun must come before the particle: Take it out. (NOT: Take out it.)

Write conversations. First, rewrite the request given by changing the position of the particle. Then write a response to the request using *it* or *them*.

	A:
3.	Please turn your music down. A:
4.	B: Clean up the kitchen, please. A:
5.	B: Turn off your phone, please. A:
2	B: Requests with modals and <i>Would you mind ?</i> (page 39)
	Use the base form of the verb – not the infinitive (to + base form) – with the modals can, could, and would: Could you get me a sandwich? (NOT: Could you to get me a sandwich?) Requests with modals and Would you mind ? are polite – even without please. Can you get me a sandwich? sounds much more polite than Get me a sandwich.
Ch	ange these sentences to polite requests. Use the words in parentheses.
1.	Bring in the mail. (could) Could you bring in the mail?
2.	Put your shoes by the door. (would you mind)
3.	Don't leave dishes in the sink. (would you mind)
4.	Change the TV channel. (can)
5.	Don't play ball inside. (would you mind)
6.	Clean up your mess. (would you mind)
7.	Put away the clean towels. (can)
8.	Pick up your things. (could)

1 Infinitives and gerunds for uses and purposes (page 45)

➤ Sentences with infinitives and gerunds mean the same: I use my cell phone to send text messages means the same as I use my cell phone for sending text messages.

Use a gerund – not an infinitive – after for: Satellites are used for studying weather. (NOT: Satellites are used for to study weather.)

Read each sentence about a technology item. Write two sentences about the item's use and purpose. Use the information in parentheses.

talk too
talk too
talk too
talk too
talk too

1 Relative clauses of time (page 51)

▶ Relative clauses with when describe the word time or a noun that refers to a period of time, such as day, night, month, and year.

Co	mbine	the two	o se	entences	using	when.	
1.	Thank	saivina	is a	holiday	Entire	families	0

- Thanksgiving is a holiday. Entire families get together.

 Thanksgiving is a holiday when entire families get together.
- 2. It's a wonderful time. People give thanks for the good things in their lives.
- 3. It's a day. Everyone eats much more than usual.
- 4. I remember one particular year. The whole family came to our house.
- 5. That year was very cold. It snowed all Thanksgiving day.
- 6. I remember another thing about that Thanksgiving. My brother and I baked eight pies.

2 Adverbial clauses of time (page 54)

- ► An adverbial clause of time can come before or after the main clause. When it comes before the main clause, use a comma. When it comes after the main clause, don't use a comma: When Ginny and Tom met, they both lived in San Juan. BUT: Ginny and Tom met when they both lived in San Juan.
- ► The words couple and family are collective nouns. They are usually used with singular verbs: When a couple **gets** married, they often receive gifts. (NOT: When a couple get married, they often receive gifts.)

Combine the two sentences using the adverb in parentheses. Write one sentence with the adverbial clause before the main clause and another with the adverbial clause after the main clause.

- 1. Students complete their courses. A school holds a graduation ceremony. (after)
 - a. After students complete their courses, a school holds a graduation ceremony.
 - b. A school holds a graduation ceremony after students complete their courses.
- 2. Students gather to put on robes and special hats. The ceremony starts. (before)
 - a.
- 3. Music plays. The students walk in a line to their seats. (when)
 - a. _____
- School officials and teachers make speeches. Students get their diplomas. (after)
 - a.b.
- 5. The ceremony is finished. Students throw their hats into the air and cheer. (when)
 - a. _____b.

1 Time contrasts (page 59)

Use the modal might to say something is possible in the present or future: In a few years, movie theaters **might** not exist. = In a few years, maybe movie theaters won't exist.

Complete the conversation with the correct form of the verbs in parentheses. Use the past, present, or future tense.
A: I saw a fascinating program last night. It talked about the past, the present, and the future.
B: What kinds of things did it describe? A: Well, for example, the normal work week in the 20th century
B: Well, that doesn't sound like progress. A: You're right. But on the show, they said that most people (work) fewer
hours in the future. They also talked about the way we shop. These days, many of us
B: I don't believe that.
A: Me neither. What about cars? Do you think people (still drive) cars a hundred years from now?
B: What did they say on the show?
A: They said that before the car, people (walk) everywhere. Nowadays, we (drive) everywhere. And that (not change).
2 Conditional sentences with <i>if</i> clauses (page 61)
2 Conditional Sentences with II clauses (page 01)
 The if clause can come before or after the main clause: If I change my eating habits, I'll feel healthier. / I'll feel healthier if I change my eating habits. Always use a comma when the if clause comes before the main clause. For the future of can, use will be able to: If you save some money, you'll be able to buy a car. (NOT: you'll can buy a car.) For the future of must, use will have to: If you get a dog, you'll have to take care of it. (NOT: you'll must take care of it.)
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 The if clause can come before or after the main clause: If I change my eating habits, I'll feel healthier. / I'll feel healthier if I change my eating habits. Always use a comma when the if clause comes before the main clause. For the future of can, use will be able to: If you save some money, you'll be able to buy a car. (Not: you'll can buy a car.) For the future of must, use will have to: If you get a dog, you'll have to take care of it. (Not: you'll must take care of it.) Complete the sentences with the correct form of the verbs in parentheses. If youexercise (exercise) more often, you 'll feel (feel) more energetic.

......(lose) weight and(gain) muscle.

5. You (sleep) better at night if you (exercise)

6. If you (start) exercising, you (might/not have) as

many colds and other health problems.

regularly.

1 Gerunds; short responses (page 65)

► Short responses with so and neither are ways of agreeing. The subject (noun or pronoun) comes after the verb: I love traveling. So **do I**. (NOT: So I do.) I can't stand talking on the phone. Neither **can I**. (NOT: Neither I can.)

HE	write A's line using the words given. Then write an agreement for B.
1.	I hate waiting in line at the bank. (can't stand) A: I can't stand waiting in line at the bank. B: Neither can I.
2.	l don't like reading about politics or politicians. (interested in) A: B:
3.	I can remember people's names. (good at) A: B:
4.	I have no problem with working on weekends. (don't mind) A: B:
5.	I love going for long walks in my free time. (enjoy) A: B:
6.	I can't manage time well. (not good at) A: B:
2	Clauses with because (page 68)
	Clauses with <i>because</i> answer the question "Why?" or "Why not?": Why would you make a good flight attendant? I'd make a good flight attendant because I love traveling and I'm good with people.
	make a good flight attendant? I'd make a good flight attendant because I love
Co	make a good flight attendant? I'd make a good flight attendant because I love traveling and I'm good with people.

1 Passive with by (simple past) (page 73)

- ➤ The past participle of regular verbs is the same form as the simple past: Leonardo da Vinci **painted** Mona Lisa in 1503. Mona Lisa was **painted** by Leonardo da Vinci in 1503.
- ► The past participle of some but not all irregular verbs is the same form as the simple past: The Egyptians **built** the Pyramids. The Pyramids were **built** by the Egyptians. BUT Jane Austen **wrote** *Pride* and *Prejudice*. *Pride* and *Prejudice* was **written** by Jane Austen.

Change th	he sentences	from active	to	passive w	vith by.
-----------	--------------	-------------	----	-----------	----------

1.	The Chinese invented paper around 100 C.E. Paper was invented by the Chinese around 100 C.E.
2.	Marie Curie discovered radium in 1898.
3.	Dr. Felix Hoffmann made the first aspirin in 1899.
4.	Tim Berners-Lee developed the World Wide Web in 1989.
5.	William Herschel identified the planet Uranus in 1781.
6.	Georges Bizet wrote the opera Carmen in the 1870s.

2 Passive without by (simple present) (page 75)

When it is obvious or not important who is doing the action, don't use a by phrase: Both the Olympics and the World Cup are held every four years. (NOT: . . . are held by people . . .)

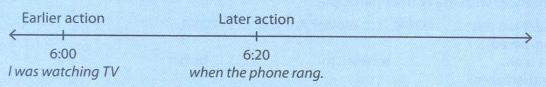
Complete the information with is or are and the past participle of the verbs in the box.

base export import know ✓ speak use

- Portuguese not Spanish <u>is spoken</u> in Brazil.
 Diamonds and gold from South Africa <u>by countries</u> all over the world.
 The LLS dollar in Puerto Pico.
- The U.S. dollar in Puerto Rico.
 Hawaii for its beautiful beaches.
- 5. Many electronic products by Japan and Korea. It's an important industry for these two countries.

1 Past continuous vs. simple past (page 79)

▶ When the past continuous is used with the simple past, both actions happened at the same time but the past continuous action started earlier. The simple past action interrupted the past continuous action.



Complete the conversations with the correct form of the verbs in parentheses. Use the past continuous or the simple past.

1.	A:	What happened to you?
	B:	Ifell (fall) while Iwas jogging (jog) in the park.
2.		you (see) the storm yesterday?
	B:	Yes. It (drive) to work.
3.		We finally (move) to a larger apartment.
		That's good. I know you (live) in a tiny place when your daughter (be) born.
4.	A:	My sister (have) a bad accident. She
		(hurt) her back when she (lift) weights at the gym.
	B:	That (happen) to me last year, but I
		(not lift) weights. I (take)
		a boxing class and I (trip).

2 Present perfect continuous (page 81)

➤ The same time expressions used with the present perfect can also be used with the present perfect continuous. Don't confuse for and since: I've been working here for five years./I've been working here since 2010.

Complete the sentences with the present perfect continuous form of the verbs in parentheses.

١.	A:	Whatriave	you been doing all day?	
	B:	1	(clean) the house, and Peter	
		very well lately.	(watch) TV. He (not	feel)
	A:		you (feel) these days?	
		I	(feel) great. I (not exercise) a lot. I	eat)
			(take) really good care of myself.	
2.	A:	How long	you and Joe(date)?	
	B:	Weyou believe it?	(go out) together for almost a year. Can	
	A:		(date) for even longer. I think it's We(talk) about it a lot la	ately.
	B:		(not talk) about marriage, but I	

1 Participles as adjectives (page 87)

Complete the sentences with the correct participle.

Adjectives ending in *-ing* are present participles. They are things that *cause* a feeling. Adjectives ending in *-ed* are past participles. They *express* the feeling.

1.	Why are we watching thisboring movie? Are youbored with it? (boring/bored)
2.	Kristen Stewart is an by her
_	talent. (amazing/amazed)
3.	Are you in computer-generated special effects? The latest 3-D movies are very (interesting/interested)
4.	I had an experience the last time I went to the movies. I started to cough, and I couldn't stop. I was really (embarrassing/embarrassed)
5.	Julie and I saw the new <i>Pirates of the Caribbean</i> movie. I found it
	, but Julie didn't seem very by it. (amusing/amused)
6	Oh, I'm really with Jeremy right now. He took me to the
0.	most movie last night. I wanted to walk out after half an hour, but he wouldn't leave! (disgusting/disgusted)
7.	Do you think sci-fi movie directors make their films
	intentionally? I get so by the complicated storylines and weird characters. (confusing/confused)
8.	I think that great books make great movies. If I find a book,
	I'm usually by the movie also. (fascinating/fascinated)
2	Relative pronouns for people and things (page 89)
>	Relative clauses give information about nouns. Don't use a personal pronoun in relative clause: He's an actor <u>that won two Oscars</u> . (NOT: He's an actor <u>that he won two Oscars</u> .)
>	relative clause: He's an actor that won two Oscars. (NOT; He's an actor that he won
Co	relative clause: He's an actor <u>that won two Oscars</u> . (NOT: He's an actor <u>that he won two Oscars</u> .) omplete the conversations. Use <i>that</i> for things and <i>who</i> for people.
Co A:	relative clause: He's an actor that won two Oscars. (NOT: He's an actor that he won two Oscars.) Implete the conversations. Use that for things and who for people. How did you like the movie last night? Was it any good?
Co A:	relative clause: He's an actor that won two Oscars. (NOT: He's an actor that he won two Oscars.) Implete the conversations. Use that for things and who for people. How did you like the movie last night? Was it any good? It wasn't bad, but it's not the kind of moviethat makes you think.
Co A: B:	relative clause: He's an actor that won two Oscars. (NOT: He's an actor that he won two Oscars.) Implete the conversations. Use that for things and who for people. How did you like the movie last night? Was it any good? It wasn't bad, but it's not the kind of movie that makes you think. I like films have a strong message and interesting storylines.
Co A: B:	relative clause: He's an actor that won two Oscars. (NOT: He's an actor that he won two Oscars.) Implete the conversations. Use that for things and who for people. How did you like the movie last night? Was it any good? It wasn't bad, but it's not the kind of moviethat makes you think. I like films
Ccc A: B: A: B:	relative clause: He's an actor that won two Oscars. (NOT: He's an actor that he won two Oscars.) Implete the conversations. Use that for things and who for people. How did you like the movie last night? Was it any good? It wasn't bad, but it's not the kind of moviethat makes you think. I like films
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1 Modals and adverbs (page 93)

▶ Use the modals might/may, could, and must and the adverbs maybe/perhaps, possibly/probably, and definitely when you aren't sure about what you're saying: slight possibility: might, may, maybe, perhaps possibility: could, possibly, probably strong possibility: must, definitely

Rewrite each sentence in different ways, using the words in parentheses.	Rewrite each se	ntence in diff	erent ways,	using the	words in	parentheses.
--------------------------------------------------------------------------	-----------------	----------------	-------------	-----------	----------	--------------

1.	Perhaps it means she doesn't agree with you.
	a. (maybe) Maybe it means she doesn't agree with you.
	b. (might)
	c. (may)
2.	That gesture could mean "Come here."
	a. (possibly)
	b. (probably)
3.	That almost definitely means he doesn't understand you.
	a. (must)

2 Permission, obligation, and prohibition (page 95)

► Use have/has with got to: You've got to keep the door closed. (NOT: You got to keep the door closed.)

Complete the conversations with the words and phrases in the box. Use each word or phrase only once.

are allowed to aren't allowed to can ✓ can't have to have got to

1.	A:	Oh, no! That sign says "No fishing." That means we can't fish here.
	B:	You're right. We
2.	A:	you fish in the pond on Cedar Road. Let's go there What does that sign mean?
	B:	It means bad news for us. It means you bring dogs to the beach. We'd better take Buddy home.
3.	A:	Please don't leave your garbage here. You put it in the trash room down the hall. That's one of the building's rules.
	B:	I'm really sorry.
4.	A:	You put your bike in the bike room downstairs, if you want. It's much safer than locking it up outside.
	B:	Oh, that's great! I'll do that. I didn't know about the bike room.



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1 Unreal conditional sentences with *if* clauses (page 101)

► The clauses in unreal conditional sentences can come in either order. Don't use a comma when the *if* clause comes second: **If** I won the lottery, I'd share the money with my family./I'd share the money with my family **if** I won the lottery.

Co	mp	lete the conversation with the correct form of the verbs in parentheses.
1.		If a friendasked (ask) to borrow some money, whatwould yousay (say)?
	B:	Well, if I (have) any extra money that month, I probably (give) it to her.
2.	A:	What
	B:	Hmm, I'm not sure. I (buy) a lot of nice clothes and jewelry, or I (give) some away, or I (put) it all in the bank.
3.		If you (think) a friend was doing something dangerous, you you (say) something to him, or you (keep) quiet?
		definitely (talk) to my friend about it.
4.	A:	Whatyou (do) if you (have) a problem with your boss?
	B:	That's a hard one. If that
2	Pas	st modals (page 103)
•	Us ha	se <i>should have</i> and <i>would have</i> for all subjects. They don't change form: He should ave called sooner. (NOT: He should has called sooner.)
Re	ad t	the situations. Use the words in parentheses to write opinions and suggestions
1.	(yo	neighbor had a party last night. It was very loud, so I called the police. ou / speak / to your neighbor first) u should have spoken to your neighbor first.
2.	The	e mail carrier put someone else's mail in my box. I threw it away. ou / write / a note and leave / the mail in your box)
3.		sister asked if I liked her new dress. It didn't look good on her, but I d it did. (I / tell her the truth)
4.	her	alesperson called me last night. I didn't want to buy anything, but I let talk to me for almost half an hour. tell her I'm not interested / hang up)

1 Reported speech: requests (page 107)

▶ When a reported request is negative, *not* comes before *to*: Don't leave your wet towel on the floor. She told me **not to leave** my wet towel on the floor. (NOT: She told me to not leave my wet towel on the floor.)

Harry's roommate, Tyler, is making some requests. Read what Tyler said to Harry. Write the requests with the verb in parentheses and reported speech.

1.	Tyler asked Harry to put away his clean clothes.
2.	"Meet me in the cafeteria at school at noon." (say)
3.	"Don't leave your shoes in the living room." (tell)
4.	"Hang up your wet towels." (say)
5.	"Could you stop using my phone?" (ask)
6.	"Make your bed on weekdays." (tell)
7.	"Don't eat my food." (say)
8.	"Be a better roommate!" (tell)
2	Reported speech: statements (page 109)
•	The tense of the introducing verb (ask, say, tell) changes when the sentence is reported: simple present \rightarrow simple past; present continuous \rightarrow past continuous; present perfect \rightarrow past perfect. Modals change, too: can \rightarrow could; will \rightarrow would; may \rightarrow might.
th	Il and Kathy are having a barbecue on Sunday. They're upset because a lot of eir friends can't come. Read what their friends said. Change the excuses into ported speech.
1.	Lori: "I have to visit my grandparents that day." Lori said that she had to visit her grandparents that day.
2.	Mario: "I'm going to a play on Sunday."
3.	Julia: "I've promised to take my brother to the movies that day."
4.	Daniel: "I can't come. I have to study for a huge exam on Monday."
5.	The neighbors: "We'll be out of town all weekend."
6.	Alice: "I may have to babysit my nephew."

Unit 1 Language summary

Vocabulary

Nouns

award
(summer) camp
childhood
comic book
commercial
contact information

contact informations crayon director feature film headline hero hobby hometown immigrant

pet playground politics

interest

memory

outdoors

possession

production company

profile

program (Br. spelling = programme)

programn rabbit role scrapbook (TV) series site

social networking specialist (movie) star taste

taste thriller toy trumpet video game

Adjectives

basic current good (at) messy neat online outdoor personal two-story

Verbs

argue cast (someone in a movie) collect

direct (a movie) donate

follow

get (in trouble) keep fit

produce (a movie)

refer remember skate take notice

worry (about something)

Adverb regularly

Expressions

Introducing yourself

My name is/I'm

Nice to meet you.

Exchanging personal information

Could you tell me (a little) about yourself?
Are you from . . . ?

Yes, I am./No, I'm not.
Where were you born?
I was born in . . .
Did you grow up there?
Yes, I did./No, I didn't.

Talking about past activities

but now

Where did you learn to . . . ?
What/Where did you use to . . . ?
When I was a kid, I used to
Did you use to . . . ?
Yes, I did./Yes, I used to
No, I didn't./No, I didn't use to . . .

Apologizing
I'm (really) sorry.
Asking for and agreeing to
a favor

Can you . . . ? Sure. It's a deal!

Unit 2 Language summary

Vocabulary

Nouns

area
ATM
banquet
bicyclist
campaign
capacity
certificate
CO₂ (= carbon december 1)

CO₂ (= carbon dioxide) culture

discount district event facilities festival government highway issue marvel

message board motorist

nature paradise pass passenger pedestrian pollution

post

rating resident rush service

shopping mall

sign slogan speed tax theme tourism traffic wheel windshield

Compound nouns

bicycle lane
bicycle stand
bus lane
bus station
bus stop
bus system
newsstand
nightclub
parking garage
parking space
police officer
public transportation

rush hour streetlight subway line subway station subway stop subway system taxi lane

taxi service taxi stand tourism campaign

traffic jam train station train stop

train stop train system

Adjectives

duty-free eco-friendly family-friendly inexpensive live local memorable pre-paid (phone) public silly stable

zero-emission

Verbs

apply (for something)
attract
catch (a bus)
cause
control
cost
improve
provide
run (= operate)
solve
stay (open)
steer

Adverbs

upstairs

Adverbs of quantity

fewer less more not enough too many too much

Expressions

Expressing concern

There are too many/There is too much

There should be fewer/There should be less

We need more

There aren't enough/There isn't enough

Getting someone's attention

Excuse me.

Asking for information

Could you tell me where . . . ?
Can you tell me how often . . . ?
Do you know what time/when . . . ?
Just one more thing.
What time does . . . ?
Thanking someone

Thanks (a lot).

manks (a lot).

Unit 3 Language summary

Vocabulary

Nouns

(room and) board contact lenses evaluation expense gossip housework (musical) instrument personality PIN privacy progress questionnaire reminder rent reunion safari secret (closet) space suburb vegetable wish

Adjectives

afraid average bright comfortable common convenient cramped dingy huge inconvenient modern overwhelming private separate shabby spacious two-car/2-car (garage)

wild

Verbs

achieve add break (a habit) expect make (changes) move (out/away) put off rent reward (yourself) waste

Adverb

abroad

Preposition

per

Expressions

wishful thinking

wish list

Giving an opinion

The . . . is too

There aren't enough/There isn't enough

It's not as . . . as

It doesn't have as many . . . as/It has just as many . . . as

There is too much . . .

Expressing regret about a present situation

I'm afraid so.
I wish (that) I could
I wish I didn't
I wish life were easier.

Agreeing
Me, too.

Unit 4 Language summary

Vocabulary

Nouns

Food and beverages

bagel cilantro coconut comfort foods curry eggplant fish garlic guacamole kebab lamb lime meat oil

peanut butter (chili) pepper popcorn ramen salt sauce snail soda soy sauce

spice

toast

Other

appetizer (the) blues bowl brain bunch charcoal competition cookbook diet dish dough driver's license

free time grill mixture model (= example) mood

order pan password plate recipe server side skewer slice stew survey tablespoon warmth

Adjectives

For food and beverages

delicious ethnic iuicy lean marinated melted rich soothing strange tempting tough Other

anxious clay depressed

low (= unhappy) irritable secure

stressed Verbs

Cooking methods

bake boil fry grill roast steam toast

Other

calm down cheer up chop close contain cool cover cry cut up influence marinate mash mix

not care for (= not like)

order outsmart pop pour refrigerate relieve (stress) roll out shake soothe spread

turn over **Adverbs**

squeeze

from time to time lightly powerfully

Conjunction as well as

Expressions

Talking about food and beverages

Have you ever eaten . . . ? Yes, I have./No, I haven't. It was/They were . . . !

This/It sounds/They sound

Ordering in a restaurant

Have you decided yet? Yes. I'll have

And you?

I think I'll have

Making and declining an offer

Why don't you try some? No, thanks./No, I don't think so.

Describing a procedure

First, Then Next, After that, . . . Finally,

Unit 5 Language summary

medication

music festival

Vocabulary

Nouns

Activities

camping eating out fishing milking (cows) rafting

surfing Other

accommodations

ATM card brochure camper carry-on bag

(exact) change (= coins)

condition copy credit card crops

(moonlight) cruise

document fare farm first-aid kit ghost town guidebook hiking boots identification

length

luggage

national park opportunity option plane ticket rental safety

salary specialty stall stargazing suitcase surfboard

tap tour vaccination

visa volunteer wildlife

Adjectives

beachfront checked daily deluxe

exchange (program)

excited foreign necessary nighttime round-trip stone (walls)

Verbs

Modals

had better must ought to should

Other avoid bring back carry check out discover hang out harvest include rent

Adverbs

by myself east fairly in advance in exchange for right away west wherever

Expressions

Talking about definite plans

Have you made any plans? I'm going to How are you going to spend . . . ?

Talking about possible plans

I guess I'll Maybe I'll I think I'll I probably won't Asking about length of time

For how long?

How long are you going to . . . ?

Describing necessity

You must/You need to/You (don't) have to

Giving suggestions

You'd better/You ought to/You should/You shouldn't

Making and accepting an offer

Why don't you . . . ? Do you mean it? I'd love to! The more the merrier! That sounds like fun.

Unit 6 Language summary

Vocabulary

Nouns

association bike rack chore enjoyment expense favor flower groceries guest guideline hallway household junk food laptop magazine mess noise parking

psychologist responsibility seat security sidewalk sound stereo stranger survey

taste (in something)

tenant towel trash

Adjectives

embarrassing following old-fashioned pleasant (un)reasonable recently respectful

Verbs

turn on

Two-part verbs

clean up go through hang up keep (something) clean let (something or someone) out make sure pick up (after yourself) put away take off take out throw out turn down turn off

Other

admit apologize avoid bother contact criticize

drive (someone) crazy

embarrass introduce lend lock make sure mind promise realize reciprocate refuse respect ruin

Adverbs

as soon as especially politely quietly reasonably sincerely

Expressions

Making and agreeing/objecting to a request

Please . . ./. . . , please.

In a minute.

OK. No problem!

Oh, but

All right. I'll

Can/Could you . . . ?

Sure, no problem.

I'd be glad to.

Would you please . . . ?

OK. I'll

Would you mind . . . ?

Sorry. I'll . . . right away.

Giving an excuse

I'm sorry. I didn't realize

Admitting a mistake

I'm sorry. I forgot.

You're right./I was wrong.

Making an offer

I'll . . . right away.

Feel free to . . .

Making a promise

I promise I'll/I'll make sure to

Unit 7 Language summary

Vocabulary

Nouns

Machines/Appliances/ Technology

calculator CD-ROM flash drive (personal) GPS system

the Internet

MP3/MP4 player

robot satellite smartphone touchscreen tablet video camera website the World Wide Web Other

assignment burglar cache caller

computer whiz dropout engineer etiquette evader

evader geek geocaching

hacker hardware hiker

impression invention keyboard logbook monitor

mouse percentage playlist

pocket screen

slideshow task

technology technophile term

transmission treasure

Verbs

affect browse create cut and paste download drag and drop entertain highlight identify influence lend perform press protect recharge set

transmit understand

Expressions

Describing a use or purpose

What's this for?

It's used for/It's used to I can use it for/I can use it to

What are these for?

They're used for /They're used to

You can use them for/You can use them to

Giving advice

Be sure (not) to

Don't forget to

Make sure (not) to

Remember to Try (not) to

Unit 8 Language summary

Vocabulary

Nouns

Holidays, festivals, and celebrations

April Fools' Day
Australia Day
Carnaval
Children's Day
Chinese New Year
Day of the Dead
Labor Day
Mid-Autumn Festival
Mother's Day
New Year's Eve
Ramadan
Thanksgiving
Valentine's Day

Other ancestor autumn boyfriend break bride ceremony costumes courtship custom description fireworks get-together (good/bad) luck grave groom harvest

home movie

honeymoon

joss stick

lion dance marriage medal mooncake parade picnic reception relatives ribbon (engagement) ring samba sculpture shrine skeleton speech streamers symbol tradition trick turkey

Adjectives lunar national

national patriotic romantic surprise traditional

Verbs

be like court date dress up explode float

get engaged/married

get together honor last occur put on

Expressions

Describing holidays, festivals, and celebrations

... is a day/a night when
is the day when
is the month when
is the season when
A/An ... is a time when
Before ...,

Before ...,
After ...,
When ...,

Asking about customs

How old are people when they . . . ? Is/Are there . . . ?
Where is the . . . usually held?
What happens during the . . . ?
What do people wear?

What kind of food is served?

When is it? How long does it last? What happens?

Why do they do that?

Unit 9 Language summary

Vocabulary

Nouns

advantage
automobile
cinema
(common) cold
communication
consequence
crush
cure
disadvantage
dues
environment
fine
first class
hair salon

ocean liner postal system railroad (virtual) reality situation spacecraft tax time machine videophone videotape

Adjectives

attracted to 3-D high-definition high-paying high-speed hybrid in shape
jealous
multiplex
self-driven
sensory
thought-controlled
unexpected
violent
virtual (reality)

Werbs Modals may might Other admit consider

donate
earn
have a crush on
interrupt
join
litter
star
tear down
trust

Adverbs instead

nowadays soon still

Conjunction

nevertheless

Expressions

housing

implant

Talking about the past

In the past,
People used to
. . . . years ago, people

Talking about the present

These days, Today, people Nowadays, people

Talking about the future

Soon, there will be In . . . years, people might/may In the future, people are going to

Describing situations and possible consequences

If I . . . , I won't be able to

If you don't . . . , you'll have to

If they . . . , they might

If you . . . , you may have to

Unit 10 Language summary

Vocabulary

Nouns

Jobs/Occupations

accountant
agent
architect
artist
bookkeeper
counselor
(entertainment) director
flight attendant
journalist
marine biologist
model
novelist
reporter
songwriter
stockbroker

Other
activity
article
attitude
calendar
co-worker
cruise ship
deadline
decision
employer
employment
experience
marketing
personnel
pressure
public speaking

personnel pressure public speaking requirement résumé rush

(special) skills spreadsheet stock market (personality) type

Adjectives

assistant bilingual certain creative critical curious developing (country) disorganized efficient enterprising forgetful generous hardworking imaginative impatient level-headed moody outgoing patient punctual

reliable serious short-tempered strict unfriendly

Verbs

be fed up (with something/ someone) break (into) commute do for a living hire interview keep track of maintain make a decision manage persuade

Preposition

toward

Expressions

Talking about possible occupations

I'd make a good/bad . . . because

I wouldn't want to be a/an . . . because

I could (never) be a/an . . . because

I wouldn't mind working as a/an . . . because

The best job for me is . . . because . . .

Expressing feelings and opinions

I like/hate/enjoy
I'm (not) interested in
I'm (not) good at
I don't mind
I can't stand

Agreeing with feelings and opinions

So do I. So am I. Neither am I. Neither do I. Neither can I.

recent

Disagreeing with feelings and opinions

I don't.
Really? I
Oh, I'm not.
I am!
Well, I am.
Oh, I don't mind.

Unit 11 Language summary

Vocabulary

Nouns cattle construction copper corn crop currency electronics the euro the European Union (EU) exhibit goat inventor lobster lotus

marble

mining

microchip

mummy novel oyster palm tree plain playwright president revolution sheep souvenir soybeans structure textiles travel agent utensil variety wheat wonder

Adjectives agricultural digital eye-opening lowland manual (typewriter) modern official snow-capped unique wide

Verbs catch consume cultivate direct

employ export feature film highlight make up manufacture preserve produce raise record sample sparkle

Adverb

officially

Describing works of art, inventions, and discoveries

... was/were built/composed/created/designed/directed/ painted/recorded/written by

... was/were developed/discovered/invented/produced by

Asking about a country

Where is it located? What languages are spoken?

Expressions

What currency is used?

What famous tourist attraction is found there?

What products are exported? What cities are found there?

Is English spoken (much) there?

Are credit cards accepted (everywhere)?

Responding to difficult questions

I think

I really have no idea.

How would I know?

Expressing confusion

Huh? What?

Where?

Unit 12 Language summary

Vocabulary

Nouns

accomplishment autograph bookmark

(lucky) break

celebrity documentary (film) ending glue

handicap heads (= face side of a coin)

influence

ingredient kayaking

kitten lyrics microscope modeling pottery reggae

rhythm 'n' blues

role rumba seeds soda soft drink soldier stick string

tails (= back side of a coin)

terracotta tricycle tutor Velcro **Adjectives**

accidental ancient asleep calm disabled frozen homemade normal tiny

Verbs

be on one's way

break crash

get/have a chance (to do something)

model pursue raise awareness recharge rehearse slip

snowboard

Adverbs

accidentally coincidentally fortunately immediately luckily miraculously overnight sadly strangely suddenly surprisingly unexpectedly

unfortunately

Expressions

Talking about past events

I was . . . , but I I was . . . when I

While I was Exchanging personal information

What have you been doing lately?

I've been

How long have you been doing that?

For

Since I graduated.

Greeting someone after a long time

I haven't seen you in ages. What have you been up to? **Expressing interest and surprise**

Wow! Tell me more.

Oh, really?

Really? I didn't know that!

Oh, I see.

I had no idea.

Well, that's exciting.

Asking for a reason

How come?

Unit 13 Language summary

Vocabulary

Nouns

Movie types

action
adventure
animated
(romantic) comedy
documentary
drama
horror
musical
science fiction
thriller

Other

acting alien audience audition bill character clash

CGI (computer-generated imagery)

critic

development dinosaur director filmmaker limelight magician meteor moon photography silent movie special effects story studio thief traffic jam trivia

Adjectives

absurd amazing awful bizarre disgusting dreadful dumb excellent fair

fascinating horrible main marvelous

on board outstanding poor

odd

ridiculous silly stupid talented

terrible weird wonderful

verbs amaze amuse annoy appeal be based (on)

bore confuse disgust drop out excite fascinate interest laugh put down rate remind replace rule scare shock surprise take place

Adverbs

by mistake entirely originally

Expressions

Giving opinions about movies, books, and people

I'm (not) interested in I thought I'm fascinated by

I (don't) think I (don't) find

I was bored by

Describing movies, books, and people

It's the movie which/that

It was a great book which/that

It's about a man/woman who/that

He's/She's . . . who/that



Unit 14 Language summary

Vocabulary

Nouns

body language bush fight gesture gum hard hat lane landing leash nail obligation outcome parking ticket pearl permission prohibition

rule seat belt source speed limit warning wastebasket wisdom

Adjectives

annoyed confused disgusted embarrassed exhausted frustrated irritated nervous reserved

Verbs

camp chew exist fasten flash go away hatch recycle repeat signal

Adverbs

absolutely perhaps possibly

Preposition from side to side

Expressions

Hypothesizing

proverb

regulation

It might/may mean
It could mean
Maybe/Perhaps it means . . .
It possibly means . . .

Making a logical assumption

That must mean That probably means That definitely means

Disagreeing
I don't think so.

Expressing permission

You can You're allowed to

Expressing prohibition

You can't You aren't allowed to

Expressing obligation

You have to You've got to

Unit 15 Language summary

Vocabulary

Nouns

advice columnist bulletin board businessman campsite comb counselor cushion dilemma disaster honesty jail owner postcard predicament radio talk show repair shop reward rumor shopping problem truth

Adjectives

brief firm honest tough valuable

Verbs blame

cheat complain confess confront cool off damage demand deny dislike disqualify divorce exchange ignore reply skip (school) spill trust

Adverbs

warn

meanwhile simply straight

Expressions

Describing imaginary situations and consequences in the present

What would you do if . . . ?

If I . . . , I'd/I could/I might/I wouldn't

Saying someone is right

Hmm. You've got a point there.

Expressing disbelief

You're kidding!

Giving opinions or suggestions about actions in the past

What should I have done?

You should have /You shouldn't have . . .

What would you have done?

I would have /I wouldn't have

Unit 16 Language summary

Vocabulary

Nouns

anger
apology
coach
complaint
compliment
criticism
guy
houseguest
(good/bad) intentions
lie
regret
ride
sympathy
workshop

Adjectives

average due greasy

Verbs

babysit be/go away (= take a short vacation or business trip) express fly (in) have (the flu) hide make (a date/plans) reorganize sail stretch (the truth)

Adverbs

out of town
past (= later than)

Expressions

Reporting requests

... asked/told me to
... said to
... asked/told me not to
... said not to

Reporting statements

... said (that)
... told me (that)

Exchanging personal information

How are things?
Just fine, thanks.

Talking on the phone

Hi, . . . This is Oh, hi.

Expressing regret

That's too bad.
I'm really sorry.
I'm sorry, too.

Appendix

Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

Argentina	Argentine	France	French	Peru	Peruvian
Australia	Australian	Germany	German	the Philippines	Filipino
Austria	Austrian	Greece	Greek	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Singapore	Singaporean
Canada	Canadian	Indonesia	Indonesian	South Korea	South Korean
Chile	Chilean	Ireland	Irish	Spain	Spanish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Thailand	Thai
Costa Rica	Costa Rican	Malaysia	Malaysian	Turkey	Turkish
Czech Republic	Czech	Mexico	Mexican	the United Kingdom	British
Ecuador	Ecuadorian	Morocco	Moroccan	the United States	American
Egypt	Egyptian	New Zealand	New Zealander	Uruguay	Uruguayan
England	English	Paraguay	Paraguayan	Vietnam	Vietnamese

Irregular verbs

Present	Past	Participle	Present	Past	Participle
(be) am / is, are	was, were	been	keep	kept	kept
break	broke	broken	lose	lost	lost
bring	brought	brought	meet	met	met
build	built	built	put	put	put
buy	bought	bought	ride	rode	ridden
come	came	come	ring	rang	rung
do	did	done	run	ran	run
drink	drank	drunk	see	saw	seen
drive	drove	driven	send	sent	sent
eat	ate	eaten	set	set	set
fall	fell	fallen	speak	spoke	spoken
feel	felt	felt	stand	stood	stood
find	found	found	steal	stole	stolen
fly	flew	flown	swim	swam	swum
forget	forgot	forgotten	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
have	had	had	wear	wore	worn
hear	heard	heard	write	wrote	written

Comparative and superlative adjectives

Adjectives with -er and -est

Adjectives with more and most

big	dingy	large	new	shabby	attractive	crowded	famous	private
bright	dirty	long	nice	short	beautiful	dangerous	important	serious
busy	far	loud	noisy	slow	boring	delicious	interesting	spacious
cheap	fast	messy	old	small	comfortable	difficult	modern	special
clean	heavy	near	quiet	tall	convenient	exciting	patient	terrible
dark	huge	neat	safe	young	cramped	expensive	popular	unusual

Irregular adjectives

 $good \rightarrow better \rightarrow best$ bad $\rightarrow worse \rightarrow the worst$

Audio scripts

1 A time to remember CONVERSATION (p. 2)

Listen to the rest of the conversation. What are two more things you learn about Ted?

TED: Hey, that was fun. Thanks for the lesson!

ANA: No problem. So, tell me a little about yourself. What do you do?

TED: I work in a travel agency.

ANA: Really! What do you do there?

TED: I'm in charge of their computers.

ANA: Oh, so you're a computer specialist.

TED: Well, sort of. Yeah, I guess so.

ANA: That's great. Then maybe you can give me some help with a computer course I'm taking.

TED: Oh, sure . . . but only if you promise to give me some more skating lessons.

ANA: It's a deal!



LISTENING (p. 3)

A Listen to interviews with two immigrants to the United States. Where are they from?

INTERVIEWER: Where are you from originally, Huy?

Huy: I'm from Vietnam . . . from near Hanoi.

INTERVIEWER: And when did you move here?

HUY: I came here after I graduated from college. That was in

INTERVIEWER: And what do you do now?

HUY: I work for a communications company.

INTERVIEWER: I see. So you're an immigrant to the United States.

Huy: That's right.

INTERVIEWER: What are some of the difficulties of being an immigrant in the U.S.?

Huy: Oh, that's not an easy question to answer. There are so many things, really. I guess one of the biggest difficulties is that I don't have any relatives here. I mean, I have a lot of friends, but that's not the same thing. In Vietnam we visit relatives on holidays and weekends. It's not the same here.

INTERVIEWER: And what do you miss the most from home? Huy: Oh, that's easy - my mom's cooking! There are some great Vietnamese restaurants here, but it's not the same as my mother's cooking.

2. Ahmed

INTERVIEWER: Where are you from, Ahmed?

AHMED: I'm from Egypt.

INTERVIEWER: And when did you move to the U.S.?

Анмер: In 2005.

INTERVIEWER: Are you studying here at the moment?

AHMED: Not now. I moved here to attend college, and after I graduated, I got a job here. I'm working as an engineer.

INTERVIEWER: Uh-huh. And what was it like when you first came here? Was it difficult?

AHMED: Yeah, it was at times. The biggest difficulty I had was with the educational system. Things are very different here. Teaching methods, everything is very different from what I was used to in Egypt.

INTERVIEWER: And what do you miss the most from Egypt? AHMED: My family and my friends. I try to go home often, but it's expensive to go back. I have some friends coming to visit next month, so I'm really looking forward to that.

B Listen again and complete the chart.

2 Caught in the rush LISTENING (p. 9)

A Listen to a resident of Singapore talk about how his city has tried to solve its traffic problems. Check True or False for each statement.

Man: Singapore has done a lot to try to solve its traffic problems. For example, to drive into the downtown business district, motorists need to buy a special pass. They can go into the business district only if they have the pass on their windshield.

Another thing Singapore has done is to make it more difficult to buy cars. People have to apply for a certificate before they can buy a car. Not everyone can get a certificate. There's a limited number of them. There's also a high tax on cars, so a new one costs a lot of money. A car can cost three or four times more in Singapore than in the U.S. or Canada. The other thing Singapore has done is build an excellent public transportation system. Their subway system is one of the best in the world. And there's also a very good taxi and bus system.

Listen again. For the false statements, write the correct

CONVERSATION (p. 11)

Listen to the rest of the conversation. Check the information that Eric asks for.

ERIC: Excuse me. It's me again. I'm sorry. I need some more information - if you don't mind. Do you know how much

CLERK: It's \$20. You can buy a ticket on the bus.

Eric: \$20? Wow.

CLERK: Well, a taxi costs about \$50.

ERIC: Hmm, OK. And do you know where a bookstore is? I'd like to get a guidebook.

CLERK: Go upstairs and turn right. You'll see one on your left.

ERIC: Thanks very much. Have a nice day.

CLERK: You, too.

Units 1-2 Progress check LISTENING (p. 14)

A Listen to an interview with Jeri, a fashion model. Answer the questions.

INTERVIEWER: Thanks for taking the time to speak with me, Ieri.

JERI: Oh, it's my pleasure.

INTERVIEWER: You have a beautiful accent. Where did you grow up?

JERI: I grew up in England, in a city called Brighton.

INTERVIEWER: How do you spell that?

JERI: B-R-I-G-H-T-O-N.

INTERVIEWER: Just like it sounds.

JERI: Yes.

INTERVIEWER: What was that like?

JERI: Brilliant. It's a lovely city, right by the sea. My family still lives there. My father owns a restaurant, and my mother teaches school.

INTERVIEWER: What did you want to be when you grew up? JERI: Well, I never thought I'd be a model! I wanted to be a doctor or maybe a writer.

INTERVIEWER: Why not a model?

JERI: Well, I always thought I looked funny.

INTERVIEWER: I can't imagine it. Were you popular when you were growing up?

JERI: Not really. I wasn't unpopular, but I wasn't in the popular crowd at school. I had a nice group of friends, though.

INTERVIEWER: How did you like school?

JERI: Oh, I loved school. I was a great student. My mother actually taught at my primary school. I always thought that was terrific.

INTERVIEWER: What about your free time as a child. Did you have a hobby?

JERI: I used to love to draw. Later I learned to paint, and I still do that. Actually, I have some paintings in a gallery right

INTERVIEWER: That's impressive.

JERI: Well, it's a very small exhibit. But it's something I really enjoy.

Interviewer: Did you have a favorite game when you were growing up?

JERI: I used to play video games a lot as a kid. The video games then were very different from the games now. I didn't have a favorite, though. I liked a lot of them.

INTERVIEWER: What about a favorite place?

JERI: Hmm. My favorite place? I used to go to a summer camp in Ireland. I loved that. I got to go horseback riding almost every day.

INTERVIEWER: Do you still go to Ireland? JERI: No. Not very often.

3 Time for a change! LISTENING (p. 18)

A Listen to Brad describe a "capsule hotel." Check the words that best describe it.

Host: Welcome to the program "Your Home Is My Home." Our guest tonight is Brad Philips from California. Brad, tell us a little bit about yourself. What do you do? BRAD: Well, at the moment, I'm working as an English teacher in Tokyo, Japan. Tokyo is an exciting city, but it's also very spread out. It can sometimes take hours to go from one part of the city to another. When I don't feel like going all the way home, I sometimes stay in a capsule hotel.

HOST: A capsule hotel? Can you explain what that is?

BRAD: Yeah. It's a hotel with lots of small rooms. Actually, they're not really rooms. They're spaces that are two meters by one meter, and only a meter high. In other words, they're very cramped! But the hotel is cheap and very convenient.

Host: And what's inside each little room, or should I say, each space?

BRAD: Well, inside every capsule there's a bed, a TV . . .

Host: A TV? Really?

Brad: Yeah, and a reading light, a radio, and an alarm clock. The hotel also has lockers, where you can keep your personal belongings.

Host: Interesting. So what kind of people stay in a capsule hotel?

Brad: Well, probably people like me. People who miss the last train home or don't want to go all the way home only to turn around and come back to work again. It gets pretty busy, as you can imagine.

Host: Finally, would you recommend a capsule hotel to other people?

Brad: Sure! The rooms are small, but you get used to sleeping in a small space. I just wouldn't recommend a capsule hotel to people who can't relax in small, cramped spaces.

B Listen again. In addition to a bed, what does the hotel provide? Write four things.

CONVERSATION (p. 19)

B Listen to the rest of the conversation. What changes would Brian like to make in his life?

Brian: Yeah! It's sometimes pretty hard to pay the rent. I'm thinking of finding a new job.

TERRY: Really? What kind of job would you like?

Brian: I'm not sure, but I wish I worked somewhere else.
I'm tired of this place. I need to live somewhere more exciting.

Terry: I know what you mean. Hey, maybe we could move to a different city. We could even be roommates!

BRIAN: Yeah. Uhh. Maybe . . .

4 I've never heard of that! CONVERSATION (p. 22)

B Listen to the rest of the conversation. How did Steve like the fried brains? What else did he order?

KATHY: Oh, good! Here comes our server now!

SERVER: Here are your snails. And for you, sir... the fried brains.

STEVE: Thank you.

KATHY: Mmm, these snails are delicious! How are the brains?

STEVE: Well, I think they're . . . yuck! Oh, sorry, I guess brains are too strange for me. Um, I think I'm going to order something else, if you don't mind.

KATHY: Oh, sure. Go ahead.

STEVE: Excuse me!

SERVER: Yes?

STEVE: Um, I really don't care for this appetizer. Could you

bring me something else?

SERVER: Yes, of course. What would you like instead?

KATHY: Try the snails.

STEVE: No, I don't think so. I'll tell you what. Just forget an appetizer for me, and bring me a nice, juicy hamburger . . . with french fries and a large soda.

LISTENING (p. 23)

Listen to six people ask questions about food and drink in a restaurant. Check the item that each person is talking about.

1.

WOMAN: Have you finished with this? MAN: No, I'm still drinking it. Thanks.

2.

MAN: Did you order this?

WOMAN: Yes, that's mine. Mm, it looks great and smells delicious!

3.

MAN: Don't you like it?

WOMAN: I haven't tasted it yet. I'm waiting for the waitress to bring me a fork.

4.

MAN: Did you enjoy it?

Woman: Well, it was a little tough. I think it was cooked for too long.

5.

WOMAN: How is it?

Man: Great. Just the way I like it: black and strong.

6.

MAN 1: Your turn or mine?

MAN 2: It's my treat this time. You paid last time. Remember?

LISTENING (p. 26)

A Listen to people explain how to make these snacks. Which snack are they talking about? Number the photos from 1 to 4. (There is one extra photo.)

1.

WOMAN: This is really easy. First, you put a little oil in a pan. Then heat the oil. Next, put in the kernels and cover the pan. When the kernals start to pop, shake the pan gently every few seconds. In about a minute, the popping will slowly stop. After that, turn off the heat, and pour it into a bowl. Finally, put a little salt on it and enjoy!

2.

Man: I love this snack. First, take an avocado and mash it.

Next, you chop half a tomato and half an onion and add
them to the avocado. After that, you chop a little cilantro
and add that in. Then, put in some lemon or lime juice.
Finally, add a little salt, pepper, and of course, hot sauce.
Mm, it's great with chips!

3.

Woman: A friend from New York City taught me how to make this. First, cut it in half. Then toast it. After that, let it cool a little and then spread cream cheese on it. It's really good for breakfast, but you can eat it anytime.

4.

MAN: You need dough, olive oil, tomato sauce, and cheese. First, roll out the dough into a circle and put a little oil on

it. Then put the dough into the oven and bake it for a few minutes. Next, put tomato sauce on the dough. After that, cover the sauce with cheese. Then put it back into the oven and bake it for another ten minutes. Finally, cut it into slices. You'll love it!

Units 3-4 Progress check LISTENING (p. 28)

A Listen to three people talk about things they wish they could change. Check the topic each person is talking about.

1.

WOMAN: I get really bored on weekends. I wish I belonged to a club or a sports team. I'd get to meet new people and make new friends. And I'd get into better shape, too.

2.

Man: I wish I could type better. I should take a typing course this summer. I really need it for my schoolwork. And people say that if you can type really well, it's something you'll find useful later in life.

3.

WOMAN: I've been so stressed out lately. I really need to get away. I wish I could take a short trip to a beach, just for a few days. No computer, no cell phone, no TV even. I'd just take a good book and relax.

B Listen again. Write one change each person would like to make.

5 Going places **2** CONVERSATION (p. 30)

B Listen to the rest of the conversation. Where are they going to stay? How will they get there?

NANCY: By the way, where are we going to stay?

Julia: Oh. We can stay at my aunt and uncle's beach house. They have plenty of room and I'm sure they'll be happy to have guests. I'll call them tonight to let them know what time we're going to arrive. I guess we'll leave pretty early. There's a direct bus every morning at 5:00 a.m.

NANCY: That's fine with me. I think I'll be too excited to sleep!

LISTENING (p. 34)

A Listen to an interview with a spokeswoman from the New York City Visitors Center. Check the four topics she discusses.

INTERVIEWER: What should people do to make their visit to New York City safe and pleasant?

SPOKESWOMAN: Don't try to do too much in a short time.

That's very important. You should start planning before you get here. You ought to decide in advance which sights you most want to see.

INTERVIEWER: Are there any good tours available?

SPOKESWOMAN: Oh, yes, there are many. Some companies offer bus tours that stop at all the major tourist attractions. You can buy a pass, so you can get on and off wherever you like. That saves you time. And you should visit our website to find out about the latest tours and special events.

INTERVIEWER: I see. And is New York a safe city for visitors?

SPOKESWOMAN: It's safer than many cities in the world.

But just like in any big city, you should still be careful.

For example, don't go off on your own, especially at night.

And never carry much cash on you. Oh! And don't be afraid to ask questions. Even American visitors have to ask for help when they come here. You'll find that New Yorkers are pretty friendly. They like welcoming visitors to their city and are happy to give directions.

Interviewer: One last thing – is it an expensive city to visit?

Spokeswoman: It can be, but there are a lot of places in the city where you don't have to spend a lot of money. If you're a student, you should bring your student ID card with you. That way, you can get a discount at museums and galleries.

Interviewer: Is there anything else you'd like to add?

Spokeswoman: Yeah, just that most people have a great time when they come to New York. And I'm sure you will, too!

B Listen again. For each topic, write one piece of advice she gives.

6 OK. No problem! CONVERSATION (p. 36)

B Listen to the rest of the conversation. What complaints do Jason and Lisa have about their parents?

JASON: Have you noticed how forgetful Dad is getting? He's always forgetting where his car keys are. It drives me crazy.

LISA: And he can never find his glasses either.

JASON: I know.

LISA: You know what drives me crazy about Mom?

JASON: What?

Lisa: The awful clothes she wears. Her style is so old-fashioned. It's embarrassing!

JASON: Yeah, she could use some fashion advice. She should go shopping with you.

Lisa: Oh, well. I guess they're just getting old. I hope I never get like that.

JASON: Me, too. Hey, c'mon. Let's go play that new game online.

Lisa: Great idea. By the way, have you seen my glasses anywhere?

LISTENING (p. 38)

A Listen to the results of a survey about family life. Answer each question with men, women, boys, or girls.

JENNIFER: Welcome to this week's program, "Do Men Have it Easy?", where we'll take a look at the roles and responsibilities of men and women in families. First, thanks to all of you who responded to our survey. John?

JOHN: Thanks, Jennifer. Later on in the program, we'll be taking your phone calls and talking to Dr. Walters, a family psychologist, who will answer your questions. And now for the results of the survey. Jennifer?

JENNIFER: Well, in response to the first question – "Who is the messiest person in the house?" – the answer was boys! Ninety-two percent of you said that your sons or brothers don't help much around the house. They don't pick up their things, don't hang up their clothes, and leave their clothes lying around. JOHN: Interesting. Andwhat about the second question, Jennifer? That was, "Who does most of the work in the kitchen?"

JENNIFER: Well, 84 percent of you answered "women." Many of you also explained that the boys and men usually take out the garbage. The girls and women tend to cook, do the dishes, and clean up.

JOHN: And what about the groceries, Jennifer?

JENNIFER: Well, according to our results, boys and girls usually put the groceries away.

JOHN: That's surprising. So what else do the women do?

JENNIFER: Ah, well, that's our next question, "Who worries most about expenses?" In the majority of homes, it seems that women worry most about household expenses. One young man wrote to us saying, "My mother always nags me and my sister. She tells us to get off the phone, to stop spending so long on the computer, to turn off the TV, well, everything really. I always thought she just liked to nag, but maybe she's really worried about money." I think that's probably true, don't you, John?

JOHN: Yes, very interesting. And now I'd like to introduce Dr. Walters. . . .

B Listen again. According to the survey, what specific chores do men, women, boys, and girls usually do? Take notes.

Units 5-6 Progress check LISTENING (p. 42)

A Listen to Judy, Paul, and Brenda describe their summer plans. What is each person going to do?

1. Judy

Man: So, what are you planning to do on your vacation, Judy?

JUDY: Oh, I'm going to do something different this year. I went to Hawaii last year and just relaxed on the beach for two weeks. This year, I'm going white-water rafting!

Man: Ooh, that sounds fun. But what is that, exactly?

JUDY: Oh, well, they have these trips down the rapids. The water gets really rough, but I think it'll be really exciting. Oh, I'm doing some mountain climbing, too.

Man: And you call that a vacation?

2. Paul

WOMAN: What are your plans for the summer, Paul?

PAUL: Oh, I'd love to go and lie on a beach somewhere, but I need to save some money for school. I think I'll stay home and get a job.

WOMAN: That doesn't sound like much fun.

Paul: Oh, it won't be so bad. Some of my friends are going to work this summer, too, so we'll have a good time on the weekends.

3. Brenda

Man: Have you planned anything for the summer, Brenda?

Brenda: Yeah. I'm going to work the first month and save some money. Then I'm going to Mexico to visit my sister. She's working in Guadalajara. She says it's really interesting there, so I want to see what it's like. I'm really looking forward to it!

B Listen again. What is the reason for each person's choice?

7 What's this for? © LISTENING (p. 46)

A Guess the answers to the questions below. Then listen to a radio program about the Internet and check your answers.

Host: We've all heard stories about how Internet use is growing. Today, however, we're talking with someone who has studied people who don't use the Internet. Let's welcome Dr. Tom Van Cleeve to the program.

DR. VAN CLEEVE: Thank you. It's nice to be here.

Host: Thanks for coming. Now, I understand that many people still don't use the Internet. Is that right? What can you tell us?

DR. VAN CLEEVE: That's right. My research has revealed that in the United States, for example, about 22 percent of the population never uses the Internet.

HOST: And why is that?

DR. VAN CLEEVE: Well, they tend to be older people or people living in more rural areas. But there are also those who worry about privacy, or who think that the Internet isn't necessary in their lives. Some of these people are even proud to be independent from the online world.

HOST: Interesting.

B Listen to the rest of the program. Then answer these questions.

Host: In your new book, you mention "net evaders." Can you explain what you mean by this?

DR. VAN CLEEVE: Well, lots of people live with someone who browses websites, but they still don't log on themselves. I call this group "net evaders." I found that these people may ask a family member to send emails for them, for example, but they don't want to do it themselves.

HOST: I know someone like that!

DR. VAN CLEEVE: Yes, and then there's another group of people I call "Internet dropouts."

Host: Internet dropouts! What exactly does that mean?

DR. VAN CLEEVE: It refers to people who once used the Internet, but have stopped using it for some reason. They may not have a computer anymore, may not have enough time, or simply may not be interested.

Host: I see. Well, thanks very much for sharing that information with us, Dr. Van Cleeve.

CONVERSATION (p. 47)

B Listen to the rest of the conversation. What else does Terry want help with?

TERRY: Say, before you go, can you help me with something else?

RACHEL: Sure, but I only have a minute.

TERRY: OK, quickly, I'd like to edit a video I took. It's too long, and I want to post it online for my friends to see.

RACHEL: Well, I know you need to open your editing program first.

TERRY: OK.

RACHEL: And then . . . sorry, I'm not sure. Try to get the answers from the "Help" box. That's what I always do.

LISTENING (p. 48)

A Listen to people give suggestions about three of these things. Number them 1, 2, and 3. There are two extra things.

1.

Man: Be sure to use a stand or try to lean against something solid when you're filming with this. If you just hold it by hand, the picture often looks very shaky. Make sure to put in the battery carefully. If you push too hard, you can damage it.

2.

WOMAN: Type in where you are now. Then type in where you want to go. Make sure to get the exact address. Then just listen to the directions. Be sure to watch the road. You don't want to have an accident!

3.

Man: Be sure to put it in correctly. Then punch in your secret code. Remember to press "Enter." And don't forget to count your money before you walk away from the machine.

B Listen again. Write two suggestions you hear for each thing. Then compare with a partner.

8 Let's celebrate! [5] LISTENING (p. 52)

A Mike has just returned from Brazil. Listen to him talk about Carnaval. What was his favorite thing about it?

MIKE: Isn't this music fantastic? It's from a samba CD that I got when I was in Brazil for Carnaval. Carnaval is a big party or celebration and usually lasts for four days. It's in late February or early March, but you need to book a hotel room early because hotels fill up really quickly. People celebrate Carnaval all over Brazil, but the most famous party is in Rio de Janeiro. There are colorful decorations all over the city. It's really beautiful. And everyone is very friendly – especially to visitors from other countries. My favorite thing about Carnaval is the big parade. The costumes are amazing – people work on them for months. It's really fantastic to watch. Everyone dances the samba in the streets. I'd really recommend you try to go to Rio for Carnaval.

B Listen again and answer these questions.

(p. 53) (D. 53)

B Listen to the rest of the conversation. What did the bride and groom give each guest?

JILL: I'm curious. What did you and your husband give everyone?

EMIKO: Well, sugar is a symbol of happiness in Japan. So we gave each guest a box filled with sweets.

JILL: What a nice custom. It sounds like it was a wonderful day!

Еміко: Oh, it really was . . .

Units 7-8 Progress check LISTENING (p. 57)

A Listen to some information about marriage customs. Check True or False.

1.

MAN: You know, this book about marriage customs is really interesting.

WOMAN: Oh, yeah?

Man: Yeah. Listen to this. It talks about this native tribe in Paraguay.

WOMAN: Uh-huh.

Man: When two women in the tribe want to marry the same man, guess what they do.

WOMAN: I have no idea. What?

Man: They have a boxing match and fight until one of them wins.

WOMAN: And the prize is the husband?

Man: Of course!

2.

Woman: Hmm. Does the book say anything about Malaysia? Man: Uh, I don't know. Why?

Woman: Well, when people get married in Malaysia, they have to eat rice during the ceremony.

Man: Yeah? What's so strange about that?

WOMAN: It's uncooked rice.

MAN: Hmm.

3.

MAN: Oh, here's another one. Don't laugh, but I think this is really romantic!

WOMAN: You think something is romantic? What is it?

Man: In Italy, a friend or family member often brings a pair of white doves to the wedding. After the ceremony, the cage is opened and the doves fly into the air. The birds symbolize the couple's love and happiness.

WOMAN: You're right. That is romantic.

4.

Man: And here's an interesting custom from India.

WOMAN: Let's hear it.

Man: There's a special Hindu "water-pouring" ceremony during the wedding.

WOMAN: And what happens?

Man: Well, when the Indian bride and groom are married, someone pours water all over both of them.

WOMAN: Why do they do that?

Man: Uh, it says here that it brings the couple closer together. Woman: Interesting.

B Listen again. Correct the false statements.

9 Times have changed! 2 CONVERSATION (p. 58)

Listen to the rest of the conversation. What else has changed in their neighborhood?

MATT: Well, what about that old bookstore? Do you know if it's still there?

TANYA: No, it's not. Now it's a hair salon.

MATT: Really? What about the Thai restaurant next to it? I loved that place.

TANYA: Oh, that's still there.

MATT: Let's go there this weekend. I'll drive. I can pick you up.

TANYA: Great!

LISTENING (p. 60)

A Listen to people discuss changes. Check the topic each person talks about.

1.

MAN: How long have you been living here? Woman: Oh, for over 20 years.

Man: And have you noticed a lot of changes during that time?

WOMAN: Oh, yes, quite a few. This is a much nicer place to live now than it used to be. It's much greener. When I first moved here, there weren't many trees around. But over the last few years, the city has planted trees everywhere. It's made such a difference.

2.

WOMAN: How do you like living here?

Man: Well, it's an interesting city. But you really need a car here. You can't go anywhere without one. There used to be a good bus system, but there isn't anymore.

WOMAN: Why is that?

MAN: Oh, I think they expect everyone to have a car, so they don't bother to provide decent bus service. It's getting worse and worse. These days, you have to wait a long time for a bus. And when one finally shows up, it's usually full!

3.

Woman 1: I can't believe how much this neighborhood has changed!

WOMAN 2: What do you mean?

WOMAN I: Well, when Joe and I first bought this house – that was almost 20 years ago, of course – there were lots of young couples with children living on this street.

WOMAN 2: I don't see any kids out today.

WOMAN I: That's because they've all grown up and moved out of their parents' houses. The only young children we see around here these days are the grandchildren when they come to visit. It's too bad. I miss the sounds of kids playing. It's gotten way too quiet around here!

B Listen again. Write down the change and check if things are better or worse now.

10 I hate working on weekends. CONVERSATION (p. 64)

B Listen to Brad's phone call. What else does the job require?

BRAD: Hello?

WOMAN: Hello, this is the employment office of Holiday Cruise Lines. May I speak with Brad?

BRAD: Hello! This is Brad.

WOMAN: Ah, good. Brad, we got your application for assistant entertainment director. Your skills look good, but I have a question: Do you speak any other languages?

Brad: No, not really. . .

WOMAN: Oh, that's too bad. We're really looking for someone who can speak at least one other language. I'm sorry. But we'll keep your application and call you if another job comes up.

Brad: Oh, OK. Well, thank you for calling me. And I hope to hear from you again!

LISTENING (p. 66)

A Listen to people talk about the kind of work they are looking for. Check the job that would be best for each person.

1. Bill

WOMAN: So what kind of job are you looking for?

BILL: Well, I haven't made up my mind. I love working with people, and I love traveling. I don't want a job where I'm stuck in an office all day. I want to get out and see the world.

WOMAN: Are you interested in working in business? That's where you can sometimes make good money.

BILL: I'm not really interested in making a lot of money at this point in my life. I'll worry about that later.

2. Shannon

Woman: What kind of career are you planning for yourself?

Shannon: I don't know. I think I'd like to have a job where I can help people. Everybody else in my family is in law or business – you know, boring stuff like that. That's just not for me. I know I'd like to work overseas, though. Maybe in a children's hospital in a developing country. But that's a long way away. I have to get into medical school first, and that's not going to be easy!

3 Ren

BEN: What kind of job do I have in mind? Well, I don't want a regular nine-to-five job. Eventually, I'd like to get into acting – maybe even break into movies. But I guess that won't happen for a while.

WOMAN: So what are you doing in the meantime?

BEN: Well, I work out at the gym nearly every day. I need to be really fit. And I'm taking acting lessons as well so that I feel comfortable in front of the crowd. I just had some pictures taken to show to agents in the city. Would you like to see them?

WOMAN: Sure.

B Listen again. Answer these questions.

WORD POWER (p. 67)

C Listen to four conversations. Then check the adjective that best describes each person.

1. A boss

WOMAN: How do you like your new boss?

MAN: She's OK. I just wish she'd learn to lighten up a little.

WOMAN: What do you mean?

Man: Oh, she never enjoys a joke. She never laughs. It's hard to even get a smile out of her.

2. A co-worker

MAN: Look what Mary gave me! Isn't this a great book?

WOMAN: Yeah, it is! Mary's so sweet – she's always giving her friends and co-workers presents. And she's so helpful with her time.

3. A teacher

WOMAN: What do you think of the new French teacher?

MAN: Well, she's kind of strange. She's happy one minute, and the next minute she's not.

4. A relative

MAN: Hey, what's wrong?

WOMAN: I'm fed up with my brother! It seems like he's always angry at me about something.

Man: Really?

WOMAN: Yeah. He gets upset so easily. I don't know what's the matter with him.

Units 9-10 Progress check LISTENING (p. 71)

A Listen to Louisa and Tim discuss four jobs. Write down the jobs and check if they would be good or bad at them.

1. Louisa

TIM: I don't know what classes to take this semester. I can't decide what I want to do with my life. Have you thought about it, Louisa?

Louisa: A little bit. My history professor says I should think about a career in politics. But I don't think I'd make a good politician.

TIM: Why not?

Louisa: Oh, you know me. I'm not good at working with other people. I'm too moody. And politicians have to work with people all the time.

TIM: That's true. So what do you think you want to do?

Louisa: Well, honestly. I think I'd make a good architect.

TIM: Oh, you would! You're so creative.

LOUISA: And I love drawing and, I don't know, making things. Plus, then I'd get to work alone a lot.

2. Tim

TIM: That reminds me of a problem I'm having.

LOUISA: What is it?

TIM: You know my parents have a restaurant, right? Well, my father wants me to be the manager.

Louisa: And you don't want to?

TIM: No way. Restaurant managers have to manage other people. I'd be terrible. I'm too disorganized.

Louisa: So, what do you want to do?

TIM: Well, I think I could be a good teacher. I like working with kids, and I'm pretty patient.

LOUISA: That's true. And you're very hardworking.

B Listen again. What reasons do they give?

11 It's really worth seeing! PERSPECTIVES (p. 72)

B Now listen and check your answers. What information is the most surprising?

GUIDE: OK, folks. Here we are in the Empire State Building. The history of the Empire State Building is filled with many interesting facts and figures. It was designed by American architect William Lamb to become the tallest building in the world. Construction began in March 1930, and by October of that same year, 88 floors were already finished! In 1931, after 14 months and 25 million dollars, the building's 102 floors were officially opened by U.S. President Herbert Hoover. In 1964, colored lights were added to the top by the building's owners. The colors change almost every night. While it's no longer the world's tallest building, it is still seen as a symbol of New York City, and people from all over the world visit the building every year. It has even been featured in some of Hollywood's biggest films, including King Kong and Sleepless in Seattle.

LISTENING (p. 74)

Listen to three tour guides describe some very old monuments. Take notes to answer the questions below. Then compare with a partner.

1. The pyramids. Who built them? Why were they built?

Man: The Pyramids were built more than 4,000 years ago by the Egyptians. The most famous ones are on the west bank of the river Nile, outside of Cairo. They were built as burial places for the Egyptian kings. After a king's death, his body was turned into what is called a "mummy." This preserved it. The king's mummy was placed inside the pyramid, along with treasures.

2. Machu Picchu. How big is the city? When was it discovered?

WOMAN: Machu Picchu is an Inca city in Peru. Construction of the city started in 1450. The ruins are about 2,400 meters above sea level. The city covers about 13 square kilometers. For centuries, the city was buried in the jungle and wasn't discovered again until 1911. Today, Machu Picchu is one of the most famous tourist attractions in all of South America.

3. The Great Wall of China. Why was it built? How long is it?

Man: The Great Wall of China is the longest structure ever built. It was built to protect one of the Chinese kingdoms. Much of what exists of the wall today was built during the Ming Dynasty in the late 1400s, although some parts of the wall are much older. The wall is about 11 meters high, and a stone roadway runs along the top of it. The main part of the wall stretches for about 3,400 kilometers.

LISTENING (p. 76)

A Listen to a short talk about Colombia. Complete the chart.

Man: Colombia is located in the northwestern part of South America and is the fourth-largest country in South America. It has coastlines on both the Atlantic and the Pacific oceans. It has a population of around 45 million and is a very beautiful country with snowcapped mountains as well as hot lowland plains. The capital city is Bogotá. Spanish is spoken by nearly all Colombians, and it is the country's official language. Many religions are practiced, but the religion of the majority of the population is Roman Catholic. Some of the most important industries are textiles and clothing. Other industries include mining and oil. Agriculture is the most important section of the economy, and Colombia's main agricultural products are coffee, flowers, sugar, bananas, rice, corn, and cotton. The coffee that is grown and exported is delicious. In fact, Colombia produces more coffee than any other country except Brazil and Vietnam.

B Listen again. Check the things the speaker mentions about Colombia.

12 What happened?

LISTENING (p. 80)

A Listen to these stories about lucky breaks. What were the people doing before they got their lucky breaks? What were their lucky breaks?

1. Yang Zhifa

Man: About forty years ago, Yang Zhifa was just an ordinary Chinese farmer. He was living off the land and was very poor. Today he is recognized as the man who discovered a highly important archaeological site, sometimes called the "Eighth Wonder of the World." What happened?

One morning in March 1974, Zhifa and some other local farmers were looking for water. As they were drilling

a well, they hit something hard. They found pieces of pottery and ancient weapons. Immediately, the head of the village reported the news to the local government, and in May 1976, the digging began. To everyone's surprise, there were over 8,000 soldiers made of terracotta lying underneath his land. The soldiers were over 2,000 years old, and had been buried along with Emperor Qin, who wanted to take an army with him to his next life.

Today Yang Zhifa spends much of his time at the Terracotta Army museum. He sits, poses for pictures, and proudly signs autographs for the millions of tourists who visit from all over the world.

2. Gwyneth Paltrow

WOMAN: You could say that actress Gwyneth Paltrow was born lucky. After all, she is the daughter of two well-known talents. Her mother is an actress, and her father was a writer, producer, and director. But like all people wanting to break into movies, she had to go to drama school and learn how to act. Today, Gwyneth Paltrow is a successful international actress and has even won an Oscar award. So how did it all begin?

According to Ms. Paltrow, her lucky break came when she was 18 years old. She was at a movie theater with her parents. While they were waiting in line to buy some popcorn, she noticed that Steven Spielberg was also in line. She was just about to order when he came over to her and said, "Hey, can I ask you a favor? Would you play Wendy in the movie *Hook*?" "Sure," she said, and so she got her first movie role.

B Listen again. How did the events change their lives?

CONVERSATION (p. 81)

B Listen to two other people at the party. What has happened since they last saw each other?

MAGGIE: Hey, Bob, how's it going?

BoB: Pretty good, thanks.

MAGGIE: I haven't seen you for a while. What have you been

BoB: Well, I've been looking for a house to buy. I finally found one last month.

MAGGIE: That's terrific!

Bob: Yeah. I'm really tired of renting. So what have you been doing lately?

MAGGIE: Well, I went to Italy last month.

BoB: Really? What were you doing there?

MAGGIE: I was taking a short Italian course. But guess what! I fell in love.

BoB: You did? Who's the lucky guy?

MAGGIE: Actually I fell in love with the food there. So I've been taking some classes in Italian cooking. That pizza you're eating – I made it!

Units 11-12 Progress check LISTENING (p. 84)

A Listen to people on a game show answer questions about Spain. What are the answers? Complete the chart.

Host: Welcome to today's show! The rules of the game are simple: I will ask a question, and the first contestant to hit the buzzer gets to answer that question. Each correct answer is worth \$100. Today's topic is "Spain." Are you ready, contestants? The first question, for \$100, is: What currency is used in Spain? [buzzer] Contestant A!

WOMAN 1: The euro.

Host: That's right, Contestant A. Spain used to use the peseta, but now they use the euro. And now for the next question: What country borders Spain to the west? [buzzer] Contestant A!

WOMAN 1: Portugal?

Host: Correct! You're doing very well, Contestant A! Maybe our other contestants can catch up on our next question: What is the capital of Spain? [buzzer] Contestant B!

MAN: The capital is Madrid.

Host: You're right, Contestant B. The capital is Madrid. Excellent. Let's see how you do with our next question: What is one of the most popular sports in Spain? [buzzer] Yes, Contestant C!

Woman 2: Um . . . um . . . hockey?

Host: No, I'm sorry. Anyone else know the answer? [buzzer] Contestant A!

WOMAN 1: Soccer is very popular in Spain.

Host: That's right. OK. There are only two questions left. Let's go, players! Next question: Spain is an agricultural country. What are two of the main crops? [buzzer] Contestant C!

WOMAN 2: Olives and, uh, wheat?

Host: Good for you! Olives and wheat are both grown in Spain. We only have one more question left, contestants. And remember, the winner of this round will be back here tomorrow for the championship playoff! And now for our last question: What are two of the main industries in Spain? [buzzer] Contestant B!

Man: I think textiles and automobiles are made in Spain.

Host: Yes! That's correct. Spain manufactures both textiles and automobiles. So, contestants, let's look at your scores. Contestant A, you answered . . .

B Listen again. Keep score. How much money does each contestant have?

13 Good book, terrible movie! CONVERSATION (p. 86)

B Listen to the rest of the conversation. What happens next? What do they decide to do?

CAROL: Yeah. Her last movie was amazing. It's probably one of my all-time favorite movies.

ROGER: Actually, I didn't see it, but I heard it was just OK.

CAROL: Well, I'll check the theater's website and see what time the movie starts. Maybe we can go to a show after dinner. . . . Oh, no!

ROGER: What's wrong?

CAROL: You won't believe this. It's not showing anymore. It was showing just last weekend, but I guess the schedule has already changed. We're back where we started!

ROGER: Why don't we just see what's on TV tonight? CAROL: That's fine with me.

🗾 LISTENING (p. 88)

A Listen to people talk about books, movies, and TV programs. Which ones do you think they would recommend?

Man: What do you think of Sue Grafton's books?

WOMAN: I love those mysteries! When I started to read A Is for Alibi, I couldn't put it down. I stayed up till 4:00 in the morning to finish it!

Man: Wow! Have you read any of the other books in the series?

WOMAN: Oh, yeah. B Is for Burglar, C Is for Corpse, . . . I'm already up to K Is for Killer. Using the alphabet to build a mystery series is such a clever idea. I can't wait to read all 26 books! I wonder what Z will be!

2.

WOMAN: How did you like the movie?

Man: Well, I walked out after half an hour.

WOMAN: You did?

MAN: Yeah, it was so dull that I started falling asleep! And I've never seen such bad acting! I think I'm going to start reading movie reviews online so I don't waste my money.

3.

MAN 1: Did you see that documentary on TV last night, the one about Australia?

MAN 2: I did. I learned so much! I didn't know they had so many different kinds of animals there. And the photography!

MAN 1: Yeah, it was something, wasn't it?

MAN 2: Uh-huh, it was pretty amazing. It made me really want to go there and see it for myself.

4.

WOMAN 1: Are you reading that book, too? It seems everyone's reading it now. When did UFOs become so popular anyway?

WOMAN 2: Actually, I just finished it. What a waste of time! Just the same silly stuff about visitors to Earth from other planets.

WOMAN 1: I know. It said absolutely nothing new.

Woman 2: You know, I'm sick of hearing stories about little green creatures. If they're real, how come no one can ever take a picture of them?

B Listen again. Check the adjective that best describes what the people say about each one.

LISTENING (p. 90)

A Listen to two critics talk about a new movie. What do they like or not like about it? Rate each item in the chart from 1 to 3.

PAULINE: Welcome to A Night at the Movies! I'm Pauline Kaplan. . . .

COLIN: And I'm Colin Hale. Good evening!

Pauline: Tonight we're going to review the new James Bond film. Well, I really liked this new James Bond actor very, very much!

COLIN: Mm-hmm.

PAULINE: He's the best actor that's ever had the role – warm, human, even funny. A totally believable character.

COLIN: I have to agree, a perfect 007 type. Pauline, what did you think of the story?

PAULINE: It was a standard story for a Bond movie . . . uh, the usual beautiful women, the usual evil villain – nothing new.

COLIN: Well, I'm surprised. I have to say that I thought the story was unusually good. The race car scenes were exciting, and the surprise ending was great.

PAULINE: Well, I can't agree with you there.

COLIN: Really? What did you think about the music?

Pauline: I wasn't impressed at all by the music. I love the James Bond theme, but what they did with it was awful. Too modern for me.

COLIN: I can't believe you! I haven't heard such interesting music in a movie in a long time. It really added to the action scenes.

PAULINE: Now that brings up another weakness in the film: the special effects. Again, it's just the same old stuff... the car that flies, the pen that's really a gun. You get tired of that kind of thing.

COLIN: I'd hardly believe you and I saw the same movie, Pauline. I have to say that the special effects were the best ever in a Bond film. For example, the scene where –

PAULINE: Excuse me, Colin. We're going to have to break for a commercial.

COLIN: You're right, Pauline. We'll be right back with our ratings.

B Look at the chart in part A. Guess how many stars each critic gave the movie. Then listen to the critics give their ratings.

PAULINE: So, Colin, how do you rate the new James Bond movie that we've reviewed this week?

COLIN: Well, Pauline, I'd have to say that I'm proud to give this movie my highest rating . . . four stars . . . and I would like to encourage everyone to go and see it! How about you, Pauline? You did like the new actor who plays James Bond.

Pauline: That part's true, Colin; however, I have to give the movie only two stars . . . a rating of "fair."

COLIN: Hmm. Well, that's all from us tonight. See you next week.

14 So that's what it means! © CONVERSATION (p. 93)

B Now listen to Raj talk to his friend. What does he find unusual about the way people in North America communicate?

FREDDY: So how are things at school, Raj?

RAJ: Oh, pretty good, actually.

FREDDY: Do you find it easy to communicate with people?

RAJ: Most of the time – though there are some things I find a bit unusual – for example, the way that people end a conversation. You know, they'll say things like, "Hey, let's get together soon." At first, I thought that they were inviting me to do something, but then I realized it's just a way of saying good-bye. It's not really an invitation at all. It takes a bit of getting used to.

LISTENING (p. 96)

A Listen to three conversations about driving. Check True or False for each statement.

1.

Man: Oh, no. Not another parking ticket. That's the second one this week. Why did I get a ticket for parking here? I thought this was a free parking zone.

Woman: Maybe you can only park here after working hours. Is there a sign around anywhere?

Man: Oh, you're right. There's one over there. I didn't even notice it. Looks like you can't park here till after 6:00 p.m.

WOMAN: How much is the fine?

MAN; Would you believe it? Sixty dollars!

2.

WOMAN: I wonder why that traffic officer is signaling me? MAN: Perhaps he means you're driving too fast.

WOMAN: No, I don't think so. The speed limit is 60, and I'm only going 55.

MAN: Hmm. I wonder why there are no other cars in this lane. Woman: What do you mean?

Man: Well, you see how the other cars are all in the lane next to us.

WOMAN: You're right. I think this one is just for buses and taxis. They really should put up better signs around here.

3.

Man: That's weird. The last few cars driving toward us were flashing their lights.

WOMAN: I see what you mean. There's another one.

Man: Maybe my lights are on or something. Let me check. No, they're off.

WOMAN: Do you think there's an accident up ahead? Maybe you'd better slow down.

MAN: Oh, now I see what's happening. There's a patrol car up ahead checking people's speed. How nice of those other drivers to let me know! Well, I'm within the speed limit – at least I am now!

B Listen again. Which of the drivers did something wrong?

Units 13-14 Progress check LISTENING (p. 99)

A Listen to some people talking. Write what each person is talking about.

1

MAN: That road sign looks kind of strange to me. I wonder what it means. Perhaps it means the road gets slippery when it's wet. Or it might mean that the road is very curvy.

2.

WOMAN: That's the last time I'll watch one of his movies. It started out OK, but the ending was terrible! The last scene could mean they stay together. But it may also mean they never see each other again. I can't stand when directors leave the ending so open!

3.

Man: Wow! That lecture really made me think. Everything the professor said makes sense. I could never understand Greek philosophy before, but he made it all so clear! Maybe this means I should change my major to philosophy!

4.

WOMAN: I can't believe how many rules they have at this pool. They look through all your bags to make sure you don't have any food or glass containers. I guess that probably means a lot of people try to bring those things in. All I wanted was to go for a swim!

B Listen again. What does each person mean? Check the best answer.

15 What would you do? CONVERSATION (p. 100)

B Listen to the rest of the conversation. What would Phil do if he found \$750,000?

PAT: So, what would you do if you found \$750,000?

PHIL: Oh, you know me, Pat. I'm so honest, I scare myself sometimes. I'd take the money straight to the police.

PAT: I guess that wouldn't be such a bad idea. Maybe you'd be luckier than the guy in the article. Maybe the owner of the money would give you a big reward.

PHIL: Well, they say honesty pays. Right?

LISTENING (p. 101)

A Listen to three people talk about predicaments. Number them from 1 to 3 in the order they are discussed.

1.

Jane: I just got a postcard from my friend Kari. She lost all her money on vacation in Europe. Isn't that horrible?

BURT: Yeah, that's terrible.

Susan: Jane, what would you do if you were on vacation overseas and you lost all your money and credit cards?

Jane: I guess I'd call my parents and ask them to send me some money right away. What about you, Burt?

Burt: Yeah, I'd probably do the same thing . . . although maybe I'd try going to the embassy or consulate to see if they could help me. What about you, Susan?

Susan: Well, I guess I'd probably sell my watch and camera ... or I might get a job as a waitress somewhere till I made enough money to buy a plane ticket home.

2.

BURT: You know, I'm really worried about Carol.

SUSAN: Why?

BURT: Well, I think she has a serious shopping problem.

JANE: Really?

BURT: Yes, she keeps buying things and putting everything on her credit card. I don't think she realizes how hard it's going to be to pay all the money back. I don't know what to do. What would you do if you discovered a friend had major financial problems?

JANE: Oh, no question. I . . . I'd talk to her about it.

BURT: Oh, I don't think I would.

JANE: Why not?

Burt: Well, because it's really none of my business. I wouldn't tell a friend what to do in that type of situation . . so I wouldn't say or do anything about it.

Susan: Well, I think I'd probably talk to her family about it. It's a personal problem, and they should try to help her first.

3.

SUSAN: You know, I was faced with a tough situation the other day. I was walking down the street and saw two people fighting. It looked pretty violent, but I didn't know what to do. So I just walked away. I figured it was none of my business, but now, I think I should have done something. What would you do if you saw two people fighting on the street?

Jane: I'm not really sure, but I know I'd have to do something. I guess I would call the police.

BURT: No, that takes too long. I'd try to break it up.

JANE: But you could get hurt if you did that.

Burt: Well, then I'd try to get someone to help me break it up. In the meantime, I'd shout for someone to call the police.

B Listen again. What suggestions do the people give for each predicament? Take notes. Which is the best suggestion?

10

LISTENING (p. 104)

A Listen to people calling Dr. Hilda, a counselor on a radio talk show. Complete the chart.

DR. HILDA: This is Dr. Hilda. Welcome to today's show. Now let's get started right away with our first caller. Hello!

CALLER 1: Hello, Dr. Hilda. I'm calling about my daughter. She's . . . she's dating an older man.

DR. HILDA: Oh? How old are these two people?

CALLER 1: My daughter's 24, and this man is 42.

DR. HILDA: Mm-hmm.

CALLER 1: I told her she had to stop seeing him, and . . . and now she won't speak to me. I feel terrible. Tell me, Dr. Hilda, what should I have done?

DR. HILDA: First, you should have spoken to this 42-year-old man. You should have asked him not to date your daughter for a couple of weeks – to give the situation some time to cool off. Then, if they still want to see each other, and if the man seems like a nice person, you should let your daughter date him. You shouldn't worry so much about the age difference. OK, now let's go to our next caller. Hello, caller!

Caller 2: Hello? Uh, I'm a first-time caller, and uh, well, my problem is that my father went away on a business trip, and I borrowed his brand-new car, and I had an accident.

DR. HILDA: Where is your mother?

CALLER 2: She's away, visiting some friends.

Dr. HILDA: All right, go on.

Caller 2: Well, I sent an email to my father and I . . . I told him . . . well, I told him someone had stolen the car.

DR. HILDA: Oh! You should have told your father the truth! Your father would probably understand about a car accident, and he would be glad you weren't hurt.

CALLER 2: I'm not too sure about that!

DR. HILDA: Oh, give it a try, young man, because the truth is always better than a lie. OK, now let's hear from our next caller. This is Dr. Hilda. You're on the air.

CALLER 3: Hi. Uh, I'm calling about a problem. It's kind of a personal problem, but it also concerns work.

DR. HILDA: Yes, go on.

Caller 3: Well, I invited some friends from the office to my house for a party a couple of weeks ago. And everything was fine until someone started talking about politics.

DR. HILDA: Oh! You shouldn't have let the subject of politics come up.

Caller 3: Well, it came up, and I, uh, . . . well, I got really angry at one of my co-workers, and, to prevent a fight, I asked him to leave.

Dr. HILDA: And? What happened after that?

Caller 3: Well, now it's caused a big problem in the office. He won't even speak to me.

Dr. HILDA: Again, you shouldn't have talked about politics at a party! It's not a safe topic.

CALLER 3: That's for sure.

DR. HILDA: And you shouldn't have gotten so angry either!

CALLER 3: That's true! But what should I do now?

DR. HILDA: You should apologize.

CALLER 3: Well, maybe that's a good idea. I'll give it a try.

Dr. HILDA: Good! Well, folks, that's another show. I'm Dr. Hilda. Join us again next time.

B Listen again. According to Dr. Hilda, what should each caller have done?

16 What's your excuse? LISTENING (p. 109)

A Listen to Albert inviting friends to his party on Saturday. What excuses do people give for not coming? Match the person to the excuse.

1. Scott

SCOTT: Hello?

ALBERT: Hi, Scott! This is Albert. How are things?

SCOTT: Oh, hi, Albert.

ALBERT: Um, you know, it's my birthday on Saturday, and I thought maybe you'd like to come to my party.

SCOTT: Oh, I really wish I could, but I won't be around this weekend. I'm leaving Friday night, and I won't get back till Sunday afternoon.

ALBERT: Oh.

Scott: I'm sorry, Albert. Uh, have a great party, though, and happy birthday.

ALBERT: Oh, thanks. And you have a great weekend, Scott.

SCOTT: Oh, thanks.
ALBERT: Well, bye.
SCOTT: See you around.

2. Fumiko

Fuмiко: Hello?

ALBERT: Fumiko? Hi, it's Albert. How are you?

FUMIKO: I'm fine. How are you?

ALBERT: Oh, I'm fine, too. Um, you know, Saturday is my birthday, and I was wondering if you'd like to come to my party.

FUMIKO: Oh. What time? ALBERT: Say around 7:30?

FUMIKO: Oh, I'm sorry. I think I may already have plans . . to go to the movies with my friends.

ALBERT: Oh, OK, Fumiko. I . . . I hope you have a good time.

FUMIKO: Thank you. And I hope your party's fun.

ALBERT: Yeah, well, I hope so, too. Uh, see you in class on Monday?

Fuмiко: Sure! Bye-bye!

ALBERT: Bye!

3. Manuel

MANUEL: Hello?

ALBERT: Hello, Manuel?

MANUEL: Hi, Albert. Hey! How are you doing?

ALBERT: I'm pretty good. MANUEL: What's up?

Albert: Well, my birthday is Saturday and I'm having a little party with some friends, and I thought maybe you'd like to come.

MANUEL: Saturday?

ALBERT: Yeah.

MANUEL: Oh, you know, listen, I already promised my mother I'd take her to the new dance club downtown. She loves to dance, and she's really looking forward to it.

Albert: Oh, I didn't know your mom liked to dance, Manuel.

Manuel: Oh, yeah, she loves it! And, well, Mom . . .

ALBERT: It's OK, Manuel. Don't worry about it.

MANUEL: I'm really sorry. OK, well -

ALBERT: See you soon.

MANUEL: Take care, Albert.

ALBERT: OK, bye, Manuel.

Manuel: Bye.

4. Regina

REGINA: Hello?

ALBERT: Hello? Regina? This is Albert.

REGINA: Oh, hi, Albert. [coughs]

ALBERT: What's wrong?
REGINA: I . . . I've got the flu.

ALBERT: Oh, I'm sorry to hear that. I guess you won't be

coming to my party on Saturday, huh?

REGINA: No, I guess not. I'm feeling pretty run-down.

ALBERT: Oh. I'm sorry Well hey take care of yourself.

Albert: Oh, I'm sorry. Well, hey, take care of yourself, Regina. I hope to see you next week.

REGINA: Yeah, me, too. [coughs] Bye.

B Listen. What happens on the night of Albert's birthday?

ALBERT: Happy birthday to me, happy birthday to me, happy birthday to me –

ALL: Surprise! Happy birthday! Surprise, Albert! Happy birthday, Albert!

ALBERT: Oh, wow! Oh, no! Oh, my goodness! Scott, Fumiko . . . Wow, what a terrific surprise! Manuel, Regina! Man, you really fooled me! I can't believe it! Amanda, did you set this up? Wow, you're the best.

Units 15-16 Progress check LISTENING (p. 113)

A Listen to the conversations. Who would make these requests? Match conversations 1 to 6 to the correct person.

1.

WOMAN: Please pick up your things.

GIRL: In a minute. I'm on the phone.

2.

MAN: Excuse me. Can you move your car? You're blocking my driveway.

WOMAN: Oh, sure. I'm sorry, I didn't realize.

3.

WOMAN: How many of these should I take?

Man: Don't take more than three a day.

4.

WOMAN: I missed English yesterday. Can I borrow your notes?

Man: No problem. They're right here in my bag.

5.

MAN 1: Jake, please come into my office.

MAN 2: Yes, sir. I'll be right in.

6.

GIRL: Can we leave now?

Man: Please don't go until the bell rings.

B Listen again. Complete the requests.

Workbook answer key

1 A time to remember

Exercise 1

A			
Verb	Past tense	Verb	Past tense
be	was/were	hide	hid
become	became	laugh	laughed
do	did	lose	lost
email	emailed	move	moved
get	got	open	opened
have	had	scream	screamed
122			

My best friend in school <u>was</u> Michael. He and I <u>were</u> in Mrs. Gilbert's third grade class, and we <u>became</u> friends. We often <u>did</u> crazy things in class, but I don't think Mrs. Gilbert ever really <u>got</u> mad at us. For example, Michael <u>had</u> a pet monkey named Bananas. Sometimes he <u>hid</u> it in Mrs. Gilbert's desk. Later, when she <u>opened</u> the drawer, she always <u>screamed</u> loudly, and the class <u>laughed</u>. After two years, Michael's family <u>moved</u> to another town. We <u>emailed</u> each other for a few years, but then we <u>lost</u> contact. I often wonder what he's doing now.

Exercise 2

Sílvio: No, I wasn't born there, actually. I'm originally from Portugal.

MARY: That's interesting. So, when <u>did you move</u> to Brazil?

SíLVIO: I moved to Brazil when I was in elementary school.

MARY: Where did you live?

Sílvio: We lived in Recife. It's a beautiful city in northeast Brazil. Then I went to college.

MARY: <u>Did you go</u> to school in Recife? SíLVIO: No, I went to school in São Paolo.

MARY: And what did you study?

Sílvio: Oh, I studied engineering. But I'm here to go to graduate school.

MARY: Great! When did you arrive?

SÍLVIO: I arrived last week. I start school in three days. MARY: Well, good luck. And sorry for all the questions!

Exercise 3

Answers will vary.

Exercise 4

A

Rodrigo Santoro is from Petrópolis, near Rio de Janeiro, Brazil.

He is an actor.

B

- False: Rodrigo Santoro studied communication at university.
- 2. True
- 3. True
- False: He was nominated for an MTV Movie Award for the role of King Xerxes.

- 5. False: He plays many different roles, such as a young man in a mental hospital, a king, and a president.
- 6 True

Exercise 5

- 2. My favorite pet was a cat called Felix.
- We used to go to <u>summer camp</u> during our vacations. It was really fun.
- 4. There was a great <u>playground</u> in our neighborhood. We used to go there every afternoon.

Exercise 6

Answers will vary. Possible answers:

- 2. They also <u>used to ride bicycles</u>. Their dog Bruno always used to follow them.
- 3. Kate <u>used to go to the beach</u> every weekend during summer vacation. She hardly ever goes now.
- 4. Peter <u>used to collect comic books</u>. They're now worth a lot of money.
- 5. They <u>used to have a pet rabbit</u>. They don't have any pets now.

Exercise 7

- 2. A: Did you use to collect shells?
 - B: No, we didn't collect shells. We used to build sand castles.
- 3. A: Did you use to swim?
 - B: Yes, we did. We used to swim for hours. Then we played all kinds of sports.
- 4. A: Really? What kinds of sports did you use to play? or What sports did you use to play?
 - B: Well, we used to play beach volleyball with some other kids.
- 5. A: Did you use to lose?
 - B: No, we didn't. We used to win!

Exercise 8

Answers will vary.

Exercise 9

MARIA: I'm an immigrant here. I <u>was</u> born in Chile and <u>grew up</u> there. I <u>came</u> here in 2005. I <u>wasn't</u> very happy at first. Things <u>were</u> difficult for me. I <u>didn't speak</u> English, so I <u>went</u> to a community college and <u>studied</u> English there. My English <u>got</u> better and I <u>found</u> this job. What about you?

Exercise 10

- 2. A: Tell me a little about yourself.
 - B: What do you want to know?
- 3. A: How old were you when you moved here?
 - B: About 16.
- 4. A: Did you learn English here?
 - B: No, I studied it in Morocco.
- 5. A: By the way, I'm Lisa.
 - B: Glad to meet you.

2 Caught in the rush

2.	bus stop
	bicycle lane
4.	traffic jam

Exercise 1

newsstandtaxi stand

Exercise 2

A

2. dark streets: install modern streetlights

3. no places to take children: build more parks

4. crime: hire more police officers

5. car accidents: install more traffic lights

6. traffic jams: build a subway system

B

There are too many car accidents.
 The city should install more traffic lights.

There are too many traffic jams.
 The city should build a subway system.

4. There is too much crime.

The city should hire more police officers.

5. There aren't enough places to take children. The city should build more parks.

There are too many dark streets.
 The city should install modern streetlights.

C

2. There should be fewer car accidents.

3. There should be fewer traffic jams.

4. There should be less crime.

5. There should be more places to take children.

6. There should be fewer dark streets.

Exercise 3

A

2. business district

3. commuter lines

4. parking garages

5. police officers

6. public transportation

7. rush hour

В

Life in this city needs to be improved. For one thing, there are too many cars, and there is too much bad air, especially during <u>rush hour</u>. The <u>air pollution</u> is terrible. This problem is particularly bad downtown in the <u>business</u> <u>district</u>. Too many people drive their cars to work.

I think there should be more <u>police officers</u> at busy intersections. They could stop traffic jams. We also need fewer <u>parking garages</u> downtown. The city spends too much money building them. It's so easy to park that too many people drive to work. However, the city doesn't spend enough money on <u>public transportation</u>. There aren't enough <u>commuter lines</u> to the suburbs.

C

Answers will vary.

Exercise 4

A

1. tram

2. ferry

3. subway

4. cable railway

В		cable railway	ferry	subway	tram
1.	How old is it?	over 120 years old	NG	NG	since 1904
2.	How many people use it?	NG	NG	2.3 million a day	230,000 a day
3.	How safe is it?	never been an accident	very safe	NG	NG
4.	Where can you go?	up Victoria Peak	Hong Kong Island; Kowloon; other islands; Macau; Guangdong	airport; all the major centers	30 km of streets on Hong Kong Island

Exercise 5

2. A: Can you tell me where the buses are?

B: Yeah, there's a bus stop just outside this building.

3. A: Do you know where I can change money?

B: There's a money exchange on the second floor.
There's also an ATM over there.

4. A: Do you know what time the last train leaves for the city?

B: No, but I can check the schedule.

5. A: Could you tell me where the taxi stand is?

B: Sure. Just follow that sign.

Exercise 6

CLERK: Sure, the gym is on the nineteenth floor.

GUEST: OK. And can you tell me where the coffee shop is?

CLERK: Yes, the coffee shop is next to the gift shop.

GUEST: The gift shop? Hmm. I need to buy something for my wife. Do you know when the gift shop closes?

CLERK: It closes at 6:00 P.M. I'm sorry, but you'll have to wait until tomorrow. It's already 6:15.

GUEST: OK. Oh, I'm expecting a package. Could you call me when it arrives?

CLERK: Don't worry. I'll call you when it arrives.

GUEST: Thanks. Just one more thing. Do you know how often the airport bus leaves?

CLERK: The airport bus leaves every half hour.
Anything else?

GUEST: No, I don't think so. Thanks.

Exercise 7

2. We need less traffic downtown.

3. Could you tell me where the subway station is?

Could you ten me where the saloway station is:
 There aren't enough parking garages. or There should be more parking garages.

5. Do you know how often the bus comes?

6. Can you tell me what time the last train leaves?

Exercise 8

Answers will vary.

3 Time for a change!

Exercise 1

- 2. cramped/spacious
- 3. dangerous/safe
- 4. big/small
- 5. bright/dark
- 6. modern/old
- 7. quiet/noisy
- 8. cheap/expensive

- 2. The rooms are too dark.
- 3. The living room is too cramped for the family. or The living room is too small for the family.
- 4. The bathroom isn't modern enough.
- 5. The yard is too small for our pets.
- 6. The street isn't quiet enough for us.
- The neighborhood isn't safe enough.
- 8. The location is too inconvenient.

Exercise 2

- 2. There aren't enough bedrooms.
- 3. It's not modern enough.
- 4. There aren't enough parking spaces.
- 5. The neighborhood doesn't have enough streetlights.
- 6. There aren't enough closets.
- 7. It's not private enough.
- 8. The living room isn't spacious enough.

REALTOR: That's true, the house is less convenient.

CLIENT: And the apartment doesn't have as many rooms as the house.

REALTOR: Yes, the house is more spacious.

CLIENT: But I think there are just as many closets as in the

REALTOR: You're right. The closet space is the same.

CLIENT: The wallpaper in the apartment is not as shabby as the wallpaper in the house.

REALTOR: I know, but you could change the wallpaper in

CLIENT: Mmm, the rent on the apartment is almost as expensive as (or not as expensive as) the rent on the house, but the house is much bigger. Oh, I can't decide. Can you show me something else?

Exercise 4

Answers will vary.

Answers will vary. Possible answer:

I live in a nice neighborhood. It's quiet and the people are friendly. There's a large park with a lake and lots of trees nearby. However, there aren't enough shops or

My apartment is comfortable and bright, but it's cramped. The rooms are too small, and there isn't enough closet space. However, it's pretty convenient. For example, I have my own washing machine.

Exercise 5

A			
be	know	have	move
healthy	Italian	more free time	somewhere else
happier	karate	my own room	to a new place
D			

- 2. I wish I had my own room.
- 3. I wish I knew karate.
- 4. I wish I had more free time.
- 5. I wish I were happier.
- 6. I wish I knew Italian.

Exercise 6

- 2. A: I wish I could retire.
 - B: I know what you mean.
- 3. A: Where do you want to move?
 - B: Somewhere else.
- 4. A: I wish I could find a bigger apartment.
 - B: It's very nice, though.

Exercise 7

- 2. This neighborhood isn't dangerous. or This neighborhood isn't too dangerous.
- 3. My apartment isn't private enough.
- 4. Our house has just as many bedrooms as yours.
- 5. I wish I had more closet space. or I wish I had enough closet space.
- We wish we could move somewhere else. or We wish we lived somewhere else.
- That apartment isn't big enough.
- 8. I wish housework were not difficult.

Exercise 8

Italy; China; Turkey

		Rome	Huangshan	Turkey
1.	People make wishes only			1
	once a year.			
2.	You need a lock and key.		/	

- 3. You put your wish on a tree. 4. You need a coin to make your wish.
- 5. Wish-making is only for
- 6. The money from the wishes goes to poor people.
- 7. Some people make their wishes on the Internet.

4 I've never heard of that!

Exercise 1

ANDY: Yes, <u>I have</u>. It's beautiful. <u>Did you go</u> there on the weekend?

ISABEL: Yeah, I did. I went on Sunday. I got up at 4:00 A.M.

ANDY: Wow! I've never woken up that early!

Isabel: Oh, it wasn't so bad. I got to the beach early to see the sun come up. Have you ever seen a sunrise on a beach, Andy?

ANDY: No, I haven't.

ISABEL: Then I <u>went</u> swimming around 6:00, but there were some strange dark shadows in the water. <u>Have you ever heard</u> of sharks at Sunrise Beach?

ANDY: Yes, <u>I have</u>. I <u>heard</u> a news report about sharks last summer.

ISABEL: Gee! Maybe I had a lucky escape on Sunday morning! Why don't you come with me next time? ANDY: Are you kidding?

Exercise 2

A

Answers will vary.

B & C

Answers will vary. Possible answers:

2. Have you ever eaten raw fish?

3. Have you ever tried Indian food?

Yes, I have. I ate some yesterday. I really liked it. Yes, I have. I tried some in an Indian restaurant last month. It was great.

4. Have you ever traveled abroad?

5. Have you ever ridden a motorcycle?

Yes, I have. I went to Russia last summer. I loved it.

Yes, I have. I rode my brother's motorcycle.

Exercise 3

A

Sweets, fish, milk, cheese, tomatoes, bread, and pasta can cause food allergies.

B & C

Luis	Problem headaches, stomachaches	What didn't work taking medicine, not eating sweets	What worked not eating fish
Sharon	sore mouth	not drinking milk, not eating cheese	not eating tomatoes
Fred	swollen hands, not able to hold his tools	taking medicine	not eating bread or pasta

Exercise 4

Δ

4 After that, pour the eggs into a frying pan. Add the mushrooms and cook.

2 Then beat the eggs in a bowl.

_1 First, slice the mushrooms._3 Next, add salt and pepper to the egg mixture.

5 Finally, fold the omelet in half. Your omelet is ready. Enjoy!

В

Answers will vary. Possible answer:

How to cook: scrambled eggs

First, mix two eggs in a cup. Then heat some butter in a frying pan. Next, pour the egg mixture into the pan. After that, cook slowly for about three minutes and stir the egg mixture once or twice with a spoon. Finally, pour the scrambled eggs onto a plate.

Exercise 5

JASON: Really? I've never eaten Thai food. SYLVIA: Oh, you should try it. It's delicious!

JASON: What did you order?

Sylvia: First, I had soup with green curry and rice. Then I tried pad thai. It's noodles, shrimp, and vegetables in a spicy sauce.

JASON: I haven't tasted pad that before. Was it very hot?

SYLVIA: No. It was just spicy enough. And after that, I ate bananas in coconut milk for dessert.

JASON: Mmm! That sounds good.

SYLVIA: It was.

Exercise 6

2. I had a huge lunch, so I skipped dinner.

3. What <u>ingredients</u> do you need to cook crispy fried noodles?

4. First, fry the beef in oil and curry powder, and then pour the coconut milk over the beef.

5. We need to leave the restaurant now. Could we have the check, please?

Exercise 7

1. A: Have you ever tried barbecued chicken? You marinate the meat in barbecue sauce for about an hour and then cook it on the grill.

B: Mmm! That sounds good.

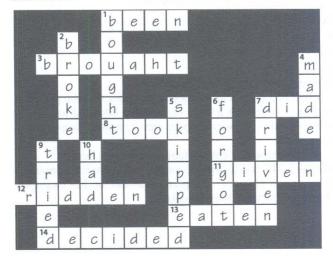
2. A: Here's a recipe called Baked Eggplant Delight. I usually bake eggplant for an hour, but this says you bake it for only five minutes!

B: That sounds strange.

 A: Look at this dish – frogs' legs with bananas! I've never seen that before.

B: Yuck! That sounds awful.

Exercise 8



5 Going places

Exercise 1

A

take long walks sailing lessons a vacation do lots of hiking some fishing something exciting go camping swimming on vacation

rent
a camper
a car
a condominium

catch up on my email my reading my studying

Exercise 6

Exercise 5

hiking boots
 a first-aid kit

contact you.

4. suitable clothes

В

Answers will vary. Possible answers:

They should take hiking boots.
 They need to take a first-aid kit.

4. He ought to take suitable clothes.

Exercise 7

Answers will vary. Possible answers:

2. You must buy good quality camping equipment.

3. You ought to buy maps and travel guides.4. You'd better not forget a first-aid kit.

2. You should never leave cash in your hotel room.

5. You should let your family know where they can

7. You must get a vaccination if you go to some countries.

3. You need to take your credit card with you.

6. You'd better not go out alone late at night.

4. You have to pay an airport tax.

5. You shouldn't forget your passport or identification.

6. You should get a GPS device for your car.7. You shouldn't pack a lot of luggage.

8. You should remember to bring insect spray.

9. You must remember to bring a jacket.

10. You need to take a credit card.11. You don't have to take a lot of cash.

11. You don't have to take a lot of cash.

12. You'd better take your driver's license.

Exercise 8

1. I'm not going to go on vacation alone.

2. I want to travel by myself.

3. You should travel with a friend.

4. You must get a vaccination.

Exercise 9

Α

Answers will vary. Possible answer: I'm going to arrive in Lisbon, Portugal, on July 6 and check in at the Tivoli Hotel. Then maybe I'll go shopping. I'm going to spend three days in Lisbon sightseeing. Then I'm going to take a tour bus across the border to Seville in Spain. Maybe I'll visit the cathedral. I'm going to see some flamenco dancing in the evening. Next, I'm going to rent a car and drive to Málaga on the Costa del Sol. I think I'll visit the old city center and spend time on the beach. I'm going to fly to Madrid on July 19. I'll probably visit

some museums. I'm going to take a tour of the city and see the sights. Finally, I'm going to go home on July 22.

Answers will vary. Possible answers:

2. I have to get a passport.

3. I should get a student ID card.

4. I ought to check the weather.

I must make hotel reservations.

B

Answers will vary.

C

Answers will vary.

Exercise 2

DAVE: I'm going to rent a car and take a long drive.

STELLA: Where are you going to go?

DAVE: I'm not sure. I'll probably visit my sister Joanne.

I haven't seen her in a long time.

Stella: That sounds nice. I like to visit my family, too.

Dave: Yes, and maybe I'll go to the mountains for a few days. I haven't been hiking in months. How about you? Are you going to do anything else on your vacation?

STELLA: I'll probably catch up on my studying. I have a lot of work to do before school starts.

DAVE: That doesn't sound like much fun.

STELLA: Oh, I am planning to have some fun, too.

I'm going to relax on the beach. I love to swim in the ocean!

Exercise 3

A

2. A: How are you going to get there?

B: I'm going to drive.

3. A: Where are you going to stay?

B: I'm going to stay in a condominium. My friend has one near the beach.

A: Are you going to travel with anyone?
 B: No, I'm going to travel by myself.

В

2. Maybe I'll take the train.

3. I'm not going to stay in a hotel.

4. I think I'll ask a friend.

Exercise 4

Δ

Answers will vary. Possible answers.

Tourists can see beautiful nature scenes at Sugarloaf and Corcovado Mountain outside of Rio de Janeiro and at Iguaçu Falls.

В

1. True

2. False: Buenos Aires has the widest avenue in the world.

3. False: Iguaçu Falls is bigger than Niagara Falls.

4. True

False: Rio de Janeiro has parks and beaches. Buenos Aires and Iguacu Falls have parks.

6 OK. No problem!

Exercise 1

Answers will vary. Possible answers:

- Please put the dishes away. OK, I'll put them away.
- 3. Hang up the towels. OK, I'll hang them up.
- Turn off the lights, please. Sure, I'll turn them off.
- Turn on the radio. Sure, I'll turn it on.

Exercise 2

- 2. hang up
- 7. take out
- 3. let out
- 8. throw out or throw away
- 4. pick up
- 9. turn down
- 5. put on or put away
- 10. turn up or turn off
- 6. take off

Answers will vary. Possible answers:

- 2. Hang up your jacket. It's on the floor.
- Take out the trash. It smells bad.
- Turn up the radio, please. I can't hear it.
- 5. Pick up those books. They shouldn't be on the floor.

Exercise 3

- 2. Take out the trash.
- Turn down the TV.
- 4. Pick up your things.
- 5. Put away your clothes.
- 6. Turn on the radio.

Exercise 4

- 2. Please put the groceries away. The milk is getting warm.
- 3. Take your shoes off. They're dirty.
- 4. Clean up the kitchen, please. It's a mess.
- 5. Turn down the music. It's too loud.

Answers will vary. Possible answers:

- 2. In a few minutes. I'm busy right now.
- 3. I'm not staying long.
- 4. I'm doing my homework right now.
- 5. I don't think it's too loud.

Make a list of chores or pay children to get them to do chores.

- Because both wives and husbands often have full-time jobs.
- Because children can learn to take responsibility for the mess they make.
- Young children can do easy jobs. For example, they can help with the laundry by separating dark-colored and light-colored clothes.
- 4. Some people say that paying young people helps them to learn how to manage money. Other people say it's wrong to pay family members to help with chores.

- 2. Would you mind taking this form to the office?
- 3. Could you please turn the TV down?
- 4. Would you mind not leaving wet towels on the floor?
- 5. Would you text me today's homework assignment?
- 6. Can you pass me that book, please?

Exercise 7

- 2. A: Would you mind helping me?
 - B: Sorry, I can't right now.
- 3. A: Excuse me, but you're sitting in my seat.
 - B: Oh, I'm sorry. I didn't realize that.
- A: Would you like to come in?
 B: All right. Thanks.
- 5. A: Would you mind not leaving your dirty clothes on the
 - B: Oh, all right. I'll put them away.
- 6. A: Can you hand me the remote control?
 - B: No problem.

Answers will vary. Possible answers:

- 2. STEVEN: You're late! I've been here for half an hour! KATIE: I'm sorry. My watch stopped
- 3. ROOMMATE 1: Could you turn the TV down? I'm trying to study, and the noise is bothering me. ROOMMATE 2: I'm sorry. I'll watch this movie later.
- FATHER: You didn't take out the garbage this morning. Son: Oh, sorry. I was in a hurry, and I forgot.
- CUSTOMER: I brought this laptop in last week, but it's still not working right.
- SALESPERSON: Oh, I'm sorry. I'll fix it for free this time.

 6. NEIGHBOR I: Could you do something about your dog? It
 - barks all night and keeps me awake. NEIGHBOR 2: I didn't realize that. It won't happen again.
- 7. RESIDENT: Would you mind moving your car? You're parked in my parking space. VISITOR: I'll move it right now.
- 8. TEACHER: Please put away your papers. You left them on your desk yesterday. STUDENT: Oh, I'm sorry! I forgot about them.

Exercise 9

- 1. Throw those empty bottles away. Put them in the recycling bin.
- 2. Would you mind picking up some groceries? We need coffee, milk, and rice.
- 3. Turn the faucet off. Water costs money!
- 4. My neighbor made a promise. He said, "I'll be sure to stop my dog from barking."

Exercise 10

- not criticize my friends
- 6. take off your sunglasses
- mail these bills
- 7. turn down the TV 8. clean up your bedroom
- not talk so loudly
- 5. put away the groceries

Answers will vary. Possible answers:

- Would you mind not criticizing my friends?
- Can you mail these bills?
- 4. Would you please not talk so loudly?
- Could you put away the groceries?
- Can you take off your sunglasses?
- Would you mind turning down the TV?
- 8. Would you mind cleaning up your bedroom?

Exercise 11

Answers will vary. Possible answers:

- 2. My roommates are often noisy late at night. I wish they would be quiet.
- 3. My roommate Lucy always opens the window in winter. I wish she wouldn't open it.
- 4. My friend Joe is always asking me for money. I wish he would ask someone else.
- 5. My cousin Carol ignores my texts. I wish she would reply to them.

7 What's this for?

Exercise 1

- 2. A robot is used for doing boring jobs.
- A satellite is used for transmitting radio and TV programs.
- 4. A flash drive is used for storing and transmitting data.
- A GPS device is used for determining your exact location.

Exercise 2

- ✓ mp4 player ✓ videos
 An mp4 player is used to play videos.
- 3. ✓ satellites ✓ weather Satellites are used to study the weather.
- 4. ✓ videos ✓ video camera
 - A video camera is used to make videos.
- 5. ✓ the Internet ✓ information
 The Internet is used to find information.

Exercise 3

- 2. Computers are used to download music.
- 3. Satellites are used for transmitting radio programs.
- 4. Home computers are used to pay bills.
- 5. External hard drives are used for backing up data.
- 6. Airport scanners are used to find dangerous items.

Exercise 4

- People <u>used to</u> write letters, but nowadays they usually send emails instead.
- 3. A cell phone is used to make calls and send texts.
- 4. I <u>used to</u> have a desktop computer, but now I just use a laptop.
- 5. We download all of our movies. We <u>used to</u> buy DVDs, but not anymore.
- 6. Wi-Fi networks <u>are used to</u> access the Internet wirelessly.

Exercise 5

A

A and E

B

1. A, B, E 2. C, D 3. A, B 4. B, E 5. C, D

Exercise 6

- e
 answer sites
 a
 news sites

 h
 blogs
 c
 search engines

 f
 dating sites
 b
 social networking sites

 g
 gaming sites
 d
 wiki sites
- g gaming sites i media sharing sites

D

Answers will vary. Possible answers:

- 2. I use blogs to post online diaries. *or* I use blogs for posting online diaries.
- 3. Î use dating sites to find a partner. *or* I use dating sites for finding a partner.
- 4. I use gaming sites to play online games. *or* I use gaming sites for playing online games.
- I use media sharing sites to upload videos and music. or I use media sharing sites for uploading videos and music.
- 6. I use news sites to find out what's happening in the world. *or* I use news sites for finding out what's happening in the world.

- 7. I use search engine sites to find information on the Internet. *or* I use search engine sites for finding information on the Internet.
- 8. I use social networking sites to share information and photos with friends. *or* I use social networking sites for sharing information and photos with friends.
- 9. I use wiki sites to write and edit web pages. *or* I use wiki sites for writing and editing web pages.

Exercise 7

- Next, check what the site has to offer you. Don't worry if you can't understand all its functions.
- 1 First of all, join a social networking site. Choose a site where you already know people.
- 4 After that, use the site's search features to find friends. Be sure to browse through groups who share your interests.
- ________ Finally, invite people to be your friend. Try not to be shy! Lots of people may be waiting to hear from you.
- Then customize your profile page. For example, play with the colors to make the page reflect your personality. Now you're ready to start exploring!

Exercise 8

Answers will vary. Possible answers:

- 2. Try to move to a different location.
- 3. Be sure to back up your files regularly.
- 4. Try not to throw paper into the garbage.
- 5. Remember to close the scanner lid.
- 6. Don't forget to get gas.

Exercise 9

My brother just bought <u>a</u> smartphone. It's really great. It has <u>a</u> lot of high-tech features. In fact, it's <u>an</u> amazing handheld computer, not just <u>a</u> cell phone. For example, it has Wi-Fi connectivity, so my brother can connect to the Internet in most places. He can send <u>a</u> message to <u>a</u> friend by email or through <u>a</u> social networking site. He can also find out where he is because it has <u>a</u> GPS app. That's perfect for my brother because he likes mountain climbing. He'll never get lost again! His smartphone also has <u>an</u> excellent camera, so he can take photos of his climbing trips. And, of course, it's <u>a</u> phone. So he can talk to his girlfriend any time he wants!

Exercise 10

- 2. It's very fragile.
- 3. Unplug it.
- 4. Don't spill anything on it. or Don't spill drinks on it.
- 5. Recharge the battery.

Exercise 11

- B: Why not?
- A: <u>I couldn't get a Wi-Fi signal</u>. After that, I tried to use the vacuum cleaner.
- B: Let me guess. It didn't pick up the dirt.
- A: Worse! It spread dirt around the room.
- B: Did you have your robot help?
- A: Well, I tried to get it to clean the outside windows. But it refused.
- B: I don't blame it! You live on the 50th floor!

8 Let's celebrate!

Language

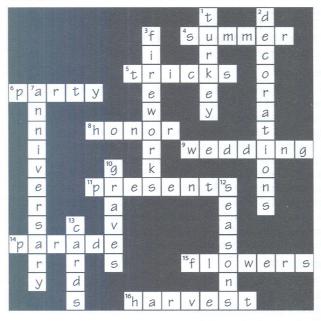
Exercise 1

One of the most important national <u>holidays</u> in the United States is Independence Day. This is the day when Americans <u>celebrate</u> winning their independence from Britain almost 250 years ago. There are many <u>customs</u> for Independence Day. Most towns, big and small, mark this holiday with parades and <u>fireworks</u>. They decorate with lots of <u>streamers</u>, usually in red, white, and blue, the colors of the U.S. flag. Bands play patriotic <u>music</u>. It's also a day when many Americans have family <u>get-togethers</u>. Families celebrate with a barbecue or a <u>picnic</u>.

Exercise 2

- 1. I hate April 15! In the United States, it's the day when people have to pay their taxes. I always owe the government money.
- 2. June is my favorite month. It's the month when summer vacation begins. I always head straight for the beach.
- 3. September is my least favorite month. It's the month when school starts. Good-bye, summer!
- I have never liked winter. It's a season when I feel sad and depressed. The cold weather always affects my mood negatively.

Exercise 3



Exercise 4

A

Answers will vary.

I

	Americans give each other gifts on:	Americans don't give gifts on:
Martin Luther		1
King Jr. Day		
Presidents' Day		1
April Fools' Day		1
Earth Day		1
Mother's Day	✓	
Father's Day	✓	
Independence Day		✓
Labor Day		✓

Exercise 5

Answers will vary.

Exercise 6

Newly married couples often leave on their honeymoon before the wedding reception ends. When they go on their honeymoon, most couples like to be alone. After they come back from their honeymoon, many newlyweds have to live with relatives. They can only live in their own place when they have enough money to pay for it.

Exercise 7

Answers will vary. Possible answer:

In my country, before a man and woman get married, they usually get engaged. Sometimes the man gives his fiancée an engagement ring. After they get engaged, the couple plans their wedding.

Most couples get married in a church. The bride's family and friends sit on one side of the church and the groom's family and friends sit on the other side.

After the wedding ceremony ends, everyone goes to the reception. It's a time when people make speeches about the couple and give them gifts. Then the couple leaves for their honeymoon.

Exercise 8

- 1. Wedding <u>celebrations</u> are often held in a restaurant or hotel.
- 2. Children's Day is a day when people in many countries honor their children.
- 3. Fall is the <u>season</u> when North Americans celebrate Thanksgiving.
- 4. In Indonesia, on Nyepi Day, Balinese people <u>observe</u> a day of silence to begin the new year.

Exercise 9

- New Year's Eve is a night when many people have parties.
- 3. At the end of the year, Japanese people exchange *oseibo* presents to show their appreciation for the people in their lives.
- 4. In June, many Brazilians celebrate the Festa Junina.
- 5. In Sweden, Midsummer's Day occurs around June 21.

Exercise 10

Answers will vary. Possible answers:

- 2. What happens at midnight?
- 3. Do you serve any special food or drink?
- 4. Are we going to sing and dance?
- 5. What clothes should I wear?
- 6. Are there going to be any fireworks?

9 Times have changed!

Exercise 1

Answers will vary. Possible answer:

In many countries nowadays, food shopping takes very little time. In the past, people <u>used to go</u> to a different shop for each type of item. For example, you <u>bought/used to buy</u> meat at a butcher's shop and fish at a fish market. A fruit market <u>sold/used to sell</u> fruits and vegetables. For dry goods, like rice or beans, you <u>had to go</u> to grocery stores. Today, the supermarket or superstore <u>sells</u> all these things. Once every week or two, people <u>drive</u> in their cars to these huge stores to buy everything – not only food but also clothes, electronic goods, furniture, and medicine. But in the future, the way we shop <u>will change</u> again. Nowadays, many people <u>have</u> a computer at home. Soon, maybe, no one <u>will leave</u> home to go shopping. Everyone <u>will use</u> their computers to order everything online.

Exercise 2

- 1. A: When did people travel by horse and carriage?
 - B: About 100 years ago.
- 2. A: When might doctors find a cure for the flu?
 - B: In the next 50 years.
- 3. A: When did the first man go to the moon?
 - B: More than 40 years ago.
- 4. A: When is everyone going to have a computer at home?
 - B: Soon.

Exercise 3

Answers will vary. Possible answers:

- In the past, <u>people used to collect records</u>. Nowadays, <u>they download music</u>.
- 3. A few years ago, <u>most people had desktops.</u> Today, <u>many people have tablets.</u>
- 4. A century or more ago, women wore long dresses. These days, they wear short skirts.
- 5. Nowadays, <u>apartment buildings often have 20 floors.</u> Sometime in the future, they might have 250 floors.

Exercise 4

A

Fossil fuels cause pollution. Energy from wind: the Netherlands and Denmark; energy from water: Laos; energy from the earth: Iceland; energy from the sun: Algeria and Libya; energy from living organisms: Brazil

R

wind power clean, lots of it no e	
water power no pollution experience geothermal power cheap not	ensive possible in most laces
solar power a lot of it expe	ensive to export ses farmland

Exercise 5

- 1. A: What if I get in shape this summer?
 - B: You might be able to come rock climbing with me.
- 2. A: What will happen if I stop exercising?
 - B: Well, you might gain weight.
- 3. A: What if I get a better job?
 - B: You'll be able to buy some new clothes.

- 4. A: What will happen if I don't get a summer job?
 - B: You probably won't have enough money for your school expenses.

Exercise 6

Α			
feel	get	lose	quit
energetic	married	money	exercising
relaxed	a cold	weight	working

В

Answers will vary. Possible answers:

- 2. If I feel relaxed, I might sleep better.
- 3. If I get married, I'll have to save money.
- 4. If I quit working, I'll run out of money really quickly.
- 5. If I lose weight, I'll buy new clothes.

Exercise 7

Answers will vary. Possible answers:

- 2. I'll feel healthier if I eat better food.
- 3. If I get more exercise, I might have more energy.
- 4. If I don't get good grades in school, I won't be able to get a good job.
- 5. I might get more sleep if I go to bed earlier.
- 6. I'll be happy if I graduate this summer.

Exercise 8

A Noun energy	Adjective energetic	Noun medicine	Adjective medical
environment health	environmental healthy	success	successful

В

- 2. There are a lot of <u>environmental</u> problems in my country. There's too much air pollution, and the rivers are dirty.
- My <u>health</u> is not as good as it used to be. So, I've decided to eat better food and go swimming every day.
- 4. My party was a great <u>success</u>. I think I might have another one soon!
- If I start exercising more often, I might have more energy.

Exercise 9

- 2. If I go on a diet, I may be able to lose weight.
- 3. In the future, few people will use cash to buy things.
- 4. If I get a better job, I'll be able to buy an apartment.
- 5. There will be a big new mall downtown next year.

Exercise 10

Answers will vary. Possible answer:

I used to live in a very quiet place. My parents' house was in a small village. There was only one store and very little traffic.

Now, I live in a big city. My job is pretty boring. I work in a small company. If my English improves, I may be able to get a job in an international company. I'd like to travel around the world.

Next year, I'm going to take a course in English. I might go on vacation to the United States and Canada. Then my English will be very good and I'll try to get a new job there.

10 I hate working on weekends!

Exercise 1

- 1. A: I enjoy working in sales.
 - B: So do I.
- 2. A: I like working the night shift.
 - B: Gee, I don't.
- 3. A: I can't stand getting to work late.
 - B: Neither can I.
- 4. A: I'm interested in using my language skills.
 - B: So am I.

Exercise 2

- 2. Ichiro is a novelist. He writes all his books by hand because he hates <u>using a computer</u>.
- Gwen usually works alone all day, but she enjoys working with a team, too.
- 4. Ellen works for a large company, but she's interested in starting her own business.
- 5. Carlos has to use Portuguese and Japanese at work, but he's not very good at <u>learning languages</u>.
- Cindy has to drive to work every day, but she doesn't like commuting.

Exercise 3

- 2. I'm not good at making decisions quickly.
- 3. I can't stand making mistakes.
- 4. I enjoy working with a team.

Exercise 4

Answers will vary. Possible answers:

- 2. I can't stand working late on Fridays.
- 3. I don't mind starting work early in the morning.
- 4. I'm interested in jogging and hiking.
- 5. I'm not interested in staying home.
- 6. I'm good at cooking for a large group of people.
- 7. I'm not very good at making new friends.

Exercise 5

- 1. Sam hates waiting in line. He's a very impatient person.
- 2. You can trust Rosa. If she says she's going to do something, she'll do it. She's very <u>reliable</u>.
- Joe isn't good at remembering things. Last week he missed another important business meeting. He's so <u>forgetful</u>.

Exercise 6

A

- 1. journalist
- 3. truck driver
- stockbroker
- 4. flight attendant

В

- 1. computers, world news, pressure
- 2. good with numbers, handling other people's money
- 3. a special license, punctual and reliable, enjoys traveling
- communicating with people, foreign languages, traveling abroad

C

Answers will vary.

Exercise 7

Answers will vary. Possible answers:

 Anita could be a good carpenter because she likes doing things with her hands and enjoys working with wood. She couldn't be a factory worker because she doesn't enjoy working in the same place everyday and hates being in noisy places.

- Allison would make a good model because she's really interested in meeting people and enjoys wearing different clothes every day. She would make a bad lawyer because she isn't good at organizing her time and she can't stand computers.
- Young-ho could be a salesperson because he's really good at selling things and loves helping people. He wouldn't make a good detective because he isn't good at solving problems.
- 5. Kevin would make a good nurse because he is good at taking care of people and doesn't mind working evenings and weekends. He wouldn't want to be an accountant because he doesn't like sitting in an office all day and he isn't good with numbers.

Exercise 8

- 1. Jerry could never be <u>a</u> nurse or teacher because he is very short-tempered and impatient with people. On the other hand, he's <u>an</u> efficient and reliable person. So he would make <u>a</u> good bookkeeper or accountant.
- 2. Mark would make <u>a</u> terrible lawyer or executive. He isn't good at making decisions. On the other hand, he'd make <u>an</u> excellent actor or artist because he's very creative and funny.

Exercise 9

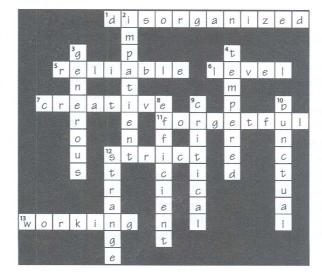
A

- 2. friendly/unfriendly
- 3. hardworking/lazy
- 4. interesting/boring
- 5. level-headed/moody
- 6. patient/impatient
- 7. quiet/outgoing
- 8. reliable/forgetful

B

- 1. Su-yin is an <u>outgoing</u> person. She really enjoys meeting new people.
- 2. Becky is very <u>moody</u>. One day she's happy, and the next day she's sad.
- 3. I can't stand working with <u>forgetful</u> people. I like having reliable co-workers.
- 4. Philip is an <u>interesting</u> person. I'm never bored when I talk to him.

Exercise 10



- 2. The play Romeo and Juliet was written by William Shakespeare in the 1590s.
- The microwave oven was invented by Percy Spencer
- 4. The picture Sunflowers was painted by Vincent van Gogh in 1888.
- In 1960, a 1,000-year-old Viking settlement was discovered in eastern Canada by Norwegian explorer Helge Ingstad.
- 6. The music for the Disney movie The Lion King was composed by Sir Elton John in 1994.

Exercise 2

- 2. The award-winning film The Hurt Locker was directed by Kathryn Bigelow in 2008.
- 3. The first satellite was launched into space by the Soviet Union in 1957.
- 4. The children's novel Charlotte's Web was written by E. B. White.
- 5. The Guggenheim Museum in New York City was designed by Frank Lloyd Wright.

- 2. The Blue Mosque was designed by Mehmet Aga in 1616.
- 3. Buckingham Palace was built by the Duke of Buckingham in 1705.
- Canberra, Australia, was planned by Walter Burley Griffin in 1913.
- 5. The Vasco da Gama Bridge was designed by Armando Rito in 1998.
- 6. The Burj Khalifa was built by 12,000 workers in 2010.

Exercise 4

Rome, Italy Mexico City, Mexico Buenos Aires, Argentina Timbuktu, Mali Manila, the Philippines Ottawa, Canada

- False: Rome was named after either a person or a river, but Timbuktu was named after a person.
- 2. True
- 3. True
- 4. False: Buenos Aires was given a name about its climate, but Mexico City was given a name after an older name for the city, which means "in the center of the waters of the moon.

Exercise 5

Ecuador is situated on the equator in the northwest of South America. It is made up of a coastal plain in the west and a tropical rain forest in the east. These two areas are separated by the Andes mountains in the center of the country.

The economy is based on oil and agricultural products. More oil is produced in Ecuador than in any other South American country except Venezuela. Bananas, coffee, and cocoa are grown there. Many of these products are exported. Hardwood is also produced and exported.

Many people are of Incan origin. Several native languages are spoken there, such as Quechua. Spanish is spoken in Ecuador, too.

Exercise 6

The peso is the currency that is used in Chile. of people visit Italy every year. Tourism is a very there.



- 5. Gold mining is an important industry in South Africa.
- 6. Much of the world's wheat is grown in the Canadian prairies. It's used to make foods like bread and pasta.
- 7. A lot of computers and microchips are exported by Taiwan. In fact, the electronics industry is an important part of many East Asian economies.

Exercise 7

Answers will vary. Possible answer:

Every year, millions of tourists visit California. California is known for its beautiful scenery, warm climate, and excellent food. There are many national parks in California. They are visited by over 30 million people every year. Many worldfamous museums are located there, including the Getty Center in Los Angeles and the San Francisco Museum of Modern Art.

The state is divided into two parts, called Northern California and Southern California. San Francisco and Yosemite National Park are located in Northern California. San Francisco is bordered by water on three sides and is a city with a beautiful bay and several bridges. Its streets are always filled with tourists. On the north end of the bay is the world-famous Napa Valley. South of San Francisco, there is an area that is famous for its computer industries; it is called Silicon Valley. Many computer industries are located there. Los Angeles, Hollywood, and Disneyland are found in Southern California. Southern California is known for its desert areas, which are sometimes next to snowcapped mountains.

Exercise 8

- 1. The Montjuic Tower in Barcelona was designed by Santiago Calatrava.
- 2. Four official languages are spoken in Switzerland.
 - In Korea, a lot of people are employed in the automobile industry.
- Malaysia is governed by a prime minister.

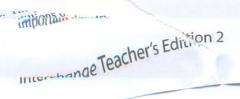
Exercise 9

- What was invented by Alexander Graham Bell? 1.
- Where is Acapulco located?
- 3. When was Santiago, Chile, founded?
- 4. What is grown in Thailand?

- Do you know where the Golden Gate Bridge is located?
- Can you tell me who Don Quixote was written by?
- 3. Do you know when antibiotics were first used?
- 4. Could you tell me who the tea bag was invented by?

Exercise 10

- 1804 The first steam locomotive was built in Britain.
- A speed record of 58 kph (36 mph) was established by a train in Britain.
- The world's first underground railway was opened in 1863
- 1964 "Bullet train" service was introduced in Japan.
- A speed of 512 kph (320 mph) was reached by a French high-speed train.
- Maglevs were tested in several countries. These trains 1995 use magnets to lift them above the ground.
- 2006 The Qinghai-Tibet railway was opened. It is the world's highest railway and reaches 5,072 meters (16,640 feet).
- The journey time from Beijing to Shanghai was reduced from 14 hours to 5 hours by the new maglev



12 What happened?

Exercise 1

- 2. Andrew was sleeping when the fire alarm went off.
- 3. The Hardings were watching television when the fire alarm went off.
- Liliana and Eduardo were playing chess when the fire alarm went off.
- Jenny was washing the dishes when the fire alarm went off.
- Angela was talking on the phone when the fire alarm went off.

Exercise 2

Answers will vary. Possible answers:
At 11:00 in the morning, I was working.
Around noon, I was having lunch.
In the afternoon, I was taking English classes.
About 10:00 last night, I was talking to a friend on the phone.

At this time yesterday, I was doing my homework.

Exercise 3

CARL: How did you get your first job, Anita?

ANITA: Well, I *got* a summer job in a department store

while I was studying at the university. CARL: No, I mean your first full-time job.

ANITA: But that *is* how I got my first full-time job. I was working during the summer when the manager offered me a job after graduation.

CARL: Wow! That was lucky. Did you like the job?

ANITA: Well, I did at first, but then things changed. I was doing the same thing every day, and they didn't give me any new responsibilities. I was getting really bored when another company asked me to work for them.

Exercise 4

- 2. I met a really nice guy last week while <u>I was jogging</u> in the park.
- 3. My car was giving me a lot of trouble, so <u>I went to</u> a mechanic.
- 4. Dinner arrived while I was talking on the phone.

Exercise 5

A

Richard Branson is famous as a businessman, entrepreneur, adventurer, and billionaire. He is also famous for his charismatic personality and because he isn't afraid to take risks.

В

- 1. False: Richard Branson is a very flamboyant person.
- 2. True
- 3. False: He started Virgin Atlantic Airways in 1984.
- 4. False: You can buy a ticket to travel with Virgin Galactic sometime in the future.
- 5. True

Exercise 6

A

- 2. Ruth and Peter have been going to graduate school since August.
- 3. Jim has been studying Chinese for a year.
- 4. Maria hasn't been teaching since she had a baby.
- 5. Cindy hasn't been living in Los Angeles for very long.
- Felix and Anna have been traveling in South America for six weeks.

B

Answers will vary. Possible answers:

- 2. I've been wearing this jacket since this morning.
- 3. I've been working here for a few weeks.
- 4. I've been playing chess since I was in high school.
- 5. I've been living in this city since 2006.
- 6. I've been studying architecture for 18 months.

Exercise 7

ALEX: I've been working a lot and trying to stay in shape.

CHRIS: Have you been jogging?

ALEX: No, I haven't been jogging. I've been playing tennis in the evenings with friends.

CHRIS: Really? Have you been winning?

ALEX: No, I've been losing most of the games. But it's fun. How about you? Have you been getting any exercise?

Chris: No, I haven't been getting any exercise. I've been working long hours every day.

ALEX: Have you been working on weekends?

Chris: Yes, I've even been working on weekends. I've been working Saturday mornings.

ALEX: Well, why don't we play a game of tennis on Saturday afternoon? It's great exercise!

Exercise 8

- 1. A: When I was a kid, I lived on a farm.
 - B: Really? Tell me more.
- 2. A: I haven't been ice-skating for ages.
 - B: Neither have I.
- 3. A: I was a teenager when I got my first job.
 - B: Really? That's interesting.
- 4. A: I haven't seen you for a long time.
 - B: Not since we graduated.

Exercise 9

- 2. A: Were you living in Europe before you moved here?
 - B: No, I was living in South Korea.
- 3. A: How long have you been studying English?
 - B: I've been studying it for about a year.
- 4. A: What were you doing before you went back to school?
 - B: I was selling real estate.
- 5. A: What have you been doing since I last saw you?
 - B: I've been traveling around the country.

Exercise 10

- 2. Todd was a teenager when he started saving up for a world trip.
- 3. I've been a fan of that TV show for a long time.
- 4. I've had a part-time job since last year.
- 5. I haven't been saving enough money lately.
- 6. I haven't seen you for ages.

13 Good book, terrible movie!

Exercise 1

The Apocalypse

This adventure movie is bizarre. The first five minutes have amazing special effects. But then I was annoyed because the music was very loud. I couldn't hear what the actors were saying. It was really boring just to sit there and not understand the story.

The King's Speech

This drama is based on a fascinating true story. King George VI had a problem making speeches, so he hired a speech therapist. Maybe it doesn't sound interesting, but it's a must-see. The film has great acting and a hilarious script. And I'm sure you'll be as excited by the ending as I was.

Exercise 2

- 2. I really enjoyed all of the X-Men movies. In fact, I think they're terrific.
- 3. The special effects were great in Avatar. They can do such fantastic things with 3-D technology these days.
- 4. Christian Bale was outstanding in The Dark Knight Rises. I think he's a really great actor.

Exercise 3

- 2. A: His new movie is the dumbest movie I've ever seen.
 - B: I didn't like it either.
- 3. A: It's weird that they don't show more classic movies on TV. I really like them.
 - B: I know. It's strange.
- 4. A: I think Morgan Freeman is a fabulous actor.
- B: Yeah, he's excellent.5. A: The movie we saw last night was ridiculous.
 - B: Well, I thought it was pretty good.

Exercise 4

Answers will vary.

Exercise 5

1	horror	2_	musical
4	romance	_3_	science fiction

- 1. The African Queen
- 2. The Wizard of Oz.
- 3. The Phantom of the Opera
- 4. 2001: A Space Odyssey

C

1. c 2. d 4. b

Exercise 6

A

- 2. Walk the Line is a movie which is based on a true story about Johnny Cash.
- Elizabeth Taylor was an actress who won two Academy Awards
- 4. Akira Kurosawa was a director who was one of the most influential filmmakers in cinema.
- 5. The Social Network is a great movie which won a lot
- 6. Jennifer Lopez is an actress, dancer, and singer who's a judge on a TV talent show.

Answers will vary. Possible answers:

- 1. Dreamgirls is a musical which has some terrific songs.
- 2. Daniel Craig is an actor who stars in the James Bond films.

Exercise 7

KAREN: Oh, I remember. He wrote several stories that people have to read in literature classes, right?

PEDRO: Yes, but people love reading them for pleasure, too.

KAREN: What's his most popular book?

PEDRO: I guess Adventures of Huckleberry Finn is the one that is most famous. It's a work that has been very popular since it was published in the 1880s.

KAREN: Ah, yes, I think I've heard of it. What's it about? PEDRO: It's about a boy who has lots of adventures with his friend Tom Sawyer. It was one of the first American novels that was written in the first person. It's Huck Finn himself who tells the story.

KAREN: Now, that's a story that I'd like to read.

Exercise 8

- 2. A romance is a movie that has a love story.
- 3. A comedy is a movie that makes you laugh.
- 4. An action film is a movie that has lots of excitement.
- 5. A horror film is a movie that is scary.
- 6. A musical is a movie that has singing and dancing.
- 7. A documentary is a movie that shows real events.

Answers will vary.

Exercise 9

- 1. I thought the special effects in Iron Man were cool. It's incredible what they can do with computers.
- 2. Have you ever seen the 1965 film Doctor Zhivago? The cinematography is beautiful, especially the lighting.
- 3. Hermione Granger is my favorite character in the Harry Potter books.
- 4. I've forgotten the name of the composer who wrote Rhapsody in Blue. Was it George Gershwin?

The Hunger Games is a science fiction movie that (or which) was released in 2012. It was directed by Gary Ross, who also wrote the screenplay. It has some famous actors who (or that) include Jennifer Lawrence and Woody Harrelson. The story is about a young girl who (or that) is called Katniss. She joins a contest to save her community in the near future, which is very dark and dangerous. Will she save her community?

14 So that's what it means!

Exercise 1

A

2. d 3. a 4. c 5. b

B

Answers will vary. Possible answers:

- 2. It could mean they need help.
- 3. It might mean he wants you to stop.
- 4. It probably means they need a taxi.
- 5. Maybe it means she wants to turn.

Exercise 2

- 2. That sign is really <u>confusing</u>. What does it mean? It's not clear at all.
- 3. The food in that restaurant on the highway is disgusting. I'll never eat there again!
- 4. I drove for eight hours on a straight, flat road where the scenery never changed. I've never been so bored!
- 5. I couldn't get into the parking space, and everyone was looking at me. It was pretty embarrassing.
- 6. I went bicycling all day. Now I'm so <u>exhausted</u> that I'm going to sleep for 12 hours!
- 7. I asked the taxi driver to turn off his radio because the loud music was very annoying.

Exercise 3

- 1. That sounds crazy!
- 2. Shh. Be quiet!
- 3. Come here.
- 4. Where's the restroom?

Exercise 4

A

<u>3</u> <u>1</u> <u>4</u> <u>6</u> , <u>5</u> <u>2</u>

D

- 1. A: Oh, yuck. Those fried brains look disgusting.
 - B: Try them. They're delicious.
 - A: Really? Oh, they are good. I'm surprised!
 - B: See? The proof of the pudding is in the eating.
- 2. A: Hey, what happened? You look so sad.
 - B: You know that guy I was dating? Well, he said he didn't want to see me anymore.
 - A: Don't worry. You'll find someone else. There are plenty of fish in the sea.
 - B: Thanks a lot. That really helps!
- 3. A: You know, the person who sits next to me in class gave me these flowers for my birthday. It was nice of him, but they're awkward to carry around. Why didn't he give them to me at the end of the day instead?
 - B: <u>Don't look a gift horse in the mouth.</u> Just say thank you and don't complain.
- 4. A: You know what? I just failed my driving test. I don't think I'll bother to take it again.
 - B: If at first you don't succeed, try, try, again. You may pass it next time!

Exercise 5

A

Answers will vary. Possible answers:

- 1. It could mean you shouldn't worry about past problems.
- 2. Maybe it means you should check something carefully before you decide if it is good or bad.

- 3. It might mean you will pay for everything you do in some way.
- 4. It probably means that people spread bad news more quickly than good news.

Exercise 6

- STUDENT 1: But how can they stop me? I'll use my cell phone, not a camera.
- TEACHER: You have to check all your things with security.
- STUDENT 2: Can I take my jacket into the museum?
- TEACHER: I'm not sure. <u>It might be</u> best to leave it on the bus.
- STUDENT 2: But what about my wallet? It might not be safe on the bus.
- TEACHER: Oh, it's definitely a good idea to keep your money with you. Keep it in your pocket.
- STUDENT 3: And what about touching things in the museum?
- TEACHER: There are "Don't touch!" signs next to some of the things. But you can touch things if there is no sign.

Exercise 7

- 2. Student: Uh, what does that sign mean? Instructor: It means you can't turn left.
- 3. Instructor: You look confused.
 Student: What . . . what does that sign mean?
 Instructor: You can (or are allowed to) turn left or you are allowed to (or can) go straight.
- INSTRUCTOR: Why are you stopping?
 STUDENT: The sign says to stop.
 INSTRUCTOR: Actually, you don't have to stop. Just be prepared to, if necessary.
- Instructor: Hey, stop! Didn't you see that sign? It
 means you have to come to a complete stop.
 Student: What sign? I didn't see any sign.

Exercise 8

- 2. You aren't allowed to light a fire here.
- 3. That sign might mean you're not allowed to swim here.
- 4. That sign probably means you can get food here.
- 5. You've got to be quiet after 10:00 P.M.

Exercise 9

- 1. A: I fell asleep during class this afternoon. The teacher had to wake me up.
 - B: Oh, that's embarrassing!
- 2. A: I went to the movies last night. The couple who sat behind me talked during the entire movie.
 - B: That's irritating!
- 3. A: I drove all night to get there on time.
 - B: Oh, that's <u>exhausting!</u> How can you keep your eyes open?
- 4. A: Did Anna give you directions to the party?
 - B: She did, but they're really <u>confusing</u>. Hey, can I get a ride with you?
- 5. A: This movie is taking forever to download. Why does it have to take so long?
 - B: You are so impatient! There, look. It's done!

15 What would you do?

Exercise 1

A

Answers will vary.

B

Answers will vary. Possible answers.

- If someone climbed through my neighbor's window, I'd call the police.
- 3. If my boss made things difficult for me at work, I guess I'd look for another job.
- If a friend sounded unhappy on the phone, I'd probably invite him or her over.

Exercise 2

Answers will vary. Possible answers:

- If a relative asked to borrow some money, I'd <u>probably</u> say no.
- 2. If I had three wishes, I wouldn't tell anyone about them.
- 3. If I could have any job I wanted, I'd be a movie star.
- 4. If I had a year of vacation time, <u>I'd travel around</u> the world.
- 5. If I could change one thing about myself, <u>I'd be</u> more patient.

Exercise 3

- 2. My friend <u>confessed</u> to cheating on the biology exam, but his teacher still failed him.
- 3. I'm in a difficult <u>predicament</u> at work. I don't know whether to talk to my boss about it or just quit.
- If I saw someone <u>shoplifting</u> in a store, I'd tell the store manager immediately.
- 5. My uncle died and left me \$20,000. I'm going to invest most of it
- 6. I'd go <u>straight</u> to the police if I saw someone breaking into a house.
- 7. There is so much great music to download from the Internet. I don't know what to choose.
- 8. My aunt won't let me use her car because she thinks I'm a terrible driver. She has a <u>point</u>. I had two accidents last year!

Exercise 4

A

BAnswers will vary. Possible answers.

- 1. I'd make a "Wet Paint" sign and put it on the bench.
- 2. I'd call the bank immediately and tell someone about the error
- 3. I'd probably ask to speak to the store manager.
- 4. I guess I'd just accept it and study harder on the next exam.
- 5. I wouldn't say anything about it, but I wouldn't lend them anything else.
- 6. Maybe I'd smile and tell my friend how much I loved it.

Exercise 5

Answers will vary. Possible answers:

- I wouldn't have asked her to speak more quietly. I would have moved to a different seat.
- 3. I wouldn't have told them to come back the next day. I would have suggested going to a restaurant.
- 4. I wouldn't have called the police.
 - I would have asked them to turn their TV down.
- I wouldn't have given her a bill for her room and board.
 I would have asked her to leave.
- 6. I wouldn't have decided not to say anything about it. I would have offered to buy a new glass.

Exercise 6

Answers will vary. Possible answers:

- Last week, I should have saved my money. I shouldn't have spent so much money on coffee.
- 2. Last month, I should have studied harder. I shouldn't have been so lazy.
- 3. Last year, I should have bought a computer. I shouldn't have bought a new car.

Exercise 7

A

Dear Harriet,

I've never written to an advice columnist before, but I have a big problem. I'm going out with this really nice guy. He's very sweet to me, and I really want to <u>marry</u> him. In fact, we plan to have our wedding next summer. But he has a problem with money. He <u>spends</u> money like crazy! Sometimes he <u>borrows</u> money from me, but he never pays it back. I want to <u>save</u> money because I want us to buy an apartment when we get married. However, if I tell him he has a problem with money, he <u>denies</u> it. He says, "I <u>disagree</u> with you. You <u>worry</u> too much. You never want to go out and <u>enjoy</u> yourself." What can I do?

J. M., Seattle

Dear J. M.,

You and your boyfriend must <u>agree</u> on how you spend your money <u>before</u> you get married. If you both <u>admit</u> that there is a problem, you could probably <u>find</u> an answer. He should <u>accept</u> your idea of saving some money. And you shouldn't always <u>refuse</u> to go out and have fun. Don't <u>forget</u> that talking can really help. Good luck!

В

Answers will vary.

Exercise 8

A

TINA: Well, I would try to convince him that it's a good opportunity for me.

LACEY: I've tried that. He says I could study the same thing here.

TINA: If I were you, I would talk to him again. You know, I once missed a big opportunity.

LACEY: Oh? What happened?

TINA: I was offered a job in Los Angeles, but my husband disliked the idea of moving, so we didn't go. I should have taken the job. I've always regretted my decision. In my situation, what would you have done?

LACEY: Oh, I would have accepted the offer.

TINA: Well, there's the answer to your predicament. Accept the scholarship!

В

Answers will vary.

Exercise 9

Answers will vary. Possible answers:

- 2. I wouldn't leave it where someone could see it.
- 3. I could never just leave it there.
- 4. I might try to sell it.
- 5. I might not tell any of my friends about it.

16 What's your excuse?

Exercise 1

Answers will vary. Possible answers:

- 2. Jenny asked James to do an Internet search for her.
- 3. Dave asked James to check a flash drive for viruses.
- 4. Anita told James to put some information on a spreadsheet.
- 5. Linda said not to forget to add paper to the copier.
- 6. Ricky told James to reformat a text file as a PDF file.
- 7. Chuck told James to get him some coffee.
- 8. Katie said to make five copies of the agenda before the meeting.
- 9. Pete asked James to give him a ride home.
- 10. Olive said not to be late to work again.

Exercise 2

Noun	Verb	Noun	Verb
acceptance	accept	criticism	criticize
apology	apologize	excuse	excuse
complaint	complain	invitation	invite
compliment	compliment	sympathy	sympathize

В

- I <u>accepted</u> an invitation to Terry and Anna's house for dinner.
- 3. I didn't want to go to Cindy's party, so I made up an excuse.
- 4. I was rude to my teacher. I must apologize to him.
- 5. My English teacher said my essay was excellent. It felt really nice to get a compliment from a teacher.
- 6. My parents <u>criticize</u> everything I do. I wish they weren't so negative.
- 7. I'm sorry you have the flu. I had it last week, so I can sympathize with you.
- 8. I received an <u>invitation</u> to Janet's party. I can't wait to go.

Exercise 3

- Larry gave an excuse for being late for work. He said there had been a traffic jam on the highway.
- 3. I couldn't go to the meeting, so I <u>expressed</u> my concerns in an email.
- Wendy told me she was graduating from college, so I offered her my congratulations.
- Jill was very funny at the class party. As usual, she told lots of jokes.

Exercise 4

A

- 1. c
- 2. a
- 3. b

В

- _b be outdoors all weekend
- _c_ go out on the weekend
- a work on the weekend

Exercise 5

Α

- 2. Maria said her sister was having a baby shower.
- 3. Jim said he might have some houseguests on Saturday.
- Keiko and Rie said they were going camping this weekend.
- Carlos said he was sorry, but he'd be busy on Saturday afternoon.

B

- 2. Tom and Kyle told her they'd be moving to their new apartment that day.
- Franco told her he watched the football game on TV every Saturday.
- Juliet told her she'd already made plans to do something else.

C

Answers will vary.

Exercise 6

Α

2. b 3. d 4. e 5. a

B

- 2. WILLIAM: "I'm sorry to hear about your sick grandmother."
- 3. Ruth: "I'll be studying on Saturday night."
- 4. ROBERT: "I can't come for dinner on Friday. I have to work late."
- 5. BEN: "Your new blouse is very pretty."

Exercise 7

- 1. A: We're going to go horseback riding. Do you want to join us?
 - B: Sorry, I won't be able to.
- 2. A: I'm really sorry. We'll be out of town this weekend.
 - B: No problem.
- 3. A: Meet us at 7:00. OK?
 - B: Sounds like fun.
- 4. A: I'm sorry. I won't be able to make it.
 - B: Well, never mind.

Exercise 8

Answers will vary.

A

	Accept	Refuse
2. Great.	1	
Sounds like fun.	1	
4. I've made other plans.		1
5. I won't be able to make it.		1
6. I'm busy.		/
7. Thanks a lot.	1	
8. I'd love to.	1	
В		

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Illustrations

Andrezzinho: 16 (top), 43 (top), 62; Ilias Arahovitis: 37; Mark Collins: v, 16 (bottom), 36 (top), 41, 67 (top); Carlos Diaz: 39, 46, 93 (bottom), 104 (center), 114; Jada Fitch: 65, 119; Travis Foster: 20, 40 (top), 90 (top), 97 (center), 116 (bottom); Chuck Gonzales: 2, 30 (bottom), 64 (bottom), 106, 117; Jim Haynes: 36 (bottom), 75, 79, 99; Trevor Keen: 38, 61, 102, 121; Jim Kelly: 95 (bottom earbuds, cell phone); Joanna Kerr: 123; KJA-artists: 124 (bottom), 130; Shelton Leong: 22 (bottom), 58 (bottom), 108, 109; Karen Minot: 25 (top), 27, 32, 64 (top), 68, 72 (top),

76, 78, 90 (bottom), 105, 118, 129, 131; Rob Schuster: 8, 13, 18, 35, 40 (bottom), 44 (early smartphone), 50, 58 (top), 67 (bottom), 77, 86, 97, 122, 125; Daniel Vasconcellos: 15, 82, 110, 112; Brad Walker: 81, 100 (bottom); Sam Whitehead: 5, 6, 33, 43 (bottom), 53, 54, 92 (bottom), 93 (top), 127; Jeff Wong: 60; James Yamasaki: 19, 25 (bottom), 80, 94, 111; 128; Rose Zgodzinski: 2, 10, 22 (top), 30 (top), 44 (top), 55, 69, 78 (top), 92 (top), 120, 124 (top); Carol Zuber-Mallison: 7, 21, 26, 44 (bottom), 49, 63, 83, 85, 91, 100 (top), 104 (bottom), 116 (top), 126

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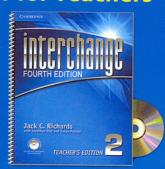
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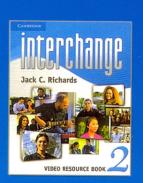
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