Connectivity
LEVEL 1

CONNECTING PEOPLE THROUGH ENGLISH

TEACHER'S BOOK AND LESSON PLANNER

Joan Saslow
Allen Ascher

Connectivity 1

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LEARNING OBJECTIVES

Connectivity 1 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 **Getting to Know You** page 1	• Introduce and greet people • Get acquainted with someone • Discuss the importance of English in your life • Discuss some difficulties of learning a language	• Occupations • Personal information • Fields of study for a career or occupation	• Information questions with be: Review • Contractions • Yes / no questions and short answers with be: Review **GRAMMAR EXPANDER** • Information questions with be: usage and form (review) • Possessive nouns and adjectives (review) • Verb be: usage and form • Short answers with be: common errors • Modification with adjectives
2 **Events and Places** page 13	• Invite someone to an event • Give directions to a place • Talk about musical preferences • Make plans to see an event	• Entertainment events • Directions and locations • Musical genres	• Prepositions of time and place: Review **GRAMMAR EXPANDER** • Prepositions of time and place: usage rules
3 **How We Feel** page 25	• Identify people's abilities • Give advice to someone who doesn't feel well • Describe feelings • Discuss how we develop abilities	• Abilities • Ailments • Adjectives for feelings	• Can and can't for ability and possibility • Can and can't: Information questions • Should and shouldn't for advice **GRAMMAR EXPANDER** • Can + base form for permission • Can and should: common errors
4 **Talking about People** page 37	• Respond to good or bad news • Describe and compare people • Describe similarities and differences • Discuss trends in family households	• More family relationships • Marital status and relationships • Adjectives to describe people • Similarities	• The simple present tense: Review • Comparative adjectives **GRAMMAR EXPANDER** • The simple present tense: usage and form • Spelling rules with he, she, and it (review) • Comparative adjectives: spelling rules • Modifying comparative adjectives with much, a lot, a little (OR a little bit)
5 **Eating in Restaurants** page 49	• Order from a menu • Discuss ways to prepare food • Talk about healthy and unhealthy foods • Describe food habits and tastes	• Parts of a meal • Adjectives for food preparation • Categories of food	• Count and non-count nouns: Review • Definite article the for specific reference • Some and any; Anything and nothing **GRAMMAR EXPANDER** • Making non-count nouns countable (review) • Nouns that can be count or non-count • Plural nouns: spelling rules • Non-count nouns: categories • Questions with How much and How many (review)

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
• Ask personal questions to indicate friendliness • Say "Same here" when you have the same opinion • Ask "What about you?" to ask for reciprocal information • Respond to what others say with interest	**Listening Skills** • Listen for details **Pronunciation** • Intonation of questions	**Texts** • A language school website • An illustrated conversation • A personal information form • A survey about English use • An article about accents **Skills / Strategies** • Confirm content • Understand from context	**Task** • Write a short description of a classmate **WRITING HANDBOOK** • Capitalization **SOFT SKILLS BOOSTER** • Respect: Demonstrate respect for what other people say
• Use "Let's" to propose a joint plan of action • Provide a reason to decline an invitation • Express disappointment with "Too bad" • Politely get someone's attention with "Excuse me" • Repeat a question with rising intonation to confirm understanding • Say "Thanks a lot" to acknowledge someone's help • Say "Thanks, anyway" to acknowledge an unsuccessful attempt to help	**Listening Skills** • Listen for key information • Listen for errors **Pronunciation** • Rising intonation to confirm understanding	**Texts** • A survey about entertainment events • An illustrated conversation • An article about the benefits of music • A survey about musical tastes and preferences • An entertainment events page **Skills / Strategies** • Scan for facts • Make personal connections	**Task** • Write about your tastes in entertainment **WRITING HANDBOOK** • The sentence **SOFT SKILLS BOOSTER** • Enthusiasm: Use verbal cues to show that you're paying attention
• Say "Sure. What's up?" to respond to a request for help • Introduce a request with "Well" • Acknowledge a favor with "I owe you one" • Say "Feel better!" to someone who is sick	**Listening Skills** • Listen for main ideas • Listen for details • Listen for key information **Pronunciation** • Can / can't	**Texts** • A personal abilities self-test • An illustrated conversation • An advice website • A feelings self-test **Skills / Strategies** • Confirm content • Understand details	**Task** • Write a conversation between two people: a school advisor and a student OR two colleagues **WRITING HANDBOOK** • Punctuation of statements and questions **SOFT SKILLS BOOSTER** • Conflict resolution: Politely introduce a different opinion
• Indicate you're happy to hear someone's good news • Indicate you're unhappy to hear someone's bad news • Acknowledge gratitude for someone's interest with "Thanks for asking" • Say "Let me think" to give yourself time to think of an answer • Use "Well" to introduce a description	**Listening Skills** • Listen for main ideas • Listen for details • Listen to classify • Listen to confirm content **Pronunciation** • Linking sounds	**Texts** • Descriptions of family relationships • An illustrated conversation • An article about two sets of twins • A survey about typical households **Skills / Strategies** • Classify • Identify similarities	**Task** • Write a description of the similarities and differences between two people in your extended family **WRITING HANDBOOK** • Combining sentences with and or but **SOFT SKILLS BOOSTER** • Open-mindedness: Offer a new perspective on an issue
• Use "please" at the end of statements when ordering food in a restaurant • Use "I'd like" and "I'll have" to order food from a server • Use "Certainly" to agree to a customer's request • Agree with a positive opinion with "Me too" • Agree with a negative opinion with "Me neither"	**Listening Skills** • Listen to infer • Listen for details • Understand from context **Pronunciation** • The	**Texts** • A restaurant website • An illustrated conversation • A restaurant menu • A survey about foods • An article about street food • A questionnaire about street food **Skills / Strategies** • Confirm content	**Task** • Write about eating out in your country **WRITING HANDBOOK** • Connecting words or ideas: and and in addition **SOFT SKILLS BOOSTER** • Creativity: Generate many ideas in response to an open-ended prompt

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 **Living with Technology** page 61	• Describe advantages and disadvantages of a brand • Talk about things that aren't working • Describe smart phone habits • Discuss the challenges of traveling with technology	• Devices • Household appliances and devices • Positive and negative descriptions • Collocations for using technology • Some smart phone activities • Powering electronic devices	• The present continuous: Review • The present continuous and the simple present tense: Review **GRAMMAR EXPANDER** • The present continuous: spelling rules for the present participle • The present continuous: rules for forming statements and questions • The simple present tense: non-action verbs • The simple present tense: placement of frequency adverbs • Time expressions
7 **Vacations and Travel** page 73	• Greet someone arriving from a trip • Report a change in travel plans • Describe good and bad vacations • Discuss some hassles of travel	• Activities • Adjectives to describe trips • Intensifiers • Kinds of tickets and seats • Past time expressions • Years, decades, and centuries • Airport information	• The past tense of be • The simple past tense: Statements • The simple past tense: Questions **GRAMMAR EXPANDER** • The past tense of be: form • The simple past tense: more about usage and form • Spelling rules for regular verbs
8 **Shopping for Clothes** page 85	• Shop and pay for clothes • Ask for a recommendation for a place to shop • Give directions within buildings • Describe local clothing customs	• Clothing items • Types of clothing and accessories • Interior locations and directions • Adjectives for describing clothing customs	• Object pronouns: Usage • Superlative adjectives **GRAMMAR EXPANDER** • Direct and indirect objects • Superlative adjectives: spelling rules • Comparatives and superlatives (review)
9 **Fitness and Health** page 97	• Make a date to get together • Suggest how to get in shape • Discuss recreation equipment • Describe accidents and injuries	• Exercise activities • Places for sports, games, and other exercise • Land and water recreation activities • Collocations with go • Recreation equipment • Parts of the body • Accidents and injuries	• Have to / has to • Modals should and could **GRAMMAR EXPANDER** • Have to / has to: form and common errors • Have to / has to: information questions • Should and could: information questions • Modals: common errors • Can and be able to: present and past forms
10 **Life Goals and Plans** page 109	• Express wishes for the future • Plan a business or social event • Describe ways to make a dream come true • Discuss what makes a job attractive	• Wishes for the future • Organizing a business or social event • Job benefits	• Would like + an infinitive • Be going to + base form **GRAMMAR EXPANDER** • Other ways to express future wishes • Would love / would prefer / would hate + infinitive • Other ways to express the future

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
• Greet someone informally with "Hey" • Indicate understanding with "Oh" • Express gratitude with "I appreciate it" • Respond to a thank-you with "Anytime" • Respond emphatically with "You bet" • Express surprise with "What do you mean?" • Sympathize with another person's problem	**Listening Skills** • Listen to infer • Listen for details **Pronunciation** • Intonation of questions	**Texts** • A survey about electronic devices • An illustrated conversation • An article about smart phone addiction • A survey about smart phone habits **Skills / Strategies** • Activate language from a text • Interpret an infographic • Understand from context	**Task** • Write about an electronic device that is important to you **WRITING HANDBOOK** • Placement of adjectives: before nouns and after the verb <u>be</u> **SOFT SKILLS BOOSTER** • Empathy: Share common experiences
• Welcome someone home who has been away for a while • Use "So" to initiate small talk • Offer assistance with "Can I give you a hand?" • Decline help with "It's OK. I'm fine." • Identify yourself on the phone with "It's" or "This is" • Express sympathy with "Oh, no" • Express relief with "Thank goodness" • Agree strongly with "You can say that again"	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • The three simple past tense endings for regular verbs	**Texts** • A vacation activities preference test • An illustrated conversation • A passenger boarding pass • A magazine travel column **Skills / Strategies** • Understand from context • Draw conclusions	**Task** • Write about a vacation you took **WRITING HANDBOOK** • Time order **SOFT SKILLS BOOSTER** • Willingness to learn more: Confirm understanding of what someone said
• Begin an interaction with a salesperson with "Excuse me" • Start a new topic with "By the way" • Respond helpfully with "Certainly" or "Of course" • Acknowledge someone's assistance with "Thanks for your help" • Say "That depends" when an answer might be complicated • Ask for more information with "What about . . .?"	**Listening Skills** • Listen for key information **Pronunciation** • Contrastive stress for clarification	**Texts** • A questionnaire about clothing preferences • An illustrated conversation • An article about planning for a business trip • A questionnaire about personal dress codes **Skills / Strategies** • Identify the main idea • Understand from context • Apply ideas	**Task** • Write an explanation for visitors to your country of the do's and don'ts for appropriate dress **WRITING HANDBOOK** • Connecting ideas with <u>because</u> and <u>since</u> **SOFT SKILLS BOOSTER** • Intercultural competence: Demonstrate your awareness that cultures differ
• Say "Why don't we . . . ?" to make an invitation • Accept an invitation with "I'd love to" • Propose a tentative time or place as a question • Propose an option with "How about . . . ?" • Use "To tell you the truth" to soften a statement of disagreement	**Listening Skills** • Listen for main ideas • Listen for details **Pronunciation** • Sound reduction of <u>to</u> in <u>have to</u> / <u>has to</u>	**Texts** • A brochure for a popular health club • An illustrated conversation • An article about physical therapy **Skills / Strategies** • Scan for facts	**Task** • Write about the outdoor activities you like and don't like **WRITING HANDBOOK** • The paragraph **SOFT SKILLS BOOSTER** • Empathy: Show others that you care about their hardships
• Use "So" to introduce a conversation topic • Say "What do you mean?" to request clarification • Politely request a favor with "Could you possibly . . . ?" • Respond willingly to a request with "I'd love to" or "I'd be happy to" • Assure someone that everything is OK with "No worries"	**Listening Skills** • Listen to confirm content • Listen for details • Make personal connections **Pronunciation** • <u>Be going to</u> + base form	**Texts** • A self-test about what makes people successful • An illustrated conversation • An article about life dreams • Descriptions of employment situations **Skills / Strategies** • Understand from context • Infer a point of view	**Task** • Write about your idea of a perfect job **WRITING HANDBOOK** • Connecting contradictory ideas **SOFT SKILLS BOOSTER** • Optimism: Offer encouragement to others

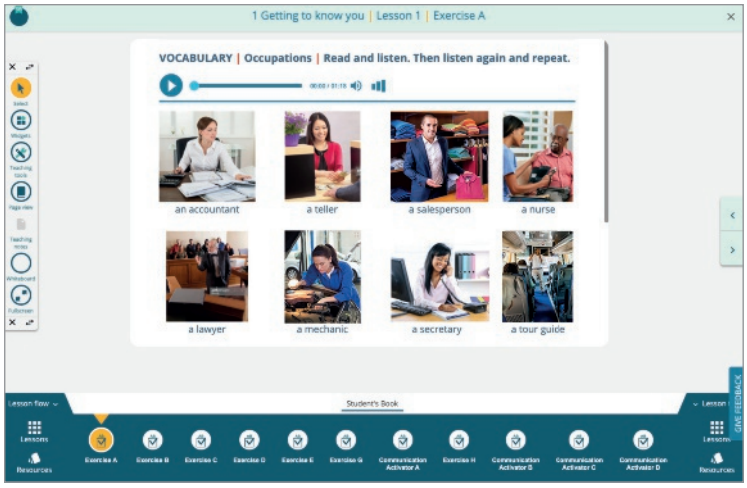
Reference Charts ..... **page 124**
Grammar Expander ..... **page 126**
Writing Handbook ..... **page 145**
Soft Skills Booster ..... **page 154**

For the Teacher

Connectivity **makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.**

Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.



Allows you to:

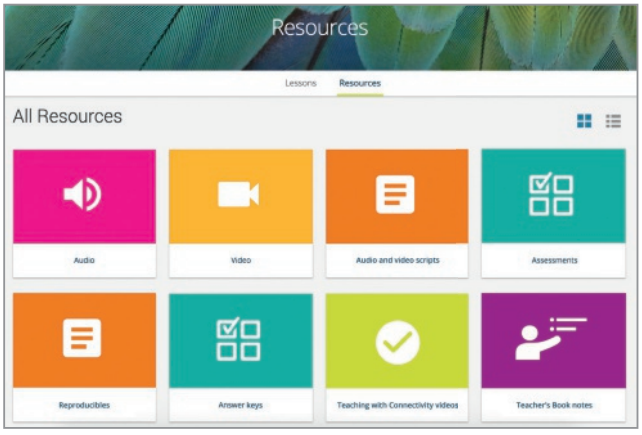
- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious *Connect TV* sitcom.

The Presentation Tool is also available to download, enabling you to teach offline.

Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
- Annotated answers on the facing Student's Book pages.



Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

Includes:

- a wide choice of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity's* course pedagogy and presents best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- ready-made achievement tests, with a test generator.

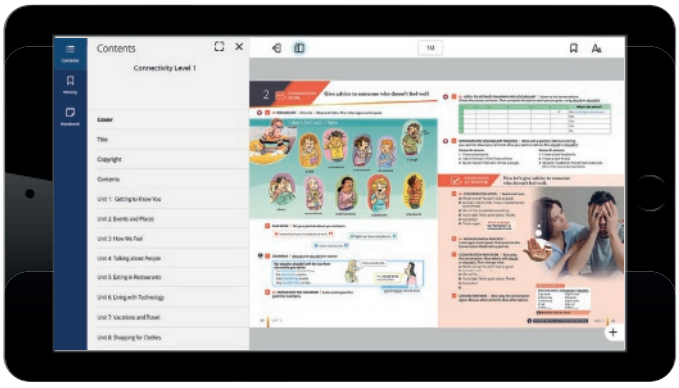
For the Student

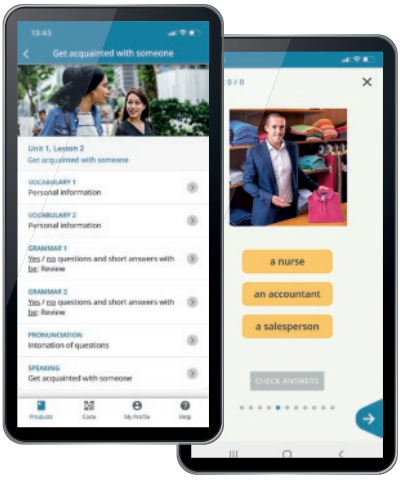
A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

Student's Interactive eBook

Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.





Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

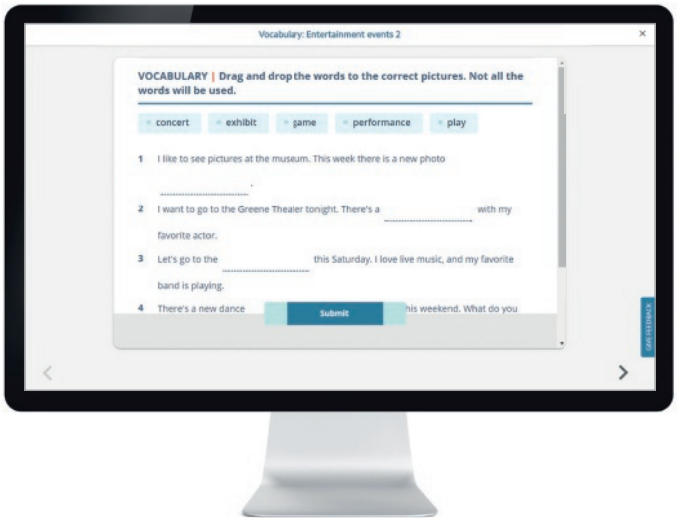
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a gradebook that allows you to monitor progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.

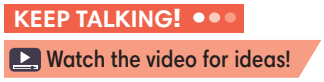
Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for Grammar Expander and Writing Handbook.

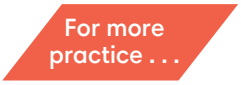
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the Pearson English Portal (the access code is provided on the inside front cover). Audio and video are also available in the Student's Interactive eBook and Pearson Practice English App.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	Coach videos that extend the content of the Grammar and Pronunciation presentations in each Student's Book unit
	*Keep Talking* videos that provide a dramatized model of how students can expand their Conversation Pair Work

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
	An abundance of digital resources comes with every *Connectivity* Student's Book: • Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video • Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: • Unit Review: Printable exercises for extra listening comprehension and language practice • *Connect TV*: A hilarious sitcom for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests

***Connectivity* is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.**

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- repeated exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- dynamic integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. Additionally, an optional Soft Skills Booster (*Levels 1–3*) provides applied language practice of selected skills.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity's* listening comprehension syllabus builds key skills and strategies to improve listening proficiency. Practi-chants (*Foundations*) develop fluency and confidence with the support of a fun and engaging beat. A video Pronunciation Coach and a Grammar Coach provide additional guidance. The *Keep Talking* video increases oral production and fluency. Finally, *Connect TV*, a hilarious situation comedy, keeps students laughing and learning.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

Joan Saslow

Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

Ms. Saslow has a BA and MA in French from the University of Wisconsin, Madison.

Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, program administrator, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the International English Language Institute at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

**Top Notch* and *Summit* are both recipients of the Association of Educational Publishers' Distinguished Achievement Award. Additionally, *Top Notch* third edition is the recipient of a Textbook and Academic Authors' Textbook Excellence Award. *Summit* third edition is the winner of the same award.

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Javier Ortiz**, Project Santo Domingo de los Tsachilas (PUCESD), Ecuador • **Joselineth Padrón López**, Charlotte English School, Quito, Ecuador • **Martha Patricia del Carmen Páez**, Universidad Politécnica Salesiana, Quito, Ecuador • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristóbal, Ecuador • **Luis Antonio Paredes**, Universidad Central de Ecuador, Ecuador • **Tarik Preston**, Saudi Arabia • **Leni Puppin**, Programa Cursos de Línguas-UFES, Brazil • **Allen Quesada-Pacheco, Ph.D**, University of Costa Rica, San José, Costa Rica • **MA Rocío Isabel Rivera Cid**, Pontificia Universidad Católica de Valparaíso, Viña del Mar, Chile • **Luis Rodriguez Amau**, ICPNA Chiclayo, Peru • **Llilyan Rodríguez Conesa**, Charlotte English School, Quito, Ecuador • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **Rolando Rodríguez Serra**, CIVIME Language School, Lima, Peru • **Melany Rodríguez-Cáceres**, Bogotá, Colombia • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Abutarab Saleem**, Hampson English, China • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalvan**, Quito, Ecuador • **Cinthia S. Schmiedl Cornejo**, CBA, La Paz, Bolivia • **Judith Silva**, Universidad Técnica de Ambato, Ecuador • **Anamarija Skoda**, Pontificia Universidad Católica de Valparaíso, Santiago de Chile, Chile • **Silvia Solares**, CBA, Sucre, Bolivia • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Mercedes Tapia Avalos**, CIVIME Language School, Lima, Peru • **Prof. Matthew Taylor**, Kinjo Gakuin University, Nagoya, Japan • **Eric Anthony Tejeda Evans**, PROULEX, Guadalajara, Mexico • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Magdalena Ullauri**, Universidad Nacional del Chimborazo, Riobamba, Ecuador • **Universidad Galileo**, Guatemala City, Guatemala • **Juan Omar Valdez**, DR-TESOL, Santo Domingo, Dominican Republic • **Susana Valdivia Marcovich**, URP, CIDUP and Euroidiomas, Lima, Peru • **Erika Valdivia de Souza**, CIVIME Language School, Lima, Peru • **Jay Veenstra**, Toyo University, Japan • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Universidad Politécnica Salesiana, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Holger Zamora**, ICPNA Cuzco, Peru

The *Connectivity* Teacher's Book and Lesson Planner is a rich source of helpful teaching ideas within timed lesson plans. On the inside front cover, you will find your personal access code. Use this code when you first log in to the Pearson Practice English App and the Pearson English Portal.

What's included in the Teacher's Book and Lesson Planner

For each unit of *Connectivity,* the Teacher's Book and Lesson Planner includes the Student's Book pages interleaved with corresponding teacher's notes on the facing pages. Answers to exercises are superimposed onto the Student's Book pages in green ink.

On pages xvi–xxiii you will find information about: Using the **Presentation Tool**, Online Practice, the **Global Scale of English**, the **Pearson English Practice App**, **Assessments**, and **Printable Resources**. There is also a bank of **Warm-Up Activities** that can be selected from at the start of Student's Book units. Beginning on page 164 of the Teacher's Book and Lesson Planner, you will find complete **audio** and **video scripts** for each unit.

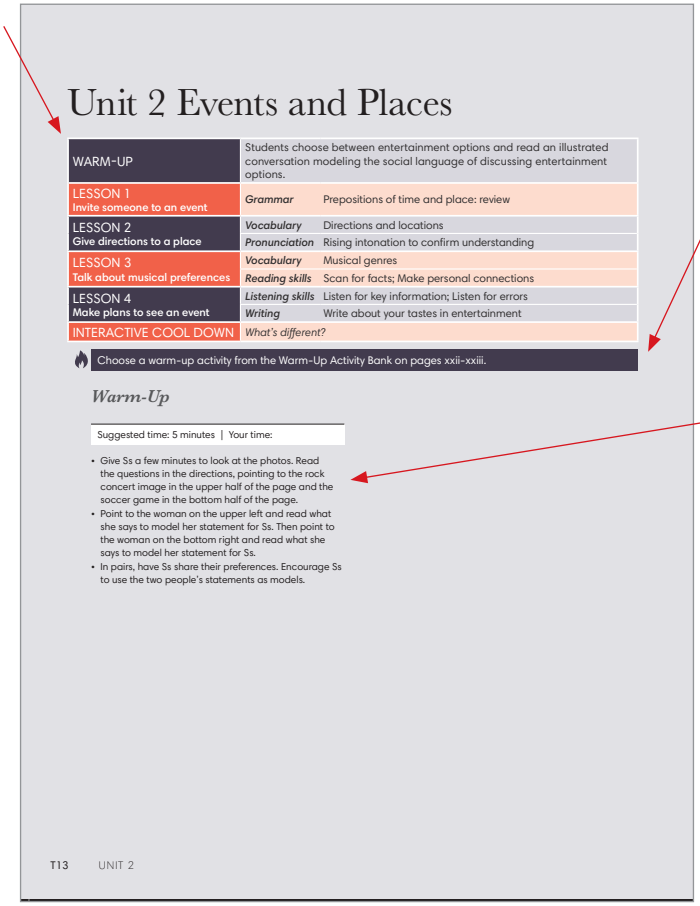
Designed for both new and experienced teachers, the information in the teacher's notes provides ideas and plans for each exercise on each Student's Book page as well as language notes and options and extensions for each class session. Using each of the suggested techniques will create a class of 60 minutes. Activities labeled *Option, Extension, Challenge*, and *Closure Activity* are additional to the 60 minutes.

Since different programs offer classes of different lengths (45 minutes, 60 minutes, 90 minutes, etc.), your "active teaching/learning time" will vary based on your unique situation. The following factors will affect the amount of time you spend on individual activities: the number of students in class, the various ability levels of your students, whether you're teaching online or face to face, etc., so you may wish to adjust the suggested teaching times that appear in the lesson plans. The first time you teach a lesson, record how long it takes you (there is space for this in the box where it says "Your time"). An abundance of extra teacher resources is available on the Pearson English Portal to use up any remaining minutes in your class session. These resources support students in areas where they need further practice.

Features you will find in the Teacher's Book and Lesson Planner

A **Preview Chart** shows:

- the lesson titles, which are the **Communication Goals** for the lesson,
- the **Vocabulary, Grammar, Pronunciation,** and other skills in each lesson,
- and the title of the **Interactive Cool Down** page.



Unit 2 Events and Places

WARM-UP	Students choose between entertainment options and read an illustrated conversation modeling the social language of discussing entertainment options.	
LESSON 1 Invite someone to an event	*Grammar*	Prepositions of time and place: review
LESSON 2 Give directions to a place	*Vocabulary*	Directions and locations
	Pronunciation	Rising intonation to confirm understanding
LESSON 3 Talk about musical preferences	*Vocabulary*	Musical genres
	Reading skills	Scan for facts; Make personal connections
LESSON 4 Make plans to see an event	*Listening skills*	Listen for key information; Listen for errors
	Writing	Write about your tastes in entertainment
INTERACTIVE COOL DOWN	*What's different?*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to look at the photos. Read the questions in the directions, pointing to the rock concert image in the upper half of the page and the soccer game in the bottom half of the page.
- Point to the woman on the upper left and read what she says to model her statement for Ss. Then point to the woman on the bottom right and read what she says to model her statement for Ss.
- In pairs, have Ss share their preferences. Encourage Ss to use the two people's statements as models.

T13 UNIT 2

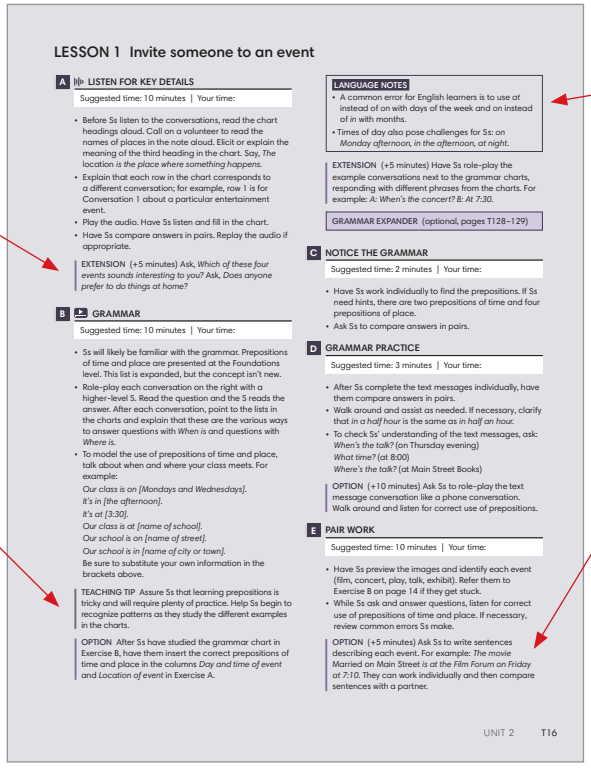
A **Warm-Up Activity Bank** offers ideas to get your students loosened up and ready to learn (see the Warm-Up Activity Bank on pages xxii–xxiii).

Step-by-Step practical teaching notes provide procedures for teaching each presentation or practice activity on the Student's Book page. Each set of procedures has been classroom tested to take the time indicated in the box above, to help you plan your class time. (The notes use "Ss" for *students*.)

Extensions provide more practice beyond the material presented in the lesson.

Teaching Tips provide helpful and timely advice or strategies for error correction, classroom management, time-management, projecting the voice, etc.

Teaching Time recommends how much class time the activity is designed to take within a 60-minute class session. Activities labeled *Option* or *Extension* are outside of this total. You may need to adjust these suggested times based on the length of your class session, your class size and/or level, etc. For future reference, use this space to track your actual teaching time.



LESSON 1 Invite someone to an event

A LISTEN FOR KEY DETAILS
Suggested time: 10 minutes | Your time:

- Before Ss listen to the conversations, read the chart headings aloud. Call on a volunteer to read the names of places in the note aloud. Elicit or explain the meaning of the third heading in the chart. Say, *The location is the place where something happens.*
- Explain that each row in the chart corresponds to a different conversation; for example, row 1 is for Conversation 1 about a particular entertainment event.
- Play the audio. Have Ss listen and fill in the chart.
- Have Ss compare answers in pairs. Replay the audio if appropriate.

EXTENSION (+5 minutes) Ask, *Which of these four events sounds interesting to you? Ask, Does anyone prefer to do things at home?*

B GRAMMAR
Suggested time: 10 minutes | Your time:

- Ss will likely be familiar with the grammar. Prepositions of time and place are presented at the Foundations level. This list is expanded, but the concept isn't new.
- Role-play each conversation on the right with a higher-level S. Read the question and the S reads the answer. After each conversation, point to the lists in the charts and explain that these are the various ways to answer questions with *When is* and questions with *Where is.*
- To model the use of prepositions of time and place, talk about when and where your class meets. For example:
  Our class is on [Mondays and Wednesdays].
  It's in [the afternoon].
  It's at [3:30].
  Our class is at [name of school].
  Our school is on [name of street].
  Our school is in [name of city or town].
  Be sure to substitute your own information in the brackets above.

TEACHING TIP Assure Ss that learning prepositions is tricky and will require plenty of practice. Help Ss begin to recognize patterns as they study the different examples in the charts.

OPTION After Ss have studied the grammar chart in Exercise B, have them insert the correct prepositions of time and place in the columns *Day and time of event* and *Location of event* in Exercise A.

LANGUAGE NOTES
- A common error for English learners is to use *at* instead of *on* with days of the week and *on* instead of *in* with months.
- Times of day also pose challenges for Ss: *on Monday afternoon, in the afternoon, at night.*

EXTENSION (+5 minutes) Have Ss role-play the example conversations next to the grammar charts, responding with different phrases from the charts. For example: *A: When's the concert? B: At 7:30.*

GRAMMAR EXPANDER (optional, pages T128–129)

C NOTICE THE GRAMMAR
Suggested time: 2 minutes | Your time:

- Have Ss work individually to find the prepositions. If Ss need hints, there are two prepositions of time and four prepositions of place.
- Ask Ss to compare answers in pairs.

D GRAMMAR PRACTICE
Suggested time: 3 minutes | Your time:

- After Ss complete the text messages individually, have them compare answers in pairs.
- Walk around and assist as needed. If necessary, clarify that *in a half hour* is the same as *in half an hour.*
- To check Ss' understanding of the text messages, ask:
  When's the talk? (on Thursday evening)
  What time? (at 8:00)
  Where's the talk? (at Main Street Books)

OPTION (+10 minutes) Ask Ss to role-play the text message conversation like a phone conversation. Walk around and listen for correct use of prepositions.

E PAIR WORK
Suggested time: 10 minutes | Your time:

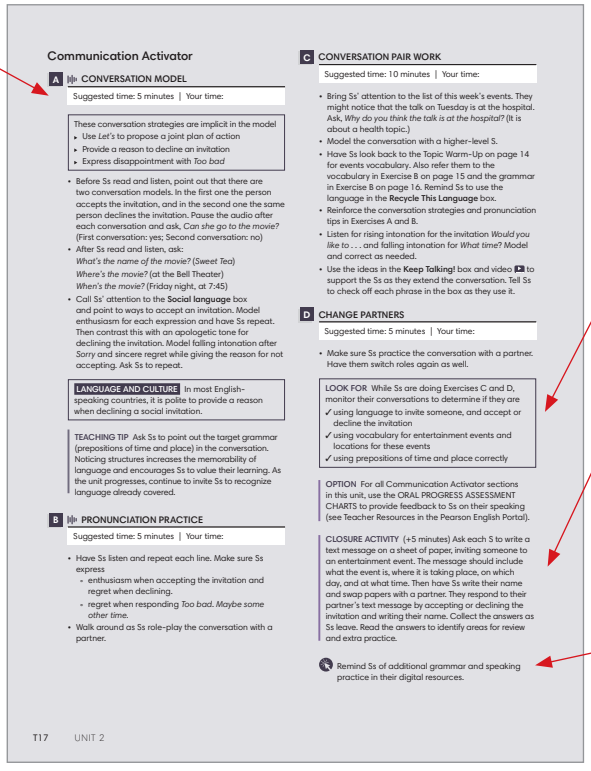
- Have Ss preview the images and identify each event (film, concert, play, talk, exhibit). Refer them to Exercise B on page 14 if they get stuck.
- While Ss ask and answer questions, listen for correct use of prepositions of time and place. If necessary, review common errors Ss make.

OPTION (+5 minutes) Ask Ss to write sentences describing each event. For example: *The movie Married on Main Street is at the Film Forum on Friday at 7:10.* They can work individually and then compare sentences with a partner.

UNIT 2 T16

Language and Culture Notes provide insightful and helpful information about usage, idiomatic and colloquial expressions, customs, and cultural background traditions.

Options offer an alternative activity that supports the task presented in the lesson. These are at the students' level of proficiency, unless otherwise indicated (optional activities that are labeled **Challenge** provide additional practice above the students' proficiency level).



Communication Activator

A CONVERSATION MODEL
Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Use *Let's* to propose a joint plan of action
- Provide a reason to decline an invitation
- Express disappointment with *Too bad*

- Before Ss read and listen, point out that there are two conversation models. In the first one the person accepts the invitation, and in the second one the same person declines the invitation. Pause the audio after each conversation and ask, *Can she go to the movie?* (First conversation: yes; Second conversation: no)
- After Ss read and listen, ask:
  What's the name of the movie? (*Sweet Tea*)
  Where's the movie? (at the Bell Theater)
  When's the movie? (Friday night, at 7:45)
- Call Ss' attention to the **Social language** box and point to ways to accept an invitation. Model enthusiasm for each expression and have Ss repeat. Then contrast this with an apologetic tone for declining the invitation. Model falling intonation after *Sorry* and sincere regret while giving the reason for not accepting. Ask Ss to repeat.

LANGUAGE AND CULTURE In most English-speaking countries, it is polite to provide a reason when declining a social invitation.

TEACHING TIP Ask Ss to point out the target grammar (prepositions of time and place) in the conversation. Noticing structures increases the memorability of language and encourages Ss to value their learning. As the unit progresses, continue to invite Ss to recognize language already covered.

B PRONUNCIATION PRACTICE
Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss express
  - enthusiasm when accepting the invitation and regret when declining.
  - regret when responding *Too bad. Maybe some other time.*
- Walk around as Ss role-play the conversation with a partner.

C CONVERSATION PAIR WORK
Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the list of this week's events. They might notice that the talk on Tuesday is at the hospital. Ask, *Why do you think the talk is at the hospital?* (It is about a health topic.)
- Model the conversation with a higher-level S.
- Have Ss look back to the Topic Warm-Up on page 14 for events vocabulary. Also refer them to the vocabulary in Exercise B on page 15 and the grammar in Exercise B on page 16. Remind Ss to use the language in the **Recycle This Language** box.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Listen for rising intonation for the invitation *Would you like to . . .* and falling intonation for *What time?* Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support the Ss as they extend the conversation. Tell Ss to check off each phrase in the box as they use it.

D CHANGE PARTNERS
Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with a partner. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using language to invite someone, and accept or decline the invitation
✓ using vocabulary for entertainment events and locations for these events
✓ using prepositions of time and place correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Ask each S to write a text message on a sheet of paper, inviting someone to an entertainment event. The message should include what the event is, where it is taking place, on which day, and at what time. Then have Ss write their name and swap papers with a partner. They respond to their partner's text message by accepting or declining the invitation and writing their name. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

T17 UNIT 2

Look For notes list ways to check whether students have mastered the target language in the lesson.

Closure Activities consolidate students' understanding of or ability to use the lesson's target language and can help you identify which students may need additional practice.

A **reminder** at the end of each lesson points out the skills students should focus on in their outside-of-class practice.

Other *Connectivity* resources

The Pearson English Portal contains resources to enrich your teaching and expand your personal professional development. These include:

- Professional articles by *Connectivity* authors Joan Saslow and Allen Ascher, including "Great Ideas for Teaching with the Presentation Tool," "Making English Unforgettable," and more.
- A *Connectivity* Methods Handbook, also written by Joan Saslow and Allen Ascher; supports the development of effective techniques for teaching in a communicative classroom and for maximizing the success of a *Connectivity* unit.
- *Teaching with Connectivity* videos, which help you get the most out of teaching with *Connectivity.*
- And much more!

USING THE PRESENTATION TOOL

The Presentation Tool, located on the Pearson English Portal, allows you to project a digital representation of the Student's Book and optional Workbook in your class. The tool can be used while you are online or offline.

Why use the Presentation Tool

The Presentation Tool makes it easy for you to take advantage of the richness of *Connectivity*. It allows you to:

- **focus your students' attention** on specific parts of a page by projecting the page and then zooming in on it.
- **play the audio recordings and videos** at the click of a button, and display the audioscripts and video subtitles.
- **pop open all activities** on the page, enlarging the activities for easy display and allowing for the "show answers" feature.
- **plan** and **teach** your lessons from one source (the planning mode includes teacher's notes).
- **use the integrated tools** to annotate the Student's Book, hide parts of the page from your students, time your activities, keep score in team games, and more.

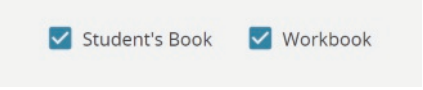
How to use the Presentation Tool

For an in-person classroom, you will need a computer and a projector. (For enhanced user experience and functionality, you can also use the Presentation Tool with an Interactive Whiteboard (IWB). However, the Presentation Tool works with or without an IWB.)

NOTE: To use the Presentation Tool offline, you will need to download the offline version to the computer you will be using in class.

By opening **Lesson Flow** you will have access to all the activities in the lesson, allowing you to navigate the activities in the sequence they appear in the Student's Book and/or Workbook, or in any sequence you wish.

You can deselect the Workbook if you do no plan to review these lessons in class. (To do this, remove the check mark next to "Workbook".)



How to access the Presentation Tool

Once *Connectivity* has been added to your Portal dashboard, follow these three steps:

1. Open your video conferencing platform.
2. Go to the Pearson English Portal and open the Presentation Tool.
3. Go to the relevant page and share your screen; students will see each activity as you select it.

How to access the Pearson English Portal

1. Go to https.//english-dashboard.pearson.com.
2. Choose "Create an account" and follow the simple instructions. If you already have an account, you can just sign in. (Use the same sign-in credentials for any Pearson products to which you have access.)
3. Type in your access code, found on the inside front cover of this Teacher's Book and Lesson Planner.
4. Go to Products to "add a product." Choose *Connectivity*.
5. Choose your school or institution from the pull-down menu.
6. If you need help with access, please contact your Pearson sales rep.

Where to learn more

For more information on how to take advantage of this rich and student-engaging teaching tool, see:

- *Using the Presentation Tool—A "how to" guide* (pdf), which shows you the digital features available in the Presentation Tool. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Handbooks."
- *Great Ideas for Teaching with the Presentation Tool* (pdf), which provides practical ideas for using the Presentation Tool in fun and creative ways. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Handbooks."
- *Connectivity Teacher Support—The Presentation Tool* (video), for a visual walkthrough of the Presentation Tool features. This is located in your Teacher's Resources on the Portal, in the folder labeled "Teaching with *Connectivity*: Videos."

For additional help and training with using the Presentation Tool, please go to **MyPearsonHelp.com**.

The Online Practice component gives your learners optional outside-of-class practice that reinforces the concepts and skills taught in the *Connectivity* Student's Book. Apart from the writing strand, which is teacher-graded, all Online Practice activities are automatically graded, and learners get immediate feedback on their answers.

To assign homework in Online Practice, you can either assign it as homework or assign it using the Assignment option in the Classes tab on your Portal account.

Note: The Online Practice component includes *practice* activities. *Assessments* are only available via the Test Generator.

How to access Online Practice

Online Practice can be found on the Pearson English Portal. To preview the practice, log in to your Portal account and go to the Learn tab.

What's included in Online Practice

- grammar practice and access to the Grammar Coach videos
- vocabulary practice, including flash cards and listen-and-record activities that allow learners to record themselves and compare their recordings to authentic models
- listening, speaking, and pronunciation practice, including listen-and-record activities and access to the Pronunciation Coach videos
- reading and writing practice that reinforces the Student's Book skills
- a gradebook that records scores on assignments and tests, which both you and your learners can use to help monitor progress and plan further practice

How to use Online Practice to monitor progress and plan further practice

Once you create a class on the Portal, you can access the class dashboard. The dashboard includes information about the students, a list of class assignments, and a gradebook. The gradebook allows you to see how your students are doing on their practice activities, assignments, and tests, at both the class and individual level. The gradebook view is customizable. For example, it can show average results for all assigned activities or it can be narrowed down to show scores for a single practice activity.

With the help of the gradebook, you can make plans to review specific concepts with your class or with individual students, based on their scores and/or specific errors. Other data that can inform your planning and enhance your understanding of student progress includes:

- *Time spent*: the time each learner has spent on assignments.
- *Highest/Average score:* the scores of each learner.
- *Attempts*: the average number of attempts.
- *First/Last attempts:* the average scores on first/last attempt.
- *Completed*: the total number of activities completed by each learner.

For additional help and training with Online Practice, please go to **MyPearsonHelp.com**.

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

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

Connectivity is benchmarked to the learning objectives from the GSE. These objectives are real-world relevant and appropriate for your learners' needs. This table shows the range of objectives that are covered within each of the six levels of *Connectivity*.

Course Level	GSE Range	CEFR	Description
Foundations	18–29	A1	Beginner
1	29–38	A1 to A2	High beginner
2	36–47	A2+ to B1	Low intermediate
3	47–59	B1+	Intermediate
4*	58–71	B2 to B2+	High intermediate
5*	70–84	B2+ to C1	Advanced

*Levels 4-5 will be available Fall 2022

Connectivity provides a wide array of materials, including Student's Book (print and digital), a mobile app, Online Practice, Workbook, and reproducible worksheets. As learners work through the language content of the course, they will have opportunities to demonstrate mastery of a variety of learning objectives used inside the GSE learning range.

Teacher Mapping Booklet and GSE Toolkit

You will find the GSE Teacher Mapping Booklet for *Connectivity* online at **pearsonenglish.com/connectivity** as well as on the Portal. This booklet provides an overview of all the learning objectives covered in each unit of *Connectivity*, lesson by lesson.

To explore additional resources for learner support, there is an online GSE Teacher Toolkit at **english.com/gse-toolkit**. This searchable database gives you quick and easy access to the GSE learning objectives as well as grammar and vocabulary databases. It also gives you access to GSE Job Profiles: a database linking language skills to the specific tasks required for about 250 jobs.

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

Every *Connectivity* Student's Book comes with the Pearson Practice English App, offering students extra "on the go" practice via their mobile phone. These quick, interactive activities allow learners to extend their English studies whenever and wherever they want.

The app includes vocabulary, grammar, listening, and conversation activities tied directly to the material in the corresponding Student's Book lesson as well as all the Student's Book audio tracks and video files.

How to access the app

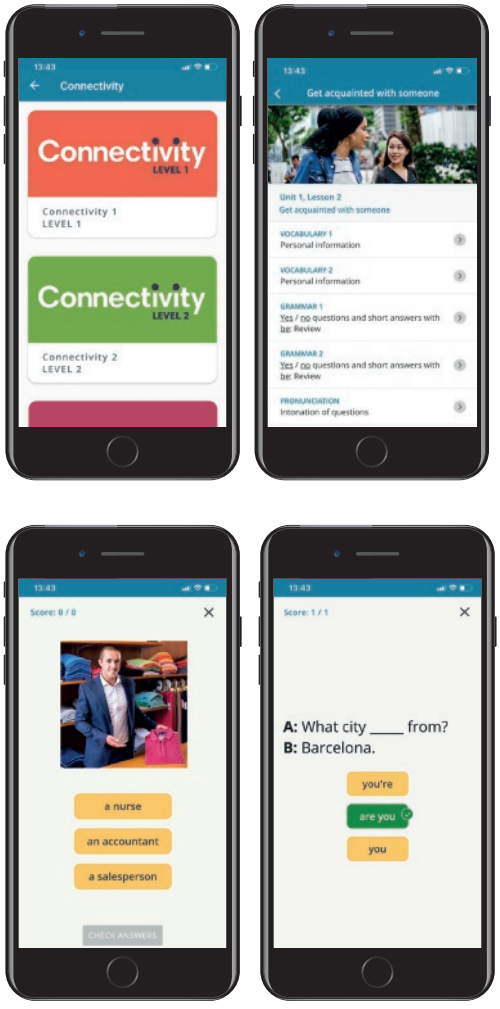
First, download the app from the Google Play store or the App store.

When you open the app, Select *Connectivity* from the list of Pearson courses that are currently available.

Select the level you want, for example, *Connectivity 1*. The course and level you initially select will become your default and will run automatically when you open the app again.

Select a unit or lesson from the table of contents. To view content, you must download a unit or a lesson. Once it has been downloaded, you can access it offline. When you no longer want to practice that unit or lesson, you can delete it so it doesn't use up space on your phone.

Unit 1 of each level is available without restrictions. To open other units, unlock the content by providing an access code and signing in. The access code for teachers is on the inside front cover of this Teacher's Book. If you already have an account for Pearson digital products, you can sign in with the same credentials. If you don't have an account yet, you will need to create an account. (See instructions for accessing the Portal on page xvi.)



What's included in the app

The app includes **interactive activities** that offer extra practice of the conversation models, vocabulary, grammar, and listening material from the *Connectivity* Student's Book. Learners get immediate feedback on their practice and see how well they have done at the end of the activity. In addition, the app includes **all the audio and video files** that go with each unit. The audio tracks for the listening activities and video clips can be played with or without the transcript, and the audio can be played at a slower or faster speed.

For additional support with the Pearson Practice English app, including how to create an account on the Portal, please go to **MyPearsonHelp.com**.

Connectivity offers many ways to help you and your learners monitor progress. The tests that are included with the *Connectivity* course permit both formative and summative assessment. Formative assessment of learning—gives learners an informal idea of how well they are doing and what they need to work on. Summative assessment of learning—helps you measure learners' progress for final grades.

Formative assessment/Assessment for learning

Formative assessment gives learners an informal idea of how well they are doing and what they need to work on. It motivates learners by encouraging them to be involved in their own learning. It also helps you, as a teacher, recognize where your students are struggling, enabling you to make immediate adjustments to your teaching.

Connectivity offers many opportunities for formative assessment. A prime example are the end-of-lesson Communication Activator activities, where learners demonstrate they have mastered the Communication Goal of that lesson. When this assessment stage reveals that students need additional practice, here are some suggestions:

- Supply worksheets from the printable activities on the portal. You may want to pair students with mixed abilities, giving them an opportunity to learn from each other.
- For homework, suggest activities from the Online Practice. Viewing the gradebook can help inform your teaching since you will have insights into which students need additional support.
- Encourage students to do the activities on their mobile app in the skill areas where they are the weakest.

Summative assessment/Test Generator

The Assessment folder, located in Resources on the Pearson English Portal, contains the *Connectivity* Achievement tests. These tests provide summative assessment of all content and skills: vocabulary, grammar, speaking, reading comprehension, and listening comprehension. Content and skills are tested both receptively and productively; for example, learners complete multiple choice and cloze items, put dialogue utterances in the correct order, etc. Speaking and writing can be tested productively using the optional Writing and Speaking tests. The corresponding rubrics for grading these are included in the Assessment folder.

In the Assessment folder, you will also find Test 1 and Test 2 PDF versions of each test, with answer keys. These tests have different questions, so you can use one as a practice test, and one as the official test, if you wish. Or, as a way to prevent cheating, you can distribute both versions of the test in one class, alternating them among the students. The folder also contains downloadable audio files.

The Achievement tests are also available in the Test Generator. With the Test Generator, you can print the tests as they are or customize them. For example, you can create tests of grammar items only for Units 1–3, or scramble the answer choices on a test to create an alternate version. When you customize a test, the Test Generator creates a new matching answer key. Instructions on how to use the Test Generator are located in the Test Generator folder.

Connectivity as part of a student's entire learning journey

One mechanism for checking that students are making progress in their learning journey is to have them take a *Benchmark* exam. Once placed in a level of *Connectivity*, students take the appropriate level of the *Benchmark* exam as a pre-course diagnostic of their proficiency level. They then take it again at another point in their learning journey to measure their progress against this baseline score. The content in *Connectivity* has been mapped to the *Benchmark*. This means that—based on the skills gaps that the test identifies—the test can inform teachers which lessons in *Connectivity* need to be reviewed. For more information, go to **pearsonenglish.com/benchmark**.

For students who choose to take an international exam to earn a certificate, such as International Certificate, PTE Academic, or other high-stakes exams, such as TOEFL, TOEIC, and/or Cambridge exams, *Connectivity* offers a "Test-Taking Skills Booster." This booster has been designed to help students become familiar with the question types that appear on high-stakes exams, using content from *Connectivity*.

Connectivity offers teachers a wealth of teaching supplements, including a wide array of printable resources. These worksheets and other resources are located in the **Resources** folder on the Pearson English Portal.

What types of resources are available?

There are two types of printable resources included in the course:

Type 1: Resources that can be used during a lesson to extend or customize the Student's Book activities.

Extra Grammar Exercises	Exercises that provide more practice of the Student's Book grammar presented in the Student's Book. Can be done in class (individually or in groups) or distributed as homework.
Extra Reading Comprehension Exercises	Exercises that supplement the Student's Book Reading activities with basic comprehension questions and critical-thinking questions.
Find Someone Who . . .	Interactive speaking activities that get students up from their chairs and mingling with their classmates while they practice target language.
Inductive Grammar Charts	Worksheets that encourage students to discover lesson grammar rules themselves. May be used as a quick pre-test to confirm what students already know, as a post-test to confirm mastery, or as part of an entirely inductive presentation (for teachers who favor that approach).
Keep Talking Pair Work Cards	Conversation guides designed to get students out of their books and encourage active listening, personalization, and extension.
Keep Talking Video Worksheets	Exercises that exploit the content in the *Keep Talking* Videos, including dictations, complete the sentences, comprehension questions, and more.
Learning Strategies Worksheets	Activities that help students become effective learners. Includes strategies for vocabulary building, reading, listening, and conversation.
Writing Process Worksheets	Step-by-step guides that improve students' writing ability through pre-writing, peer feedback, and self-editing.

Type 2: Resources that are suitable for use after students have completed a unit. These resources help review, consolidate, and/or extend what students have learned in the unit.

Pronunciation Activities	Interactive pair work activities designed to provide further practice of the pronunciation lesson in the Student's Book.
Supplementary Pronunciation Lessons	Complete additional pronunciation lessons for those who need or want more.
Test-Taking Skills Booster	Reading and listening exercises that prepare students to succeed on standardized proficiency exams that demand high-level comprehension skills and logical thinking.
Unit Review	End-of-unit exercises, including listening, that help make unit grammar, vocabulary, and social language memorable. Can be used as a review, quiz, self-check or pre-test.
Unit Study Guides	A list of all productive language in the unit (i.e., language that students are expected to be able to use). Intended for self-assessment, review, and/or test preparation.

Throughout the *Connectivity* Teacher's Edition and Lesson Planner, the teacher's notes provide focused warm-up activities for each unit. As a supplement to those suggestions, the list below provides you with some quick, general, game-like activities that can be used at the beginning of class. These activities:

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

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

Warm-ups should take only 2–3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper. **To avoid any unknown language, be sure to adapt these activities to align with the level of your class. This is especially important for the lower levels.**

Foundations and Levels 1-3

CATEGORY CIRCLE

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

I SEE SOMETHING

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

MEMORY CHALLENGE

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

THE BIG THREE

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

CATCH THE TAXI

Think of a word. On the board, draw the number of blanks equivalent to the number of letters in the word. For example, the word *website* would have seven blanks. Have students take turns guessing the word one letter at a time. If a student guesses a letter which is part of the word, fill in the appropriate blank(s) with that letter. If the letter is not part of the word, draw one part of a car on the board: two circles for the wheels, a horizontal line to join them, a curved line for the car shape, doors with handles, windows, lights, "TAXI" symbol at the top, and a driver sitting inside. The class wins if students guess the word before the complete taxi car is drawn.

SURPRISE ENDING

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

WHERE AM I?

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

SIMILARITIES

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

THREE WISHES

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

THIS IS ME

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

Unit 1 Getting to Know You

WARM-UP	Students frame their ideas about reasons to study English and read an illustrated conversation modeling the social language of meeting and greeting others.	
LESSON 1 **Introduce and greet people**	***Vocabulary***	Occupations
	Grammar	Information questions with *be*: review
LESSON 2 **Get acquainted with someone**	***Vocabulary***	Personal information
	Grammar	*Yes / no* questions and short answers with *be*: review
	Pronunciation	Intonation of questions
LESSON 3 **Discuss the importance of English in your life**	***Vocabulary***	Fields of study for a career or occupation
	Listening skill	Listen for details
	Writing	Write a short description of a classmate
LESSON 4 **Discuss some difficulties of learning a language**	***Reading skills***	Confirm content; Understand from context
INTERACTIVE COOL DOWN	*Let's Get Personal*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the photos. Point to the young woman on the upper right and read what she says to model her statement for Ss.
- Read each reason for studying English aloud. For the fifth option, *For a different reason*, brainstorm ideas from Ss and write them on the board. For example:
  I like American songs.
  It's a beautiful language.
  I want to visit my friend in New York City.
- Some Ss may have more than one reason for studying English. Let them check two or three reasons and then circle their main reason for studying English.
- In pairs, have Ss compare the reasons they checked.

UNIT 1

Getting to Know You



Warm-Up

Why are you studying English? You can check ✓ more than one reason!

☐ I want to communicate with people who don't speak my language.



☐ I want to travel internationally.



☐ I want to study in another country.



☐ I want to use English in my work.



☐ For a different reason: _____

UNIT 1 COMMUNICATION GOALS

Lesson 1
Introduce and greet people

Lesson 2
Get acquainted with someone

Lesson 3
Discuss the importance of English in your life

Lesson 4
Discuss some difficulties of learning a language

Topic Warm-Up

A WHY STUDY ENGLISH? | Read the information on the language school website. Add a comment.

HOME | ENGLISH COURSES | ABOUT US | LOCATIONS | CONTACT US

ENGLISH! LEARNING CENTERS!

Why study English?

Here are five popular reasons.

It's the international language of science and technology.





It's the international language of business.

It makes it easy to get information on the Internet.





It's a language of popular culture (movies, TV, music).



It's useful for communicating with visitors to my country.

Read comments from our students. Add a comment of your own! Login

Samtheman March 3 at 7:55 A.M.
A lot of my favorite websites are in English.

Friendly Frida March 4 at 2:25 P.M.
I love American movies! I like the actors' accents.

Add your own comment:

B SURVEY | How many students in your class are studying English for . . .

..... work?
..... travel?
..... study in another country?
..... the Internet?
..... movies, TV, or music?
..... another reason? .....

Topic Warm-Up

A WHY STUDY ENGLISH?

Suggested time: 10–15 minutes | Your time:

- Give Ss a few minutes to look at the website. Point to the logo on the left. Ask, *What is the website for?* (an English language school) Read the question and answer in the heading.
- Give Ss a minute to look at the photos. Read each reason aloud. Say, *Look at "For a different reason" on page 1. Does anyone have any of these five reasons listed there?*
- Focus Ss' attention on the bottom section of the website. Read the directions and the students' comments. Then ask Ss to write their own comments. They can make up comments or write their own specific reasons for learning English.
- Bring the class together and call on volunteers to share comments.

LANGUAGE AND CULTURE There are more than two billion English speakers in the world. Only about 20% are native speakers!

OPTION (+5 minutes) Read the information in the Language and Culture note above aloud. Then write on the board: *2,000,000,000*. Then ask, *What is 20% of two billion?* (400 million) Invite Ss to comment on these numbers. Prompt with questions if needed. For example, ask, *Is the number of native speakers of English high or low?* Alternatively, ask Ss to guess the percentage of English speakers who are native speakers, and then read the Language and Culture note.

B SURVEY

Suggested time: 5 minutes | Your time:

- Write the reasons for studying English on the board. Say, *Raise your hand when you hear a reason why you study English. You can choose more than one reason.* Ask, *How many of you are studying English for work? How many are studying English for travel?* Continue to ask this for all the reasons. Write down numbers next to each reason.
- Circle the most popular reason.

EXTENSION (+5 minutes) Lead a class discussion. For example, ask, *Where do you want to travel? What do you want to study?* Elicit short answers. If Ss have difficulty, ask *yes / no* questions. For example: *Do you want to travel to Paris? Are you studying computer science?*

Language Warm-Up

A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- To begin, say, *Look at the pictures*. Ask:
  How many people are in the pictures? (six)
  Where are they? (in a building)
  What do you think they are doing?
  (They're saying hello.)
- Point to the information about accents in the top right corner. Ask, *Which people in the conversation have an American accent?* (Marty and Catherine)
- After Ss read and listen to the conversation, check comprehension. Ask:
  Where are these people? (They're on a tour in Paris.)
  Where are Jin-Soo and Sunny from? (Seoul)
  Does Ana live in Ecuador? (No, she lives in Dallas.)
  Who is Ana's husband? (Marty)
  What is Catherine's nickname? (Cat)
  Is Guy a tourist? (No, he is the tour guide.)

LANGUAGE AND CULTURE

- *Good to meet you* and *Pleased to meet you* are also common greetings, but *Nice to meet you* is by far the most frequent of the three in spoken American English.
- The French pronunciation of Guy /gi/ is used in the recording.
- When you have difficulty understanding different accents, don't pretend to understand. Politely ask the person to repeat or to write out what he or she is trying to say. Dictionary apps can also be helpful for pronunciation.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat.
- Write the categories as a chart on the board while Ss do the exercise in pairs.
- Check answers. You may want to put the expressions into a chart. For example:

Starting a conversation	*Excuse me.*
Greeting new people	*Nice to meet you.* *It's a pleasure to meet you.*
Introducing people	*This is . . .* *And let me introduce you . . .*
Inviting people to address you informally	*Please call me [first name].* *Everyone calls me [nickname].*

- Leave the chart on the board. You may choose to use it in the Extension in the next section.

SPEAKING | GROUP WORK

Suggested time: 10–15 minutes | Your time:

- Give Ss a few minutes to read the personal information form on the left. Ask, *What is the information for?* (English Learning Centers, a language school) *Who completed this information?* (Sunny / Mi-sun Park / Park Mi-sun)
- To model completing a form, write your full name on the board. For example: *[Susan Miller]*. (Here and throughout, substitute any real names and information for the examples provided in brackets.)
- Label and talk about each part of your name: *[Susan] is my first name. My parents chose that name. [Miller] is my family name. Everyone in my family and my father's family has the name [Miller]. [Susie] is my nickname. My friends and family call me this.*
- Tell the class where you are from and what you do. For example, say, *I am from [Australia]. I am a teacher.* Then write on the board: *Nationality: [Australian]; Occupation: Teacher.*
- Then focus on the last category. Ask, *Why does this form ask for the English language level?* (because it is for a language school) *What level is our class?* (Beginner or High Beginner) Tell all Ss to check the same level.
- Have Ss fill in the form with their own information. Tell Ss who don't work to write *student* as their occupation on the form.
- Before Ss introduce themselves in groups, read aloud what Arturo says. Walk around as Ss speak and assist as needed.

LANGUAGE AND CULTURE

- Forms generally ask for a person's family name first and given name second because family names are used to keep records. However, we always refer to the family name as the *last name* and the given name as the *first name*.
- In many Asian countries, the family name comes first, but it is still referred to in English as the person's *last name*.

EXTENSION (+5 minutes) For further practice, have Ss write their first and last names in large print on a folded piece of paper and place it in front of them so other Ss can read it. On the board, refer to the last two rows in the chart in Exercise B. Then walk around the classroom and introduce several Ss. Use the S's first name and family name. Say, *Class, this is [first name] [family name]*. Prompt the S to reply with one of the phrases and his or her first name or nickname (*Please call me [first name / nickname]* or *Everyone calls me [first name / nickname]*).

Language Warm-Up

A ZOOM-IN | **Read and listen to tourists getting acquainted before a tour. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS

Marty = American English (standard)
Jin-soo = Korean
Catherine = American English (standard)
Ana = Spanish
Sunny = Korean
Guy = French







Marty: Excuse me. Are you on the nine o'clock tour?

Jin-soo: Yes, we are. You too?

Marty: We are. By the way, I'm Marty Teller. And this is my wife, Ana . . . and our daughter, Catherine.

Jin-soo: And I'm Jin-soo Park. Nice to meet you, Mr. and Mrs. Teller . . . Catherine.

Marty: It's a pleasure to meet you, too. But please call me Marty.

Catherine: And everyone calls me Cat. It's my nickname.

Jin-soo: OK, then, Cat! And let me introduce you all to my wife, Sunny.

Ana: So where are you from?

Sunny: We're from Seoul, South Korea. And you?

Ana: Well, I'm originally from Ecuador, but Marty's from the States. We live in Dallas.

Guy: Good morning, everyone. I'm Guy from Paris City Tours. Does everyone here speak English?

Sunny: Yes, we do.

Guy: Well, that's great! The bus is right outside.

B UNDERSTAND FROM CONTEXT | **Reread the conversation. With a partner, find:**

1 a way to start a conversation with people you don't know. *Excuse me.*
2 two polite things to say to someone when you first meet. *Nice to meet you. / It's a pleasure to meet you.*
3 two ways to introduce someone. *This is . . . / Let me introduce you to . . .*
4 two ways to invite someone to address you informally. *Please call me . . . / Everyone calls me . . .*

SPEAKING

GROUP WORK | Read Sunny's information form. Complete the other one with your information. Use the information to introduce yourself to your classmates.



ENGLISH! LEARNING CENTERS!

Personal information

Last / Family Name: Park
First / Given Name: Mi-sun
Nickname (optional): Sunny
Nationality: South Korean
Occupation: Bank manager

Present English language level (check one)
☐ Beginner ☐ High Beginner
✓ Intermediate ☐ Advanced

PERSONAL INFORMATION

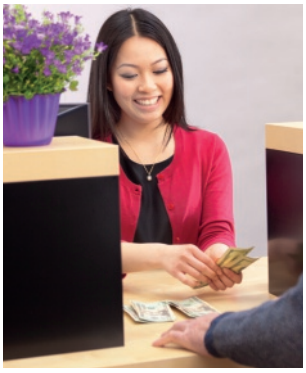
Your school's name:
Last / Family Name
First / Given Name
Nickname (optional)
Nationality
Occupation

Present English language level (check one)
☐ Beginner ☐ High Beginner
☐ Intermediate ☐ Advanced

1 COMMUNICATION GOAL Introduce and greet people

A VOCABULARY | Occupations | Read and listen. Then listen again and repeat.


an accountant


a teller


a mechanic


a nurse


a lawyer


a salesperson


a secretary / an administrative assistant


a tour guide


an electrician


an architect

B LISTEN TO ACTIVATE VOCABULARY | Listen to people and complete the statements. Circle the correct occupations.

1 She's (a tour guide / an architect).
2 He's (a bank manager / an administrative assistant).
3 He's (a nurse / an accountant).
4 He's (a lawyer / a tour guide).
5 She's (an electrician / a teller).
6 He's (a nurse / a mechanic).
7 She's (an architect / a teller).
8 She's (a nurse / a salesperson).

COACH

C GRAMMAR | Information questions with be: Review

What's her email address?	(It's selma@realcity.com.)
What are your names?	(Alison and Jack.)
Where's Sam from?	(He's from Seoul, South Korea.)
What city are you from?	(I'm from Montevideo.)
When's your birthday?	(It's March 22nd.)
What time's the movie?	(It's at 5:35.)
Who's your teacher?	(George Baker.)
Who's that?	(That's my friend Tony.)
Who are they?	(They're my classmates.)
How's the weather today?	(It's hot and sunny.)
How old is Melanie?	(She's eleven.)

Contractions

What's = What is
Where's = Where is
When's = When is
Who's = Who is
How's = How is
I'm = I am
he's = he is
she's = she is
it's = it is
you're = you are
we're = we are
they're = they are

GRAMMAR EXPANDER p. 126
- Information questions with be: usage and form (review)
- Possessive nouns and adjectives (review)

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 1 Introduce and greet people

A VOCABULARY

Suggested time: 3–5 minutes | Your time:

- Before Ss read and listen as a class, have them look at the pictures and read the occupations to themselves.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

LANGUAGE AND CULTURE The term *secretary* is gender neutral. However other gender-neutral terms such as *administrative assistant* and *executive assistant* are becoming more common.

OPTION (+5 minutes) False beginners should be familiar with the following occupations: *an actor, an artist, an athlete, a chef, a doctor, an engineer, a flight attendant, a manager, a musician, a photographer, a pilot, a scientist, a singer, a student, a teacher, a writer*. If your class needs a reminder, do a quick review.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 3–5 minutes | Your time:

- Before listening to the speakers, tell Ss to read the sentences and answer choices. Explain that each item in this exercise corresponds to a different person speaking; for example, item 1 is for a woman speaking about her work. You can do item 1 with the class.
- Have Ss compare answers in pairs. Replay the audio if appropriate.

TEACHING TIP Some activities may be more complex, especially if they involve Ss listening and extracting information. To make sure all Ss understand their task, model it by doing the first item as a class.

C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Review information questions. Write on the board: *A: Where are you from? B:* ___. Invite a S to fill in the blank with an answer. Say, *Information questions are questions with* wh- *words that ask for specific information*. Point to the example on the board. Say, *This question asks for a location or place.*
- Read the question and answer examples aloud and have Ss follow along in their books. Explain that in the answers beginning with *It's* (It's selma@realcity.com. It's March 22nd. It's at 5:35. It's hot and sunny.), *It's* is optional.
- Practice the meanings of *who*, *what*, *where*, *when*, *how*, and *how old*. Call out a person, thing, place, time, or age. Tell Ss to respond with the appropriate question word; for example, call out a S's name to elicit *who* and call out *movie* to elicit *what*.
- Then read the note about contractions. Say the contracted form and full form and have Ss repeat.

LANGUAGE AND CULTURE

- Review the special vocabulary for saying e-mail addresses: @ is *at*; the period is called *dot*. For example, the email address *Mary21@skyline.com* is spoken as *Mary twenty-one at skyline dot com*.
- In speaking, we generally use ordinal numbers for dates; for example, *March 22nd* in the grammar chart. In writing, it's more common to use the cardinal number, *March 22*. Both are correct.
- In spoken American English, the contractions *who's, what's, where's,* and *that's* are used more than seven times as often as *who is, what is, where is*, and *that is*.

OPTION (+5 minutes) To contrast *'s* in these contractions with those used in possessives, review possessive nouns and possessive adjectives. (A review of possessive nouns and adjectives can be found in the Grammar Expander on pages 126–127.)

GRAMMAR EXPANDER (optional, pages T126–127)

D PRONOUNCE THE GRAMMAR

Suggested time: 4 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for the /s/ sound in the contraction *what's* and the /z/ sound in the contractions *where's*, *when's*, *what time's*, *who's* and *how's*.
- Review, if appropriate, that although *Who are they* is not contracted in writing, in spoken language it often sounds contracted.

OPTION (+5 minutes) In pairs, have Ss take turns asking and answering the questions in the chart. Tell Ss to use their own information.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually. Remind Ss to capitalize the first letter of words that start a sentence.
- Have Ss check answers in pairs. Then bring the class together and provide feedback as needed.

F PAIR WORK

Suggested time: 4 minutes | Your time:

- Encourage Ss to act the roles out as they practice the conversations. For example, in item 2 the S can point into the distance and say, *Who's that woman over there?*
- Call on volunteers to perform the conversations.

G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Point out that Ss can start their questions with *wh-* words in the **Ideas** box or in Exercise C on page 4.

LANGUAGE AND CULTURE In some cultures, asking a person's age is considered impolite. It's typically OK to ask a young person, *How old are you?* If you don't want to share your age, say, *I'm sorry, but I don't want to share that information.*

H PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Model the activity. Have volunteers ask you information questions with *be*. Write their questions on the board and then answer in complete sentences.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Say *Same here* when you have the same opinion
- Ask *What about you?* to ask for reciprocal information

- Before Ss read and listen, have them describe the photo.
- To make sure Ss understand *here*, indicate a S sitting far away and say, *There's [name]*. For contrast, point to a S close to you and say, *Here's [name]*.
- Point out that in line 3 the speaker introduces Mark and Lisa to each other. Clarify that *Mark, Lisa.* is short for *Mark, I'd like you to meet Lisa.* or *Mark, this is Lisa.*
- Call Ss' attention to the **Social language** box. Ask, *What does Mark mean when he says "Same here!"?* ("It's a pleasure to meet you, too.")

B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss pause in between the names in *Mark*, *Lisa*. Listen for stress on *here* in *Same here!*
- Walk around as Ss role-play the conversation.

C CONVERSATION GROUP WORK

Suggested time: 5 minutes | Your time:

- Model the exchange with two higher-level Ss.
- Have Ss look back to page 3 for vocabulary for getting acquainted. Also refer them to the vocabulary in Exercise A and the grammar in Exercise C on page 4.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Listen for falling intonation in the questions. In the last question, listen for emphasis on *you.* Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

TEACHING TIP The purpose of the **Keep Talking!** feature is to encourage Ss to personalize the conversation. In Scene 1 of each KT video, the actors use new words in the gaps. In Scene 2, the actors extend the conversation. Print the script or turn on video subtitles in the Pearson English Portal (script also included on pages 175–178).

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using phrases for introducing and greeting people
- ✓ using vocabulary for occupations
- ✓ forming and pronouncing information questions with *be* correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have all Ss stand in line. Say to the first S, *Introduce me to the next classmate*. Follow with *Nice / Pleasure to meet* you and a couple more exchanges. Have the first S sit down. Repeat the conversations until all Ss have had a turn. Encourage different ways to introduce and greet others. Listen for areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E GRAMMAR PRACTICE | Complete the conversations. Use contractions of the verb be when possible.

1 **A:** Your teacher ...*is*... so young! ...*How old is*... he?
B: I'm not sure. I think he ...*'s*... about twenty-five.
A: ...*What's*... his name?
B: It ...*'s*... Franklin Blake. But everyone just calls him Frank.

2 **A:** ...*Who's*... that woman over there?
B: Oh, that ...*'s*... my colleague Fareesa.
A: ...*Where's*... she from?
B: ...*She's*... from Pakistan.

3 **A:** ...*What's*... your sister's occupation?
B: ...*She's*... a lawyer.
A: Really? ...*Where's*... her office?
B: ...*It's*... on Center Street.

4 **A:** Hey, Ellen. ...*What time is / When's*... the movie?
B: ...*It's*... at 6:30. Do you want to go?
A: ...*I'm*... not sure. Let's talk later.
B: OK. How about at 2:30?
A: Perfect. ...*What's*... your number?
B: ...*It's*... 555-4377.

F PAIR WORK | Now practice the conversations from Exercise E.

G GRAMMAR PRACTICE | On a separate piece of paper, write four information questions with be for a partner.

Ideas
Who . . . ? Where . . . ?
What . . . ? How old . . . ?

H PAIR WORK | Ask your partner your questions from Exercise G.

COMMUNICATION ACTIVATOR

Now let's introduce and greet people.



A CONVERSATION MODEL | Read and listen.

A: Let me introduce you to Mark.
B: OK!
A: Lisa, I'd like you to meet Mark. Mark, Lisa.
B: Pleasure to meet you, Mark!
C: Same here! So where are you from?
B: I'm from Atlanta. What about you?
C: I'm from New York.
B: And what do you do?
C: I'm a photographer.

Social language
Say "Same here" when you have the same opinion.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with two partners.

C CONVERSATION GROUP WORK | With two classmates, personalize the conversation, using real names and information. Then change roles.

A: Let me introduce you to .....
B: .....!
A: ....., I'd like you to meet ...., ...
B: ..... to meet you, ...!
C: Same here! So where are you from?
B: I'm ..... What about you?
C: I'm .....
B: And what do you do?
C: I'm .....

KEEP TALKING! ●●●

Ask more questions and provide more information.
What's your last name?
What's your [email address]?

Watch the video for ideas!

D CHANGE PARTNERS | Personalize the conversation again. Introduce other people.

2 COMMUNICATION GOAL Get acquainted with someone

A VOCABULARY | Personal information | Read and listen. Then listen again and repeat.



Titles

For men:	For women:
Mr. = married or single	**Ms.** = married or single
	Mrs. = married
	Miss = single

Use titles with family names, not given names.

B PAIR WORK | Get acquainted with a classmate. Ask him or her questions. Answer your partner's questions. Use all the vocabulary.

What's your birthplace?

My birthplace? It's Taipei.

COACH **C** GRAMMAR | Yes / no questions and short answers with be: Review

Are you married?	Yes, I **am**.	No, I**'m not**.
Is she Chinese?	Yes, she **is**.	No, she**'s not**. [No, she **isn't**.]
Is your birthplace São Paulo?	Yes, it **is**.	No, it**'s not**. [No, it **isn't**.]
Are you and your brother single?	Yes, we **are**.	No, we**'re not**. [No, we **aren't**.]
Are they from Chicago?	Yes, they **are**.	No, they**'re not**. [No, they **aren't**.]

Be careful!
Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's.~~

GRAMMAR EXPANDER p. 127
- Verb be: usage and form
- Short answers with be: common errors
- Modification with adjectives

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Complete the conversations. Use contractions when possible.

1 **A:** *Is* your nationality Brazilian?
B: Yes, *it is*.

2 **A:** *Are* they single?
B: No, *they're not / they aren't*. They're married.

3 **A:** *Is* your first language English?
B: No, *it's not / it isn't*. It's Swedish.

4 **A:** *Is* that man's name Bart?
B: No, *it's* not. It's Ken.

LESSON 2 Get acquainted with someone

A VOCABULARY

Suggested time: 3–5 minutes | Your time:

- Point to the lesson title. Make sure Ss understand that *to get acquainted with someone* means *to get to know someone*.
- Before Ss read and listen, have them look at the images. Ask, *What kind of passport does the man have?* (Canadian)
- Play the audio. Make sure Ss understand that *originally* means *first* or *in the beginning*.
- Before Ss listen again, write the vocabulary words on the board. Then have them listen and repeat.

LANGUAGE AND CULTURE

- A *hometown,* where a person grew up, can also mean the town or city they choose as "home."
- A *birthplace* usually means the town or city where a person was born, or sometimes the country.
- The terms *native language* and *first language* mean the same thing.

B PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Read the example conversation. Check that Ss understand they should use the vocabulary in Exercise A.
- Monitor as Ss ask and answer questions. For review, write some of their questions and answers on the board.
- Read the note about **Titles**. Play the audio .
- Make sure Ss understand the difference in pronunciation between *Ms.* (/mɪz/) and *Miss* (/mɪs/) as well as *Mrs.* (/mɪsɪz/).
- Write your title with your first name and your title with your last name on the board. Ask, *Which is correct?* Then cross out the title with your first name. Remind Ss that a title is used with either just the family (last) name or a full name (first and last name). Write your full name as an example on the board.
- Ask, *Are you single?* If appropriate, also ask, *Are you married?* Have Ss determine which title to use with their family name (see the Language and Culture note below).

LANGUAGE AND CULTURE

- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional or formal situation.
- In English-speaking countries, some women prefer the title *Ms.* because it doesn't reveal their marital status. Use *Ms.* when you don't know whether a woman is married or single.

C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Read the question and answer examples aloud, and have Ss follow along in their books.
- Write on the board: *The man is a Canadian citizen.* Demonstrate how to move the verb before the subject to make a *yes / no* question: *Is the man a Canadian citizen?* Then elicit a short answer and write it on the board: *Yes, he is.* To demonstrate what a short answer abbreviates, write out: *Yes, he is ~~a Canadian citizen.~~*
- Ask a few Ss *yes / no* questions to elicit short answers. For example: *Are you [Martin]? Are you married / single? Are you a(n) [accountant]? Are you from [Rome / India]?*
- Then point to a classmate and ask Ss a few third-person *yes / no* questions with *be.* For example: *Is she [Helga]? Is she from [Japan]?*
- Direct Ss' attention to the examples in the **Be careful!** box. Explain that short answers with *Yes* always use the full form of the verb *be*.
- Finally, remind Ss that there are two ways to contract *is* and *are* in negative sentences: *isn't* and *'s not*, and *aren't* and *'re not*. Both ways are equally acceptable.

GRAMMAR EXPANDER (optional, pages T127–128)

D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio for Ss to listen and repeat.
- Walk around as Ss practice. Listen for correct pronunciation of the two variations of the negative contractions: *isn't / 's not* and *aren't / 're not*.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually.
- Tell Ss to check their answers in pairs. Then go over the answers as a class. Elicit corrections or provide feedback as needed.

EXTENSION (+10 minutes) Invite Ss to bring photos of friends or family members to class or pull up photos on their phones. In pairs, have Ss ask *yes / no* questions with *be* about the people.

F PAIR WORK

Suggested time: 2–4 minutes | Your time:

- Walk around as Ss practice the conversations.
- Bring the class together and invite volunteers to perform the conversations.

G PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Write on the board: *intonation*. Elicit or explain that intonation refers to the voice rising or falling when we are speaking. Read the directions aloud.
- Before Ss listen, read a pair of questions aloud, modeling rising and falling intonation. Write some examples on the board, using arrows to indicate rising and falling intonation. Add arrows to show intonation.

OPTION (+5 minutes) Read the questions in the grammar chart on page 4 with falling intonation. Then read the questions in the grammar chart on page 6 with rising intonation. Have Ss repeat.

H PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Brainstorm some questions with the class. For example: *Are you a tour guide? Where are you from?* Write the questions on the board and invite Ss to draw intonation arrows on them.
- Then have Ss work in pairs to write their own questions and ask them with correct intonation.

EXTENSION (+15 minutes) Divide the class into two teams. Draw a tic-tac-toe grid on the board and write in the answers to *yes / no* and information questions. In teams, have Ss ask questions to match the answers in the grid. Every time a team asks a correct question, they can draw their mark (*X* or *O*) in the box. The first team to get three marks in a row horizontally, vertically, or diagonally wins. For example:

Yes, she is.	I'm from China.	No, he's not.
They are students.	Yes, he is.	My name is Hong.
He's a teacher.	I'm 21.	No, she's not.

Team X: *Is Frank from Canada?* (No, he's not.)
Team O: *What's your name?* (My name is Hong.)

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Ask personal questions to indicate friendliness
- Respond to what others say with interest

- Before Ss read and listen, ask, *What's in the picture?* (two men shaking hands)
- Have Ss underline the two *yes / no* questions in the conversation. Then play the audio.
- Call Ss' attention to the **Social language** box. Model saying each item with interest and ask Ss to listen and repeat. Point out that *Interesting!* means the same as *That's interesting!* Read the line *I'm originally from Miami.* several times and call on volunteers to use one of the responses.

B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss repeat each line. Make sure Ss are
  - using rising intonation for *yes / no* questions,
  - using emphatic stress on *Interesting!*

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the exchange with a higher-level S.
- Refer Ss back to the vocabulary in Exercise A and the grammar in Exercise C on page 6.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B. In addition, model the intonation for *So, Joe . . .* in line 5 of the conversation, pausing at the comma.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using phrases for getting acquainted with someone
- ✓ responding with interest
- ✓ using vocabulary for personal information
- ✓ using correct intonation for *yes / no* questions and information questions

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *You are meeting someone for the first time. Write five different questions to ask them.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

5 **A:** ..Are.. you married?
B: Yes, we ..are..

6 **A:** ..Is.. Janet's title Mrs.?
B: I don't know. ..is.. she married?
A: Yes, I think she ..is..

7 **A:** ..Are.. the new students from Mexico?
B: I'm not sure, but I think ..they are..

8 **A:** ..Is.. Jim's hometown the same as his birthplace?
B: Actually, no, *it's not / it isn't*. He lives in Dallas now.

F **PAIR WORK** | **Now practice the conversations from Exercise E.**

COACH

G **PRONUNCIATION** | **Intonation of questions** | **Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.**

Yes / no questions	**Information questions**
Is she single?	What's her marital status?
Are they from Canada?	Where are they from?

H **PAIR WORK** | **Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.**

COMMUNICATION ACTIVATOR

Now let's get acquainted with someone.



A **CONVERSATION MODEL** | **Read and listen.**

A: Are you Michael Spencer?
B: Yes, I am. But everyone calls me Spence.
A: OK, Spence. It's great to meet you. I'm Joseph. Joe for short.
B: Good to meet you, too. So, Joe, is Boston your hometown?
A: No, it isn't. I'm originally from Miami.
B: Interesting!

Social language
Respond with interest

Interesting!	No way!
Wow!	That's great!
Really?	

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Personalize the conversation, using real names and information. If you have a nickname, tell your partner. Then change roles. Start like this:**

A: Are you .....?
B: Yes, I am.
A: It's nice to meet you. I'm ....
B: Good to meet you, too. So, ...
A: . . .

KEEP TALKING! ●●●

Exchange more information.
Are you [married]?
Are you [Japanese]?
Are you [a lawyer]?
What's your nationality?
What do you do?
What's your birthplace?
What's your native / first language?

Watch the video for ideas!

D **CHANGE PARTNERS** | **Personalize the conversation again.**

3 COMMUNICATION GOAL

Discuss the importance of English in your life

A VOCABULARY | Fields of study for a career or occupation | Read and listen. Then listen again and repeat.


architecture


business


engineering


information technology


mathematics / math


medicine


psychology



B VOCABULARY PRACTICE | Complete the statements.

1 Jason wants to be a doctor. He's studying ..... *medicine* ..... in Miami.
2 My wife is great with numbers. She's a professor of ..... *mathematics / math* ..... at a technical university.
3 If you want to design buildings for your career, City University has a good school of ..... *architecture* ..... .
4 I'm really good with computers. I want a career in ..... *information technology* ..... .
5 Miranda enjoys talking to people when they have problems in their lives and helping them find solutions. She's studying for a career in ..... *psychology* ..... .
6 Some people think it's important to study ..... *business* ..... if you want to be a good manager, and I agree.
7 Liz is studying ..... *engineering* ..... because she thinks cars, buildings, airports, and appliances are interesting.

C LISTEN FOR DETAILS | Listen to the interviews. Circle the correct answers.

Interview 1

1 Gloria's hometown is ..... .
a Santo Domingo
b Busan
c Shanghai

2 Gloria is ..... .
a a manager
b an engineer
c an architect

Interview 2

1 Louie's birthplace is ..... .
a Wuhan
b Seoul
c Puebla

2 Louie needs English for his ..... .
a studies and travel
b studies and career
c career and travel

Interview 3

1 Adriana is originally from ..... .
a Turkey
b Brazil
c Chicago

2 Adriana needs English for her ..... .
a studies
b travel
c career

LESSON 3 Discuss the importance of English in your life

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen as a class, have them look at the pictures and read the fields of study individually.
- Play the audio for Ss to follow along. Then have them listen again and repeat.
- Explain that the words in this vocabulary list refer both to one's work and to fields of study. Write on the board: *A doctor is a person. (She's a doctor.)*
  Her occupation is doctor.
  Her career is in medicine.
  Her field of study is medicine.
- Have Ss read the woman's statement on the right. Ask, *What is her occupation?* (restaurant manager) *In which field does she want a career?* (architecture)

OPTION (+5 minutes) Link the fields of study to the names of occupations. Write on the board: *architecture*. Ask, *What's the name of an occupation in this field?* (architect) List the remaining fields on the board: *business, engineering, information technology, mathematics / math, medicine, psychology*. Elicit the occupations. (For example: a businessperson, an engineer, an IT technician, a mathematician, a doctor, a psychologist)

LANGUAGE AND CULTURE *Mathematics* is the formal name of the field. In spoken English, it is usually called *math* although *mathematics* is also used. Spoken British English uses the word *maths*.

B VOCABULARY PRACTICE

Suggested time: 7–10 minutes | Your time:

- Do item 1 as a class. Read the sentences aloud and elicit the answer. Ask, *How do you know* medicine *is the answer?* (because *medicine* is the field of study associated with the occupation *doctor*)
- Have Ss complete the exercise individually, referring to the vocabulary in Exercise A.
- Ask Ss to compare answers with a partner. Then bring the class together to go over any questions.

C LISTEN FOR DETAILS

Suggested time: 10–15 minutes | Your time:

- Before Ss listen, have them skim the three sets of statements. Say, *Listen to three separate interviews.*
- Play the interviewer's introduction up to *Let's ask them why they're in Chicago at this school to learn English.* Then stop the audio and ask, *Where is he interviewing people?* (on a street corner in Chicago, in front of a language school) *Why is he interviewing people?* (to ask why they are in Chicago at this school to learn English)
- Play the audio again from the beginning. Pause after each interview to let Ss complete the statements. Then replay all the interviews and have Ss check their answers.
- Go over the answers as a class. Call on Ss to read the completed statements aloud. Replay sections of the interviews if appropriate.

LANGUAGE AND CULTURE When the interviewer says *Good luck with your studies*, the word *studies* is a plural noun, referring to the activity of a S or more generally to education.

OPTION (+5 minutes) Tell Ss they will listen to the interviews one more time. This time they need to write down the career or field of study the person has or is interested in. Write on the board: *1. Gloria: ___; 2. Louie: ___; 3. Adriana: ___* (1. hotel manager; 2. information technology; 3. engineering)

EXTENSION (+10 minutes) Have Ss create a chart with notes about the people who were interviewed. Play the audio again and tell Ss to fill in notes about each person. Divide the class into three groups and have each group's members pool the information they wrote about one person. Choose a group representative to tell the class about their person. Offer feedback as needed.

GLORIA	LOUIE	ADRIANA
From Puebla, Mexico Lives and works in Santo Domingo Manager of beach hotel	Full name: Fan Lu From Wuhan, China Lives in Shanghai Works in IT Company has offices in seventeen countries, so they use English Loves to travel	From Fortaleza, Brazil Parents want her to learn English Wants to study engineering Uses English on the Internet

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Say, *Here are three possible situations. Which one describes you?* Read each person's statement aloud. Then write this checklist on the board:
  - ☐ *I am studying for a career or occupation.*
  - ☐ *I already have a career or occupation.*
  - ☐ *I'm just studying English.*
- Have Ss choose the questionnaire that best reflects their situation. Walk around and assist if Ss are not sure which best applies to them. For the last question in the third situation, some other things Ss might want to improve are their grammar, their writing, and their vocabulary.
- Have Ss answer the questions in the questionnaire they chose. Assist and explain the meaning of unknown words.

EXTENSION (+5 minutes) Say, *Look back at the information about the people interviewed in Exercise C on page 8.* Ask, *Is anyone studying for a career or occupation?* (no) *Who already has a career or occupation?* (Gloria and Louie) *Who is just studying English?* (Adriana)

B PAIRWORK

Suggested time: 3-5 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- To model the activity, read the example statement.
- Then have pairs share the information from their questionnaires.
- Walk around and assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating vocabulary for fields of study for a career or occupation

✓ using correct intonation in information questions and *yes / no* questions

✓ effectively discussing the importance of English in their lives

WRITING

Suggested time: 10-15 minutes | Your time:

- Tell Ss they're going to gather information about their partner and then write a description.
- First, tell Ss to ask questions and take notes. Refer Ss to the information questions in Exercise C on page 4 and the *yes / no* questions in Exercise C on page 6 for the various question types. Encourage them to ask about the information in the box as well as other information.
- As pairs interview each other, remind them to keep a friendly tone like the interviewer in Exercise C on page 8. Tell them to take notes.
- Once everyone has gathered information about their partner, focus Ss' attention on the writing sample at the bottom of the page. Then tell Ss to write their short description. Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap descriptions with a partner and offer each other feedback.

WRITING HANDBOOK (optional, page T145)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

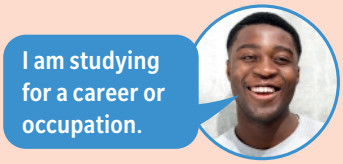
CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Why are you studying English?* Tell Ss to specify if they need English for school or for work or for something else. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's discuss the importance of English in our lives.

A TALKING POINTS | Read three possible situations. Choose the one that describes you and answer the questions in that section.







What is the career or occupation?

Are you studying in your own country?
- yes
- no

What country is that?

Where are you studying?

Do people with your career need English?
- yes
- no

If so, why do they need English?
- to speak with others in meetings
- to speak with others in video conferences
- to study in another country
- to work with visitors to my country
- to work with people in other countries

What is the career or occupation?

Do you work in your own country?
- yes
- no

If so, what country is that? OR If not, in what country do you work?

Do you use English in your work?
- yes
- no

If so, how often do you use English?
- sometimes
- often
- all the time

Do you like your work?
- yes
- no

Would you like to change your career or occupation?
- yes
- no

Where are you studying English?
- at a secondary school
- at a university
- at a private language school
- with a private tutor

Do you use English in your life outside of English class?
- yes
- no

What do you use English for?
- social media
- movies and TV
- other:

Do you like English?
- yes
- no
- sometimes

What area(s) of English do you want to improve?
- my conversation skills
- my reading comprehension
- my listening comprehension
- my pronunciation
- other:

B PAIR WORK | Use your responses from Talking Points to discuss the importance of English in your life.

> "I'm going to an engineering university in Turkey next year. All the classes are in English, so I need English for my studies."

SOFT SKILLS BOOSTER p. 154

WRITING

Interview a classmate in your English class and take notes. Then write a short description of her or him. Include the following information. Write as much as you can.

- first and last name
- hometown
- age
- nickname
- birthplace
- occupation, career, and / or field of study

My classmate is Marie Martin. She's 20 years old. Her hometown is. . .

WRITING HANDBOOK p. 145
- Capitalization
- Guidance for this writing exercise

4 COMMUNICATION GOAL

Discuss some difficulties of learning a language

A READING | Read about accents. Which feature of English pronunciation do you want to improve?

Is pronunciation important?



Approximately 80% of the world's English speakers are not native speakers. If they speak with an accent, is that a problem? IT specialist Marcus Tamm answers this way:

> "I actually don't want to lose my accent completely. It's a part of who I am. But it's important for people to understand me, so I practice sounds, intonation, rhythm, and stress."

The sounds of letters and words

The sounds of your native language can make some English sounds difficult for you. For example, the sound "th" (as in "thing") is hard for speakers of French because French doesn't have that sound. French speakers often replace the "th" with "s" or "f."

We know—from research—that saying "s" or "f" instead of "th" doesn't make a speaker hard to understand. However, we know that if a speaker mispronounces certain vowel sounds, it may cause a problem. It's important, then, to practice those vowel sounds.

Intonation

In English, your voice usually rises when you ask a yes / no question: *Is she a doctor?* And your voice falls when you ask an information question: *What's her name?* Intonation can also make it clear in conversation that you are responding with true interest, as in these examples: *Really?* or *No kidding!*

Rhythm and stress

English has a characteristic rhythm that comes from stressing some words or parts of words within a sentence. For example, look at this question: *WHAT'S her occuPAtion?* Stress also affects the pronunciation of certain sounds. For example, in that same question, the sound "h" in "her" simply disappears: *What's ~~h~~er occupation?* When you stress the correct words and syllables, it helps people understand you.

Marcus Tamm continues:

> "Here's my advice: Listen to people speak English—in movies, on TV, and on social media. And repeat what you hear those people say—quietly, to yourself of course! Repetition is a very effective way to improve your pronunciation!"

LESSON 4 Discuss some difficulties of learning a language

A READING

Suggested time: 15–20 minutes | Your time:

- Read the lesson title and write it on the board. Brainstorm some difficulties of learning a language as a class. Write Ss' ideas on the board.
- Then read the title of the article aloud. Poll the class. Write down how many Ss think pronunciation is important and how many do not.
- Finally read the target question in the directions. Invite Ss to suggest some answers. Tell them to think about problems of English pronunciation that apply to them as they read.
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify vocabulary or have Ss use a dictionary.
- Return to the target question. Ask, *Which features of English pronunciation does the article mention?* (accent, sounds, intonation, rhythm, and stress) Call on volunteers to share which features they want to improve.

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

EXTENSION (+5 minutes) Read Marcus Tamm's quote near the top of the article. In pairs or small groups, have Ss discuss whether they agree or disagree with the statement *I actually don't want to lose my accent completely*. They should include reasons. As Ss work, write on the board:
☐ *I want to lose my accent in English.*
☐ *I don't want to lose my accent.*
Bring the class together and call on volunteers to share opinions.

EXTENSION (+5 minutes) In pairs, have Ss identify the examples of sounds of letters and words, intonation, and rhythm and stress in the article (th, thing; Is she a doctor? What's her name? Really? No kidding!; WHAT's her occuPAtion?). You can challenge higher-level Ss to think of additional examples for each category. Walk around and assist as needed.

B CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Confirm that Ss understand that *NI* means there is no information about this statement in the article.
- Encourage Ss to first try to do the exercise without looking at the article. Then have them look at the text to find any items they couldn't answer.
- Ss can underline important words in the items to help them find the answers. Check that Ss understand that *non* at the beginning of a word means *not*.
- Bring the class together and have volunteers share answers. If any Ss disagree, ask, *Where did you find that information?*

OPTION (+5 minutes) You can ask Ss to underline where in the article they found support for their answers. For the NI answer for item 4, say, *Look at the section on rhythm and stress in the article. Does it say that rhythm is difficult?* (no) For this answer there is nothing to underline.

EXTENSION (+5 minutes) Ask Ss to make the false statements true. (1. The mispronunciation of a sound may cause a problem. 2. Approximately 80% of English speakers in the world are non-native speakers. 5. Intonation rises when you ask *yes / no* questions and falls when you ask information questions.)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Introduce scanning to help find the words in the article. Say, *Look through the article quickly to find each of the three words.* Model the activity for the first item. Ask, *Where's the word* accent? When Ss point out that it is in line 2, tell them to keep scanning since it also appears further down.
- Say, *Let's look at context. Context is the other words in the text that can help us understand what* accent *means. When Marcus uses the word* accent, *he also uses these words*: part of who I am; sounds, intonation, rhythm, and stress. Then ask, *What is* accent? (answer b) Have Ss find the remaining words individually and match to the correct meaning.
- Bring the class together and go over the answers.

TEACHING TIP Scanning is a reading technique where you move your eyes across the page and look for key words. It is useful for finding specific words (like in Exercise C), numbers, facts, or other information. The point is not to read everything, but to just look for a specific word or phrase. Reading techniques like scanning can save a reader time.

Communication Activator

A TALKING POINTS

Suggested time: 10-15 minutes | Your time:

- Give Ss a minute to look at the chart. Then say, *This is a questionnaire. It asks how difficult or important different parts of English are.* Read the aspects in the chart aloud. Then read the key with the meaning of 1, 2, and 3. Point to the example column and elicit or model an example of difficulty pronouncing a certain sound. For example: *I have a problem saying* r. or *I think the* th *sound is difficult.*
- Ask Ss to answer the questionnaire individually.
- Then have them compare responses with a partner.

B DISCUSSION

Suggested time: 5-10 minutes | Your time:

- Read the example statement. Ask, *Do any of you practice English like that?*
- Tell Ss they can talk about items in the **Ideas** box or think of additional ways they practice English.
- Tell Ss to read the **Optional** box. Write the prompt on the board and elicit an answer using words and phrases from the text. (For example: Practicing vowel sounds is a very effective way to improve your pronunciation.)
- Allow Ss to discuss in groups or lead a class discussion. Make sure all Ss have an opportunity to share the ways they practice English.

CHALLENGE (+5 minutes) Ask Ss to list ways to practice English, rating them as very enjoyable and not enjoyable.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ evaluating aspects of English
✓ talking about the difficulties of learning a language
✓ discussing practicing English outside of class

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *What are some difficulties of learning a language? Which difficulties do you have?* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

B CONFIRM CONTENT | Write T (true), F (false), or NI (no information), according to the article.

F 1 Mispronouncing a sound is never a problem.
F 2 Only a small number of the English speakers in the world are non-native speakers of the language.
T 3 French speakers often find the "th" sound difficult.
NI 4 English rhythm is difficult.
F 5 Intonation doesn't change in different types of questions.
T 6 Listening to English speakers can help your pronunciation.
T 7 Repeating what you hear helps you pronounce words in English.

C UNDERSTAND FROM CONTEXT | Find these words in the article. Match each word with its meaning.

b 1 accent
a 2 rhythm
c 3 intonation

a the characteristic stress pattern of sentences
b the particular way you pronounce sounds and words
c the rising or falling of the voice

COMMUNICATION ACTIVATOR

Now let's discuss some difficulties of learning a language.



A TALKING POINTS | What's important to you? What's difficult for you? Complete the chart and compare your responses with a partner.

1 = not very difficult or important
2 = difficult or important
3 = very difficult or important

Aspects of English	How important is it?	How difficult is it?	An example of one difficulty
pronunciation of certain sounds	1 2 3	1 2 3	
rhythm of sentences	1 2 3	1 2 3	
rising and falling intonation	1 2 3	1 2 3	
grammar	1 2 3	1 2 3	
vocabulary	1 2 3	1 2 3	

B DISCUSSION | Discuss how you practice English outside of class.

"I watch TV in English, and I repeat what I hear."

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: ". . . is a very effective way to improve your . . ."

Ideas
- watching TV
- studying my textbook
- doing grammar exercises
- watching videos online
- using English language apps on my phone
- writing what I hear and then repeat it

Let's get PERSONAL

PARTNER A: Look at these personal information forms.
PARTNER B: Look at the personal information forms on page 121.

Ask information questions with be about the people. Write the missing information. For example:

"What's Peter Baker's nickname?"

If you don't understand, ask:
Could you repeat that?
How do you spell that?

PARTNER A

Name: Peter Baker Age: 25 Nickname: *Pete*

Occupation: accountant Nationality: *American*

Birthplace: Atlanta Hometown: *Boston*

Native language: *English* Marital status: single





Name: Elif Sari Age: *33* Nickname: Lif

Occupation: *doctor* Nationality: Turkish

Birthplace: *Istanbul* Hometown: Ankara

Native language: Turkish Marital status: *married*

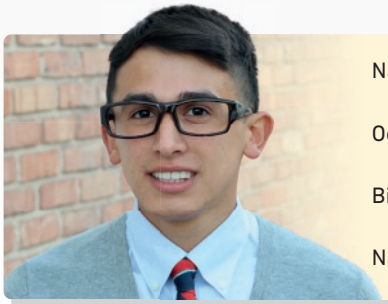
Name: Diane Miller Age: 45 Nickname: Dee Dee

Occupation: *lawyer* Nationality: Canadian

Birthplace: *Montreal* Hometown: *Montreal*

Native language: French Marital status: *single*





Name: Antonio Molina Age: *18* Nickname: *Tono*

Occupation: student Nationality: *Mexican*

Birthplace: Puebla Hometown: Puebla

Native language: *Spanish* Marital status: single

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Introduce and greet people.
- ☐ Get acquainted with someone.
- ☐ Discuss the importance of English in my life.
- ☐ Discuss some difficulties of learning a language.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Interactive Cool Down

LET'S GET PERSONAL

Suggested time: 30–45 minutes | Your time:

- Form pairs. Assign one S Partner A and the other S Partner B. Partner A should use the information cards on page 12. Partner B should turn to page 121.
- Say, *Both Partner A and Partner B have incomplete information cards, but different information is missing on each card. You have to ask each other information questions to fill in the gaps on your card.* Call on a higher-level pair to model asking for information about Peter Baker in the first card. (Partner A: What is Peter Baker's nickname? Partner B: How old is Peter Baker?)
- Focus on the boxed text: *If you don't understand, ask . . .* Read the questions and have Ss repeat. To review spelling, ask several Ss, *How do you spell your last name?* Write the letters on the board. If Ss need support with spelling, write the letters of the alphabet on the board and have Ss practice saying each letter aloud.
- Walk around as Ss talk and fill in information. Assist as needed.

OPTION (+5 minutes) Tell Ss that they can ask *yes / no* questions with *be* if they think they may know an answer or want to guess it. For example: *Is he American? Is her nickname Eli?*

EXTENSION (+5 minutes) List the following prompts from the information card on the board: *Name*, *Age*, *Nickname*, *Occupation*, *Nationality*, *Birthplace*, *Hometown*, *Native language*, *Marital status*. In pairs, have Ss role-play an interview. One S should play the interviewer and the other S should play one of the people on the information cards. Encourage the interviewer to ask both information questions and *yes / no* questions. Walk around and assist as needed. This exercise will offer practice with questions with *you* and answers with *I*.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 2 Events and Places

WARM-UP	Students choose between entertainment options and read an illustrated conversation modeling the social language of discussing entertainment options.	
LESSON 1 Invite someone to an event	***Grammar***	Prepositions of time and place: review
LESSON 2 Give directions to a place	***Vocabulary***	Directions and locations
	Pronunciation	Rising intonation to confirm understanding
LESSON 3 Talk about musical preferences	***Vocabulary***	Musical genres
	Reading skills	Scan for facts; Make personal connections
LESSON 4 Make plans to see an event	***Listening skills***	Listen for key information; Listen for errors
	Writing	Write about your tastes in entertainment
INTERACTIVE COOL DOWN	*What's different?*	

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

Warm-Up

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to look at the photos. Read the questions in the directions, pointing to the rock concert image in the upper half of the page and the soccer game in the bottom half of the page.
- Point to the woman on the upper left and read what she says to model her statement for Ss. Then point to the woman on the bottom right and read what she says to model her statement for Ss.
- In pairs, have Ss share their preferences. Encourage Ss to use the two people's statements as models.

UNIT 2

Events and Places

Warm-Up

Which do you prefer? Rock concerts or soccer games?



UNIT 2
COMMUNICATION GOALS

Lesson 1
Invite someone to an event

Lesson 2
Give directions to a place

Lesson 3
Talk about musical preferences

Lesson 4
Make plans to see an event

Topic Warm-Up

A ENTERTAINMENT EVENTS | Complete the survey.

WHAT'S MORE YOUR STYLE?

What's your opinion of each entertainment event? Circle the emoji.

♥ = love ☹ = don't like
☺ = like 😐 = no opinion



1 a classical music concert ♥ ☺ ☹ 😐



2 a rock concert at a stadium ♥ ☺ ☹ 😐



4 a late-night movie at a theater ♥ ☺ ☹ 😐



5 an art exhibit at a museum ♥ ☺ ☹ 😐



3 a play with my favorite actors ♥ ☺ ☹ 😐



6 a basketball game ♥ ☺ ☹ 😐



7 a dance performance ♥ ☺ ☹ 😐



8 a talk about an interesting topic ♥ ☺ ☹ 😐

B VOCABULARY | Entertainment events | Listen and repeat.

a concert	an exhibit	a performance
a play	a game	a talk
a movie		

C PAIR WORK | Compare your surveys. Do you have the same opinions?

"I love art exhibits at museums. How about you?"

Topic Warm-Up

A ENTERTAINMENT EVENTS

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the various images. Read the title *What's More Your Style?* and clarify as needed, referring to the Language and Culture note below.
- Point to the note on the left explaining each emoji. Ask, *Do you use emojis? If yes, where?* Then read the explanations, pointing to your heart for *love*, giving an exaggerated smile for *like* and a frown for *don't like*. Finally, model a blank expression and shrug your shoulders for *no opinion*.
- Ask, *What's your opinion of each entertainment event?* Point to the image of the two actors and read the caption aloud. Then say, *I don't really like plays, so I circle the emoji for* don't like.
- Give Ss a few minutes to study the images and circle emojis. Walk around and encourage Ss as needed.

LANGUAGE AND CULTURE The word *style* is usually used to refer to a person's fashion or outer appearance; however, it also refers to the way a person expresses himself or herself, including thoughts, feelings, interests, etc. The question *What's more your style?* in the exercise is asking which events a person likes more than others.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- After Ss listen and repeat, instruct them to match each word to the corresponding image in Exercise A.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example opinion, addressing *How about you?* to a higher-level S. Elicit an answer. If necessary, clarify that this question means *What do you like?*
- Listen as Ss compare surveys, assisting as needed.
- Bring the class together and ask follow-up questions: *Who likes basketball games? Does anyone not like dance performances? Who loves art exhibits? Which entertainment do you like, [name of a S]?*

OPTION (5 minutes) Have Ss turn to page 13 and read what the woman on the bottom right says. Point out that the response *Me?* often comes after *How about you?* Ss can practice using the construction. For example: *A: I like plays. How about you? B: Me? I like soccer games.*

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 15 minutes | Your time:

- To begin, ask, *Do you go to concerts to listen to music? Where do you go? What kind of music do you like?*
- After Ss read and listen to the conversation, check comprehension. Ask:
  Does Eddie want to see a photo exhibit? (no)
  Does Eddie want to see some live music? (yes)
  Why does Eddie not want to see Demo at midnight? (It's way past his bedtime.)
  When will they see Demo? (at 8:00)
- To make sure the meaning of *way* is clear, say, *I ate way too much last night. I ate three hamburgers.* Then ask, *If midnight is way past his bedtime, when do you think Eddie goes to bed?*
- Point to the information about accents to the right of the directions. Ask, *Do you remember what* accent *means from Unit 1?* (the particular way you pronounce sounds and words) Ask, *Which person in the conversation has an American accent?* (Eddie) *What kind of accent does Max have?* (Russian)

LANGUAGE AND CULTURE

- *Free* can have two different meanings: not busy *(Are you free this weekend?)* or not costing any money *(a free concert).*
- *Live music* is music that is not recorded—people are playing at the moment you are listening. You can hear live music at a concert hall or club, or on TV or the radio.
- In American English, *way* can be used informally to mean *very*: *I am way taller than you. Lisa eats way too much chocolate.*
- A performance, concert, play, or movie can also be referred to as a *show*.
- *Right* can have many meanings in different contexts: it can refer to location (*on the right, turn right*), or mean *correct* (*That's right.*) or *exactly* (*It's right around the corner. She's right over there.*).

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the expressions in the right-hand column aloud and have Ss repeat.
- After Ss complete the exercise in pairs, go over the answers with the class. Point out that each expression can only be matched with one of the numbers. If necessary, for item 3, explain that expression d. *I'm a huge fan.*, is a better way to say that you really like someone or something than expression c.
- Ask, *Where have we already seen the expression* more someone's style? (page 14, Exercise A)

OPTION (+5 minutes) Ask individual Ss, *What's more your style—a photo exhibit or live music?*

C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Model the activity. Read the first question in item 1 and call on a S to read the sample answer. Then ask, *How do you know?* and guide Ss to find the key words *photo exhibit* in the conversation to find the answer.
- Assist as Ss complete the exercise.
- Go over the answers as a class.

SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Point to the image of the man on the right and read his statement, putting emphasis on *my*, and have Ss repeat. Ask, *What do you think he means by this?* (that he goes to events late at night; that he goes to bed late) Ask, *Is anyone here like this man? Do you go to events late at night?*
- If Ss need help answering the questions, write prompts on the board:
  1. ___ is way past my bedtime.
  2. Today, I'm in the mood for ___.
  3. I'm a huge fan of ___. / I like ___.
- Bring the class together and call on volunteers to share answers.

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation about entertainment events. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Max = Russian
Eddie = American English (standard)





Max: Are you free this weekend?

Eddie: I think so. What do you have in mind?

Max: Well, there's a photo exhibit at the Greene Gallery on 16th Street. Would you like to go?

Eddie: A photo exhibit? Sorry. That's not for me.

Max: OK. Are you in the mood for some live music? There's usually something good at Club Six.

Eddie: Now that's more my style.

Max: Hey, listen to this! Demo's playing there this Saturday at midnight. I love that band!

Eddie: Me too. I'm a huge fan. But that's way past my bedtime.

Max: No worries. There's an early show at 8:00. What do you think?

Eddie: Sounds good. I'm in!

Max: Great! Let's meet at Jake's Grill and grab something to eat first. It's right around the corner from Club Six.

Eddie: Perfect. Hey, can we buy tickets online?

Max: Let me check . . .

B UNDERSTAND FROM CONTEXT | **Match the descriptions with the expressions from Zoom-In. Write the letters.**

c, f **1** two positive responses to an invitation
a, e **2** two negative responses to an invitation
d **3** a way to say that you really like someone or something
b **4** a way to express what you'd like to do

a "That's not for me."
b "I'm in the mood for . . ."
c "That's more my style."
d "I'm a huge fan."
e "That's way past my bedtime."
f "I'm in."

C THINK AND EXPLAIN | **Circle the correct answer. Then complete the sentence to support your answer.**

1 Does Eddie like photo exhibits? **a** Yes, he does. **(b)** No, he doesn't.
How do you know? He says, "*That's not for me.*"

2 Does Eddie like the band Demo? **(a)** Yes, he does. **b** No, he doesn't.
How do you know? He says, "*I'm a huge fan.*"

3 Does Eddie want to go to a late-night show? **a** Yes, he does. **(b)** No, he doesn't.
How do you know? He says, "*But that's way past my bedtime.*"

4 Does Eddie want to go to the early show? **(a)** Yes, he does. **b** No, he doesn't.
How do you know? He says, "*Sounds good. I'm in!*"

SPEAKING PAIR WORK | **Discuss your answers to the questions.**

1 What time is "way past your bedtime" for an entertainment event?
2 What kinds of events are you "in the mood for" tonight or this weekend?
3 Are you "a huge fan" of any actors, singers, or athletes? Which ones?



1 COMMUNICATION GOAL — Invite someone to an event

A LISTEN FOR KEY DETAILS | Listen to the conversations about entertainment events. Complete the chart.

	Kind of event	Day and time of event	Location of event
1	*a game*	*Sunday, noon*	*a stadium (Smith Stadium)*
2	*a movie*	*Tuesday, 7:15*	*a theater (the Cinemax on Jackson Street)*
3	*a talk*	*Thursday, 7:30*	*a bookstore (City Bookstore)*
4	*a concert*	*Saturday, 3:30*	*a park (Franklin Park)*

a theater
a stadium
a bookstore
a park

COACH

B GRAMMAR | Prepositions of time and place: Review

Prepositions of time

on	in	at
on Sunday	in April	at 7:30
on May 12th	in the afternoon	at noon
on the 12th	in 2022	at night
on the weekend	in five minutes	at midnight
on Saturday evening	in a half hour	

When's the concert?



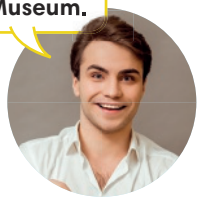
It's **on Friday**. Would you like to go?

Prepositions of place

on	in	at
on Baltic Street	in Mexico City	at Marvin's Books
on Smith Avenue	in Japan	at work / school / home
on the right	in Room 105	at the mall
on the corner	in the neighborhood	at 26 Main Street
on the second floor	in my office	at a theater

Where's the exhibit?

It's **at the City Museum.**



GRAMMAR EXPANDER p. 128
- Prepositions of time and place: usage rules

C NOTICE THE GRAMMAR | Look at Zoom-In on page 15. Find six prepositions of time or place.

Prepositions of time: at midnight, at 8:00; Prepositions of place: at the Greene Gallery, on 16th Street, at Club Six, at Jake's Grill

D GRAMMAR PRACTICE | Complete the text messages with prepositions of time and place.

Hi, Scott! Are you busy *on* Thursday evening? There's an interesting talk *at* Main Street Books. That's *in* your neighborhood, right?

Hey, Cindy! It's right around the corner from my office. Who's giving the talk?

It's the writer Shelley Mason. And the talk's *at* 8:00.

I'm in! Let's meet *at* the bookstore *at* 6:15. We could grab something to eat *at* the restaurant next door.

Perfect! See you *in* half an hour.

E PAIR WORK | Ask and answer questions about the events. Use When, Where, and What time.

Where's the concert?

At Elliot Stadium.



LESSON 1 Invite someone to an event

A LISTEN FOR KEY DETAILS

Suggested time: 10 minutes | Your time:

- Before Ss listen to the conversations, read the chart headings aloud. Call on a volunteer to read the names of places in the note aloud. Elicit or explain the meaning of the third heading in the chart. Say, *The location is the place where something happens.*
- Explain that each row in the chart corresponds to a different conversation; for example, row 1 is for Conversation 1 about a particular entertainment event.
- Play the audio. Have Ss listen and fill in the chart.
- Have Ss compare answers in pairs. Replay the audio if appropriate.

EXTENSION (+5 minutes) Ask, *Which of these four events sounds interesting to you?* Ask, *Does anyone prefer to do things at home?*

B GRAMMAR

Suggested time: 10 minutes | Your time:

- Ss will likely be familiar with the grammar. Prepositions of time and place are presented at the Foundations level. This list is expanded, but the concept isn't new.
- Role-play each conversation on the right with a higher-level S. Read the question and the S reads the answer. After each conversation, point to the lists in the charts and explain that these are the various ways to answer questions with *When is* and questions with *Where is*.
- To model the use of prepositions of time and place, talk about when and where your class meets. For example:
  Our class is on [Mondays and Wednesdays].
  It's in [the afternoon].
  It's at [3:30].
  Our class is at [name of school].
  Our school is on [name of street].
  Our school is in [name of city or town].
  Be sure to substitute your own information in the brackets above.

TEACHING TIP Assure Ss that learning prepositions is tricky and will require plenty of practice. Help Ss begin to recognize patterns as they study the different examples in the charts.

OPTION After Ss have studied the grammar chart in Exercise B, have them insert the correct prepositions of time and place in the columns *Day and time of event* and *Location of event* in Exercise A.

LANGUAGE NOTES

- A common error for English learners is to use *at* instead of *on* with days of the week and *on* instead of *in* with months.
- Times of day also pose challenges for Ss: *on Monday afternoon, in the afternoon, at night.*

EXTENSION (+5 minutes) Have Ss role-play the example conversations next to the grammar charts, responding with different phrases from the charts. For example: *A: When's the concert? B: At 7:30.*

GRAMMAR EXPANDER (optional, pages T128–129)

C NOTICE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Have Ss work individually to find the prepositions. If Ss need hints, there are two prepositions of time and four prepositions of place.
- Ask Ss to compare answers in pairs.

D GRAMMAR PRACTICE

Suggested time: 3 minutes | Your time:

- After Ss complete the text messages individually, have them compare answers in pairs.
- Walk around and assist as needed. If necessary, clarify that *in a half hour* is the same as *in half an hour.*
- To check Ss' understanding of the text messages, ask:
  When's the talk? (on Thursday evening)
  What time? (at 8:00)
  Where's the talk? (at Main Street Books)

OPTION (+10 minutes) Ask Ss to role-play the text message conversation like a phone conversation. Walk around and listen for correct use of prepositions.

E PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss preview the images and identify each event (film, concert, play, talk, exhibit). Refer them to Exercise B on page 14 if they get stuck.
- While Ss ask and answer questions, listen for correct use of prepositions of time and place. If necessary, review common errors Ss make.

OPTION (+5 minutes) Ask Ss to write sentences describing each event. For example: *The movie* Married on Main Street *is at the Film Forum on Friday at 7:10.* They can work individually and then compare sentences with a partner.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Use *Let's* to propose a joint plan of action
- Provide a reason to decline an invitation
- Express disappointment with *Too bad*

- Before Ss read and listen, point out that there are two conversation models. In the first one the person accepts the invitation, and in the second one the same person declines the invitation. Pause the audio after each conversation and ask, *Can she go to the movie?* (First conversation: yes; Second conversation: no)
- After Ss read and listen, ask:
  What's the name of the movie? (*Sweet Tea*)
  Where's the movie? (at the Bell Theater)
  When's the movie? (Friday night, at 7:45)
- Call Ss' attention to the **Social language** box and point to ways to accept an invitation. Model enthusiasm for each expression and have Ss repeat. Then contrast this with an apologetic tone for declining the invitation. Model falling intonation after *Sorry* and sincere regret while giving the reason for not accepting. Ask Ss to repeat.

LANGUAGE AND CULTURE In most English-speaking countries, it is polite to provide a reason when declining a social invitation.

TEACHING TIP Ask Ss to point out the target grammar (prepositions of time and place) in the conversation. Noticing structures increases the memorability of language and encourages Ss to value their learning. As the unit progresses, continue to invite Ss to recognize language already covered.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss express
  - enthusiasm when accepting the invitation and regret when declining.
  - regret when responding *Too bad. Maybe some other time.*
- Walk around as Ss role-play the conversation with a partner.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the list of this week's events. They might notice that the talk on Tuesday is at the hospital. Ask, *Why do you think the talk is at the hospital?* (It is about a health topic.)
- Model the conversation with a higher-level S.
- Have Ss look back to the Topic Warm-Up on page 14 for events vocabulary. Also refer them to the vocabulary in Exercise B on page 15 and the grammar in Exercise B on page 16. Remind Ss to use the language in the **Recycle This Language** box.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Listen for rising intonation for the invitation *Would you like to . . .* and falling intonation for *What time*? Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support the Ss as they extend the conversation. Tell Ss to check off each phrase in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with a partner. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using language to invite someone, and accept or decline the invitation
- ✓ using vocabulary for entertainment events and locations for these events
- ✓ using prepositions of time and place correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Ask each S to write a text message on a sheet of paper, inviting someone to an entertainment event. The message should include what the event is, where it is taking place, on which day, and at what time. Then have Ss write their name and swap papers with a partner. They respond to their partner's text message by accepting or declining the invitation and writing their name. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's invite someone to an event.



A CONVERSATION MODEL | Read and listen.

A: Would you like to go to a movie on Friday night? *Sweet Tea* is at the Bell Theater.
B: Sure! What time?
A: At 7:45.
B: Perfect. Let's meet there at 7:30, OK?
A: Good. See you then!

To decline an invitation

B: Sorry, I'd love to, but I'm busy then.
A: Too bad. Maybe some other time.
B: OK!

Social language

Accept an invitation
Sure!
Definitely!
Sounds like fun!

Decline an invitation
Sorry, I'd love to, but I'm busy then.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use a different event. Accept or decline the invitation. Then change roles.

A: Would you like to go to ..... on ..... ? ..... is at ..... .
B: ..... ! What time?
A: ....

KEEP TALKING!

Give more information and ask questions about the event.
It's a famous band.
It's a great team.
It's a talk about [food].
Who's in the movie / play?
Is [*Sweet Tea*] a good movie?

Watch the video for ideas!

RECYCLE THIS LANGUAGE
Sounds good!
I'm in!
Sorry. That's not for me.
That's (way) past my bedtime.
[I'm / I'm not] a huge fan.
I'm in the mood for [a concert].
That's more my style!



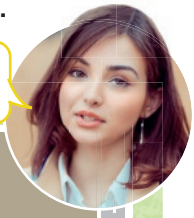
D CHANGE PARTNERS | Change the conversation again. Choose different events.

2 COMMUNICATION GOAL Give directions to a place

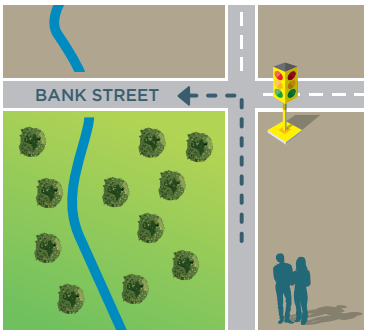
A VOCABULARY | Directions and locations | Read and listen. Then listen again and repeat.

DIRECTIONS

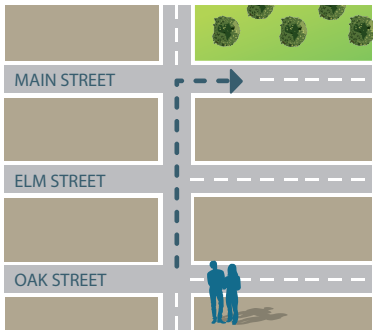
How do I get to the museum?



Turn left on Bank Street. It's down the street, on the right.



Turn left on Bank Street. (OR **at** the corner / **at** the light.)

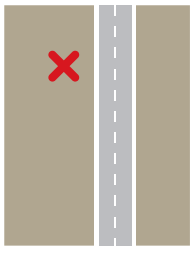


Go two blocks (to Main Street) and **turn right.**



Go to the corner of Ash Street **and** Rose Avenue.

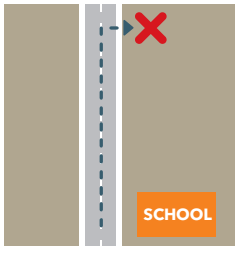
LOCATIONS



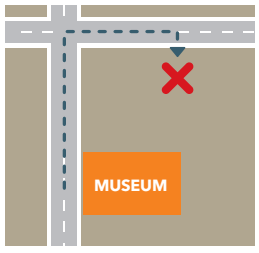
It's **on the left** (side of the street).



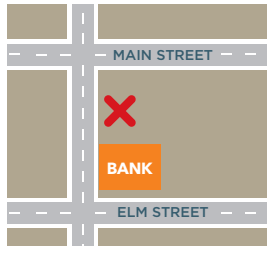
It's **across the street** (from the park).



It's **down the street** (from the school).



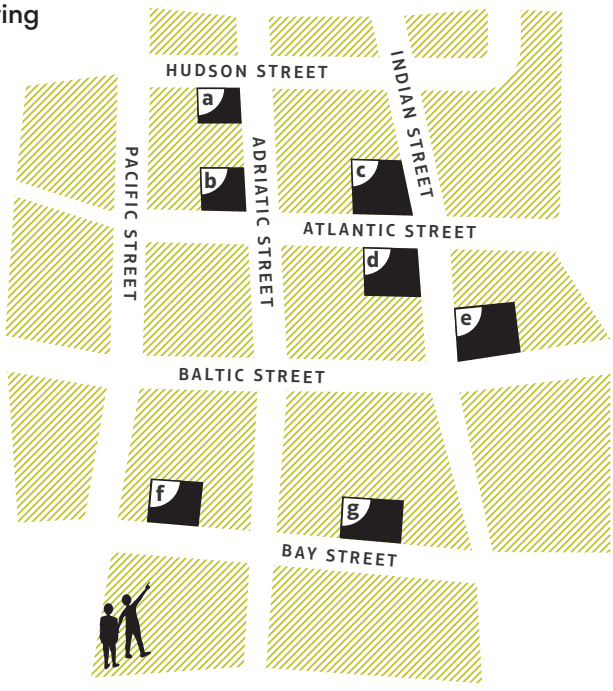
It's **around the corner** (from the museum).



It's **between** Main **and** Elm. It's **next to** the bank.

B LISTEN TO ACTIVATE VOCABULARY | Listen to people giving directions to places on the map to the right. Then write the letter of the correct place.

Conversation 1: *d* Conversation 2: *f* Conversation 3: *a*



COACH

C PRONUNCIATION | Rising intonation to confirm understanding | Read and listen. Then listen again and repeat.

1 **A:** How do I get to the bank?
B: The bank?

2 **A:** Is there a park near here?
B: A park?

D PAIR WORK | Talk about other places. Practice confirming information with rising information.

Where's the pharmacy?

The pharmacy?

LESSON 2 Give directions to a place

A VOCABULARY

Suggested time: 15 minutes | Your time:

- Point to the vocabulary topic. Elicit or explain the difference between *directions* and *locations*: *Directions* are instructions that explain how to get somewhere; a *location* in this context is where a particular place is. Read the question *How do I get to the museum?* Call on a higher-level S to read the woman's statement on the right aloud. Then say, *The woman gives directions. She says how to get to the museum.*
- After Ss read and listen, review their understanding of the vocabulary. Ask, *On what street is our school?* Draw a simple map on the board with a couple of streets and the block where the school is. Then keep adding places to the map as Ss answer these questions: *What is on the same street as the school? What's across from our school? What's down the street from our school? What's around the corner from our school?*
- Have Ss listen again and repeat the vocabulary. Focus on the locations and point out the stress pattern: *on the left; across / down the street; around the corner; between Main and Elm.*
- Remind Ss they can also say *walk / drive two blocks* to mean *go two blocks*.

LANGUAGE AND CULTURE

- A *block* in American English refers to the distance between two streets. For example, in the second map in the top row, Oak Street is two blocks away from Main Street.
- There are variations in the way people describe locations. For example, *on the corner of Smith and Bond (streets)* is short for *on the corner of Smith Street and Bond Street. Between Main Street and Mercer Avenue* can also be stated as *between Main and Mercer.*
- *On the corner* is more common usage, but when specifying the street names, one can also say *at the corner [of Grand and Crane].*

EXTENSION (+5 minutes) Have Ss take turns describing the locations of familiar places near the school and guessing what they are. Model an example on the board: *This place is [down the street from our school. It's across the street from the coffee shop].* Ss can work in pairs or one S can pose the question to the entire class. Assist as needed.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Point out the boxes and street names on the map. Play the audio and have Ss complete the exercise. Replay the audio if appropriate.

EXTENSION (+10 minutes) Extend the activity by making up four more locations: *4. bookstore; 5. cinema; 6. music store; 7. café.* Tell Ss to write in the names of the identified places on the map. (d: City Mall; f: Museum of Art; a: Ocean Grill) Then have them ask you where each new place is and find the correct letter on the map. For example:

Student: *Where's the bookstore / cinema / music store / café?*
Teacher: *The bookstore is on the corner of Indian and Baltic.* (e)
The cinema is on Bay Street between Adriatic Street and Indian Street. (g)
The music store is next to the Ocean Grill restaurant on Adriatic Street. (b)
The café is across from the City Mall on Atlantic Street. (c)

C PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, bring their attention to the highlighted words and upward arrows. Explain that intonation rises on this repeated word. The person repeats the word to make sure he or she understood the question correctly.
- After Ss listen and repeat, read the A question in each exchange again, pointing to individual Ss to read the B response.

EXTENSION (+10 minutes) For further practice, write questions about location on the board and have pairs ask and repeat with rising intonation. For example:
Where's the park? (The park?)
How do I get to Town Bank? (Town Bank?)
I'm looking for the West Museum. (The West Museum?)

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Call on two volunteers to model the example conversation.
- Then have them ask questions about places around town or places on the map in Exercise B. Walk around and listen for correct rising intonation.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Politely get someone's attention with *Excuse me*
- Repeat a question with rising intonation to confirm understanding
- Say *Thanks a lot!* to acknowledge someone's help
- Say *Thanks, anyway* to acknowledge an unsuccessful attempt to help

- Before Ss read and listen, ask, *What can you see in the picture?* (a man giving a woman directions)
- Point out that there are two conversation models: one thanking the person for the directions and one thanking the person even though he can't give any directions. Play the audio. Pause after each conversation and ask, *Does the man know where Hall Museum is?* (First conversation: yes; Second conversation: no)
- After Ss read and listen, ask:
  Is she walking or driving to the Hall Museum? (walking)
  What is across from the Hall Museum? (Barrow Park)
  What else does she ask about? (a bank)
  Does he tell her where the bank is? (yes)
  Why does she say Thanks again*?* (because she has already thanked him for her first request)
- Ask Ss to point out the target vocabulary (directions and locations).
- Call Ss' attention to the **Social language** box and read the heading. Model an enthusiastic tone for the expressions of thanks in the left column. Point out that *Thanks a million!* is an exaggerated thank-you, meaning *Thanks a million times.* Then model falling intonation for the responses when someone is not able to help. Explain that *No worries* is another way to say *Don't worry about it. / No problem.*

B PRONUNCIATION PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss repeat each line. Make sure Ss use
  - rising intonation for *The Hall Museum?*
  - emphatic stress on *Thanks a lot!*
  - falling intonation on *Thanks, anyway*.
- Walk around as Ss role-play the conversation with a partner.

C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Model the conversation with a higher-level S.
- Have Ss look back at Exercise A on page 18 for directions and locations vocabulary.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Listen for rising intonation in *Is the . . . near here? Is there a(n) . . . near here?* and falling intonation in *Are you walking or driving?* Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the activity.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss locate the two people on the map. Say, *You are here.*
- Reinforce the use of the conversation strategies; for example, make sure Ss use *Sorry* and *Thanks, anyway* with appropriate friendliness.
- Walk around and listen to Ss' conversations. Take note of any errors you hear. At the end of the activity, write some errors on the board and have the class correct them.

OPTION Have Ss take turns giving directions to a place on the map. The partner guesses the place. For example:

A: Walk to the corner and turn right. Go one block to First Street and turn left. Turn right on Clark Avenue and it's on the right.
B: Is it Bate's Books?

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for directions and locations
- ✓ using rising intonation to confirm understanding
- ✓ using appropriate language and intonation when acknowledging an attempt to help

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *Write 3–4 sentences about where you live. Use* There is *and language for locations to give more information. For example: "My house is on Turner Street. There is a park on the left. . . . "* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, pronunciation, and speaking practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's give directions to a place.



A CONVERSATION MODEL | Read and listen.

A: Excuse me. Is the Hall Museum near here?
B: The Hall Museum? Yes, it is. Are you walking or driving?
A: Walking.
B: OK. Walk three blocks to the corner of Fifth and Gary. It's right around the corner, across from Barrow Park.
A: Great! Thanks a lot! Oh. One more question. Is there a bank near here?
B: Yes. Right across the street.
A: Thanks again.

Or if you don't know . . .
B: The Hall Museum? Sorry, I'm not sure.
A: That's OK. Thanks, anyway.

Social language
Acknowledge an attempt to help

Thanks a lot!	Thanks, anyway.
Thanks so much!	Thanks just the same.
Thanks a million!	No worries.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the Vocabulary and the map (or a map of your neighborhood). Then change roles.

A: Excuse me. Is the ..... near here?
B: The ..... ? Yes, it is. Are you walking or driving?
A: ..... .
B: OK. ..... . It's ..... .
A: Great! ..... ! Oh. One more question. Is there a(n) ..... near here?
B: Yes. ..... .
A: Thanks again.

KEEP TALKING! ●●●

- **Ask for directions to other places.**
- **Say more about the places.**
  It's my favorite [restaurant].
  ___ is really good!
  ___ has great [movies].

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again. Give directions to other places.





3 COMMUNICATION GOAL Talk about musical preferences

A VOCABULARY | Musical genres | Read and listen. Then listen again and repeat.



B PAIR WORK | What are your favorite kinds of music? Who are your favorite performers?

C READING | Read about the benefits of music. Which are your favorites?

What's so great about music?

EVERYTHING!

Everyone loves listening to music, right? Well, scientific research shows that music is actually good for you! Here's how:



Music makes you happy.

When you listen to the music you like, your brain produces a chemical called dopamine. Dopamine makes you feel good. Research shows that a cold shower also helps the brain produce dopamine—but music seems like a better choice! Listen to your favorite music fifteen minutes a day and get happy!



Music helps you exercise.

Sometimes exercising isn't easy. Sometimes you just don't want to! But studies show that listening to the right kind of music, for example rock or pop, makes you want to exercise. And it helps your performance go from not-so-great to awesome!

Music helps you relax.

After you come home from work, are you still thinking about work? Do you have a lot of worries? Do you worry about your boss or your neighbors or your family? Well, here's some good news: Music can help. Listening to the music you love makes your worries go away so you can relax.



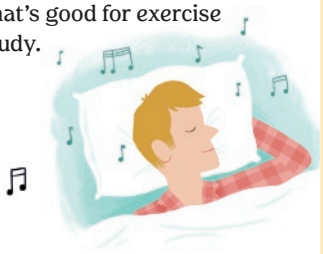
Music helps you sleep.

Is sleeping difficult for you at night? Do you want to feel good when you get up in the morning? Listening to classical music for forty-five minutes before going to bed helps you get a good night's sleep. And that's good for exercise and study.



Music helps you study.

Is it a good idea to listen to music while you study? That depends. Heavy metal or pop, especially if there are singers, can make studying difficult. However, other types of music can help. According to research, learners remember new words and ideas when they study while listening to nice classical music.



So try listening to more music. It's GOOD for you!

LESSON 3 Talk about musical preferences

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Give Ss a minute to skim the images and musical genres.
- Play the audio for Ss to follow along. Then have them listen again and repeat.
- Explain that most of the genres can be described with or without the word *music* following them. For example: *rap music, classical music*.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- After Ss discuss in pairs, bring the class together and call on Ss to share their preferences.
- Ask, *Is there a kind of music that you like that is not listed here?*

OPTION (+5 minutes) Poll the class: *Who likes [musical genre]?* Write the numbers of Ss that like each genre on the board to determine the most popular musical genre.

C READING

Suggested time: 15 minutes | Your time:

- Ask Ss to close their books. Write on the board: *The benefits of music.* Explain that a *benefit* is something that helps you. Draw on Ss' prior knowledge by inviting them to brainstorm ideas that come to mind. (For example: *helps you exercise*) Write the ideas on the board.
- Have Ss open their books and skim the title and headings. Tell Ss to see which of the topics are listed on the board from the brainstorm.
- Read the question, *Everyone loves listening to music, right?* and ask, *Does everyone agree with this statement? Why? Why not? Do you know anyone who doesn't listen to a lot of music?*
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify vocabulary or have Ss use a dictionary.
- Return to the target question in the directions. Call on Ss to share their favorite benefits.

CHALLENGE (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

EXTENSION (10 minutes) Have Ss work in pairs or small groups. Tell Ss they will discuss an additional benefit to music that is not included in the article. Ss can use one from the class brainstorm or make up their own. (For example: music helps people do household chores; wake up; travel on a bus or train; work, etc.) Tell Ss to take notes and prepare to share their idea with the class. Offer feedback as needed.

D SCAN FOR FACTS

Suggested time: 10 minutes | Your time:

- Read the directions and point out that the answers are *according to the article*. Tell Ss that the answers should reflect what the article says, not what the Ss think is true.
- Review scanning, which was introduced on page T11 in Unit 1. Remind Ss that they will just scan, or move their eyes quickly over, the article for key words to match the statements.
- After Ss complete the exercise, go over the answers as a class. Call on Ss to read the statements and answers aloud.

OPTION (+5 minutes) Invite Ss to combine the matched columns to make individual statements. Model item 1: *Your brain produces dopamine.*

E MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Call on Ss to read the exercise prompts aloud. Ss will likely notice that they come from the headings in the article.
- Ask Ss to complete the exercise. If they don't listen to music in any particular situation, tell them to leave the answer blank.
- Have Ss compare answers in pairs. Then bring the class together and ask, *Did anyone leave any items blank? Which ones? Why don't you listen to music in these situations?* (For example: Music doesn't help me study. I need quiet.)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Before Ss complete the survey, call on volunteers to take turns reading the questions aloud.
- After Ss do the survey, have them compare answers with a partner.

EXTENSION (+5 minutes) Call Ss' attention to item 2 and ask, *Do you like to listen to music aloud or do you use headphones?* Poll the class. Then invite Ss to share the reason for their answer. (For example: I like to use headphones. That way, I don't hear anything or anyone around me, and I can relax completely.)

OPTION (+5 minutes) Tell Ss to compare what they wrote in item 5 in the survey with their answers in Exercise E. Ask, *Does the artist you list match with the genre you listed in Exercise E?* Let Ss discuss in pairs.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Call on two higher-level Ss to read the examples aloud.
- Model the language by saying *I'm a [rock] fan. What about you?* Keep asking individual Ss until you find someone who is also a [rock] fan. Then say, *We're [rock] fans.* Write it on the board. Continue modeling. Say, *I listen to music when I'm exercising. When do you listen to music?* Keep asking individual Ss until you find someone who listens at a different time. Then say, *I listen to music when I'm exercising. My partner listens to music when [she]'s studying.* Write the statements on the board.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Correct intonation as needed.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- In pairs, Ss prepare their discussion. Walk around and assist with vocabulary as needed.
- Then have pairs share the information in their surveys with the class.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ incorporating vocabulary for musical genres
✓ referring to the talking points listed in the survey in Exercise A
✓ effectively recycling language for expressing preferences

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *Write a few sentences about your musical preferences. Describe what you listen to and when, where, and how you listen.* Tell Ss to keep their books closed. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary and reading practice in their digital resources.

D SCAN FOR FACTS | Match each statement with a word or phrase, according to the article.

d	1 It produces dopamine.	a rock or pop music
e	2 It helps you sleep.	b dopamine
b	3 It makes you feel good.	c heavy metal music
f	4 It makes it difficult for you to relax.	d your brain
c	5 It doesn't help you study.	e classical music
a	6 It helps you go running or bike riding.	f worry

E MAKE PERSONAL CONNECTIONS | Complete each statement with a genre of music.

1 ..... makes me happy.
2 ..... helps me relax.
3 ..... helps me study.
4 ..... helps me exercise.
5 ..... helps me sleep.

COMMUNICATION ACTIVATOR

Now let's talk about musical preferences.

A TALKING POINTS | Complete the survey and then compare with a partner.

1 WHEN DO YOU LISTEN TO MUSIC?

- ☐ first thing in the morning when I get up
- ☐ when I'm studying
- ☐ when I'm driving my car
- ☐ when I'm exercising
- ☐ when I'm eating
- ☐ when I'm working
- ☐ after I come home from work or school
- ☐ right before I go to bed
- ☐ other _____



2 WHAT ARE THE WAYS YOU LISTEN TO MUSIC?

- ☐ on the car radio
- ☐ on my phone
- ☐ on the Internet
- ☐ on TV
- ☐ on CDs
- ☐ other _____



3 HOW OFTEN DO YOU GO TO CONCERTS?

- ☐ never
- ☐ once or twice a year
- ☐ very often
- ☐ other _____



4 WHO DO YOU REALLY WANT TO SEE LIVE?

_____

5 FOR EACH BENEFIT, WRITE THE NAME OF A SINGER, MUSICIAN, OR GROUP YOU KNOW.

Makes me happy: _____
Helps me relax: _____
Helps me study: _____
Helps me exercise: _____
Helps me sleep: _____

B DISCUSSION | Tell the class about the music you like. Use your Talking Points as a guide to say as much as you can.

> "I love heavy metal. I always listen to the band Pantera when I'm driving my car."

> "I listen to classical music. It helps me relax."

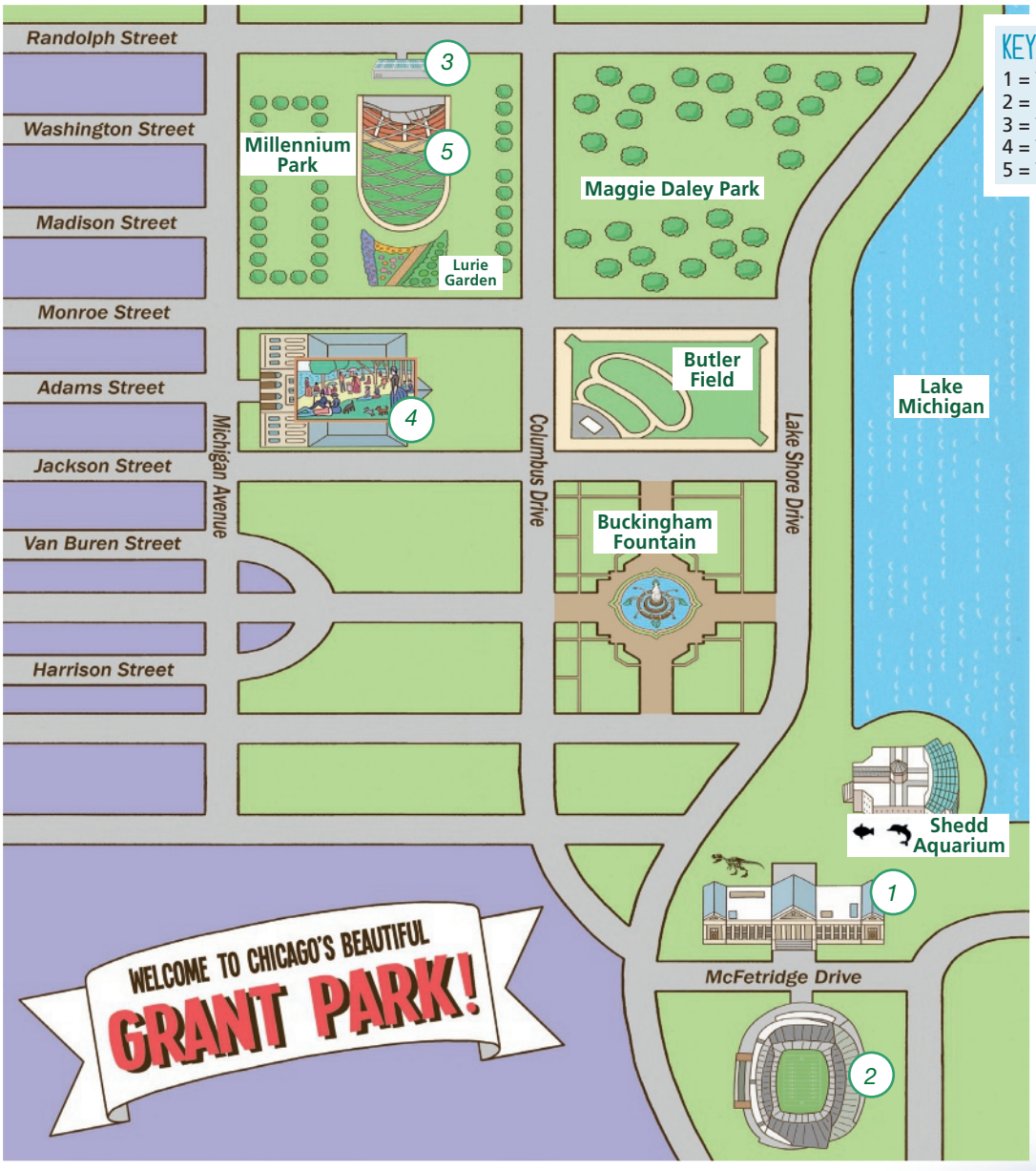
RECYCLE THIS LANGUAGE
___ is more my style.
___ is not for me.
I'm a huge fan of ___.
Same here!

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: ". . . is actually good for you."

SOFT SKILLS BOOSTER p. 155

4 COMMUNICATION GOAL Make plans to see an event

A LISTEN FOR KEY INFORMATION | Study the map. Listen to five people calling for information and directions to five events in Grant Park. Write the correct place number in each white circle on the map.



KEY
1 = The Field Museum
2 = Soldier Field
3 = The Harris Theater
4 = The Art Institute
5 = The Pritzker Pavilion

B LISTEN FOR ERRORS | Listen to the phone calls again. Correct each of these false statements.

1 The Field Museum is open at night.
2 There's a concert at Soldier Field on Sunday at 3:00.
3 There's a folk concert at the Harris Theater on Thursday at 9:00.
4 The Art Institute is a famous hotel in Chicago.
5 There's a dance performance at the Pritzker Pavilion on Saturday evening.

"That's wrong. The Field Museum is only open from 9 to 5."

See page T22 for answers.



Grant Park's famous Buckingham Fountain

LESSON 4 Make plans to see an event

A LISTEN FOR KEY INFORMATION

Suggested time: 15 minutes | Your time:

- Before Ss listen, have them look at the map. Ask, *Which streets do you see?* (Michigan Avenue, Columbus Drive, Lake Shore Drive, McFetridge Drive, etc.)
- Model the activity. Play the audio, pausing after Conversation 1. Ask, *Where on the map is the Field Museum of Natural History?* (next to the Shedd Aquarium, on McFetridge Drive) *What other hints are there on the map?* (an image of a dinosaur)
- Play the audio again from the beginning. Pause after each conversation to let Ss find the place on the map. Replay any conversations if appropriate.
- Go over the answers as a class.

EXTENSION (+5 minutes) In pairs, have Ss describe the locations of the different places on the map. Write an example on the board: *Butler Field is between Lake Shore Drive and Columbus Drive, across from Maggie Daley Park.* Then have them ask each other how to get to different places and respond with the correct directions. Write on the board: *How do I get to . . . from . . . ?* Refer Ss to Exercise A on page 18 to review vocabulary.

B LISTEN FOR ERRORS

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them read through the exercise items and notice the example answer on the right.
- Play the audio. Pause after each phone call to let Ss make the corrections. Then play the audio again to let them check their answers.
- Go over the answers as a class.

OPTION (+5 minutes) Ask a few questions about each event. For example:

Conversation 1: *When is the Field Museum open?* (from 9:00 to 5:00 every day)

Conversation 2: *What does the man want to see at Soldier Field?* (a game)

Conversation 2: *When is the Bears game?* (Sunday at 3:00)

Conversation 3: *Does the woman want to hear the jazz pianist at the Harris Theater?* (No, jazz isn't for her.)

Conversation 4: *Where is the Art Institute?* (between Monroe Street and Jackson)

LANGUAGE AND CULTURE Grant Park is a large urban park in Chicago, Illinois. It is located within the business district and houses several well-known buildings, including the Art Institute of Chicago, the Field Museum of Natural History, the Shedd Aquarium, and the Adler Planetarium. There are also various landmarks such as Buckingham Fountain.

Answers for Exercise B

2. *There's a football game at Soldier Field on Sunday at 3:00.*
3. *There's a jazz concert at the Harris Theater on Thursday at 9:00. (Or: There's a folk concert at the Harris Theater on Wednesday at 8:30.)*
4. *The Art Institute is a famous museum in Chicago.*
5. *There's a dance performance at the Pritzker Pavilion on Friday evening.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

OPTION Before Ss begin this activity, have them look at the map of Grant Park on page 22 and write the names of the five places in Exercise A next to the buildings on the map.

- Tell Ss to look through the event listings. Clarify vocabulary as needed. Then ask:
  Where is Chris Lambo performing? (Soldier Field)
  What can you see at Harris Theater? (cellist Marc Chen; Barry Fine and Friends)
  Where is the exhibit on Japanese design? (at the Art Institute of Chicago)
  When is the talk "Great Painters"? (on Sunday, June 9th, at 11:30 A.M.)
  What is a good performance if you like jazz? (the Ellen Schubert Dancers)
- Tell Ss to circle the events that interest them.

EXTENSION (+10 minutes) Have Ss use the event listings to practice prepositions of time and place. Write an example on the board: *Marc Chen is playing at the Harris Theater on Sunday June 9th at 8:00 P.M.*

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Call on two volunteers to read the conversation.
- Model the activity with a more confident S. Have the S invite you to an event. Ask questions about the kind of event, date, time, etc. Decline the invitation. Encourage the S to offer an alternative.
- As Ss work, remind them to use the conversation strategies they learned in Lessons 1 and 2. Encourage Ss to use some of the language in the **Recycle This Language** box. Have them check off each question or statement as they use it.

OPTION (+5 minutes) As an alternative, have Ss make plans for one event with one partner and then make plans for another event with a different partner.

CHALLENGE (+10 minutes) Challenge Ss by asking them to bring in local entertainment listings. Ss then make plans to see one of the events together. Note that the listings do not have to be in English. They serve as a prompt for Ss' conversations.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using and recycling language for making plans to see an event

✓ using correct intonation for accepting and declining invitations

WRITING

Suggested time: 15 minutes | Your time:

- Tell Ss they should first take notes about their entertainment preferences.
- Refer Ss to Exercise A on page 14, where they evaluated entertainment events. Also tell Ss to look at the **Recycle This Language** box on page 21 for relevant expressions. Finally, have them recall their musical preferences discussed in Exercise A on page 21.
- Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap their writing with a partner and offer each other feedback.

WRITING HANDBOOK (optional, pages T145-146)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Pair Ss. Tell them to recall what they wrote about their tastes in entertainment and share this information with their partner. The partner can say whether he or she likes similar things and share his or her preferences. Listen and take notes on areas for review and extra practice.

Remind Ss of additional listening and writing practice in their digital resources.

Now let's make plans to see an event.

A TALKING POINTS | Read about the Grant Park events and circle the ones you would like to see.

This week in **Grant Park**

News Shows This week Coming soon Subscribe

Monday, June 3 through Sunday, June 9

CONCERTS



World-famous cellist
Marc Chen
Performing international favorites
The Harris Theater
Sunday, June 9th, 8:00 P.M.

Australian pop singer
Chris Lambo
Singing recent hits as well as classics from his album *Fantasy*



Soldier Field
Two shows! Sunday, June 9th, 8:00 P.M. and midnight

Barry Fine and Friends on Tour!
The Harris Theater
Friday, June 7th, 10:30 P.M.



THEATER



The Ellen Schubert Dancers
Modern dance and cool jazz
The Pritzker Pavilion
Wednesday, June 5th, 3:00 P.M.



Wendy Pratt in
Our Town
A classic American play
The Harris Theater
June 4th and 5th, 8:00 P.M.

TALKS

Great Painters
Susan Moore, Professor of Art History
The Art Institute of Chicago, in Fullerton Hall
Sunday, June 9th, 11:30 A.M.



EXHIBITS

Japanese Design
The Art Institute of Chicago
June 9th through 15th, 9:00 A.M.–4:00 P.M.





Wildlife Photography
The Field Museum of Natural History
June 9th through 15th, 9:00 A.M.–5:00 P.M.

B PAIR WORK | Make plans to see one or more of the events together. Use the map on page 22 to make arrangements to meet before the event.

Let's go to the play at the Harris Theater on June 4th at 8:00.

I'm sorry. I'm busy on the 4th. How about the 5th?

RECYCLE THIS LANGUAGE

Invite
Would you like to ___ ?
There's a(n) ___ at ___ .
Let's meet at ___ .

Ask for information
What time's the ___ ?
Where's the ___ ?

Accept and decline
Sure! / Definitely! / Perfect!
Sounds great!
See you then!
Now that's more my style!
Sorry. I'd love to, but I'm busy on ___ .
That's not for me.
That's past my bedtime.
Too bad. Maybe some other time.

Locations / directions
How do I get to ___ ?
Turn right / left on ___ .
Go to the corner of ___ and ___ .
It's [next to / across from] ___ .
It's around the corner from ___ .
It's between ___ and ___ .

WRITING Write about your tastes in entertainment.

I'm a big fan of classical music. It helps me study, and it helps me sleep. I always . . .

WRITING HANDBOOK p. 145
- The sentence
- Guidance for this writing exercise

WHAT'S DIFFERENT?

- Partner A: Look at your map. Take turns asking your partner questions to find the fifteen differences.
- Partner B: Look at the map on page 122.

On your map, is there a gas station on Green Street, across from the stadium?

PARTNER A'S MAP



See page T24 for answers.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Invite someone to an event.
- ☐ Give directions to a place.
- ☐ Talk about musical preferences.
- ☐ Make plans to see an event.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Interactive Cool Down

WHAT'S DIFFERENT?

Suggested time: 45 minutes | Your time:

- Pair Ss. Assign one S Partner A and the other S Partner B. Partner A should use the map on page 24. Partner B should turn to page 122.
- Say, *Both Partner A and Partner B have maps, but there are some differences between the two maps. You have to ask each other information questions about locations of places to identify what is different.*
- Call on a higher-level pair to model asking and answering the question at the top of the page. For example: *A: On your map, is there a gas station on Green Street, across from the stadium? B: No, there isn't.*
- Walk around as Ss speak. Listen for rising intonation with each *yes / no* question. Correct and assist as needed.

EXTENSION (+5 minutes) Once Ss have noted the differences between their maps, have them ask each other questions about locations. They should both refer to the same version of the map. Model an example and ask or write: *What is around the corner from the school?* Elicit an answer. In pairs, tell Ss to take turns asking and answering questions.

Answers for *What's Different?*
The 15 differences:

Details north of Green Street:
The bookstore is labeled "restaurant."
There is no stadium.

Details north of Central Street:
The restaurant is gone, and that entire block is Green Park.
The hospital entrance is around the corner, on Park Avenue.
The museum entrance is around the corner, on Central Avenue.
The mall entrance is around the corner, on the east side of City Avenue.
The gas station is gone, and the restaurant is on the left / the bookstore is on the right.

Details north of North Street:
The bank west of Park Avenue is now a school.
There's a bank on the north side of North Street, between the office building on Park Avenue and the school on City Avenue.
The pharmacy has moved to the south side of Central Street, between City and Short avenues.
The supermarket entrance is around the corner, on City Avenue.
The bus stop has moved to the corner of Short Avenue and North Street.

Details south of North Street:
There's a gas station on the south side of North Street, between City and Short avenues.
There's an airport south of North Street and east of Short Avenue, in place of James Park.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .
To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 3 How We Feel

WARM-UP	Students compare abilities and read an illustrated conversation modeling the social language of catching up.	
LESSON 1 **Identify people's abilities**	***Grammar***	*Can* and *can't* for ability and possibility
	Pronunciation	*Can / can't*
	Grammar	*Can* and *can't*: information questions
LESSON 2 **Give advice to someone who doesn't feel well**	***Vocabulary***	Ailments
	Grammar	*Should* and *shouldn't* for advice
LESSON 3 **Describe feelings**	***Vocabulary***	Adjectives for feelings
	Reading skills	Confirm content; Understand details
LESSON 4 **Discuss how we develop abilities**	***Listening skills***	Infer meaning; Listen for main ideas; Listen for details; Listen for key information
	Writing	Write a conversation between two people
INTERACTIVE COOL DOWN	*Find Someone Who . . . Tic-Tac-Toe*	

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

Warm-Up

PRONUNCIATION

Suggested time: 5 minutes | Your time:

- After Ss listen and repeat, read the questions in the directions. Point to the woman on the upper right and read what she says. Ask, *Why is the woman happy?* (It's her birthday tomorrow.)
- Read the sentences on each side of the graphic: *These people feel happy. These people feel sad.* Invite Ss to describe the photos. (a young girl with ice cream; a sports team; a girl thinking; a tennis player; a woman crying; people getting married) Tell Ss to just say words or phrases they know, not full sentences. Then ask a few follow-up questions. For example:
  Why is the girl with ice cream happy? (the ice cream is good)
  Why is the team happy? (they are the winners of a match)
  Why are the people happy? (they are getting married)
  Why do you think the girl is sad? (maybe she misses someone)
  Why is the tennis player sad? (he lost the match)
  Why is the woman crying? (she has a problem)
- Finally, pose the questions in the directions to individual Ss. Elicit reasons for their feeling. Encourage them to follow the model and ask *Me? and Why?* in their answer.

EXTENSION (+5 minutes) Ask individual Ss, *Are you happy on your birthday? Why? Why not?* (For example: Yes, because my family and friends text or call me. No, because I am old.)

EXTENSION (+5 minutes) Ask, *What colors on this page are used for the [happy / sad] feelings?* (yellow / blue) *Do you agree with these colors? Which colors would you use?*

UNIT 3

How We Feel

Warm-Up

Do you feel happy or sad today? Why?

PRONUNCIATION | Listen and repeat.







UNIT 3 COMMUNICATION GOALS

Lesson 1
Identify people's abilities

Lesson 2
Give advice to someone who doesn't feel well

Lesson 3
Describe feelings

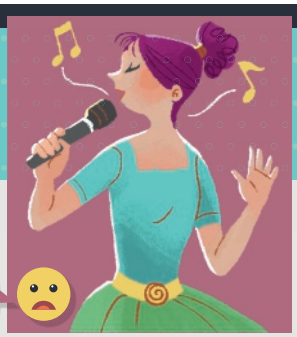
Lesson 4
Discuss how we develop abilities

Topic Warm-Up

A PERSONAL ABILITIES | Take the self-test.

What can you do?

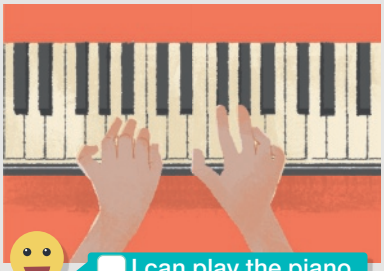




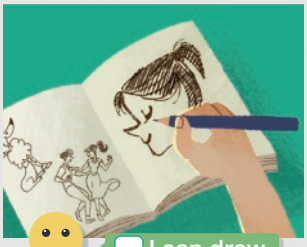
- ☐ I can sing.
- ☐ I can't sing.



- ☐ I can dance.
- ☐ I can't dance.



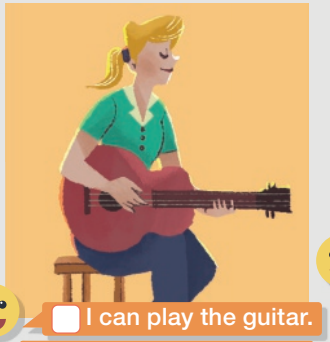
- ☐ I can play the piano.
- ☐ I can't play the piano.



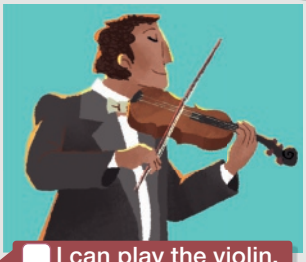
- ☐ I can draw.
- ☐ I can't draw.



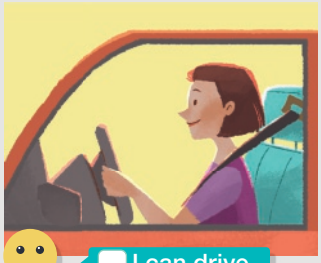
- ☐ I can paint.
- ☐ I can't paint.



- ☐ I can play the guitar.
- ☐ I can't play the guitar.



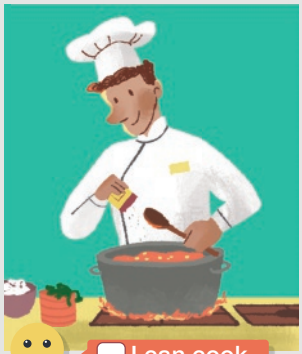
- ☐ I can play the violin.
- ☐ I can't play the violin.



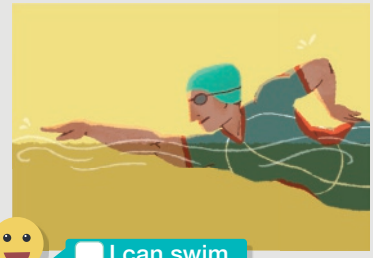
- ☐ I can drive.
- ☐ I can't drive.



- ☐ I can play soccer.
- ☐ I can't play soccer.



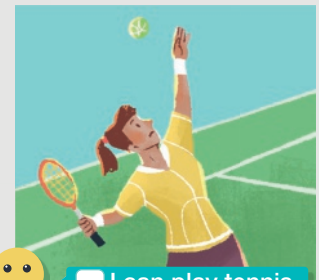
- ☐ I can cook.
- ☐ I can't cook.



- ☐ I can swim.
- ☐ I can't swim.



- ☐ I can play basketball.
- ☐ I can't play basketball.



- ☐ I can play tennis.
- ☐ I can't play tennis.

B VOCABULARY | Abilities | Listen and repeat.

C PAIR WORK | Compare your abilities.

I can play the guitar. What about you?

Well, I can't play the guitar, but I can play the piano.

Topic Warm-Up

A PERSONAL ABILITIES

Suggested time: 10 minutes | Your time:

- Focus Ss' attention on the cartoon with the dogs. Read the conversation with a higher-level S. Then ask, *Can anyone here speak French? What does* Bonjour *mean?* (Hello)
- Ask, *What is an* ability*?* (the skill to do something) Point to the images and say, *These are all examples of abilities.*
- Read the title of the self-test, *What can you do?* Give Ss time to take the self-test. Tell them the images will help clarify the vocabulary.

LANGUAGE AND CULTURE Ss may not know that in English the breed of the white dog is often called a *French poodle*. This explains the joke that the dog can speak French.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- As Ss listen and repeat, instruct them to look at the images in Exercise A. The images are in the same order as the audio.

C PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Read the example conversation with a higher-level S. Point out to Ss that in Unit 2, page 14, the question *How about you?* was used to elicit information about another person. *What about you?* is used in the same way here.
- Write the question and response on the board and focus on *but* in the response. Say, *The word* but *connects ideas that are different.* Underline *I can't play the guitar* and then underline *I can play the piano* to show the two different ideas.
- Then write an alternate affirmative response: *I can play the guitar, too.* Say, *This is how you say you have the same ability as another person.*
- Listen as Ss compare their abilities on the self-test. Assist as needed.
- Bring the class together and ask follow-up questions: *Who here can drive? Who can't sing? Who can paint or draw? Who can play a musical instrument?*

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- To begin, have Ss look at the pictures. Ask, *Where are they? Do you think they know each other? What do you think they are talking about?*
- Point to the information about accents to the right of the directions. Ask, *Which person in the conversation has an American accent?* (Andrew) *What kind of accent does Coral have?* (Caribbean English, Jamaican)
- After Ss read and listen to the conversation, check comprehension. Ask:
  What time of day is it? afternoon)
  Why isn't Andrew at work now? (He is not feeling well.)
  Who do you think Ben is? (He is probably Coral's son.)
  Does Coral have a job right now? (No, she doesn't.)
  What does Coral tell Andrew to buy? (oranges)
  Why? (because they are good for a cold)

LANGUAGE AND CULTURE Caribbean English is the dialect of English spoken in the Caribbean Islands as well as on the Caribbean coast of several Central and South American coutries, including Belize, Nicaragua, Panama, Colombia, and Guyana.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A. Point out that each exercise item is about one of these expressions.
- Have Ss do the exercise individually, referring to Exercise A as needed.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation to clarify the context.

EXTENSION (+3 minutes) Say, *Find one sentence that describes a person's ability.* (He can play three instruments now . . .) If Ss mention *But I just can't work this* afternoon in line 6, point out that it does not describe a person's skill or talent to do something. Refer to the examples of abilities in Exercise A on page 26.

LANGUAGE AND CULTURE

- *Achoo* (or *ah-choo*) is the word used to represent the sound made when a person sneezes. *Bless you* is what you can say to a person who has sneezed. Although it is a polite response to a sneeze, saying *bless you* is optional. Ss can share if there is a word in their language used to represent the sneezing sound. They can also share if it is typical in their culture to say something to a person who has sneezed.
- Etiquette about sneezing and using tissues and handkerchiefs differs from culture to culture, and some practices can be very offensive to people of another culture.
- *Will do* is an abbreviation for *I will do that.*

OPTION For a cultural fluency project, Ss can research customs and traditions about sneezing and coughing in public and how they differ.

SPEAKING | PAIR WORK

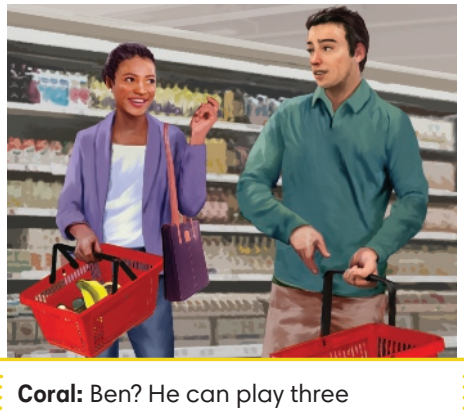
Suggested time: 5–10 minutes | Your time:

- Point to the image of the man and read what he says, putting emphasis on *happy,* and have Ss repeat. Then point to the image of the woman and read her statement, putting emphasis on *sad,* and have Ss repeat.
- Have Ss fill in the chart with three to four abilities for each column. Ss can refer to the abilities in Exercise A on page 26 or add their own ideas. Assist with language as needed.
- Bring the class together and call on Ss to share answers.

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation between two old friends. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Andrew = American English (standard)
Coral = Caribbean English (Jamaican)


Andrew: Coral! Nice to see you after such a long time! Ah-CHOO!

Coral: Uh-oh. Sounds like you've got a cold. Bless you, Andrew!

Andrew: Thank you. It's nothing serious. But I just can't work this afternoon. I feel awful.

Coral: Oh, I'm sorry to hear that.

Andrew: Thanks. I'll be OK. But, hey, enough about me. How's Ben doing?

Coral: Ben? He can play three instruments now: piano, guitar, and violin.

Andrew: Well, I'm not surprised. He's a talented kid. … And what are you up to? Still at Miller Industries?

Coral: Wow, you have a good memory! Actually, I'm not working right now.

Andrew: So that's why you're out in the middle of the afternoon!

Coral: You know, Andrew, they say fruit's good for a cold. You should buy some oranges and go home and make some juice. Then take a nice nap.

Andrew: That's good advice, Coral. Will do.

Coral: Great seeing you, Andrew. Take care. And feel better!

B UNDERSTAND FROM CONTEXT | **Circle the correct answers, based on Zoom-In.**

1 Why does Coral say, "Bless you!" to Andrew?
(a) because he sneezes
b because he's going home

2 Why does Coral say, "I'm sorry to hear that"?
a because Andrew can't work this afternoon
(b) because Andrew feels awful

3 Why does Andrew say, "But, hey, enough about me"?
(a) because he wants to change the topic of the conversation
b because he wants Coral to ask more questions about his cold

4 Why does Andrew ask Coral, "What are you up to?"
(a) because he wants to know what she's doing these days
b because he wants to know if she plays musical instruments, too

5 Why does Andrew say, "Will do"?
(a) because he wants to tell her he agrees to follow her advice
b because he doesn't want to go home and take a nap

SPEAKING PAIR WORK | **Complete the chart with abilities you are happy to have and ones you feel sad you don't have. Then compare charts with a partner.**

I feel happy because I can . . .	I feel sad because I can't . . .





1 COMMUNICATION GOAL Identify people's abilities

A GRAMMAR | Can and can't for ability and possibility



Use the modal can or can't and the base form of a verb to talk about ability.

Affirmative statements

David **can play** the guitar.
My grandparents **can dance** well.

Negative statements

Victor **can't cook** well.
My friends **can't drive**.

Yes / no questions and short answers

Can you **draw**?	Yes, I **can**. / No, I **can't**.
Can he **swim**?	Yes, he **can**. / No, he **can't**.

You can also use can or can't for possibility.

I'm not working right now. We **can meet** for lunch.
I **can't go** to class. I have a cold.

Use can or can't with well to indicate the degree of ability.

She can't play the piano **well**.



GRAMMAR EXPANDER p. 129

- Can + base form for permission

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete each conversation, using can or can't.

1 **A:** *Can* Lily make dinner tonight?
B: Yes, she *can* . She comes home at 4:00.

2 **A:** *Can* your brother *drive* your car to the mall?
B: My brother? No way. He *can't* drive.

3 **A:** *Can* Ana speak English well?
B: No, she *can't* . That's why she's in the beginning class.

4 **A:** *Can* you *play* basketball?
B: Yes, I *can* . But I *can't* play well.

5 **A:** *Can* your dad paint?
B: No, he *can't* . But he *can* draw very well.

6 **A:** *Can* your parents *play* tennis on Friday?
B: Yes, they *can* . They play tennis every Friday. I'm sure this Friday's no different.

D PAIR WORK | Practice the conversations from Exercise C.

E PRONUNCIATION | Can / can't | Read and listen to the pronunciation and stress of can and can't. Then listen again and repeat.

/kən/ I can **play** the piano. /kænt/ I **can't** play the guitar.

F PRONUNCIATION PRACTICE | Listen to the statements and check can or can't. Then listen again and repeat each statement.

1	☑ can	☐ can't	4	☑ can	☐ can't
2	☐ can	☑ can't	5	☑ can	☐ can't
3	☐ can	☑ can't	6	☐ can	☑ can't

LESSON 1 Identify people's abilities

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the conversation between the two women in the photo. Explain that the final question *Can you?* is an abbreviation for *Can you cook?* Have Ss ask each other these questions. Then bring the class together to report who in the class can cook.
- Read the first rule. Review or instruct Ss that the *base form of a verb* is the form of the verb without any endings (for example, *-s*, *-ing*, or *-ed*). It is the same as the infinitive without *to.*
- Review the example statements about abilities.
- Point to the note, and call on volunteers to add *well* to the first example in the chart. (David can play the guitar well.) Note how *well* significantly changes the meaning of the statement: *can play* versus *can play well.*
- Review the *yes / no* questions and short answers.
- Finally, read the rule and example sentences for *can* and *can't* for possibility. Explain that these examples don't describe ability or having the skill you need to do something. They talk about the possibility of doing something. Ask a S to read the second example aloud: *I can't go to class.* Ask, *Does the person still have the ability to go to class?* (yes) *Is it possible for the person to go?* (no) *Why not?* (because the person has a cold)
- Explain that *can't* is short for *cannot.* Usually, we use *can't* in conversation. *Cannot* is used in more formal situations.

TEACHING TIP You can ask about ability or degree of ability with *do* as well as *can.* For example: *Do you play the piano? Do you play well?* can also mean *Can you play?*

GRAMMAR EXPANDER (optional, page T129)

B PRONOUNCE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Before Ss listen, ask, *Are the questions in the chart* yes / no *questions or information questions?* (*yes / no* questions) Remind Ss that we use rising intonation in *yes / no* questions.
- Then play the audio. Have Ss listen and repeat the examples in the chart.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- After Ss complete the exercise individually, have them compare answers in pairs.
- Walk around and assist as needed.
- Then bring the class together and go over the answers.

EXTENSION (+10 minutes) In pairs, have Ss decide which statements with *can / can't* describe ability and which ones describe possibility. (1. all possibility; 2. first answer possibility, second answer ability; 3. all ability; 4. all ability; 5. all ability; 6. all possibility)

D PAIR WORK

Suggested time: 5 minutes | Your time:

OPTION Do Exercise D after Exercise E's pronunciation presentation, or revisit Exercise D after Exercise E.

- Model the first conversation with a higher-level S. Exaggerate the rising intonation in the question to remind Ss that intonation rises at the end of a *yes / no* question.
- While Ss ask and answer questions, listen for rising intonation. Make corrections as needed.

E PRONUNCIATION

Suggested time: 2 minutes | Your time:

- Elicit or review that *stress* is when you say the word more loudly than the other words in the sentence. Point out to Ss the dot that appears over *play* in the first sentence and *can't* in the second sentence, and explain that the dot shows which word to stress.
- Have Ss read and listen, paying attention to the stress put on *can* and *can't.*
- Say, *With the affirmative form* can, *the stress is on the base form of the verb. With the negative form* can't, *the stress is on* can't.
- Then have Ss listen and repeat each line.

F PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen to each sentence carefully, noting if they hear *can* or *can't.* Hint to Ss to listen to which words are stressed.
- Play the audio and have Ss check the form they hear. Then play the audio again and let them check their answers.
- Go over the answers as a class.

G GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the conversation on the right with a volunteer.
- Give Ss a few minutes to read the questions in the chart.
- In the final example, check that Ss understand that the *subject* is the person or thing doing the action.
- Ask, *Which questions in the chart express possibility?* (the first four) *Which question expresses ability?* (the last one)

CHALLENGE Write on the board: *Who can Tom call?* Ask, *Is* who *a subject or object?* (object—person or thing receiving the action) Ask, *How can we change this sentence to make* who *the subject?* (Who can call Tom?)

TEACHING TIP For *Who can Tom call . . . , whom* is the grammatically correct object of the sentence; however, it is uncommon to use *whom* in spoken English.

H PRONOUNCE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Before Ss listen, remind them about falling intonation in information questions and rising intonation in *yes / no* questions.
- Have Ss listen and repeat the examples in the chart.

I PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss notice that in the left column the base form is needed; in the right column they should write *can* + the base form.
- Walk around and assist as Ss work. In pairs, have Ss ask and answer questions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Sure. What's up?* to respond to a request for help
- Introduce a request with *Well*
- Acknowledge a favor with *I owe you one*

- Before Ss listen to the conversation, ask them to guess what the people in the photo talk about.
- Point out *Can you?* and say *This is a shortened question. What is Mary asking?* (Can you speak French?)
- Point out *I owe you one* at the end. Ask, *What does this mean?* (It means that you want do something for that person in the future.)
- Call Ss' attention to the **Social language** box. Model enthusiasm for *Sure* and falling intonation for *What's up?* Have Ss repeat. Elicit or explain that *What's up?* means *What's going on?* or in this conversation can specifically mean *What do you need?*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss put stress on *you* in *Can you?* Listen for falling intonation and stress on *can't* in *I'm sorry, Mary, but I can't.*
- Monitor as Ss role-play the conversation.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Bring Ss' attention to the **Ideas** box and call on volunteers to read the ideas. Elicit Ss' own examples.
- Model the conversation with a higher-level S.
- Refer Ss to Exercise A on page 26 for vocabulary (abilities) and Exercises A and G on pages 28 and 29 for grammar.
- Make sure Ss voice enthusiasm in the last line to show gratitude for a good suggestion. Correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with a different partner. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor Ss' conversations to determine if Ss are

✓ using vocabulary for abilities
✓ using *can* and *can't* for ability and possibility
✓ using correct stress in *can* and *can't* statements

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Write the following message on the board: *Hey guys! Can you help? I need to set up chairs for a talk at the library tomorrow. Also, can anyone check the sound system? Let me know, thanks! Rick* Ask each S to respond to Rick on a sheet of paper. Tell Ss to write at least three sentences and sign their name. They can suggest someone who can check the sound system. Collect the answers as Ss leave. Read the messages to identify areas for review.

Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.

COACH

G GRAMMAR | Can and can't: Information questions

What **can** we **make** for dinner?	(How about eggs and rice?)
When **can** she **go** to the bank?	(I think she can go at 4:00.)
Why **can't** we **go** swimming today?	(Because the weather is too cold.)
Who **can** Tom **call** if he has a bad cold?	(He can call our doctor.)

BUT: Note the different word order when who is the subject.

Who **can speak** English?	(We all can!)



H PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

I PAIR WORK | On the notepad, complete three yes / no questions and three information questions with can for your partner. Answer your partner's questions.

Can you	When
Can you	Who
Can your	What

COMMUNICATION ACTIVATOR

Now let's identify people's abilities.

A CONVERSATION MODEL | Read and listen.

A: David, I have a problem. Maybe you can help.
B: Sure. What's up?
A: Well, I'm meeting a French colleague today, and I need to find someone who can speak French. Can you?
B: I'm sorry, Mary, but I can't.
A: That's too bad.
B: Let me think . . . Oh! I know. Paul can speak French!
A: You're right! Thanks, David. I owe you one.

Social language
Say "Sure. What's up?" to respond to a request for help.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Say why you need to find someone with a particular ability. Then change roles.

A: ....., I have a problem. Maybe you can help.
B: Sure. What's up?
A: Well, ..., and I need to find someone who can ..... Can you?
B: I'm sorry, ..., but I can't.
A: That's too bad.
B: Let me think . . . Oh! I know. ..... can .....!
A: You're right! Thanks, ... I owe you one.

Ideas
- I'm going to the airport. / drive
- There's a dinner for my colleagues. / cook
- My teammate can't play in the game tonight. / play soccer
- We're having a party on Saturday. / play the guitar
- Your own idea: .....

KEEP TALKING! ●●●
- **Explain why you can't help.**
- **Offer to speak to someone who can.**
- **Suggest other people.**

Watch the video for ideas!

D CHANGE PARTNERS | Role-play the conversation again.

2 COMMUNICATION GOAL Give advice to someone who doesn't feel well

A VOCABULARY | Ailments | Read and listen. Then listen again and repeat.

I don't feel well. I have . . .





a cold



a headache



a runny nose



an earache



a cough



a fever



a sore throat



a stomachache



a toothache



a backache

B PAIR WORK | Tell your partner about your ailments.

"I sometimes have a headache at work."

"Right now I have a backache."

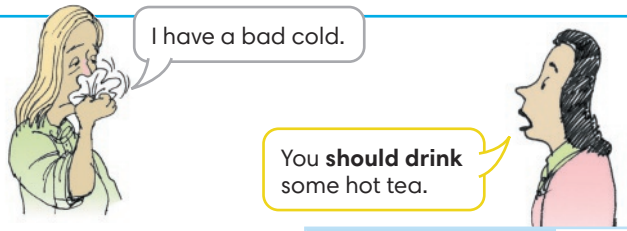
"I never have a cold."

COACH

C GRAMMAR | Should and shouldn't for advice

Use should or shouldn't with the base form of a verb to give advice.

You **should stay** at home today.
She **should see** a doctor.
Todd **shouldn't go** to work.
They **shouldn't stay** out late.



GRAMMAR EXPANDER p. 130
• Can and should: common errors

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 2 Give advice to someone who doesn't feel well

A VOCABULARY

Suggested time: 5–10 minutes | Your time:

- To begin, read the title of the lesson. Ask, *Do you give advice to someone who doesn't feel well? What do you say? Do you like it when people give you health advice?*
- Point to the vocabulary topic *Ailments*. Ask, *Do you know this word? What other words have a similar meaning?* (illnesses, sicknesses)
- Before Ss read and listen, have them skim the pictures and the ailments.
- Ask Ss to listen and repeat.

LANGUAGE AND CULTURE

- In English we use the verb *be* to say *I am sick.* But we use *have* + name of ailment to specify what is wrong with us.
- *Feel well* is used to talk about physical health. *Feel good / bad* is sometimes used to talk about health, but it is mostly used for describing an emotional state. For example: *I feel good about helping my sister. I feel bad about arriving late to class.*

EXTENSION (+5 minutes) Have Ss take turns acting out different ailments for other Ss to guess. Model by holding your stomach and groaning, prompting Ss to say, *You have a stomachache.*

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Call on three volunteers to read the example answers.
- Tell Ss to underline *sometimes, never* and *Right now* in the sentences and to use these words when they talk about ailments. Ss can use the models as they share ailments.
- Walk around and listen for correct pronunciation.

EXTENSION (+10 minutes) Tell Ss to extend the activity by talking about people they know. Write an example on the board: *My grandmother has a toothache.* Ss can use other frequency words they may know; for example, *always, often,* etc.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the conversation between the two women.
- Read the rule in the grammar chart. Point out that just like *can, should* is followed by the base form of the word (the form of the verb without any endings, such as *-s*, *-ing*, or *-ed*).
- Tell Ss to read the example sentences silently.

LANGUAGE AND CULTURE *Should* is used to give strong advice for a course of action. Although the modal *should* is also used to give suggestions or recommendations, it often carries (as in this lesson) a stronger message.

EXTENSION (5 minutes) Invite Ss to recall Andrew and Coral in Exercise A on page 27. Ask, *What ailment did Andrew have?* Encourage Ss to try to remember without looking back. (a cold) *What advice did Coral give Andrew?* (She said, "You should buy some oranges and go home and make some juice. Then take a nice nap.") Ask, *Do you think this is good advice? Do you do this when you have a cold?*

GRAMMAR EXPANDER (optional, page T130)

D PRONOUNCE THE GRAMMAR

Suggested time: 2–5 minutes | Your time:

- Before Ss listen and repeat, tell them that *should* and *shouldn't* have similar stress rules to *can* and *can't*, as outlined in Exercise E on page 28. Write on the board:

  You shouldn't eat ice cream.

  You should take vitamins.

- Then have Ss listen and repeat.

E LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 5 minutes | Your time:

- Before listening to the conversations, tell Ss to read the chart headings. Explain that each number corresponds to a different speaker. For example, item 1 is for Speaker 1 talking about a backache. Ask, *What advice does this person get?* Have Ss listen to confirm the sample answers and fill in the other answers.
- Ask Ss to compare answers in pairs. Replay the audio if appropriate.

F GRAMMAR AND VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss skim the exercise items. Say, *Look at item 3 in each column. How do you give advice when speaking about another person?* (For example: He / Your son should stay home.)
- Walk around as Ss work in pairs. Assist as needed.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Introduce a response to a question with *Actually,*
- Say *Feel better!* to someone who feels sick

- Before Ss listen to the model, ask, *What can you see in the picture?* (a man who doesn't feel well and a woman thinking about advice)
- Focus on the sentence *You should take something.* Ask, *What do you think the woman means?* (take pills / medicine) If Ss need a hint, point to the thought balloon in the image. *Take something* is commonly used to mean *take an appropriate medicine,* usually purchased without a doctor's prescription.
- After Ss read and listen, ask:
  What's wrong with the man? (He is not feeling well.)
  *What ailments does he have? (*He has a headache and a sore throat.)
  Does the man agree with the woman's advice? (yes)
- Ask Ss to point out the target vocabulary and grammar. (have a headache; have a sore throat; you should . . .)
- Call Ss' attention to the **Social language** box. Model a sincere, compassionate tone for *Feel better!* Make an appropriate facial expression, for example, with your head tilted to the side and a sad face. Invite Ss to use a concerned expression.

B PRONUNCIATION PRACTICE

Suggested time: 2–5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use
  - falling intonation for *What's wrong?*
  - rising intonation for *Actually,* and falling intonation for *I feel horrible*.
  - stress on *take* in *You should take something.*
- Walk around as Ss role-play the conversation. Listen for correct intonation and stress.

C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Model the conversation with a higher-level S.
- Have Ss look back at Exercise A on page 30 for vocabulary for ailments and Exercise C on page 30 for grammar for advice.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B. In addition, listen for a grateful tone in *You're right, That's good advice, Thanks,* and *Thanks again.* Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each phrase in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using vocabulary for ailments
✓ using language to give advice with *should*

CLOSURE ACTIVITY (+5 minutes) Say, *On a sheet of paper, write a text message to a classmate telling him or her you don't feel well and saying what ailment you have.* Then have Ss write their name on the paper and swap it with a partner. The partner responds to the text message giving advice and writes his or her name at the end. Collect the work as Ss leave. Read the messages to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E LISTEN TO ACTIVATE GRAMMAR AND VOCABULARY | Listen to the conversations. Check the correct ailments. Then complete the advice each person gives, using should or shouldn't.

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	What's the advice?
1						✓	He *should stay home and rest.*
2					✓		She *should have some tea.*
3			✓				She *should take a nap.*
4		✓		✓			She *should see a doctor.*
5	✓						He *shouldn't go to work today.*

F GRAMMAR AND VOCABULARY PRACTICE | Work with a partner. Take turns telling your partner about your ailments. Give your partner advice. Use should or shouldn't.

Partner A's ailments

1 I have a backache.
2 I don't feel well. I think I have a fever.
3 My son doesn't feel well. He has a cough.

Partner B's ailments

1 I have a bad headache.
2 I have a sore throat.
3 My [wife / husband / friend] feels really sick. [She / He] has a stomachache.

COMMUNICATION ACTIVATOR

Now let's give advice to someone who doesn't feel well.

A CONVERSATION MODEL | Read and listen.

A: What's wrong? You don't look so good.
B: Actually, I feel horrible. I have a headache and a sore throat.
A: Oh, no! You should take something.
B: You're right. That's good advice. Thanks.
A: Feel better!
B: Thanks again.

Social language
Say "Feel better!" to someone who is sick.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation. Give advice with should or shouldn't. Then change roles.

A: What's wrong? You don't look so good.
B: Actually, I feel ..... . I ..... .
A: Oh, no! You ..... .
B: You're right. That's good advice. Thanks.
A: Feel better!
B: ..... .

D CHANGE PARTNERS | Role-play the conversation again. Discuss other ailments. Give other advice.

KEEP TALKING! ●●●

Give more advice, using should or shouldn't.

✓ go home	✗ go to class
✓ take a nap	✗ exercise
✓ make soup	✗ go to work
✓ rest	✗ go out
✓ other: ___	✗ other: ___

Watch the video for ideas!

3 COMMUNICATION GOAL Describe feelings

A VOCABULARY | Adjectives for feelings | Read and listen. Then listen again and repeat.



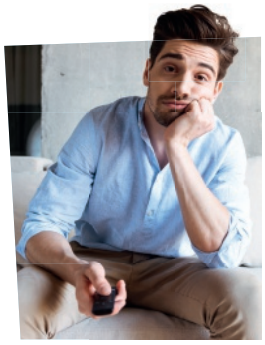
They're **excited.**



She's **scared.**



He's **angry.**



He's **bored.**

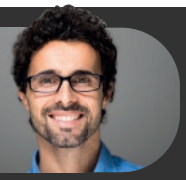
Remember
happy
sad

B PAIR WORK | When do you have the feelings from the Vocabulary?

> "I feel excited when I see my favorite team play soccer."

C READING | Read two letters requesting advice on an advice website. Why do you think people ask for advice from someone they don't know?

When there's something wrong, ask the
Answer Man!



Ask Now

Most viewed | Recent | No answers



Emma Lane
Answer Man, help! My 13-year-old daughter, Ruby, is on her school soccer team. Their first game is tomorrow, and she's very excited. Unfortunately, she has a cold. It's nothing too serious, and she doesn't have a fever, but she feels sick—runny nose, sore throat, etc. I know you're not a doctor, Answer Man, but I need advice. I want to make the right decision. Ruby can't play tomorrow, right?

559 views | 19 | Today



Answer Man
Well, the question isn't "Can she play?" It's "Should she play?" I think you know the answer, Mom. But in case you aren't sure, my advice is she shouldn't. Give her lots of hot chicken soup and tell her she should rest. I'm sure she'll be OK in a day or two—maybe she'll feel a bit bored or even angry. In any case, I hope she feels better soon!



Bruce Clark
I need help, Answer Man, and fast! My new girlfriend, Daisy, and I are going out tomorrow night on our first big date. Daisy is a great dancer, and she wants to go to the Dance Palace downtown, but there's one serious problem. I can't dance! What should I do? Daisy is so excited about going out dancing. I don't want to make her sad and ruin our first date. This is bad, Answer Man. I need advice now!

1498 views | 1 | 2 days



Answer Man
Well, Bruce, I don't think you can learn to dance in the next 24 hours. The way I see it, you have two choices: Either tell Daisy the truth—that you simply can't dance. Or lie to her—don't tell the truth—and say that you have a backache or some other ailment, and you can't go dancing. Then you can go to dance school and take a crash course so you can learn really fast! When you feel ready to dance, invite Daisy on a date at the Dance Palace. But here's my personal advice: You should tell Daisy the truth—that you just can't dance, or that you dance badly—and ask her to teach you to dance. I'll bet she'll be really happy!

LESSON 3 Describe feelings

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Give Ss a minute to skim the images and statements.
- Play the audio for Ss to follow along. Then have them listen again and repeat.
- Focus on each image separately. Ask, *Why are they excited?* (For example: Their team is winning.) *Why is she scared?* (There is a spider.) *Why is he angry?* (His car is damaged.) *Why is he bored?* (There is nothing interesting on TV.)
- Point to the **Remember** note reminding Ss about the adjectives *happy* and *sad*.

CHALLENGE Ask Ss to brainstorm other adjectives describing feelings. Write the adjectives on the board, eliciting meanings if other Ss don't know them. For example: *nervous, disgusted, guilty, hurt.*

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example statement: *I feel excited when I see my favorite team play soccer*. Then model a conversation with a S, saying the statement and asking *What about you?* to elicit a response.
- After Ss discuss in pairs, bring the class together and call on Ss to share.

EXTENSION (+5 minutes) Poll the class: *Which of these four feelings do you feel most often: excited, scared, angry, bored?* Tally on the board to determine the most frequent emotion.

C READING

Suggested time: 10–15 minutes | Your time:

- To begin, ask a volunteer to read the title of the article. Then have Ss skim the article. Ask, *Who do you think Answer Man is?* (the person giving the advice) *Do you read advice websites? Do you or anyone you know ask for advice on advice websites?*
- Have Ss listen to the article and read along silently. Clarify vocabulary as needed.
- Return to the target question in the directions. Call on Ss to share answers. (For example: Someone you don't know can give you better advice.)

LANGUAGE AND CULTURE Advice columns have been popular for many centuries. The first advice column in the English language was in *The Athenian Mercury* in London in 1691. At first, it focused on answering questions on subjects such as science, history, and politics. Over time, different experts were hired and answered questions on other topics including relationships.

CHALLENGE (+5 minutes) Focus Ss' attention on the first line of the reply to Emma's question. Write on the board: *The question isn't "Can she play?" It's "Should she play?"* Ask, *What is the difference?* (*Can she play?* asks if it is possible for her to play, which it is. *Should she play?* asks if it is a good idea for her to play, which it isn't.) Point out that these questions reflect the grammar points from Lessons 1 and 2.

D CONFIRM CONTENT

Suggested time: 5–10 minutes | Your time:

- Read item 1. Say, *This statement is true. How do we know this?* Ask a S to read the example answer on the right that supports it.
- Encourage Ss to first try to do the exercise without looking back at the article. Then have them look back at the text to find information for any items they couldn't answer.
- Bring the class together and have volunteers share answers. If any Ss disagree, refer back to the text.

EXTENSION (+10 minutes) Ask, *Do you agree with Answer Man's advice?* Divide the class into small groups and have Ss share opinions on the advice. Walk around and assist as needed. If Ss need prompts, write these structures on the board: *Emma shouldn't ___. Ruby should ___. Bruce Clark should / shouldn't ___.*

EXTENSION (+10 minutes) Ask, *Do you agree with Answer Man's responses?* Instruct Ss to choose either Emma's or Bruce's question and offer different advice. Ss can write a short letter. Monitor for correct use of *should* and *shouldn't*.

E UNDERSTAND DETAILS

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually. Encourage them not to refer back to the article. Then have them compare answers with a partner.
- Bring the class together and call on Ss to read the completed sentences aloud.

EXTENSION (+5 minutes) Ss can use the information in the exercise to summarize each person's letter and the advice the person got. Ss can discuss in pairs or write their summaries.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Before completing the self-test, call on Ss to read the questions aloud.
- Then have Ss take the test.

EXTENSION (+5 minutes) Have Ss write two of their own questions, following the style of the quiz. In pairs, have Ss swap questions with a partner and answer them.

B DISCUSSION

Suggested time: 5–10 minutes | Your time:

- Call on a higher-level S to read the example conversation with you. Model the language on the board:
  A: So how do you feel when ___?
  B: Me? I feel ___.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- In pairs, Ss prepare their discussion. Walk around and assist with vocabulary as needed.
- Then have pairs share the information in their surveys with the class.

EXTENSION (+5 minutes) Tell Ss to look at the feelings they checked under the various questions. Ask, *Did you check lots of different feelings? Or do you have the same one many times?* Invite Ss to share with a partner or the class. Ask Ss if they are surprised by how often they feel that way. (For example: I am bored most of the time! This doesn't surprise me.)

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating adjectives for feelings
✓ referring to the talking points listed in the self-test in Exercise A
✓ effectively recycling language to talk about feelings

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Tell them to list the numbers 1–5 in separate rows. Read the following situations one by one and have Ss write a feeling for each situation. Tell Ss to try to remember a feeling from the lesson or write another adjective they know.

1. *Someone steals your wallet.* (angry)
2. *You are walking alone at night.* (scared)
3. *You plan a weekend with friends.* (happy / excited)
4. *You wait at the train station for an hour and you don't have your phone.* (bored)
5. *Your friend is not talking to you.* (sad / angry)

Collect the answers as Ss leave. Read the answers to check if the feelings match the situations and identify areas for review and extra practice.

Remind Ss of additional vocabulary and reading practice in their digital resources.

D **CONFIRM CONTENT** | **Check the statements that you know are true. Explain how you know, based on the Reading.**

> "Her mom says, 'My 13-year-old daughter, Ruby, . . .'"

- [x] **1** We know Ruby is 13 years old.
- [ ] **2** We know that Ruby likes chicken soup.
- [x] **3** We know that Ruby plays on a team.
- [ ] **4** We know that Bruce lies to Daisy.
- [x] **5** We know that Daisy can dance.
- [ ] **6** We know that Bruce follows the Answer Man's advice.

E **UNDERSTAND DETAILS** | **Circle the correct word to complete each statement, based on the Reading.**

1 Ruby doesn't feel (sad / excited) about her game.
2 The Answer Man thinks Ruby (should / shouldn't) go to the game.
3 Bruce is (scared / excited) because he can't dance.
4 The Answer Man thinks Bruce (should / shouldn't) lie to Daisy.
5 The Answer Man thinks Daisy (can / can't) teach Bruce to dance.

COMMUNICATION ACTIVATOR

Now let's describe feelings.

A **TALKING POINTS** | **Take the Feelings Self-Test.**

FEELINGS SELF-TEST

Imagine each situation is real.
Choose the adjective that describes your feelings.

1 Your friend invites you to take a dance lesson with him or her. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

2 You get a new job in a different city. It starts next month. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

3 You have no plans for this weekend and you are at home. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

4 You are making dinner for your husband's or wife's boss. Ten minutes before the dinner, the boss calls and says she can't come. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

5 Your doctor says you shouldn't work or go to class for a week. You are resting at home. How do you feel?
○ happy ○ sad ○ excited ○ bored ○ scared ○ angry

B **DISCUSSION** | **Compare the feelings you checked on the self-test. Do you share the same feelings for each situation?**

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "There's one serious problem."



4 COMMUNICATION GOAL Discuss how we develop abilities

A **INFER MEANING** | **Look at the cartoon. Study the proverb. With a partner, choose the meaning you infer from it. Then discuss whether you know a proverb with a similar meaning.**

- ☐ Some dogs don't like to follow directions.
- ☑ It's hard to learn new things when you're not young.
- ☐ Some dogs are happy and some dogs are bored.



B **LISTEN FOR MAIN IDEAS** | **Listen to the podcast interview. Circle the statement that expresses Dr. Meyer's main idea.**

a Practice is important if you want to learn a language.
b There are three factors that can help people develop new abilities.
c You can't teach an old dog new tricks.
d A motivated person wants to learn.

C **LISTEN FOR DETAILS** | **Listen again. Circle the correct answer to complete each statement, based on the podcast.**

1 The two speakers are in ..... .
a the same city
b the same country
c two different countries
d the same room

2 The two speakers are discussing ..... .
a psychology
b the difficulty of learning English
c the development of abilities
d the age when we can't learn a language

3 The three factors that affect language learning are ..... .
a native language, motivation, and teacher
b learning languages, sports, and musical instruments
c motivation, practice, and natural ability
d paying attention, reading, and listening

D **LISTEN FOR KEY INFORMATION** | **Read the statements. Then listen again. Write T (true) or F (false), according to Dr. Meyer.**

F 1 People can be too old to learn a language.
F 2 People can't learn to communicate in English after a certain age.
T 3 If a language student is bored, he or she doesn't pay attention in class.
F 4 People can develop new abilities without practice.
F 5 We are sure that natural ability is not a factor in learning a language.



LESSON 4 Discuss how we develop abilities

A INFER MEANING

Suggested time: 5 minutes | Your time:

- Elicit or explain the meaning of the word *proverb.* (See the explanation in the Language and Culture note below.)
- Call on a volunteer to read the proverb. Ask the class, *Have you heard this proverb before?* If Ss answer *yes,* ask them in what context they heard it.
- In pairs, have Ss infer the meaning of the proverb.
- Bring the class together and discuss. Ask, *Do you have a similar proverb in your language?*

LANGUAGE AND CULTURE

- A proverb is a short, well-known statement that gives advice or expresses something that is generally true. Some examples of proverbs:
  All things must come to an end.
  Good things come to those who wait.
  Laughter is the best medicine.
- The proverb *You can't each on old dog new tricks.* suggests that it is difficult to teach an older person something new because that person has been doing things a certain way for a long time and is unable or too stubborn to learn how to do them differently. For example: *My dad doesn't want to do any shopping online. You just can't teach an old dog new tricks.*

B LISTEN FOR MAIN IDEAS

Suggested time: 5 minutes | Your time:

- Point to the exercise heading. Elicit that a *main idea* is a speaker's or writer's message about a topic.
- Before Ss listen, have them read through the answer choices. Tell them they don't need to worry about specific details in this listening. They should just focus on identifying what the main idea is.
- Play the audio and have Ss choose the main idea individually.
- Go over the answers as a class. Ask, *Why is answer a not the main idea?* (Answer *a* talks about only one of the three factors that help people develop new abilities. It is not the main idea.) *Why is* c *not the main idea?* (The proverb says that older people can't learn new things, but Dr. Meyer says that older people can learn new things.) *Why is* d *not the answer?* (Answer *d* talks about only one of the three factors: motivation. It is not the main idea.)

C LISTEN FOR DETAILS

Suggested time: 5–10 minutes | Your time:

- Point to the exercise heading. Say, *In Exercise B we listened for the main idea. Now we will listen for specific details.*
- Have Ss read the exercise items. Tell them they can circle the answers in pencil if they think they know them.
- Play the audio and have Ss complete the exercise.

D LISTEN FOR KEY INFORMATION

Suggested time: 5 minutes | Your time:

- First let Ss read the statements. Then have them listen and mark the statements *True* or *False*. Go over the answers as a class.

CHALLENGE (+5–10 minutes) Invite Ss to give a summary (written or spoken) of the podcast, using the information in Exercises B, C, and D to help them. Play the audio again if Ss need additional details. Collect the written summaries to give feedback or have Ss present them orally.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Tell Ss to read through the categories in the chart. Remind them that *motivation, practice,* and *natural ability* are the three factors that come from the interview with Dr. Meyer.
- Tell Ss they will fill in percentages. Go over the sample answers for playing a musical instrument. Ask, *Who agrees with these numbers?* Invite Ss to fill in their own numbers for playing a musical instrument. Then have them fill in percentages for each category.

EXTENSION (+5 minutes) In appropriate classes you may wish to consider "other factors" and ask Ss what those are and adjust the percentages accordingly, based on their own opinions.

B DISCUSSION

Suggested time: 5–10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Call on a volunteer to read the example answer.
- As Ss work in pairs, remind them to use *can / can't* to discuss ability and possibility to do different things.
- Bring the class together and have Ss share their examples.

EXTENSION (+5 minutes) Write these questions on the board for Ss to discuss in small groups.
What is something new that you want to learn?
What factors are most important for this ability?

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ incorporating *can / can't* for ability and possibility and *should / shouldn't* for advice
✓ referring to motivation, practice, and natural ability for developing abilities
✓ effectively recycling conversation strategies to show concern and eagerness to help

WRITING

Suggested time: 10–15 minutes | Your time:

- Have Ss look at the images. Call on volunteers to read the statements about the situations. Then have two Ss read the writing sample at the bottom of the page.
- Once Ss choose a situation, have them work individually to write their conversation. Guide Ss to make up names and use colons after them, referring to the model. Refer Ss to Lesson 1 to review *can / can't* to make statements and questions about ability and possibility. Refer Ss to Lesson 2 to review *should / shouldn't* for advice.
- Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap their writing with a partner and offer each other feedback. Then they can role-play each conversation for the class.

WRITING HANDBOOK (optional, page T146)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Pair Ss. Write the following situation on the board: *I need to cook a big dinner for my family next month. I don't have any ideas, and I'm not a very good cook. What should I do?* Have Ss role-play the situation of asking for advice and giving advice, and then swap roles. Listen and take notes on areas for review and extra practice.

Remind Ss of additional listening and writing practice in their digital resources.

Now let's discuss how we develop abilities.

A TALKING POINTS | In your opinion, what makes a person successful in developing each ability? Give a percentage to the importance of each factor.

Ability	Motivation	Practice	Natural ability
playing a musical instrument	40%	50%	10%

Ability	Motivation	Practice	Natural ability
playing a musical instrument			
playing a sport			
speaking a new language			
swimming			
drawing			
painting			
cooking			

B DISCUSSION | Compare the percentages you each gave motivation, practice, and natural ability. Share personal examples of your abilities.

SOFT SKILLS BOOSTER p. 156

> "I can cook pretty well. I don't have natural ability, but I practice a lot. I cook every day."

WRITING

Choose one of the following situations and write a conversation between the two people:



A school advisor and a student: The student is having difficulty in her or his language class and needs advice on how to be more successful.



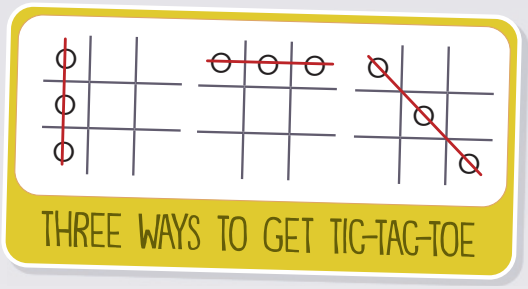
Two colleagues in an office: One colleague is having difficulty writing clearly and correctly.

Advisor: Good morning, Ellen.
Ellen: Good morning, Mr. Lane. I have a problem. I can't ...

WRITING HANDBOOK p. 146
- Punctuation of statements and questions
- Guidance for this writing exercise

FIND SOMEONE WHO ...

TIC-TAC-TOE



- Circulate around the class. Use the game card to ask your classmates questions with Are you . . . ? Do you . . . ? and Can you . . . ?
- When you find a classmate whose answer completes the statement, write his or her name there.
- When you get three tic-tac-toes, say "TIC-TAC-TOE!"
- The first person in the class to say it wins. Then play game 2.

GAME 1

_____ can play the piano. 	_____ can cook a good soup. 	_____ can draw well. 
_____ is usually happy. 	_____ can't swim. 	_____ can't drive. 
_____ doesn't often have a cold. 	_____ is often bored. 	_____ often sings in the shower. 

GAME 2

_____ can dance well. 	_____ is often angry. 	_____ sometimes has a backache. 
_____ doesn't cook every day. 	_____ doesn't often have a headache. 	_____ goes to the doctor when he or she is sick. 
_____ feels well today. 	_____ can't play tennis. 	_____ is often scared. 

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

PROGRESS SELF-CHECK NOW I CAN

- ☐ Identify people's abilities.
- ☐ Give advice to someone who doesn't feel well.
- ☐ Describe feelings.
- ☐ Discuss how we develop abilities.

Interactive Cool Down

FIND SOMEONE WHO . . . TIC-TAC-TOE

Suggested time: 30–45 minutes | Your time:

- Write *Tic-tac-toe* on the board. Ask, *Who knows this game?* Draw a grid on the board. Invite a volunteer to the board to draw three Os in a row, as shown in the example on the page. Say *tic-tac-toe* after the volunteer has drawn the row of three. If no one knows the game, draw the Os on the grid yourself to demonstrate the three different ways to win the game.
- Have Ss study the game cards. Read the directions and make sure everyone understands what they need to do. Answer any questions.
- Say, *First we will play Game 1.* Once everyone is ready, let Ss walk around to ask questions. Assist as needed. Check that Ss are actually asking questions, not just pointing to the pictures.
- Once the first person says *tic-tac-toe,* stop the game. Approach the S and confirm his or her answers by asking: *[Name of a S], is it true that you . . . ?* The game can stop here or the remaining Ss can keep playing. Repeat the process once someone wins again.
- For Game 2, follow the same procedure.

TEACHING TIP This is a variation of the *Find Someone Who* game. Tell Ss the game is better if each person tells the truth.

CHALLENGE (+5 minutes) To be sure that Ss speak to more than two or three classmates, tell them that they can't repeat the same name in any three in a row. In other words, to get three in a row, they have to have the names of three separate classmates in the three squares.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 4 Talking about People

WARM-UP	Students frame their ideas about describing personality, use family relationship vocabulary, and read an illustrated conversation about family.	
LESSON 1 **Respond to good or bad news**	***Vocabulary***	Marital status and relationships
	Grammar	The simple present tense: review
LESSON 2 **Describe and compare people**	***Vocabulary***	Adjectives to describe people
	Grammar	*Comparative adjectives*
LESSON 3 **Describe similarities and differences**	***Vocabulary***	Similarities
	Reading skills	Classify; Identify similarities
	Pronunciation	Linking sounds
	Writing	Describe similarities and differences
LESSON 4 **Discuss trends in family households**	***Listening skills***	Listen for main ideas; Listen for details; Listen to classify; Listen to confirm content
INTERACTIVE COOL DOWN	*Adjective Compar-athon*	

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

Warm-Up

PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the photos. Then have them listen and repeat.
- Read the questions in the directions. Point to the woman on the bottom right and read what she says to model her answer. Ask, *Is she shy or outgoing?* (shy) *Are her brothers and sisters shy or outgoing?* (They are pretty outgoing.)
- Read the questions on the graphic: *Are you shy? . . . Or are you outgoing?* Invite Ss to identify what they see (a young man; he is hiding his face behind a book; a smiling teenaged girl; she has a big happy smile).
- Read the questions in the directions and model an answer. Point to yourself and say, *I'm [outgoing]. But my [sister Linda] is very [shy].* In pairs, have Ss ask each other the questions in the directions and answer them.

LANGUAGE AND CULTURE In the sentence *But my brothers and sisters are pretty outgoing,* the word *pretty* is an adverb and means *quite*. The woman is saying they are outgoing, but not very outgoing. *Pretty* can also be used as an adjective that means *attractive*.

EXTENSION (+5 minutes) Poll the class, *Who here is shy? Who here is outgoing?* Write the numbers on the board. Then ask, *Is anyone both shy and outgoing? For example, when you are with your family or friends you are outgoing, but when you are in school you are shy.* Invite Ss to share.

UNIT 4

Talking about People

Warm-Up

Which adjective describes your personality? How about other members of your family?

PRONUNCIATION | Listen and repeat.



UNIT 4 COMMUNICATION GOALS

Lesson 1
Respond to good or bad news

Lesson 2
Describe and compare people

Lesson 3
Describe similarities and differences

Lesson 4
Discuss trends in family households

Topic Warm-Up

A **FAMILY RELATIONSHIPS** | **Look at Kim's photos. Complete her immediate family relationships, and then learn the words for extended family relationships.**

immediate family = your parents, brothers and sisters, children, wife, or husband.
extended family = your grandparents, your parents' brothers and sisters, their children, your wife or husband's parents.

My immediate and extended family



I'm Kim. This is a picture of me with my husband, Matt, and our kids.

1. Matt is Kim's h u s b a n d , and Kim is his w i f e .
2. Kim and Matt are Luke and Amy's parents. Kim is Luke and Amy's m o t h e r , and Matt is their f a t h e r .
3. Luke and Amy are Kim's children. Luke is Kim's s o n , and Amy is her d a u g h t e r .
4. Luke is Amy's b r o t h e r , and Amy is Luke's s i s t e r .





And here's a picture of my mom and dad.

5. Judy and Bill are Luke and Amy's grandparents. Judy is their g r a n d m o t h e r , and Bill is their g r a n d f a t h e r .
6. Luke and Amy are Judy and Bill's grandchildren. Luke is their g r a n d s o n , and Amy is their g r a n d d a u g h t e r .

Kim's parents, Judy and Bill, are Kim's husband Matt's **in-laws**. Judy is Matt's **mother-in-law**, and Bill is his **father-in-law**.

Matt is Judy and Bill's **son-in-law**. They don't have a **daughter-in-law**.



And this is my sister Nina's family.



Beth is Kim's **niece**. Jake is Kim's **nephew**. Kim is Beth and Jake's **aunt**. Kim's husband, Matt, is their **uncle**.

Beth, Jake, Luke, and Amy are **cousins**.

Nina is Matt's **sister-in-law**. Tom is Kim's **brother-in-law**.

B VOCABULARY | **More family relationships** | **Listen and repeat.**

C **PAIR WORK** | **Ask and answer questions with Who about other relationships in the photos.**

"Who is Nina's nephew?"

"Who are Tom's in-laws?"

Topic Warm-Up

A FAMILY RELATIONSHIPS

Suggested time: 15 minutes | Your time:

- Point to the heading: *My immediate and extended family*. Then call on volunteers to read the two definitions in the note on the right.
- Direct Ss' attention to the first photo. Read what Kim says. Ask, *Is this Kim's immediate or extended family?* (immediate)
- Call on a volunteer to read the sample answer in item 1. Then have Ss work in pairs to fill in the blanks for items 1–4. Walk around and assist as needed.
- Direct Ss' attention to the second photo. Read what Kim says. Have Ss work in pairs to fill in the blanks for items 5 and 6. Walk around and assist as needed.
- Go over the next section as a class. Read each statement and have Ss point to the different people as you say their names and family vocabulary.
- Finally, go over the last section as a class. Read each statement and have Ss point to the different people as you say their names and family vocabulary.

The family vocabulary words *husband, wife, mother, father, son, daughter, brother, sister, grandmother, grandfather, grandson,* and *granddaughter* are presented in the Foundations level, Unit 4, and are words a false beginner would be likely to know. To help reinforce this family vocabulary, use the Family Relationships digital flashcards (available in the Pearson English Portal).

OPTION Ask Ss to draw Kim's family tree, labeling the people.

OPTION To support lower-level Ss, provide a word bank on the board: *brother, daughter, father, grandfather, grandson, granddaughter, husband, mother, grandmother, nephew, niece, sister, son, wife.* Read the words aloud as you write to reinforce correct pronunciation.

OPTION Review the convention of using the possessive *'s* only on the second name, as demonstrated in item 2: *Luke and Amy's parents* and *Luke and Amy's mother*; item 5: *Luke and Amy's grandparents*; and item 6: *Judy and Bill's grandchildren.*

LANGUAGE AND CULTURE

- Another word for *kids* is *children*. *Kids* is used in informal language typically, but it is very common. A commonly used term for *mother* is *mom* and for *father* is *dad*.
- *In-laws* usually refers only to a mother-in-law and a father-in-law, not to other relationships such as a brother-in-law or daughter-in-law.
- We refer to a spouse's cousin and aunt / uncle as *my wife's cousin* or *my husband's aunt / uncle*.
- In the U.S. and Canada, *immediate family* is traditionally used to describe the family unit consisting of parents and their children. When Kim was growing up, her immediate family was her parents and her sister, Nina. But at present, her immediate family consists of her husband and her children.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- As Ss listen and repeat, ask them to point to the people in Exercise A.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example questions and elicit answers (Luke is Nina's nephew; Judy and Bill are Tom's in-laws).
- To support lower-level Ss, write the structure of the questions on the board: *Who is ___? Who are ___ and ___?*
- In pairs, have Ss take turns asking and answering questions. Monitor and assist as needed.

EXTENSION (+10 minutes) Check Ss' understanding of the new family vocabulary by writing the following statements on the board and having Ss answer *True* or *False*. Ask them to correct the false statements.
Nina is Judy and Bill's daughter-in-law. (F: She is their daughter.)
Beth and Jake are Amy and Luke's cousins. (T)
Matt and Tom are brothers. (F: Tom is Matt's brother-in-law.)
Tom is Amy and Luke's dad. (F: He is their uncle.)
Bill and Judy have two grandchildren. (F: They have four grandchildren: two granddaughters and two grandsons.)

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 15 minutes | Your time:

- Before Ss read and listen, have them look at the pictures. Point to the woman on the left in the first picture. Say, *This is Kyla.* Then point to the woman on the right and say, *This is Emi.* The name sounds like *Emmy*. Ask, *What do you think they are doing?* (talking and looking at Emi's phone; maybe they are looking at photos)
- Point to the information about accents on the top right. Ask, *Which person has an American accent?* (Kyla) *Where is Emi from?* (Japan)
- After Ss read and listen to the conversation, check comprehension. Ask:
  What are Kyla and Emi talking about? (their families)
  Does Emi have a large immediate family? (no)
  Does she have a large extended family? (yes)
  Where does Emi's extended family live? (all over the world)
  How do they stay in touch? (video calls)
  Where do they meet every couple of years? (at her great-grandmother's place)
  How often does Emi see her great-grandmother? (once a week)
  How old is her great-grandmother? (91)
  Is she shy? (No, she isn't.)
  Is she pretty outgoing? (No, she is super outgoing.)

LANGUAGE AND CULTURE

- The form *'ve got* (I've got tons of cousins) is common in spoken American English, but not in writing.
- *On my mother's side* means *on my mother's side of the family*.
- A *great-grandparent* is the parent of a grandparent. *Great* is also used in *great-grandchild*, *great-aunt,* and *great-uncle* in order to add a generation. It is also used to show additional generations, as in *great-great-grandmother*, meaning the mother of one's great-grandmother (or one's grandmother's grandmother).
- In formal English, the last statement of the conversation would be *Much more outgoing than I am.* However, *than me* is commonly used and accepted in informal spoken English.

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat.
- Model item 1. Read the statement three times, each time filling in the blank with an answer choice. Elicit the correct statement.
- Have Ss complete the exercise individually. Tell them they can look back at the conversation to help them figure out meaning.
- Go over the answers with the class.

SPEAKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Before Ss start the activity, ask individual Ss, *Do you come from a large family? How many people are in your family? Do you have a large extended family?*
- Give Ss a few minutes to study the chart and fill in the numbers. Model if needed. Call on volunteers to read the example questions on the right aloud.
- Then have Ss discuss in pairs. Monitor and assist as needed.

OPTION Ss can comment on which family members are outgoing and which ones are shy. They can also use the words and phrases in Exercise A. (For example: I've got tons of aunts and uncles. My cousin Anna is super shy.)

EXTENSION (+5 minutes) For further practice, ask Ss to write two short paragraphs about their family on a sheet of paper, one about their mother's side and the other about their father's side, referring to their chart. Collect their writing and offer individual feedback.

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation about family. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Kyla = American English (standard)
Emi = Japanese





Kyla: Do you have a lot of brothers and sisters?

Emi: Actually, no. I'm an only child. But I've got tons of cousins.

Kyla: Really? How many?

Emi: Well, I have twelve on my mother's side, and three on my father's.

Kyla: Wow! Do you all keep in touch?

Emi: It isn't easy. They're all over the world, in Hong Kong, New York, Tokyo, London . . . Some of us like to do video calls. That's fun.

Kyla: But is it hard to really get together?

Emi: Well, a bunch of us get together at my great-grandmother's place once every couple of years.

Kyla: You have a great-grandmother?

Emi: Yeah. Here's a photo. She actually lives nearby. My mom and I drop by to say hello once a week.

Kyla: She looks terrific! How old is she?

Emi: Ninety-one.

Kyla: No way! She looks much younger! What's she like?

Emi: She's super outgoing. Much more outgoing than me!

B UNDERSTAND FROM CONTEXT | **Look at these words and phrases in Zoom-In. Circle the correct word or phrase to complete each statement.**

1 "An only child" ..... brothers and sisters.
a has one or more **(b)** doesn't have any **c** has many

2 When you say you have "tons of" cousins, it means you have ..... cousins.
a no **b** a few **(c)** a lot of

3 When you "keep in touch" with someone, you ..... that person often.
(a) speak or write to **b** don't speak to **c** don't visit

4 When you "get together" with people, you ..... them.
(a) meet with **b** call **c** write

5 When you "drop by" to see people, you ..... them.
(a) visit **b** call **c** write to

6 When you say someone is "super" outgoing, it means that person is ..... outgoing.
(a) very **b** a little **c** not

SPEAKING GROUP WORK | **Complete the chart about your family. Write the number of people in each category. Then use the information to ask and answer questions about your immediate and extended family.**

I have . . .	On my mother's side, I have . . .	On my father's side, I have . . .
..... sister(s).	..... aunt(s).	..... aunt(s).
..... brother(s).	..... uncles(s).	..... uncles(s).
..... niece(s).	..... cousin(s).	..... cousin(s).
..... nephew(s).		

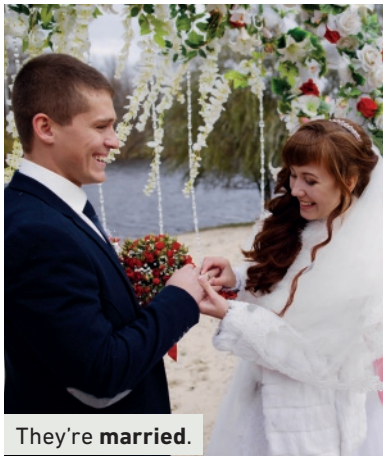
"Do you come from a large family?"

"How many ___s do you have?"

"Do you keep in touch?"

1 COMMUNICATION GOAL Respond to good or bad news

A VOCABULARY | Marital status and relationships | Read and listen. Then listen again and repeat.



They're **married**.



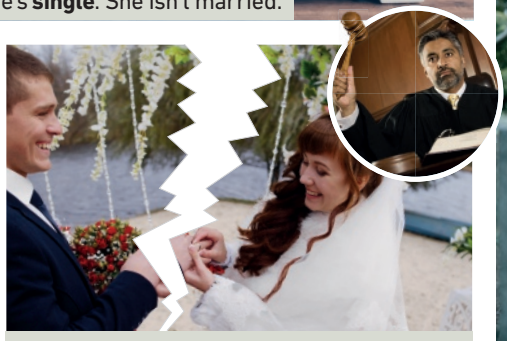
She's **single**. She isn't married.



They're **engaged**.
He's her **fiancé**. She's his **fiancée**.



The husband and wife are **separated**.



They're **divorced**. He's her **ex-husband**.
She's his **ex-wife**.



He's **widowed**.

B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Circle the correct marital status.

1 The woman is (single / engaged / married).
2 The man's aunt is (engaged / widowed / divorced).
3 The man's sister is (engaged / separated / divorced).
4 The woman's sister is (engaged / separated / divorced).

COACH **C** GRAMMAR | The simple present tense: Review

Affirmative and negative statements

My in-laws **live** in Canada. My aunt **lives** nearby.
My cousins **don't work** now. My grandfather **doesn't work** on weekends.

Contractions
don't = do not
doesn't = does not

Questions

Do you **have** kids? (Yes, I do. / No, I don't.) **Does** he **have** grandkids? (Yes, he does. / No, he doesn't.)

Where **do** your in-laws **live**? Where **does** his ex-wife **live**?
How many kids **do** they **have**? How many grandkids **does** she **have**?
What **do** your **cousins** do? What **does** her ex-husband **do**?
When **do** you **visit** your fiancé? When **does** he **visit** his uncle?
Who **do** they **call** in Los Angeles? Who **does** she **call** every Friday?

BUT Who **calls** on Fridays? NOT Who ~~does call~~ on Fridays?

GRAMMAR EXPANDER p. 130
- The simple present tense: usage and form
- Spelling rules with he, she, and it (review)

D PRONOUNCE THE GRAMMAR |
Listen and repeat the grammar examples.

LESSON 1 Respond to good or bad news

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen as a class, have them look at the pictures and read the words for marital status and relationships to themselves.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Next, have them use the vocabulary to describe their own family members. They can write sentences or tell a partner. Model the activity by writing a sentence about one of your family members on the board. For example: *My aunt and uncle are separated.* Some examples of what Ss might write: *My sister is single. My brother is married. My uncle is divorced. My grandmother is widowed. My cousin is engaged.*

LANGUAGE NOTE *Widow* can be a verb that works as an adjective. For example: *He's widowed.* It is also used as a noun: *widow* for woman and *widower* for man.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Before listening to the conversations, tell Ss to read the sentences and answer choices.
- Play the audio and have Ss complete the exercise. Replay the audio if appropriate.
- Check the answers as a class. If Ss get stuck on Conversation 1, play the audio again and guide them with questions: *Who is in the picture?* (the woman's in-laws) *Who does the man say the in-laws look like?* (Larry) *Who do you think Larry is?* (the woman's husband) *What does this say about the woman's marital status?* (that she is married)

LANGUAGE AND CULTURE

- In Conversation 1, the man says that the woman's in-laws *look just like Larry*. To *look like someone* is another way to say two people look similar.
- In Conversation 2, the woman refers to two people as a *cute* couple. The adjective *cute* is an informal word meaning *attractive*. In Conversation 4 the man refers to a *nice-looking* couple, which is a synonym for *cute*. *Cute* is also commonly used to describe things that are small or young, like babies or kittens.
- In Conversation 3, the woman refers to *that guy*. Native speakers more typically use *guy* rather than *man*; it is very common in informal American English.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Call on a volunteer to read the affirmative statements.
- Emphasize adding *-s* to the base form of the verb for *he*, *she*, and *it*.
- Ask another volunteer to read the negative statements. Ask, *What form of the verb follows* don't / doesn't? (the base form)
- Bring Ss' attention to the contractions *don't* and *doesn't*. Say the contracted form and full form and have Ss repeat.
- Have Ss read the pairs of questions with a partner, noticing the different form for third-person singular.
- Then ask, *Which are* yes / no *questions?* (the first question in each column) *What type of response do they ask for?* (*yes* or *no*) *Which are information questions?* (the rest of the questions) *What type of response do they ask for?* (specific information) *What word does an information question start with?* (a *wh-* word; for example: *where, what, when, who, why*, *how*)
- Read the examples next to **BUT** aloud. Demonstrate the difference on the board. Write: *Who calls on Fridays? Who do you call on Fridays*? Ask, *What is the subject in the first sentence?* (Who) *What is the subject in the second sentence?* (you) Explain that when *who* is used as a subject, you don't use *does*.

EXTENSION (+5 minutes) For more practice with the simple present tense, ask Ss to bring in a photo of a family member, or find one on their phone, and say, *This is. . . .* A partner should ask questions about the person. For example: *Where does she live? What does she do? Does she have kids?*

GRAMMAR EXPANDER (optional, pages T130–131)

D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Monitor rising intonation for the *yes / no* questions and falling intonation for the information questions.

OPTION (+5 minutes) In pairs, have Ss take turns asking and answering the questions in the chart. Tell Ss to use their own information in the answers.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Model item 1. Write it on the board and call on volunteers to fill in the blanks.
- Tell Ss to do the exercise individually.
- Have Ss check answers in pairs. Then bring the class together and provide feedback as needed.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Monitor as Ss practice the conversations. Encourage them to differentiate intonation for *yes / no* questions (rising) and information questions (falling).
- Bring the class together and call on volunteers to perform the conversations.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Indicate you're happy to hear someone's good news
- Indicate you're unhappy to hear someone's bad news
- Acknowledge gratitude for someone's interest with *Thanks for asking*

- Before Ss read and listen, ask them to describe the photo.
- Tell Ss the first conversation shows ways of reporting and responding to good news, and the second one shows ways of reporting and responding to bad news.
- Ask Ss to notice examples of target vocabulary (marital status and relationships) and grammar (the simple present tense) in the conversation.
- Call Ss' attention to the **Social language** box and the ways to respond to good news. Model enthusiasm for each expression and have Ss repeat. Then contrast this with a sympathetic response to bad news. Model falling intonation to show sincere regret. Play the audio and ask Ss to repeat.

LANGUAGE AND CULTURE

- *Get* has many meanings in English and is part of many expressions. With the past participles *engaged, married, separated,* and *divorced*, *get* expresses the act of engaging, marrying, etc.
- The structure *be + getting + [married / divorced]* describes an action in progress now or in the near future. This structure can't be used with *single* and *widowed*, as these are states, not processes.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use falling intonation when giving bad news: *I have some bad news. My cousin Tina is getting divorced.*
  - use rising intonation when making an inquiry of concern: *Is she OK?*
- Walk around as Ss role-play the conversation in pairs.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the conversation with a higher-level S.
- Refer Ss to the vocabulary in Exercise A and grammar in Exercise C on page 40 as they answer the questions on the notepad and personalize the conversation.
- If Ss don't know or don't want to share any real bad or good news, tell them they can invent news for their notepad. Refer them to the **good news / bad news** lists.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

OPTION Have Ss walk around the classroom to report news to multiple classmates.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for marital status and relationships
- ✓ forming and using simple present affirmative and negative statements correctly
- ✓ forming and using simple present *yes / no* and information questions correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *1. You just read on social media that your friend is getting engaged. Write a short response to post on his or her site. 2. Your friend just texted you that she is separating from her husband. Write a short text back.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E GRAMMAR PRACTICE | **Complete the conversations, using the simple present tense.**

1 **A:** *Does* your sister-in-law live in Miami?
B: No, she *doesn't*. She *lives* in Atlanta.

2 **A:** *Do* your cousins work at the airport?
B: Two of them do, but one *works* at a hospital.

3 **A:** *Does* your nephew like hip-hop music?
B: No. He *doesn't like* hip-hop at all.

4 **A:** *Where do* your aunts and uncles *live*?
B: The ones on my father's side live here. But the ones on my mother's side live in Mexico City.

5 **A:** *What does* your father-in-law do?
B: He's a bank manager. He *works* at Metro Bank on First Avenue.

6 **A:** *How often* you *visit* your niece in London?
B: Oh, we visit her about once a year.

7 **A:** *Does* your fiancée have any cousins?
B: Yes, she *does*. I think she *has* five.

8 **A:** *How many* nieces and nephews *do you have*?
B: Three. My brother and his wife *have* two girls. And my sister *has* a boy.

F PAIR WORK | **Practice the conversations from Exercise E.**

COMMUNICATION ACTIVATOR

Now let's respond to good or bad news.



A CONVERSATION MODEL | **Read and listen.**

A: I have some good news. My brother Tom is getting married!
B: That's great. Congratulations!
A: Thanks!
B: So tell me about his fiancée. What does she do?
A: His fiancée? She's a sales manager. She works at a large international company.

Or bad news . . .

A: I have some bad news. My cousin Tina is getting divorced.
B: I'm sorry to hear that. Is she OK?
A: Yes, she is. Thanks for asking.

Social language

Respond to good news
That's great / terrific / wonderful!
That's so nice!

Respond to bad news
I'm sorry to hear that.
That's too bad.
Oh, no.

good news	bad news
getting engaged	getting separated
getting married	getting divorced

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C CONVERSATION PAIR WORK | **Imagine you have good or bad news about someone. Write notes about it on the notepad. Use your notes to role-play the conversation. Then change roles.**

A: I have some ..... news. My ..... is getting .....
B: ....

KEEP TALKING! ●●●

Ask more questions.
Is [he] / Are they / Does [she] / Do they ___ ?
Where ___ ? How old ___ ?

Provide more information.
She [likes / doesn't like / studies] ___ .
They [want / have / visit] ___ .

Watch the video for ideas!

Relationship to me:
What's the news?

What does he / she do?

What does his / her ..... do?

D CHANGE PARTNERS | **Role-play the conversation again. Respond to good or bad news.**

2 COMMUNICATION GOAL Describe and compare people

A VOCABULARY | Adjectives to describe people | Read and listen. Then listen again and repeat.



intelligent


athletic



friendly



quiet



funny


hard-working

B ACTIVATE VOCABULARY | Describe people in your family. Use the adjectives from the Vocabulary and other adjectives you know.

"My uncle Rick is really funny. Everybody loves his stories!"

Remember:
shy
outgoing

COACH **C** GRAMMAR | Comparative adjectives

Use comparative adjectives to compare people, places, things, or ideas.
Who's **quieter**—Ben or his father?
Maggie's brother is pretty funny, but she's **more outgoing**.

Use than when you name the other person, place, or thing you are comparing.
Are you **older than** your two brothers?
My spoken English is **better than** my sister's.

Irregular forms
good → **better**
bad → **worse**

Formation of comparative adjectives

+ er	+ r	+ ier	consonant + er
tall → taller	large → larger	funny → funnier	big → bigger
young → younger	cute → cuter	pretty → prettier	sad → sadder

If an adjective has two or more syllables and doesn't end in -y, use more or less.
I think my mom is **more hard-working** than my dad.
I'm definitely **less athletic** than my cousins.

more ↕ less



GRAMMAR EXPANDER p. 131
- Comparative adjectives: spelling rules
- Modifying comparative adjectives with much, a lot, a little (OR a little bit)

D PRONOUNCE THE GRAMMAR |
Listen and repeat the grammar examples.

LESSON 2 Describe and compare people

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, have them look at the images and read the words to themselves. Ask, *Do you know all these words?* Clarify meaning as needed.
- Play the audio. Then have them listen and repeat.

EXTENSION (5 minutes) Poll the class. Say, *Think of your friends and family. How many of them are ___?* Write the words and the numbers on the board.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Write on the board: *Adjectives to describe people*. Invite Ss to come to the board and write adjectives; for example: *young*, *old*, *tall*, *short*, *pretty*, *good-looking*, *handsome*, *interesting*, *polite*, etc. Leave the adjectives on the board for students to refer to as they do Exercise F on page 43.
- Ask a volunteer to read the example description. Then ask volunteers to give descriptions of family members. Refer them to page 38 to recall vocabulary for immediate and extended family members.
- In pairs, Ss share their descriptions.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Call two Ss to the front of the class. Say, *[Name of S1] is taller than [name of S2].* Ask, *What am I doing?* (comparing them) *What am I comparing?* (how tall they are)
- Read the first rule and the examples. To test Ss' knowledge, ask, *Why does* quieter *end with* -er*? Why do we add* more *before* outgoing*?* If Ss don't know, point to the last rule in the grammar chart. Read the example sentences and bring Ss' attention to the *more* and *less* note.
- Focus on the second rule to review *than* in comparisons. Ask a volunteer to read the first example sentence and ask, *Who is being compared?* (you and your two brothers) Ask another volunteer to read the second sentence. Ask, *What does* my sister's *refer to?* (my sister's spoken English) Point out that it is not necessary to repeat *spoken English* in the second part of the comparison.
- Read the note on irregular forms.
- Next, read through the examples of the four ways to form regular comparative endings.
- Have Ss work in pairs to review the formation of comparatives including irregular forms. Write on the board: *friendly, short, thin, polite.* Have each pair form their comparatives. Assist as needed. Then write *intelligent* and elicit the comparative *more / less intelligent*. Finally, write on the board: *My cooking is badder than my brother's.* Ask, *Is this comparison correct?* (No, *bad* is an irregular verb and its comparative form is *worse*.) Cross out *badder* in the sentence and rewrite the sentence correctly with *worse*.

OPTION For higher-level Ss, point to *definitely* in the last example in the chart to demonstrate how adverbs can be used to put emphasis on a comparative adjective. Elicit or explain that *definitely* expresses certainty.

GRAMMAR EXPANDER (optional, pages T131–132)

D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct emphasis. With the single-syllable adjective + *-er* form, the emphasis is on the adjective. For example: *Are you <u>older</u>?* With multi-syllable adjectives, the emphasis is on *more* or *less*. For example: *I think my mom is <u>more</u> hard-working than my dad.*

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss skim the adjectives first and think about the form needed for each. Then have them complete the exercise. Remind Ss to use *than* if two people are compared in one sentence.
- Have Ss compare answers with a partner. Then bring the class together and clarify any questions Ss may have.
- Finally, call on volunteers to read the descriptions line by line. Note that some two-syllable adjectives can form comparatives either way. For example, *handsome* can be *more handsome* or *handsomer*, although *more handsome* is more common.
- Ss should understand from context the meaning of *sibling* (hint "my brother, Adam"). Confirm that Ss know that *sibling* can refer to a brother or a sister.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and ask a volunteer to read the example aloud.
- Return to the brainstorm of adjectives on the board from Exercise B on page 42. Tell Ss to work in pairs to make comparisons with *than* using different adjectives.
- Monitor as Ss work. Make sure Ss use *more* or *less* with adjectives that don't end in *-y* and have two or more syllables. If Ss write sentences, check that they are spelling the comparative adjectives correctly.

EXTENSION (+10 minutes) Write on the board: *This student has longer hair than I do. Who is it?* Invite Ss to guess. Tell Ss to write a sentence comparing themselves to a classmate. Then bring the class together and invite everyone to guess who the classmate is.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Let me think* to give yourself time to think of an answer
- Use *Well* to introduce a description

- Before Ss read and listen, ask, *What can you see in the picture?* (two men outside talking)
- After Ss read and listen, ask them to notice the use of the target grammar (comparatives) and target vocabulary (adjectives to describe people) in the conversation.
- Review that *to be like [someone]* means that you are very similar. Then play the audio.
- Call Ss' attention to the **Social language** box and read the tip. Model saying *Let me think* followed by a thoughtful pause. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use rising intonation for *Is there someone you really admire?* and *Is he at all like you?*
  - use falling intonation for *Why's that?*
  - emphasize the following words: *He's really hard-working. And Howard's definitely more athletic than I am.* Review with Ss how adverbs can be used to put emphasis on comparative adjectives.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the conversation with a higher-level S.
- Refer Ss to the vocabulary in Exercise A and the grammar in Exercise C on page 42, which should already be on the board for Ss to use.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B above. In addition, listen for correct intonation and emphasis.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each question in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using adjectives to describe people
✓ using comparative adjectives correctly
✓ effectively describing and comparing people

CLOSURE ACTIVITY (+5 minutes) Ask each S to choose a different person from the list in the **Ideas** box in Exercise C. On a card, they should write a short paragraph comparing themselves to this person. Collect the cards as Ss leave. Read the cards to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E **GRAMMAR PRACTICE** | **Complete the descriptions with comparative forms of the adjectives. Add than when necessary.**



Let me tell you about my brother, Adam. Even though I'm the *older* (1 old) sibling, he's a little *taller than* (2 tall) I am. He's also *more outgoing* (3 outgoing). I tend to be *more quiet / quieter* (4 quiet) in social situations. Adam is also a great storyteller. He's much *funnier than* (5 funny) I am.



Great news . . . you know my sister Diane—the one who's widowed? Well, she's getting married again! Her fiancé's very different from her first husband. He's a lot *friendlier* (6 friendly), and he's much *more handsome* (7 handsome). He's also *younger than* (8 young) her first husband.



My daughter, Edith, is so different from my wife and me. For example, Edith is really good at math. Well, my wife and I *hate* math. My wife says we're *less intelligent than* (9 intelligent) Edith is—and it's true! Edith is also a great athlete, but my wife and I are definitely much *less athletic* (10 athletic). We just stay at home and watch TV.

F **PAIR WORK** | **Take turns making comparisons with than about people in your immediate and extended family. Use the Vocabulary and other adjectives you know.**

> "My younger sister is really good at math. I think she's more intelligent than my other brothers and sisters."

COMMUNICATION ACTIVATOR

Now let's describe and compare people.



A **CONVERSATION MODEL** | **Read and listen.**

A: Is there someone you really admire?
B: Let me think . . . Oh, yes. My brother Howard.
A: Why's that?
B: Well, he's really hard-working. And he's super athletic.
A: Is he at all like you?
B: Not really. I'm not very hard-working. And Howard's definitely more athletic than I am.

Social language
Say "Let me think" to give yourself time to think of an answer.

B **PRONUNCIATION PRACTICE** |
Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | **Personalize the conversation, using comparative adjectives. Then change roles.**

A: Is there someone you really admire?
B: Let me think . . . Oh, yes. ..... .
A: Why's that?
B: Well, ... And ..... .
A: Is ..... at all like you?
B: ..... . I'm ....

Ideas
a friend
a colleague
a boss
a teacher
a classmate
a relative
a famous person

KEEP TALKING! ●●●

Ask more questions.
What does your [friend] do?
Where does your [brother-in-law] work?
How are you [the same / different]?
Are you [funny], too?

Ask about and compare other people.
Is there another person you really admire?
What about your other [friends]?

Watch the video for ideas!

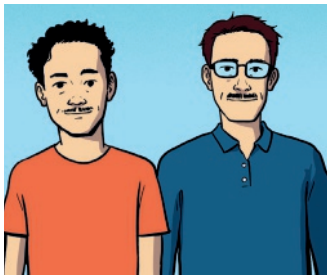
D **CHANGE PARTNERS** | **Personalize the conversation again.**

3 COMMUNICATION GOAL Describe similarities and differences

A VOCABULARY | Similarities | Read and listen. Then listen again and repeat.


They dress **alike**.


Their tastes are **similar**.


Both men have a mustache.


Neither woman likes fish.

B READING | Read about two sets of twins. How are they different?

Are twins always alike?

Identical twins usually look alike . . .



. . . but fraternal twins often do not.



Around the world, about 30 out of every 1,000 births are twins, but only about 3 of those are identical twins. Identical twins develop from the same egg, while fraternal twins develop from two different eggs. This explains why identical twins usually look alike. Nevertheless, not all do! And some fraternal twins actually do look alike—in the same way that many "non-twin" brothers and sisters do. The personalities of identical twins are also more likely to be similar. But scientists point out that there are a number of other factors that make our personalities similar or different from those of our siblings. Read about two sets of adult twins.

Paula and Rosie, both 25, are identical twins. They have the same birthday (though Paula likes to tell people that she's eleven minutes older than her sister). And they look exactly alike. Both are short with medium-length curly brown hair and blue eyes. Sometimes friends can't tell them apart and call Rosie "Paula" or Paula "Rosie" by mistake. They also have very similar personalities—both tend to be quieter than other people in social situations. And they like quiet activities such as reading and taking walks. However, everyone calls Paula "the funny one." The sisters also have the same tastes in clothes (usually dressing alike in pants and sweaters) and in music (both love classical).

Jonah and Brandon, both 19, are fraternal twins. They celebrate the same birthday, but they don't really look alike. Their friends have no problem telling them apart. Jonah is taller and more athletic, and his hair is a lot lighter than Brandon's. And their personalities are completely different: Brandon is fairly shy. He tends to be quiet when he's with larger groups of people. In contrast, Jonah is friendlier and more outgoing. Also, Jonah is a huge fan of heavy metal, while Brandon prefers jazz. Nevertheless, even though the twins have different tastes in music, they have very similar tastes in food: Both love red meat and potatoes, and neither twin eats fish.

C CLASSIFY | Circle the correct word or phrase to complete each statement.

1 Identical twins (always / sometimes / never) look different.
2 Identical twins come from (one / more than one / a different) egg.
3 Fraternal twins (always / sometimes / never) look alike.
4 Fraternal twins come from (one / more than one / the same) egg.

LESSON 3 Describe similarities and differences

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen as a class, have them look at the pictures individually.
- Play the audio for Ss to follow along. Then have them listen again and repeat.
- To check understanding, as a class label the people in the images A and B, C and D, E and F, and G and H. Tell Ss to write in the letter under each person.
- Then ask:
  1. *Is guy A wearing jeans, a red sweatshirt, and a blue cap?* (yes) *Is guy B wearing jeans, a green sweatshirt, and a green cap?* (yes) Repeat: *They dress alike.*
  2. *Does woman C like to read magazines?* (yes) *Does woman D like similar magazines?* (yes) Repeat: *Their tastes are similar.*
  3. *Does man E have a mustache?* (yes) *Does man F have a mustache?* (yes) Repeat: *Both men have a mustache.*
  4. *Does woman G like fish?* (no) *Does woman H like fish?* (no) Repeat: *Neither woman likes fish.*
- Clarify that *neither* is used for negative statements and *both* is used for affirmative statements.

TEACHING TIP Point out that *alike* means *the same*, while *similar* means *almost the same*. Note that *alike* is an adverb (it modifies a verb) and *similar* is an adjective (it is used after the verb *be* or before a noun). To avoid confusion, give other examples with *alike*: *They look alike. They don't dress alike.* Tell Ss you don't say *Their tastes are alike.* Give other examples with *similar*: *They wear similar clothes. They like similar music.* Tell Ss you don't say *They dress similar.*

B READING

Suggested time: 10 minutes | Your time:

- Read the article's title and write it on the board. Review the meaning of *alike* (the same).
- Then tell Ss to look at the pictures and read the captions.
- Finally, read the target question in the directions.
- Have Ss listen to the article and read along silently. Tell them to underline the vocabulary they don't know. After Ss finish reading, clarify new words or have Ss use a dictionary. For example: *a factor* is something that causes a situation; *to tell [people] apart* means to be able to see the differences between them; *to tend to do something* means to do something often.
- Return to the target question. Draw a chart on the board and have Ss work in pairs to fill it in.

How are they different?	
Paula and Rosie	Jonah and Brandon

- Bring the class together and call on Ss to name differences. (Paula and Rosie: Paula is eleven minutes older; Paula is funnier. Jonah and Brandon: they don't really look alike; Jonah is taller and more athletic and his hair is a lot lighter; their personalities are completely different—Brandon is fairly shy and Jonah is more outgoing; Jonah loves heavy metal and Brandon prefers jazz.)

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

C CLASSIFY

Suggested time: 5 minutes | Your time:

- Encourage Ss to first try to do the exercise without looking at the article, to test how much they remember. Then have them look at the text to find any items they couldn't answer.
- Bring the class together and have volunteers share answers. If any Ss disagree, find the information in the text.

OPTION You can ask Ss to mark places in the article where they found support for their answers.

D IDENTIFY SIMILARITIES

Suggested time: 7 minutes | Your time:

- Encourage Ss to first try to list the similarities they can remember. Then have them look at the text to find others.
- Have Ss compare answers in pairs.

EXTENSION (+5 minutes) Ask, *What similarity do both pairs of twins have?* (Each pair of twins celebrates the same birthday.) *Are you surprised that Jonah and Brandon don't have many similarities? Do you think this is true of most fraternal twins?*

E PRONUNCIATION

Suggested time: 3 minutes | Your time:

- Elicit the meaning of *link* (to join two things together). Point to the curved lines in the examples that link the words. Explain to Ss that when different words follow the same word, they may link differently and create a different sound.
- Have Ss read and listen, paying attention to the links between *does* and *she* and *does* and *he.* Exaggerate the unvoiced sound of *does she* and the voiced sound of *does he.*
- Then ask Ss to listen and repeat each question.

TEACHING TIP Spoken English tends to sound smooth because sounds are linked between words. Linking can make words sound different than when we say them individually. If sounds are not linked, language can sound choppy or may even be misunderstood by the listener.

F PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss practice reading the sentences on their own. Walk around and make corrections.
- To be better able to hear their own voices, have Ss cover one ear as they practice pronouncing the sentences.

EXTENSION (+5 minutes) To extend the practice in linking sounds, have Ss read the questions in the right-hand column of the grammar chart on page 40.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the sample notes. Then have them fill in the two charts with their own information about two people in their family.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read aloud the examples of language to reuse. Encourage Ss to refer to this list and other language from the unit as they take notes.
- Monitor as Ss work. Assist if Ss need help coming up with adjectives in the *Appearance* section.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the example statement. Tell Ss to make similar comparisons.
- Invite Ss to read the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- Then have pairs share the information in their notes. Walk around and assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ incorporating vocabulary for similarities
✓ using correct pronunciation for linking sounds
✓ effectively describing similarities and differences

WRITING

Suggested time: 10 minutes | Your time:

- Tell Ss they will compare two people in their family. They can use people from their notes in Exercise A or write about two other people. Alternatively, Ss can choose to compare themselves to a family member.
- Model the activity on the board by comparing yourself to a family member.
- Tell Ss they will use the information from their diagram to write the comparison. Remind Ss to use words and expressions from the **Recycle This Language** box as well as new vocabulary from the Reading.
- Ask a volunteer to read the writing sample at the bottom of the page.
- Have Ss outline ideas and work on their own comparisons. Assist as needed.

WRITING HANDBOOK (optional, page T147)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Tell Ss to close their books. Pair Ss and assign each person either the identical twins or the fraternal twins from the article. Tell the pairs to summarize the article, recalling the similarities and differences between each set of twins. Walk around as pairs discuss. Listen and take notes on areas for review and extra practice.

Remind Ss of additional vocabulary, reading, pronunciation, and writing practice in their digital resources.

D **IDENTIFY SIMILARITIES** | Write four ways Paula and Rosie are the same and one way Jonah and Brandon are the same. Then compare statements with a partner.

Paula and Rosie . . . *Answers will vary. Possible answers include:*

1 *look exactly alike*
2 *have very similar personalities*
3 *have the same tastes in clothes*
4 *have the same tastes in music*

Jonah and Brandon . . .

5 *have very similar tastes in food*

COACH

E **PRONUNCIATION** | Linking sounds | Read and listen. Pay attention to the linking of sounds in does she and does he. Then listen again and repeat.

1 /dʌʃi/ Does she have any cousins?
2 How many cousins /dʌʃi/ does she have?
3 /dʌzi/ Does he live near you?
4 Where /dʌzi/ does he live?

F **PRONUNCIATION PRACTICE** | Now practice the questions on your own. Pay attention to the linking of the sounds.

COMMUNICATION ACTIVATOR

Now let's describe similarities and differences.

A **TALKING POINTS** | Write notes about two people in your family.

Name: *Paul* Relationship to me: *brother-in-law* Marital status: *married*
Appearance: *tall, short curly black hair, mustache, athletic*
Personality: *a little shy, very funny, hard-working*

Name: Relationship to me: Marital status:
Appearance:
Personality:
Likes and dislikes:

Name: Relationship to me: Marital status:
Appearance:
Personality:
Likes and dislikes:

B **PAIR WORK** | Use your Talking Points to compare your two relatives. Say as much as you can.

> "My brother-in-law Nelson is similar to my sister Abby—his wife—in several ways. They both love action movies and hip-hop. But their personalities are completely different. She's super outgoing."

OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work. Example: ". . . can't tell them apart."

RECYCLE THIS LANGUAGE

Tell me about your relatives.
What's [he] like?
Do you [keep in touch / get together]?
[They're my cousins] on my [father's] side.
[She's] an only child.
That's [so nice / great]!
Interesting! / Really?
Enough about me. What about you?

intelligent
funny
athletic
hard-working
friendly
outgoing
shy
quiet
tall / short

good-looking / cute / bald
handsome / pretty / beautiful
[straight / wavy / curly] hair
[long / short] hair
a mustache / a beard
He's a huge [sports] fan.
He [can't cook] well.
[Pop music] is more her style.

WRITING Describe the similarities and differences between two people in your extended family.

My father and my brother-in-law, Sam, are similar in some ways. They're both engineers, and they love their work. My father is . . .

WRITING HANDBOOK p. 147

- Combining sentences with and or but
- Guidance for this writing exercise

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

4 COMMUNICATION GOAL Discuss trends in family households

A **LISTEN FOR MAIN IDEAS** | **Listen to the radio program. Then listen again and check the main idea.**

- ☐ **a** The traditional North American household consists of two parents and their children.
- ☑ **b** Some social trends are changing the traditional North American household.
- ☐ **c** A growing number of families in North America live in multi-generational households.

B **LISTEN FOR DETAILS** | **Read the following statements about trends in family households in North America. Then listen again and circle the correct numbers.**

1 Many adult children come back home and live with their parents until they are at least (18 / 20 / 30) years old.
2 About (one-third / two-thirds / 70%) of all children live in a household with a single parent.
3 About (20% / 70% / 90%) of all households are multi-generational.

C **LISTEN TO CLASSIFY** | **Listen again and match each statement with the correct person. Write the letter on the line.**

C 1 is living with adult children and grandchildren
A 2 is an adult child living with parents
B 3 is a single parent



A. Tommy O'Brien



B. Helena Wu



C. Deepti Prakash

D **LISTEN TO CONFIRM CONTENT** | **Listen again. Circle T (true), F (false), or NI (no information).**

1 O'Brien is engaged to be married.	T	(F)	NI
2 O'Brien helps his parents with household chores.	(T)	F	NI
3 Wu's ex-husband visits their kids at her house once a month.	T	(F)	NI
4 Wu's ex-husband calls his kids every day.	(T)	F	NI
5 Prakash is a bank manager.	T	F	(NI)
6 Prakash is Anika and Neysa's grandmother.	(T)	F	NI

LESSON 4 Discuss trends in family households

A LISTEN FOR MAIN IDEAS

Suggested time: 5 minutes | Your time:

- To begin, ask a volunteer to read the title of the lesson. Elicit or explain that a *trend* is the way in which something is changing or developing. Explain that a *household* includes all the people who live together in one home. Ask, *What do you think are examples of trends in family households?* (For example: There are more adult children living with their parents.)
- Before Ss listen, have them read through the answer choices. Tell them that for the first listening, they should just focus on what the main idea is.
- Have Ss listen to the radio program. Then tell them to choose the main idea.
- Go over the answers as a class. Ask, *Why is answer* a *not the main idea?* (Two parents and their children is how we tend to think of the traditional household, but this is changing; this change is the main idea of the radio program.) *Why is* c *not the main idea?* (Multi-generational households is an example of <u>one</u> of the social trends, so it is not the main idea.)

B LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss preview the exercise items. Tell them they can circle the answers in pencil if they recall the answers.
- Play the audio and hint to Ss to focus on listening for numbers. Have them complete the exercise as they listen.
- Go over the answers as a class.

C LISTEN TO CLASSIFY

Suggested time: 5 minutes | Your time:

- Have Ss preview the exercise items. Tell them they can write the letters in pencil if they recall the answers.
- Then play the audio again and have Ss complete the exercise or check their answers if they were able to recall the answers.
- Go over the answers as a class.

D LISTEN TO CONFIRM CONTENT

Suggested time: 15 minutes | Your time:

- Remind Ss that *NI* means there is no information about this statement in the radio program.
- After Ss complete the exercise, have them compare answers with a partner. Clarify any answers Ss don't agree on as a class.

OPTION In pairs, tell Ss to make the false statements true. (1. He's single. 3. They stay with their dad one weekend of every month.) Play the audio again if necessary.

EXTENSION (+5 minutes) Tell Ss to work in pairs to summarize the radio program. Tell them they can use the information in Exercises A, B, C, and D.

Communication Activator

A SURVEY

Suggested time: 10 minutes | Your time:

- Say, *Think about your country of origin when you answer these questions.*
- After Ss compare answers with a partner, have pairs write something in the *Other* category for item 2. For example: *They want to travel.*

B TALKING POINTS

Suggested time: 5 minutes | Your time:

- Encourage Ss to work in pairs to recall the information about Tommy, Helena, and Deepti. For example:
  Tommy is single and lives with his parents. He's working, but can't afford to get his own apartment yet. He helps his parents with chores.
  Helena is divorced and a single parent of two boys and one girl; the kids spend one weekend per month with their dad.
  Deepti is widowed. She lives with her daughter and her family; she helps care for her granddaughter and helps with chores.
- Then have them fill in the notes about similarities and differences. Explain to Ss that they will use these notes in the group discussion in Exercise C.

C GROUP WORK

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- Ask a volunteer to read the example statement on the right. Point out how the person starts by talking about the similarities. Explain that the person would give examples of these similarities before talking about the differences.
- Remind Ss to use their responses in the survey to guide them when they speak.

CHALLENGE (+5 minutes) To challenge Ss, have them write complete sentences about the differences between traditional North American households and traditional households in their own country. (For example: In North America, adult children leave home to study, but in this / my country adult children leave home when they get married.)

LOOK FOR While Ss are doing Exercises A and C, monitor their conversations to determine if they are

✓ using vocabulary and grammar from the unit to compare trends in family households in different countries

CLOSURE ACTIVITY (+5 minutes) Pair Ss. Write on the board: *Tell your partner about the household you live in. Discuss who you live with, what jobs each person has, and who does which chores. Compare with your partner.* Listen as Ss speak, and take notes on areas for review and extra practice.

Remind Ss of additional listening practice in their digital resources.

Now let's discuss trends in family households.

A SURVEY | Complete the survey about the typical household in your country. Then compare responses with a partner.

FAMILY TRENDS SURVEY

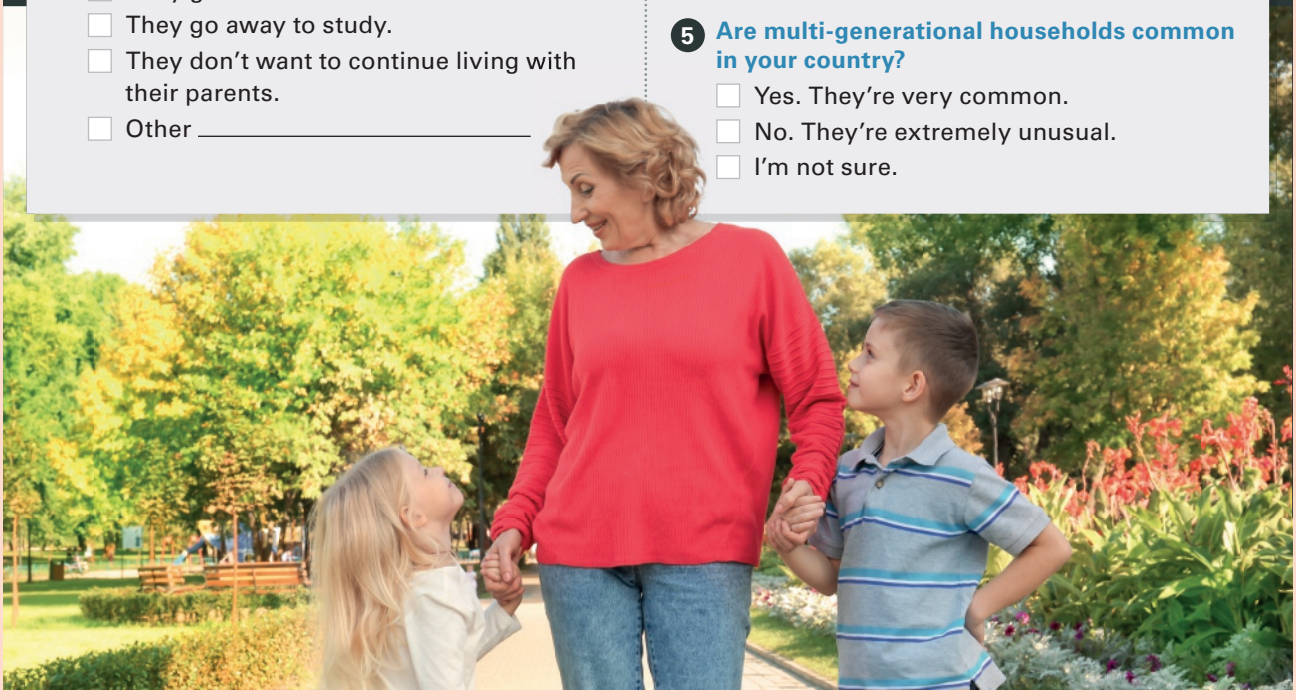
1 At what age do children usually leave home?
- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

2 What are the reasons adult children usually leave home?
- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to continue living with their parents.
- ☐ Other _____

3 Are single-parent households common in your country?
- ☐ Yes. They're very common.
- ☐ No. They're extremely unusual.
- ☐ I'm not sure.

4 Do you know anyone who lives in a multi-generational household?
- ☐ Yes.
- ☐ No.
- ☐ I'm not sure.

5 Are multi-generational households common in your country?
- ☐ Yes. They're very common.
- ☐ No. They're extremely unusual.
- ☐ I'm not sure.



B TALKING POINTS | On your notepad, compare trends in family households in your country with those described on the radio program.

Similarities:	Differences:

C GROUP WORK | Imagine you are telling a visitor from North America about family trends in your country. Use your Talking Points as a guide. Use comparative adjectives.

> "The changes to the traditional household here and in North America are similar. For example, . . . "

SOFT SKILLS BOOSTER p. 157

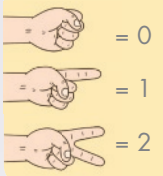
ADJECTIVE Compar-athon

I think the mall on Main Street is nicer than the mall on Fourth Street.

The Main Street Mall? I agree. I always shop there. What about you?

- Play with a partner. Place your coins on START and decide who moves first (Partner A).
- Partner A moves his or her coin the correct number of spaces* and uses a comparative form of the adjective in the space to make a true statement.
- Use each statement to begin a short discussion.
- Then it's Partner B's turn.
- The first person who gets to END wins.

*** TO DECIDE HOW MANY SPACES TO MOVE:**



For example, on Partner A's turn:



2 + 0 = 2

Partner A moves 2 spaces.

START					
	EASY	NICE	INTERESTING	ATHLETIC	GOOD
	LARGE	FAMOUS	BAD	HOT	LONG
	SUNNY	CLEAN	CLOUDY	FRIENDLY	DIFFICULT
	WINDY	EXPENSIVE	SHORT	COLD	CHEAP
	WARM	DELICIOUS	DARK	SWEET	FUNNY
END	HARD-WORKING	SMALL	YOUNG	IMPORTANT	QUIET

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Respond to good or bad news.
- ☐ Describe and compare people.
- ☐ Describe similarities and differences.
- ☐ Discuss trends in family households.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Interactive Cool Down

ADJECTIVE COMPAR-ATHON

Suggested time: 45 minutes | Your time:

- Pair Ss. Tell them each to find a coin or another small object to use as a game piece.
- Ask Ss to study the images on the right to understand how many spaces to move their coin. Model with a volunteer. Both of you hold out your hand showing either no fingers, one finger, or two fingers. You need to do this at the same time. Say, *The total number of fingers is [2], so I move [2] spaces*. Then model moving the coin. Land on [*nice*] and read the example conversation at the top of the page with the same volunteer. Tell Ss they can continue the discussion for a couple of exchanges. Explain that the goal is to see who reaches the end of the game first.
- Have Ss start their game. Monitor and assist until Ss understand the game. Then walk around and listen for correct uses of the comparative. Encourage Ss to move along if they take too long in their discussion.

EXTENSION (+10 minutes) Use the words from the game for a spelling bee—a competition in which Ss are asked to spell the words without looking at them. With their books closed, ask all Ss to stand. Then assign individual Ss words from the game. If they misspell a word, they sit down. The last person standing wins.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW PAGE Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 5 Eating in Restaurants

WARM-UP	Students frame their ideas about discussing food and read an illustrated conversation set in a restaurant.	
LESSON 1 **Order from a menu**	***Grammar***	Count and non-count nouns: review
	Grammar	Definite article *the* for specific reference
	Pronunciation	*The*
LESSON 2 **Discuss ways to prepare food**	***Vocabulary***	Adjectives for food preparation
	Grammar	*Some* and *any*; *Anything* and *nothing*
LESSON 3 **Talk about healthy and unhealthy foods**	***Vocabulary***	Categories of food
	Listening skills	Listen to infer; Listen for details
LESSON 4 **Describe food habits and tastes**	***Reading skills***	Confirm content
	Writing	Write about eating out in your country
INTERACTIVE COOL DOWN	*Buffet Gap*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to look at the photos and say what they see. Write the words on the board. For example: *meat / steak, pasta / spaghetti, seafood, salad, lettuce, tomatoes, onions, sandwich, turkey, chicken, chips.*
- Read the questions in the directions. Elicit or review that *be in the mood for* means that you want to have or do something. Then say, *The [sandwich] looks delicious to me.* Call on a few volunteers to say which food looks delicious to them.
- Ask two volunteers to read the example conversation between the man and the woman. Review that when you say something *is more my style* you mean that you like it more than other things. Ss may remember the expression from Unit 2, where it was used to talk about the events a person likes.
- In pairs, have Ss share their preferences. Encourage Ss to use the two people's sentences as models.

LANGUAGE AND CULTURE American English uses the term *potato chips* or *chips*. British English uses the term *crisps*.

EXTENSION (+5 minutes) Poll the class to see which foods the class prefers. Ask, *Who thinks the meat looks delicious? The seafood? The salad? The sandwich?* Write the numbers or Ss' names on the board.

UNIT 5

Eating in Restaurants

Warm-Up

What are you in the mood for? Which dish looks delicious to you?











The meat looks delicious! Do you agree?

Actually, the sandwich is more my style.



UNIT 5 COMMUNICATION GOALS

Lesson 1 Order from a menu

Lesson 2 Discuss ways to prepare food

Lesson 3 Talk about healthy and unhealthy foods

Lesson 4 Describe food habits and tastes

Topic Warm-Up

A **A MENU** | Read the menu. Choose a food you'd like to try from each group.

EAT IN ✻ TAKE OUT ✻ ORDER ONLINE

Cleo's
INTERNATIONAL RESTAURANT

MENUS **TODAY'S SPECIALS** GIFT CARDS LOCATIONS

✻ Appetizers



○ Ecuadorean shrimp



○ Brazilian cheese bread



○ Mexican grilled fish tacos

✻ Soups and Salads



○ French Canadian yellow split pea soup



○ Japanese noodle soup



○ Russian salad



○ Greek salad

✻ Entrées



○ American classic roast beef



○ Peruvian grilled fish



○ Chinese-style sautéed vegetables with tofu

✻ Desserts



○ Chocolate cake



○ Ice cream



○ Apple pie

Beverages

- ○ Coffee (regular or decaf)
- ○ Tea
- ○ Orange soda or cola
- ○ Fruit juice
- ○ Bottled water (still or sparkling)

B VOCABULARY | Parts of a meal | Listen and repeat.

C **PAIR WORK** | Write the name of at least one dish from your country for each part of a meal. Then compare lists with a partner.

an appetizer: a salad:

an entrée (a main course):

a dessert: a beverage:

Topic Warm-Up

A A MENU

Suggested time: 10 minutes | Your time:

- Say, *Read the menu.* Note that *menu* has the stress on the first syllable in English: /ˈmɛnju/.
- Give Ss a few minutes to look at the menu. Ask:
  What's the name of the restaurant? (Cleo's International Restaurant, pronounced /ˈkli-oʊz/)
  Where is this menu? (on the restaurant's website)
  How do you know? (You can order online.)
  Is there more than one Cleo's restaurant? (yes)
  How do you know? (The word *locations* shows that there is more than one location for the restaurant.)
- Review the names of each pictured menu item as a class. Say the name of each food and ask Ss to repeat after you.
- To familiarize Ss with the new vocabulary, have them circle new words and ask you questions about them. To help Ss form questions, write on the board: *What is ___? What are ___?* Point to the photos to help explain your answers.
- To check Ss' understanding of the beverages, ask, *Do you like coffee or tea? Do you drink soda or cola? What type of fruit juice do you like? Do you like still or sparkling water?*
- Finally, read the directions. Call on individual Ss to say which foods they would like to try. For any items not mentioned, ask, *Would anyone like to try ___?* If no one replies, ask, *Why not?*

LANGUAGE AND CULTURE

- *Soda* refers to a fizzy non-alcoholic beverage. Other terms used for *soda* are *pop* and *soda pop.* Bottled water with bubbles is called *sparkling water.* Sometimes it's called *seltzer* or *club soda.*
- The modifier *Chinese-style* can precede or follow the word or phrase it is describing. When it precedes the noun, it is hyphenated.

EXTENSION (+10 minutes) Have Ss discuss the pictures of the foods in pairs or groups. Ask them to discuss what ingredients they think are in the dishes. Model an example: *I think Russian salad has potatoes. And I think it has carrots, too.*

EXTENSION (+5 minutes) Ask Ss to discuss their choice of menu items in pairs. Write model sentences on the board to guide the Ss' conversations. For example:
A: I like ___. What about you?
B: I like ___, but I don't like ___.
Ss can also use the example conversation on page 49 as a model. After the discussion, have several pairs report to the class. Possible responses: *He likes fish, but I don't. We both like ice cream. / Both of us like ice cream.*

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss point to the words on the menu as they listen and repeat.

LANGUAGE AND CULTURE

- In American English the term *appetizer* refers to the first part of a meal. Each part of the meal (appetizer, entrée, and dessert) is called a *course.* Soups and salads can be served as appetizers. Salads can also be served with the *entrée.*
- The terms *entrée* and *main course* mean the same thing. *Entrée* is more common on menus. French words are often written with an accent as in French. Other such words are *sautéed, fiancé, fiancée,* and sometimes *café.* It is not incorrect to write those words without the accent.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Explain that *dish* here means *food.* Ss may name dishes that don't have an English equivalent. Tell them it is OK to write the name in their language. The purpose of this exercise is for Ss to categorize foods they know according to this new course vocabulary.

EXTENSION (+5 minutes) For additional practice, call out the names of dishes from the Ss' home countries and have them decide in which category each dish fits.

EXTENSION (+10 minutes) To expand the activity, have Ss work in pairs to plan a menu for a delicious dinner with one food item for each category, which they then present to the class. For example:
appetizer: fish soup
entrée: grilled chicken
salad: tomato salad
dessert: chocolate ice cream
beverage: water and then coffee with dessert

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures.* Ask: *Where are they?* (in a restaurant) *Who can we see in the photo?* (two guests and a server / waiter)
- Point to the information about accents in the top right corner.
- After Ss read and listen to the conversation, ask, *Do the men order appetizers?* (Yes, they do.) *What appetizers do they order?* (Charles orders chicken soup, and James orders the green salad.) Continue in a similar manner for main courses, desserts, and beverages.

LANGUAGE AND CULTURE

- Male servers have been traditionally called *waiters* and female servers *waitresses*. All these terms are correct and common.
- The phrase a *meat-and-potatoes man* (or *woman*) describes a common stereotype of a person who doesn't like fancy food and prefers to stick to the basics, such as meat and potatoes, for a main meal.
- When ordering food or drinks, *I'll have the . . .* is more common than *I'd like the . . .* in spoken American English. Both forms are used, however.
- *Anything for dessert?* is short for *Would you like anything for dessert?*
- In restaurants, some people refer to *the check* and some people refer to *the bill*. They are equally common in spoken American English.
- *Ten percent* refers to 10% of the cost of the meal. It's not usually included in the price on the menu, but it is sometimes added at the end of the check. In the U.S., it is unusual for a tip to be included in the check. Customs about tipping differ from country to country. In some places a certain percentage is customary. In others it's at the discretion of the diner. In still others, tipping is not customary at all.

EXTENSION (+ 5 minutes) Lead a class discussion on tipping. Ask, *Is it customary to tip in your country? If yes, how much? What type of tip do you usually leave?* Ss can use the verbs *should* and *can* to express their ideas. (For example: If you are happy with the food and the service you can give the server 15%.)

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A. Each exercise item is about one of these expressions.
- Have Ss do the exercise individually, referring to Exercise A as needed.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation to clarify the context.

SPEAKING | ROLE PLAY

Suggested time: 10 minutes | Your time:

- Ask two volunteers to role-play the example conversation between the people in the photo. Make sure Ss recognize the woman's choice from the Cleo's menu on page 50.
- For the exercise, tell Ss to talk about items on the Cleo's menu. Encourage Ss to use the underlined expressions in Exercise A.
- Monitor as Ss work and assist as needed. Listen for food items from the Cleo's menu and expressions from Exercise A.

EXTENSION (+5 minutes) Say, *When I go to a restaurant, I usually only order an entrée. I am usually too full to have dessert. And if I have an appetizer, I can't finish my entrée.* Invite Ss to share their ordering habits in a restaurant.

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation in a restaurant. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Charles = American English (standard)
James = British English
Server = Italian







Charles: I'm starving!

James: Me too! So what are you in the mood for?

Charles: Let's see . . . Is there any fish on the menu tonight? Oh yes, there is. And it comes with a tomato onion salad. Perfect.

James: And great! Tonight's special is roast beef with fried potatoes. I'm a real meat and potatoes man.

Charles: So, are you ready to order?

James: Totally. Excuse me!

Charles: I think I'll start with the chicken soup. And then for my main course, I'll have the grilled fish.

Server: Would you like rice or peas with the fish?

Charles: I'll have the peas.

James: And I'll have the green salad for an appetizer, and the roast beef special. By the way, is the roast beef rare*?

Server: Yes, it is.

James: Excellent.

Server: Anything for dessert?

James: No, thanks. We'll take the check, please. We're kind of in a hurry. Do you accept the Ultra Card?

Server: Of course.

James: Is the tip included?

Server: Yes, it is. Ten percent.

*** Ways to order meat**
rare = still very red
medium = pink
well done = brown

B UNDERSTAND FROM CONTEXT | **Write a featured sentence or phrase from Zoom-In for each item.**

1 A way to get a server's attention: "*Excuse me!*"
2 A way to tell a server you are ready to pay for your meal: "*We'll take the check, please.*"
3 A way to ask whether someone knows what he or she wants to ask the server for: "*Are you ready to order?*"
4 A way to ask if you can pay with a credit card: "*Do you accept . . . ?*"
5 A way to order a particular food: "*I'll have the . . .*"
6 A way to find out if you need to give the server some extra money: "*Is the tip included?*"

SPEAKING ROLE PLAY | **Imagine you are at Cleo's Restaurant. Talk about the food on the menu. Then tell your partner what you'd like to order for your complete dinner, using featured language from Zoom-In.**



1 COMMUNICATION GOAL Order from a menu

A GRAMMAR | Count and non-count nouns: Review

Count nouns name things you can count. They can be singular or plural.
I'd like **a banana**. He'd like **two bananas**.

Non-count nouns name things you cannot count. They are not singular or plural. Don't use a, an, or a number with a non-count noun.
I'll have **milk**. NOT ~~a milk~~ NOT ~~two milks~~

Use a singular verb with all non-count nouns.
Tea **is** good for you. NOT Tea ~~are~~ good for you.

GRAMMAR EXPANDER p. 132
- Making non-count nouns countable (review)
- Nouns that can be count or non-count
- Plural nouns: spelling rules
- Non-count nouns: categories

B PAIR WORK | On the notepad, write three foods or beverages for each group. Use count and non-count nouns. Then compare notepads with a partner.

I like	I love	I don't like	I hate
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....



C GRAMMAR | Definite article the for specific reference

Use the definite article the with count and non-count nouns to name something specific.
A: I'm in the mood for soup tonight. (not specific: general)
B: Then I think you should order **the potato soup**. (specific: It's on the menu.)

Use the definite article the to name something a second time.
A: You can have a tomato salad or a green bean salad.
B: I'll have **the tomato salad**, please.

Indefinite articles a and an:
a beverage **an** appetizer

D GRAMMAR PRACTICE | Complete each conversation with a, an, or the.



1 **A:** What are you in the mood for?
B: Well, ...*the*... soup sounds delicious.



2 **A:** I'm in the mood for ...*a*... really hot and spicy dish.
B: Well, what about ...*the*... Thai chicken? It has lots of hot peppers. I'm sure it's spicy.



3 **A:** There are two kinds of soup: chicken rice and tomato potato.
B: I think I'd like ...*the*... chicken rice.
A: What would you like for your main course? There's a nice roast chicken special on ...*the*... menu tonight.
B: That sounds good. I'll have ...*the*... roast chicken special.

E PAIR WORK | Practice the conversations from Exercise D.

LESSON 1 Order from a menu

A GRAMMAR

Suggested time: 5 minutes | Your time:

- To elicit count and non-count nouns, ask an individual S, *What do you usually have for breakfast?* Write the food items from the S's answer on the board. Then ask another S and add more words to the board. (For example: coffee, eggs, an apple, milk.) Leave the words on the board.
- Read the first rule and example sentences. Then ask, *Which words on the board are things you can count?* (For example: eggs, an apple) Then read the second rule and example sentence, and ask, *Which words on the board are things you cannot count?* (For example: coffee, milk)
- Finally, read the last rule and example sentence. Point to the non-count nouns on the board and elicit sentences, to stress that you use a singular verb. (For example: Coffee is delicious. Milk is good for you.)

EXTENSION (+5 minutes) Have Ss make a list of five foods that are in their own refrigerators right now. On the board, draw a two-column chart with the headings *Count nouns* and *Non-count nouns*. Say to individual Ss, *Name one item in your fridge*. Ask whether the food is a count or a non-count noun before writing it in the chart.

B PAIR WORK

Suggested time: 2 minutes | Your time:

- Tell Ss to fill in the list individually. Instruct Ss to include at least one non-count noun in each category.
- In pairs, have Ss compare lists.

OPTION Tell pairs to sort their words into count and non-count. Assist if necessary.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Read each rule and call on volunteers to read the example conversation on the right. Make sure Ss understand that
  - when we are talking about something specific, we use *the*.
  - the first time a singular (count) noun is mentioned, we use the article *a* or *an*.
  - the first time a plural noun or a non-count noun is used, no article is used.
  - the second time a noun (singular, plural, or non-count) is mentioned, we use *the*.

EXTENSION (+10 minutes) Have Ss read the soup and appetizer items from the menu on page 50. Ask each S, *What would you like?* Prompt them to answer in a complete sentence and use *the* before their choices. (For example: I'd like the Peruvian grilled fish.)

EXTENSION (+10 minutes) Ask Ss to look back at the conversation on page 51 and explain why the customer uses the definite article *the* in each of the following sentences.

1. *I think I'll start with the chicken soup.* (specific: It's on the menu.)
2. *Would you like rice or peas with the fish?* (specific: It's on the menu; it's named a second time)
3. *I'll have the peas.* (It's named a second time.)
4. *And I'll have the green salad for an appetizer, and the roast beef special.* (specific: They're both on the menu.)

GRAMMAR EXPANDER (optional, pages T132–133)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Bring the class together and read each conversation with a higher-level S. Tell Ss to make corrections as they hear the answers. Then call on volunteers to suggest the rule that explains each answer. (1. *the soup:* specific; 2. *a really hot and spicy dish:* singular, not specific; *the Thai chicken*: specific; 3. *the chicken rice:* mentioned a second time; *the menu:* specific; *the roast chicken special:* mentioned a second time)

OPTION Focus on the pronunciation of *Thai* and *spicy*. Read and have Ss repeat.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Walk around as Ss practice the conversations. Encourage them to act the roles out.
- Bring the class together and call on volunteers to perform the conversations.

F PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Have Ss look at the two lists of words. Ask, *How are the words in the first list similar?* (They start with a consonant sound.) Ask about the second list. (They start with a vowel sound.) Explain that *the* is pronounced differently before consonant and vowel sounds.
- Have Ss read and listen and then listen again and repeat.

G PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss check their answers individually and then take turns to say each of the phrases with a partner.
- To review answers say each item aloud. Have Ss raise their hand when they hear a word beginning with a vowel sound.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *please* at the end of statements when ordering food in a restaurant
- Use *I'd like* and *I'll have* to order food from a server
- Use *Certainly* to agree to a customer's request

- Have Ss listen to the conversation.
- Call Ss' attention to the **Social language** box about ways to order food. Ask, *Why do the phrases include the word* the*?* (They refer to a specific meal on the menu.) Model the expressions with a polite tone adding various food items.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Before Ss listen and repeat, have them scan the conversation for phrases with *the* and circle them. (*the grilled chicken, the potatoes, the mixed green salad*) Ask, *Which words begin with a consonant / a vowel?* (They all begin with a consonant.)
- Have Ss listen and repeat each line. Listen for correct pronunciation of *the*. Make sure Ss copy the intonation in *There's tomato salad or mixed green salad*.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to fill in the information in the clipboard. Encourage them to be creative with the restaurant name.
- Monitor and assist. Refer Ss to the vocabulary in Exercise A on page 50 if needed.

D CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the conversation with a higher-level S. Have Ss work in the same pairs as in Exercise C. Make sure Ss talk about foods that are on their menus.
- Remind Ss to use appropriate politeness and body language to order and take the order. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box. and video to support Ss as they extend the conversation.

E CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

F EXTENSION

Suggested time: 5 minutes | Your time:

- You may choose to assign this activity for the following class. Print a few online menus in case Ss forget to bring one themselves. Ss can bring in menus in languages other than English.

LOOK FOR While Ss are doing Exercises D and E, monitor their conversations to determine if they are

- ✓ using vocabulary for restaurant foods
- ✓ correctly using the indefinite articles *a / an* and the definite article *the*
- ✓ pronouncing *the* correctly before consonant and vowel sounds

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Say, *You are a server in a restaurant. Listen to my order. Write down the food items you hear with* a / an *or* the, *or no article.* Read: *I'm in the mood for soup tonight. I'd like the vegetable soup. Then I'll have the grilled fish with rice and a green salad, please. Could I also get a soda? Oh, and do you have ice cream?* Tell Ss to discuss the use of *a / an* and *the* with the different nouns, working in pairs. Monitor the discussions and take notes on areas for review and extra practice.

Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.

COACH

F PRONUNCIATION | The | Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/ðə/ (before consonant sounds)
- **the ch**icken
- **the s**oup
- **the j**uice
- **the h**ot appetizer

/ði/ (before vowel sounds)
- **the o**range juice
- **the o**nion soup
- **the a**pple juice
- **the a**ppetizer

G PRONUNCIATION PRACTICE | Write a check mark (✓) if the underlined word begins with a vowel sound. Then, with a partner, take turns saying each phrase. Be sure to use the correct pronunciation of the.

- ☑ the egg salad
- ☐ the fish special
- ☐ the tomato soup
- ☑ the apple cake
- ☑ the ice cream
- ☐ the chocolate milk
- ☐ the bean soup
- ☑ the oil
- ☐ the grilled beef

COMMUNICATION ACTIVATOR

Now let's order from a menu.



A CONVERSATION MODEL | Read and listen.

A: I'll have the grilled chicken for my main course, please. What does that come with?
B: It comes with rice or potatoes and a salad.
A: What kind of salad is there?
B: There's tomato salad or mixed green salad.
A: I'd like the potatoes and the mixed green salad.
B: Certainly. And to drink?
A: Water, please. Sparkling.

Social language
Ways to order food
I'll have the ___.
I'd like the ___.
I'll start with the ___.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Invent a restaurant and give it a name. Write foods on the menu. Include two or more choices for each category.

D CONVERSATION PAIR WORK | Change the conversation, using one of the menus you created in Exercise C. Then change roles.

A: ..... for my main course, please. What does that come with?
B: It comes with ..... .
A: What kind of ..... is there?
B: ..... .
A: I'd like ..... .
B: Certainly. And to drink?
A: ....., please.

KEEP TALKING! ●●●
- Ask the server more questions.
- Discuss what's in the dishes.
- Talk about foods you like and dislike.
- Order a dessert.

Watch the video for ideas!



E CHANGE PARTNERS | Change the conversation again.

F EXTENSION | Bring in a real menu from your favorite restaurant or get one online. Use it to practice ordering a meal.

2 COMMUNICATION GOAL Discuss ways to prepare food

A VOCABULARY | Adjectives for food preparation | Read and listen. Then listen again and repeat.



B LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Then check the correct adjective or adjectives for each food, depending on its preparation.

	steamed	fried	sautéed	baked	stewed	boiled
1 	✓					
2 			✓			
3 					✓	
4 				✓		
5 	✓					

COACH **C** GRAMMAR | Some and any; Anything and nothing

Some and any describe an *indefinite* number or amount.
We have **some** apples and **some** milk. (We don't know how many or how much.)
Do we have **any** eggs or **any** bread? (We're not asking how many or how much.)

Use some in affirmative statements with non-count nouns and plural count nouns.
We need **some** milk and **some** bananas.

Use any in negative statements with non-count nouns and plural count nouns.
We don't want **any** cheese, and we don't need **any** apples.

Use any or some in questions with count and non-count nouns. There is usually no difference in meaning.
Do you need **any** apples or butter? OR Do you need **some** apples or butter?

Use nothing with an affirmative form of a verb. Use anything with negative forms and questions.
There is **nothing**. There isn't **anything**. Is there **anything** good on the menu?

GRAMMAR EXPANDER p. 133
• Questions with How much and How many (review)

LESSON 2 Discuss ways to prepare food

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, have them look at the images and identify any food items they can name. (eggs; dumplings; french fries; meat / steak; chicken; quiche—a pie with eggs and cheese, or lasagna—a pasta dish with sauce and meat; mushrooms; meat and vegetable stew) Ask, *Which dishes look delicious to you?*
- Play the audio. Have Ss listen and repeat.
- Point to the vocabulary topic: *Adjectives for food preparation.* Elicit the verb form of each adjective. (boil, steam, fry, grill, roast, bake, sauté, stew)

LANGUAGE AND CULTURE

- *Boiled* = cooked in boiling water (the water boiling point is 100°C / 212°F). *Steamed* = cooked in *steam,* or the hot mist that water produces when boiled. *Fried* = cooked in hot oil. *Grilled* = cooked on a *grill* above or below strong heat. *Roasted* = cooked at a high heat for a long time in an oven or over a fire. *Baked* = cooked by dry heat, usually in an oven. *Sautéed* = fried quickly in a small amount of oil or butter. *Stewed* = cooked slowly in sauce, in a closed pot.
- The accent in *sautéed* is generally used, as with *fiancé*. However, it is not an error to omit it.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Before listening to the conversations, tell Ss to look at the chart and identify the food items. (green beans, chicken, fish, pasta, rice) These foods are taught at the Foundations level, Unit 10. Check to be sure Ss know them. You may wish to use the Foundations level flashcards for review (available in the Pearson English Portal).
- Have Ss compare their answers in pairs. Replay the audio if appropriate.

LANGUAGE AND CULTURE

- In Conversation 1, the man asks *Well, what about some nice steamed green beans?* When offering food, it is common to add the adjective *nice* to make it sound appealing.
- In Conversation 2, the woman asks *You like it?* This is short for *Do you like it?* and a common abbreviation in spoken English.
- There is a difference in meaning between *like* + object (as in *I like peas*) and *would like* + object, which is a polite way of saying *I want*, particularly when a person chooses from several things.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the individual rules and call on volunteers to read the example sentences. Go over each noun to confirm understanding. Elicit other nouns to use in the example sentences. For example, for the first rule: *We have some eggs and some coffee.*
- Tell Ss to beware of the following common errors with *nothing* and *anything*. Write on the board:
  There is nothing. *NOT* *There ~~isn't~~ nothing.*
  There isn't anything. *NOT* *There ~~is~~ anything.*

OPTION (+5 minutes) Write this conversation on the board:

A: Would you like to order anything for dessert?

B: I'm in the mood for some ice cream.

A: I'm sorry, we don't have any ice cream today. But we have some fresh cookies. Or would you like some cake?

B: Hmm. Do you have any fruit?

A: Would you like some strawberries?

B: Actually, no thanks. There's nothing else I'd like.

Ask:

Do we know how much ice cream the people are referring to? (no)

What plural count noun is in a statement with some*?* (fresh cookies)

What noun goes with the word any*?* (ice cream / fruit)
Is it count or non-count? (non-count)

Say, *Find* [nothing / anything] *in the conversation. Is it in a statement or question?* (*Nothing* is in an affirmative statement; *anything* is in a question.)

EXTENSION (+10 minutes) Draw on the board the inside of a fridge with three shelves (a rectangle with three horizontal lines). Label the shelves *top shelf, middle shelf, bottom shelf.* Ask, *What do we put on the shelves in the fridge?* (For example: Put an onion on the top shelf. Put some milk on the bottom shelf.) After a few items are in the refrigerator, say, *Now let's move the food around in the fridge.* Erase and redraw items according to Ss' directions. Instruct Ss to use *the* when telling you to move an item. (For example: Move the milk to the top shelf.)

GRAMMAR EXPANDER (optional, page T133)

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually.
- Tell Ss to check their answers in pairs. If Ss make mistakes, encourage them to refer back to the rules in Exercise C on page 54.
- Then go over the answers as a class. Elicit corrections or provide feedback as needed.

E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Go over the sample answer with the class. Then, have Ss do the exercise individually.
- Bring the class together and call on volunteers to read the sentences aloud or write them on the board.

OPTION To practice the rules in Exercise C on page 54, tell Ss to explain why *some* is used in items 1–4 and *nothing* in item 5. (In items 1, 2, and 4, *some* is used with non-count nouns; in item 3 *some* is used with a plural count noun; in item 5 *nothing* is used because it is an affirmative sentence.)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Agree with a positive opinion with *Me too!*
- Agree with a negative opinion with *Me neither!*

- Before Ss read and listen, ask, *What can you see in the picture?* (a man and a woman eating a meal together in a restaurant)
- Have Ss circle all the adjectives for ways to prepare food. (roasted, fried, grilled, steamed) Clarify that *veggies* is short for *vegetables.* Then play the audio.
- Call Ss' attention to the **Social language** box and read the heading. Model the intonation and emphasis for *Me too!* Model falling intonation for *Me neither!* Ask Ss to listen and repeat. Make sure Ss understand that even though the second set of sentences has a negative form, it is showing agreement about not liking something.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use emphatic stress on *so good* and *delicious*.
  - pause after the expression *That depends.*

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the conversation with a higher-level S.
- Have Ss look back at the restaurant language in Exercise A on page 51. Also refer them to the vocabulary in Exercise A on page 54. Be sure to reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Point out rising intonation (*Is it [roasted]*) and then falling intonation (*or [fried]?*) when inquiring how food is prepared. Make sure Ss understand the difference between using *so* as an intensifier (*so good*) and using it to return to a topic or introduce a new one (*So are those veggies . . . ? So are you in the mood for . . . ?*). Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each phrase in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using adjectives for food preparation
- ✓ using *some, any, anything,* and *nothing* correctly
- ✓ using language to discuss food preferences
- ✓ using expressions to agree with positive and negative opinions

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *Your roommate just texted you and said: "Hey! I'm at the supermarket. Do we need anything?" Respond with four to five sentences naming things you need, using some and any correctly.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

D **GRAMMAR PRACTICE** | **Circle some or any to complete each statement.**

1 There isn't (some / any) soup on the online menu.
2 I'd like (some / any) sparkling water, please.
3 It's too bad there aren't (some / any) salads on the appetizer menu.
4 I don't see (some / any) fish on today's menu.
5 The restaurant is making (some / any) fried potatoes right now.

E **GRAMMAR PRACTICE** | **Rewrite the sentences, making each negative.**

1 There's some coffee on the table. *There isn't any coffee on the table.*
2 We have some cheese. *We don't have any cheese.*
3 They need some beverages for lunch. *They don't need any beverages for lunch.*
4 She's ordering some fruit for dessert. *She's not / She isn't ordering any fruit for dessert.*
5 There's nothing I want to order. *There isn't / There's not anything I want to order.*

COMMUNICATION ACTIVATOR

Now let's discuss ways to prepare food.



A **CONVERSATION MODEL** | **Read and listen.**

A: That fish looks so good. Is it roasted or fried?
B: It's roasted. I don't like fried foods.
A: Me neither! I prefer grilled or steamed foods.
B: Me too! So are those veggies grilled or steamed?
A: The veggies? I'm actually not sure. But they're delicious!

Later

A: So are you in the mood for dessert?
B: That depends. Is there anything good on the menu?
A: Let's check.

Social language
Agree with an opinion

A: I like rice.
B: Me too!

A: I don't like eggs.
B: Me neither!

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play the conversation. Discuss the way you prefer foods to be prepared. Then change roles.**

A: That ..... looks so good. Is it ..... or ..... ?
B: It's ..... . I don't like ..... foods.
A: Me neither! I prefer ..... foods.
B: Me too! So ..... ?
A: The ..... ? I'm actually not sure. But ..... delicious!

Later

A: So are you in the mood for ..... ?
B: ..... .

KEEP TALKING! ●●●

Say more about your tastes in food.
[Fried food] is not for me.

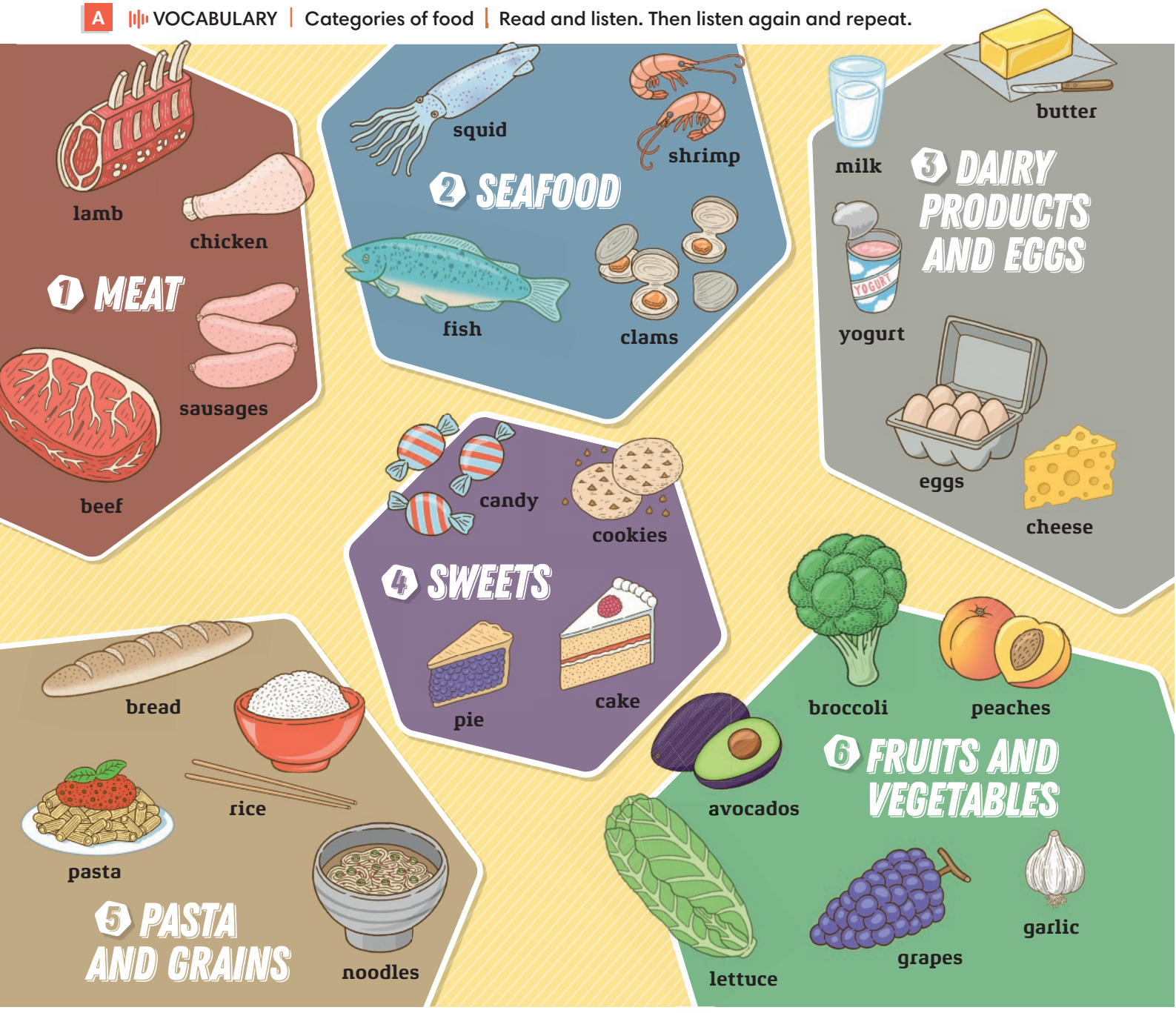
Talk about your favorite foods for breakfast, lunch, and dinner.
[Steamed veggies] are more my style.

Watch the video for ideas!

D **CHANGE PARTNERS** | **Role-play the conversation again.**

3 COMMUNICATION GOAL Talk about healthy and unhealthy foods

A VOCABULARY | Categories of food | Read and listen. Then listen again and repeat.



B PAIR WORK | Complete the chart with foods you eat at each meal. Then compare charts with a partner.

	fruits / veggies	seafood	meat	pasta / grains	dairy products	sweets
breakfast						
lunch						
dinner						

C LISTEN TO INFER | Listen to three conversations. Circle the meal the people are eating.

1 (breakfast) / lunch / dinner 2 breakfast / (lunch) / dinner 3 breakfast / lunch / (dinner)

LESSON 3 Talk about healthy and unhealthy foods

A VOCABULARY

Suggested time: 10 minutes | Your time:

- On the board, draw a two-column chart with the headings *Healthy* and *Unhealthy.* Before Ss read or listen to the vocabulary, ask, *What foods are good for you? What foods are not good for you?* Record Ss' answers on the chart. Leave the chart on the board for later.
- Give Ss a few minutes to study the food categories and examples. Answer any questions.
- After Ss read and listen, have them listen again and repeat.
- Write the six food categories on the board and elicit examples of additional foods for each one. Have Ss write down any food words that are new to them, creating individualized vocabulary lists.

TEACHING TIP In this presentation, any noun with an *-s* ending is a count noun. There is a complete list of the non-count nouns from the vocabulary presentations on page 124.

LANGUAGE AND CULTURE

- *Sausage* can be either count or non-count, depending on whether one is talking about it generally (*I love sausage.*), or whether one is using it specifically (*These are chicken sausages.*).
- In British English, *candy, cookies,* and *french fries* are usually called *sweets, biscuits,* and *chips* respectively. In American English, *biscuits* are a kind of small bread. In Australian English, people use the term *lollies* to mean candy.
- A *pie* has a filling (for example, fruit) baked inside a pastry covering, whereas a *cake* is made from a mixture of flour, butter, sugar, and eggs.
- A *noodle* is a long thin piece of food made from a mixture of flour, water, and eggs. *Pasta* is an Italian food made from flour, eggs, and water and cut into various shapes.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss notice that the left column lists meals of the day and the heading row lists each food category. The color of the food category matches the color of the same category in Exercise A.
- Tell Ss that they should note down foods they eat for each meal.
- Walk around as Ss fill in the charts with their information and share with a partner. Encourage Ss to say if they eat more healthy or unhealthy foods.
- Then bring the class together and invite Ss to talk about the foods they eat at each meal. Finally, ask, *Share with us your favorite meal: Is it breakfast, lunch, or dinner?*

LANGUAGE AND CULTURE *Lunch* is a meal eaten in the middle of the day, and *dinner* is a meal usually eaten in the evening.

OPTION Ss can add *snack* as a category to the left column to share snacks they like to eat. A *snack* is a small amount of food eaten between meals.

EXTENSION (+10 minutes) Have Ss plan their meals for the following day. Tell Ss to copy the chart on a piece of paper. Have Ss fill in a plan for each meal, writing the foods in the appropriate row, according to the category they belong to. After Ss complete their charts, have them share their food plans in pairs. Model an example: *For breakfast tomorrow, I'll have a banana, bread, and yogurt. What about you?* Bring the class together and invite Ss to share. Encourage Ss to say whether their meal plans are healthy or unhealthy.

C LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them look at the three sets of answer choices. Point to the exercise heading. Remind Ss that to *infer* means to form an opinion based on information you have. You can hint that each conversation will describe a different meal.
- Play the audio once and have Ss choose the answers.
- Go over the answers as a class.

LANGUAGE AND CULTURE

- *No offense* (in Conversation 2) is used to say that you hope what you are going to say will not offend someone.
- *I'm actually not a steamed-fish fan* (in Conversation 2) is a less formal way to say *I'm not a fan of steamed fish.*
- *Totally* (in Conversation 3) is used to voice complete agreement with something.

D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Let Ss first preview the questions and see which ones they can answer. Then have them listen again for the specific details.
- Ask Ss to compare their answers in pairs. Then go over the answers as a class.

E UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss match the words to the meanings.
- If necessary, play the audio from Exercise C for Ss to check their answers. Then have them compare with a partner.

OPTION (+5minutes) Invite Ss to study the roots for each word:
(un +) health + y = (not) having health
fat + ty = having a lot of fat / oil
high-fat = having high fat / oil
low-fat = having low fat / oil
salt + y = having a lot of salt

CHALLENGE (+5–10 minutes) Invite Ss to give a summary (written or spoken) of each conversation, using the information in Exercises C, D, and E to help them. Play the audio again if Ss need additional details. Collect written summaries to give feedback or have Ss present orally.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask Ss to skim the foods shown in the images. Call on volunteers to read the words. On the board write: ✓ = *healthy; X = unhealthy; ? = not sure.* Have Ss add their marks.
- For each food Ss marked with an *X*, tell them to take notes on why they think the food is unhealthy. (It is high in calories / fat / salt / sugar.)
- Call on two volunteers to model the conversation.
- In pairs, Ss compare their answers and discuss any differences of opinion. Ss may disagree about which foods are healthy (see the Language and Culture note that follows).

LANGUAGE AND CULTURE People have different ideas about healthy eating. Some people count calories. They try to eat small portions and choose foods that are low in sugar and fat. Other people follow a low-fat, high-fiber diet; for example, they avoid fatty foods and eat a lot of grains, fruits, and vegetables. Some people have diets that are high in protein and low in carbohydrates. These people eat a lot of meat, eggs, seafood, and nuts. They avoid bread, rice, pasta, noodles, and high-carbohydrate fruits and vegetables.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, page 158)

- Bring the class together. Point to the chart on the board with the two columns *Healthy* and *Unhealthy* from earlier in the lesson.
- Invite Ss to come to the board and add in more foods. They can use foods from the unit as well as any other foods that they know. If Ss disagree about whether a food is healthy or not, tell them to explain why they disagree.

OPTION Tell Ss to copy the chart on the board with the headings *Healthy* and *Unhealthy*. In pairs, Ss fill in examples for each category and discuss why each food is healthy or unhealthy. Then have pairs give feedback in class discussion.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ categorizing foods into food groups
✓ determining which foods are healthy or unhealthy
✓ providing reasons why specific foods are healthy or unhealthy

CLOSURE ACTIVITY (+5 minutes) Tell Ss to close their books and write their names on sheets of paper. Tell them to write the numbers *1–6*. Write these categories on the board: *meat, seafood, dairy products and eggs, pasta and grains, fruits and vegetables, sweets.* Say, *I am going to say the names of six foods. Match them with a category on the board.* Say, *1. cheese; 2. peaches; 3. ice cream; 4. noodles; 5. hot dogs; 6. clams.* (1. dairy; 2. fruits and vegetables; 3. sweets; 4. pasta and grains; 5. meat; 6. seafood) Then have Ss compare their answers in pairs and discuss which food items are healthy and which are unhealthy. Walk around and skim Ss' answers. Listen as pairs discuss, and take notes on areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

D LISTEN FOR DETAILS | Listen again. Circle the correct answers.

Conversation 1

1 What's Caroline eating?
- a a banana
- b bread
- (c) cookies

2 What does Caroline's friend think about sweets?
- (a) She doesn't think they're a healthy breakfast.
- b She thinks sweets are a terrible food.
- c She doesn't think they're good for a dessert.

Conversation 2

1 What's wrong with the Big Smack Burger?
- (a) It has a lot of calories.
- b It's high-fat.
- c It's low-fat.

2 What question does Harry have about the pasta with clam sauce?
- a Is it too fatty?
- (b) Is it salty?
- c Is it sweet?

Conversation 3

1 What looks good to Lisa on the menu?
- (a) something fried
- b something low-fat
- c fruits and veggies

2 What kind of food do the women eat for dinner at home?
- a sausages with fried potatoes
- (b) healthy low-fat foods
- c fatty meats and seafood

E UNDERSTAND FROM CONTEXT | Match each word with its meaning.

1 healthy — e
2 unhealthy — c
3 fatty / high-fat — b
4 low-fat — d
5 salty — f
6 sweet — a

a contains a lot of sugar
b contains a lot of oil
c is bad for you
d doesn't contain a lot of oil
e is good for you
f contains a lot of salt

COMMUNICATION ACTIVATOR

Now let's talk about healthy and unhealthy foods.

A TALKING POINTS | Take the opinion survey. Check the foods you think are healthy. Write an X if you think the food is unhealthy. Write a question mark if you aren't sure. Compare opinions with a partner.

I think potato chips are unhealthy. They're too fatty and salty.

I agree. But they're OK if you don't eat them every day.


☐ salad


☐ hot peppers


☐ pasta with sauce


☐ rice

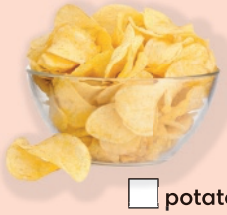

☐ chicken


☐ tofu


☐ pizza


☐ hamburgers


☐ french fries


☐ potato chips


☐ ice cream

B DISCUSSION | Now discuss food and health with your class. Talk about other foods you think are healthy or unhealthy.

SOFT SKILLS BOOSTER p. 158

4 COMMUNICATION GOAL **Describe food habits and tastes**

A READING | Read the article about street food. Why do people like to eat on the street?

Who doesn't like street food?


Food stands in Singapore

What is street food?
Street food is ready-to-eat food that vendors sell in the street or in another public place, such as a market. People usually eat street food immediately, often right on the street.

What kind of foods do street vendors sell?
Some street food vendors sell from a menu of traditional, regional, or national styles. Others specialize in only one food, such as hot dogs, and they don't sell anything else.


A food cart in Istanbul, Turkey

Stand? Stall? Cart? Truck?
Traditional markets often have food stands or stalls. In some places, there are tables where people can buy and eat something right there. Elsewhere, people buy food from a cart on the street. The carts often occupy the same location each day.

Food trucks are trendy now in many cities around the world. Workers can go out of their offices at lunchtime and buy something from the food trucks on the street. You can buy some really great food from food trucks. And food trucks can be fun. There are some places in the world where people don't typically eat on the street. But even in those places, you can find food trucks!

What are some advantages of street food?
It's faster to eat a street food meal than a restaurant meal. And it's almost always cheaper than the food in a traditional restaurant. Street food is usually fresh because vendors don't make a large variety of foods, and they can sell it all in one day.

What are some of its disadvantages?
When you buy street food, it's difficult to know if the food and dishes are clean. Food carts, stalls, stands, and trucks sometimes don't have refrigerators or water for washing dishes.

But street food is delicious, cheap, and fun, and it's usually healthy and safe. That's why it's popular all over the world.


A food truck in Tokyo, Japan

B CONFIRM CONTENT | Write T (true), F (false), or NI (no information), based on the article.

T 1 A vendor is a person who sells something.
F 2 People usually take street food home to eat.
F 3 Carts, stands, stalls, and trucks sell only one kind of food at each location.
T 4 It's possible to sit at a table at some market food stalls.
F 5 Food carts can't move from one place to another.
NI 6 Food trucks have better food than market stalls.
T 7 You can find food trucks in some places where it's not traditional to eat on the street.
NI 8 They sell a lot of fried food at food trucks, carts, and stands.
T 9 Street food isn't always clean and safe to eat.
NI 10 Food trucks are cleaner than food carts.

LESSON 4 Describe food habits and tastes

A READING

Suggested time: 15 minutes | Your time:

- Read the lesson title and write on the board: *street food.* Ask, *What is street food?* (ready-to-eat food sold by vendors in the street) *What are some examples of street food in your country or city?* (For example, in New York City: hot dogs, falafel, pretzels, bagels)
- Then read the title of the article. Poll the class by asking, *Who here likes street food?* Point out that the expression *Who doesn't like [something]?* used in the title is actually an expression to suggest that everyone likes it.
- Read the target question in the directions: *Why do people like to eat on the street?* Invite Ss to share their ideas. (For example: It's fun. It's cheap. It's fast. The food tastes good. It's an easy way to try something new.)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify the vocabulary or have Ss use a dictionary. See also the Language and Culture note below.
- Return to the target question. Ask, *Were your answers earlier similar to the ones in the article? What reasons does the article give?* (It's fun. It's faster and cheaper than a restaurant meal. The food is delicious, and it's usually healthy and safe.)

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

LANGUAGE AND CULTURE

- *Food stand* and *food stall* are roughly equivalent. *Stall* is more often used for a food stand within an enclosed or covered space, such as a market. *Stand* can be used for any small place that sells food to be eaten or taken away. Some stands and stalls have benches or tables, as in the first picture (*Food stands in Singapore*).
- A *cart* is a small table serving food and drinks with wheels used for moving (shown in the second picture, *A food cart in Istanbul, Turkey*). Food carts and food trucks don't provide seating.

B CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Encourage Ss to first try to do the exercise without looking at the article. Then have them look at the text to find any items they couldn't answer.
- Ss can underline important words in the items to help them find the answers.
- Bring the class together and have volunteers share answers. If any Ss disagree, ask, *Where did you find that information?*

OPTION You can ask Ss to underline where in the article they found support for their answers.

EXTENSION (+5 minutes) Ask Ss to make the false statements true. (2. People usually eat street food immediately, right on the street. 3. Some street food vendors sell from a menu of traditional, regional, or national styles. Others specialize in only one food, such as hot dogs, and they don't sell anything else. 5. The article says that the carts often occupy the same location each day, but it doesn't say they always occupy the same location.)

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss complete the questionnaire about street food individually.
- Then have them compare responses with a partner.

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Look at the images as a class. Call on Ss to read the captions aloud, paying attention to the ways the various foods are prepared (steamed, grilled, boiled, fried, baked).
- Ask a volunteer to read the example. Tell Ss they will follow this model in their discussion.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- In small groups, have Ss discuss the various street foods. Monitor and assist as needed.
- Bring the class together and poll which food is the most popular by asking, *How many of you would like to try ___?* Then ask, *Is there a food you would particularly not want to try? Why not?*

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating vocabulary for menus, ways to prepare food, and food categories

✓ using *a / an, the, some, any, anything,* and *nothing* correctly

✓ effectively discussing eating out in their country

WRITING

Suggested time: 15 minutes | Your time:

- Read the directions aloud. Tell Ss to brainstorm ideas individually and take notes.
- Then have them share ideas with a partner and write down additional ideas.
- Focus Ss' attention on the writing sample at the bottom of the page. Then tell Ss to write about eating out. Walk around and assist as needed. Refer Ss to the **Recycle This Language** box as well as to the unit grammar.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T148)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *Describe a popular street food in your country. Why do people like it? Where do people eat it? How is it prepared?* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's describe food habits and tastes.

A **TALKING POINTS** | **Complete the questionnaire about street food.**

Do some people eat street food in your city or country? ◯ yes ◯ no

If so, do they eat the food on the street, or do they take the food home?

If not, why not?

What kinds of places sell street food? ◯ food carts ◯ market stalls ◯ food stands ◯ food trucks

Do you eat street food? ◯ yes ◯ no

If so, how often? ◯ sometimes ◯ every day

What kind?

If not, why not?

B **DISCUSSION** | **Look at a few popular street foods from around the world. Discuss the foods that you'd like to try. Say as much as you can about the foods.**

> "I think the Mexican grilled corn looks delicious. We usually boil our corn, but now I'd like to try grilled corn."



Chinese steamed shrimp dumplings



Mexican grilled corn



Vietnamese beef noodle soup



Ecuadorean fried cheese pies



Cuban fried green bananas



Colombian baked cheese bread



Korean grilled chicken

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "ready-to-eat"

RECYCLE THIS LANGUAGE

Adjectives for preparation
boiled, fried, sautéed, grilled, steamed, baked, roasted, stewed

Categories of foods
grains, dairy, fruit, vegetables, meat, seafood, sweets

Adjectives for healthfulness
high-fat / fatty, low-fat, sweet, salty

Parts of a meal
appetizer, salad, soup, entrée, dessert

WRITING **Write about eating out in your country. Do people often eat in restaurants? Do they eat on the street? Write as much as you can.**

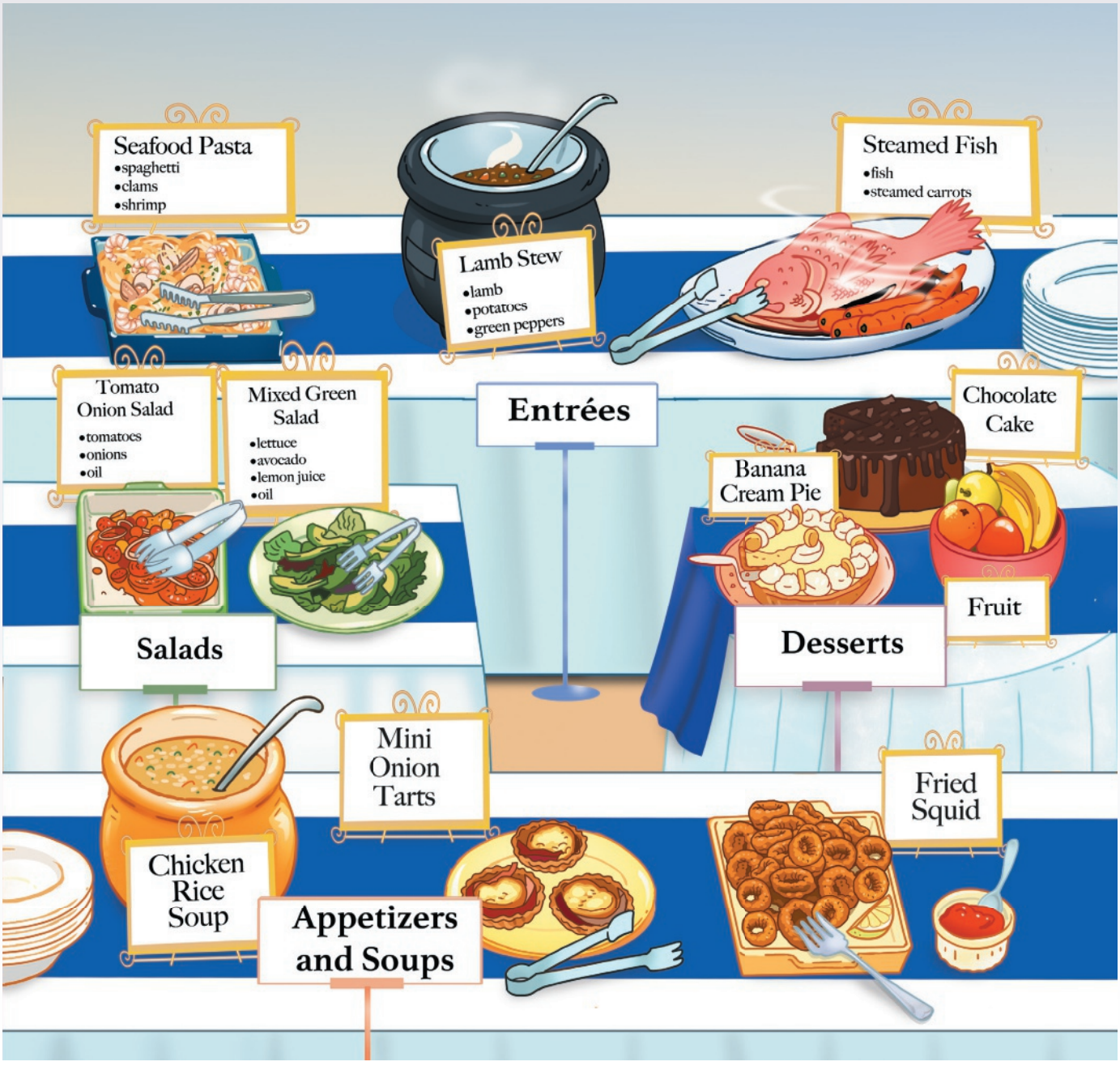
In my country, people love to eat out. They like different types of food . . .

WRITING HANDBOOK p. 148
- Connecting words or ideas: and and in addition
- Guidance for this writing exercise

UNIT 5 *Interactive Cool Down*

Buffet GAP

- **PARTNER A:** Look at your buffet table. Ask and answer questions to find the differences in the foods. Use count and non-count nouns correctly.
- **PARTNER B:** Go to page 123.



See page 123 for answers.

PROGRESS SELF-CHECK NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Order from a menu.
- ☐ Discuss ways to prepare food.
- ☐ Talk about healthy and unhealthy foods.
- ☐ Describe food habits and tastes.

Interactive Cool Down

BUFFET GAP

Suggested time: 45 minutes | Your time:

- Elicit or discuss the tradition of a buffet table (see the Language and Culture note below). Invite Ss to share whether buffets are popular in their cultures.
- Pair Ss. Assign one S Partner A and the other S Partner B. Partner A should use the buffet on page 60. Partner B should turn to page 123.
- Say, *Both Partner A and Partner B have a picture of a buffet, but the two pictures have some different foods. You have to ask each other questions about your buffets to find the differences.*
- Ask two volunteers to model asking and answering the questions at the top of the page.
- Walk around as Ss speak. Listen for correct use of *a / an, the, some,* and *any.* Monitor also for rising intonation with *yes / no* questions and falling intonation for information questions. Correct and assist as needed.

LANGUAGE AND CULTURE A *buffet* is a meal where people serve themselves at a table (or tables) and then eat the food in a different section of the room. Buffets are common at meetings, parties, and weddings, and also in hotel restaurants. A buffet meal is less formal than sitting down to eat, and people can move around and talk to different people. Buffets also provide a variety of different foods for guests. Some restaurants offer salad buffets or dessert buffets.

OPTION Tell Ss that they can use the buffets to discuss food preferences and then decide at which buffet they would like to be a guest.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 6 Living with Technology

WARM-UP	Students frame their ideas on talking about technology and read an illustrated conversation in a hotel room.	
LESSON 1 **Describe advantages and disadvantages of a brand**	***Vocabulary***	Household appliances and devices
	Grammar	The present continuous: review
	Pronunciation	Intonation of questions
LESSON 2 **Talk about things that aren't working**	***Vocabulary***	Collocations for using technology
	Grammar	The present continuous and the simple present tense: review
LESSON 3 **Describe smart phone habits**	***Vocabulary***	Some smart phone activities
	Reading skills	Activate language from a text; Interpret an infographic; Understand from context
	Writing	Write about an electronic device that is important to you
LESSON 4 **Discuss the challenges of traveling with technology**	***Vocabulary***	Powering electronic devices
	Listening skills	Listen to infer; Listen for details
INTERACTIVE COOL DOWN	*Shopping Spree*	

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

Warm-Up

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to look at the situations in the photos and read the captions to themselves. Then bring the class together and call on volunteers to read them aloud.
- Read the questions in the directions. Point to the woman on the upper right and ask a volunteer to read what she says.
- Lead a class discussion and invite Ss to share opinions. Encourage Ss to use the model in their statements.

OPTION Ask, *Which situations are not polite or not nice? Which situations are not safe?*

EXTENSION (+5 minutes) Ask, *Which of these things do you do sometimes? Do you think there are times when these situations are OK?* (for example: keeping your phone with you during a meal when you are expecting an important call) Then ask, *Which of these things make you angry when you see other people do them? Do you ever say anything when people do these things?*

UNIT 6

Living with Technology

Warm-Up

Look at the photos. In your opinion, which situations are OK? Which are not OK?



I don't think it's OK to use your phone in a restaurant. It's not nice.



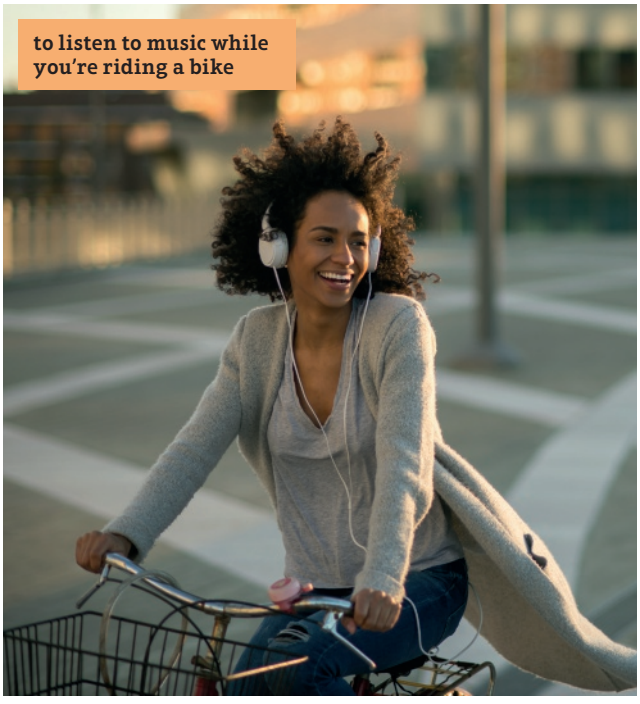
to use your phone while you're eating a meal with other people



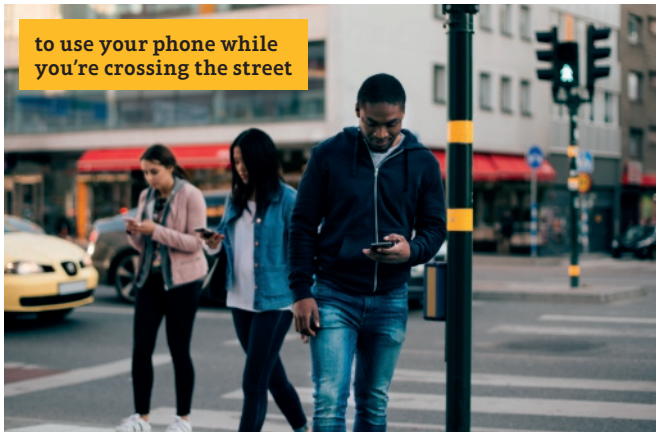
to text while you're driving



to text during a movie



to listen to music while you're riding a bike



to use your phone while you're crossing the street

UNIT 6 COMMUNICATION GOALS

Lesson 1
Describe advantages and disadvantages of a brand

Lesson 2
Talk about things that aren't working

Lesson 3
Describe smart phone habits

Lesson 4
Discuss the challenges of traveling with technology

Topic Warm-Up

A YOUR DEVICES | Complete the survey.

Which devices do you have now, which do you want, and which don't you want?



a virtual assistant
- ○ have
- ○ want
- ○ don't want



a tablet
- ○ have
- ○ want
- ○ don't want



a desktop computer
- ○ have
- ○ want
- ○ don't want



a smart TV
- ○ have
- ○ want
- ○ don't want

a laptop
- ○ have
- ○ want
- ○ don't want



a printer
- ○ have
- ○ want
- ○ don't want



a video camera
- ○ have
- ○ want
- ○ don't want

a copier
- ○ have
- ○ want
- ○ don't want



wireless earbuds
- ○ have
- ○ want
- ○ don't want



headphones
- ○ have
- ○ want
- ○ don't want



a fitness tracker
- ○ have
- ○ want
- ○ don't want





a digital camera
- ○ have
- ○ want
- ○ don't want



speakers
- ○ have
- ○ want
- ○ don't want

B VOCABULARY | Devices | Listen and repeat.

C PAIR WORK | Compare surveys. Tell your partner why you want certain devices. Tell your partner why you don't want other ones.

I'd like to have a virtual assistant. It can help with everything!

I actually have one, but I only use the thing once or twice a week.

Topic Warm-Up

A YOUR DEVICES

Suggested time: 10 minutes | Your time:

- Have Ss look at the title of the survey. Read it aloud, stressing each highlighted section: *have, want, don't want*. Point to the checklist next to each device to clarify the Ss will check what is true for them for each item.
- Give Ss a few minutes to study the devices on the survey and fill in check marks.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Have Ss listen again and underline the names of the devices in Exercise A as they hear them.

LANGUAGE AND CULTURE Although most people would refer to the digital camera simply as a *camera* in conversation, the word *digital* is new at this level, and very useful. Furthermore the term *digital camera* distinguishes the item from a camera that's found in a smart phone. Ads for these cameras use the term *digital camera*.

EXTENSION (+5 minutes) Ask the class questions about the devices. For example:
Which device(s) can you use . . .
to watch movies and TV?
to help you stay fit?
to listen to music?
to do homework?
to find information?
to talk to friends?

OPTION Ask, *Why do you think there isn't a smart phone on this survey?* (Maybe because almost everyone has a smart phone.)

EXTENSION (+10 minutes) Ask for volunteers to act out using different electronic devices. The rest of the class guesses the product.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Call on two volunteers to read the example conversation.
- Then have Ss compare surveys and discuss the various devices.
- Walk around the classroom and listen to Ss' discussions. Write the most popular products on the board.
- Bring the class together. Then elicit and list the reasons why Ss want each product.

EXTENSION (+10 minutes) Bring in some catalogs that sell electronic devices for Ss to look at or have Ss look up some online catalogs on their phones. Tell Ss to look for one product that they think is good. In small groups, have them talk about why they need or want the product.

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures.* Ask:
  Who can we see in the pictures? (a family)
  Can you guess where this family is? (in a house or in a hotel)
- Point to the information about accents in the top right corner.
- Have Ss read and listen to the conversation.
- Call Ss' attention to the phrase *the sink is clogged* in line 5. Say, *Use context to determine the meaning.* (The water isn't going down the sink.) Then elicit the meaning of *flush* in line 8. (to make water go through a toilet to clean it) Point out that when Ralph calls the hotel housekeeping, he says *The sink and toilet are clogged.*

LANGUAGE AND CULTURE Read Tony's statement aloud: *The TV IS working, but . . . it's like totally obsolete. Totally* means *completely*. Here *like* is an interjectional word used in informal language. In spoken English, *like* is often inserted throughout a sentence with no apparent reason, often just to indicate a pause as a person decides what to say next.

B UNDERSTAND DETAILS

Suggested time: 5 minutes | Your time:

- Have Ss write down the five items individually. Encourage them not to look back at the conversation.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation as needed.

EXTENSION (+10 minutes) Write out the various verb phrases from the conversation that describe the problems:

1. *The ___ is clogged.*
2. *The ___ won't flush.*
3. *The ___ won't turn on.*
4. *The ___ won't open.*
5. *The ___ isn't working.*
6. *The ___ is stuck.*
7. *The ___ can't stream programs.*

Call on Ss to fill in the blanks using words from the conversation. (1. sink / toilet; 2. toilet; 3. air-conditioner; 4. window; 5. air-conditioner; 6. window; 7. TV) Then tell Ss to suggest other objects in a hotel room that could fit in the blanks for items 3 to 7. (For example: 3. light / TV; 4. door; 5. shower / TV; 6. door; 7. tablet)

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A.
- Have Ss do the exercise in pairs, referring to Exercise A as needed.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation to clarify the context.

D INFER MEANING

Suggested time: 5 minutes | Your time:

- Tell Ss to first try to match the words without looking back at the conversation. Then have them return to the text as needed.
- Bring the class together to go over the answers. If necessary, explain the difference between *defective* and *broken* by saying that a defective product is one that does not work properly; for example, a new smart phone that won't switch on. A broken product is one that has been damaged in some way, either by use or accident, and no longer works.

OPTION Ask Ss to explain how they inferred the meaning. Tell them to specify context clues.
(*broken* = isn't working—can be inferred from *Actually, no. The TV IS working*;
obsolete = is hard to use because the technology is old—can be inferred from *It's just old and not up-to-date*;
up-to-date = uses new or recent technology—can be inferred from *I can't even stream* Monster City;
defective = has a problem—can be inferred from *It's not defective, and it works fine.*)

SPEAKING | PAIR WORK

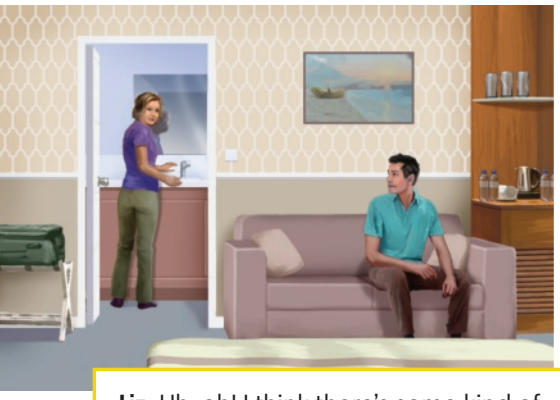
Suggested time: 10 minutes | Your time:

- Read the directions aloud and then ask two Ss to read the example conversation.
- Focus on the **More Ideas** list and ask a volunteer to read the words aloud. The items on this list are taught at the Foundations level, Unit 8. Check to be sure Ss know the words. If they don't, you can review using the Vocabulary flashcards (available in the Pearson English Portal).
- In pairs, have Ss discuss problems with devices.
- Monitor as Ss work and assist as needed. Listen for various words, phrases, and expressions in Exercise A as highlighted in Exercises C and D.

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation in a hotel room. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Liz, Ralph, and Tony = American English (standard)







Liz: Uh-oh! I think there's some kind of plumbing problem in this hotel.

Ralph: Seriously? What kind of problem?

Liz: Well, for starters, the sink is clogged. The water isn't going down. And now the toilet won't flush!

Ralph: That's ridiculous! This is a brand-new hotel! Let me call housekeeping.

Liz: Ralph? Are you on the line with housekeeping now?

Ralph: I am. More problems?

Liz: Yup. The air-conditioner won't turn on. And the window won't open.

Ralph: . . . Oh, hello. This is room 231. We have a number of problems. The sink and toilet are clogged. Our air-conditioner isn't working, and the window is stuck.

Tony: Dad, there's a problem with the TV.

Ralph: No way. What's wrong with the TV? Is it broken?

Tony: Actually, no. The TV IS working, but . . . it's like totally obsolete. I can't even stream *Monster City*.

Ralph: Tony, there's no problem with the TV. It's not defective, and it works fine. It's just old and not up to date. Forget *Monster City*. Watch something else, OK?

B UNDERSTAND DETAILS | Name five things in the hotel room that aren't working or present problems for the guests. *1. The sink is clogged. 2. The toilet won't flush. 3. The air-conditioner won't turn on. 4. The window won't open. 5. The TV can't stream programs.*

C UNDERSTAND FROM CONTEXT | With a partner, find a featured word or phrase in Zoom-In you can use to replace the words and phrases in [brackets].

1 [The first thing I want to say is that] there are two things in the bathroom that aren't working. *For starters,*
2 [Oh, no.] The door to the bedroom won't open. *Uh-oh!*
3 I'm [talking on the phone with] my parents. They say hello. *on the line with*
4 [I think that's unacceptable.] The food in a good restaurant should be delicious. *That's ridiculous!*
5 [Are you kidding?] That sounds impossible. *Seriously?*
6 [I just can't believe that.] Are you certain? *No way.*

D INFER MEANING | Find these words in the conversation. Then match each word with its meaning.

c	1 **broken**	a has a problem
b	2 **obsolete**	b is hard to use because the technology is old
d	3 **up to date**	c isn't working
a	4 **defective**	d uses new or recent technology

SPEAKING PAIR WORK | Does something in your home have a problem? Choose one of the devices from Topic Warm-Up or one of the devices from the More Ideas list. Tell your partner about the problem, using words and phrases from Exercises C and D. Respond to your partner's problem.

I have a bad problem with my new air-conditioner. It won't turn on.

Seriously?

More Ideas

a refrigerator	a toilet
a microwave	a shower
a stove	a lamp
a sink	a car

1 COMMUNICATION GOAL

Describe advantages and disadvantages of a brand

A VOCABULARY | Household appliances and devices | Read and listen. Then listen again and repeat.



B PAIR WORK | Tell your partner about your household appliances and devices.

> "My food processor is really up to date. But I need a new washing machine. My machine's totally obsolete."

COACH

C GRAMMAR | The present continuous: Review

Use the present continuous for actions in progress now and for future plans.

Actions in progress
A: What **are** you **microwaving**?
B: My soup. I like my soup hot.

Future plans
A: What **are** you **doing** next Saturday?
B: I'**m cooking** dinner for my dad.

Questions

Are you **buying** an air-conditioner?	(Yes, we are. / No, we aren't.)
Is she **using** the hair dryer right now?	(Yes, she is. / No, she isn't.)
What'**s** he **making** with that blender?	(Some kind of fruit drink.)
Where **are** they **buying** the dishwasher?	(At Shopper's Paradise.)
Who **are** you **talking** to?	(I'm talking to someone at the front desk.)
Who'**s vacuuming** the house tomorrow?	(No one is! The vacuum cleaner isn't working.)

GRAMMAR EXPANDER p. 134
The present continuous:
- Spelling rules for the present participle
- Rules for forming statements and questions

D GRAMMAR AND VOCABULARY PRACTICE | Complete each conversation, using the present continuous and an item from the Vocabulary. Then practice the conversations with a partner.

1 **A:** What kind of ..*dryer*.. is that?
B: It's a Quick Dry. It dries clothes faster than my old one.
A: When ..*are you using*.. (you / use) it?
B: Not until tomorrow. Would you like to use it today?

2 **A:** (you / make) ..*Are you making*.. orange juice for breakfast?
B: Yes, ..*I am*..
A: Great. Can I have a glass, too?
B: Sure! It's still in the ..*juicer*.. on the counter in the kitchen.

3 **A:** (you / wash) ..*Are you washing*.. the dishes right now?
B: Well, not exactly. The ..*dishwasher*.. is washing the dishes, not me!
A: Your machine is so noisy! Is it working OK?
B: Yes. But I'd really like a quieter one.

4 **A:** (Marie / fry) ..*Is Marie frying*.. the rice?
B: I don't think so. She has a(n) ..*rice cooker*.., and I think she always makes steamed rice.

LESSON 1 Describe advantages and disadvantages of a brand

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the lesson title. Say, *Do you remember from Unit 5 what* advantages *and* disadvantages *are?* (the good and bad points about something)
- Have Ss read and listen. Then have them listen again and repeat.
- Ask, *Which of these appliances are used for cleaning or washing?* (a dishwasher, a washing machine, a dryer, a vacuum cleaner) *For food preparation?* (a food processor, a rice cooker, a juicer, a blender) *For personal care?* (a hair dryer)

LANGUAGE AND CULTURE In British English, a *vacuum cleaner* is called a *hoover*, and *a stove* is called a *cooker*.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example comment. Draw Ss' attention to the vocabulary that was introduced in Exercise A on page 63: *up-to-date* and *totally obsolete.*
- In pairs, have Ss discuss. Walk around and assist with vocabulary as needed.

EXTENSION (+10 minutes) Have Ss list three of the items in Exercise A that they use. Then tell them to put the items in order from most important (1) to least important (3). In pairs, have Ss compare their lists.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the rule. Call on pairs of volunteers to read each conversation under *Actions in progress* and *Future plans.*
- Write this heading on the board: *Actions in progress.* Ask, *What am I doing right now?* (You're teaching.) Then ask a few Ss, *What are you doing right now?* (For example: I am listening. I am learning English. I am thinking about my dog.) Write Ss' answers under the heading.
- Then write the heading *Future plans.* Ask a few Ss, *What are you doing tomorrow?* (For example: I'm seeing a movie with a friend. I'm going clothes shopping.) Write Ss' answers under the heading.
- Draw Ss' attention to the six questions under the heading *Questions.* In pairs, have Ss read each question and its answer(s). Ask, *Which questions are about actions in progress and which are about future plans?* (1. action in progress / future plan; 2. action in progress; 3. action in progress; 4. action in progress / future plan; 5. action in progress; 6. future plan.)
- Ask, *Which questions have time words to show they are talking about the present or future?* (Is she using the hair dryer right now? Who's vacuuming the house tomorrow?) For the first and fourth question, explain that the context would show if the question is about an action in progress or a future plan. For example, if you saw someone in a store buying an air-conditioner, you could say with surprise, *Are you buying an air-conditioner?* Otherwise the question would be about a future plan.

EXTENSION (+5 minutes) Have Ss write about what they think their family members are doing right now, using the present continuous. Model an example: *My brother is probably still sleeping. My mother is working.* Have a few volunteers share their sentences with the class.

GRAMMAR EXPANDER (optional, pages T134–135)

D GRAMMAR AND VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Make sure Ss understand that they are filling blanks with household appliances and devices in Exercise A as well as verb forms in the present continuous. Ask two volunteers to read the conversation.
- Have Ss fill in the blanks individually and then compare answers with a partner.

OPTION Bring the class together and ask, *Which sentences use the present continuous for actions in progress?* (2, 3) *Which sentences use it for future plans?* (1, 4)

E PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Model the intonation. Say, *Is your dishwasher noisy?* (rising intonation) Write the question on the board and draw a rising arrow. Say, *What brand is your blender?* (falling intonation) Add it to the board with a falling arrow.
- Tell Ss to check the box with the intonation they hear. Play the audio. Review answers as a class.
- In pairs, have Ss repeat each question with the correct intonation.
- Ask, *Do* yes / no *questions have rising or falling intonation?* (rising intonation) *Do information questions have rising or falling intonation?* (falling intonation)

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Tell Ss to draw falling arrows over the information questions and rising arrows over the *yes / no* questions. Then have them read the conversations in pairs.
- Monitor for correct intonation. Model as needed.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Tell Ss to write down a few *yes / no* and information questions to ask about plans for the week.
- In pairs, have Ss ask and answer questions. Encourage Ss to ask follow-up questions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Greet someone informally with *Hey*
- Indicate understanding with *Oh*
- Express gratitude with *I appreciate it.*
- Respond to a thank-you with *Anytime!*

- Have Ss listen to the conversation.
- Ask Ss to notice examples of target vocabulary (household appliances and devices) and target grammar (the present continuous) in the conversation.
- Call Ss' attention to the **Social language** box. By saying *Anytime!* the speaker means that he or she is always willing to help. Remind Ss of other ways to acknowledge thanks. For example: *You're welcome, My pleasure, No problem*, etc.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Before Ss listen and repeat, have them scan the conversation for *yes / no* questions and information questions, marking them with intonation arrows. Elicit from Ss that *Any suggestions?* and *Any disadvantages?* are shortened *yes / no* questions.
- Have Ss listen and repeat each line. Make sure Ss use falling intonation for the information questions (*What . . . ?*) and rising intonation for *Any suggestions*? and *Any disadvantages*?

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the conversation with a higher-level S. Refer Ss to Exercise A on page 64 for appliances or devices. Remind Ss about correct intonation.
- Encourage Ss to personalize their conversations using the words in the **Ideas** and **Adjectives** boxes. Play the audio for **Adjectives.**
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each question in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing the Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for household appliances and devices
- ✓ correctly using the present continuous for actions in progress and future plans
- ✓ using correct intonation for questions

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books. Write on the board: *Hey! I hear you recently bought a [juicer]. I am looking for a new one. Can you tell me some advantages and disadvantages of the one you have? Thanks, Deb* Have Ss write a response on a sheet of paper, and add their names. Collect the answers as Ss leave. Read the answers to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

COACH

E PRONUNCIATION | Intonation of questions | Read and listen. Check for rising or falling intonation. Then, with a partner, take turns saying each question.

☐ ☑ **1** What are you doing?

☑ ☐ **2** Are you buying a vacuum cleaner?

☐ ☑ **3** What time are you going?

☑ ☐ **4** Is she looking for a new dryer?

F PAIR WORK | Practice the conversations from Exercise D on page 64. Use correct rising and falling intonation in the questions.

G PAIR WORK | Ask your partner questions about his or her plans for the week, using the present continuous. Answer your partner's questions.

What are you doing tonight?

I'm eating at home.

COMMUNICATION ACTIVATOR

Now let's describe advantages and disadvantages of a brand.



A CONVERSATION MODEL | Read and listen.

A: Hey, Jonathan. What are you doing?
B: I'm shopping online.
A: Oh. What are you looking for?
B: A new dishwasher. Any suggestions?
A: What about a Kitchenfriend? It's very popular. And I hear it's top notch.
B: Any disadvantages?
A: Well, they say it's a bit pricey, but it's worth it. It lasts for years.
B: That's helpful. I appreciate it.
A: Anytime!

Social language
Respond to a thank-you with "Anytime!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation, using a different appliance or device. Describe the advantages and disadvantages of a brand. Use the adjectives. Then change roles.

A: Hey, ... What are you doing?
B: I'm shopping online.
A: Oh. What are you looking for?
B: A new ..... . Any suggestions?
A: What about a(n) .....? It's ..... . And I hear it's ..... .
B: Any disadvantages?
A: Well, they say it's ....., but it's worth it. It lasts for years.
B: That's helpful. I appreciate it.
A: .....!

Ideas

Advantages	Disadvantages
fast	a bit pricey
cheap	expensive
not expensive	a little slow
small	quite large / small
easy to use	

Adjectives
popular = people like it
top notch = excellent quality
convenient = easy to use
portable = you can move it
affordable = doesn't cost a lot

KEEP TALKING! ●●●

Ask and answer more questions.
What brand do you have (now)?
What's wrong with your [dishwasher]?

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again. Discuss the advantages and disadvantages of another brand.

2 COMMUNICATION GOAL Talk about things that aren't working

A VOCABULARY | Collocations for using technology | Read and listen. Then listen again and repeat.


take a picture / photo


upload a photo


make a video


make a photocopy

B GRAMMAR | The present continuous and the simple present tense: Review

The present continuous
(for actions in progress and future plans)
I'm uploading a photo right now.
They're making a video of the game.
He's buying a new scanner tomorrow.

Questions
Are you shopping online now?
What time are you going to the mall today?

The simple present tense
(for frequency, habits, and routines)
I upload my photos every day.
They always make videos of their kids.
He hardly ever buys devices online.

Questions
Do you sometimes shop online?
Where do you usually make photocopies?

Frequency adverbs

100%	always
	almost always
	usually / often / generally
	sometimes / occasionally
	hardly ever
0%	never

GRAMMAR EXPANDER p. 135
- The simple present tense: non-action verbs
- The simple present tense: placement of frequency adverbs
- Time expressions

Remember:
Don't use the present continuous with frequency adverbs.
Don't say: ~~She's never making~~ videos.
We don't usually use the present continuous with have, want, need, or like.
Don't say: ~~She's liking~~ the new scanner.

C INTEGRATED PRACTICE | Complete each conversation with the correct forms of the verbs and appropriate devices.

1 **A:** Why *are you taking* (you / take) a picture of your lunch?
B: Because this is a new digital *camera*. *I'm using* (I / use) it for the first time. *I'm practicing* (I / practice). *Do you take* (you / take) photos with a camera or with a *phone*?
A: Me? I don't have a camera. *I* almost always *use* (I / use) my phone.

2 **A:** Oh, no! My *printer* *isn't printing* (not print) right now. Again!
B: What's wrong with it? Is it broken?
A: Not really. The paper won't go through. It's stuck.
B: No problem. Send me the document. *I'm making* (I / make) photocopies right now on the office *copier*. How many copies *do you need* (you / need)?

3 **A:** Hello, Ben. What *are you doing* (you / do) right now?
B: *I'm uploading* (I / upload) some photos to FacePlace.
A: *We're going* (we / go) to a movie. *Do you and Anne want* (you and Anne / want) to go too?
B: Oh, I'm sorry. *She and I are making* (She and I / make) a video at school later. *She's bringing* (She / bring) her new *video camera*. What about a movie this weekend?

D PAIR WORK | Practice the conversations from Exercise C.

LESSON 2 Talk about things that aren't working

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To remind Ss of the device vocabulary from the Topic Warm-Up on page 62, ask Ss to name the electronic devices they see in the pictures. (digital camera, digital camera and laptop, video camera, copier)
- Have Ss read and listen. Then have them listen and repeat.

EXTENSION Point to each of the pictures in Exercise A and say, *Use the present continuous to describe what is happening.* (She's taking a photo. The pictures are uploading. She's making a video. He's making a photocopy.)

LANGUAGE NOTE A *collocation* is a group of words that are often used together. For example, the verb *shoot* is used for a video or photo. *Take* is used for a photo, but not for a video. *Make* is used for a video, but not for a photo. One takes a photo and one makes a video.

B GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the first two headings in the chart and write the first example sentence for each heading on the board. Ask, *What is the difference?* (The first sentence describes something happening right now, whereas the second sentence describes a habit or routine.)
- Ask volunteers to read the pairs of sentences aloud and indicate the differences.
- To review frequency adverbs, tell Ss to close their books. Write these adverbs in this order on the board: *sometimes, always, never, almost always, usually, hardly ever*. Call on Ss to come to the board and put the adverbs in order from 100% frequency to 0% frequency. (always, almost always, usually, sometimes, hardly ever, never) Then tell Ss to open their books. Ask them to add *often* and *generally* after *usually,* and *occasionally* after *sometimes*.
- Play the audio .
- Finally, have Ss read the **Remember** rules and examples silently.

LANGUAGE AND CULTURE In spoken, especially regional, American English, it is not unusual for speakers to use the present continuous with some non-action verbs, such as *want*, *need*, and *like*. *For* example: *She's wanting a cup a coffee.* A famous restaurant chain has an ad about their food: *I'm loving it.* This usage is extremely informal and unorthodox, but is becoming more frequent in spoken language.

GRAMMAR EXPANDER (optional, pages T135-136)

C INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Ask Ss to complete the exercise individually.
- Have Ss compare their answers in pairs.

OPTION Ask Ss to work in pairs to identify whether each present continuous describes an action in progress or a future plan.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Walk around and listen for correct intonation—rising for *yes / no* questions and falling for information questions.

E LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Before listening to the conversations, tell Ss to read the exercise items. Point out that each item in this exercise corresponds to a different person speaking.
- Play the audio and have Ss circle the answers.
- Ask Ss to compare answers in pairs. Replay the audio if appropriate.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example answer. Then ask, *Does anyone here ever make videos at sports games? If yes, how often do you do this?*
- In pairs, have Ss discuss how often they do the different activities. Tell Ss to use the list of frequency adverbs on page 66 for reference. Walk around and listen for correct use of frequency adverbs.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Respond emphatically with *You bet!*
- Express surprise with *What do you mean?*
- Sympathize with another person's problem

- Before Ss read and listen, ask, *What can you see in the picture?* (a man and a woman looking at a laptop)
- Play the audio of the conversation.
- Have Ss look at the **Negative descriptions** list. Play the audio. Point out that *terrible, horrible,* and *awful* mean *very bad.* The expression *a piece of junk* describes something that's not useful, usually because it's old or very inexpensive.
- Call Ss' attention to the **Social language** box and read it aloud. Model falling intonation for *What do you mean?* Ask, *Why is she surprised?* (because the camera is new and already it's not working)

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - pronounce *What do you as Whaddya.*
  - put emphasis on *crazy* in *It's driving me crazy!*

C CONVERSATION PAIR WORK

Suggested time: 7 minutes | Your time:

- Model the conversation with a higher-level S.
- Have Ss look back at the vocabulary on page 66. Be sure to reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Point out rising intonation for *Is something wrong?* and falling intonation for *What do you mean?* Elicit the intonation for *It's a new one, right?* (neutral tone for *It's a new one* and rising intonation for *right?*)
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each idea and phrase in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using present continuous and simple present
- ✓ using frequency adverbs
- ✓ using vocabulary for devices or appliances
- ✓ using negative descriptions

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *Write a text message to complain to a friend about a device that isn't working.* Before Ss start writing, explain or elicit the meaning of *complain.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E LISTEN TO ACTIVATE GRAMMAR | **Listen to each conversation. Infer and circle the correct frequency adverb.**

1 The woman (often / hardly ever / never) makes videos of family parties.
2 The man (sometimes / never / often) takes pictures with his digital camera.
3 The woman (always / hardly ever / never) makes photocopies of documents.
4 The man (always / sometimes / hardly ever) uploads his photos to his computer.

F PAIR WORK | **Tell your partner how frequently you do the activities from Vocabulary on page 66. Use frequency adverbs.**

> "I usually make short videos at basketball games when my favorite team is playing."

COMMUNICATION ACTIVATOR

Now let's talk about things that aren't working.



A CONVERSATION MODEL | **Read and listen.**

A: Is something wrong?
B: You bet! I'm trying to upload a photo, but my camera isn't working.
A: What do you mean? It's a new one, right?
B: It is, but it's a piece of junk.
A: That's a shame.
B: It's driving me crazy!

Negative descriptions

a piece of junk	awful
terrible	horrible

Social language
Ask "What do you mean?" to express surprise at what someone just said.

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C CONVERSATION PAIR WORK | **Role-play the conversation. Use one of the pictures. Then change roles and use a different picture.**

A: Is something wrong?
B: You bet! I'm trying to ....., but ..... isn't working.
A: What do you mean? It's ....., right?
B: It is, but it's ..... .
A: That's a shame.
B: It's driving me crazy!









RECYCLE THIS LANGUAGE
It's [broken / defective].
It's [not up to date / obsolete].
It isn't working / is stuck.
It won't [start].
For starters, . . .
Seriously?
No way!

KEEP TALKING!

- **Say more about the device and the problem.**
- **Suggest ways to solve the problem.**
  You should [call the store].
  Do you want to [use my camera]?

Watch the video for ideas!

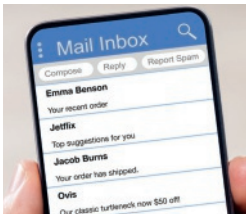
D CHANGE PARTNERS | **Role-play the conversation again. Use another device or appliance.**

3 COMMUNICATION GOAL

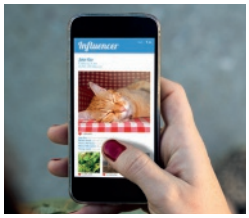
Describe smart phone habits

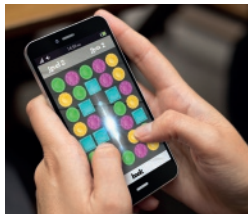
A VOCABULARY | Some smart phone activities | Read and listen. Then listen again and repeat.


text



check email


post to social media


play games

Additional activities
- listen to podcasts
- listen to music
- read local and world news
- stream movies
- shop online
- get information

B PAIR WORK | Tell your partner which activities you use your smart phone for on a typical day.

C READING | Read the article. In which ways are you dependent on your phone?

Are you addicted to your smart phone?

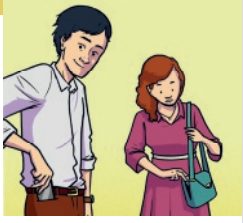
When does a habit become dependence? When does dependence become an addiction?

According to a 2018 study of smart phone habits in the U.S., smart phone users check their phones more than 50 times a day. Another study reports that some people actually touch their phones more than 5,000 times a day! And the number of times people touch their phones is increasing, not just in the U.S., but in every country where smart phones are common.

Smart phones make everything easier: social contact, entertainment, and finding information. Because they make life easier, people are now dependent on them. People use their phones all the time—from first thing in the morning to the last thing at night. They even use their phones while they are doing other things, such as talking to friends and family or working. Many people actually take their phones to bed with them; some even take their phones into the bathroom!

Some social psychologists think this is a problem. They say that when we spend too much time on social media or texting, playing games, emailing, and checking email, we interact less with our family and friends. This makes our relationships suffer. What begins as a habit—something we like to do regularly—can become something we need to do—a dependence. Some people fear that we can become so dependent on our smart phones that our dependence can become an addiction—a habit we cannot stop.

Here are some helpful methods for decreasing our dependence on phones and, hopefully, avoiding smart phone addiction:



When you're in social situations:
- Put the phone in a pocket or purse.
- Turn off audio notifications.

When you're alone:
- Put the phone in another room.
- Turn off the phone at night.

SOURCES: Deloitte Consumer Surveys / dscout Consumer survey

SMART PHONE USAGE in the United States

Smart phone owners in the United States check their phones **>50 times a day.**

They spend almost **2 hours and 30 minutes** on their phones each day.

They touch their phones **2,617 times a day.**

And some of them touch their phones almost **5,500 times a day.**

88% check their phones within an hour of waking up.

81% check their phones within an hour of going to sleep.

ABOUT 2/3 are trying to limit their smart phone use.

ABOUT 1/3 have been successful.

D ACTIVATE LANGUAGE FROM A TEXT | With a partner, create definitions for a habit, a dependence, and an addiction.

LESSON 3 Describe smart phone habits

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To begin, tell Ss to keep their books closed. Ask, *What things do you do most frequently on your smart phone?* As Ss brainstorm and answer, write their ideas on the board.
- Have Ss open their books and read and listen. Then have them listen and repeat.
- Read the **Additional activities** list aloud. Then as a class, compare the smart phone activities in the book to the list on the board.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Before Ss talk about smart phone use, point to the title of the lesson. Ask, *What tense do we use to talk about habits?* (present simple; for example: I listen to podcasts on my smart phone. I always check the news on my news app.)
- As Ss talk about smart phone use, allow them to refer to apps on their smart phones for reference.
- Then bring the class together and have Ss share. Ask Ss to notice and comment on similar and different habits. For example: *I never listen to the news. I generally read the news summaries on a news app.* If necessary, write the list of frequency adverbs from page 66 on the board for reference.

OPTION If necessary, refer Ss to the grammar chart on page 66 to review that the simple present tense is used for frequency, habits, and routines.

EXTENSION (+10 minutes) Invite Ss to make a list of their top smart phone activities and estimate the percentage of time they spend on each. (For example: texting 50%, using social media 30%, reading news 10%, streaming music 10%). Then have Ss compare in small groups.

C READING

Suggested time: 15 minutes | Your time:

- Read the title of the article and poll the class. Write on the board the number of people who feel they are addicted to their phones. Ask, *Is it difficult for you to not use your phone for a whole day?*
- Read the target question in the directions: *In which ways are you dependent on your phone?* Call on volunteers to share some examples. (For example: *I need my phone to check my calendar. I use my phone to pay my bills.*)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify the vocabulary or have Ss use a dictionary.
- Return to the target question. Ask, *Do you think you are too dependent on your phone?*

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

EXTENSION (+5 minutes) Focus on the box that lists methods for decreasing dependence. In pairs, have Ss discuss if they do these things. Then have them think of additional ideas. Bring the class together and compile a list on the board. Invite Ss to share which things they do.

LANGUAGE NOTE The U.S. in the text is short for the United States. The abbreviation *U.S.A.* stands for the United States of America.

D ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the subtitle of the article. Write on the board: *habit* ➔ *dependence* ➔ *addiction*. In pairs, have Ss discuss these three words in relation to each other and then write a definition for each word. (For example: *A habit* is something that we like to do regularly / often; *a dependence* is something we feel we need to do all the time; *an addiction* is something we cannot stop doing.)
- Bring the class together and invite Ss to share.

OPTION You can ask Ss to underline where in the article they found support for their answers.

E INTERPET AN INFOGRAPHIC

Suggested time: 5 minutes | Your time:

- Write on the board: *infographic*. Elicit or explain that an *infographic* is a diagram or picture that shows information. Ask, *What does the infographic in this article show?* (information about smart phone usage in the United States) *Why do you think infographics are used?* (For example: to make points clearer, to present information in more interesting ways, to keep a reader interested, etc.) *Do you think the infographic in this article helps make the points clearer?*
- Encourage Ss to first try to do the exercise without looking at the article. Then have them look at the infographic to find any items they couldn't answer. Suggest Ss can underline important words in the statements to help them find the answers.
- Bring the class together to share answers. If any Ss disagree, ask, *Where did you find that information?* If Ss answer item 2 incorrectly, clarify the difference between *an hour before they go to sleep* (which means that if they go to sleep at 11:00, they look at their phone at 10:00) and *within an hour of going to sleep* (which means that if they go to sleep at 11:00, they look at their phone sometime between 10:00 and 11:00).

OPTION You can ask Ss to underline where in the article they found support for their answers.

F UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Ss will likely be able to complete the exercise without looking back at the article.
- If necessary, have Ss return to the text to find the answers. Remind Ss that for items 3 and 5, *increases* and *decreases* appear in the text as the forms *increasing* and *decreasing*.
- Go over the answers as a class.

OPTION You can ask Ss to underline where in the article they found support for their answers.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Before Ss fill out the survey, have them scan for the questions and choices to check. Point to *Why? Why not?* and ask, *How can you answer this?* (Because . . .) *How can you answer the question* When? (For example: at [clock time], before / after I eat)
- Monitor as Ss fill out the survey. Answer any questions.

B DISCUSSION

Suggested time: 5 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Ask a volunteer to read what the woman says.
- In pairs, have Ss discuss their answers to the survey.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- Bring the class together and invite pairs to share ideas from their discussion. Then ask, *Would anyone like to change their smart phone habits? If yes, what things do you want to try to do?*

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ discussing smart phone habits
✓ using the present continuous and the simple present to talk about smart phone habits
✓ describing advantages and disadvantages

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Call on a volunteer to read the writing sample at the bottom of the page aloud. Tell Ss they can write about a smart phone or another device.
- Then have them share ideas with a partner and write down additional ideas. Walk around and assist as needed.
- Once the writing task is completed, ask Ss to swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T149)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Pair Ss. Write on the board: *Tell your partner about good smart phone habits and bad smart phone habits.* Listen as Ss speak, and take notes on areas for review and extra practice.

Remind Ss of additional vocabulary, reading, and writing practice in their digital resources.

E **INTERPRET AN INFOGRAPHIC** | **Write T (true) or F (false), based on the Smart Phone Usage infographic.**

F 1 The infographic is about smart phone users around the world.
F 2 Eighty-one percent (81%) of smart phone users look at their phone an hour before they go to sleep.
T 3 In the U.S., most people touch their phones more than 2,000 times a day.
F 4 About 67% of people who want to limit their smart phone use are successful.

F **UNDERSTAND FROM CONTEXT** | **Circle the correct word or phrase to complete each statement.**

1 Habits are activities you (often / hardly ever) do.
2 Addictions are very hard to (do / stop).
3 If a number increases, it gets (bigger / smaller).
4 If you're dependent on something, you (dislike / need) it all the time.
5 If a number decreases, it gets (bigger / smaller).
6 If something is common, it's (unusual / usual).
7 When the quality of our work suffers, it gets (worse / better).

COMMUNICATION ACTIVATOR

Now let's describe smart phone habits.

A **TALKING POINTS** | **Complete the survey, using Vocabulary from page 68 when possible.**

1 Do you look at your phone first thing in the morning when you get up?
- ☐ Always (Why?) _____
- ☐ Never (Why not?) _____
- ☐ Sometimes (When?) _____

2 Do you look at your phone after you go to bed at night?
- ☐ Always (Why?) _____
- ☐ Never (Why not?) _____
- ☐ Sometimes (When?) _____
- ☐ I don't keep my phone in my bedroom. (Why don't you?) _____

3 Do you use your phone when you are bored?
- ☐ Sometimes.
- ☐ Definitely. Every day.
- ☐ I'm hardly ever bored, so no.

4 Is your phone usage increasing or decreasing?
- ☐ It's increasing. (Which activities do you do more often now?) _____
- ☐ It's decreasing. (Which activities do you do less often now?) _____
- ☐ It's staying the same.

5 Would you like to change your smart phone habits?
- ☐ Yes (In what ways?) _____
- ☐ No (Why not?) _____
- ☐ I'm not sure.

6 Are you (or is someone you know) dependent on or addicted to a smart phone?
- ☐ Yes (Why is this a problem?) _____
- ☐ No



B **DISCUSSION** | **With a partner or a small group, discuss your responses on the survey.**

I look at my phone first thing in the morning because I want to see if I have any text messages.



OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: "According to . . ."

SOFT SKILLS BOOSTER p. 159

WRITING **Describe a smart phone or another device that's important to you. Write about its advantages and disadvantages.**

My smart phone is my best friend. It's always with me, even when I'm alone. If I need information, . . .

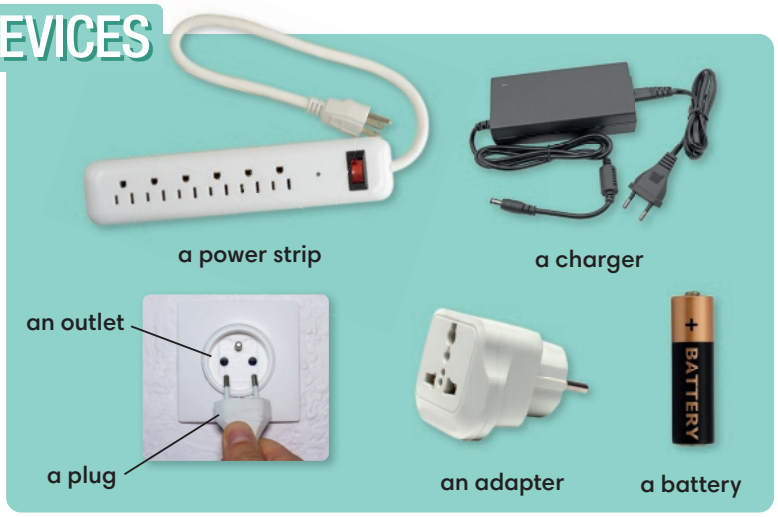
WRITING HANDBOOK p. 149
- Placement of adjectives: before nouns and after the verb be
- Guidance for this writing exercise

4 COMMUNICATION GOAL

Discuss the challenges of traveling with technology

A VOCABULARY | Powering electronic devices | Read and listen. Then listen again and repeat.

DEVICES



ACTIONS



B ACTIVATE VOCABULARY | Complete each statement with a word from the Vocabulary.

1 Oh, no! I can't *charge* my phone. Where's the charger?
2 Would you like to use my *charger*? My battery's at 100%.
3 There's only one *outlet* in this room. But I'm in luck because I have a(n) *power strip*.
4 I need to *replace* the battery in my fitness tracker. It's not working.
5 When your laptop shows 100% power, you can *unplug* it.
6 What a weird *outlet*! I can't plug my hair dryer in without a(n) *adapter*.

C LISTEN TO INFER | Listen to an episode of *Travels with Adrienne*, a podcast about international travel. Why do people call Adrienne?

- ☐ **a** They want to choose good places to travel.
- ☑ **b** They have questions about possible and real problems when they travel.
- ☐ **c** They want to give advice to other travelers.

D LISTEN FOR DETAILS | Listen again. Circle the correct answers.

1 Who is an author of travel books?
- **a** Adrienne
- **b** Caitlin
- **c** Joaquim
- **d** Kwame

2 Which caller is in the U.S.?
- **a** Adrienne
- **b** Caitlin
- **c** Joaquim
- **d** Kwame

3 Which person is in Canada?
- **a** Adrienne
- **b** Caitlin
- **c** Joaquim
- **d** Kwame

4 What does Caitlin have questions about?
- **a** batteries for her e-reader
- **b** changing a battery in an e-reader
- **c** charging her devices
- **d** an adapter for her hair dryer

5 Which two things are <u>not</u> a problem in Joaquim's hotel room?
- **a** the outlets
- **b** the wi-fi
- **c** the bathtub
- **d** the sink

6 What doesn't work well in the Atlanta hotel?
- **a** the shower
- **b** the coffee maker
- **c** the wi-fi
- **d** all of the above

LESSON 4 Describe the challenges of traveling with technology

A VOCABULARY

Suggested time: 10 minutes | Your time:

- To begin, ask, *Do you remember to charge your smart phone?*
- Give Ss a few minutes to study the vocabulary items. Answer any questions.
- After Ss read and listen, have them listen again and repeat.

LANGUAGE AND CULTURE *Charger* is used for both a tablet or laptop charger and a phone charger. It is also used for other devices that need to be recharged periodically, such as an electric toothbrush.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- After Ss complete the exercise individually, have them compare answers with a partner.
- Bring the class together and answer any outstanding questions.

C LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Before Ss listen, read the directions. Then tell Ss to read the answer choices.
- Play the audio once and have Ss choose the answers.
- Go over the answers as a class.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Let Ss first preview the questions and see which ones they can answer. Then have them listen again for the specific details.
- Ask Ss to compare their answers in pairs. Go over the answers as a class.

CHALLENGE (+10 minutes) Invite Ss to give a summary of the advice Kwame offers Caitlin and Joaquin, using the information in Exercises C and D to help them. Play the audio again if Ss need additional details. Collect the written summaries to give feedback or have Ss present them orally.

EXTENSION (+10 minutes) Have Ss work in pairs to make up and role-play a conversation between Kwame and a caller about a travel technology question. Walk around as Ss work and assist with vocabulary or ideas. Then bring the class together and invite Ss to share their role plays.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Write the headings from the notepad on the board: *Room* and *Problem(s)*.
- To model the activity, identify the problems in Room 301. Point to the first picture. Ask, *What are the problems*? Write the problems on the board.
- Tell Ss to work individually to identify problems and fill in the problems next to the room numbers. Refer Ss to the language for things not working in Exercise A on page 63 and the Communication Activator on page 67.

EXTENSION (+5 minutes) Ss can think of more problems. Say, *This is a terrible hotel. What problems do other guests have?* Write Ss' ideas on the board. For example: *The bathroom door won't open.*

B PAIR WORK

Suggested time: 15 minutes | Your time:

- Call on two volunteers to read the example conversation.
- Have pairs use the notepads in Exercise A to create conversations between the people in the pictures. For Room 302, tell Ss to role-play the conversation between the mother and child.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit as they talk.

OPTION After each conversation, have Ss pair up with a different classmate and practice a new conversation with a different problem.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ using language to talk about things that are not working
- ✓ using negative descriptions
- ✓ using the present continuous to describe actions in progress

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *Write a text to a friend you're planning to visit in another country. Ask about using technology devices there. Say what devices you are bringing*. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary and listening practice in their digital resources.

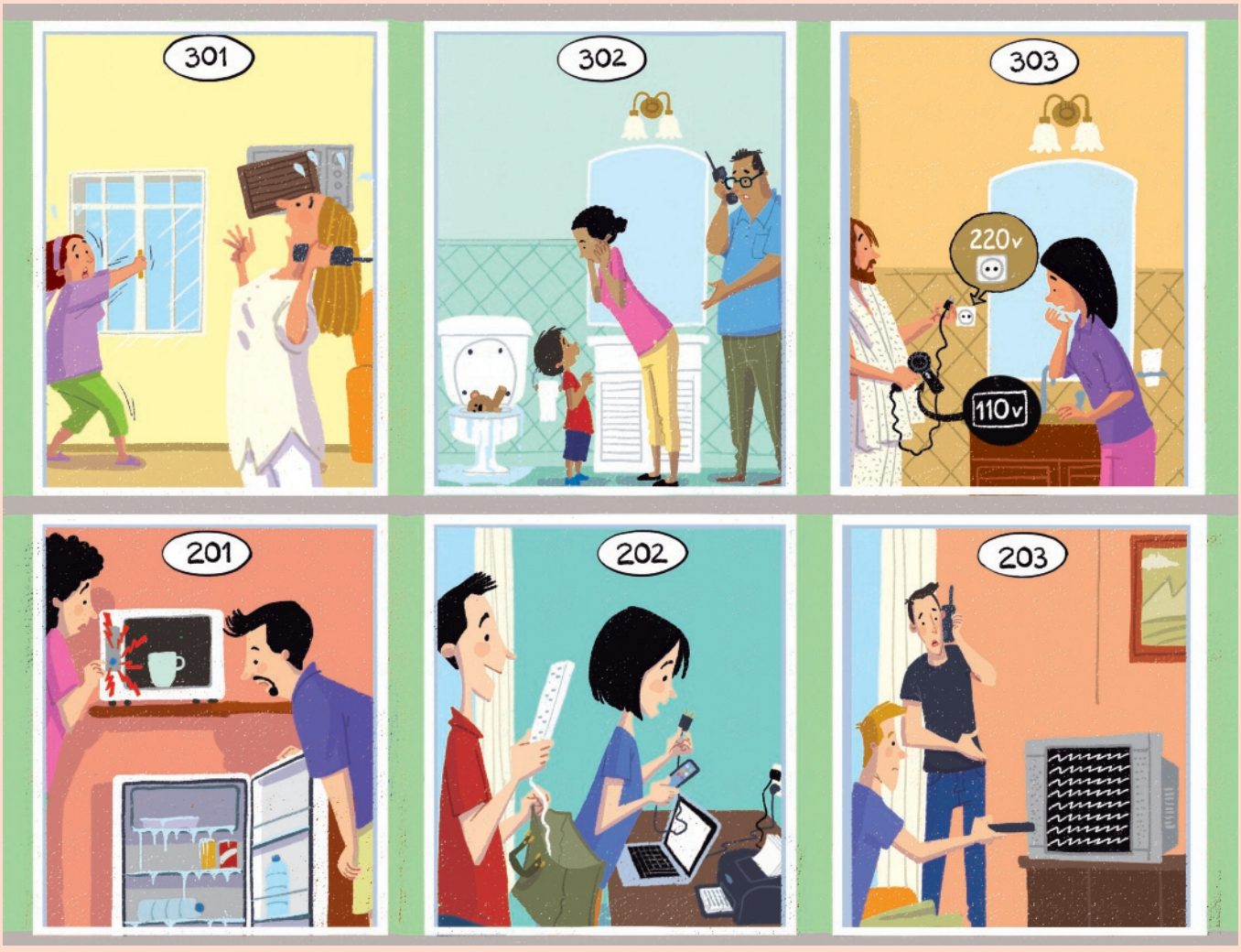
COMMUNICATION ACTIVATOR

Now let's discuss the challenges of traveling with technology.

A TALKING POINTS | Look at the situations in each hotel room. Write the problems on the notepad.

Room	Problem(s)
301	*The window won't open. The air-conditioner is broken.*
302	*The toilet is clogged.*
303	*He shouldn't plug in the hair dryer because it's set at 110. It should be at 220.*

Room	Problem(s)
201	*The microwave won't turn on. / The microwave is broken. / The fridge is broken.*
202	*There aren't enough outlets.*
203	*The TV is obsolete.*



B PAIR WORK | Choose one of the rooms in the hotel. Role-play a conversation between the people in that room. Then choose another room and role-play a new conversation. Take turns doing this until you role-play a conversation in each room.

The toilet is clogged. The water won't go down.

That's horrible!

RECYCLE THIS LANGUAGE

___ won't open / close
___ won't turn on / off
___ isn't working
___ is clogged
___ is broken
___ is driving me crazy
___ is defective
___ is a piece of junk
___ is obsolete
___ is terrible
___ is awful
___ is horrible

Is something wrong?
What do you mean?
You bet!
I'm trying to ___ , but ___ .
Seriously?
No way!
That's a shame.
That's ridiculous!
I'm sorry to hear that.
That's too bad.
Oh, no!
Let's call [the front desk / housekeeping].

Shopping Spree

- First, in a small group, read the Priceless ad and compare the products.
- Next, with one person playing a salesperson, role-play a call to the store and ask for more information.
- Finally, decide which items you each are going to buy.

"I live downtown. Is there a Priceless Store nearby?"

"I'm calling about the ___ dryer in your ad. What's today's price?"

"My ___ is obsolete. I really need a new one."

"Which ___ is less expensive?"

"Does it come in a different color?"

"Which brand is better?"

Priceless

"Prices so low we can't print them. Call 1–800–555–6500 for today's price."

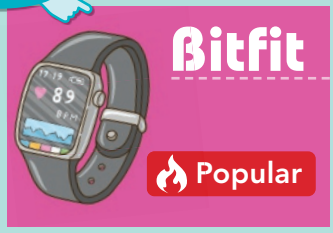
Free shipping on some items. Call for details.

Ready in 2 hours for in-store pickup. Call for locations.

TODAY ONLY!!

COMPARE!



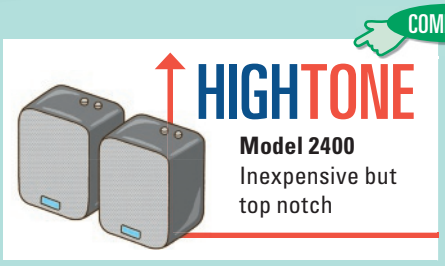


COMPARE!





COMPARE!



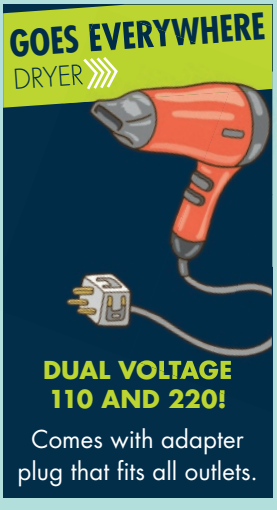




COMPARE!











PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe advantages and disadvantages of a brand
- ☐ Talk about things that aren't working
- ☐ Describe smart phone habits
- ☐ Discuss the challenges of traveling with technology

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Interactive Cool Down

SHOPPING SPREE

Suggested time: 45 minutes | Your time:

- Put Ss in groups of three. Say, *Identify the appliances and devices in the ad.* (two brands of fitness trackers, two brands of virtual assistants / smart speakers, two brands of speakers, a washing machine, two brands of rice cookers, a hair dryer, an air-conditioner, a food processor)
- Ask, *Why are there no prices?* (The prices change; The ad says *Call . . . for today's price.*)
- Tell Ss to compare the two brands of fitness trackers, virtual assistants, speakers, and rice cookers. They should focus on the words next to each product and the image of the product. Model the first example. Say, *Morefit is a comfortable and affordable fitness tracker, but Bitfit is more popular*.
- Point out that during their role plays, Ss can make up more details about the products.
- Bring the class together and put Ss into pairs. Call on volunteers to read the example questions in the top right corner. Tell Ss these are for the person calling. Ss should refer to them as they role-play the calls with the salesperson. Then they need to decide which items they are going to buy.
- Ask two volunteers to model a call about the fitness trackers.
- Then have Ss role-play their own calls. Walk around as Ss speak. Assist and offer corrections, or take notes to give Ss feedback later.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 7 Vacations and Travel

WARM-UP	Students frame their ideas on talking about vacations and travel, and read an illustrated conversation about a vacation.	
LESSON 1 **Greet someone arriving from a trip**	***Vocabulary***	Adjectives to describe trips; Intensifiers
	Grammar	The past tense of *be*
LESSON 2 **Report a change in travel plans**	***Grammar***	The simple past tense: statements
	Vocabulary	Kinds of tickets and seats
	Grammar	The simple past tense: questions
LESSON 3 **Describe good and bad vacations**	***Vocabulary***	Past time expressions; Years, decades, and centuries
	Listening skills	Listen for main ideas; Listen for details
	Pronunciation	The three simple past tense endings for regular verbs
	Writing	Write about a vacation you took
LESSON 4 **Describe some hassles of travel**	***Vocabulary***	Airport information
	Reading skills	Understand from context; Draw conclusions
INTERACTIVE COOL DOWN	*Traveler Game*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat. Then read the question in the directions. Point to the woman on the upper right and read what she says.
- Point to each adjective: *exciting, relaxing, interesting*. Invite Ss to identify what they see. (a man on a surfboard; a man and a woman skydiving; people on a cruise ship; people singing around a campfire; a woman in a museum; people exploring ruins)
- Finally, pose the question in the directions to individual Ss and elicit an answer.

EXTENSION (+5 minutes) Ask, *Do you find any of the activities in the pictures boring*? Invite Ss to share. They will likely notice that different things are boring for different people.

UNIT 7

Vacations and Travel

Warm-Up

What kinds of vacations do you like?

PRONUNCIATION | Listen and repeat.





EXCITING





RELAXING





INTERESTING



UNIT 7 COMMUNICATION GOALS

Lesson 1
Greet someone arriving from a trip

Lesson 2
Report a change in travel plans

Lesson 3
Describe good and bad vacations

Lesson 4
Discuss some hassles of travel

Topic Warm-Up

A VACATION ACTIVITIES | Take the preference test.

YOUR FAVORITE VACATION ACTIVITIES

Which activities do you like to do on vacation? Rate them from 0 to 3, with 3 being your favorites.



















Which activity (or activities) do you absolutely NOT like? _____

_____

B VOCABULARY | Activities | Listen and repeat.

do nothing	hang out with friends	take a tour
go snorkeling	learn about other cultures	go sport fishing
go surfing	take a cruise	visit a museum

C PAIR WORK | Which activities are exciting? Which are relaxing? Which are interesting?

In my opinion, taking a cruise is exciting.

Really? I think taking a cruise is relaxing. Going surfing is exciting!

Topic Warm-Up

A VACATION ACTIVITIES

Suggested time: 10 minutes | Your time:

- Read the directions at the top of the test. Clarify that Ss write 0 for activities they don't like. To break down the directions further, say, *For activities you only like a little, write 1. For activities you enjoy, write 2. For activities you love, write 3.* You can draw a key with emojis on the board: 😐 = *0*, 🙂 = *1*, 😀 = *2*, 😍 = *3*.
- Give Ss a few minutes to rate the activities. Walk around and assist with vocabulary as needed.
- Then, as a class, focus on the question at the bottom of the test. Call on a volunteer to read it. Elicit or explain that *absolutely* means completely. It is used here to emphasize something that you don't like at all. Have Ss take a minute to write down an activity. It can be an activity from the test or something different.

LANGUAGE AND CULTURE The expression *hang out* is an informal way to say to spend time in a particular place with particular people. The expression is also used without *out*. For example: *Do you want to hang later?*

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat the activities. Make sure they pronounce the *-ing* ending as /ɪŋ/, with the tongue in the back of the mouth.
- If appropriate, have Ss notice the different verb forms of the same activities in Exercises A and B.
- You may wish to point out that the activity with *-ing* in Exercise A is treated as a noun, a thing that you like or don't like to do. To demonstrate, write these examples on the board: *I like <u>hanging out</u> with my family. / <u>Hanging out</u> with my family is relaxing*. The infinitive form in Exercise B means we can use it as a verb, an action. Write on the board: *I <u>hang out</u> with my family on Sundays.*

TEACHING TIP Don't go into detail when explaining differences between the *-ing* form of the verbs (gerund) in Exercise A and the base form of the verbs (infinitive) in Exercise B. Gerunds and infinitives are more advanced grammar topics that Ss will learn in higher levels.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Call on two Ss to read the example conversation. Point out that using *In my opinion* is a way to introduce what you think.
- Tell Ss to underline the activities in the conversation (taking a cruise [x2], going surfing). Point out that Ss should use the *-ing* form of the activities in Exercise A, not the infinitive form. If Ss ask why, explain the reason, using the note in Exercise B.

CHALLENGE (+10 minutes) Have Ss work in pairs to suggest additional vacation activities (going biking, going camping, going to the beach, etc.). Then bring the class together and compile a list on the board. Ask Ss to share who has done the various activities.

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures*. Ask:
  Who can you see? (a woman and a man)
  Where are they? (in town)
- Point to the information about accents in the top right corner.
- After Ss read and listen to the conversation, ask:
  Who has been on vacation? (Brett)
  When did he return? (last night)
  Where did he go? (on a cruise)
  Did Marta and Danny go away? (No, they stayed home.)
  Was it exciting? (No, but it was relaxing.)
  What happened on Friday? (Someone stole Marta's wallet.)
  Was she really upset by this? (no)
  Did Marta and Brett plan this meeting? (No, they just ran into each other in the street, walked a while in the same direction, and said good-bye.)

LANGUAGE AND CULTURE *To be warm* means to be friendly and kind. *To be cold* means to be unfriendly and lacking feeling.

EXTENSION (+ 5 minutes) Ask, *Which seems like a better vacation? What do you think about cruises? What do you think about staying home instead of going away?*

B THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise in pairs, referring to Exercise A.
- Bring the class together and call on volunteers to share answers. To demonstrate the construction of the word *staycation*, write on the board: *va – cation, stay – cation.* Ask, *Have you ever used this word?*

LANGUAGE AND CULTURE The word *staycation* has become popular only recently, although its first recorded use is in a newspaper advertisement in 1944.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A. Each exercise item is about one of these expressions.
- Have Ss do the exercise individually.
- Bring the class together and call on volunteers to share answers. Return to the Exercise A conversation to clarify the context.

EXTENSION (+5 minutes) In pairs, have Ss make up short exchanges to practice using the new expressions. For example: *A: I just failed my test. B: How awful!*

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

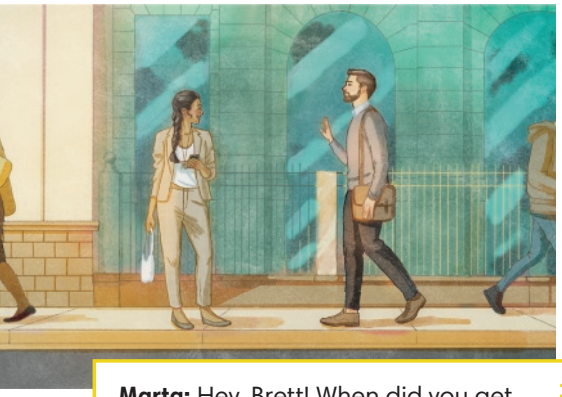
- Ask a volunteer to read what the woman on the right says. Model the woman's response by drawing the first row of the chart on the board and filling in *go fishing, go swimming*.
- Tell Ss to check vacations and write activities. Then have them compare with a partner.
- Walk around as Ss work and assist as needed.

OPTION Bring the class together and poll the class. Ask, *How many people like beach vacations? Family vacations? City vacations? Staycations?* Write each vacation type with the number on the board. Invite Ss to share if they wrote anything under *other*. Then determine the most popular vacation type.

Language Warm-Up

A ZOOM-IN | Read and listen to a conversation about a vacation. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Marta = Spanish
Brett = American English (standard)





Marta: Hey, Brett! When did you get back?

Brett: Hi, Marta! Late last night.

Marta: So how was the cruise? Did you have a good time?

Brett: We sure did! The weather was fantastic. And everyone was so friendly and warm . . . Hey, you and Danny were on vacation, too, right? Did you go away?

Marta: As a matter of fact, no. We just stayed home and took a *staycation*.

Brett: That doesn't sound very exciting.

Marta: True. But it was relaxing.

Brett: Really? What did you do every day?

Marta: Well, basically we slept late and went to the beach. It was really nice . . . until Friday.

Brett: What happened on Friday?

Marta: Someone stole my wallet at the mall.

Brett: Oh, no! How awful!

Marta: Well, luckily it didn't have any money in it, so it wasn't the end of the world.

Brett: I guess that's true, but I'm so sorry.

Marta: Thanks, Brett. Gotta run now.

Brett: OK, Marta. It was great seeing you. Say hi to Danny for me, OK?

B THINK AND EXPLAIN | With a partner, answer the questions, using information from Zoom-In.

1 What kind of vacation did Brett take? *Brett took a cruise.*
2 What is a staycation? *A staycation is a vacation when you stay home and don't go away.*

C UNDERSTAND FROM CONTEXT | Reread the conversation. Find:

1 a polite, friendly thing to say to someone when you're saying good-bye *It was great seeing you.*
2 a statement that means "It wasn't so terrible." *It wasn't the end of the world.*
3 a way to say "That's terrible!" *How awful!*
4 an informal way to end a conversation *Gotta run now.*
5 a phrase that means "leave your home and travel somewhere" *go away*

SPEAKING PAIR WORK | Check the kinds of vacations you like. Then write activities you like to do on each kind. Compare responses with a partner.

Kinds of vacations	Activities you like to do
☐ beach vacations	
☐ family vacations	
☐ city vacations	
☐ staycations	
☐ other:	



I love beach vacations. They're so relaxing. You can go fishing or swimming.

1 COMMUNICATION GOAL Greet someone arriving from a trip

A VOCABULARY | Adjectives to describe trips; Intensifiers | Read and listen. Then listen again and repeat.



The bus trip was so **scary**.



The flight was very **bumpy**.



The flight was really **short**. / It was really **long**.

Intensifiers
so
very
really
pretty
quite
kind of



The train trip was pretty **scenic**.



It was quite **comfortable**.



The drive was kind of **boring**.

B LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. First, check the kind of trip it was. Then listen again and circle ☺ if the person liked the trip or ☹ if the person didn't.

1 ☐ a cruise ☑ a flight ☺ ☹
2 ☐ a train trip ☑ a drive ☺ ☹
3 ☐ a cruise ☑ a bus trip ☺ ☹
4 ☐ a drive ☑ a train trip ☺ ☹

COACH **C** GRAMMAR | The past tense of be

GRAMMAR EXPANDER p. 137
- The past tense of be: form

Use was and were to talk about the past.

Statements

I He She It	**was** **wasn't**	there.
We You They	**were** **weren't**	in Canada.

Contractions
wasn't = was not
weren't = were not

Questions

Was your flight late?	(Yes, it was. / No, it wasn't.)
Were there lots of people?	(Yes, there were. / No, there weren't.)
Where **was** your brother on Friday?	(In Seoul.)
What day **was** your birthday?	(Monday.)
Who **was** with you on the bus?	(My girlfriend.)
Who **were** your parents with?	(The tour guide.)
How **was** the food on the cruise?	(Terrible!)
How **were** the activities?	(They were awesome.)
How long **was** the drive?	(It was three hours.)



D PRONUNCIATION THE GRAMMAR | Listen and repeat the questions from the grammar chart.

E NOTICE THE GRAMMAR | Look at Zoom-In on page 75. Find eight examples of the past tense of be.

1. *So how was the cruise?*
2. *The weather was fantastic.*
3. *And everyone was so friendly and warm . . .*
4. *You and Danny were on vacation, too, right?*
5. *But it was relaxing.*
6. *It was really nice . . .*
7. *. . . so it wasn't the end of the world*
8. *It was great seeing you.*

LESSON 1 Greet someone arriving from a trip

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the sentences.
- Direct Ss' attention to the **Intensifiers** note. Ask Ss to underline the intensifiers in the sentences. Play the audio again and have Ss repeat, stressing the intensifiers and adjectives.
- Point out that all the intensifiers have similar meanings, but *so* is stronger than the others, and *kind of* is less strong.

EXTENSION (+5 minutes) Read the definitions below. Have Ss identify the adjective that is defined.
"with beautiful views all around" (scenic)
"making you feel afraid or nervous that something bad might happen" (scary)
"*not interesting or fun*" (boring)
"jumping and moving a lot because of bad roads or bad weather" (bumpy)
"nice to sit in" (comfortable)

EXTENSION (+5 minutes) Ask Ss to use the adjectives in Exercise A to describe a trip they once took, using different intensifiers. To help guide Ss, write these questions on the board:

1. *Was your last trip a flight, a drive, a cruise, a train trip, or a bus trip?*
2. *Was it scary? Bumpy? Long? Scenic? Comfortable? Boring?*

Model posing the questions to a few Ss. For question 2, Ss can answer *Yes, it was. / No, it wasn't. / It was [adjective].* If a S answers *yes*, ask, *How [scary] was it?* Prompt the S to choose an intensifier. (For example: It was [pretty] scary.). Have Ss discuss in pairs. Walk around and remind Ss to use intensifiers.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions, bringing attention to the happy and sad faces. Before Ss listen to the conversations, tell them to look at the vocabulary in Exercise A and draw a happy face next to the adjectives describing positive trip experiences (short, scenic, comfortable) and a sad face next to the adjectives describing negative trip experiences (scary, bumpy, long, boring).
- Play the audio and have Ss choose the correct answer.
- Go over the answers as a class. Replay the audio if appropriate.

OPTION For each item ask, *Why was the trip good or bad?* (1. bad: it was long and boring; 2. bad: she was sick and it was hard to drive; it was scary; 3. good: comfortable seats and awesome driver; 4. good: a lot of people which was fun; long but scenic trip)

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the information in the grammar chart. Then ask, *How is the weather today?* Write a sentence with *is* and an adjective on the board: *Today the weather is [nice].* Then ask, *How was the weather yesterday?* Write a sentence with *was* and an adjective on the board: *Yesterday the weather was [terrible].* Ask, *What is the past tense of* is*?* (was) *What is the past tense of* are*?* (were)
- Model the pronunciation of the contractions *wasn't* and *weren't*. Have Ss repeat after you.
- Direct Ss' attention to the second example under *Questions* in the chart. Make sure Ss understand when to use *Were there . . .* and *Was there. . . .* To contrast with the second example, write on the board: *Was there a long line?* Review that if the noun is singular, you use *was*; if it's plural you use *were*.
- Point out the photo and the question. Ask, *How can we respond?* (Yes, it was. / No, it wasn't.)

GRAMMAR EXPANDER (optional, page T137)

D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart.
- Monitor. Listen for rising intonation for the first two questions (*yes / no* questions) and falling intonation for the rest of the questions (information questions).

OPTION (+5 minutes) In pairs, have Ss take turns asking and answering the questions in the chart. Tell Ss to use their own information in the answers.

E NOTICE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss find the examples individually.
- Bring the class together to go over answers. Ask, *Why does* you and Danny *use* were*?* (*you and Danny* = two people)

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Write on the board: *My flight was a little late.* Then ask, *What's the subject?* (flight) *Is* flight *singular or plural?* (singular) *Do you use* was *or* were*?* (was)
- Have Ss underline the subjects for each item before they complete the conversations. (1. you, I, Who, They, you, We; 2. Richard, he, He, He; 3. your tour, It, the people on the tour, the weather, it, it; 4. you, The vacation, you, I, My sister)
- Tell Ss to think about context when deciding between affirmative and negative.
- To check their answers, have Ss read the conversations with a partner. Go over any questions as a class.

EXTENSION (+5 minutes) For further practice, have Ss describe a vacation they once took. They can do this as a speaking activity with a partner or by writing a paragraph. Write this list of adjectives on the board: *amazing, fun, incredible, great, terrible, awesome, awful.* Have Ss use the adjectives and the past tense of *be* to describe a trip. (For example: The food was incredible. The weather was terrible. The trip was short. The activities were great.) Then have Ss use *There was* and *There were* to give a few more details about the vacation. (For example: There was a great museum. There was a beautiful beach. There were incredible restaurants. There were lots of activities.)

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Welcome someone home who has been away for a while
- Use *So*, to initiate small talk
- Offer assistance with *Can I give you a hand?*
- Decline help with *It's OK. I'm fine.*
- Express gratitude for an offer of help

- Have Ss listen to the conversation.
- Call Ss' attention to the **Social language** box about declining and accepting help. Play the audio and have Ss listen and repeat.

OPTION Ask Ss to point out the target grammar (past tense of *be*) and the target vocabulary (intensifiers and adjectives to describe trips) in the conversation.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - stretch *So* casually in *So, how was the drive?*
  - use falling intonation for *That's too bad.*
  - use rising intonation for *Hey, can I give you a hand?*
- Walk around as Ss role-play the conversation.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Model the conversation with a higher-level S.
- Refer Ss to the **Responses** box on the bottom right for adjectives that describe a good trip or a bad trip.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B. Remind Ss to show sincere interest when asking about someone's travels and when offering help. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using intensifiers and adjectives to describe trips
✓ using the past tense of *be* correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *You have just returned from a trip. Write a text 3–4 sentences long describing the trip.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

F GRAMMAR PRACTICE | Complete the conversations with was, were, wasn't, or weren't. Then practice the conversations with a partner.

1 **A:** Where ...were... you last week?
B: I ...was... in Bogotá.
A: Who ...was... with you?
B: My in-laws. They ...were... in Bogotá, too.
A: Really? No kidding! So how long ...were... you there?
B: We ...were... there for five days.

2 **A:** ...Was... Richard on vacation last week?
B: Actually, I don't think he ...was... on vacation.
A: Really? He ...wasn't... at work.
B: Oh, yeah. You're right! He ...was... sick.

3 **A:** How long ...was... your tour?
B: Fourteen days. It ...was... great. But the people on the tour ...weren't... very nice.
A: That's too bad! ...Was... the weather good?
B: No, it ...wasn't..., actually. Most days it ...was... rainy.

4 **A:** Welcome home! How long ...were... you away?
B: Only a week, unfortunately. The vacation really ...wasn't... long enough.
A: Too bad. ...were... you alone?
B: No, I ...wasn't.... My sister ...was... with me.

COMMUNICATION ACTIVATOR

Now let's greet someone arriving from a trip.



A CONVERSATION MODEL | Read and listen.

A: Hi, Grant.
B: Welcome back, Steve!
A: Thanks!
B: So, how was the drive?
A: It was pretty long and boring, actually.
B: That's too bad. Hey, can I give you a hand?
A: It's OK. I'm fine.

Social language

Decline help	Accept help
It's OK. I'm fine.	Thank you!
No, thanks. I'm OK.	That's really nice of you!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Then change roles.

A: Hi, ...!
B: Welcome back, ...!
A: .....
B: So how was the .....?
A: It was ....., actually.
B: That's ..... Hey, can I give you a hand?
A: .....

KEEP TALKING! ●●●

Ask and answer other questions.
Were there a lot of people on the ___?
How long was the ___?

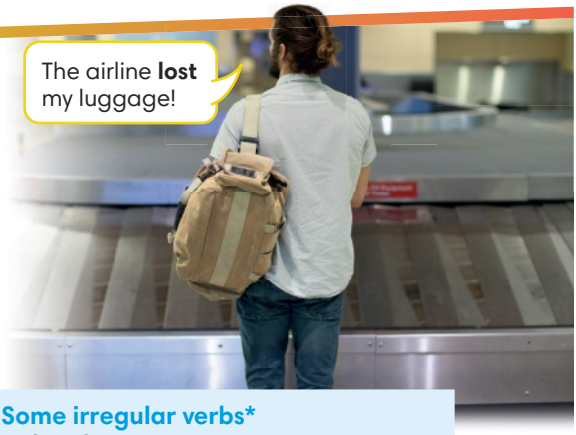
Watch the video for ideas!

Responses

comfortable, scenic, short, relaxing, interesting, exciting	That's good! ☺
boring, bumpy, long, scary	That's too bad! ☹

D CHANGE PARTNERS | Change the conversation again. Greet someone arriving from another type of trip. Ask more questions.

2 COMMUNICATION GOAL Report a change in travel plans



A GRAMMAR | The simple past tense: Statements

Use the simple past tense to talk about past actions.

Regular verbs: formation
Add -ed to the base form. If the base form ends in -e, add -d.

call → called like → liked

BUT

study → studied shop → shopped

In affirmative statements, use a regular or an irregular* past tense form. In negative statements, use didn't + a base form.

I **liked** the cruise. / I **didn't like** the flight.
They **went** to the beach. / They **didn't go** shopping.

Contractions
didn't = did not

GRAMMAR EXPANDER p. 137
The simple past tense:
- More about usage and form
- Spelling rules for regular verbs

Some irregular verbs*

buy	**bought**	get	**got**	read	**read**
come	**came**	go	**went**	say	**said**
do	**did**	have	**had**	see	**saw**
drive	**drove**	leave	**left**	sleep	**slept**
eat	**ate**	lose	**lost**	steal	**stole**
find	**found**	make	**made**	take	**took**
fly	**flew**	meet	**met**		

See page 124 for a more complete list.

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete Claire's email message about her vacation. Use the simple past tense.

Hey, Lynn—quick update: We ...got up... (1 get up) early this morning and ...packed... (2 pack) all our clothes into our luggage. Then we ...checked out... (3 check out) of the hotel and ...took... (4 take) a taxi to the station, where we ...met... (5 meet) the other people on the tour. So we all ...got... (6 get) on the bus and ...drove... (7 drive) into the mountains. The trip ...took... (8 take) four hours, but it wasn't at all boring because the scenery was beautiful. The bus finally ...arrived... (9 arrive) at noon, and we ...had... (10 have) lunch in a cute restaurant. I ...posted... (11 post) a photo on Instasnap—have a look there. After lunch, we ...took... (12 take) it easy and just ...relaxed... (13 relax). We ...left... (14 leave) at about 6:00 and are now on the way to the airport.

Gotta run now! —xoxo Claire

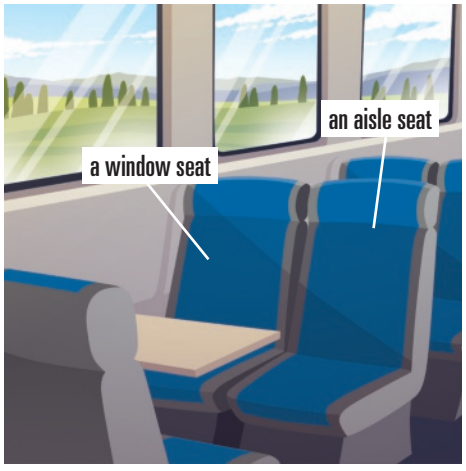
D VOCABULARY | Kinds of tickets and seats | Read and listen. Then listen again and repeat.



a one-way ticket



a round-trip ticket





a direct flight



a non-stop flight

LESSON 2 Report a change in travel plans

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to read the information in the grammar chart.
- Go over the spelling rules for regular past tense verbs. Explain that you change the *y* to *i* when the verb ends with a consonant + *y*. You do not change the *y* when the verb ends in a vowel + *y*. For example:
  study ➔ *studied* *play* ➔ *played*
  try ➔ *tried* *enjoy* ➔ *enjoyed*
  apply ➔ *applied* *stay* ➔ *stayed*
- To review affirmative and negative forms, write these sentences on the board and have Ss make corrections:
  I didn't walked to school yesterday. (didn't walk)
  We didn't saw you at the train station. (didn't see)
- Reiterate that negative forms use *didn't* + the base form of the verb.
- Point to the **Some irregular verbs** note. Say the word *irregular* and elicit or explain that it means *not regular*—or verbs for which the past tense is *not* formed by adding the *-ed* ending. Have Ss listen and repeat. Tell them they will need to memorize the past forms of these verbs because each is unique. Read the man's statement aloud and elicit the base form of the verb. (lose)

LANGUAGE NOTE *Read* (/rid/) is an irregular verb. The past tense of *read* is *read* (/rɛd/). The spelling is the same, but the pronunciation is different.

EXTENSION (+5 minutes) To practice irregular past forms, have Ss work in pairs. Partner A should make a statement in the present tense using a verb from the box and Partner B should say the same sentence in the past. Model an example. Say, *I buy fruit at the farmers' market.* Elicit the sentence in the past and write it on the board: *I bought fruit at the farmers' market.* Tell Ss they can also use a time word in their past sentence. Change the example on the board to: *Yesterday I bought fruit at the farmers' market.*

GRAMMAR EXPANDER (optional, pages T137–138)

B PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart.
- Focus on the contraction *didn't*. Point out that usually the second *d* is not clearly pronounced, and neither is the *t*. Say the sentences with *didn't* in the chart a few times, stressing the contraction, and point to different Ss to repeat after you.
- Walk around as Ss listen and repeat. Assist as needed.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually. Remind them that irregular verbs don't take the *-ed* past tense form.
- Tell Ss to check their answers in pairs.
- Then go over the answers as a class. Elicit corrections or provide feedback as needed.

LANGUAGE AND CULTURE *To take it easy* means to relax and not do very much.

EXTENSION (+5 minutes) To further drill irregular simple past forms, divide the class into two teams. Say an irregular verb in the present tense to one team (for example, *buy*) and a team member must say the past form and write it on the board. For each correct form, a team gets a point. The team with the most points wins. You can refer to page 124 for additional irregular past forms.

D VOCABULARY

Suggested time: 2 minutes | Your time:

- Before Ss read and listen, have them look at the images and read the captions.
- Play the audio. Then have Ss listen and repeat.

OPTION Have Ss look at the image of the train. Ask, *Do you prefer a window seat or an aisle seat? Why?*

E ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- To check their answers, have Ss read the conversations with a partner. Go over any questions as a class.

F GRAMMAR

Suggested time: 5 minutes | Your time:

- To begin, ask individual Ss a few *yes / no* questions. For example: *Did you go to sleep late last night?* Follow up with an information question: *How late did you go to sleep?* Write both questions on the board. Ask Ss to notice that simple past tense questions use *did* + the base form of the verb for both regular and irregular verbs.
- Ss read the rule and examples in the chart silently.
- Go over the last two questions. Ask, *Why is the form in* Who returned the wallet *different?* (*Who* is the subject of this sentence; In *Who did they meet? Who* is the object.)

OPTION Ask Ss to look at Exercise A on page 75 again. Ask them to circle all the verbs in the simple past tense and say which are irregular. (did you get, was, did you have, did, was, was, were, did you go away, stayed, took, was, did you do, slept, went, was, happened, stole, didn't have, wasn't, was; all are irregular except for *stayed* and *happened*)

G PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat the examples in the chart.
- Monitor as Ss listen and repeat. Assist as needed.

H PAIR WORK

Suggested time: 5 minutes | Your time:

- Call on two volunteers to read the conversation.
- In pairs, have Ss write questions and answers and then practice them in pairs. Walk around and assist as needed.

CHALLENGE (+10 minutes) Have Ss write a response from Lynn to Claire's letter (page 78) asking some follow-up questions. For example: *What time did you get up? What did you have for lunch?*

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Identify yourself on the phone with *It's . . .* or *This is . . .*
- Express sympathy with *Oh, no!*
- Express relief with *Thank goodness*
- Agree strongly with *You can say that again!*

- Before Ss read and listen, ask, *What can you see in the pictures?* (a woman at the airport and a man answering her call) *What might they be talking about?* (Maybe the man is supposed to pick up the woman.)
- Call Ss' attention to the **Social language** box and read the tip. Model putting stress on *that* in *You can say <u>that</u> again!* Ask Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use rising intonation with *Paul?* and a concerned tone with *Oh, no!*

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Refer Ss to Exercise D on page 78 for vocabulary. Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Point out the positive tone in the last three lines. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

OPTION Ask Ss to point out the use of the target grammar (simple past tense) and vocabulary (kinds of tickets and seats).

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using simple past tense statements and questions
✓ using vocabulary for kinds of tickets and seats
✓ using language to report a change in travel plans

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *You've just made train travel arrangements for yourself and your parents. Write them a short text message about the plans.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional grammar, vocabulary, and speaking practice in their digital resources.

E **ACTIVATE VOCABULARY** | **Complete the conversations with the Vocabulary.**

1 **A:** What kind of seat would you like? A window or an aisle?
B: *An aisle*. I like to walk around.

2 **A:** Would you like *an aisle* seat? We have one in the first car.
B: Actually, no. I'd like *a window* seat. I like to see the scenery.

3 **A:** Do you want *a round-trip ticket* to Montevideo?
B: Actually, I need *a one-way ticket*. I'm not coming back.

4 **A:** Is Flight 3 *a non-stop flight*?
B: No. It's a direct flight. It makes a stop, but you don't have to change planes.

COACH

F **GRAMMAR** | **The simple past tense: Questions**

Use did + a base form in questions for both regular and irregular verbs.
Did he **buy** a non-stop ticket? (Yes, he did. / No, he didn't.)
Did we **get** aisle seats? (Yes, we did. / No, we didn't.)
Where **did** you **go**?
How much luggage **did** she **have**?
Who **did** they **meet**? (They met **Max**.)
BUT Who **returned** the wallet? (**She** returned the wallet.)

G **PRONOUNCE THE GRAMMAR** | **Listen and repeat the grammar examples.**

H **PAIR WORK** | **Look at Exercise C on page 78. Write five questions about Claire's vacation, using the simple past tense. Then practice asking and answering your questions.**

How long did Claire's trip to the mountains take?

It took four hours.

COMMUNICATION ACTIVATOR

Now let's report a change in travel plans.



A **CONVERSATION MODEL** | **Read and listen.**

A: Hello, Paul? It's Nora. Listen, I missed the 5:12 flight to Miami.
B: Oh, no! Is there a later one?
A: Luckily, there is. I got a ticket on the 8:30.
B: Well, thank goodness you got a seat.
A: You can say *that* again!

Social language
Say "You can say *that* again!" to strongly agree with what someone said.

B **PRONUNCIATION PRACTICE** | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play the conversation, inventing the place you're going and the flight, train, or bus times. Then change roles.**

A: Hello, ……? It's ……. Listen, I missed the …… to …….
B: ……! Is there a later one?
A: Luckily, there is. I got a ticket on the …….
B: Well, thank goodness you got a seat.
A: You can say *that* again!

KEEP TALKING! ●●●

Ask or tell your partner about . . .
the kind of seat [you] got
whether the [flight] is non-stop
the arrival time

Watch the video for ideas!

D **CHANGE PARTNERS** | **Change the conversation again. Make other changes.**



3 COMMUNICATION GOAL Describe good and bad vacations

A VOCABULARY | Past time expressions; Years, decades, and centuries | Read and listen. Then listen again and repeat.

PAST TIME EXPRESSIONS

Today is Sunday, June 14th.

Yesterday was Saturday, June 13th.

The day before yesterday was Friday, June 12th.

Four days ago was June 10th.

It's June. **Last month** was May. **Three months ago** was March.



YEARS, DECADES, AND CENTURIES

- 1900 = Say "nineteen hundred"
- 1901 = Say "nineteen 'oh' one"
- 2000 = Say "two thousand"
- 2001 = Say "two thousand and one"
- 2018 = Say "twenty eighteen" OR "two thousand eighteen"
- 1990–1999 = Say "the (nineteen) nineties"
- 2001–2100 = Say "the twenty-first century"

Remember: **in** June / **on** June 1st / **on** Saturday

in 2018 / **in** the nineties / **in** the twenty-first century

B ACTIVATE VOCABULARY | Look at the calendar. Today is Thursday, January 8th. Complete each statement with the correct time expression.

1 *The day before yesterday* was January 6th.
2 *Yesterday* was January 7th.
3 *Last month* was December.
4 *Three days ago* was January 5th.

JANUARY

M	Tu	W	Th	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

C LISTEN FOR MAIN IDEAS | Listen to each conversation. Check whether the person had a good or bad vacation experience—or a mixture of both.

	a good experience	a bad experience	a mixture of both
1	☐	☑	☐
2	☑	☐	☐
3	☐	☑	☐
4	☐	☐	☑

D LISTEN FOR DETAILS | Listen again. Circle the correct word or phrase.

Conversation 1

1 They got back (yesterday / the day before yesterday / after two days).
2 The airline lost their (ticket / camera / luggage).
3 Someone stole their tablet (on the first day / on the third day / when they arrived).

Conversation 2

1 The people were (warm and friendly / cold and unfriendly / unhappy).
2 They really liked their (hotel room / tour / tour guide).
3 The vacation was too (short / long / boring).

Conversation 3

1 They got back (last weekend / yesterday / three days ago).
2 They missed the flight from (New York / Atlanta / Santo Domingo).
3 They got (aisle seats / seats together / window seats).

Conversation 4

1 The food at the Miami hotel was (fantastic / pretty bad / terrible).
2 The people were (cold / nice / unfriendly).
3 They returned her (kids / car / bike).



LESSON 3 Describe good and bad vacations

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To begin, read the topics of the Vocabulary. Elicit that *a decade* is ten years and *a century* is 100 years.
- Give Ss a few minutes to study the calendar on the phone and the past time expressions. Have Ss read and listen, and then have them listen again and repeat.
- Play the audio for the vocabulary for years, decades, and centuries. Have Ss read and listen, and then have them listen again and repeat.
- Direct Ss' attention to the **Remember** note and the note about *in* on the right. Review that we say *in* + months / years, *on* + dates, and *on* + days of the week.

TEACHING TIP Remind Ss that prepositions are a very difficult grammar point to master in English, and that using them correctly takes practice. Encourage them to learn these three rules if they don't know them yet.

LANGUAGE AND CULTURE There are several ways to talk about the first two decades of the twenty-first century in spoken English: *in the two thousands* is often used for the first decade; *in the twenty-tens* is often used for the second.

CHALLENGE (+5 minutes) Tell Ss to work in pairs to name different years and note historical events that took place.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the calendar. Ask, *What month is it?* (January) *What day of the week is it?* (Thursday) *What is the date?* (January 8th)
- Ask a volunteer to read the example sentence. Have Ss complete the exercise individually.
- Go over the answers as a class.

EXTENSION (+5 minutes) In pairs, tell Ss to choose a date on a real calendar and make up as many statements as they can using various past time expressions, and naming the year.

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them read through the answer choices. Tell them they don't need to worry about specific details in this listening—just whether the vacation was good, bad, or a mixture of both.
- Play the audio and have Ss check the correct answers.
- Go over the answers as a class. Replay the audio if appropriate.

D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Have Ss read the items under each conversation. Tell them they can circle the answers in pencil if they think they know them.
- Play the audio and have Ss complete the exercise.
- Bring the class together to go over answers.

EXTENSION (+10 minutes) Have Ss summarize each conversation in pairs, referring to Exercises C and D.

CHALLENGE (+10 minutes) Draw the following chart on the board (without the answers) and have Ss copy it. Then have them listen carefully to the audio and note specific good and bad things in each trip.

	Good Experiences	*Bad Experiences*
1	hotel comfortable; beautiful room with scenic view	airline lost luggage; people unfriendly; no clothes for two days; someone took his tablet
2	interesting, relaxing; warm and friendly people; really nice hotel	vacation too short
3	—	couldn't get a non-stop flight; weather was bad; plane left late; bumpy, scary flight; missed connecting flight; no aisle seats; couldn't sit together; uncomfortable; rained every day
4	awesome; great hotel; friendly people; wonderful food; weather gorgeous; biking every day; bike returned; kids loved Miami	bike stolen

LANGUAGE AND CULTURE

- *Don't ask* indicates that the answer to the question will be quite negative.
- *Everything went wrong* means that there were problems with everything.
- *What a shame* is used when you wish a situation was different and you feel sad or disappointed.
- *They totally were* (a response to *How were the people? Warm . . . friendly?*) uses *totally* to voice complete agreement.
- *Weren't you on vacation?* uses the negative because the speaker is quite certain the person was on vacation and expects confirmation.
- *All's well that ends well* is used to say that a difficult situation has ended with a good result.

E PRONUNCIATION

Suggested time: 5 minutes | Your time:

- If helpful, explain that *-ed* is pronounced as
  - /d/ after voiced sounds /b/, /g/, /z/, /v/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /ð/. Voiced = you feel a vibration in your throat when you say them.
  - /t/ after the voiceless sounds /p/, /k/, /s/, /f/, /ʃ/, /tʃ/, and /h/. Voiceless = there's no vibration when you say them.
  - /ɪd/ after /t/ and /d/. Point out that when you pronounce these endings, you add a syllable: *vi-sit* ➔ *vi-si-ted*, *need* ➔ *nee-ded*.
- You can refer Ss to the pronunciation table on page 125.

F PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and circle their answers individually and then take turns to say each of the verbs with a partner. Review the answers by saying each item aloud.

EXTENSION (+10 minutes) Ask Ss to draw three columns on a piece of paper with the headings /d/, /t/, and /ɪd/. Read the words in the chart below in random order and have Ss write the word in the correct column.

/d/	/t/	/ɪd/
arrived	packed	waited
stayed	stopped	lifted

Communication Activator

A BAD TRAVEL EXPERIENCES

Suggested time: 5 minutes | Your time:

- To begin, review the vocabulary for good and bad vacations learned in the unit (comfortable, scenic, relaxing, interesting, exciting, boring, scary, bumpy, short / long). Then have Ss study the images.
- Have Ss listen and repeat before they check the experiences they have had.

LANGUAGE AND CULTURE *To get bumped* from a flight is to be refused a seat on a flight on which you have a confirmed reservation. This happens because airlines overbook.

B TALKING POINTS

Suggested time: 5 minutes | Your time:

- To model the activity, talk about different vacations you took. Write your experiences on the board. For example: *Good experiences: I went to London. I saw a fantastic play. Bad experiences: I went to New York. They lost my luggage on the flight.*
- If Ss do not have many travel experiences, they can write notes about family members' experiences instead, or they can use their imagination.

C PAIR WORK

Suggested time: 5 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Have Ss ask questions about each other's travel experiences. If appropriate, replay one of the conversations in Exercise C on page 80 as a model.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit.

LOOK FOR While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ using past time expressions, including years, decades, and centuries
✓ forming simple past tense affirmative and negative statements and questions
✓ using the simple past of irregular verbs correctly

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Call on volunteers to read the questions. Tell Ss to brainstorm ideas individually and take notes. If they are describing a bad travel experience, encourage them to look at the experiences listed in Exercise A.
- Then have Ss write a short paragraph about a vacation they took. Monitor. Refer Ss to the **Recycle This Language** box as well as to the grammar in the unit.
- Have Ss swap their writing with a partner and give each other feedback. Collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T150)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Pair Ss. Write on the board: *Describe a very bad vacation to your partner. Let your partner ask you questions.* Listen as Ss speak, and take notes on areas for review and extra practice.

Remind Ss of additional vocabulary, listening, pronunciation, and writing practice in their digital resources.

COACH

E PRONUNCIATION | The three simple past tense endings for regular verbs |
Read and listen. Then listen again and repeat.

1 /d/	2 /t/	3 /ɪd/
played = play/d/	**liked** = like/t/	**wanted** = want/ɪd/
rained = rain/d/	**missed** = miss/t/	**needed** = need/ɪd/

Be careful!
played = /pleɪd/ NOT /~~pleɪyɪd~~/
liked = /laɪkt/ NOT /~~laɪkɪd~~/

F PRONUNCIATION PRACTICE | Read and listen to the verbs.
Circle the -ed ending you hear. Then say each word aloud.

1 tried /d/ /t/ /ɪd/	**3** visited /d/ /t/ /ɪd/	**5** danced /d/ /t/ /ɪd/
2 walked /d/ /t/ /ɪd/	**4** checked /d/ /t/ /ɪd/	**6** waited /d/ /t/ /ɪd/

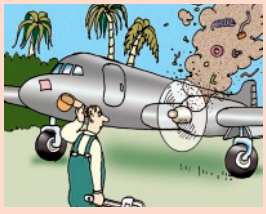
COMMUNICATION ACTIVATOR

Now let's describe good and bad vacations.

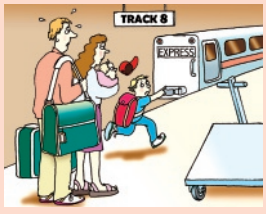
A BAD TRAVEL EXPERIENCES | Listen and repeat. Then check the experiences you have had.



☐ We had an accident.



☐ We had mechanical problems.



☐ We missed our train.



☐ We got bumped from our flight.



☐ We got seasick.

Also
carsick
airsick

B TALKING POINTS | Write notes about your good and bad travel experiences.

	Good experiences	Bad experiences

C PAIR WORK | Discuss your experiences. Use your notepad for support. Ask and answer questions.

RECYCLE THIS LANGUAGE

Ask	Describe	Respond
How was the ___ ?	I had a [wonderful] time.	That's [fantastic / wonderful]!
How long was the ___ ?	The [flight / drive / trip] was ___ .	No kidding!
[What / When] did you ___ ?	The ___ drove me crazy.	Oh, no!
Who were you with?	The ___ didn't work.	That's too bad.
Tell me about ___ .	I was in the mood for ___ , but ___ .	What a shame!
	They didn't accept credit cards.	I'm sorry to hear that.

SOFT SKILLS BOOSTER p. 160

WRITING Write about a vacation you took. Use the questions for ideas.

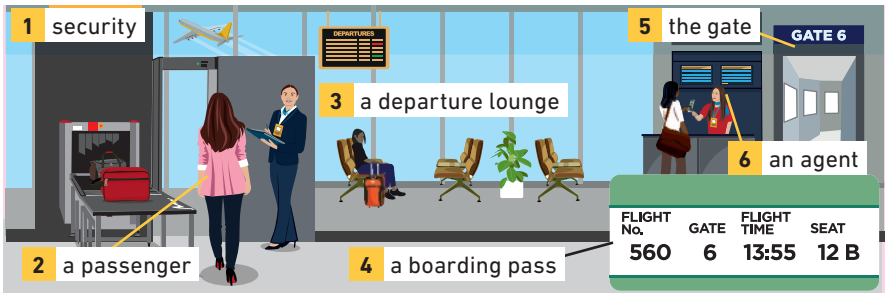
In 2017, I went on a great trip to . . .

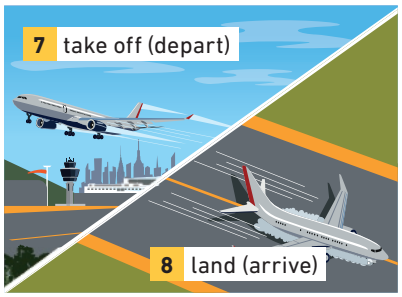
When / Where did you go?
How long did you stay?
How was the trip / weather?
What did you do?
Did you have a good time?
When did you get back?

WRITING HANDBOOK p. 150
- Time order
- Guidance for this writing exercise

4 COMMUNICATION GOAL Discuss some hassles of travel

A VOCABULARY | Airport information | Read and listen. Then listen again and repeat.





B ACTIVATE VOCABULARY | Complete the pre-flight instructions with the Vocabulary.

PRE-FLIGHT INSTRUCTIONS
SEAT 17A

When you arrive at the airport, take your luggage to the check-in counter and get your *boarding pass* (1). Next, go through *security* (2). After that, proceed to the *gate* (3). When they call your flight, show your boarding pass to the *agent* (4) and board the plane. Be sure to turn off your phone when the plane *takes off* (5). Have a good flight!

C READING | Read a magazine travel column. What are some of the hassles of flying?



Travel writer
Laura Lee

All this week, we're covering common hassles of air travel—delays due to mechanical problems, lost luggage, and the latest remedies for airsickness.

Air travel can be a hassle

Most of the time, things go well. You whiz through security. You get a comfortable seat in the departure lounge at the gate, excited about your trip and ready to board, with your boarding pass in hand. You feel lucky because you've scored an aisle seat in the first row—your favorite seat. Your plane boards on time, takes off on time, and lands on time.

But sometimes, things don't go that way. Sometimes, there are hassles. Suddenly, you hear the gate agent's announcement: "Your attention, please. This is an announcement for passengers on flight 651 to Orlando. This flight is overbooked. There aren't enough seats for all the passengers. At this time, we're requesting volunteers to give up their seats. We can rebook you on the next flight and compensate you with a $200 travel voucher for travel on a future trip, to any destination on our airline's route. Do we have volunteers? Please see the agent at the desk."

What should you do? Well, that depends. If you have some time to kill, it's possible that waiting two hours for the next flight isn't a problem for you. And the $200 voucher is tempting—you could use that on your next trip! On the other hand, if this is a business trip, volunteering to get off is probably out of the question. You can't risk being late for your business meeting at your destination.

One choice is to simply sit and wait. Airlines frequently increase the perks to convince people to give up their seats. The value of the voucher can go up and up until it's too good to refuse. If the airline is desperate, the offer can include a hotel stay and / or meals. In the end, if no one volunteers, you may get bumped and need to get off the flight and get all those perks anyway. So getting bumped isn't always the end of the world.



LESSON 4 Discuss some hassles of travel

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To begin, read the title of the lesson. Elicit or explain that a *hassle* is something that is annoying because it causes problems or is difficult to do. Ask, *What are some examples of hassles in life?* (finding a parking spot, doing chores, making health care appointments, traveling for work, etc.)
- Give Ss a few minutes to study the airport information. Answer any questions.
- After Ss read and listen, have them listen again and repeat.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Ask them to compare answers with a partner. Then go over any questions as a class.

C READING

Suggested time: 10 minutes | Your time:

- Read the title of the article. Ask, *Do you travel a lot? Did you experience any hassles while traveling?* Write Ss' ideas on the board. If Ss aren't able to come up with ideas or recycle ideas from previous lessons, prompt them with questions about specific travel problems.
- Have Ss listen to the article and read along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify the vocabulary or have Ss use a dictionary. See also the Language and Culture note on this page.
- Return to the target question: *What are some of the hassles of flying?* Invite Ss to note the main hassle the article discusses: being asked to give up your seat because the flight is overbooked. Other hassles mentioned in the introduction include delays due to mechanical problems, lost luggage, and airsickness. Ask, *Which of the hassles in the article did you experience?*

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

LANGUAGE AND CULTURE

- *To whiz through* means to move very quickly through a place.
- *To score* means to succeed; *to score an aisle seat* means to succeed in getting one.
- A *travel voucher* is a ticket that can be used instead of money for a particular purpose.
- *To have time to kill* means to not be in a hurry.

D UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Encourage Ss to do as many items as they can without looking at the text. Then have them find the remaining answers in the text and compare with a partner.

EXTENSION (+5 minutes) Have Ss use each of the words and phrases in an original sentence.

E DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Review that *a conclusion* is something you decide after thinking about all the information you have. *To draw a conclusion* means to think about the information you have and make a decision about what is true or correct. Say, *In this exercise you will draw conclusions based on the information in the reading.*
- In pairs, small groups, or as a class, have Ss discuss the questions. Monitor and assist as needed.
- Bring the class together and discuss the last question. Say, *Imagine you are booked on a flight to Italy from the United States and the airline is asking customers to give up their seats. What offer would be too good for you to refuse?* Invite different Ss to share their answers. (For example: I would want a free flight anywhere in the world; I would want $5,000.) Ask individual Ss if they would accept an offer suggested by another person.

Communication Activator

A MORE MEANS OF TRANSPORTATION

Suggested time: 5 minutes | Your time:

- Before Ss listen and repeat, ask them to study the images and means of transportation listed.
- Then have Ss check the means of transportation they have taken.

TEACHING TIP The means of transportation in the **Also** box are taught at the Foundations level (except for *ship* and *airplane*) and should be known by false beginners. If in doubt, review the vocabulary. You can use the digital flashcards from Foundations, Unit 3, available in the Pearson English Portal.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example.
- Then tell Ss to ask both *yes / no* questions and information questions.
- Walk around as Ss discuss. Listen for correct formation of the simple past tense.

C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Ask Ss to skim the categories on the notepad. Then have them take notes.
- Walk around and assist as needed.

D DISCUSSION

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the man's statement. Tell Ss they will follow this model in their discussion and then ask each other further questions. Remind Ss to respond appropriately to someone sharing bad news. Elicit possible responses for the example situation. (For example: Oh, no, that's horrible!)
- Bring Ss' attention to the **Recycle This Language** box. Ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit as they talk.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board or in their notepads. Encourage Ss to use the expressions in their discussions.
- In small groups or as a class, have Ss discuss transportation problems.

LOOK FOR While Ss are doing Exercises B and D, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for airport information, past time expressions, and transportation problems
- ✓ forming simple past tense affirmative and negative statements and questions
- ✓ using the simple past of irregular verbs correctly

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Ask Ss to reread the green introduction to the article for ideas about some air travel problems. Write on the board: *Write two sentences about an air travel hassle that you once experienced. Say when and where it happened.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary and reading practice in their digital resources.

D **UNDERSTAND FROM CONTEXT** | **Circle the correct word or phrase to complete each sentence.**

1 If someone "volunteers" to get off the plane, she or he (has to / agrees to / pays to) get off.
2 When you "give up" your seat, you (agree / pay / like) to take a different flight.
3 If an airline "compensates" you, it gives you (a voucher / the ticket / another seat on the flight).
4 If an offer is "tempting" to you, it is (hard / easy / impossible) to decline.
5 If someone says that something is "out of the question," it means it's (good / acceptable / not acceptable).
6 A "perk" is an (attractive / unusual / impossible) offer.
7 When an offer is "too good to refuse," it's an (excellent / impossible / awful) idea.

E **DRAW CONCLUSIONS** | **Based on the Reading and your own ideas, discuss the following questions.**

1 Why do you think airlines "overbook" flights?
2 Why do you think Laura Lee suggests you wait before volunteering to give up your seat?
3 When is the airline's offer for giving up your seat "too good to refuse"? Do you think all passengers would accept the same offer? Explain your answer.

COMMUNICATION ACTIVATOR

Now let's discuss some hassles of travel.

A **MORE MEANS OF TRANSPORTATION** | **Listen and repeat. Then check the means of transportation you have taken.**



☐ a limo



☐ a ferry



☐ a helicopter

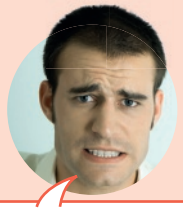
Also: ☐ a bus ☐ a train ☐ a taxi ☐ a ship ☐ an airplane ☐ a subway

B **PAIR WORK** | **Ask your partner questions about the means of transportation she or he checked. Answer using past time expressions.**

"When was the last time you took a ferry?"

C **TALKING POINTS** | **On the notepad, write notes about a time you had transportation problems.**

means of transportation:
month, day, or year of trip:
destination:
problems:



I had a terrible experience on my business trip. First, I got carsick in the airport limo. Then . . .

D **DISCUSSION** | **Use your Talking Points as a guide to tell the class about your transportation problem or problems. Answer your classmates' questions.**

RECYCLE THIS LANGUAGE

The ___ was terrible.
The ___ were unfriendly.
The ___ didn't work.
They lost my ___ .
Someone stole my ___ .

The ___ drove me crazy.
The [flight] was bumpy / scary.
The [drive] was long / boring.
We missed our ___ .

What was wrong with the ___ ?
I'm sorry to hear that.
That's a shame / too bad.
Oh, no!

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion. Example: "That depends."

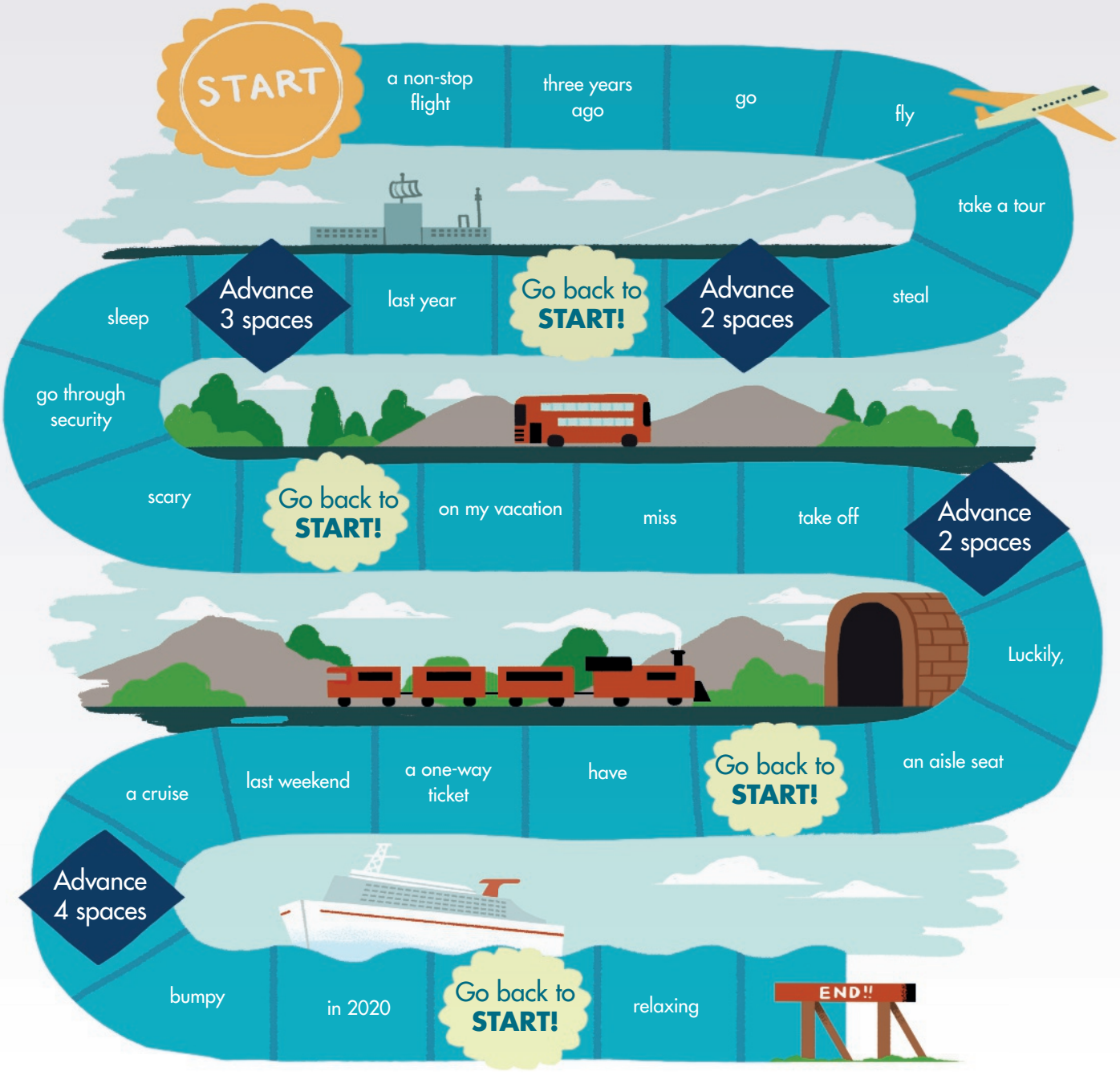
TRAVELER *Game*

Flip a coin. **Heads** = Go 1 space. **Tails** = Go 2 spaces.



- Place your coins on start. Then flip a coin to determine how many spaces to move.
- When you land on a space, use the word or phrase to make a past tense statement about a vacation or travel.
- If your statement uses the past tense correctly, wait for your next turn. If your statement is incorrect, go back to your last space.
- The first partner to reach END wins.

When I went to Chicago, I took a non-stop flight.



PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Greet someone arriving from a trip.
- ☐ Report a change in travel plans.
- ☐ Describe good and bad vacations.
- ☐ Discuss some hassles of travel.

Interactive Cool Down

TRAVELER GAME

Suggested time: 45 minutes | Your time:

- Pair Ss. Tell them to each find a coin or other small object to use as a game piece.
- Ask Ss to study the coin images to understand how many spaces to move their game piece. Model with a volunteer. Take another coin and elicit which side is heads and which side is tails. Then model flipping the coin and moving the game piece on the gameboard one or two spaces on the board. Land on a word and model what to do. Explain that the goal is to see who reaches the end of the game first.
- Have pairs start their game. Monitor and assist until Ss understand the game. Then walk around and listen for correct uses of the past tense. Encourage Ss to move along if they take too long in their discussion.

LANGUAGE AND CULTURE

- A coin typically has a heads side, which has a person's head on it. Tails refers to the opposite side of the coin.
- *Heads or tails*, or coin tossing, refers to the tradition of throwing a coin in the air and then seeing which side it lands on to determine a decision.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW PAGE Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 8 Shopping for Clothes

WARM-UP	Students frame their ideas on talking about clothes and read an illustrated conversation in a shoe store.	
LESSON 1 **Shop and pay for clothes**	***Vocabulary***	Types of clothing and accessories
	Grammar	Object pronouns: usage
LESSON 2 **Ask for a recommendation for a place to shop**	***Grammar***	Superlative adjectives
LESSON 3 **Give directions within buildings**	***Vocabulary***	Interior locations and directions
	Listening skill	Listen for key information
	Pronunciation	Contrastive stress for clarification
LESSON 4 **Describe local clothing customs**	***Vocabulary***	Adjectives for describing clothing customs
	Reading skills	Identify the main idea; Understand from context; Apply ideas
	Writing	Write about do's and don'ts for appropriate dress
INTERACTIVE COOL DOWN	*Which is the Best?*	

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

Warm-Up

PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to look at the photos. Then have them listen and repeat the ways to buy clothes.
- Read the question in the directions and write it on the board. Then point to the first picture and write on the board: *In a small shop?* Clarify that the shortened question format is used because it refers back to the question in the directions.
- Ask a volunteer to read the man's statement in the bottom corner. Ask, *Do you agree that buying clothes online is cheaper than buying them in a store in a mall?*
- Call on volunteers to share where they usually buy clothes. Encourage them to give reasons why. (For example: I shop online because there are more choices for sizes. I shop in stores because I like to try on clothes before I buy them.)

LANGUAGE AND CULTURE

- Catalog shopping has become less popular in recent years. Customers order by phone or online from a book that they receive in the mail that shows all the items the company sells.
- A *shop* is a building or part of a building where you can buy things. This term is commonly used in British English. In American English, *store* (which means the same) is more frequently used than *shop;* for example, *toy store* (AmE) versus *toy shop* (BrE).

EXTENSION (+5 minutes) Poll the class to determine the most common shopping method. Ask, *Who here prefers small shops? Department stores? Street markets? The Internet? Mail-order catalogs?*

UNIT 8

Shopping for Clothes

Warm-Up

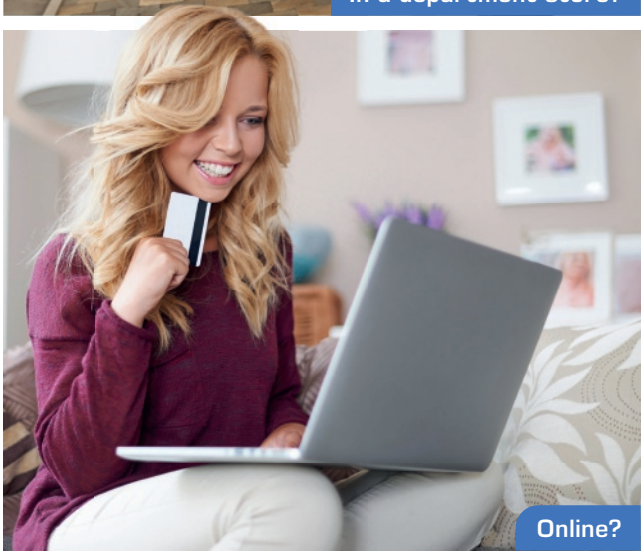
Where do you usually buy your clothes?

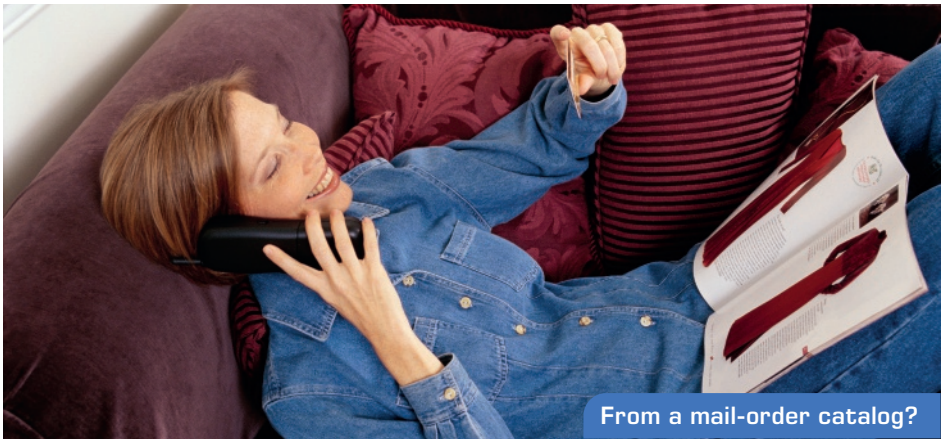
PRONUNCIATION Listen and repeat.


In a small shop?


In a department store?


At a street market?


Online?


From a mail-order catalog?



UNIT 8 COMMUNICATION GOALS

Lesson 1 Shop and pay for clothes

Lesson 2 Ask for a recommendation for a place to shop

Lesson 3 Give directions within buildings

Lesson 4 Describe local clothing customs

Topic Warm-Up

A CLOTHING | Complete the questionnaire.

YOUR CLOTHING PREFERENCES?

Check what you like to wear in each situation.

To keep you warm on a cool day:



- a sweater over a shirt
- a heavy jacket and a scarf
- a light coat over a sweater
- other _____

To keep you cool on a hot day:



- a loose, short-sleeve shirt and pants
- a pair of shorts and a tank top
- a bathing suit
- other _____

To wear at home:



- an old sweatshirt and sweatpants
- a casual shirt and jeans
- a dress shirt or blouse with a pair of khakis or slacks
- other _____

For a party at a friend's home:



- a wild sweater
- a nice suit
- a blazer and slacks
- a T-shirt and jeans
- other _____

B VOCABULARY | Clothing items | Listen and repeat.

a bathing suit	a sweatshirt	khakis
a blazer	a tank top	shorts
a coat	a T-shirt	slacks
a scarf	jeans	sweatpants
a shirt		

C PAIR WORK | Compare your clothing preferences.

I like to wear a T-shirt and sweatpants at home, but not at a party. What about you?

I agree. T-shirts and sweatpants aren't OK for a party. But they're great at home.

Topic Warm-Up

A CLOTHING

Suggested time: 10 minutes | Your time:

- Have Ss look at the title of the questionnaire. Read it aloud. Review that a *preference* is something someone prefers or likes better than something else. Read the directions.
- Ask a volunteer to read the heading for each situation and the clothing items in that category. Clarify vocabulary, referring to the Language and Culture note below as needed.
- Point to the circle next to each item to clarify that Ss will check what is true for them for each item.
- Give Ss a few minutes to study the clothing items in the questionnaire and make check marks. Tell Ss they will compare their preferences in Exercise C.

LANGUAGE AND CULTURE

- *Casual* means not formal or not for a formal situation.
- A *dress shirt* is a shirt that has a collar and has buttons all the way down the front; also called a *shirt*.
- *Khakis* are pants made of khaki, or yellow-brown, color cloth.
- A *light [coat]* is appropriate for cool weather, but not cold weather.
- A *heavy [jacket]* is appropriate for cold weather.
- *Loose* means big and not fitting the body tightly.
- *Wild [clothes]* are unusual and exciting.
- A *suit* is formal clothes made from the same material, typically a jacket with pants or a skirt.
- A *blazer* is a formal jacket, but is not the same color as the pants or skirt that a person wears with it.
- A number of clothing items have different names in American English and British English. For example, in American English, *sweater* is used; *jumper* is the British English equivalent.
- Stores typically use *clothing* to refer to clothes in general. To talk about individual items people wear, *clothes* is more common. Both *clothes store* and *clothing store* are correct.
- *Pair* means two. This concept is explained further in Lesson 1.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Have Ss listen again and underline the names of the clothing items in Exercise A as they hear them.

EXTENSION (+5 minutes) Ask the class questions about the clothing items. Ask:
Which clothing do you wear . . .
when you watch TV at home?
when you clean your home?
when you go running on a winter morning?
when you go shopping on a hot summer day?
when you go out with friends to a nice restaurant?
when you go out for pizza?
when you go to a formal wedding?

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Call on two Ss to read the example conversation. Write on the board: *aren't OK for . . .* and *they're great at . . . .* Tell Ss to recycle this language in their conversations.
- Walk around and assist as needed.
- Bring the class together and ask a few pairs to share.

EXTENSION (+10 minutes) Ask for volunteers to describe somewhere they are going on the weekend. The rest of the class will decide what they need to wear.

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures.* Ask:
  Where are they? (in a shoe store)
  Who can we see in the pictures? (two women shopping and a salesperson)
  What does the sign on the window say? (No one's prices are lower than ours!)
  What does this mean? (that they have the lowest prices)
- Point to the information about accents in the top right corner.
- After Ss read and listen to the conversation, ask:
  What do you think half price *means?* (that they cost half of their normal price)
  Does Maya buy the first pair she tries on? (no) *Why not?* (They are too small.)
  Is the larger pair better? (yes)
  Why does Maya say, Excuse me? *at the end of the second column of the conversation?* (to get the salesperson's attention)
  What does the salesperson offer to do for Maya? (to hold the shoes for her while she keeps shopping)
  Why do you think that at the end Emily says that the store has the best service in town? (because the salesperson offered to hold the shoes for her friend)
  Do you think Maya will return to this store next time she needs shoes? (probably)

LANGUAGE AND CULTURE

- *They say* in the first line is a common way to refer to a general opinion about something, without naming any person or group of people specifically.
- *Want to go in?* is short for *Do you want to go in?* In speaking, it's common to shorten the question form, deleting the auxiliary *do* and the subject pronoun. This is included in the conversation here for authentic input to help Ss understand the authentic spoken English people use.
- *Why not?* can be used to say that you agree with a suggestion. The synonym would be *Sure!* or *OK!*
- *Salesperson* is the generic occupation name for a person who sells things. A specific salesperson is most likely to be referred to as a *salesman* or a *saleswoman*.
- The salesperson offers to *hold* the shoes for Maya. *To hold* means to not give anyone else something except the particular person. This could also refer to something like a book in a library, a table in a restaurant, etc.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to scan the conversation for the three words: *selection* (Maya's first statement), *price* (Emily's first statement), and *service* (the last sentence of the conversation). Then have them complete the exercise.
- Have Ss compare their answers in pairs. Then go over the answers as a class.

C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A.
- Have Ss do the exercise individually, referring to Exercise A as needed.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation to clarify the context.

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

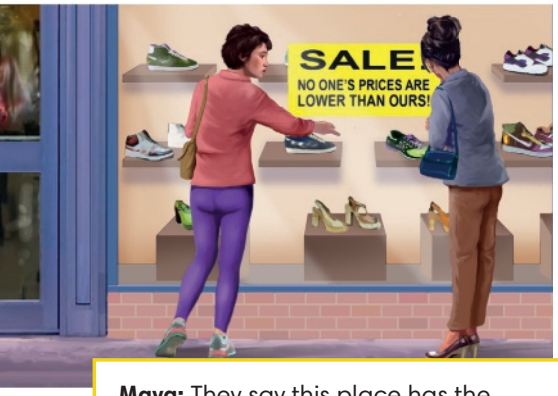
- Ask Ss to read the words in the left column of the chart. Ask, *Where have we seen these words before?* (in Exercise B) Invite Ss to glance at the meanings again.
- Ask a volunteer to read the example answer above the chart. Model the response by drawing the first row of the chart on the board and checking the box under *very important to me*.
- Tell Ss to complete the chart by drawing a check mark in each row.
- In pairs, have Ss compare their charts.
- After Ss compare their opinions, ask a few Ss, *What's most important to you—price, selection, or service? Why?*

EXTENSION (+5 minutes) Poll the class. Write the categories on the board: *price, selection, service*. Say, *Which is most important to you? Choose only one.* Ask Ss to raise their hand to show their choice as you say each word. Write the totals on the board.

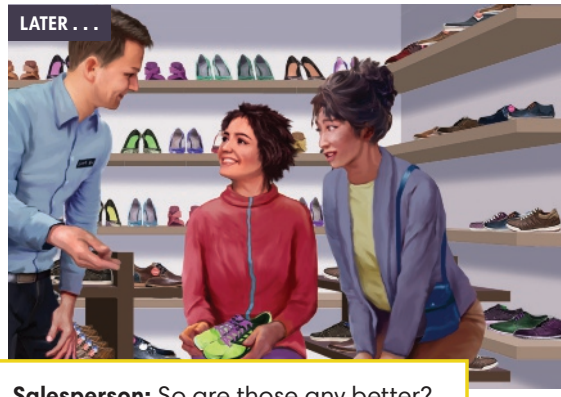
Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation between two friends shopping for shoes. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Maya = American English (standard)
Emily = Mandarin Chinese
Salesperson = American English (standard)







Maya: They say this place has the biggest selection of brands in town. And look how cheap those running shoes are!

Emily: Well, no wonder! According to the sign in the window, they've got the lowest prices, too. Everything's on sale this week. Want to go in?

Maya: Why not?

Maya: Wow, those are really attractive. And they're half price.

Emily: You're right. What a bargain! I think you should try them on.

Salesperson: I'd be happy to help you with that. What's your size?

. . .

Emily: So how are they?

Maya: They're a little small. Let me ask for a larger size . . . Excuse me?

Salesperson: So are those any better?

Maya: Much better. I'll take them.

Salesperson: Great. If you'd like to keep shopping, I can hold them here for you.

Maya: Thank you so much!

Salesperson: My pleasure.

Emily: Well, they've got the best service in town, too.

B ACTIVATE VOCABULARY | **Match each word with its meaning.**

b	1 selection	**a** the amount of money you pay to buy something
a	2 price	**b** the number of choices that are available
c	3 service	**c** the way salespeople treat customers

C UNDERSTAND FROM CONTEXT | **Circle the correct word or phrase to complete each statement, based on the conversation.**

1 "No wonder" means *a*.
a "Oh, that's the reason!" **b** "Oh, I can't understand."

2 When something's "on sale," its price is *b*.
a higher than usual **b** lower than usual

3 If you say, "What a bargain!" you're surprised about *b*.
a a high price **b** a low price

4 When Maya decides she wants to buy the shoes, she says, *b*.
a "We'll keep shopping." **b** "I'll take them."

SPEAKING PAIR WORK | **Complete the chart about what's important to you when you shop for clothes and shoes. Then compare charts with a partner.**

"Price is very important to me. I don't want to spend a lot of money."

	not important to me	somewhat important to me	very important to me
price	☐	☐	☐
selection	☐	☐	☐
service	☐	☐	☐

1 COMMUNICATION GOAL Shop and pay for clothes

A VOCABULARY | Types of clothing and accessories | Read and listen. Then listen again and repeat.

TOPS



1. a long-sleeve shirt
2. a short-sleeve shirt
3. a polo shirt
4. a sleeveless blouse

SWEATERS



5. a V-neck
6. a crewneck
7. a turtleneck
8. a cardigan

SLEEPWEAR



9. pajamas
10. a nightgown

FOOTWEAR



11. high heels
12. flats
13. loafers
14. running shoes
15. sandals

ACCESSORIES



16. a belt
17. a purse
18. gloves
19. a hat
20. a cap

Note: You can use "a pair of" with:
shoes
high heels
flats
loafers
running shoes
sandals
gloves
pants
shorts
jeans
pajamas

B PAIR WORK | Tell your partner about some of your favorite clothing and accessories.

> "I love my old jeans. They're so comfortable."

COACH **C** GRAMMAR | Object pronouns: Usage

An object pronoun replaces a noun or a noun phrase.

As a direct object

I want the belt. → I want **it**.
She loves those sandals. → She loves **them**.

In a prepositional phrase

Did you give your credit card to the salesperson? → Did you give your credit card **to her**?
I'm buying a blue blazer for my husband. → I'm buying a blue blazer **for him**.

When a sentence has both a direct object and a prepositional phrase, the direct object comes first.

Did you give **the scarf to your brother**? NOT Did you give ~~to your brother the scarf~~?
I'm buying **it for her**. NOT I'm buying ~~for her it~~.

Subject pronouns	Object pronouns
I	**me**
you	**you**
he	**him**
she	**her**
it	**it**
we	**us**
they	**them**

GRAMMAR EXPANDER p. 139
• Direct and indirect objects

LESSON 1 Shop and pay for clothes

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Basic clothing vocabulary is taught at the Foundations level in Unit 6. If Ss need a quick review, you can use the Vocabulary flashcards in the Pearson English Portal.
- Before Ss read and listen, have them look at the images and note any words they don't know yet.
- Play the audio and ask Ss to read and listen. Then have Ss listen and repeat.
- Point to the note about *a pair of*. Elicit or explain that *a pair* is two of something (a pair of shoes = two shoes). Clarify further that some things like pants or shorts are called *a pair* even though they are really only one item.

OPTION Say, *Look back to page 86. Which items are referred to as a pair?* (a pair of khakis / slacks, a pair of shorts) Ask, *What other item on that page could be referred to as a pair?* (a pair of sweatpants, a pair of jeans, a pair of pants)

CHALLENGE Ask, *Can you think of any other clothes or accessories that are referred to as a pair?* (glasses, earrings, tights, panties, boxers, briefs)

OPTION (+5 minutes) Have Ss close their books. Call out several clothing items that belong to the same type or category. Ss identify the category the items belong to. For example: *a belt, gloves, a hat* (accessories); *pajamas, a nightgown* (sleepwear); *a turtleneck, a cardigan* (sweaters); *sandals, flats* (footwear); *a polo shirt, a blouse* (tops).

LANGUAGE AND CULTURE

- *Long-sleeve*, *short-sleeve*, and *sleeveless* can be used for both men's and women's shirts.
- *Shirt* and *polo shirt* are used for both men's and women's tops. *Blouse* is only used for women's tops.
- The sweaters can be described with or without the word *sweater*; for example, *a V-neck* or *a V-neck sweater.*
- *Purse* is general and can be used for all women's purses. Other, more specific names are *handbag*, *shoulder bag*, and *pocketbook*.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example answer on the right. Ask, *What adjectives does the person use to describe the jeans?* (old, comfortable)
- Tell Ss to use adjectives to describe their favorite clothing and accessories. For practice, have Ss think of adjectives to describe the items in Exercise A. (For example: a white long-sleeve shirt, a yellow sleeveless blouse, a gray cardigan sweater, a blue turtleneck, cotton pajamas, brown loafers, blue sandals, blue gloves, etc.)
- Walk around as Ss speak and assist as needed. Point out to Ss that they can also refer to the vocabulary on page 86.

EXTENSION (+5 minutes) Using language your Ss know, describe the clothes that one of the Ss in class is wearing. For example: *This person is wearing jeans, a white polo shirt, and brown loafers.* The person who guesses correctly then describes another person in class. Continue until all Ss and the T have been described.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Go over the information in the grammar chart. Read the rules and examples. Clarify that the term *noun phrase* refers to the noun and any modifiers; for example, *those sandals* is a noun phrase.
- Focus on the examples in the **Subject pronouns / Object pronouns** box. Play the audio and have Ss listen and repeat.
- Ask Ss to go back to Exercise A on page 87 and find three examples of *them* in the second half of the conversation. (I think you should try them on. I'll take them. I can hold them here for you.) Ask, *Which noun does* them *replace?* (running shoes)
- To practice object pronouns in prepositional phrases, hand a book to a S and ask, *Who did I give the book to?* Have Ss answer with the object pronoun. (You gave the book to [him].) Have this S pass the book to a classmate. Ask, *Who did [he] give the book to?* ([He] gave the book to [her].) Add variations so Ss have to use different pronouns; for example, have a S give books to two classmates and say, *[She] gave the books to them.*
- Continue until several Ss have had a chance to participate and Ss have used a variety of object pronouns.

GRAMMAR EXPANDER (optional, page T139)

D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the chart and repeat.

E GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Have Ss complete the exercise individually and compare answers in pairs. Then go over the answers.
- Finally, have Ss practice the conversations in pairs.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Copy item 1 on the board. Elicit the subject (*I*) and write it on the board. Then ask, *What's the verb?* Write *bought* after the word *I*. Have the class finish the sentence by putting the words in the correct order.
- Tell Ss to complete the exercise individually. If Ss create questions for items 2, 3, 4, or 6, guide them to make statements.
- Review the answers as a class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Begin an interaction with a salesperson with *Excuse me*
- Start a new topic with *By the way*
- Respond positively with *Certainly* or *Of course*
- Acknowledge someone's assistance with *Thanks for your help!*

- Before Ss read and listen, have them describe the situation in the photo. Point to the thought bubble. Ask about the clothes and accessories.
- Ask Ss to point out the use of the target grammar (object pronouns) and see its connection to the target vocabulary (clothing and accessories). Make sure Ss notice that *it* represents *this skirt*.
- Call Ss' attention to the **Social language** box about responding helpfully. Model the expressions with a kind and friendly tone, like a salesperson in a store.

LANGUAGE NOTE *I'll take [it]* uses a future form with *will*. This structure is also used in Unit 5 when ordering food in a restaurant: *I'll start with the potato soup. I'll have the steak*. At this point, it is recommended that Ss learn these expressions simply as formulas. The future with *will* is taught explicitly in Level 2.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - put emphasis on *Perfect*, which is an enthusiastic way of agreeing that something is OK.
  - use falling intonation with *How would you like to pay* and then use rising intonation on *cash* and falling intonation on *credit* with *cash or credit*?
- Walk around as Ss role-play the conversation.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Model the conversation with a higher-level S.
- Ss need to use either *it* or *them*, depending on whether the item of clothing is a plural or singular form. Ss should invent their own sale price.
- Be sure to reinforce the conversation strategies and pronunciation tips in Exercises A and B above. Remind Ss that the tone between the salesperson and customer is friendly and polite. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well so they both ask and answer questions.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for clothing and accessories

✓ correctly using object pronouns, matching them to the item(s) of clothing

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *Think of five of your favorite pieces of clothing or accessories. Write statements saying where you got each item or who gave it to you.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

E GRAMMAR PRACTICE | Write the object pronouns. Then practice the conversations with a partner.

1 **A:** Should I buy this short-sleeve shirt ?
B: It's really nice. You should definitely buy ...*it*... .

2 **A:** I'm buying a gift for Mom. It's her birthday. What do you think of these pajamas?
B: Actually, you shouldn't buy those for ...*her*... . She doesn't like green. Get a different color.

3 **A:** Did you want that belt, sir?
B: Yes, please. I'll take ...*it*... in black.

4 **A:** Are you giving your husband that tie?
B: Yes. I'm giving ..*him*.. a nice dress shirt, too.

5 **A:** I want these sandals, but I need ..*them*.. in size 40.
B: No problem. I can get ..*them*.. for ..*you*.. .

6 **A:** Can you help ..*me*.. ? I'd like these five items, but I want to keep shopping.
B: Certainly. I can hold ..*them*.. for ..*you*.. . Just tell ..*me*.. when you're ready to pay.

F GRAMMAR PRACTICE | On a separate sheet of paper, unscramble the words and phrases to write statements. Use a capital letter for the first word in the sentence.

1 for my sister-in-law / I / them / bought
2 it / he / getting / for me / is
3 she / them / for him / buying / is
4 holding / the salesperson / it / is / for us
5 give / please / to me / them
6 it / is / he / for her / buying

See page T90 for answers.

COMMUNICATION ACTIVATOR

Now let's shop and pay for clothes.



A CONVERSATION MODEL | Read and listen.

A: Excuse me. I like this skirt, but can I get it in a different color?
B: Certainly. Is black OK?
A: Perfect. I'll take it. By the way, how much are those small purses over there?
B: They're on sale . . . twenty dollars.
A: That's great. I'll take the black one.
B: Of course. And how would you like to pay: cash or credit?
A: Credit, please. Thanks for your help!

Social language
Respond helpfully with:
Certainly. Of course. My pleasure.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use different clothes, accessories, and prices. Then change roles.

A: Excuse me. I like ....., but can I get ..... in ..... ?
B: ..... . Is ..... OK?
A: Perfect. I'll take ..... . By the way, how much ..... ?
B: ..... on sale . . . .
A: That's great. I need a size ..... .
B: ..... . And how would you like to pay: cash or credit?
A: ....., please. Thanks for your help!

KEEP TALKING! ●●●

Ask for a different size.
Can I get [this shirt] in [large]?

Ask the salesperson about other clothes or accessories.
What about [those sandals]?

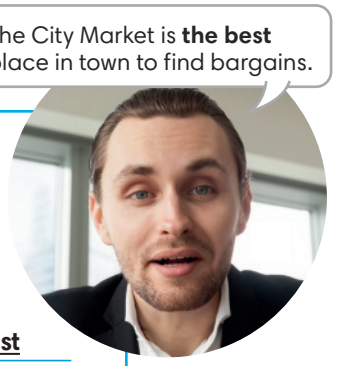
Discuss likes, dislikes, and needs.
I love that [tank top]!

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

2 COMMUNICATION GOAL

Ask for a recommendation for a place to shop



A GRAMMAR | Superlative adjectives

Superlative adjectives compare more than two people, places, things, or ideas.
Use the before a superlative adjective.

Which of these men's coats is **the cheapest**?
The most popular stores are on Smith Street.
Jake's Shoes has **the best** prices in town.

Irregular forms
good → **the best**
bad → **the worst**

Formation of superlative adjectives

+ est	+ st	+ iest	consonant + est
cheap → **the** cheap**est**	nice → **the** nice**st**	easy → **the** easi**est**	big → **the** big**gest**
great → **the** great**est**	cute → **the** cute**st**	pretty → **the** pretti**est**	hot → **the** hot**test**

If the adjective has two or more syllables and doesn't end in -y, use the most or the least.

These shoes are **the most comfortable**.
This sweater is **the least expensive**.

the most
the least

GRAMMAR EXPANDER p. 140
- Superlative adjectives: spelling rules
- Comparatives and superlatives (review)

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C NOTICE THE GRAMMAR | Find three examples of superlative adjectives in Zoom-In on page 87.

the biggest, the lowest, the best

D GRAMMAR PRACTICE | Complete conversations about recommendations, using the superlative form of the adjectives.

1 **A:** Is there a nice mall around here? I need a birthday gift for my husband.
B: Try the Park Plaza. It's ..... *the newest* ..... (new) mall in town.

2 **A:** Do you recommend Gloria's Jeans?
B: Absolutely! They're ..... *the most comfortable* ..... (comfortable) jeans we sell.

3 **A:** What's ..... *the most popular* ..... (popular) brand of running shoes right now?
B: Definitely Marlins. And they're ..... *the most attractive* ..... (attractive), too.

4 **A:** What's ..... *the nearest* ..... (near) department store from the train station?
B: Teller's Department Store. Just walk two blocks down Main Street and turn right.

5 **A:** Hey, Silvia, I'm at Crane's Shoes, and I'm in the mood for Japanese food! Is there a good place nearby?
B: Actually, Sid's Sushi is ..... *the best* ..... (good) Japanese restaurant in that neighborhood.

6 **A:** Can you recommend a store that has bargains on kitchen equipment? I need a new blender.
B: Well, I got a good deal on a Mixwell at the Bargain Barn. It's not ..... *the cheapest* ..... (cheap) blender, but it's ..... *the easiest* ..... (easy) to use.



E PAIR WORK | Practice the conversations from Exercise D.

LESSON 2 Ask for a recommendation for a place to shop

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Before Ss read the information in the grammar chart, ask them if they recall using comparative adjectives to compare people in Unit 4 (page 42). Then write these questions on the board:
  Which is warmer: a cardigan or a blazer?
  Which is the warmest: a cardigan, a blazer, or a coat?
  Elicit answers and then ask, *Which is the comparative form?* (the first sentence) *How many things does it compare?* (two) *Which is the superlative form?* (the second sentence) *How many things does it compare?* (three) Leave the two sentences on the board.
- Have Ss read the rules individually.
- Reiterate the rule to use *the* with superlative adjectives. Point back to the two examples on the board and ask, *Does the comparative form also use* the*?* (no)
- Ask Ss to notice *the most* and *the least* in the examples with *comfortable* and *expensive*. Ask, *What's the difference between the adjectives* comfortable *and* expensive *and those above them in the chart?* (They have more than two syllables.) If Ss need syllable count clarified, clap the syllables for each word as you say it and have Ss repeat and clap after you. (cheap, 1 clap; great, 1 clap; nice, 1 clap; cute, 1 clap; ea-sy, 2 claps; pret-ty, 2 claps; big, 1 clap; hot, 1 clap; com-for-ta-ble, 4 claps, or alternative pronunciation comf-ta-ble, 3 claps; ex-pen-sive, 3 claps)
- Bring Ss' attention to the **Irregular forms** note. Review that there is no rule for these forms, so Ss should memorize them.
- To make sure Ss understand, ask a few questions using comparative and superlative forms. Write out the questions on the board if needed. For example:
  Where can you find a better clothing selection: [in a small shop] or [in a department store]?
  Where can you find the best clothing selection: [in a small shop], [in a department store], or online?

EXTENSION (+10 minutes) Practice superlative sentences with a transformation drill. Write on the board: *This is the nicest house*. Say the adjective *cheap* and elicit from the class: *This is the cheapest house*. Continue to elicit superlative sentences by prompting Ss with adjectives.

EXTENSION (+5 minutes) As a class, brainstorm names of some popular brands of clothing. Then have Ss discuss which brands make
- the most expensive clothes.
- the cheapest clothes.
- the most formal / casual clothes.
- the most / least comfortable clothes.
- the most / least fashionable clothes.

(**EXTENSION** continued) Encourage Ss to ask each other questions as they discuss. For example:
A: [XYZ] is the most popular brand these days. They make the most comfortable hoodies and sweatpants.
B: Do they make sneakers, too?
A: Oh, yes, their sneakers are the best quality. And they're also not the most expensive.

GRAMMAR EXPANDER (optional, pages T140–141)

B PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat.

C NOTICE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss work individually to find the superlative forms.
- Ask Ss to compare answers in pairs.

D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- After Ss complete the exercise, have them check answers with a partner.
- Monitor and assist as needed. Check for correct formation—*the most / the least* with longer adjectives and *-est* for the others.
- Bring the class together to go over any questions.
- Write down useful phrases from 1–6 on the board for Ss to use later.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the first conversation with a higher-level S. Model a polite and helpful tone. Tell Ss to do the same as they read with a partner.
- Walk around and listen for correct pronunciation and a helpful tone. Time permitting, bring the class together and call on volunteers to role-play one conversation for the class.

Answers for Exercise F on page 89
1. I bought them for my sister-in-law.
2. He is getting it for me.
3. She is buying them for him.
4. The salesperson is holding it for us.
5. Please give them to me.
6. He is buying it for her.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Say *That depends* when an answer might be complicated
- Ask for more information with *What about . . . ?*
- Use *Well,* to emphasize something that you are saying

- Before Ss read and listen, ask, *What can you see in the picture?* (two women sitting outside and having coffee)
- Have Ss listen to the conversation.
- Ask, *Can you see any superlative forms in the conversation?* (the best, the largest, the best, the most convenient) Noticing the use of grammar in communication makes the grammar memorable and ensures that Ss don't look at the lesson's grammar as a random topic unrelated to actual communication.
- Call Ss' attention to the **Social language** box and read the tip. Model pausing after the expression *That depends.* Ask Ss to listen and repeat.
- Ask, *Why does Speaker B say* That depends? (She wants to know what kind of shoes Speaker A needs because different shops sell different types of shoes.) *What does Speaker A mean when she asks* What about location? (She means *Where is it located?*)

OPTION Write on the board: *What about location?* Ask, *What other questions could you ask about a shop using* What about . . . ? (price, selection, service, etc.)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss are
  - pausing after *That depends* and *Well.*
  - using falling intonation in each of the three information questions: *Where's the best place in town to buy footwear? What are you looking for? What about location?*

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the conversation with a higher-level S.
- Have Ss read the list in the **Ideas** box. Review clothing vocabulary from the unit by asking, *What clothing items do you see here?* (a sweatshirt, a turtleneck, high heels, a belt, a nightgown, shorts, gloves, a shirt) Refer Ss back to the clothing vocabulary on pages 86 and 88 for additional items.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B above. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each phrase in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using superlative adjectives to talk about places to shop
- ✓ using *What about* to ask for more information

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write the following text message to a friend on the board: *Hey! I need new jeans! Mine are too tight! What's the best website for jeans? Not the most expensive one! Thanks!* Tell Ss to respond with three sentences, incorporating follow-up questions, superlatives, and language such as *Well,* or *That depends.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's ask for a recommendation for a place to shop.



A CONVERSATION MODEL | Read and listen.

A: Where's the best place in town to buy footwear?

B: That depends. What are you looking for?

A: A pair of sandals.

B: Well, they say Tom's Outdoor Store has the largest selection and the best bargains.

A: What about location? I'd like something near public transportation.

B: Well, Tom's is near the subway station. It's probably the most convenient.

Social language
Say "That depends" when an answer might be complicated.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation, comparing stores. Use the ideas and the pictures. Then change roles.

A: Where's the best place in town to buy .....?

B: That depends. What are you looking for?

A: ..... .

B: Well, they say ..... has the ....

Ideas
- footwear
- sleepwear
- men's / women's tops
- sweaters
- men's / women's accessories
- warm-weather clothing
- casual clothing

KEEP TALKING! ●●●

Tell your partner about your preferences.
I'd like . . . / I want . . . / I need . . . .

Ask more questions.
Do you prefer . . . ? / Would you like . . . ?

Ask about selection / prices / service.
What about . . . ?

Watch the video for ideas!

















D CHANGE PARTNERS | Change the conversation again.

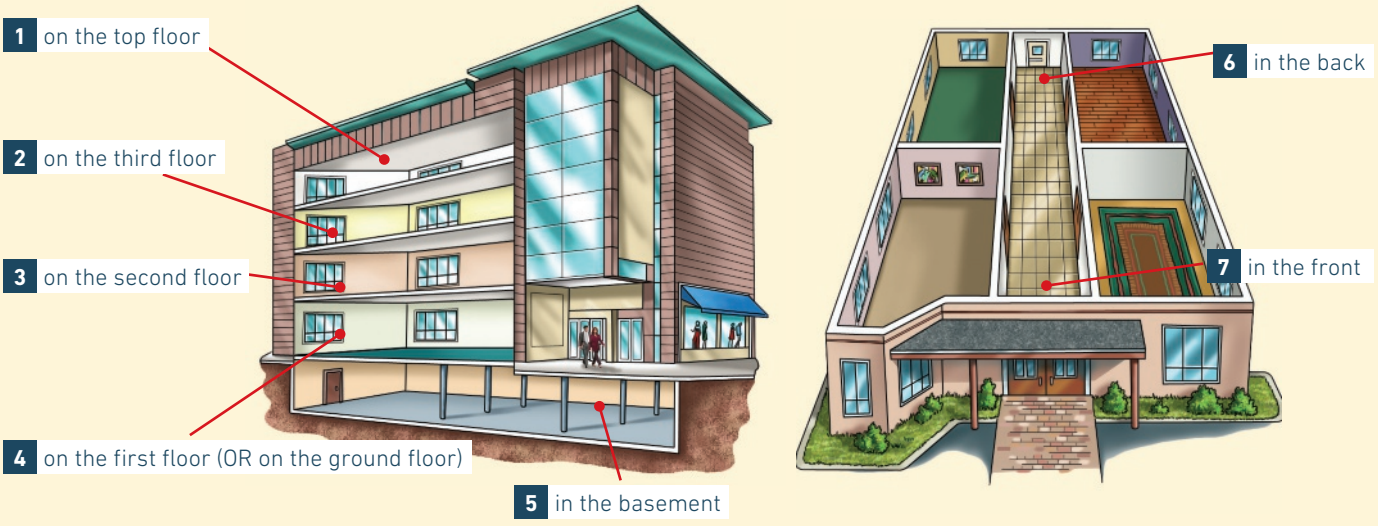
3 COMMUNICATION GOAL Give directions within buildings

A VOCABULARY | Interior locations and directions | Read and listen. Then listen again and repeat.

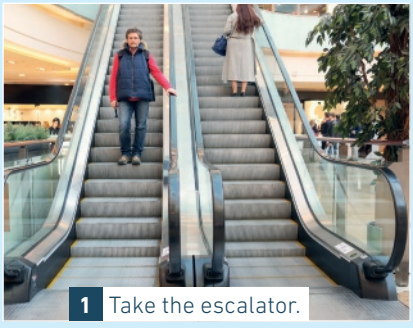
LOCATIONS



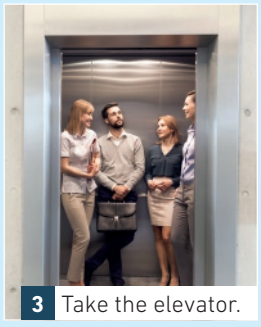
Take the escalator **to** the third floor. The men's department is **on** the third floor, **in** the back, **on** the right.



DIRECTIONS


1 Take the escalator.


2 Take the stairs.


3 Take the elevator.

Also:
Go up (or down) the escalator.
Go up (or down) the stairs.
DON'T SAY: ~~Go up (or down)~~ the elevator.

B LISTEN FOR KEY INFORMATION | Listen to the conversations at the first floor information desk in a department store. Complete each sentence with the correct location.

1 The electronics department is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.
2 The men's bathroom is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.
3 The coffee shop is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.
4 Women's sweaters are (on this floor / upstairs / downstairs). They're in (the front / the back) of the store.
5 The luggage department is (on this floor / upstairs / downstairs). It's in (the front / the back) of the store.

COACH

C PRONUNCIATION | Contrastive stress for clarification | Read and listen. Then listen again and repeat.

A: It's on the third floor.
B: Excuse me? The FIRST floor?
A: No. It's on the THIRD floor.

D PRONUNCIATION PRACTICE | Now practice these conversations with a partner.

1 **A:** Is it in the BACK of the store?
B: No. It's in the FRONT of the store.

2 **A:** Should I take the STAIRS?
B: No. It's on the third floor. Take the ESCALATOR.

LESSON 3 Give directions within buildings

A VOCABULARY

Suggested time: 15 minutes | Your time:

- Give Ss time to study the images under the headings *Locations* and *Directions*.
- Play the audio and have Ss read and listen. Then play it again and have them listen and repeat.
- To check Ss' understanding, point to the first image and ask, *What are the two floors between the top floor and the first floor (or ground floor) called?* (the third floor and second floor)
- For the second image, ask, *Is the entrance to the second building in the back or in the front?* (in the front) Review *on the left* and *on the right* from Unit 2, page 18, and ask Ss to point as you ask, *Which rooms are on the right? Which are on the left?*
- To personalize the vocabulary, ask, *What floor is our classroom on? Who's sitting in the front of the classroom? Who's sitting in the back of the classroom? Are there stairs in this building? Is there an elevator or an escalator?*
- Call on a volunteer to read the directions the woman gives at the top of the page.

OPTION (+3 minutes) Have Ss write directions to your classroom from your building's entrance.

OPTION (+3 minutes) Write these phrases on the board in two lists:

ON	*IN*
the top floor	*the basement*
the third floor	*the back*
the second floor	*the front*
the first (or ground) floor	

Read the phrases and invite Ss to repeat. Point to *on* and *in*. Explain that English learners often make mistakes with *on* and *in* when they talk about locations, so Ss should try to memorize the uses of these prepositions.

OPTION Review ordinal numbers so Ss will be able to give directions in a multi-story building.

LANGUAGE AND CULTURE

- In British English, the first floor is always called the *ground floor*. The next floor up is called the *first floor*. In the U.S. and Canada, the first floor may be called the *ground floor* or the *first floor*. The next floor up is called the *second floor*.
- *Floor* is more common in multi-story buildings; *level* is more common in malls.
- In British English, an elevator is called a *lift*.
- A common error for English learners is to say *in the [top / ground] floor* and *on the basement.*

B LISTEN FOR KEY INFORMATION

Suggested time: 10 minutes | Your time:

- Before Ss listen, point out that they will listen to five separate conversations giving directions. Each item in the exercise reflects one of the conversations.
- Ask Ss to skim the exercise items, including answer choices.
- Play the audio once and have Ss choose the locations they heard.
- Go over the answers as a class.

LANGUAGE AND CULTURE In the third conversation, the woman says *Baker's is located on three. Three* is short for *Level 3 (third floor).*

C PRONUNCIATION

Suggested time: 5 minutes | Your time:

- After Ss read and listen, ask, *Which words are said louder?* (*first* and *third* in the last two lines) *Why are they said louder?* (Speaker B is checking that she heard right, and Speaker A is correcting her.)
- Then have Ss listen and repeat to practice stressing words when asking for clarification.

D PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Monitor Ss' conversations as they practice using stress for clarification. Model corrections as needed.

OPTION (+5 minutes) For further practice, ask Ss about the locations in the school building and then ask questions for clarification. For example:

T: Where is the reception?
S: It's on the ground floor, next to the elevator.
T: Next to the ESCALATOR?
S: No. Next to the ELEVATOR.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the sample answers. Explain that Ss should give a location for each item on their list.
- Refer Ss back to the vocabulary for clothing and shoes on pages 86 and 88 if they need help coming up with things to buy. For electronics and appliances, review the vocabulary from Unit 6.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Give Ss several minutes to study the diagram. Have Ss locate the information desk, the escalators, the elevator, and the stairs.
- Ask two volunteers to read the example conversation. Remind Ss that *Excuse me* is typically used to get someone's attention and begin an interaction.
- To model the activity, ask a higher-level S where to find an item. For example: *A: Excuse me. I'm looking for men's jackets.* Continue the conversation and ask for clarification. Alternatively, provide an example on the board and read it with a S:

  A: Excuse me. I'm looking for children's clothes.

  B: The children's department is on the second floor, in the back of the store. Take the escalator up and then turn left.

  A: Take the escalator up and turn right?

  B: No. Turn left.

  A: Thank you.

  B: My pleasure.
- Then have Ss ask and answer questions.

OPTION If Ss need to review language for asking for directions, ask Ss to brainstorm possible questions. Then bring the class together and write their ideas on the board so everyone can refer to them. For example:

Where's the ___?

Where are the ___? I'm looking for ___.

How do I get to ___?

Is there ___ in this store?

Can you tell me how I can get to ___?

Can you help me? I need to buy ___.

Ss can also review language for directions. For example: *It's on the right / left. It's across from ___. It's around the corner from ___. It's between ___ and ___. Turn left / right.*

OPTION (+5 minutes) Without saying the name of the department, have Ss give directions to a partner from the information desk to a place in the store. Partners follow the directions and see if they end up in the correct place.

OPTION (+10 minutes) Working in pairs, Ss write three true statements and three false statements about the floor plan. For example: *The men's shoes department is on the ground floor.* (true) Regroup Ss into groups of four. Each pair reads their statements aloud to the other pair, who must decide which sentences are true and which are false. Ss should correct false statements.

C ROLE PLAY

Suggested time: 10 minutes | Your time:

- This exercise consolidates the Lesson 1 vocabulary. For the role play, refer Ss to the **Recycle This Language** box. Tell them to also look at Exercise A on page 89 to review shopping and paying for clothes.
- Monitor as Ss work, making corrections as needed.
- If time permits, ask volunteers to perform their role plays for the class.

OPTION If Ss need help, provide some questions and statements on the board:

<u>Asking for a size, color, etc.:</u>

Could I get this / these in a smaller / larger size?

Do you have this / these in a darker / lighter color?

Do you have this / these in size small / medium / large / extra-large?

<u>Paying for things:</u>

How would you like to pay for it / them? Cash or credit?

I'll take this [shirt] / these [shirts].

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using vocabulary for interior locations

✓ using vocabulary for directions

✓ using vocabulary for shopping and paying for clothes

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *Your friend just texted you asking, "Where should I meet you?" Make up a destination in some kind of building—for example, a school or a mall—and give your friend directions where to find you.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

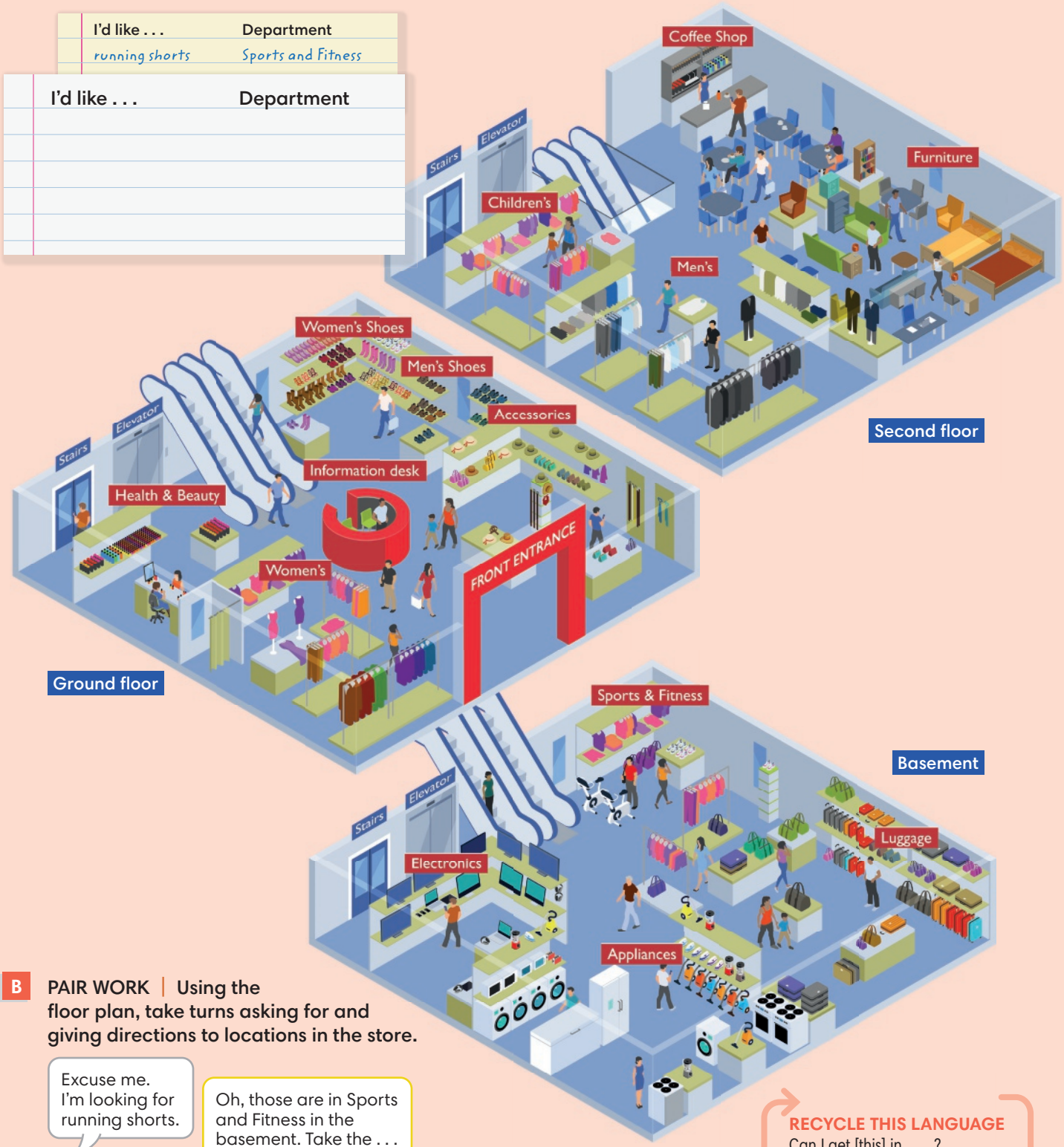
Remind Ss of additional vocabulary, listening, and pronunciation practice in their digital resources.

Give directions within buildings.

A TALKING POINTS | Look at the departments on each floor of the store. On the notepad, write five things you'd like to buy and the department where each item is located.

I'd like . . .	Department
running shorts	*Sports and Fitness*

I'd like . . .	Department



B PAIR WORK | Using the floor plan, take turns asking for and giving directions to locations in the store.

Excuse me. I'm looking for running shorts.

Oh, those are in Sports and Fitness in the basement. Take the . . .

C ROLE PLAY | Role-play a conversation with a salesperson in one of the departments. Shop for and pay for one of the things from your Talking Points.

RECYCLE THIS LANGUAGE

Can I get [this] in ___ ?
Is this [the heaviest] coat?
I'll take [them].

How would you like to pay?
I can hold that for you.

4 COMMUNICATION GOAL Describe local clothing customs

A VOCABULARY | Adjectives for describing clothing customs | Read and listen. Then listen again and repeat.

formal for special events when casual clothes aren't OK
informal for everyday events when casual clothes are OK
appropriate socially correct for a particular situation
inappropriate socially incorrect for a particular situation
liberal without many rules for appropriate dress
conservative with more rules for appropriate dress

B READING | Read about planning for a business trip. Explain the meaning of "a dress code."

GOING ABROAD ON BUSINESS?

Well, that's pretty exciting! But before you pack your clothes, it's a good idea to learn the clothing do's and don'ts at your destination—because customs there can sometimes be very different from the ones back home.

In some countries, clothing customs are pretty liberal, and in other ones, "anything goes"—there are almost no rules at all. So if that describes *your* destination, you can just relax and pack whatever you want.

But in more conservative cultures, the rules can be really strict. The biggest mistake you can make in places like those is to make your business colleagues uncomfortable because you're wearing inappropriate clothes.

In countries with more liberal "dress codes," such as the U.S., the clothing style in some offices is "business casual." Instead of wearing suits and ties to work, most men simply wear a nice pair of slacks—such as khakis—and a dress shirt. Women typically wear a blouse or sweater over a casual skirt or slacks. Nevertheless, even in countries with generally liberal dress codes, some items are *not* "business casual." Shorts and tank tops may be fine on the street, but they're never appropriate in an office.

In countries with conservative business dress codes, men and women typically wear formal suits in an office, even on the hottest days of the year. Dressing casually—for example, not wearing a tie or a suit jacket—may actually seem impolite. Both men and women wear darker colors such as gray, dark blue, brown, and black. And shoes are always clean and polished.

If clothing customs for men and women are similar in your culture, you may be surprised that in some conservative settings the dress code for women can seem especially strict. In some places, the local custom is for women to avoid sleeveless or short-sleeve blouses in public settings. If travelers are aware of such customs, they can avoid feeling uncomfortable when in a culture different from their own.

The most important thing is the success of your business trip. If you have colleagues at your destination, don't be afraid to ask them for advice. Or do a search on the Internet to learn the do's and don'ts of dressing appropriately at your destination.



In some countries, office dress codes are pretty casual.



In other countries, dress codes are much more formal.

C IDENTIFY THE MAIN IDEA | Which statement expresses the writer's main idea?

- ☐ 1 Clothing customs for women can be very strict in some places.
- ☐ 2 Business casual is common in some places.
- ☑ 3 It's important to learn about local dress codes before business travel.

LESSON 4 Describe local clothing customs

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, have them look at the lesson title. Ask, *What do you think* local clothing customs *refers to?* (the way people in a certain area or setting dress) Clarify that a *custom* is something that is done by people in a particular society because it is traditional.
- Have Ss study the words. Ask, *What do you notice about each pair:* formal / informal, appropriate / inappropriate, liberal / conservative? (They are opposites.) Point out that word pairs that have opposite meanings are called *antonyms*. Write the term on the board.
- Play the audio. Then have Ss listen and repeat.
- Have Ss give examples of clothes that are formal (a jacket and tie, a suit) or casual (jeans, a sweatshirt, sweatpants, shorts, tank top, T-shirt, sandals).

LANGUAGE AND CULTURE

- The word *dress* in the definition for *liberal* and *conservative* means clothing of a particular type or for a particular occasion, not *a dress* like a women's garment.
- The words *liberal* and *conservative* also describe attitudes on a broad range of topics, such as politics, economics, and social behavior.

EXTENSION (+10 minutes) Have Ss look through fashion magazines or websites for examples of clothing that is suitable for formal, informal, liberal, or conservative settings. Then Ss can discuss in small groups. Ss may have different opinions.

B READING

Suggested time: 10 minutes | Your time:

- Invite Ss to look at the two pictures. Ask, *Which words from the vocabulary would describe the first picture?* (informal) *The second picture?* (formal) *Would it be appropriate to arrive at the meeting in the second picture, dressed like the people in the first picture?* (no) *What about attending an informal meeting in formal dress?* (It wouldn't be inappropriate, but you could feel uncomfortable.)
- Read the title of the article. Ask, *What does* going abroad *mean?* (going to a foreign country) *What does* on business *mean?* (to do work of some sort) Ask, *Does anyone here travel abroad on business? If yes, do you think about clothing customs?*
- Read the directions. Invite Ss to share their ideas about the meaning of *a dress code*.
- Have Ss listen to the article and read along silently. As they listen, ask them to underline any vocabulary they don't know. Clarify the vocabulary or have Ss use a dictionary. See also the Language and Culture note below.

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

LANGUAGE AND CULTURE

- *Do's and don'ts* are the advice someone gives a person. *Do's* are things a person should do, and *don'ts* are things a person shouldn't do.
- The term *dress code* is often used to describe the required dress in institutions such as schools or specific business offices and is set by the administration or management. It can also be used, as here, to describe an expected (though not formally required) dressing norm.

EXTENSION (+10 minutes) Say, *Look for all the clothing items in the article and circle them.* (suits, ties, a nice pair of slacks, khakis, a dress shirt, a blouse, sweater, a casual skirt, slacks, shorts, tank tops, formal suits, tie, suit jacket, shoes, sleeveless or short-sleeve blouses) Let Ss compare the items in small groups. Bring the class together and invite Ss to come to the board to write the words. To extend the activity further, ask, *Which clothes do you wear often, sometimes, never?* Invite Ss to share.

C IDENTIFY THE MAIN IDEA

Suggested time: 5 minutes | Your time:

- Encourage Ss to first try to identify the main idea without looking at the article. Then have them look at the text if they need to confirm answers.
- Bring the class together and confirm that the main idea is statement 3. Ask, *Why is choice 1 not the main idea?* (This is just a detail.) *Why is choice 2 not the main idea?* (This is just a detail.)

OPTION You can ask Ss to underline where in the article they found support for their answer.

D UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Ss may be able to complete the exercise without looking back at the article. Have them return to the text for any answers they are unsure of. Then go over the answers as a class.

EXTENSION (+5 minutes) Write these terms on the board: *pack, do's and don'ts, dress code, "anything goes", very strict*. Tell Ss to work in pairs to create their own sentences using the terms. Then bring the class together and call on Ss to share.

E APPLY IDEAS

Suggested time: 5 minutes | Your time:

- In pairs, have Ss plan clothes for the various settings. Encourage them to use the vocabulary on pages 86 and 88. Monitor.
- Bring the class together and invite Ss to share their answers.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- In pairs, Ss complete the questionnaire about personal dress codes.
- Tell Ss they can support their choices with reasons or personal examples.
- Bring the class together and have Ss share. Encourage the friendly exchange of ideas as some Ss from some cultures may feel that the rules for men and women should be different. Encourage Ss to agree and disagree in a respectful manner (see the Soft Skills Booster for Unit 3, page 156).

EXTENSION (+10 minutes) To review answers, take a poll. Read each questionnaire item aloud to the class. Have Ss raise their hand if they checked the circle for *me*. On the board, write the total number of Ss who checked each statement. Discuss the results. Ask Ss to explain their answers.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Focus on the picture as a class. Ask, *What is the man wearing?* (a formal suit top and wild shorts) *Why do you think he is dressed like this?* (perhaps he skates to work and then puts suit pants on at work) *[When / Where] do you think you might see people dressed like this?* (for example: in the summer, on the beach)
- Read the directions aloud. Ask a volunteer to read the five settings on the notepad. Make sure Ss understand each one. Ask, *What is an example of a [formal restaurant / casual social setting]?* (formal: answers will vary; casual: a friend's house, a fast-food restaurant)
- In pairs or small groups, have Ss discuss the settings and take some notes. Encourage them to challenge each other and voice disagreement if they don't agree with other Ss from the same country.
- Encourage Ss to use the vocabulary and grammar from the unit as they take notes.
- Invite Ss to read the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
- ✓ using adjectives for describing clothing customs
- ✓ using clothing items from the unit vocabulary to talk about clothing customs

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions aloud. If Ss first want to sort their ideas into a chart, draw a model on the board with the headings *Do's* and *Don'ts*.
- If appropriate, Ss can write a separate set of do's and don'ts for men and women.
- Ss can share ideas with a partner and write down additional ideas.
- Bring Ss' attention to the writing sample at the bottom of the page. Then tell Ss to write five sentences. Walk around and assist as needed.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T151)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Draw two columns on the board with the headings *Appropriate* and *Inappropriate*. Ask, *What is appropriate to wear to English class? What is inappropriate to wear to English class?* Have Ss discuss in pairs. Listen as Ss speak to identify areas for review and extra practice.

Remind Ss of additional vocabulary, reading, and writing practice in their digital resources.

D UNDERSTAND FROM CONTEXT | **Circle the correct word or phrase to complete each statement.**

1 Another way to say "put clothes in your luggage" is (pack / travel).
2 The rules about what to wear are sometimes called clothing (do's and don'ts / mistakes).
3 The rules about appropriate and inappropriate dress are sometimes called a (destination / dress code).
4 When people dress in a business casual style, they wear (more formal / less formal) clothing in an office.
5 Another way to describe an extremely liberal attitude about clothing is ("anything goes" / "very strict").

E APPLY IDEAS | **With a partner, plan your specific clothes for a business meeting in the following destinations. Share your ideas with the class.**

1 a country with a very conservative dress code
2 a country where "anything goes" in casual settings
3 a country where people generally wear "business casual" in offices

COMMUNICATION ACTIVATOR

Now let's describe local clothing customs.

A TALKING POINTS | **With a partner, complete the questionnaire about your personal dress codes.**

WHICH STATEMENTS DO YOU AGREE WITH?	ME	MY PARTNER
It's important to wear nice clothes in a restaurant.	○	○
It's sometimes OK to wear casual clothes to work in an office.	○	○
It's inappropriate for men or women to wear sleeveless clothing in public.	○	○
It's inappropriate for men or women to wear shorts in some places.	○	○
It's OK to wear anything that makes you feel comfortable.	○	○
WHICH BEST DESCRIBES YOUR PERSONAL DRESS CODE?		
I tend to be conservative.	○	○
I tend to be liberal.	○	○
My attitude is "anything goes!"	○	○

B DISCUSSION | **Discuss and write some clothing do's and don'ts for visitors to your country. Use specific kinds of clothing as examples. Agree and disagree about your opinions.**

SOFT SKILLS BOOSTER p. 161

OPTIONAL Underline new words or phrases in the Reading you can use in your Discussion.
Example: "[Women] typically wear . . . "

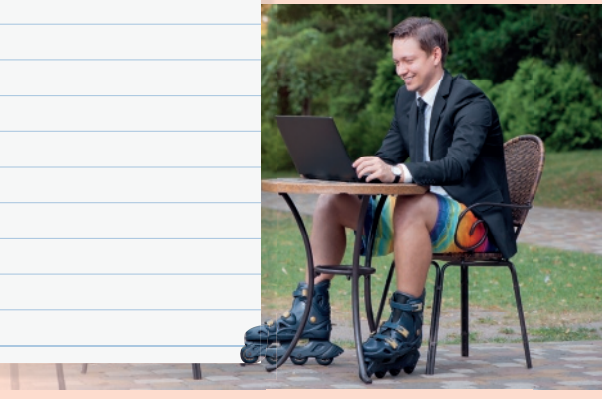
on the street

in a formal restaurant

in an office

in a casual social setting

at a movie theater



WRITING Write an explanation for visitors to your country of the do's and don'ts for appropriate dress.

In this country, dress codes are pretty liberal. However, there are a few rules you should keep in mind. First of all, . . .

WRITING HANDBOOK p. 151
- Connecting ideas with because and since
- Guidance for this writing exercise

Which is THE BEST?

- Take turns with a partner.
- One of you makes a true or false statement about one of the businesses in the ads, using a superlative form of an adjective.
- The other explains why the statement is true or false and corrects any false statement.

Tech World has the best bargains for electronics.

False. The prices at the other two stores are lower. The lowest prices are at . . .





































PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Shop and pay for clothes.
- ☐ Ask for a recommendation for a place to shop.
- ☐ Give directions within buildings.
- ☐ Describe local clothing customs.

Interactive Cool Down

WHICH IS THE BEST?

Suggested time: 45 minutes | Your time:

- Invite Ss to look at the images. Ask, *What are these?* (business ads) *Where might you see these?* (online or in magazines or newspapers)
- To help Ss navigate the ads for the activity, say, *Look at the first row. What kinds of ads are these?* (for shoe stores) Call on Ss to identify each row of ads. (second row, technology stores; third row, restaurants; fourth row, language schools; fifth row, clothing websites; sixth row, shopping malls)
- Read each step of the directions aloud. Study the example as a class. Tell Ss to work individually to find the ad for Tech World and compare it to the other two technology ads. Call on a volunteer to read the example statement. Ask, *Based on what you saw in the three ads, is the statement true?* (no) Ask another volunteer to read the example answer that indicates that the statement is false. Point out to Ss that *bargain* in the first statement is used as a noun: *best bargains*. The Tech Palace ad uses it as an adjective in the phrase *bargain prices*.
- In pairs, Ss take turns making up true or false statements about the ads in each row and responding to the statements.
- Walk around and assist as needed. Make sure Ss are using superlative forms. If Ss get stuck, prompt Ss and offer ideas to make up statements about each set of ads. See some possible statements below.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Possible answers for *Which is the Best?*

Shoe store ads:
X has the best / worst / biggest / smallest selection. X has the most comfortable brands of shoes. Wanda's has the best service.

Electronic store ads:
X has the cheapest electronics. X has the least expensive / the most expensive electronics. X's prices are the lowest / the highest. X has the cheapest / the most expensive TVs. The prices of TVs at X are the lowest / the highest. You can buy the cheapest electronics at. . . . Prices at X are the best / the worst.

Restaurant ads:
"Louie's Restaurant is the most popular restaurant."
(False! Soup Palace is the most popular. There are always lots of customers. Louie's doesn't have many customers.)
"Soup Palace is the least popular restaurant."
(False! Look at the people. They're waiting to go in.)
X attracts the most / the fewest customers.
X has the best food / the most popular dishes.

English language school ads:
X has the most convenient / least convenient location. X is the best location if you travel by train. X is the worst location if. . . .

Clothing websites:
X has the fastest / the slowest / the best / the worst service.

Malls:
X is the biggest / the smallest / the best / the most convenient / the least convenient mall. X has the best / the lowest prices. X is the best mall if you want lunch.

Unit 9 Fitness and Health

WARM-UP	Students frame their ideas on talking about fitness and health, and read an illustrated conversation at a fitness center.	
LESSON 1 **Make a date to get together**	***Vocabulary***	Places for sports, games, and other exercise
	Grammar	*Have to / has to*
	Pronunciation	Sound reduction of *to* in *have to / has to*
LESSON 2 **Suggest how to get in shape**	***Grammar***	Modals *should* and *could*
LESSON 3 **Discuss recreation equipment**	***Vocabulary***	Land and water recreation activities; Collocations with *go*
	Listening skills	Listen for main ideas; Listen for details
	Writing	Write about outdoor recreation
LESSON 4 **Describe accidents and injuries**	***Vocabulary***	Parts of the body
	Vocabulary	Accidents and injuries
	Reading skill	Scan for facts
INTERACTIVE COOL DOWN	*Moving Squares*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Have Ss listen and repeat. Read the question in the directions. Point to the man on the upper right and read what he says.
- Point out each pair of antonyms (opposites): *warm-weather sports / cold-weather sports; indoor activities / outdoor activities; individual sports / team sports.*
- Ask the question in the directions to individual Ss and elicit an answer.

CHALLENGE (+5 minutes) Have Ss brainstorm additional examples of the various types of sports. (For example, warm-weather sports: surfing; cold-weather sports: skiing; indoor activities: gymnastics; outdoor activities: biking; individual sports: swimming; team sports: baseball)

EXTENSION (+5 minutes) In pairs, Ss describe sports for each other to guess. Write a list of sports on the board: *waterskiing, ice-skating, bowling, golf, soccer, hiking, running, biking, tennis, swimming, surfing, basketball.* Higher-level Ss can suggest more sports. Model the activity. Say, *This is a cold-weather individual sport. It is an outdoor activity. Which sport is this?* (ice-skating) The person who guesses makes up the next clues to describe a sport or activity.

LANGUAGE NOTE When two or more words come before a noun they function as a single idea and are often hyphenated. For example: *warm-weather sport, cold-weather sport.* These are examples of compound adjectives. However, a hyphen is not necessary if the compound adjective is placed after the noun. For example: *You play this sport in warm weather.*

UNIT 9

Fitness and Health



Warm-Up

Which kinds of activities are the most fun for you?

PRONUNCIATION | Listen and repeat.



UNIT 9 COMMUNICATION GOALS

Lesson 1
Make a date to get together

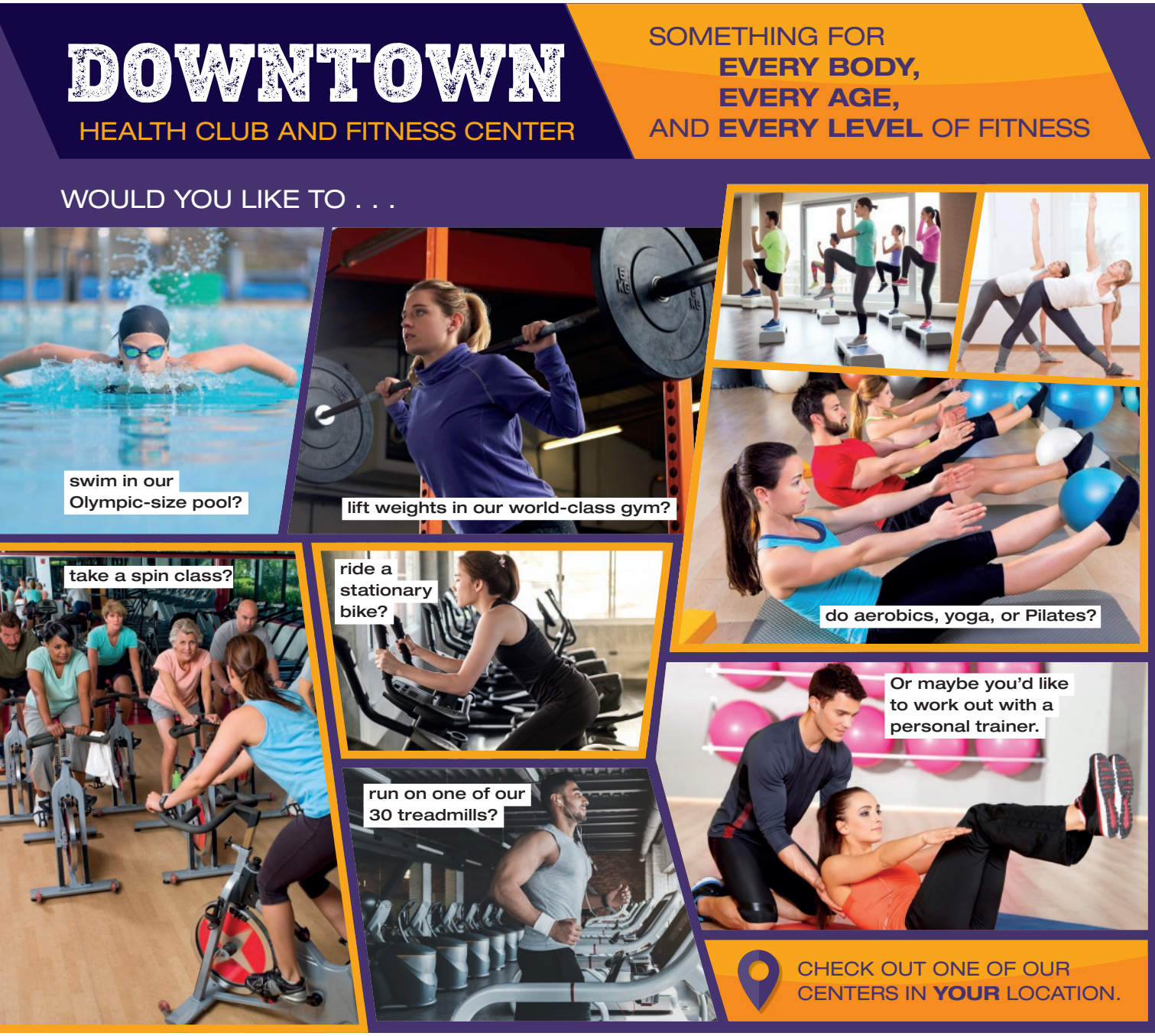
Lesson 2
Suggest how to get in shape

Lesson 3
Discuss recreation equipment

Lesson 4
Describe accidents and injuries

Topic Warm-Up

A EXERCISE | Look at the brochure for a popular health club. Choose two activities you'd like to do.



B VOCABULARY | Exercise activities | Listen and repeat.

swim	do aerobics	do Pilates	ride a stationary bike	work out
lift weights	do yoga	take a spin class	run on a treadmill	

C PAIR WORK | Tell your partner which activity or activities you would like to do at the Downtown Health Club and Fitness Center.

I'd like to swim in that beautiful pool. What about you?

Me? I'd like to take a spin class. It's great exercise.

Topic Warm-Up

A EXERCISE

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the brochure and choose two activities they would like to do.
- Point to the terms *health club* and *fitness center* and discuss them. See the Language and Culture note below.
- Then poll the class. Ask, *Does anyone belong to a health club or fitness center? What do you do there?* If a S says he or she doesn't belong to a health club or fitness center, ask, *Why?* or *What other activities do you like to do instead?*
- Ask, *Does Downtown Health Club and Fitness Center have more than one location?* (yes) *Can people who are not very fit join the gym?* (Yes. The brochure says *every level of fitness.*) *How old do you have to be to join the gym?* (The gym is for every age.)

EXTENSION (+5 minutes) In pairs, have Ss discuss these questions:
Which activities do you think are more challenging? Which are good for beginners?

LANGUAGE AND CULTURE

- *Health club* and *fitness center* are both common and are often used interchangeably, although *fitness* and *health* have different meanings. *Fitness* refers to physical abilities, such as strength, endurance, and coordination. *Health* refers to general medical wellness. Many people associate fitness with health.
- The brochure says, *Something for every body*. The two words are separate (not *everybody*) because the center offers exercise that is appropriate for every type of body; for example, bodies that are physically fit versus bodies that are not fit. If the brochure said *Something for everybody*, the meaning would just be *Something for everyone*. The brochure is playing on words, referring to both meanings.
- A *spin class* (also known as *spinning*) is a group exercise class where participants ride stationary bikes at different speeds, usually to upbeat music.
- *Class* can be used with most health club or fitness center group activities led by a trainer.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss point to the words on the brochure as they listen and repeat.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Call on two Ss to read the example conversation.
- In pairs, Ss discuss the activities they'd like to do at the center.
- Bring the class together to determine the preferred forms of exercise.

EXTENSION (+5 minutes) Ask, *Which activity would you not like to do? Why not?*

Remind Ss of additional vocabulary practice in their digital resources.

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures*. Ask, *Where are the people?* (at a fitness center / at a hotel gym) *How do you know that it's a fitness center?* (There are water bottles and towels.)
- Point to the information about accents in the top right corner.
- After Ss read and listen to the conversation, ask, *Which options for exercise classes do Omar and Martina discuss?* (a spin class, a yoga class, a water aerobics class) *Why does Omar choose water aerobics?* (He can't do his first choice, the spin class; he's not interested in the yoga class; the water aerobics class sounds like a good workout and the time is convenient.)
- Read what Omar says at the top of the third column. Write *strenuous* on the board and elicit the meaning. Invite a S to act out doing a strenuous activity or do so yourself, running in place quickly and breathing hard.
- Then ask, *Can you find a word that means the opposite of strenuous in this conversation?* (relaxing) Point out that *strenuous* and *relaxing* are antonyms, just like the pairs of antonyms on page 97 (warm-weather / cold-weather; indoor / outdoor; individual / team). Point out that many activities could be seen as either strenuous or relaxing, depending on how you do them.

LANGUAGE AND CULTURE

- To *walk in* means to take part without the need for an appointment or registration. The two words can also be hyphenated to form an adjective to put before a noun; for example, *walk-in clinic*, *walk-in customer*.
- Omar says *Like what*? when Martina suggests another option. This expression is used in informal spoken English to ask for examples. It's an abbreviated way of asking, for example, *What kinds of options are there?*
- *By any chance* is used to ask politely whether something is true. This is different than the expression *by chance*, which means not planned by anybody.
- The noun *workout* means a period of fairly strenuous physical exercise. It is related to the verb *work out* that Ss used on page 98. The terms are usually associated with health club / fitness center activities.

EXTENSION Ask, *Which of the three classes would you like to take, and why?*

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in Exercise A. Each exercise item is about one of these expressions.
- Have Ss do the exercise individually, referring to Exercise A as needed.
- Bring the class together and call on volunteers for answers. Return to the Exercise A conversation to clarify the context.

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Point to the categories on the chart. Elicit the meaning of the expression a *good workout* (a good way to exercise the body).
- Call Ss' attention to the list in the **Ideas** box and ask a volunteer to read it. Tell Ss to refer to these ideas to help them think of sports and activities.
- Give Ss a few minutes to fill in their charts individually, and then have them discuss their opinions in detail in pairs. Walk around and assist with vocabulary as needed.

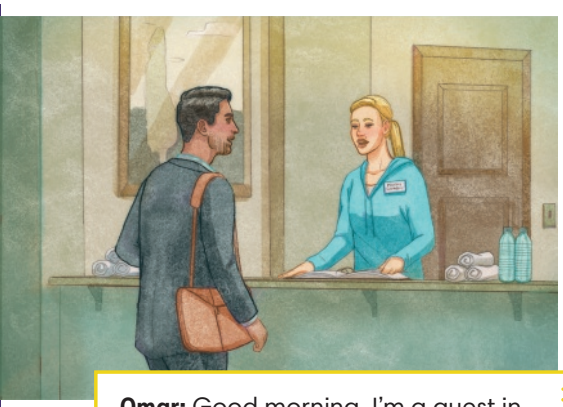
OPTION Ask Ss to complete the exercise without looking back at Exercises A and B. This will confirm their understanding of the featured phrases.

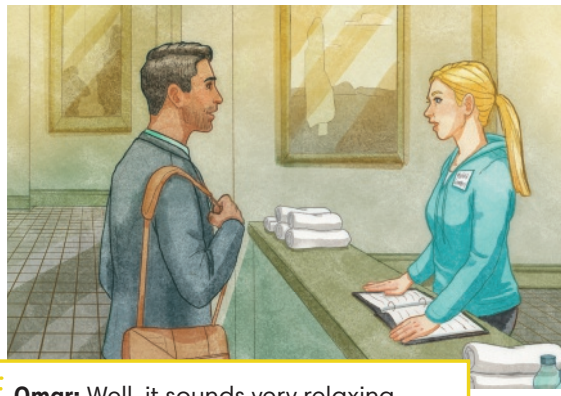
EXTENSION (+5 minutes) Bring the class together to wrap up the Speaking activity. Say, *This will be a True or False quiz*. Have each person make a statement that is true or false about his or her partner's sports and activities preferences. For example: *Yoga doesn't appeal to Amelia*. Have Ss guess if the statement is true or false. Each person should get a turn.

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation at a fitness center in an international hotel. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Omar = Arabic
Martina = German





Omar: Good morning. I'm a guest in the hotel, and I'd like to take the 6 P.M. spin class. Do I have to sign up? Or can I just walk in?

Martina: Let me check. That's a very popular time, so a lot of people come in then.

Omar: Thanks.

Martina: Oh, I'm sorry, sir. That class *is* full. But you could take an earlier one, at 5:00.

Omar: Hmm. No, that won't work. It's a bit too early for me.

Martina: Well, what about another option at 6:00?

Omar: Like what?

Martina: Well, there's a really nice yoga class—yoga's a good way to unwind after a busy day. Does that appeal to you?

Omar: Well, it sounds very relaxing, but I like to unwind with something a little more strenuous. I'm afraid yoga's not really a good fit for me.

Martina: Well, by any chance did you bring your bathing suit? There's a really strenuous water aerobics class at 5:30.

Omar: Water aerobics? Sounds like a good workout. And the time's convenient—I can make that class.

B UNDERSTAND FROM CONTEXT | **Look at the featured words and phrases in Zoom-In. Choose the correct way to complete each statement.**

1 When Omar asks, "Do I have to sign up?" he wants to know if ..... .
(a) he needs to put his name on the list of people who are taking the class
b there's a class at that time

2 When Omar says, "No, that won't work," he means ..... .
a a spin class isn't for him
(b) he can't come to the class at that time

3 When Martina says it's "a good way to unwind," she means ..... .
(a) it helps you relax
b it helps you work hard

4 When Martina asks, "Does that appeal to you?" she wants to know if ..... .
(a) Omar likes the idea of a yoga class
b Omar has another idea

5 When Omar says yoga's "not really a good fit for me," he means ..... .
(a) yoga's not really his style
b he doesn't know what yoga is

6 When Omar says, "I can make that class," he means ..... .
(a) he can go because the time is good for him
b it sounds like a good workout

SPEAKING PAIR WORK | **Complete the chart. Then compare opinions with a partner.**

Sports and activities that . . .

don't appeal to me:	
are a good fit for me:	
are a good workout:	
are a good way to unwind:	

Ideas
- indoor activities
- outdoor activities
- individual sports
- team sports
- warm-weather sports
- cold-weather sports
- relaxing activities
- strenuous activities

1 COMMUNICATION GOAL Make a date to get together

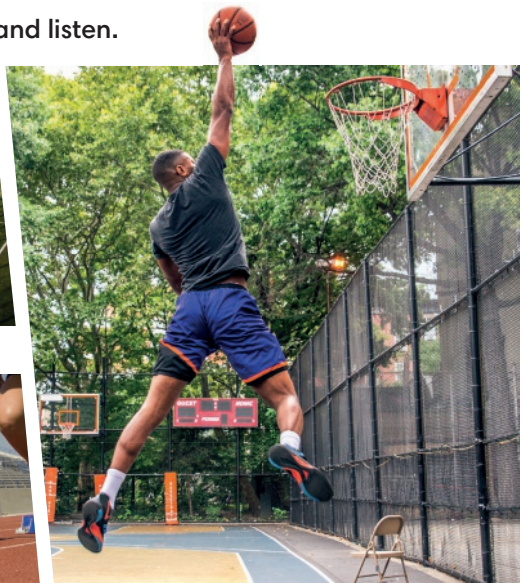
A VOCABULARY | Places for sports, games, and other exercise | Read and listen. Then listen again and repeat.



1 a swimming pool

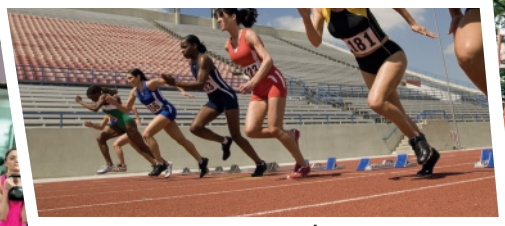


2 an athletic field





3 a gym



4 a track

5 a basketball court



6 a tennis court



7 a golf course

B PAIR WORK | Choose one of the places from the Vocabulary that you sometimes go to. Tell your partner where it is and how often you go there.

> "I go to the basketball court in Stone Park once a week, usually on the weekend. What about you?"

COACH **C** GRAMMAR | Have to / has to

Use have to or has to + the base form of a verb to express a present obligation.

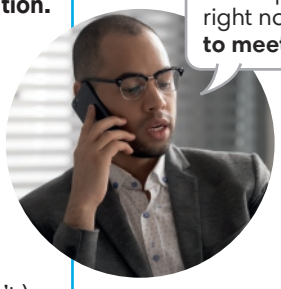
I **don't have to work** late today. I can go out for dinner with you.
You **have to sign up** for the water aerobics class. You can't just walk in.
Teri **has to teach** a Pilates class now. Can she call you back later?
Jeremy **doesn't have to pay** for classes at the club. He's a member.

Use had to + a base form for past obligations.

I'm so sorry I'm late. I **had to go** to the bank.
We **didn't have to get** to the game so early. It started late.

Yes / no questions

Does he **have to go** right home after class tonight? (Yes, he does. / No, he doesn't.)
Do they **have to wear** running shoes at the gym? (Yes, they do. / No, they don't.)
Did she **have to work** late yesterday? (Yes, she did. / No, she didn't.)



GRAMMAR EXPANDER p. 141
Have to / has to
- Form and common errors
- Information questions

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 1 Make a date to get together

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, have them look at the images.
- Play the audio. Then have Ss listen and repeat.
- Elicit one activity for each place. (For example: You swim in a pool. You run on an athletic field.)

LANGUAGE AND CULTURE

- A *sport* is a type of physical activity carried out under a set of rules. A *game* is an activity at a specific time, usually competitive, with two or more players or teams. In a game, players try to reach a goal and beat the other team.
- A *swimming pool* is also referred to as a *pool*.
- An *athletic field* is also referred to as a *field*. The same applies to a soccer field, baseball field, football field, etc.
- The words *course* and *court* are often used without the words *golf* or *tennis* when the name of the sport is understood. For example: *Meet me at the court.*
- A *gym* can be a building with weights, other exercise equipment, and rooms for aerobics and other exercise classes (also known as a health club or fitness center). A *gym* can also be a building for indoor sports, such as basketball (also called a *gymnasium*). Schools typically have a gymnasium where students have gym class.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example answer on the right. Ask, *Where is the basketball court?* (in Stone Park) *How often does the person go there?* (once a week) *When?* (on the weekend)
- In pairs, have Ss follow the example and talk about places in their communities.
- Walk around as Ss speak. For guidance, prompt Ss with questions. Ask or write on the board: *Where? When? How often?*

OPTION At the end of the exercise, ask, *Do any of you go to the same place for sports, games, or other exercise?*

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to what the man in the photo says.
- Read the first rule. Read the examples. Ask, *Is it necessary . . . to work late?* (no) *To sign up?* (yes) *To teach?* (yes) *To pay?* (no)
- Read the second rule and read the examples. Ask, *Was it necessary to go to the bank?* (yes) *Was it necessary to get to the game so early?* (no) To confirm understanding, ask, *What things did you have to do yesterday?* Call on volunteers to answer.
- Read the examples of the *yes / no* questions and answers.

OPTION Say, *Look back at Exercise A on page 99. Find one example of* have to. (Do I have to sign up?) Write the sentence that follows on the board: *Or can I just walk in?* Review that *can* is used to express ability to do something while *have to* is used to express obligation.

EXTENSION (+5 minutes) Write on the board: *What do you have to do this week?* In pairs, Ss ask each other about their obligations. Then ask each pair to tell the class about the partner's obligations. (For example: [Gerry] has to fly to Los Angeles tomorrow for business.)

EXTENSION (+5 minutes) In pairs, have Ss make up a *yes / no* question and answer using *have to* or *had to*. Bring the class together and call on each pair to read their question and answer. Elicit corrections as needed.

GRAMMAR EXPANDER (optional, pages T141–142)

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

OPTION You could do Exercise D after completing Exercise E on page 101, as Exercise E deals with the sound reduction of *to* in *have to*.

- Before Ss listen, elicit that we use rising intonation for the *yes / no* questions.
- Then play the audio. Have Ss read and listen to the examples in the chart.
- Have Ss repeat the examples.

E PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen for the pronunciation change. Then have them listen again and repeat before practicing the sentences with a partner.
- Point out that the *to* in *today* and *tonight* is reduced to /tə/ as well. This happens in unstressed syllables.

LANGUAGE AND CULTURE Many native English speakers pronounce the *v* in *have to* as an *f*, so it sounds like /hæftə/.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the context to decide if an affirmative or negative statement or a question form is needed. Hint to Ss to also think about the tense: *have to* or *had to*.
- Have Ss compare answers in pairs. Then bring the class together and go over the answers.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Remind Ss to practice sound reduction of *to* as they read the conversations in pairs.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Say *Why don't we . . . ?* to make an invitation
- Accept an invitation with *I'd love to*
- Propose a tentative time or place as a question
- Propose an option with *How about . . . ?*

- Have Ss read and listen to the conversation.
- Ask, *What are the two women planning to do?* (go swimming) *Is Sunday afternoon good for Julie?* (no) *Why not?* (She has to drive her parents to the airport.) *Is she free to go on Friday at 6:30?* (yes) *Where are they going to meet?* (at the pool)
- To increase memorability, ask Ss to point out the target vocabulary (places for sports, games, or exercise) and the target grammar (*have to*).
- Call Ss' attention to the **Social language** box for different ways to invite someone. Ask, *Which ones do you usually use?* Review the ways to accept and decline invitations covered on page 17 of Unit 2.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Before Ss listen and repeat, have them scan the conversation for *have to* and circle it.
- Have Ss listen and repeat each line. Make sure Ss
  - reduce *to* to /tə/ in *have to*.
  - use rising intonation for *Sunday afternoon?*
- Monitor as Ss role-play the conversation.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- As a class, brainstorm places Ss could meet. It could be a place for sports, entertainment, or a particular address. Write their ideas on the board.
- Have Ss work in the same pairs as in Exercise B.
- Refer Ss to the vocabulary on pages 98 and 100. Monitor. Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Bring Ss' attention to the **Recycle This Language** box. Encourage Ss to refer to this list and other vocabulary and grammar from the unit.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for sports, games, and other exercise
- ✓ correctly using *have to* and reducing *to* to /tə/
- ✓ using language to make and accept invitations

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *Do you want to play tennis tonight?* Tell Ss that this is a text invitation from a friend. Instruct Ss to decline the invitation and give a reason, and then suggest another day and time. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

COACH

E PRONUNCIATION | Sound reduction of to in have to / has to | Read and listen.
Notice how the pronunciation of to changes to /tə/ when it's not stressed in natural speech.
Then listen again and repeat. Practice the sentences with a partner.

1 I had to play tennis with my daughter today.
2 Charlotte has to teach a yoga class tonight.
3 We have to wait for the aerobics instructor.
4 Ben has to be on time for his Pilates class.

F GRAMMAR PRACTICE | Complete the conversations with a form of have to.

1 **A:** I'd love to see *Yoga Tales* tonight. Would you like to go, too?
B: I definitely would. But *I have to study* (I / study) for a test.

2 **A:** My daughter was sick, so she didn't take her swimming lesson. *She had to stay home* (She / stay home) today.
B: Sorry to hear that. You're right. She should rest.

3 **A:** *Do you have to drive* (you / drive) the kids home from school today?
B: No. Blake's driving them today. I'm driving them tomorrow.

4 **A:** *I don't have to work* (I / not work) tonight! We can go running. How would 6:30 be?
B: Perfect! Let's meet at the park. OK?

G PAIR WORK | Practice the conversations from Exercise F.

COMMUNICATION ACTIVATOR

Now let's make a date to get together.



A CONVERSATION MODEL | Read and listen.

A: Hey, Julie. Why don't we go swimming sometime?
B: I'd love to. When's good for you?
A: Sunday afternoon?
B: Sorry, I can't then. I have to drive my parents to the airport.
A: Well, how about Friday at 6:30?
B: Let me check . . . Yes, that's good for me. Where should we meet?
A: How about at the pool?
B: Perfect. See you there!

Social language
Invite someone with:
Why don't we ___?
Would you like to ___?
Do you want to ___?
How about we ___?

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Role-play the conversation, using real or invented plans.
Choose activities from Warm-Up and Topic Warm-Up, or choose other activities.
Use places from the Vocabulary. Then change roles.

A: Hey, ... sometime?
B: I'd love to. When's good for you?
A: ..... ?
B: Sorry, I can't then. I have to ..... .
A: Well, how about ..... ?
B: Let me check . . . Yes, that's good for me. Where should we meet?
A: How about at the ..... ?
B: ..... . See you there!

KEEP TALKING! ●●●
- Suggest other days and times.
- Ask for and give directions to a place to meet.

Watch the video for ideas!

RECYCLE THIS LANGUAGE
That won't work.
What do you think?
Does that appeal to you?

D CHANGE PARTNERS | Role-play declining and accepting another invitation.

2 COMMUNICATION GOAL Suggest how to get in shape

COACH

A GRAMMAR | Modals should and could

Modals add meaning to the main verb in a sentence.

Use the modal should to give advice.
It's late. You **should go** home.

Use the modal could to present an option.
We **could go** to the pool. Or we **could go** to the beach.

Note: Could is also the past form of the modal can.
I **couldn't play** golf yesterday.

Remember: In statements, follow a modal with the base form of a verb.
We **could sign up** early for the aerobics class. It's at a good time.
You **shouldn't go** to the spin class today. It's too strenuous!

In yes / no questions, the modal comes before the subject of the sentence.
Should I **get** tickets for all of us? (Yes, you should.)
Could I **go running** on a track instead of on the treadmill? (Yes, you could.)



GRAMMAR EXPANDER p. 142
- Should and could: information questions
- Modals: common errors
- Can and be able to: present and past forms

B PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversation. Circle the correct words.



Dana: You know, my husband comes home from work every day with a headache. The doctor says it's just stress.

Sally: Well, exercise (1. can help / has to help) him unwind. He (2. should / can) exercise. (3. Can / Should) your husband swim? There's a nice indoor pool at my gym. I (4. could / have to) invite him.



Dana: He says he hates indoor activities. But he *does* like outdoor activities like hiking and bike riding.

Sally: Well, (5. could he / does he have to) do that after work or on the weekend?

LESSON 2 Suggest how to get in shape

A GRAMMAR

Suggested time: 10 minutes | Your time:

- To begin, focus on the lesson title. Write on the board: *get in shape*. Elicit the meaning (get fit or bring one's body to a good physical condition). Ask, *What do people usually do to get in shape?* (exercise and eat healthy foods) Refer to the Language and Culture note below for more on this structure.
- Ask two volunteers to read the example conversation between the woman and man. Ask, *Which person asks for a suggestion?* (the woman) *Which person presents an option?* (the man)
- Read the first rule and call on a volunteer to read the example. Remind Ss that they used *should* and *shouldn't* to give advice about health in Unit 3, pages 30–31.
- Write the example on the board and point out that it is giving advice: *You should go home*. Write the question that the woman asks on the board: *Where should we go this afternoon?* Explain that here the woman is asking for a suggestion.
- Read the second rule and call on a volunteer to read the example. Elicit additional options for activities. (For example: We could go hiking. We could go on a bike ride.)
- Point out the **Note**. Stress that this example does *not* present an option; it just states what was possible / not possible to do in the past. If necessary, review *can* and *can't* for ability and possibility from Unit 3, page 28.
- Ask Ss to read the third rule and examples individually.
- Finally, read the last rule and tell pairs to read the example questions and answers. Then tell them to make up a few of their own.

LANGUAGE AND CULTURE *To get in shape* means *to get fit* and suggests the person is currently *out of shape* or not fit. *To be in shape* and *to stay in shape* are also common variations of this structure.

EXTENSION (+10 minutes) To check Ss' understanding of following a model with the base form of a verb, write these sentences on the board. Call on Ss to say which ones are correct and incorrect.

1. *Sarah should to try Roy's spin class at the gym.* (incorrect)
2. *You shouldn't go to work when you are sick.* (correct)
3. *We could take the train into the city.* (correct)
4. *You could to go to the doctor tomorrow morning.* (incorrect)
5. *Lada should to talk to her teacher about her failed test?* (incorrect)

GRAMMAR EXPANDER (optional, pages T142–143)

B PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the examples in the chart. Then Ss repeat the examples.
- Monitor as Ss practice.

C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Ask Ss to complete the exercise individually.
- Bring the class together and read the conversation with a higher-level S. Tell Ss to make corrections as they hear the answers. Answer any questions.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Pair Ss and have them read the entire conversation.
- Time permitting, Ss can swap roles and read it again.

Communication Activator

A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Let me think* to give yourself time to think of an answer
- Use *To tell you the truth* to soften a statement of disagreement

- Have Ss listen and read the conversation.
- Ask, *Which expression in Exercise A on page 99 appears in this conversation?* (appeal to someone) To review, elicit that this means to like something.
- Then to check comprehension, ask, *Why are they talking about exercise?* (because Speaker A needs to get in shape) *What does Speaker B suggest?* (tennis or basketball) *What does he say about these sports?* (that they are pretty strenuous) *What types of sports does Speaker A prefer?* (individual sports) *Does he like Speaker B's suggestions for individual sports he can do?* (yes)
- Call Ss' attention to the **Social language** box and read the tip. Model the falling intonation and emphasis on *truth.* Ask Ss to listen and repeat.

LANGUAGE AND CULTURE The expression *Why didn't I think of that?* is used to voice full agreement with someone's suggestion. It means that the idea is so good that the speaker wishes she or he had thought of it first.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss are
  - using emphatic stress on *really* in the first sentence.
  - putting stress on *could* when suggesting tennis or basketball.
  - putting stress on *I* in *Why didn't I think of that?*

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss look back at the vocabulary on pages 97–98. They can note down the sports on a separate sheet of paper for reference. Also refer them to the grammar on page 102. Be sure to reinforce the conversation strategies and pronunciation tips in Exercises A and B above.
- Point out rising intonation for the abbreviated question *Any suggestions?* and falling intonation for *What kind of exercise appeals to you?* Explain that Speaker B has an enthusiastic, helpful tone. Speaker A's final line has an excited tone. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each idea in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are

- ✓ using the modals *should* and *could* for making suggestions and presenting options
- ✓ using *To tell you the truth* to soften a statement of disagreement
- ✓ using vocabulary for different categories of fitness activities

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *I'm looking for fitness options here in Springfield. Any suggestions? Thanks! Judy* Instruct Ss to respond to the social media post with 4–5 sentences suggesting things Judy could or should do and where she could do them. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.





Dana: I guess he (6. can / could), but I think he (7. shouldn't / has to) buy a new pair of hiking boots. He (8. doesn't have to / can't) wear his old ones. They're too tight.

Sally: What about a bicycle? Does he have one?

Dana: No, unfortunately, he doesn't.

Sally: Well, we have an extra one. He (9. has to / could) use that instead of buying one.

Dana: That's so kind of you. Thanks a million!

D PAIR WORK | Practice the conversation from Exercise C.

COMMUNICATION ACTIVATOR

Now let's suggest how to get in shape.



A CONVERSATION MODEL | Read and listen.

A: I really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like outdoor activities.

B: You could play tennis or basketball. Those are pretty strenuous.

A: To tell you the truth, I prefer individual sports.

B: OK! Well, you should go bike riding or running. You can do those every day.

A: And they're a great workout! Why didn't *I* think of that?

Social language
Use "To tell you the truth" to soften a statement of disagreement.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Say what you prefer. Then change roles.

A: I really have to get in shape! Any suggestions?

B: What kind of exercise appeals to you?

A: Let me think . . . Well, I like ..... activities.

B: You could ..... or ..... . Those are pretty ..... .

A: To tell you the truth, I prefer ..... .

B: OK! Well, you should ....

KEEP TALKING! ●●●

- Suggest other activities.
- Suggest a location.

Watch the video for ideas!

D CHANGE PARTNERS | Change the conversation again.

3 COMMUNICATION GOAL Discuss recreation equipment

A VOCABULARY | Land and water recreation activities; Collocations with go | Read and listen. Then listen again and repeat.

LAND ACTIVITIES


walking / go walking


rock climbing / go rock climbing


mountain biking / go mountain biking


camping / go camping

WATER ACTIVITIES


kayaking / go kayaking


sailing / go sailing


fishing / go fishing


paddleboarding / go paddleboarding

And remember:

(go) hiking	(go) sport fishing
(go) running	(go) surfing
(go) snorkeling	(go) swimming

B PAIR WORK | Tell your partner which of the activities from the Vocabulary you do and which you don't do.

> "I go mountain biking in the national park. I never go camping."

C LISTEN FOR MAIN IDEAS | Listen to the episode of *Let's Be Practical*. Which of the following is Clemson's main idea?

a Vacations with exciting activities can be very expensive.
b The problem with health clubs is that you have to exercise indoors.
(c) It's not necessary to take an expensive vacation to enjoy outdoor recreation.


Let's Be Practical host Clem Clemson

D LISTEN FOR DETAILS | Listen again. Check the statements that agree with what Clemson says.

- ☑ 1 Many people think vacations with a lot of outdoor activities are appealing.
- ☑ 2 One reason vacations are expensive is because of air travel.
- ☑ 3 Most people need some training if they want to go sport fishing, snorkeling, or surfing.
- ☐ 4 The activities you do on a vacation can keep you fit all year long.
- ☑ 5 It's important to exercise all year round, not just on a vacation.
- ☑ 6 Outdoor activities are more appealing than indoor activities.
- ☑ 7 Walking and going to the beach can be just like a mini-vacation.
- ☐ 8 If you have a little money to spend on exercise, it's better to spend it in a health club than to buy a paddleboard or a mountain bike.

LESSON 3 Discuss recreation equipment

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the lesson title. Explain that *recreation* is a general term referring to activities that you do for fun. *Equipment* means the things that you need to do a particular activity.
- Give Ss a few minutes to look at the land and water activities. Answer any questions.
- Read the vocabulary topic. Write on the board: *Collocations with go.* Review that a *collocation* is two or more words commonly used together.
- Review the collocations from previous units in the **And remember** box. (*go hiking* and *go running* – Unit 9 Warm-Up and Lesson 1; *go snorkeling, go sport fishing,* and *go surfing* – Unit 7 Topic Warm-Up; *go swimming* – Unit 3, page 29)

EXTENSION (+10 minutes) Write the following vocabulary on the board:

land / water activities
warm-weather / cold-weather sports
individual / team sports
relaxing / strenuous activities

In pairs, have Ss name different sports to each other and then use the various categories to describe them. Model an example. Write on the board: *swimming in the ocean: This is a [warm-weather sport / water activity]. I think it's a relaxing activity.*

LANGUAGE AND CULTURE

- In some parts of the world kayaks (as depicted here) and canoes (a similar small boat that sits higher in the water) are both referred to as *kayaks*. In the U.S. there are separate words for each type of small recreational boat.
- Modern paddleboarding originated in Hawaii. It is a relatively new sport, but it's gaining popularity among people of all ages.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example.
- Then have Ss discuss in pairs which activities they do and which they don't do. They can use either *don't* or *never* for the activities they don't do.

OPTION Draw a chart listing the Exercise A activities in the first column. Poll Ss. Ask who does and never does the various activities. Fill the numbers in the chart. Then determine the most popular and least popular activities.

OPTION (+5 minutes) Ask Ss to explain why they do certain activities and why they don't do others. Suggest they say as much as they can, to activate vocabulary. Ideas:

I [go camping] on the weekend.
It's fun! / It's great exercise.
It's a good way to unwind.
I can do it [alone / with friends].
I'm scared to do it.
I don't do this, but I would like to.
I would like to learn / try . . .

C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Before Ss listen, have them read through the answer choices. Invite Ss to predict which statement is the main idea and draw a small check mark in pencil next to it.
- Have Ss listen and check the correct answer.
- Go over the answer as a class. Ask, *Why are answers* a *and* b *not the main idea?* (The information in *a* is just part of the main idea. The information in *b* is just a detail, not the main idea.) Replay the audio if appropriate.

LANGUAGE AND CULTURE

- To *be practical* (as in the title of the program *Let's Be Practical*) refers to making sensible decisions and dealing effectively with problems or situations.
- *Pricey* means *expensive*.
- Clem Clemson uses *appeal* in two forms: *You have to find activities that appeal to you* and *What's appealing to me?* In the second use, the verb *appeal* is made into an adjective.
- Clemson uses long, creative descriptions:
  "It usually takes an airline ticket to get where you're going." = You have to fly.
  ". . . or you'll spend more time in the water than on your surfboard." = you'll keep falling in the water
  "And almost no kind of weather stops me. I don't dislike cold, cloudy days, and I don't hate hot weather either." = He exercises in all kinds of weather.

D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Let Ss first preview the items and see which ones they can answer. Then have them listen again for the specific details.
- Ask Ss to compare their answers in pairs. Then go over the answers as a class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask Ss to skim the recreation equipment on the page.
- Have them listen and repeat.
- Focus on the example responses for the first item. Ask, *What is this? What activity is it used for?* Ask a volunteer to read the three statements. Review that *could* is used to present an option; *should* is used to express advice; *have to* is used to express obligation. Ask, *Is it possible to play tennis without a racket?* (no) Say, *For that reason we check* You have to use this!
- After Ss complete the exercise, have them compare answers in pairs.
- Expect Ss to disagree about which items are necessary and which are optional. For example, Ss might not agree on whether running shoes and hiking boots are necessary. A life vest will be seen as more essential. A bathing cap will probably be seen as an option. A fishing rod will obviously be essential. There may be disagreement about a helmet. Encourage lively discussion.

EXTENSION (+5 minutes) Ask, *Which recreation equipment is used for land activities? Which equipment is used for water activities?* (land activities: tennis racket, mountain bike, helmet, tent, hiking boots, running shoes; water activities: kayak and paddle, sailboat, fishing rod, surfboard, bathing cap, life vest)

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Ask two volunteers to read the conversation.
- Walk around as pairs discuss the equipment needed for the various activities. Assist as needed.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using collocations with *go* for land and water activities
✓ using vocabulary for recreation equipment
✓ describing which equipment you *could / should / have to* use for various sports

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Tell Ss to brainstorm ideas individually and take notes.
- Then have them share ideas with a partner and write down additional ideas.
- Focus Ss' attention on the writing sample at the bottom of the page. Then tell Ss to write about outdoor activities they like and dislike. Walk around and assist as needed. Encourage Ss to incorporate some recreation equipment when talking about the activities.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T152)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Tell Ss to close their books and write their names on sheets of paper. Tell them to write the numbers *1–5*. Dictate these words: *1. mountain biking; 2. camping; 3. kayaking; 4. sailing; 5. fishing*. Tell Ss to recall the equipment from the lesson and write the name(s) of the equipment next to each activity. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's discuss recreation equipment.

A TALKING POINTS | Listen and repeat the names of the equipment. Write an activity for each piece of equipment. Then check the statement that you agree with.



a tennis racket

activity: tennis

- ○ You could use this.
- ○ You should use this.
- ☑ You have to use this!



a mountain bike

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a helmet

activity: _____

- ○ You could wear this.
- ○ You should wear this.
- ○ You have to wear this!



a tent

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a kayak and a paddle

activity: _____

- ○ You could use these.
- ○ You should use these.
- ○ You have to use these!



a sailboat

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a fishing rod

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



a surfboard

activity: _____

- ○ You could use this.
- ○ You should use this.
- ○ You have to use this!



hiking boots

activity: _____

- ○ You could wear these.
- ○ You should wear these.
- ○ You have to wear these!



running shoes

activity: _____

- ○ You could wear these.
- ○ You should wear these.
- ○ You have to wear these!



a bathing cap

activity: _____

- ○ You could wear this.
- ○ You should wear this.
- ○ You have to wear this!



a life vest

activity: _____

- ○ You could wear this.
- ○ You should wear this.
- ○ You have to wear this!

B PAIR WORK | Compare responses in Talking Points. Do you agree about necessary equipment?

If you go mountain biking, you have to have a mountain bike and you have to wear a helmet.

To tell you the truth, I don't think a helmet is really necessary.

WRITING

Write two paragraphs about outdoor recreation. In the first paragraph, write about your favorite activities. In the second, write about the activities that don't appeal to you.

I love outdoor activities. My favorite is hiking. I go hiking almost every weekend with my brother. We just get up, put on our hiking boots, and . . .

WRITING HANDBOOK p. 152
- The paragraph
- Guidance for this writing exercise

4 COMMUNICATION GOAL Describe accidents and injuries

A VOCABULARY | Parts of the body | Read and listen. Then listen again and repeat.



two **feet**
BUT one **foot**

B VOCABULARY | Accidents and injuries | Read and listen. Then listen again and repeat.



1 He **burned** his finger.



2 She **hurt** her back.



3 She **cut** her hand.



4 He **broke** his arm.



5 He **fell** down.

Base form		Past form
burn	→	**burned**
hurt	→	**hurt**
cut	→	**cut**
break	→	**broke**
fall	→	**fell**

C READING | Read about physical therapy. What's one way a physical therapist can help a patient with an injury?

YOU SAY YOU WANT TO BE A PHYSICAL THERAPIST?



Read "A day in the life" of physical therapist Martha Roberts.

I'm a physical therapist, and I specialize in exercise therapy for sports injuries. Each day, I work with seven or eight patients in my center, which looks sort of like a gym. I have special therapy tables and exercise equipment. The exercises help patients walk, work, and carry on their normal activities without pain.

How can exercise therapy help? Well, let's say you go rock climbing in the rain and you fall and break a bone in your leg. You're in a lot of pain. Your companions take you to the hospital, where a doctor sets the broken bone and puts your leg in a cast so the bone can heal. You get crutches so you don't have to walk on that leg, and you can let the broken leg rest.



Patient with leg in a cast, walking with crutches

I always tell my patients, "Bodies *want* to move." If you don't move, your muscles get weak. So after six to eight weeks in a cast and not moving, your muscles need to wake up and get moving to be strong again. The only thing that can make that happen is exercise.

My training taught me how to choose the exact *right* exercises for each injury and make sure my patients do the exercises correctly and without pain. I advise them to practice the exercises several times a day between their visits to my office. This helps my patients get strong again so they can get back to their regular activities—even rock climbing!—if that's what they want to do.

Not all physical therapists specialize in sports injuries, but I do, and I love my work. I can help my patients get active again fast.

LESSON 4 Describe accidents and injuries

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to keep their books closed. Ask them to name as many body parts as they can as you point to parts of your body.
- Then let Ss open their books and look at the labels on the man. Review any body parts Ss could not name.
- Play the audio and have Ss read and listen. Then have Ss listen and repeat. Direct Ss' attention to the note about *one foot* and *two feet*.

EXTENSION (+5 minutes) Ss can quiz each other in pairs by calling out body parts and having the partner point to the parts on his or her body.

B VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss skim the images.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Point to the note about past forms. Play the audio for this note and have Ss listen and repeat. Ask, *Which forms are irregular?* (hurt, cut, broke, fell) *How do you know?* (The past form does not end in *-ed*.)

C READING

Suggested time: 15 minutes | Your time:

- Read the directions. Write on the board: *physical therapy*. Ask, *What is physical therapy?* Write Ss' ideas on the board.
- Then read the title of the article. Direct Ss' attention to the images and read the caption of the left-hand image. Ask, *Why do you think the man is walking with crutches?* (He broke his ankle.)
- Read the target question in the directions: *What's one way a physical therapist can help a patient with an injury?* Invite Ss to make predictions. (For example: A physical therapist can show the patient exercises he or she can do to recover from an injury.)
- Have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify the vocabulary or have Ss use a dictionary. See also the Language and Culture note below.
- Return to the target question. Ask, *How can a physical therapist help a patient with an injury? What does the article say?* (A physical therapist can help choose the right exercise for an injury and make sure the patient is doing it correctly.) Ask, *Were your answers earlier similar to this?*

OPTION (+5 minutes) In pairs or small groups, have Ss take turns reading the article aloud. Ask Ss to switch roles section by section.

LANGUAGE AND CULTURE

- *Sort of* means *in some way*; it is used when you are trying to describe something but are having difficulty finding the right word(s).
- *To set a broken bone* means to put the two ends of a broken bone back into the correct position so that they can grow into one piece again.
- *Your muscles need to wake up* means your muscles need to start working again after being inactive for a long time.

D SCAN FOR FACTS

Suggested time: 10 minutes | Your time:

- Encourage Ss to try to do the exercise without looking back at the article. Then have them look back at the article to look for any answers they don't know.
- After Ss complete the exercise, go over the answers as a class. Call on Ss to read the completed statements aloud.

EXTENSION (+5 minutes) Invite Ss to write or orally give a summary of the article using Exercise D for guidance. Ss can work in pairs for oral summaries.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask a volunteer to read the notepad headings and sample notes.
- Have Ss complete the notepad information with their own information. Tell them to fill out only the information that applies to them.
- Walk around and assist with vocabulary as needed.

B PAIR WORK

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Ask two Ss to read the example conversation. Pointing to each category on the notepad, ask, *What was her injury?* (She broke her foot.) *When did it happen?* (last summer) *Where was she?* (on vacation in Europe) Say, *The man asks* Did you have to go back home? *What does it mean?* (He's asking if she continued her vacation after she broke her foot.)
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit as they talk.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board. Encourage Ss to use the expressions in their discussions.
- In pairs, have Ss use the information from their notepad to discuss accidents and injuries.
- Bring the class together and ask pairs to share.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for parts of the body, and accidents and injuries
- ✓ describing times when and places where accidents happened
- ✓ responding empathetically to their partner's stories of injuries and accidents

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on sheets of paper. Write on the board: *You are on a bike tour in the mountains, and you just fell off your bike and broke your leg. Write a text message to either your parents or a friend to tell them what happened.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary and reading practice in their digital resources.

D **SCAN FOR FACTS** | **Circle the correct answer to complete each statement, according to the Reading.**

1 Martha Roberts works in ..... .
- a a gym
- (b) a physical therapy center

2 Her work is to help ..... .
- (a) patients with injuries
- b set broken bones

3 She chooses ..... that can help each patient with his or her specific injury.
- (a) exercises
- b sports

4 A physical therapist gets special ..... so he or she knows how to treat each patient.
- a exercise
- (b) training

5 Ms. Roberts uses ..... in her physical therapy.
- (a) special tables and equipment
- b casts and crutches

6 When you wear a cast, your muscles ..... .
- (a) don't move
- b don't rest

7 If you don't use your muscles, they can get ..... .
- (a) weak
- b painful

8 After they finish their physical therapy, patients can ..... .
- (a) go back to their normal activities
- b continue therapy

COMMUNICATION ACTIVATOR

Now let's describe accidents and injuries.

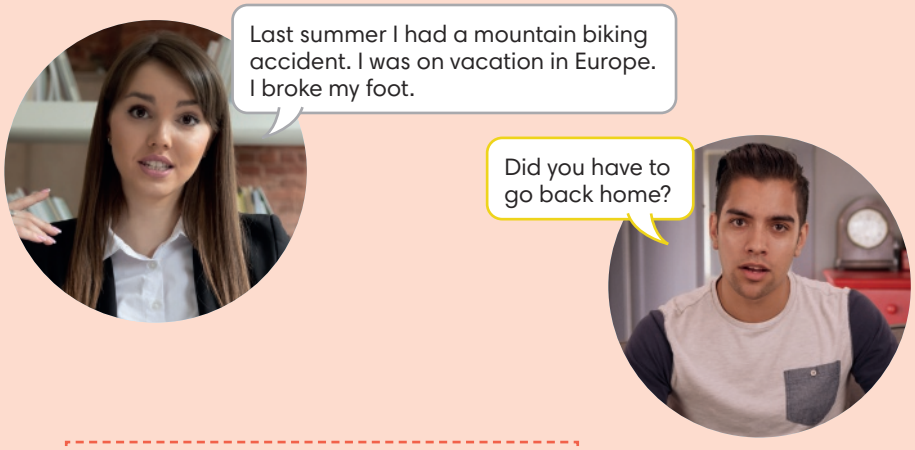
A **TALKING POINTS** | **Complete the notepad with injuries and accidents.**

Injury	When did it happen?	Where were you?
I burned my *arm.*	*last night*	*I was in my kitchen.*

Injury	When did it happen?	Where were you?
I burned my		
I hurt my		
I cut my		
I broke my		
I fell down.		

B **PAIR WORK** | **Tell your partner about your accidents and injuries. Use your notepad for support. Say as much as you can.**

SOFT SKILLS BOOSTER p. 162



OPTIONAL Underline new words or phrases in the Reading you can use in your Pair Work. Example: "If you don't move, . . ."

RECYCLE THIS LANGUAGE

Statements
I was in a lot of pain.
I had to go to the hospital.
They gave me a cast.
I had to use crutches.
I needed physical therapy.
I'm [OK / not OK] now.

Responses
I'm sorry to hear that.
That's too bad.
Oh, no!
I'm sorry.
Feel better!
You should ___ .
You could ___ .

MOVING SQUARES

Form two teams, two partners each. Place a coin for each team on START. Flip a coin to see which team goes first.
Team 1 flips a coin: heads = advance one square; tails = advance two squares. When you land on a square, follow the directions there to begin a conversation. Team 2 corrects any errors. Then it's Team 2's turn to flip the coin and advance. Continue play until one team reaches FINISH. That team wins.

Start

Invite your partner to

Ask where.

Politely decline an invitation to

Suggest another time or day.

MOVE FORWARD TWO SQUARES.

Tell your partner he or she needs a helmet to

Disagree with the advice.

Tell your partner about an injury or accident you had at work or school.

Express sympathy.

Ask your partner about the kinds of outdoor activities he or she prefers.

Answer.

Tell your partner why you prefer indoor (or outdoor) activities.

Express your own opinion in response.

MOVE FORWARD THREE SQUARES.

Invite your partner to

Accept the invitation.

Tell your partner one thing you are doing to get in shape.

Make two other suggestions with could or should.

Suggest a place to meet to

Suggest a different place.

MOVE BACK THREE SQUARES. MISS A TURN.

Invite your partner to

Tell your partner the equipment he or she should use or wear.

Tell your partner about an injury or accident you had at home.

Give your partner advice.

Invite your partner to

Tell your partner the equipment he or she has to use or wear.

Finish

Hints

Why don't we ___ sometime?
What should I do?
Well, what / how about ___?
I'm sorry. I can't then.
How about we ___ sometime?
Do you mean it?
I have to ___.
You should ___.
You could ___.
Do you want to ___ sometime?
See you there!
Let me check.
I actually hate ___.
I like ___ better.
I totally do.
Where should we meet?
Would you like to ___ sometime?
That's fine.
That's good for me.
At the [park], OK?
That's a good idea.

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Make a date to get together.
- ☐ Suggest how to get in shape.
- ☐ Discuss recreation equipment.
- ☐ Describe accidents and injuries.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

Interactive Cool Down

MOVING SQUARES

Suggested time: 45 minutes | Your time:

- Form teams consisting of two pairs. If there is an odd number, a team can have more than two people. Tell each team to find a small object to use as a game piece.
- Flip a coin to see which team will go first. Then read the directions. Refer Ss to the diagram on page 84 that illustrates flipping a coin to decide how many squares to move.
- Focus Ss' attention on the **Hints** list in the middle of the game. Tell Ss to scan this list if they're not sure how to begin or continue a conversation.
- Have teams start their game. Make sure Ss understand that the two partners in a team have to speak to each other. Monitor and assist until Ss understand the game.
- Then walk around and listen for correct uses of the unit grammar and vocabulary. Encourage Ss to move along if they take too long in their conversations.

OPTION Model a conversation for the first square with a higher-level S. For example:

A: Why don't we go swimming sometime?
B: I'd love to. Where should we go? Berkley Sports Club?
A: Sure, that sound good. Tomorrow at 2:00?
B: OK. Don't forget your bathing cap.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Unit 10 Life Goals and Plans

WARM-UP	Students frame their ideas on talking about goals and plans, and read an illustrated conversation between a husband and wife.	
LESSON 1 **Express wishes for the future**	***Vocabulary***	Wishes for the future
	Grammar	*Would like* + an infinitive
LESSON 2 **Plan a business or social event**	***Vocabulary***	Organizing a business or social event
	Grammar	*Be going to* + base form
	Pronunciation	*Be going to* + base form
LESSON 3 **Describe ways to make a dream come true**	***Reading skills***	Understand from context; Infer a point of view
LESSON 4 **Discuss what makes a job attractive**	***Vocabulary***	Job benefits
	Listening skills	Listen to confirm content; Listen for details; Make personal connections
	Writing	Describe your idea of a perfect job
INTERACTIVE COOL DOWN	*Twenty Questions*	

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

Warm-Up

Suggested time: 5 minutes | Your time:

- To begin, ask a volunteer to read the unit title. Write on the board: *goal* and *plan*. Elicit or explain that a *goal* is something that you hope to achieve for the future. Then elicit or explain that a *plan* is a set of actions for achieving something for the future.
- Give Ss a few minutes to look at the photos. Ask volunteers to read what the woman at the bottom is thinking and read the phrases on each photo.
- Focus Ss' attention on the questions: *Which of the three life goals do you find the most appealing? Why?* If needed, clarify the expression *find the most appealing*. Point to each photo reiterating that each shows a life goal.
- Call on Ss to share which goal best matches what they want in life.

EXTENSION (+5 minutes) Ask, *Does anyone have more than one of these goals? All three goals?* Lead a class discussion.

LANGUAGE AND CULTURE The expression *a ton of [something]* is an informal expression used to mean *a large number or amount. Ton* is a unit of weight. In the U.S. and Canada, 1 ton is equal to 2,000 pounds or approximately 900 kilograms. In other parts of the world, 1 ton (or *tonne*) is equal to 1,000 kilograms (which is called a *metric ton* in the U.S. and Canada, and is equal to approximately 2,200 pounds).

UNIT 10

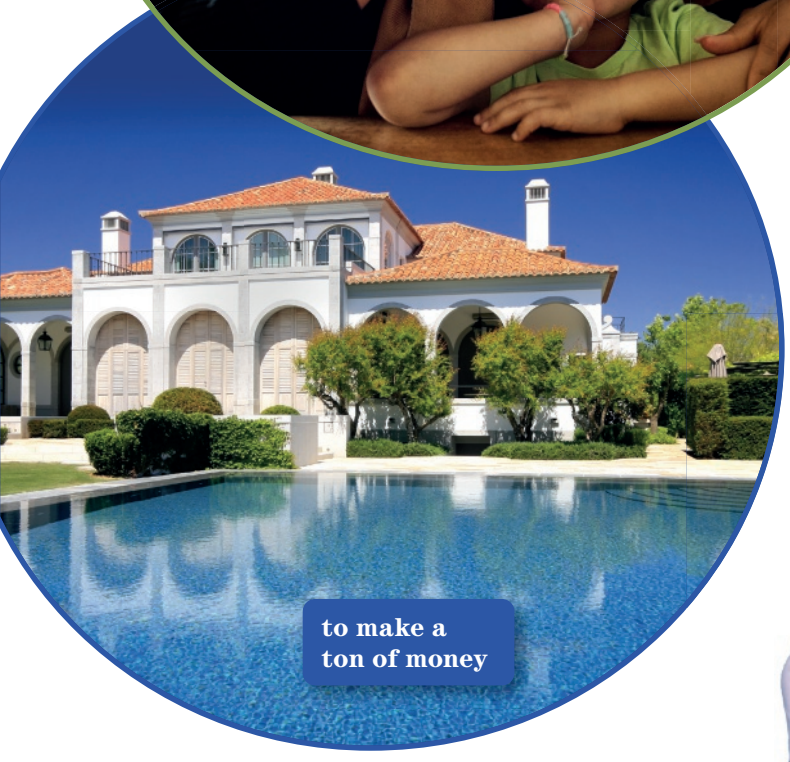
Life Goals and Plans

Warm-Up

Which of the three life goals do you find the most appealing? Why?









UNIT 10 COMMUNICATION GOALS

Lesson 1 Express wishes for the future

Lesson 2 Plan a business or social event

Lesson 3 Describe ways to make a dream come true

Lesson 4 Discuss what makes a job attractive

Topic Warm-Up

A SUCCESS | Take the self-test.

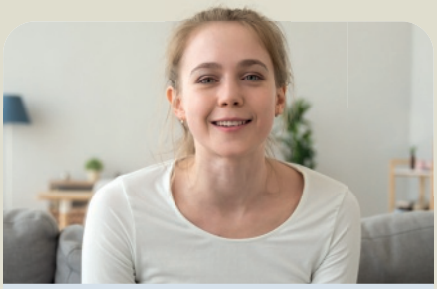
WHAT MAKES **PEOPLE SUCCESSFUL?**

Check the opinions you agree with. Write an x on the ones you don't.



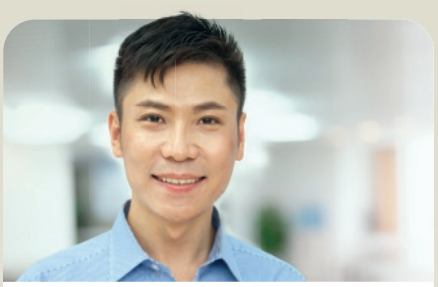
ADAM ○

"I hate to say it, but you need help from friends or family—or you're never going to be successful in life. No one does it alone."



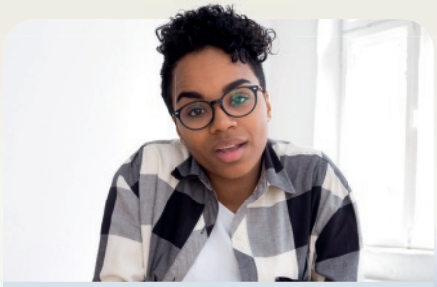
KATHERINE ○

"I think it's necessary to have lots of money. People who don't have money are never successful. That's just the way it is."



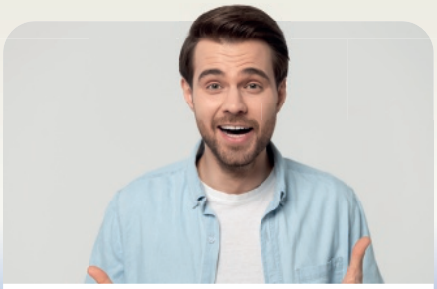
KEVIN ○

"In my opinion, anyone can be successful. If you work hard, no way you're not going to be successful."



GRACE ○

"If you're not succeeding, you should change the way you usually do things. No offense, but you can't just keep doing things the same way and expect different results."



CASEY ○

"I think it's important to take small steps until you feel ready to take the big ones. That's the best way to be successful."



SOPHIE ○

"Don't let anyone tell you you can't succeed. They're just being negative. Believe in yourself. It's best to keep your ideas to yourself."

MY OWN OPINION

"

"

B PAIR WORK | Compare your choices. Support your choices with examples from your life or the news.

Topic Warm-Up

A SUCCESS

Suggested time: 15 minutes | Your time:

- Read the title *What makes people successful?* and write it on the board. Call on Ss to brainstorm short answers to this question. Write everyone's ideas on the board.
- Then give Ss time to read each quote. Tell them to write check marks next to the ideas they agree with. Write the check mark symbol on the board as a reminder. Walk around and clarify vocabulary or concepts. Refer to the Language and Culture note below as needed. Then tell Ss to write in the white box their own opinion about how to be successful.
- To check Ss' understanding, bring the class together and have Ss look at the opinions again. Ask:
  Who thinks success is about money? (Katherine)
  Who believes in taking small steps first? (Casey)
  Who thinks anyone can be successful? (Kevin)
  Who thinks you need help from other people? (Adam)
  Who says changing the way you do things can result in success? (Grace)
  Who says that you shouldn't listen to negative people? (Sophie)

LANGUAGE AND CULTURE

- *I hate to say it* is an expression used when saying something that you do not want to say because, for example, you wish it weren't true.
- Kevin says, *If you work hard, no way you're not going to be successful. No way . . . not* is a way of using two negatives to make a positive and suggest that the opposite will happen—in this case, *you are going to be successful.*
- *No offense* is an expression used to tell someone that you hope that what you are going to say will not upset them.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and have Ss work in pairs. Model an example if needed. For example: *I disagree with Katherine. I don't think money defines success at all. I had a job that paid a lot of money, but I was bored. Luckily, I changed jobs, and even though I make less money now, I am happier.*
- Walk around to prompt discussion. Encourage Ss to share their own opinions of success.
- Bring the class together and invite volunteers to share ideas.

EXTENSION (+5 minutes) Ask, *Who is the most successful person you know? What is this person's opinion of success? Is it similar to the opinion of any of the people on page 110? Is luck important for success—for example, being at the right place at the right time?*

Language Warm-Up

A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *Look at the pictures.* Ask, *Where are these people?* (at work)
- Point to the information about accents in the top right corner.
- After Ss read and listen to the conversation, ask:
  What is these people's relationship? (They are husband and wife.)
  Do they work far away from each other? (No, Jake suggests meeting in twenty minutes.)
  Why does Nicole decline the invitation? (She has to prepare for a meeting.)
  How late is Nicole going to work? (for another hour or two)
  What does Jake think Nicole's supervisors should do? (promote her to group manager)
  What kind of food is Nicole going to get from the machine? (She doesn't say—maybe a sandwich or chips.)
  Is Jake going to pick up Nicole later? (Yes, he tells her to call him when she's done.)

LANGUAGE AND CULTURE

- *Honey* is used to address someone you love, usually your partner or kids.
- *Tons* (similarly to *a ton of* as seen in the Warm-Up) means *a lot.*
- *To give someone a hand* means *to help.*

B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Before Ss do the exercise, have them skim the underlined expressions in the Exercise A conversation. Each exercise item is about one of these expressions.
- Have Ss do the exercise individually, referring to the conversation as needed.
- Bring the class together and call on volunteers for answers. Return to the conversation to clarify the context.

SPEAKING | GROUP WORK

Suggested time: 10 minutes | Your time:

- Say, *There are different areas of life where you can be successful.* Call on a volunteer to read the categories on the chart: *love, studies, career, family.*
- Call on a volunteer to read the example tip to the right of the chart aloud.
- Tell Ss to write tips for the different categories. Walk around as Ss work and assist as needed.
- Then have Ss discuss their tips in groups. Each group can present the best tips to the class.

EXTENSION (+5 minutes) Lead a class discussion. Ask, *Which of the four areas do you think you are most successful in? How did you become successful?*

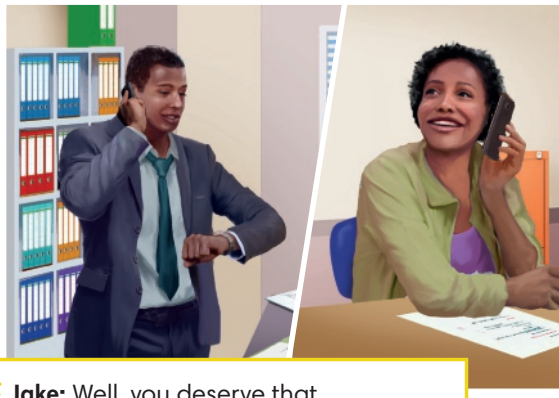
CHALLENGE (+5 minutes) Say, *Imagine you are successful in each of these four areas, but then something goes wrong.* Ask, *What can go wrong in love?* (For example: You get divorced or you separate from someone.) *In your studies?* (You fail a class.) *In your career?* (You don't like someone you work with.) *In your family?* (Someone gets sick.) *Ask, Is success about always having everything you want? Or is success also about accepting that sometimes things don't go your way?* Invite Ss to discuss. As a class, brainstorm how problems can help us grow and change. (For example: You can learn to value what you have and try something new when things don't work out exactly how you wanted.)

Language Warm-Up

A ZOOM-IN | **Read and listen to a conversation between a husband and wife. Notice the featured words and phrases.**

UNDERSTAND A VARIETY OF ACCENTS
Jake = American English (regional)
Nicole = American English (standard)





Jake: Hi, honey, it's me. How about we meet in twenty minutes and grab a bite at that new restaurant on King Street?

Nicole: Sorry, I can't. Believe me, I'd love to call it a day. But remember that meeting I told you about? It's next week, and I still have tons to do.

Jake: Can't someone give you a hand?

Nicole: You mean like Tom? He has a lot on his plate, too. We're all super busy.

Jake: So how late are you going to stay?

Nicole: I think I should keep working for another hour or two so I don't have to stay late again tomorrow.

Jake: I hope they know how lucky they are to have you. It's about time they promoted you to group manager!

Nicole: I wish! Anyway, if I want that, I'm going to have to show my boss I can go the extra mile.

Jake: Well, you deserve that promotion. You're the hardest working person in that office, and I'm sure they know it.

Nicole: Thanks. Listen, go ahead and eat. I'm just going to get something from the machine and keep working.

Jake: Tell you what . . . Call me when you're done, and I'll come pick you up. OK?

Nicole: Sounds good!

B UNDERSTAND FROM CONTEXT | **Complete each statement about the featured language.**

1 When you "grab a bite" somewhere, it means you *a* there.
a eat **b** meet **c** go

2 When you "call it a day," it means your work is *b*.
a just beginning **b** ending **c** continuing into the evening

3 When someone "has a lot on his or her plate," it means that person is really *c*.
a hard-working **b** hungry **c** busy

4 When someone says, "I wish," it means that person *a* something to happen.
a would like **b** doesn't want **c** asks for

5 When someone "goes the extra mile," it means that person *a*.
a works really hard **b** takes a long walk **c** gets help from others

6 When someone says "you deserve" something, it means that person thinks you *c* get it.
a can't **b** have to **c** should

SPEAKING GROUP WORK | **Complete the chart. Then discuss your ideas with the class.**

Write a tip about how to be successful in each of the following areas.	
love	
studies	
career	
family	

"If you want to be successful in love, you have to be able to understand the needs of another person."

1 COMMUNICATION GOAL — Express wishes for the future

A VOCABULARY | Wishes for the future | Read and listen. Then listen again and repeat.

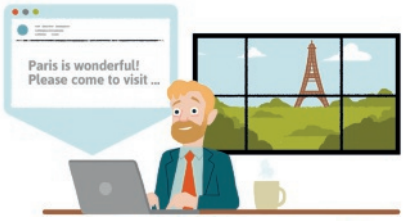

1 fall in love



2 get married


3 graduate


4 move



5 live (or work) abroad

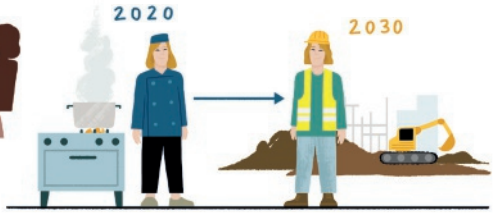

6 become famous



7 get a promotion



8 retire



9 change careers


10 get rich

Remember also:
have children
live a long, healthy life

B LISTEN TO ACTIVATE VOCABULARY | What would each person like to do in the future? Complete each statement, using the Vocabulary.

1 She'd like to *move*.
2 He'd like to *get rich*.
3 She'd like to *retire.*.
4 He'd like to *fall in love*.
5 She'd like to *work abroad*.
6 He'd like to *graduate*.
7 She'd like to *change careers*.
8 He'd like to *get a promotion*.
9 She'd like to *become famous*.

COACH **C** GRAMMAR | Would like + an infinitive

Use would like + an infinitive to express wishes for the future.

		infinitive
I	**'d like**	**to buy** a new car this year.
Her son	**would like**	**to become** a doctor.
We	**wouldn't like**	**to move** to another small apartment.

Yes / no questions

Would you **like to retire** next year? (Yes, I would. / No, I wouldn't.)
Would they **like to live** abroad? (Yes, they would. / No, they wouldn't.)

Information questions

What **would** they **like to do** after class?
When **would** he **like to graduate**?
Why **would** she **like to work** abroad?
Who **would** you **like to marry**?

BUT: Note the difference in word order when Who is the subject.
Who **would like to get** married? (Susan would.)

Contractions
would like → **'d like**
would not like → **wouldn't like**

GRAMMAR EXPANDER p. 143
- Other ways to express future wishes: would love / would prefer / would hate + infinitive

D PRONUNCIATION THE GRAMMAR | Listen and repeat the grammar examples.

LESSON 1 Express wishes for the future

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, review that when you *express wishes*, you say what you would like to do or have.
- Play the audio and have Ss listen and repeat.
- Bring Ss' attention to the **Remember also** note and ask a volunteer to read those wishes.

LANGUAGE AND CULTURE The vocabulary items *get married, get a promotion,* and *get rich* are examples of collocations with *get*. Other examples are *get a degree,* and *get fired, get divorced, get a job*.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Before listening to the audio, tell Ss to look at the items. Ask, *When do we use* I'd like to*?* (when you want to do something) Say, *There are nine speakers, and each person talks about one of the wishes in Exercise A.*
- Have Ss listen and fill in the blanks. Replay the audio to let Ss check their answers.
- Then have Ss compare their answers with a partner.

EXTENSION (+5 minutes) Write the following expressions on the board: *grab a bite, I deserve it, have a lot on my plate, call it a day, I wish, go the extra mile*. Remind Ss that they first saw these expressions in Exercise A on page 111. Tell Ss to listen to the audio again and raise their hand when they hear the expressions. You can point out that the expressions on the board are listed in the order they appear in the audio.

LANGUAGE AND CULTURE The third speaker says *it's time to call it a day*. This expression can refer to a day's work or, as in this case, a life's work.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the **Contractions** note. Point out that they saw the contraction *'d like* in Exercise B.
- Read the first rule. Point to the infinitive form that follows *I'd like*. Tell Ss to look back at Exercise B. Call on Ss to say the infinitive that follows each use of *'d like*.
- Tell Ss to read the rules and example sentences silently.

EXTENSION (+5 minutes) To review, write on the board: *Lisa would like to work as a tour guide in Manhattan. She loves the city*. To test Ss' understanding, say, *Make a* yes / no *question from the first statement.* (Would Lisa like to work as a tour guide in Manhattan?) Ask, *What is the answer?* (Yes, she would.) Then write the following prompts on the board: *1. What . . . ; 2. Where . . . ; 3. Who . . . ; 4. Why . . .* . Call on volunteers to come to the board and write information questions about the statement for each *wh-* word prompt. Elicit an answer from the class. For example:

1. *What would Lisa like to do?* (work as a tour guide)
2. *Where would Lisa like to work as a tour guide?* (in Manhattan)
3. *Who would like to work as a tour guide in Manhattan?* (Lisa)
4. *Why would Lisa like to work in Manhattan?* (because she loves the city)

EXTENSION (+10 minutes) For extra practice with questions with *would like* + an infinitive, have Ss work in pairs to make the statements in Exercise B into questions. For example: *What would she like to do? Would he like to get rich? Why would she like to retire? Where would she like to work?* Monitor and assist as needed. Replay the audio if appropriate.

GRAMMAR EXPANDER (optional, page T143)

D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Before Ss listen, review intonation in questions. Ask, *Which type of question has falling intonation?* (information questions) *Rising intonation?* (*yes / no* questions)
- Then play the audio. Have Ss listen and repeat the examples in the chart.

E GRAMMAR AND VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Say, *Look at the images on page 112. Write a check mark next to things that you would like to do. Write an X next to things that you wouldn't like to do.* Point out the sample answer.
- Tell Ss to write true statements. Elicit a few examples. Monitor and assist as needed.

EXTENSION (+5 minutes) Have each S write one of their statements from the exercise on a sheet of paper. Tell them not to include their names. Collect the statements and read each wish aloud. Invite the class to guess whose wish it is. Ss can ask follow-up questions.

CHALLENGE (+5 minutes) Invite Ss to share their wishes with a partner. The partner should then ask as many follow-up information questions as possible with *would like*. Model an example with a higher-level S.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and compare answers in pairs. Bring the class together and answer any questions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Use *So* to introduce a conversation topic
- Say *What do you mean?* to request clarification

- Before Ss read and listen, ask, *What can you see in the picture?* (two women outside) *What is the weather like?* (cold)
- After Ss listen, ask, *What would Speaker B like to do in the next few years?* (get married) *What about Speaker A?* (study art)
- Have Ss point out examples of *would like* + infinitive and wishes for the future. Noticing the social use of grammar and vocabulary helps make language memorable.
- Call Ss' attention to the **Social language** box. Model saying *What do you mean?* with falling intonation and an uncertain tone. Then point to the **Variations** list. Explain that a *variation* is a different way of saying the same thing. These are different ways to say *terrific*.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use rising intonation for *Would you like to get married?* and for the abbreviated question *Or change careers?* both of which elicit *yes / no* responses.
  - use rising intonation for *Me?* and *Study art?*

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Remind Ss to show interest in what the other person is saying. Put emphasis on *Actually*, and *really* in *Actually, I'd really like to get married* and on *love* in *I'd love to study art*. Model and correct as needed.
- Direct Ss' attention on the list in the **Some ideas** box. Have Ss read the list aloud in pairs. Tell them to write in their own ideas and then share with the class.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each question in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for wishes for the future
- ✓ using *would like* + an infinitive to express wishes for the future

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write these directions on the board: *Write about four things you would like to do in the next two years. Explain why you would like to do these things.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

E GRAMMAR AND VOCABULARY PRACTICE | On a separate sheet of paper, write true statements about your wishes for the future with would like and wouldn't like. Use the Vocabulary from Exercise A.

I'd like to move to a new neighborhood.

F GRAMMAR PRACTICE | Write information questions with would like + an infinitive, using the cues. Begin each question with a capital letter and end with a question mark.

1 when / you / retire *When would you like to retire?*
2 where / your nephew / study law *Where would your nephew like to study law?*
3 where / Maxine / move *Where would Maxine like to move?*
4 why / you / become famous *Why would you like to become famous?*
5 who / they / meet at the café *Who would they like to meet at the café?*
6 who / live in Canada *Who would like to live in Canada?*

COMMUNICATION ACTIVATOR

Now let's express wishes for the future.



A CONVERSATION MODEL | Read and listen.

A: So, what would you like to do in the next few years?
B: What do you mean?
A: Well, would you like to get married? Or change careers?
B: Actually, I'd really like to get married. What about you?
A: Me? I'd love to study art.
B: Study art? That's terrific!

Social language
Say "What do you mean?" to request clarification.

Variations

terrific	fantastic
awesome	wonderful

B PRONUNCIATION PRACTICE |
Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Then change roles.

A: So, what would you like to do in the next .....?
B: What do you mean?
A: Well, would you like to .....? Or .....?
B: Actually, I'd really like to ..... What about you?
A: Me? I'd love to .....
B: .....? That's .....!

Some ideas

graduate	get married	have kids
buy a house	get a new car	move to a new city
get rich	become famous	fall in love with someone
travel	change careers	buy a virtual assistant
(your own ideas)		

KEEP TALKING! ●●●

Ask questions with would like.
When would you like to . . .
Who would you like to . . .
Why would you like to . . .

Watch the video for ideas!

D CHANGE PARTNERS | Personalize the conversation again.

2 COMMUNICATION GOAL Plan a business or social event

A VOCABULARY | Organizing a business or social event | Read and listen. Then listen again and repeat.



send out announcements / send out invitations



set up the room / decorate the room



order food / bring refreshments



clean up afterwards

B PAIR WORK | When you have a party, which activities in the Vocabulary do you do first? Which do you do last? With a partner, put the activities in time order.

C GRAMMAR | Be going to + base form

Use be going to + the base form of a verb to express future plans.

I'm going to order food and beverages.
He's going to decorate the room.

She's not going to come to the event.
We're not going to be late.

Questions

Are you going to go to the party? (Yes, I am. / No, I'm not.)
Is she going to send out the announcements? (Yes, she is. / No, she isn't.)
Are they going to come early? (Yes, they are. / No, they aren't.)

What are we going to do first?
When's he going to clean up afterwards?
Who are they going to invite to the event?

BUT Who's going to bring refreshments? (Rick is.)

Note:
The present continuous also expresses future plans with all verbs except be:
I'm coming home = I'm going to come home.
But say: She's going to be at home.
NOT ~~She's being~~ at home.

GRAMMAR EXPANDER p. 144
• Other ways to express the future

D PRONUNCIATION | Be going to + base form | In speaking, the words going to are often pronounced as /gʌnə/. Read and listen. Then listen again and repeat.

1 We're going to order food from a restaurant.
2 We're not going to bring any refreshments.
3 Are you going to decorate the room?
4 Is she going to send out announcements?
5 Are we going to make plans for the party?
6 What are we going to do before the event?
7 Who are they going to invite?
8 Who's going to set up the room?

E PRONUNCIATION PRACTICE | Take turns saying the examples from the grammar chart aloud. Use /gʌnə/.

LESSON 2 Plan a business or social event

A VOCABULARY

Suggested time: 5 minutes | Your time:

- To begin, point out the lesson title. Write on the board: *business event*. Elicit examples (a meeting, a conference, a trade show, a convention, etc.). Then write on the board: *social event*. Elicit examples (a party, a wedding, etc.). Ask, *Do you enjoy social events? What kinds? Do you ever attend business events?* Invite Ss to share with the class.
- Give Ss a few minutes to study the vocabulary. Call on a volunteer to read what the woman in the third picture says. Ask, *Who is she calling?* (probably the restaurant that is going to deliver the food) Review alternate ways to order food: *I'll have* and *I'd like.* The woman uses the pronoun *We* since it is a large order.
- After Ss read and listen, have them listen again and repeat.

B PAIR WORK

Suggested time: 3 minutes | Your time:

- In pairs, Ss put the activities into time order. Review as a class.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the rule. Review that the base form of a verb is the form of the verb without any endings (for example, *-s*, *-ing*, or *-ed*). It is the same as the infinitive without *to.*
- Write the first example sentence on the board: *I'm going to order food and beverages*. Underneath that, write: *I'm going to the store now.* Ask, *What is the difference between these sentences?* (The first one talks about a future plan. The second one describes something that is happening right now, using the present continuous.)
- Tell Ss to read the example sentences and questions silently.
- Bring Ss' attention to the **Note** and read it. Review that present continuous can also be used to talk about future plans, typically with a time word. For example: *I'm ordering the food tomorrow.*

TEACHING TIP The future with *will* is taught fully in Level 2. At that time, Ss will focus on the differences between the ways to express plans, predictions, and descriptions of the future. For now, encourage Ss to just become familiar with the use of *be going to* in the contexts in this unit. The Grammar Expander on page 144 introduces the concept of predictions.

EXTENSION (+10 minutes) Ask Ss to return to Exercise A on page 111 and find three uses of *be going to* for future plans. (So how late are you going to stay? I'm going to have to show my boss I can go the extra mile. I'm just going to get something from the machine and keep working.)

EXTENSION (+10 minutes) Write on the board: *What are you going to do this weekend?* In pairs, have Ss ask each other this question and then ask as many follow-up questions as they can. Walk around as Ss work and encourage them to use *be going to* for future plans when possible. Point out, however, that sometimes a question might elicit a different tense. Assist as needed.

GRAMMAR EXPANDER (optional, page T144)

D PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Read the directions. Write on the board: *I'm going to sell my car.* The first time, read the sentence pronouncing *going to* in full. Then read it again naturally to model the less formal /gʌnə/ pronunciation.
- Play the audio. Have Ss read and listen to the sentences. Then have them listen again and repeat.

E PRONUNCIATION PRACTICE

Suggested time: 2 minutes | Your time:

- Have Ss work in pairs to take turns saying the examples from the grammar chart.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually. Tell Ss to be careful and to notice if they are writing a statement or a question.
- Tell Ss to check their answers in pairs. If Ss make mistakes, encourage them to refer back to the rules in Exercise C on page 114. Assist as needed.
- Finally, have Ss practice reading the conversation in pairs. Encourage Ss to use the pronunciation /gʌnə/. Remind Ss about using rising intonation with *yes / no* questions and falling intonation with information questions.

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Tell Ss to think carefully about which *wh-* word is needed when forming information questions.
- Then have them ask and answer the questions with a partner. Monitor and encourage the /gʌnə/ pronunciation.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Politely request a favor with *Could you possibly . . . ?*
- Respond willingly to a request with *I'd love to* or *I'd be happy to*
- Assure someone that everything is OK with *No worries*

- Before Ss read and listen, ask, *What can you see in the picture?* (two men talking at work)
- Have Ss listen to the conversation. Ask them to point out examples of the target grammar (*be going to*) and target vocabulary (organizing a business or social event). Noticing grammar and vocabulary in social use helps make it memorable.
- Ask, *What is Speaker B going to do to help prepare for the office party?* (He's going to send out announcements.)
- Call Ss' attention to the **Social language** box. Read it aloud, modeling enthusiasm and putting emphasis on *love* in *I'd love to* and *happy* in *I'd be happy to.* Ask Ss to listen and repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss are
  - pronouncing *going to* as /gʌnə/.
  - pausing after *If you think of anything else.*
- Walk around as Ss role-play the conversation with a partner.

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss look back at the vocabulary on page 114. Be sure to reinforce the conversation strategies and pronunciation tips in Exercises A and B above. In addition, model Speaker B's enthusiasm to help out.
- Point to the **Other events** list and ask a volunteer to read the list aloud.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit as they talk.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each question and idea in the box as they use it.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Make sure Ss practice the conversation with other partners. Have them switch roles again as well.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for organizing a business or social event
- ✓ using *be going to* + base form of the verb to express future plans
- ✓ pronouncing *going to* as /'gʌnə/

CLOSURE ACTIVITY (+5 minutes) Have Ss close their books and write their names on sheets of paper. Write on the board: *Hey! What's up? I'm going to organize a surprise birthday party for Dad. Can you help?* Instruct Ss to respond to the text message from a sibling, and to include at least four questions in the present continuous. Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

F GRAMMAR PRACTICE | **Complete the conversations, using a form of be going to. Then practice the conversations with a partner.**

1 **A:** What *are you going to do* (you / do) after class?
B: *I'm going to go* (I / go) to the mall.

2 **A:** *Is Judy going to meet* (Judy / meet) us tomorrow morning?
B: Yes, *she's going to be* (she / be) at the office at 8:00.

3 **A:** Where *is the party going to be* (the party / be)?
B: At my house. *Are you going to come* (you / come)?

4 **A:** When *is Tom going to call* (Tom / call) you?
B: Actually, *he isn't going to call* (he / not / call).
He's going to send (he / send) me an email.

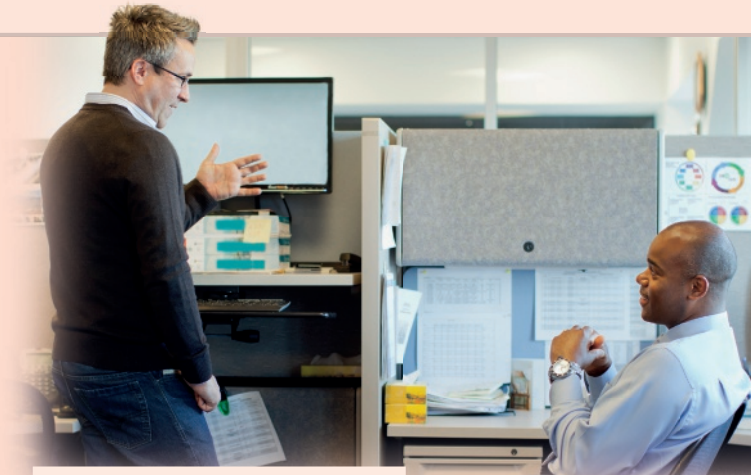
5 **A:** What *are you going to bring* (you / bring) to the party?
B: Actually, I'm not sure yet. *It's going to be* (it / be) a surprise!

G PAIR WORK | **Take turns asking and answering questions with be going to.**

1 ..... after class today? 2 ..... on your next trip? 3 ..... for dinner tonight? 4 ..... go to bed tonight?

COMMUNICATION ACTIVATOR

Now let's plan a business or social event.



A CONVERSATION MODEL | **Read and listen.**

A: We're going to have an office party on the 23rd at 3:00. Can you help out?
B: I'd love to. What can I do?
A: Could you possibly send out announcements?
B: I'd be happy to. Anything else?
A: Well, someone's going to order refreshments.
B: That's good. Is anyone going to set up the room?
A: Yes. So no worries.
B: Great. If you think of anything else, please let me know.
A: OK! Thanks so much for your help.

Social language
Respond willingly to a request with "I'd love to" or "I'd be happy to."

B PRONUNCIATION PRACTICE | **Listen again and repeat. Then practice the Conversation Model with a partner.**

C CONVERSATION PAIR WORK | **Role-play the conversation. Then change roles.**

A: ..... going to have ..... on ..... at ..... . Can you help out?
B: ..... . What can I do?
A: Could you possibly .....?
B: ..... . Anything else?
A: Well, ... 's going to ..... .
B: That's good. Is anyone going to .....?
A: Yes. So no worries.
B: Great. If you think of anything else, please let me know.
A: .....

Other events
a meeting
a lunch
a dinner
a get-together

KEEP TALKING! ●●●
- **Ask more questions.**
  Who's going to come?
  Where's it going to be?
- **Make other requests.**

Watch the video for ideas!

RECYCLE THIS LANGUAGE
You really go the extra mile!
But you have a lot on your plate.
That's terrific / fantastic / wonderful / awesome!

D CHANGE PARTNERS | **Role-play the conversation again.**

3 COMMUNICATION GOAL **Describe ways to make a dream come true**

A READING | **Read the article. Which ideas seem the most helpful to you?**

Can your dreams come true?

All of us dream about the future. Perhaps we'd like to get married and have kids or buy our first home. Or maybe we dream about traveling the world or starting a new career. But how can we make those dreams a reality?

The Chinese philosopher Lao Tze said, "Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles begins with a single step." Here are some tips to start your journey.

Dream big!

Spend time every day thinking about the future you want. If you'd like to get married, picture what your future spouse is going to look like. What does he or she do? What's his or her personality? What are his or her likes and dislikes?

Find your passion

Think about what you really love to do. If you'd like to change careers, think about what you're really good at. Let's say you're dreaming about buying a house—do you love decorating? Think about all the things that are important to you.

Target your weaknesses

Is there anything about yourself that you think you'd like to change? Is it difficult for you to save money? Or do you immediately spend it on things you don't need? Use that information to change the way you do things and to create a future that works for *you*.

Stay positive!

Avoid negative thinking. Go from "I wish" to "I can!" Thinking you're not good enough or smart enough or good-looking enough isn't going to make your dreams come true. If you keep telling yourself, "I can't," try repeating or writing "I can" over and over until you believe it.

Learn from your mistakes and failures

Many of our dreams end when we don't get exactly what we want. For example, we apply for a new job, but we don't get it. Or we change careers but hate what we're doing. In fact, every mistake or failure is an opportunity to prepare for the next step.



So go for that big dream! Start with one small step.

B UNDERSTAND FROM CONTEXT | **Complete each statement.**

1 A "journey" is a ___a___.
   a long trip **b** helpful tip

2 If you "picture" someone or something, you are ___b___ that person or thing.
   a looking for **b** imagining

3 Your future "spouse" is your future ___a___.
   a wife or husband **b** plan

4 "Your passion" is the thing that you really ___a___.
   a love to do **b** want to change

5 When you "stay positive," you are avoiding ___b___.
   a your dreams **b** negative ideas

LESSON 3 Describe ways to make a dream come true

A READING

Suggested time: 20 minutes | Your time:

- Read the title of the article and invite Ss to answer *yes* or *no*. Poll if more Ss think dreams can come true or cannot come true.
- Have Ss look at the images above the woman. Have Ss identify the dreams. Hint to Ss that many of the images match the vocabulary on page 112. Encourage Ss to identify as many wishes as they can before looking back at page 112. (bottom left to right: graduate, fall in love, get married, be successful in your career, have children, buy your first home, buy a car, travel to Paris, get rich, buy a bigger house, go on a vacation)
- Tell Ss to read the subheadings in the article to get an idea of what the article will be about.
- Then have Ss listen to the article and read along silently. As they listen, ask them to underline the vocabulary they don't know. Clarify the vocabulary or have Ss use a dictionary. Clarify the meaning of the phrases in the subheadings if needed.
- Read the target question in the directions: *Which ideas seem the most helpful to you?* Call on Ss to share. Then ask, *Do you disagree with any of the ideas?*
- Finally, focus on the line at the bottom of the article. Explain the meaning referring to the Language and Culture note on this page. Ask, *What does the second sentence* (Start with one small step.) *refer to?* (the quote at the beginning of the article)

TEACHING TIP It is important to remind Ss to notice images, titles or headings, and subtitles or subheadings when reading texts. They can help Ss navigate information and also remember details. Introduce the term *subheading*. Point out that subheadings summarize the contents of the paragraph(s) they introduce.

OPTION (+5 minutes) Write the quote from the beginning of the article on the board: *Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles begins with a single step*. Elicit examples of big goals that can seem very difficult and write these on the board. (For example: writing a research paper, finding a job, losing weight, etc.) Then point to each goal and ask, *What is the first step to achieving this goal?* (For example: Writing a research paper: Choose a topic and think of ideas.) Encourage all Ss to give examples.

EXTENSION (+5 minutes) Divide the class into five groups. Assign each group one of the sections of the article. Tell Ss to reread the section and then give examples from their lives that illustrate the main idea.

LANGUAGE AND CULTURE *So go for that big dream* at the end of the article means put effort and energy into following the goal. Point out that *go for it* is a common expression used to encourage someone to make the effort to achieve something, even if it seems difficult.

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Ss will likely be able to complete the exercise without returning to the reading. Have them complete the exercise individually.
- Bring the class together to go over the answers. If necessary, ask Ss to return to the text to look at the word or phrase in the context of the article.

C INFER A POINT OF VIEW

Suggested time: 10 minutes | Your time:

- If necessary, review that *to infer* means to form an opinion that something is probably true based on the information that you have. Clarify that none of the statements in the exercise are in the article. However, Ss can use the information in the article to determine whether the statements represent the writer's opinion or not.
- Ask Ss to compare their answers in pairs. Then go over any questions as a class.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- To begin, read the section title *Now let's describe ways to make a dream come true.* Have Ss look at the picture. Ask, *What dream is coming true for these people?* (They are graduating from school.) *How do they feel?* (happy, excited)
- Ask Ss to look at the questionnaire. Focus on item 2 with the class and ask a volunteer to read the words. Clarify the meanings if needed. Ask, *Can you think of other adjectives to describe strengths?* Write any adjectives Ss suggest on the board. (For example: creative, energetic, positive, motivated, honest, etc.)
- Then focus on item 3. Model an answer: *I don't always [talk nicely to people]. I could be more [hard-working].* Write these on the board as you say them. Ask, *Why do you think the questionnaire doesn't just list adjectives for weaknesses?* (because it could sound too negative; see the Language and Culture note below) Elicit examples of weaknesses. (For example: unfriendly, impatient, not confident, lazy, negative, etc.)
- Have Ss fill in the questionnaire with three dreams and details about strengths and weaknesses. If Ss don't feel comfortable writing about themselves, tell them they can describe a friend or a family member they know very well.

LANGUAGE AND CULTURE When attending a job interview, it is common to be asked to describe your strengths and weaknesses. When describing weaknesses, you would not just say, for example: *I am not confident.* Rather, you would say *I could be more confident in some situations. For example, during meetings I often keep quiet when other people talk. But I follow what everyone is saying and have good ideas.*

B GROUP WORK

Suggested time: 15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A-B)

- Call on two Ss to read the example conversation.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language from the article to reuse.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board or in their notebooks.
- Then have Ss interview a few of their classmates about their dreams and encourage each other. Tell Ss to ask follow-up questions.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ using vocabulary for wishes for the future
✓ using *would like* + infinitive to express wishes for the future
✓ using *be going to* to express future plans

CLOSURE ACTIVITY (+5 minutes) Tell Ss to close their books and write their names on sheets of paper. Say, *Write a paragraph describing one dream you have and what you are going to do to try to achieve it.* Collect the answers as Ss leave. Read the answers to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

C **INFER A POINT OF VIEW** | **Check the statements that you think represent the writer's opinion. Explain your reasons.**

- ☑ **1** A small action can have big results.
- ☑ **2** You should imagine your future often.
- ☐ **3** If you want your dreams to come true, don't think about what's important to you.
- ☑ **4** It's a good idea to think about changing the way you usually do things.
- ☐ **5** Mistakes can never help you succeed.
- ☐ **6** Positive thinking isn't going to help your dreams come true.

COMMUNICATION ACTIVATOR

Now let's describe ways to make a dream come true.

A **TALKING POINTS** | **Complete the chart about yourself and your dreams. Then ask your partner about his or her dreams, strengths, and weaknesses.**

1 Write three dreams you have for your future.

_____

_____

_____

2 Check adjectives that describe your strengths:

○ hard-working	○ friendly	○ intelligent
○ interesting	○ funny	○ talented
○ other: _____		

3 Complete two statements about your weaknesses:

I sometimes think I _____

I don't always _____

I could be more _____

Other: I _____

B **GROUP WORK** | **Interview your classmates about their dreams. Ask them how they plan to make them come true. Offer them encouragement.**

SOFT SKILLS BOOSTER p. 163

What's your dream for the future?

My dream is to be an English teacher. I need to improve my pronunciation to make my dream come true.

That's fantastic! Stay positive.

RECYCLE THIS LANGUAGE

You should ___.

- dream big
- target your weaknesses
- stay positive
- learn from your mistakes

OPTIONAL Underline new words or phrases in the Reading you can use in your Group Work. Example: "Perhaps . . ."



4 COMMUNICATION GOAL Discuss what makes a job attractive

A VOCABULARY | Job benefits | Read and listen. Then listen again and repeat.

a challenge an opportunity to do something difficult that helps you learn something new
a salary the money you earn for doing a job
a perk extra money or advantages you get in addition to your regular salary
feedback compliments, criticism, and advice
flexible hours a work schedule that allows you to change the times you start and finish each day
the atmosphere the way your workplace makes you feel

B ACTIVATE VOCABULARY | Complete each statement, using a form of the Vocabulary.



1 **Diana Solis** is looking for a position in a company that offers some nice *perks* in addition to her yearly *salary*. For example, she'd like opportunities to attend company meetings abroad. Then she can, with permission, take vacation time before or after, and the company would pay for her flights.



2 **Carolyn Colter** is married with two young children. She'd like to find a position at a company that offers *flexible hours* so she can adjust her work schedule. She wants to begin later in the morning so she can take her kids to the babysitter before work. And her husband would pick them up in the afternoon.



3 **Takashi Nakamura** is a receptionist at a bank in Tokyo. He likes his job, but he's looking for *a challenge*. Today he applied for a more difficult position abroad so he can learn about international banking and improve his spoken and written English.



4 In his current position, **Saleem Saeed** doesn't feel he gets enough *feedback* from his managers. He'd like to get a promotion, so this is very important to him. He wants to know what he's doing well and what he needs to improve.



5 **Frederica Pellegrini** doesn't like the *atmosphere* at her current company. She feels that none of her colleagues are friendly and that her managers only give her negative *feedback*.

C LISTEN TO CONFIRM CONTENT | Read the topics. Then listen to a conversation between an employment counselor and a man looking for a new job. Check the topics they discuss.

- ☑ 1 opportunities to learn and grow
- ☐ 2 opportunities to travel
- ☐ 3 the amount of vacation time
- ☑ 4 relationships between colleagues
- ☐ 5 how much money a company pays its employees
- ☑ 6 communication between managers and employees
- ☑ 7 the ability to choose a more convenient schedule

D LISTEN FOR DETAILS | Listen again. Write T (true) or F (false).

F 1 He wants to change careers at this time.
T 2 He doesn't think his current job offers a challenge.
F 3 He needs to have a higher salary.
T 4 He wants to know what he's doing right in his job and what he can improve.
F 5 He doesn't think flexible hours are important.
T 6 He'd like his company to help him with the cost of classes.

E MAKE PERSONAL CONNECTIONS | Which of the job benefits they discuss in the conversation are important to you? In what ways are you and the man similar? In what ways are you different?

LESSON 4 Discuss what makes a job attractive

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Before Ss read and listen, have them look at the lesson title. Ask, *What do you think* attractive *means here?* (having qualities that make you want to accept something or be involved in it) Refer to the Language and Culture note below for another use of the word.
- Play the audio. Have Ss read and listen. Then have them listen and repeat. Clarify the vocabulary in the definitions as needed.

LANGUAGE AND CULTURE

- You can point out that *appealing*, which was used in the Warm-Up on page 109 (*Which of the three life goals do you find the most appealing?*), means the same as *attractive* in the lesson title.
- When used to describe a person, the adjective *attractive* means *good-looking*.

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Ask Ss to complete the exercise individually and compare their answers in pairs.
- Bring the class together and call on volunteers to read the statements aloud.

OPTION (+5 minutes) To check comprehension and to practice the new vocabulary, ask:

1. *What perks would Diana Solis like?* (to travel abroad on business so that she can go on vacation abroad)
2. *Why would Carolyn Colter like flexible hours?* (to take her kids to the babysitter before work)
3. *Why would Takashi Nakamura like a position abroad?* (because he's looking for a challenge, wants to learn more about international banking, and wants to improve his spoken and written English)
4. *Why is feedback important to Saleem Saeed?* (because he wants to get a promotion, and needs to know what he is doing well and what he needs to improve)
5. *What is wrong at Frederica Pellegrini's workplace?* (The atmosphere isn't very friendly, and her managers give her only negative feedback.)

C LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Make sure Ss realize this isn't a job interview, but a conversation between an employment counselor and a man looking for a job. Explain that an *employment counselor* is someone who gives advice to people who are looking for a job. Ask, *Do you think it's a good idea to speak to an employment counselor? Why or why not?*
- Before Ss listen, have them read the seven topics silently.
- Play the audio once and have Ss check the topics as they hear them. If appropriate, play the audio again so they can check their answers.
- Go over the answers as a class.

LANGUAGE AND CULTURE Remind Ss that they used the expression *You bet!* in Unit 6. It is used to emphasize that you agree with someone. Point out that this expression is typically used in informal spoken English. It would not be suitable in an actual interview situation.

D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Point out that this true and false exercise doesn't have an NI (*No Information*) option. The answers will either be true or false.
- Encourage Ss to first try to do the exercise without listening to the audio again. Then play the audio and have them check their answers.
- Bring the class together and go over the answers as a class.

EXTENSION (+5 minutes) Ask Ss to make the false statements true. (1. He is pretty happy working in information technology, and he'd like to continue in that field. But he'd like to try working at a different company. 3. A good salary is important to him, but it's not the most important consideration for him. 5. A flexible schedule would make a position very attractive to him. He'd love to be able to work from home when his wife is working from home.)

CHALLENGE (+5 minutes) Ask Ss to write a summary of the man's preferences. Tell them they can refer to Exercises C and D for notes. Collect Ss' work and offer individual feedback.

E MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Have Ss list which job benefits are most important to them. Tell Ss to refer to Exercises C and D to note similarities and differences with the man.
- Have Ss share in groups and give class feedback.

Communication Activator

A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Call on volunteers to read the statement at the beginning of each checklist. Tell Ss they will only focus on the statement that applies to them.
- Have Ss complete the questionnaire individually. Assist Ss who need help describing their own reasons under *Other reason*.

B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Give pairs a few minutes to study each of the two options and choose one to role-play. Remind Ss that in Activity C on page 118, the man spoke with an employment counselor. This is a person who helps people who are looking for a job. The term *career counselor* has a similar meaning to *employment counselor*.
- Review or elicit that a *colleague* is someone you work with. Point out that a conversation with a colleague would be less formal than an interview with a career counselor. However, an interview with a career counselor would not be as formal as an actual interview.
- Bring Ss' attention to the **Recycle This Language** box and ask volunteers to read the examples of language to reuse. Encourage Ss to refer to this list and other vocabulary and grammar from the unit as they talk.
- Monitor and assist as needed. Make sure Ss switch roles or perform a new role play with the alternate situation.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ incorporating vocabulary for job benefits
✓ using *would like* to talk about wishes for the future
✓ using *be going to* to express future plans

WRITING

Suggested time: 10 minutes | Your time:

- Read the directions aloud. Tell Ss to brainstorm ideas individually and take notes. Ss should think of things that they would like their perfect job to have, and why they want those things.
- Then have them share their notes with a partner and write down additional points.
- Focus Ss' attention on the writing sample at the bottom of the page. Then tell Ss to write their description of a perfect job. Walk around and assist as needed. Refer Ss to the vocabulary in Exercise A on page 118 as well as to the grammar in the unit.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

WRITING HANDBOOK (optional, page T153)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) Put Ss into pairs. Write on the board: *You have just been offered your dream job. Call your friend and tell her all about it. Describe the perks of the job, when you're going to begin, and what you're going to do. The friend should ask follow-up questions.* Ask Ss to swap roles and do the role play again. Listen as Ss speak, and take notes on areas for review and extra practice.


Remind Ss of additional vocabulary, listening, and writing practice in their digital resources.

COMMUNICATION ACTIVATOR

Now let's discuss what makes a job attractive.



A **TALKING POINTS** | **First, choose the situation that describes you. Then check the statements that are true for you.**

I have a job, but I'd like to make a change.

- ☐ I'd like a promotion, but my manager isn't going to give me one.
- ☐ I'd like a boss who gives helpful feedback.
- ☐ I'd like to work in an office with a more positive atmosphere.
- ☐ I'd like a workplace closer to my home.
- ☐ I'd like a job with flexible hours.
- ☐ I'd like more challenge.
- ☐ Other reason: .....

I don't have a job yet, but I'd like one in the future.

- ☐ I'd like a job with opportunities to learn.
- ☐ I'd like a job with flexible work hours.
- ☐ I'd like a job with a good salary.
- ☐ I'd like a job where I can grow.
- ☐ I'd like my workplace to have a friendly, positive atmosphere.
- ☐ I wouldn't like a job with a long commute.
- ☐ Other reason: .....

I have a job, but I'm happy and I don't want to change.

- ☐ I have a great boss who gives me positive feedback.
- ☐ My co-workers are friendly and helpful.
- ☐ My commute's not a hassle.
- ☐ I'd like a promotion, and I think I'm going to get one.
- ☐ My office is comfortable and attractive.
- ☐ I believe I have a good future here.
- ☐ Other reason: .....

B **ROLE PLAY** | **With a partner, choose the interview (A) or the conversation (B). Say as much as you can. Then change roles or situations.**

A **An interview between a career counselor and a job applicant. Use your Talking Points and start like this:**

Counselor: So, what kind of position are you looking for?
Applicant: Well, …

B **A conversation between two colleagues. One is happy at the company; the other isn't. Use your Talking Points and start like this:**

Colleague A: This is a great company. I think I have a good future here. What about you?
Colleague B: To tell you the truth, I don't like the atmosphere. I just don't think it's a good fit . . .

RECYCLE THIS LANGUAGE

What are your strengths?
What's important to you?
What do you mean?
Do you want to [work abroad]?
When would you like to [retire]?
Would you like to have [perks]?
I'm very hard-working.
I can go the extra mile.
I appreciate helpful feedback.
I'd like to [change careers].
I like a challenge.
I'd like to be more successful.
I have a lot on my plate.

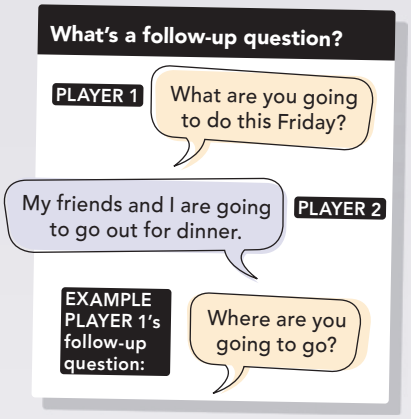
WRITING

Describe your idea of a perfect job. Explain why you'd like to have that job and why it's attractive to you.

Next year, I'm going to look for a new job. Here are some of the important factors for me. First, I'd like to work at a company with a comfortable and positive atmosphere. For me, this is the most . . .

WRITING HANDBOOK p. 153
- Connecting contradictory ideas
- Guidance for this writing exercise

Twenty Questions



- Flip a coin to decide who goes first. Then take turns.
- Player 1 points to a square and uses the prompt to ask Player 2 a question. Player 2 answers the question. Player 1 can get an extra 10 points by asking Player 2 a follow-up question.
- Player 1 writes a check mark (✓) in the circle and writes the points she or he got on the scorecard. Then Player 2 takes a turn.
- The winner is the player who has more points after all the circles have been checked.

Player 1's scorecard						TOTAL:

Player 2's scorecard						TOTAL:

10 points each Use the simple present	20 points each Use the present continuous for future	30 points each Use <u>be going to</u> + base form	40 points each Use <u>would like</u> + an infinitive
○ what time / get up / morning	○ what / do / weekend	○ where / go / on your next vacation	○ where / live
○ who / make dinner / your family	○ where go / after / class	○ what / do / this weekend	○ what / famous person / meet
○ how often / text people / every day	○ who / cook / dinner tonight	○ what / have / breakfast / tomorrow	○ how / many years / live
○ where / shop / clothes	○ what / time / go to bed / tonight	○ how many / years / study English	○ when / retire
○ how / practice / English	○ what / have / dinner / tonight	○ how / use / English / in your life	○ what / do / tomorrow

PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Express wishes for the future.
- ☐ Plan a business or social event.
- ☐ Describe ways to make a dream come true.
- ☐ Discuss what makes a job attractive.

Interactive Cool Down

TWENTY QUESTIONS

Suggested time: 45 minutes | Your time:

- Pair Ss. Read the game directions aloud step by step and make sure Ss understand them. If necessary, clarify that a player simply points to a square; there is no moving of spaces as was the case in previous games.
- To model the activity, say, *I am Player 1*. Point to the second square under *30 points each* and read the example conversation on the top right of the page with a higher-level S. Then write your score on the board: *30 + 10*. Explain that you (Player 1) got 30 points for asking the question using *be going to* + base form and another 10 points for asking a follow-up question. Tell Ss to write their scores in the boxes. Say, *You will add up these numbers at the end.* Write a check mark next to *what / do / this weekend* in your book and show it to the class. Now tell Player 2 to point to a box. Stop the modeling once Ss understand, or continue for one more round.
- Some of the items require Ss to add a preposition that makes sense. There may be more than one possible question. Explain this to Ss and write these two examples on the board: *Who makes dinner <u>in</u> your family?* OR *Who makes dinner <u>for</u> your family?* The objective of this game is for Ss to use the target verb forms, so any acceptable preposition is OK.
- Walk around as Ss play and assist as needed. Listen for correct use of the simple present and the present continuous, as well as *would like* and *be going to.* Monitor also for falling intonation for information questions. Correct and assist as needed.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To extend the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Let's get PERSONAL

PARTNER B: Look at the personal information forms.

Ask information questions with be about the people. Write the missing information. For example:

"How old is Peter Baker?"

If you don't understand, ask:
Could you repeat that?
How do you spell that?

PARTNER B

Name: Peter Baker Age: 25 Nickname: Pete

Occupation: *accountant* Nationality: American

Birthplace: *Atlanta* Hometown: Boston

Native language: English Marital status: *single*





Name: Elif Sari Age: 33 Nickname: *Lif*

Occupation: doctor Nationality: *Turkish*

Birthplace: Istanbul Hometown: *Ankara*

Native language: *Turkish* Marital status: married

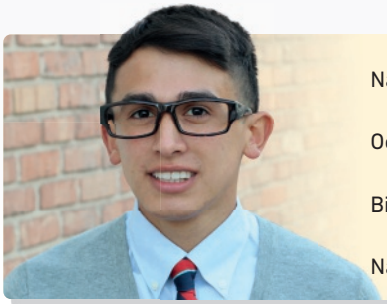
Name: Diane Miller Age: *45* Nickname: *Dee Dee*

Occupation: lawyer Nationality: *Canadian*

Birthplace: Montreal Hometown: Montreal

Native language: *French* Marital status: single





Name: Antonio Molina Age: 18 Nickname: Tono

Occupation: *student* Nationality: Mexican

Birthplace: *Puebla* Hometown: *Puebla*

Native language: Spanish Marital status: *single*

WHAT'S DIFFERENT?

- Partner B: Look at your map. Take turns asking your partner questions to find the fifteen differences.

On your map, is there a bank on North Street, between an office building and a school?

PARTNER B'S MAP



Details north of Central Street:
There's a restaurant between First and Park avenues.
The hospital entrance is around the corner, on Central Street.
The museum entrance is around the corner, on City Avenue.

The 15 differences on Partner A's map:
Details north of Green Street:
There's a bookstore between Park and City avenues.
There's a stadium next to the theater.
The mall entrance is around the corner, on Green Street.
There's a gas station, and the bookstore is on the left / the restaurant is on the right.

Details north of North Street:
There's a bank west of Park Avenue.
There isn't a bank between the office building on Park Avenue and the school on City Avenue.
The pharmacy is on the east side of City Avenue.
The supermarket entrance is around the corner, on North Street.
The bus stop is on the corner of Short Avenue and Central Street.

Details south of North Street:
There's no gas station on the south side of North Street, between City and Short avenues.
James Park is south of North Street and east of Short Avenue.

Buffet GAP

What kind of salad is there?

Is there any pasta on your buffet?

What's in the chicken soup?

- **PARTNER B:** Look at your buffet table. Ask and answer questions to find the differences in the foods. Use count and non-count nouns correctly.

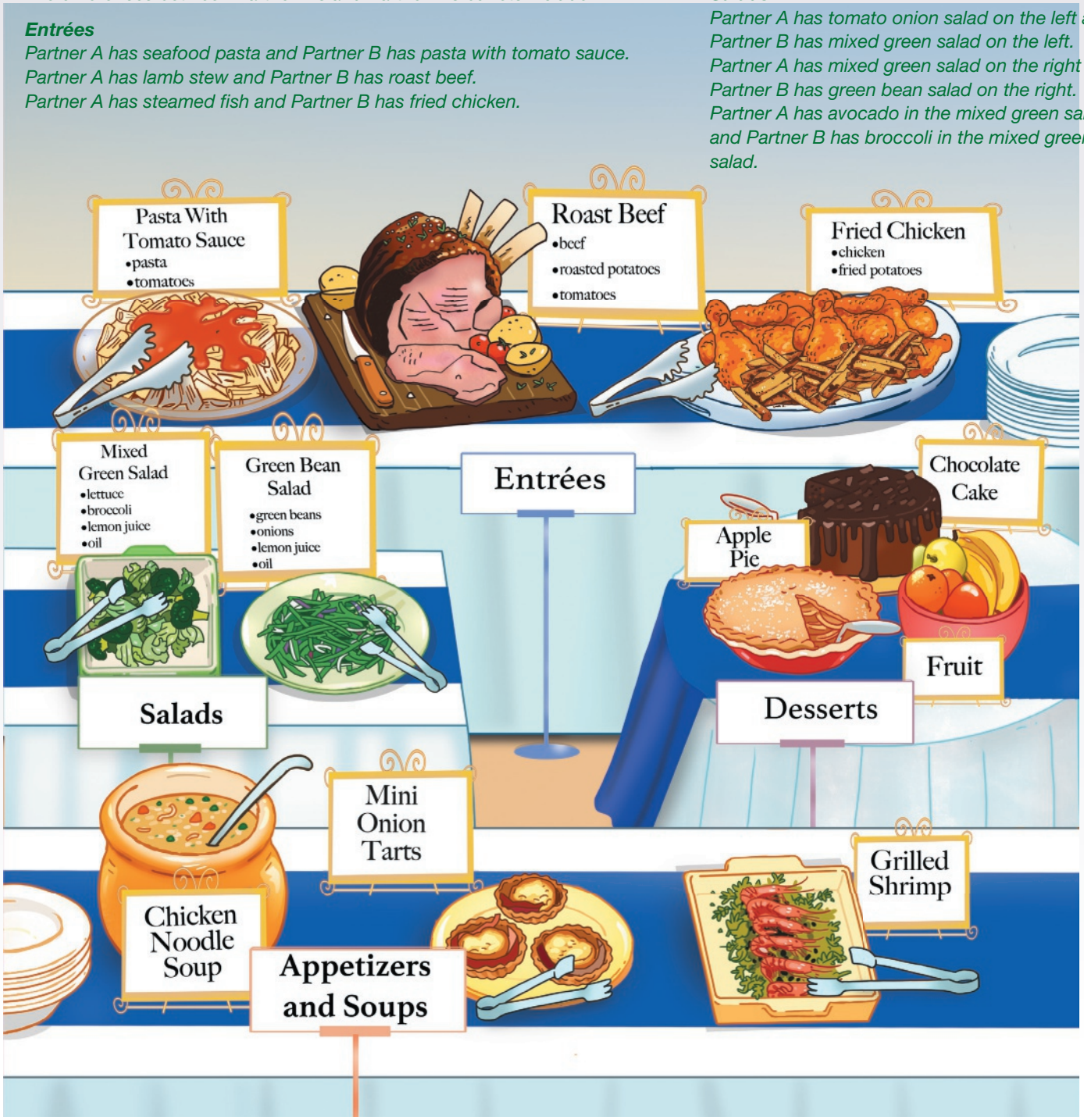
The differences between Partner A's and Partner B's buffets include:

Entrées

Partner A has seafood pasta and Partner B has pasta with tomato sauce.
Partner A has lamb stew and Partner B has roast beef.
Partner A has steamed fish and Partner B has fried chicken.

Salads

Partner A has tomato onion salad on the left and Partner B has mixed green salad on the left.
Partner A has mixed green salad on the right and Partner B has green bean salad on the right.
Partner A has avocado in the mixed green salad and Partner B has broccoli in the mixed green salad.



Desserts

Partner A has banana cream pie and Partner B has apple pie.

Appetizers and Soups

Partner A has chicken rice soup and Partner B has chicken noodle soup.
Partner A has fried squid and Partner B has grilled shrimp.

REFERENCE CHARTS

COUNTRIES AND NATIONALITIES

Argentina	Argentinean / Argentine	Greece	Greek	Paraguay	Paraguayan
Australia	Australian	Guatemala	Guatemalan	Peru	Peruvian
Belgium	Belgian	Honduras	Honduran	Poland	Polish
Bolivia	Bolivian	Hungary	Hungarian	Portugal	Portuguese
Brazil	Brazilian	India	Indian	Russia	Russian
Canada	Canadian	Indonesia	Indonesian	Saudi Arabia	Saudi / Saudi Arabian
Chile	Chilean	Ireland	Irish	Spain	Spanish
China	Chinese	Italy	Italian	Sweden	Swedish
Colombia	Colombian	Japan	Japanese	Switzerland	Swiss
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
the Dominican Republic	Dominican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorian	Malaysia	Malaysian	the United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	the United States	American
El Salvador	Salvadorean	the Netherlands*	Dutch	Uruguay	Uruguayan
France	French	Nicaragua	Nicaraguan	Venezuela	Venezuelan
Germany	German	Panama	Panamanian	Vietnam	Vietnamese

*official name of Holland

NON-COUNT NOUNS

This list is an at-a-glance reference to the non-count nouns used in *Connectivity 1*.

aerobics	cash	engineering	history	music	service	tennis
architecture	cheese	English	ice	oil	shopping	transportation
basketball	chicken	entertainment	ice cream	pasta	shrimp	TV
beef	clothing	fish	information	pie	sleepwear	walking
bike riding	coffee	fishing	juice	psychology	snorkeling	water
bread	culture	food	lamb	rice	soccer	weather
broccoli	dancing	fruit	lettuce	running	soup	wildlife
butter	dessert	garlic	math	salad	squid	yoga
cake	dinner	golf	meat	salt	surfing	yogurt
candy	electronics	health	milk	seafood	swimming	

IRREGULAR VERBS

base form	simple past tense	base form	simple past tense	base form	simple past tense
be	was / were	give	gave	sell	sold
begin	began	go	went	send	sent
break	broke	grow	grew	shake	shook
bring	brought	have	had	sing	sang
build	built	hear	heard	sit	sat
buy	bought	hit	hit	sleep	slept
catch	caught	hurt	hurt	speak	spoke
choose	chose	keep	kept	spend	spent
come	came	know	knew	stand	stood
cost	cost	leave	left	steal	stole
cut	cut	lose	lost	swim	swam
do	did	make	made	take	took
drink	drank	mean	meant	teach	taught
drive	drove	meet	met	tell	told
eat	ate	pay	paid	think	thought
fall	fell	put	put	throw	threw
feel	felt	quit	quit	understand	understood
find	found	read	read	wake up	woke up
fit	fit	ride	rode	wear	wore
fly	flew	run	ran	win	won
forget	forgot	say	said	write	wrote
get	got	see	saw		

PRONUNCIATION TABLE

These are the pronunciation symbols used in *Connectivity 1*.

Vowels

Symbol	Key Words
i	b**ea**t, f**ee**d
ɪ	b**i**t, d**i**d
eɪ	d**a**te, p**ai**d
ɛ	b**e**t, b**e**d
æ	b**a**t, b**a**d
ɑ	b**o**x, **o**dd, f**a**ther
ɔ	b**ough**t, d**o**g
oʊ	b**oa**t, r**oa**d
ʊ	b**oo**k, g**oo**d
u	b**oo**t, f**oo**d, fl**u**
ʌ	b**u**t, m**u**d, m**o**ther
ə	b**a**nan**a**, **a**mong
ɚ	sh**ir**t, m**ur**der
aɪ	b**i**te, cr**y**, b**uy**, **eye**
aʊ	**ou**t, h**ow**
ɔɪ	v**oi**ce, b**oy**
ɪr	d**eer**
ɛr	b**ar**e
ɑr	b**ar**
ɔr	d**oor**
ʊr	t**our**

Consonants

Symbol	Key Words
p	**p**ack, ha**pp**y
b	**b**ack, ru**bb**er
t	**t**ie
d	**d**ie
k	**c**ame, **k**ey, **qu**ick
g	**g**ame, **g**uest
ʧ	**ch**urch, na**t**ure, wa**tch**
ʤ	**j**udge, **g**eneral, ma**j**or
f	**f**an, **ph**otogra**ph**
v	**v**an
θ	**th**ing, brea**th**
ð	**th**en, brea**th**e
s	**s**ip, **c**ity, **ps**ychology
t̬	bu**tt**er, bo**tt**le
t̚	bu**tt**on

Symbol	Key Words
z	**z**ip, plea**s**e, goe**s**
ʃ	**sh**ip, ma**ch**ine, sta**t**ion, spe**c**ial, discu**ss**ion
ʒ	mea**s**ure, vi**s**ion
h	**h**ot, **wh**o
m	**m**en
n	su**n**, **kn**ow, **pn**eumonia
ŋ	su**ng**, ri**ng**ing
w	**w**et, **wh**ite
l	**l**ight, **l**ong
r	**r**ight, **wr**ong
y	**y**es

GRAMMAR EXPANDER

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

UNIT 1 Lesson 1

Information questions with be: usage and form (review)

Use Who to ask about people, What to ask about things, Where to ask about places and How old to ask about age.

Singular nouns	Plural nouns
Who**'s** your teacher?	Who **are** the new students?
What**'s** your occupation?	What **are** their names?
Where**'s** your mother from?	Where **are** your colleagues from?
How old**'s** your brother?	How old **are** your parents?

A Choose an answer for each question.

1 What's your name? — *d*
2 Where are they from? — *e*
3 Who is Johnny Peterson? — *a*
4 What are their occupations? — *c*
5 How old are your children? — *b*

a He's a tour guide at the museum.
b Kim is four, and Lucy is seven.
c They're both nurses, actually.
d Camilla. But everyone calls me Milly.
e Well, Lisa's from Spain, but Tony's from the States.

Possessive nouns and adjectives (review)

Possessive nouns

Add 's to a name or a noun.
Where is **Jason's** father from? What's the **secretary's** name?

Add an apostrophe (') to plural nouns that end in -s.
What are the **teachers'** names?

Add 's to the name or noun that comes last in a list of two or more.
What is **Natalie and Tom's** address?

Possessive adjectives
Where's Cindy's mother from? → Where's **her** mother from?
What's Eric's last name? → What's **his** last name?
What's Sharon and Rick's phone number? → What's **their** phone number?

I → **my**
you → **your**
he → **his**
she → **her**
it → **its**
we → **our**
they → **their**

B Complete each sentence with a possessive form of the noun.

1 *Harry's* (Harry) mother is an accountant.
2 What is *Jane's* (Jane) email address?
3 The house is *Fred's* (Fred).
4 *Margot and Eric's* (Margot and Eric) party is at 7:00.
5 What are your *sisters'* (sisters) occupations?

C **Write a What question for each answer, using a possessive adjective.**

1 **A:** *What's your last name*? **B:** My last name? It's Jackson.
2 **A:** *What's his email address*? **B:** Tom's email address? It's adam242@ymail.com.
3 **A:** *What's her phone number*? **B:** Mary's phone number? It's 555-1748.
4 **A:** *What's her occupation*? **B:** Simon's wife's occupation? She's an accountant.
5 **A:** *What's his nickname*? **B:** John's nickname? It's Johnny.
6 **A:** *What's their address*? **B:** Cathy and Eric's address? It's 45 Maple Street.
7 **A:** *What's his first name*? **B:** Her dad's first name? It's Greg.

Grammar Expander

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

UNIT 1 Lesson 1

Information questions with be: usage and form (review)

Suggested time: 5 minutes | Your time:

- Read the rule and write on the board: *Who?*, *What?*, *Where?*, *How old?*
- Have Ss study the examples in the chart.
- To check understanding, write the following example answers on the board: *Alexandra Brenner*; *He's a writer*; *Santiago, Chile*; *She's 26 years old*. In pairs, have Ss create information questions with *be* for each answer. (Who's she?; What's his occupation?; Where's she / he from?; How old is she?)

EXTENSION (+7 minutes) For practice with singular questions, play a game. Have pairs create a set of answers for a famous person. Combine pairs. One pair asks information questions with *be* to try to guess the identity of the famous person.

EXTENSION (+7 minutes) For practice with plural questions, print out photos of famous couples or relatives, or write their names on cards. Have Ss work in small groups. Give one photo or set of names to each group. Have Ss write information questions with *be* about the couple or relatives. (For example: Who are they? How old are they?) Each group takes a turn showing the photo / names and asking the questions. The other Ss in class can answer.

A Choose an answer . . .

Suggested time: 3 minutes | Your time:

- Ask Ss to complete the exercise individually.
- To check answers, have Ss take turns asking and answering the questions in pairs.

Possessive nouns and adjectives (review)

Suggested time: 5 minutes | Your time:

- Have Ss read the rules in the chart and study the examples.

Possessive nouns

- To focus on the second rule, write these examples on the board:
  My friend's name is Maria.
  My friends' names are Maria and Steven.
  Elicit or point out that *friend's* refers to one friend and that *friends'* refers to two friends.
- To illustrate the third rule, write on the board the sentence from the chart: *What is Natalie and Tom's address?* Ask, *Do Natalie and Tom live together?* (yes) Point out the placement of the apostrophe for possession when something belongs to more than one person. Then write on the board: *What are Maria's and Steven's addresses?* Ask, *Do Maria and Steven have the same address?* (no)

Possessive adjectives

- Point to the list of subject pronouns and possessive adjectives. Read each subject pronoun aloud and have Ss respond with the possessive adjective chorally. Then focus on each example sentence. Ask, *What possessive noun does the possessive adjective replace?* (*her*: Cindy's; *his*: Eric's; *their*: Sharon and Rick's)

B Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually.
- Go over the answers as a class. Call on volunteers to say the answers.

EXTENSION (+3 minutes) To challenge Ss, have them say the sentences aloud, replacing the possessive nouns with possessive adjectives. (1. His; 2. her; 3. [Note the word *house* is necessary after the possessive adjective.] his house; 4. Their; 5. their)

C Write a What question . . .

Suggested time: 5 minutes | Your time:

- Before Ss begin the exercise, have them circle the possessive nouns and possessive adjectives in the sentences. (1. My; 2. Tom's; 3. Mary's; 4. Simon's; wife's; 5. John's; 6. Cathy and Eric's; 7. Her; dad's)
- For names in items 2–6, have Ss note the corresponding possessive adjective; for example, *Tom's = his, Mary's = her*.
- Have Ss complete the exercise.
- To review answers, have Ss read the conversations with a partner.

EXTENSION (+3 minutes) To challenge Ss, write sentences with *'s* on the board and have them say in which sentences *'s* means *is* and in which sentences *'s* shows possession. For example: *Ben's address is 2 Bay Street.* (possession) *It's the house on the corner.* (is); *Who's Pedro?* (is); *Where's Dave?* (is); *What's Kim's last name?* (is; possession); *Nicole and Sean's car is old.* (possession); *Veronica's not old.* (is)

D Complete each sentence . . .

Suggested time: 3 minutes | Your time:

- Do item 1 as an example. Write it on the board. Ask, *What is the possessive adjective for* Sara and Carlos? Elicit the answer. Write *their* in the blank.
- Have Ss complete the exercise in pairs. Walk around and assist as needed.
- Go over the answers as a class.

E On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to write additional sentences individually.
- Then have Ss share in pairs and offer each other feedback. If time permits, bring the class together and have Ss read their sentences aloud.

UNIT 1 Lesson 2

Verb be: usage and form

Suggested time: 7 minutes | Your time:

- Read the first rule in the chart. Call on volunteers to read the example sentences. Confirm understanding of the meaning of *subject* of a sentence. Write these sentences on the board:
  Anna is a painter.
  She is from Mexico.
  Ask Ss to identify the subject of each sentence. (Anna / She) Write other sentences with noun and pronoun subjects for Ss to identify.

Affirmative statements

- Read the rule aloud. Ask a volunteer to read the example sentences.
- Read the subject pronouns and forms of *be* aloud and have Ss repeat. Say, *I am, he is, she is, it is, you are, we are, they are*. Call out different subjects (pronouns and nouns) and have Ss respond with the correct form of *be*. For example, say, *We (are), Bill White (is), The students (are), I (am).*

Contracted forms

- Have Ss read the rule.
- Call on a volunteer to read the contracted forms of *be* in the examples and have the class repeat.

Negative contractions

- Have Ss read the rules and examples. Write on the board: *[Winnie Harlow] is [Canadian]. [She] ___ Chinese.* Ask for the two ways to complete the sentence. ('s not / isn't)
- Write example sentences with other pronouns to check Ss' comprehension of the *be* + *not* form.

OPTION (+5 minutes) To check understanding of *noun* and *pronoun* and practice further, ask, *Is* Anna *a noun or a pronoun?* (a noun) Ask, *Is* she *a noun or a pronoun?* (a pronoun) Then ask Ss to gesture to a classmate and say two sentences about that person, the first with a classmate's name (nouns), the second with a pronoun. For example: *[Kadin] is from [Morocco]. [He] is my classmate.*

EXTENSION (+5 minutes) To extend the practice of contractions, write these sentences on the board and have Ss write the contracted forms:
He is Chinese. (He's Chinese.)
I am hungry. (I'm hungry.)
She is a teacher. (She's a teacher.)
You are in my class. (You're in my class.)
It is 3:00. (It's 3:00.)
They are my friends. (They're my friends.)
We are late. (We're late.)

Short answers with be: common errors

Suggested time: 3 minutes | Your time:

- Have Ss study the rules and examples.
- Point out that contractions are only used in negative short answers with *be*. Elicit negative forms of the examples in the chart. (No, I'm not; No, he's not / he isn't; No, they aren't / they're not.)

EXTENSION Ask *yes / no* questions with *be* and call on Ss to give short answers. Make sure Ss do not use contractions in affirmative responses. For example, ask, *Is [Luis] a doctor?* (Yes, he is. / No, he isn't.) *Are you cold?* (Yes, I am. / No, I'm not.) *Is this lesson easy?* (Yes, it is. / No, it isn't.)

A On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Ask Ss to do the exercise individually.
- Then have them go over the answers in small groups and take turns reading each sentence aloud.
- Walk around and offer help as needed.

D **Complete each sentence with a possessive adjective.**

1 Sara and Carlos live in Lima, but ..... *their* ..... hometown is in Ecuador.
2 I'd like you to meet ..... *my* ..... friend Josh. He lives in my apartment building.
3 This is my daughter. ..... *Her* ..... husband is from Japan.
4 My wife and I live in Los Angeles, but ..... *our* ..... children don't.
5 I like that building. ..... *Its* ..... color is very nice.
6 My sister's a new student. ..... *Her* ..... nickname is Sammy.

E **On a separate sheet of paper, write two additional sentences about people you know. Use possessive nouns and adjectives.**

1 Our teacher's hometown is . . .

UNIT 1 Lesson 2

Verb be: usage and form

The verb be gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject	pronoun subject
Our teacher is from the United States.	**She** is from the United States.
That school is new.	**It** is new.

Affirmative statements

There are three forms of the verb be in the present tense: am, is, and are.

I **am** a student.	He She It	**is** late.	You We They	**are** married.

Contracted forms

Contract be with subject nouns and pronouns. Use contractions in speaking and informal writing.

Nicole is a nurse. = **Nicole's** a nurse.
He is married. = **He's** married.
I am a student. = **I'm** a student.
They are on time. = **They're** on time.

Negative contractions

There are two ways to form negative contractions.

He**'s not** Brazilian. = He **isn't** Brazilian.
They**'re not** teachers. = They **aren't** teachers.

Note: There is only one way to contract I am not. → I'm not.

Short answers with be: common errors

Don't use contractions with affirmative short answers to yes / no questions.

Are you a salesperson?	Yes, I am.	NOT ~~Yes, I'm~~.
Is he American?	Yes, he is.	NOT ~~Yes, he's~~.
Are they mechanics?	Yes, they are.	NOT ~~Yes, they're~~.

Note: It is also common to answer just with Yes or No.

Are you an architect?	Yes.

A **On a separate sheet of paper, rewrite the sentences, using contractions. Then practice saying each sentence aloud.**

1 She is a tour guide. *She's a tour guide.*
2 They are tellers. *They're tellers.*
3 I am a student. *I'm a student.*
4 Brad is from Australia. *Brad's from Australia.*
5 We are late. *We're late.*
6 Your mother is nice. *Your mother's nice.*

B On a separate sheet of paper, write a short answer for each question.

1 Is New York in England? *1. No, it's not / No, it isn't.*
2 Are you a lawyer? *2. Yes, I am. OR No, I'm not.*
3 Are South Korea and Japan in Asia? *3. Yes, they are.*
4 Is Brazil a city? *4. No, it's not. / No, it isn't.*
5 Is it 2:00 right now? *5. Yes, it is. OR No, it's not. / No, it isn't.*
6 Are you a student? *6. Yes, I am. OR No, I'm not.*
7 Are you Canadian? *7. Yes, I am. OR No, I'm not.*
8 Is your mother a manager? *8. Yes, she is. Or No, she's not. / No, she isn't.*
9 Is English difficult? *9. Yes, it is. OR No, it's not. / No, it isn't.*

Modification with adjectives

Adjectives describe nouns and pronouns. They can go after the verb be or before a noun.

Sofia Vergara is **terrific**. She's a **terrific actor** from Colombia.
Renzo Piano and Vittorio Gregotti are **famous**. They're **famous architects** from Italy. Their buildings are **wonderful**.

When an adjective modifies a noun, the adjective always comes before the noun.

They're great musicians. NOT ~~They're musicians great~~.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT ~~He's great musician~~.

Some positive adjectives

amazing	great
famous	terrific
fantastic	wonderful

C On a separate sheet of paper, combine each pair of sentences into one.

1 Santiago Calatrava is an architect from Spain. He's amazing. *Santiago Calatrava is an amazing architect from Spain.*
2 Nobu Matsuhisa is a chef from Japan. He's famous. *Nobu Matsuhisa is a famous chef from Japan.*
3 Isabel Allende is a writer from Chile. She's wonderful. *Isabel Allende is a wonderful writer from Chile.*
4 Sebastião Salgado is a photographer from Brazil. He's great. *Sebastião Salgado is a great photographer from Brazil.*
5 Adele is a singer from the U.K. She's fantastic. *Adele is a fantastic singer from the U.K.*

D On a separate sheet of paper, write three more sentences about famous people you know.

UNIT 2 Lesson 1

Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

on Tuesday	on Monday morning	on New Year's Day	on May 12th
on weekends	on Sundays	on a weekday	on the 15th

Use in with periods of time (but not with names of days).

in 2015	in June	in the summer	in an hour
in the morning	in the 21st century	in the 1990s	in two weeks

Use at with specific moments in time.

at 9:00	at noon	at midnight
at sunrise	at dusk	

Place

Use on with the names of streets and specific physical locations.

on Main Street	on Smith Avenue	on the corner
on the street	on the right	on the left

Use in with the names of cities, countries, continents, and other large locations.

in Kyoto	in Africa	in the neighborhood
in Peru	in the center of town	in the ocean

Use at for buildings and addresses.

at the theater	at the supermarket	at the bank
at the train station	at 10 Elm Street	

Use at for general locations of activity.

at home	at work	at school

B On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Encourage Ss to write the full short answer; for example: *Yes, I am. / No, I'm not.*
- Have Ss take turns asking and answering the questions with a partner.
- To review answers, have volunteers read them aloud. Note that some answers may vary.

EXTENSION (+5 minutes) Have Ss write a true statement to clarify each negative answer. (For example, for item 1: No, it isn't. It's in the United States.)

Modification with adjectives

Suggested time: 5 minutes | Your time:

- To test Ss' knowledge of adjectives, write on the board: *You're a great baker, Emily. This cake is delicious.* Have a volunteer come to the board and underline the adjectives (great, delicious).
- Read the first rule. Then point to the board and ask, *Which word does* great *describe?* (Emily) *Which word does* delicious *describe?* (cake)
- Ask Ss to read the example sentences in pairs and identify the adjectives and the words they describe. Walk around and assist as needed. (terrific: Sofia Vergara; terrific: actor; famous: Renzo Piano and Vittorio Gregotti; famous: architects; wonderful: buildings)
- Read the second rule. To illustrate word order, write on the board: *They're musicians*. Ask Ss where to put *great*.
- Ask Ss to read the final rule and example. Point out that the use of the article *a* or *an* depends on the first letter of the adjective. To illustrate this, write on the board:
  He's ___ great musician.
  He's ___ amazing musician.
  Make sure Ss understand that in the second sentence, *an* is necessary before *amazing*.
- Ask Ss to read the **Some positive adjectives** list.

C On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Model the first item. Write both sentences on the board. Ask, *Which sentence has an adjective?* (the second one) *What is it?* (amazing) *Where should we add the adjective in the first sentence?* (before *architect*)
- Have Ss do the exercise individually. Then have them compare answers in pairs.

D On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Have Ss write three sentences about famous people using adjectives. Walk around and assist as needed.
- Invite volunteers to share examples of sentences in class or in groups.

UNIT 2 Lesson 1

Prepositions of time and place: usage rules

Suggested time: 5 minutes | Your time:

Time

- Have Ss read the rules and examples individually.
- To practice, call out days, dates, periods of time, and moments in time, in random order. Ask the class to respond with the correct preposition and what you called out. For example, say, *August.* (in August)
- For higher-level classes, point out that *in an hour / in two weeks* can express both the duration (how long) and the effect of the action (when). For example:
  You can make this dinner in an hour. = The dinner takes one hour to make.
  I can give you my report in a week = I can give it after seven days.

Place

- Have Ss read the rules and examples individually.
- To practice, call out a few locations (specific and generic) in random order. Ask Ss to respond with the correct preposition and the place that you called out. For example, say, *the bookstore*. (at the bookstore)
- For the third rule: You can point out that the preposition *at* is generally used for a specific location (at home, at 50 Main Street, at the bookstore). The preposition *in* usually expresses the idea of *inside a building* (in an apartment, in a house, in an office). However, it is common to see and hear both *I work at a bank* and *I work in a bank.*

A Complete the sentences with on, in, or at.

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually.
- Then have them take turns reading the conversations and sentences aloud with a partner.

EXTENSION (+5 minutes) Draw the following chart on the board (without the answers). Have Ss copy it and complete it with the times and places from the exercise.

Prepositions of time	in: the afternoon, the summer on: Friday, October 16th, Sunday, weekends at: 7:30, 6:00, dusk
Prepositions of place	in: the center of the city on: Pacific Avenue, the left side of the street at: work, the local university

EXTENSION (+5 minutes) For further practice, have Ss use the prepositions, times, and places in the chart to create their own sentences; for example: *Our English class is in the afternoon.*

B Look at the tickets. . . .

Suggested time: 5 minutes | Your time:

- Reminds Ss that *when* asks about a day, date, or clock time; *what time* asks only about clock time; and *where* asks about a location or place.
- Elicit an example of each type of question and answer, and write them on the board. For example:
  When is "Phantom of the Opera"? (on Friday)
  What time is the concert? (at midnight)
  Where is the musical? (at the Metro Hill Street Mall)
- To check answers, have Ss compare their questions in pairs, or ask volunteers to write their questions on the board.

EXTENSION (+7 minutes) Draw the following chart (without the answers) on the board. Have volunteers come to the board to write the times and places, leaving space for the prepositions. Then call on other Ss to add the prepositions.

	Phantom of the Opera	*Electric Mayhem*
When?	on Friday on October 17th	on Saturday on October 23rd
What time?	at 8:55 P.M.	at midnight at 12:00 P.M.
Where?	at the Metro Hill Street Mall	at The Cat Club

UNIT 3 Lesson 1

Can + base form for permission

Suggested time: 5 minutes | Your time:

- Write on the board: *permission.* To review, elicit that if you have permission to do something, that means you are allowed to do it.
- Read the first rule. Call on pairs of Ss to read the question and answer examples.
- Then read the second rule and have two volunteers read the question and answer example.
- Read the final rule and example. Note that the placement of *please* does not change the meaning.

A Complete each question . . .

Suggested time: 3 minutes | Your time:

- Have Ss complete the exercise individually.
- Go over the answers as a class. Model rising intonation in the sample answer. Ask Ss to read each item aloud.

B On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Have Ss rewrite the questions with *please.* Point out that they can either place *please* before the base form of the verb or at the end of the question.
- Bring the class together and have Ss read their questions. For each item in Exercise A, elicit the question with *please* in a different place.

EXTENSION (+5 minutes) On the board, write this example of an exchange between a child and a parent:

A: Can I ___?
B: No, you can't.
A: Can I please ___?
B: Yes, you can.

Model with a volunteer. Then in pairs have Ss role-play the conversation.

A Complete the sentences with on, in, or at.

1 **A:** When's the play?
B: The play's ...on... Friday ...at... 7:30.
2 **A:** Where is she?
B: She's not here right now. She's ...at... work.
3 **A:** Where's his apartment?
B: It's ...in... the center of the city.
4 **A:** When's his father's birthday?
B: It's ...on... October 16th.
5 ...On... Sunday, I'm going to a talk ...at... the local university.
6 The park opens ...at... 6:00 ...in... the morning and it closes ...at... dusk.
7 Is the concert hall ...on... Pacific Avenue?
8 I think the bookstore is ...on... the left side of the street.
9 Let's go to the movie ...in... the afternoon.
10 ...On... weekends ...in... the summer, I go to the beach.

B Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.





Answers for Exercise B
Questions will vary. Possible questions include:
When is Phantom of the Opera?
What time is Phantom of the Opera?
Where is Phantom of the Opera?
When is the concert?
What time is the Electric Mayhem concert?
Where is the concert?
Where is The Cat Club?

UNIT 3 Lesson 1

Can + base form for permission

Use a question with can + a base form to ask for permission to do something.
To respond, use a short answer with can.

Can I **play** the piano now?	Yes, you can. / No, you can't.
Can they **use** your computer?	Yes, they can. / No, they can't.

You can also use other kinds of short affirmative responses.
Can Carl **call** you tonight? (OK. / Sure. / No problem.)

Remember: To be polite, place please before the base form or at the end of the sentence.
Can I **please** see the recipe? OR Can I see the recipe, **please**?

A Complete each question, using can.

1 ...Can I use... (I / use) your phone?
2 ...Can I leave... (I / leave) the office early today?
3 ...Can we listen... (we / listen) to hip-hop and not jazz?
4 ...Can I call... (I / call) you later? I'm busy right now.
5 ...Can we go... (we / go) to the movies tonight? I really want to see *The Bookstore*!
6 ...Can Natalie sing... (Natalie / sing) at the party? She has a beautiful voice.

B On a separate sheet of paper, write the questions in Exercise A, using please.

1. Can I please use your phone? / Can I use your phone, please?
2. Can I please leave the office early today? / Can I leave the office early today, please?
3. Can we please listen to hip-hop and not jazz? / Can we listen to hip-hop and not jazz, please?
4. Can I please call you later? / Can I call you later, please?
5. Can we please go to the movies tonight? / Can we go to the movies tonight, please?
6. Can Natalie please sing at the party? / Can Natalie sing at the party, please?

UNIT 3 Lesson 2

Can and should: common errors

Follow can and should with the base form of a verb.

She **can play** golf.	They **can meet** at the museum.
He **should take** a nap.	You **should call** your brother.

Be careful!

Don't say: She ~~can plays~~ golf. / He ~~should takes~~ a nap.
Don't say: They ~~can meeting~~ at the museum. / You ~~should to call~~ your brother.

Don't add -s to can or should with he, she, and it.

Don't say: He ~~cans sing~~ well. / She ~~shoulds see~~ a doctor.

A Correct the sentences.

1 Can they ~~coming~~ *come* to the exhibit next week?
2 My brother can't ~~plays~~ *play* basketball tomorrow.
3 You ~~shoulds~~ *should* exercise every day.
4 We're going to the beach this week, but I can't ~~to~~ swim.
5 Your son should ~~to~~ make dinner tonight.
6 Peter can ~~goes~~ *go* out for dinner on Friday.
7 She isn't busy. She ~~cans~~ *can* go to the movie tonight.
8 Can he ~~playing~~ *play* the piano at the party?

UNIT 4 Lesson 1

The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

Facts	Habitual actions
Cindy **speaks** Korean very well.	Cindy **speaks** Korean every day.
They **work** at Central Books.	They **work** late on weekdays.

Form

Add -s to the base form of the verb for third-person singular (he, she, or it).

I **like** Thai food.	He **likes** Mexican food.
You **play** the piano.	She **plays** the guitar.
We **work** at a café.	Kim **works** at a school.

Negative forms

Use don't (do not) or doesn't (does not) + the base form of a verb to make negative statements.

I **don't play** soccer. He **doesn't play** tennis.

Yes / no questions

Use do or does + the base form of a verb to form yes / no questions.

Do you **speak** Japanese? **Does** she **speak** Italian? NOT Does she ~~speaks~~ Italian?

A Write negative statements.

1 Greg likes classical music. (his brother) *His brother doesn't like classical music.*
2 The café closes at 7:00. (the bookstore) *The bookstore doesn't close at 7:00.*
3 Patrick lives in Caracas. (his parents) *His parents don't live in Caracas.*
4 Elena works in an office. (her sister) *Her sister doesn't work in an office.*
5 I have a big family. (my husband) *My husband doesn't have a big family.*
6 My brother-in-law speaks Chinese. (I) *I don't speak Chinese.*
7 Mark's niece likes jazz. (his nephew) *His nephew doesn't like jazz.*

UNIT 3 Lesson 2

Can and should: common errors

Suggested time: 5 minutes | Your time:

- Read the first rule. Call on Ss to read the example sentences. Ask, *Which sentences show ability or possibility?* (She can play golf. They can meet at the museum.) *Which sentences give advice?* (He should take a nap. You should call your brother.)
- Have Ss study the **Be careful!** examples. As Ss read, write more examples on the board:
  Valerie can write really well. (correct)
  He shouldn'ts take the train. (incorrect: *shouldn't*)
  They can to come tonight. (incorrect: *can come*)
  Have Ss identify the errors and correct the sentences.

A Correct the sentences.

Suggested time: 3 minutes | Your time:

- Have Ss do the exercise individually or in pairs.
- Bring the class together to go over the answers.

UNIT 4 Lesson 1

The simple present tense: usage and form

Suggested time: 10 minutes | Your time:

Usage

- Have Ss read the rule and examples individually.
- Use the simple present to tell the class about your typical day. For example, say, *Every day I wake up at 7:00 A.M. I go to work at 8:00 A.M. I eat lunch at 12:30 P.M. I go home at 5:00 P.M. I eat dinner at 7:00 P.M. I go to bed at 11:00 P.M.* Ask, *Are these facts or habits?* (habits)
- Have pairs take turns describing their typical day to a partner.
- With a new partner, have Ss discuss facts about themselves, such as where they live or what languages they speak. Monitor.

Form

- Read the rule. To illustrate, write the following on the board and circle the *s* in *lives*:
  I / you / we / they *live*
  he / she / it *lives*
- If Ss ask, explain that spelling rules will be discussed in Lesson 2.

Negative forms

- Have a volunteer read the rule aloud. Have another read the examples.
- To make the rule clear, write on the board:
  I / you / we / they *don't live*
  he / she / it *doesn't live*
- Ask, *How many negative forms are there in the simple present?* (two) *What are they?* (don't / doesn't) *When do you use* doesn't*?* (with *he, she, it*) *When do you use* don't*?* (with all other pronouns)
- Point out that in third-person singular, there is no *-s* on the main verb (the verb after *does / doesn't*); for example: *She doesn't like Mexican food.* (NOT *She doesn't ~~likes~~ Mexican food.*)

Yes / no questions

- Have Ss read the rule and examples individually.
- To make the rule clear, write on the board:
  Do (I, you, we, they) *live in . . . ?*
  Does (he, she, it) *live in . . . ?*
  NOT Does (he, she, it) *~~lives~~ in . . . ?*
  Explain that for *yes / no* questions in the simple present tense, *do* or *does* is used before the subject.

EXTENSION (+5–10 minutes) Draw the following chart on the board and have Ss copy it. To model the activity, write a S's name in the first column and ask, *[Gina], do you like [tennis]?* etc. Write a check mark for each *yes* answer. Then have Ss walk around the room asking their classmates questions and filling in their charts. Ss can also ask the T the questions. To review, have Ss tell the class about a classmate's likes and dislikes.

Name	*[tennis]*	*[Korean] food*	*[rap] music*	*[horror] movies*	*art*
[Gina]	✓	✓			✓

A Write negative statements.

Suggested time: 3 minutes | Your time:

- Do the first item together. Make sure Ss understand the task.
- To go over answers, call on volunteers to say the negative sentences.

EXTENSION (+3 minutes) Have Ss make the positive sentences in the exercise negative, and the negative sentences positive. (For example: Greg doesn't like classical music. His brother likes classical music.)

B Write yes / no questions.

Suggested time: 5 minutes | Your time:

- Before Ss do the exercise, have them read the answers to the questions and circle the subjects. (1. she / My sister; 2. he / My brother; 3. We; 4. My cousins; 5. she / My niece; 6. they / My brothers; 7. The bookstore)
- Tell Ss to:
  - use *do* or *does;* for example, use *does* with *your sister / she*,
  - change the subject pronoun or possessive adjective if necessary; for example, *my sister* to *your sister*,
  - use the base form of the verb in the questions; for example, *live*.
- In pairs, have Ss take turns asking and answering the questions with a partner.
- Walk around and make sure Ss have correctly formed the questions.

Spelling rules with he, she, and it (review)

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to study or review the rules in pairs.
- Write these verbs in a list on the board: *play, cry, push, drive, say*. Invite volunteers to come to the board and write the third-person singular form: *plays, cries, pushes, drives, says*.
- Focus on the **Remember** note. Ask, *Are these regular or irregular verbs?* (irregular) Remind Ss that irregular verbs have a special form.

C Complete each sentence . . .

Suggested time: 3 minutes | Your time:

- Invite Ss to first skim the verbs in parentheses. Then have them complete the exercise individually.
- In pairs, have Ss compare answers and check spelling. Walk around and assist as needed. Write answers on the board as needed.

EXTENSION (+10 minutes) With their books closed, have Ss stand up and create two teams. Say the base form of one of the verbs in Exercise C to one team. Have a team member write the third-person singular form on the board. If the S makes a mistake, he or she sits down. The team with the most standing team members at the end of the activity wins. Add verbs to the competition if needed; for example, *miss, pay, cry, mix, push, drive, say, run, catch, buy, try*.

UNIT 4 Lesson 2

Comparative adjectives: spelling rules

Suggested time: 3 minutes | Your time:

- Have Ss read the information in the chart individually.
- Check that Ss understand what *syllable* means. To clarify, say the words *sad, happy,* and *excited,* and clap for each syllable (sad = one; hap-py = two; ex-ci-ted = three). After you clap each word's syllables, hold up either one, two, or three fingers to indicate the number of syllables.
- Read several adjectives in the chart and in Exercise A aloud. Ask Ss to hold up fingers indicating the number of syllables in the words; for example, *shy* (one), *hot* (one), *friendly* (two), *interesting* (three or four, depending on pronunciation), *expensive* (three).

A On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to read the list of adjectives and identify any they do not understand. Elicit or explain the meaning of those words.
- Have Ss work in pairs. To help with determining syllables, advise them to read the adjectives aloud.
- Go over the answers with the class. Pronounce each of the comparative forms and have Ss repeat.

EXTENSION (+3 minutes) Have Ss write sentences using some of the comparative adjectives from the exercise; for example: *Your health is more important than money*. Have Ss share their sentences.

B Write yes / no questions.

1 **A:** Does your sister live ..... near you?
B: No, she doesn't. My sister lives in another city.
2 **A:** Does your brother drink ..... coffee?
B: No, he doesn't. My brother drinks tea.
3 **A:** Do you have (any) ..... children?
B: No. We don't have any yet.
4 **A:** Do your cousins live ..... in Canada?
B: No. My cousins live in Bolivia.
5 **A:** Does your niece speak ..... English?
B: Yes, she does. My niece speaks it well.
6 **A:** Do your brothers play ..... soccer?
B: Yes, they do. My brothers play on the weekends.
7 **A:** Does the bookstore open ..... early?
B: No. The bookstore opens late.

Spelling rules with he, she, and it (review)

Add -s to the base form of most verbs.
sings swims dances

Add -es to verbs that end in -s, -sh, -ch, or -x.
brush → brushes watch → watches

If a verb ends in a consonant and -y, change the y to i and add -es.
study → studies

Remember:
do → does
go → goes
have → has

C Complete each sentence with the correct form of the verb.

1 He ..... (cook) on the weekends.
2 She ..... (wash) her clothes every Wednesday.
3 Maria ..... (go) to the movies often.
4 Lisa and Mark's son ..... (play) basketball at school.
5 It ..... (rain) in the winter.
6 She ..... (listen) to music on the train.
7 Trevor ..... (have) a lot of cousins!
8 My aunt ..... (like) classical music.
9 Our daughter ..... (brush) her hair every morning.
10 He ..... (draw) really well.
11 My mom ..... (fly) to Rio every year.

UNIT 4 Lesson 2

Comparative adjectives: spelling rules

Add -er to one-syllable adjectives. If the adjective ends in -e, add -r.
shy → shyer nice → nicer

If an adjective ends in (or is) a consonant-vowel-consonant sequence, double the final consonant before adding -er.
hot → hotter

For most adjectives that end in -y, change the y to i and add -er
friendly → friendlier angry → angrier

To make the comparative form of most adjectives that have more than two syllables (and don't end in -y), use more or less.
interesting → more interesting expensive → less expensive

A On a separate sheet of paper, write the comparative form of the adjectives.

1	big	bigger	5	dirty	dirtier	9	intelligent	more intelligent	13	loose	looser	17	short	shorter
2	clean	cleaner	6	friendly	friendlier	10	late	later	14	old	older	18	tall	taller
3	cute	cuter	7	happy	happier	11	large	larger	15	popular	more popular	19	tight	tighter
4	difficult	more difficult	8	important	more important	12	long	longer	16	sad	sadder	20	high	higher

Modifying comparative adjectives with intensifiers much, a lot, a little (OR a little bit)

Intensifiers make the meaning of adjectives stronger. Use intensifiers much, a lot, and a little (OR a little bit) to modify comparative adjectives. Place the intensifier before the comparative adjective.

Your brother is **much** taller than you!
My cousins are **a lot** more athletic than I am.
My aunt is **a little** older than my uncle. OR My aunt is **a little bit** older than my uncle.

Be careful! Not all intensifiers can be used with comparative adjectives.

I'm **much** funnier than her. NOT I'm ~~very funnier~~ than her. OR I'm ~~too funnier~~ than her.

B **Complete each sentence with an intensifier and the comparative form of the adjective.**

1 Nancy is *much shorter* (much / short) than Karen.
2 I am *a little more outgoing / a little less outgoing* (a little / outgoing) than my brother and sister.
3 Concerts are *much more exciting* (much / exciting) than plays.
4 A stomachache is *a lot worse* (a lot / bad) than a runny nose.
5 Dave is *a little bit funnier* (a little bit / funny) than I am.
6 A soccer game is *a lot longer* (a lot / long) than a basketball game.

UNIT 5 Lesson 1

Making non-count nouns countable (review)

We can make many non-count nouns countable by expressing a quantity:

a slice of cheese / **a loaf of** bread / **a box of** pasta / **three pieces of** cake / **two kinds of** rice

The following phrases are used with non-count nouns in order to make them countable:

liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of, a spoonful of
solids: a cup of, a piece of, three slices of, a kilo of, a box of, a bag of, two spoonfuls of

A **Complete the statements with phrases of quantity. (Note: More than one phrase of quantity may be possible.)** *Answers will vary. Possible answers include:*

1 To make one *cup of* rice, I need two *cups of* water.
2 I like my coffee sweet. Please put in one *spoonful of* sugar.
3 Would you like a *glass of* milk with your cookies?
4 I ate five *pieces of / slices of* cheese, and now I feel sick.
5 A club sandwich doesn't have two *slices of* bread. It has three *slices of* bread.
6 She must be very thirsty. This is her third *bottle of / can of* soda.

Nouns that can be count or non-count

Some nouns can be used as count or non-count nouns. The word is the same, but the meanings are different.

Count use	Non-count use
He made two **chickens** for the party.	**Chicken** is a kind of meat.
We have three **TVs** in our house.	Let's watch **TV**.
I'd like **a glass** of water.	The window is made of **glass**.

Some words can have a count sense or a non-count sense with only a slight difference in meaning.

I'm in the mood for **salad**. OR I'm in the mood for **a salad**.
They'd like **steak** for dinner. OR We bought two **steaks** at the supermarket.

Modifying comparative adjectives with intensifiers much, a lot, and a little (OR a little bit)

Suggested time: 5 minutes | Your time:

- Write the intensifiers on the board: *much, a lot, a little, a little bit*. Elicit or explain that *to intensify* means to make stronger.
- Read the rule aloud. Call on volunteers to read the example sentences.
- Focus on the **Be careful!** note. Point out that *very* and *too* can intensify adjectives—for example, *very funny* or *too funny*—but not comparative adjectives.

B Complete each sentence . . .

Suggested time: 3 minutes | Your time:

- Have Ss complete the exercise individually.
- Then bring the class together and call on Ss to read the sentences aloud.

OPTION Call Ss' attention to items 2 and 3. Ask, *What are two possible ways to write the answer?* (a little more outgoing / a little less outgoing, much more exciting / much less exciting) Invite Ss to share which answer is true for them regarding siblings, concerts, and plays.

UNIT 5 Lesson 1

Making non-count nouns countable (review)

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples in the chart individually.
- If possible, bring in objects or pictures to make the meaning of the countable phrases clear; for example, a cup, a bottle, a bag, a spoon.

OPTION (+4 minutes) Bring in a loaf of bread. Hold it up and say, *bread*. Then say, *a loaf of bread*. Next, count the slices of bread. Say, *one slice of bread*, *two slices of bread*, etc. Break apart some bread and say, *a piece of bread*. Continue to show and count several pieces of bread. Finally, show pictures of different kinds of bread. Say, *[Three] kinds of bread*.

A Complete the statements . . .

Suggested time: 5 minutes | Your time:

- Before Ss begin the exercise, have them circle the non-count noun that comes after the blank in each item (rice, water, sugar, milk, cheese, bread, soda).
- After Ss have completed the exercise, go over the answers with the class. Call on volunteers to read the sentences. Elicit a couple of different responses for each item.

EXTENSION (+5 minutes) To challenge Ss, have them write a description of "The Perfect Sandwich." For example, *The perfect sandwich has two slices of bread. It has two pieces of chicken and three slices of cheese. It has lettuce, but it doesn't have tomatoes*. Have Ss vote on the best sandwich.

Nouns that can be count or non-count

Suggested time: 5 minutes | Your time:

- Have Ss read the information in the chart individually.
- On the board, draw simple pictures of two chickens, three TVs, and a glass of water. As you read each **Count use** example, point to the corresponding picture. Explain that the count nouns refer to specific people, animals, or objects.
- Then read the **Non-count use** examples and explain that non-count nouns refer to categories and concepts. Clarify the meaning: *chicken* = a type of animal, *TV* = a type of electronic device, and *glass* = a type of material.
- For the second rule and examples, note that *salad* and *steak* are more general, and *a salad* and *two steaks* are more specific.
- You can point out that in informal speech, some non-count nouns may be used as count nouns. For example:
  I'd like two teas and two waters. = I'd like two cups of tea and two glasses of water.
  I'd like a coffee. = I'd like a cup of coffee.
  I'd like two sugars. = I'd like two packets or cubes of sugar.

Plural nouns: spelling rules

Suggested time: 3 minutes | Your time:

- Have Ss read the spelling rules individually.
- Pronounce the plural forms under each rule and have Ss repeat.

B Write the plural form . . .

Suggested time: 3 minutes | Your time:

- Review the meaning of the words as appropriate.
- After Ss have completed the exercise, have volunteers write the plural forms on the board.
- Point to individual words on the board and have the class read them chorally.

EXTENSION (+5 minutes) Have Ss write the headings /ɪz/, /s/, and /z/ on a sheet of paper and create columns. Say each heading and ask Ss to repeat. Then read the words in the chart below, in mixed order. Have Ss listen and write each word under the appropriate heading. Go over the answers with the class. Then have Ss practice saying the nouns in their chart with a partner.

/ɪz/	/s/	/z/
sandwiches beverages glasses	cups snacks cakes desserts	clams bottles chickens vegetables potatoes pies

Non-count nouns: categories

Suggested time: 5 minutes | Your time:

- Have Ss read the information in the chart individually.

EXTENSION (+5 minutes) Form five groups. Assign each group one category. Have groups write sentences with non-count nouns in their category. Ss can use the non-count nouns listed or their own non-count nouns. The non-count nouns should be the subject of the sentences. One S from each group comes to the board and writes one sentence on the board, reads it aloud, and makes any necessary corrections with the class. For each sentence, ask about the category. Possible sentences:

Good health is very important. (abstract ideas)
Swimming isn't difficult. (sports and activities)
Covid-19 is a disease. (illnesses)
English is my favorite class. (academic subjects)

C Complete each sentence . . .

Suggested time: 3 minutes | Your time:

- Remind Ss to use the third-person singular forms of the verbs in parentheses.
- After Ss have completed the exercise, call on volunteers to share their answers.

EXTENSION (+3 minutes) To personalize the activity, have Ss complete the following sentences with their own non-count nouns. Call on volunteers to share their answers with the class.

___ *is my favorite beverage.*
___ *is very good for you.*
___ *isn't good for you.*
___ *is my favorite subject.*
___ *is my favorite sport.*

D Complete the sentences . . .

Suggested time: 5 minutes | Your time:

- Have Ss notice that all the nouns and noun phrases after the blanks begin with a consonant sound. Remind them to use *a* for count nouns and *x* for non-count nouns.
- After Ss have completed the exercise, call on volunteers to share their answers.

UNIT 5 Lesson 2

Questions with How much and How many (review)

Suggested time: 5 minutes | Your time:

- Read the rule and call on volunteers to read the examples.
- Write these prompts on the board (without the answers):

___ *students are in this class?* (How many)
___ *glasses of water do you drink every day?* (How many)
___ *sugar do you put in your coffee?* (How much)
___ *bread do you buy every week?* (How much)
___ *cousins do you have?* (How many)
___ *cheese do you put on your sandwiches?* (How much)
___ *TV do you watch?* (How much)

Have volunteers come to the board to complete the questions with *How much* or *How many*. Then have Ss ask and answer the questions in pairs.

- Walk around and make sure Ss understand the use of these question words.

A Complete each question . . .

Suggested time: 3 minutes | Your time:

- Before Ss begin the exercise, have them look at the noun that follows each blank. Ask, *Which are count nouns?* (1. cups; 4. slices; 6. grapes; 7. boxes)
- Ask, *Do you use* How much *or* How many *with count nouns?* (How many) *Which do you use with non-count nouns?* (How much)
- Have Ss compare answers in pairs.

Plural nouns: spelling rules

Add -s to most nouns.

book → book**s** cup → cup**s** apple → apple**s**

If a noun ends in a consonant and -y, change the y to i and add -es.

baby → bab**ies** candy → cand**ies**

BUT: Do not change the y when the letter before the y is a vowel.

boy → boy**s**

Add -es to most nouns that end in -ch, -o, -s, -sh, or -x.

peach → peach**es** glass → glass**es** box → box**es**
tomato → tomato**es** eyelash → eyelash**es**

B Write the plural form of each count noun.

1 bottle *bottles*
2 egg *eggs*
3 noodle *noodles*
4 pie *pies*
5 pepper *peppers*
6 party *parties*
7 potato *potatoes*
8 clam *clams*

Non-count nouns: categories

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun
sports and activities: tennis, swimming, golf, basketball
illnesses: cancer, AIDS, diabetes, dengue
academic subjects: English, chemistry, art, mathematics
foods: rice, milk, sugar, coffee, oil

All non-count nouns require a singular verb.

Sugar **isn't** good for you.
Mathematics **is** my favorite subject.

C Complete each sentence with the correct form of the verb.

1 Pie *is* (be) my favorite dessert.
2 Soup *helps* (help) you feel better when you are sick.
3 Chemistry *is* (be) a hard subject for many students, but not for me!
4 Influenza *causes* (cause) a fever and a runny nose.
5 Medical information *helps* (help) you know what to do about your health.
6 Swimming *is* (be) a great type of exercise for people of all ages.

D Complete the sentences with a or an. If the noun is a non-count noun, write an x.

1 She has *x* diabetes.
2 My family loves *x* music.
3 Would you like *a* beverage?
4 He always gives *x* good advice.
5 There's *x* pasta on the shelf.
6 I'm making *x* coffee. Would you like *a* cup?
7 I don't usually like to eat *x* chicken.

UNIT 5 Lesson 2

Questions with How much and How many (review)

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

How much rice is in the soup? (Not much. One cup.)
How many eggs are there in the fridge? (Not many. Three.)

A Complete each question with How much or How many.

1 *How many* cups of tea do you drink a day?
2 *How much* sugar do you want in your coffee?
3 *How much* bread do we have?
4 *How many* slices of cheese do you want on your sandwich?
5 *How much* milk is there in the fridge?
6 *How many* grapes would you like?
7 *How many* boxes of pasta are there on the shelf?
8 *How much* salt is there in this soup?

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of be and a present participle of a verb.

To form a present participle, add -ing to the base form of a verb.

talk → talking

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

leave → leaving

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

sit → sitting

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

blow → blowing
fix → fixing
say → saying

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

per – mit → permitting **BUT** or – der → ordering

A Write the present participle for each base form. Follow the rules.

1	turn	turning	7	stop	stopping	13	write	writing	19	be	being
2	rain	raining	8	sit	sitting	14	begin	beginning	20	have	having
3	run	running	9	eat	eating	15	use	using	21	put	putting
4	help	helping	10	buy	buying	16	charge	charging	22	go	going
5	open	opening	11	listen	listening	17	read	reading	23	text	texting
6	close	closing	12	do	doing	18	play	playing	24	make	making

The present continuous: rules for forming statements and questions

Statements

Remember to form the present continuous with be and a present participle of a verb.

Affirmative statements	Negative statements
I'm studying English.	I'm not studying French.
You're watching TV.	You're not watching a movie.
He's reading a book.	He's not reading news.

Questions

Yes / no questions: Place a form of be before the subject of the sentence.

Is she taking a picture?
Are you listening to music?
Are they playing a game?

Information questions: Use question words to ask information questions.

When are you going?
What are you doing right now?
Who is he talking to on the phone?
How are you feeling?
Why are you buying that digital camera?

Be careful! The word order changes when using Who to ask a question about the subject:

Who's talking on the phone? (James is.)

B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.

1 He's going to the mall.
2 She's calling her manager.
3 I'm cooking dinner tonight.
4 Matt and Jake are shopping online.
5 Joanne's driving to the movies.
6 We're getting a new smart TV.

1. He's not / He isn't going to the mall.
2. She's not / She isn't calling her manager.
3. I'm not cooking dinner tonight.
4. Matt and Jake aren't shopping online.
5. Joanne's not / Joanne isn't driving to the movies.
6. We're not / We aren't getting a new smart TV.

UNIT 6 Lesson 1

The present continuous: spelling rules for the present participle

Suggested time: 5 minutes | Your time:

- Have Ss read the spelling rules for one-syllable verbs and examples in pairs. Explain the meaning of any unknown words.
- To confirm Ss' understanding of the rules, write on the board: *talk, take, hit, mow, swim, bake, mix.* Call on individual Ss to come to the board and write the present participle form of each verb (talking, taking, hitting, mowing, swimming, baking, mixing). Monitor and assist. Be sure Ss have correctly dropped the *-e* in *taking* and *baking* and doubled the consonant in *hitting* and *swimming*. Explain the meaning of any unknown words.
- Read the last rule in the chart aloud. To demonstrate, write on the board: *be-gin, o-pen, per-mit, or-der.* First, have Ss notice that each word ends in a consonant-vowel-consonant sequence. Then, say the words aloud, exaggerating the stressed syllables (begin, open, permit, order). Have Ss repeat the words, focusing on the proper stress. Ask, *Which words have stress on the last syllable?* (begin, permit) Elicit the present continuous form of the four verbs. (begi**nn**ing, ope**n**ing, permi**tt**ing, ordering)

A Write the present participle . . .

Suggested time: 7 minutes | Your time:

- Say, *Circle the verbs that have more than one syllable.* Read the list of verbs aloud, emphasizing the stress on the two-syllable words. (5. open; 11. listen; 14. begin) Then have Ss complete the exercise, referring to the rules in the chart as needed.
- Go over the answers with the class.

OPTION (+5 minutes) Draw the following chart on the board (without the answers). Have Ss copy the chart. Explain that each heading represents a spelling rule. In pairs, have Ss complete it with the answers in Exercise A. Then bring the class together and have volunteers come to the board to fill in the chart.

talking	*leaving*	*sitting*	*saying*	*permitting*	*ordering*
turning	closing	running	buying	beginning	opening
raining	writing	stopping	playing		listening
helping	using	putting			
eating	charging				
doing	having				
reading	making				
being					
going					
texting					

The present continuous: rules for forming . . .

Suggested time: 7 minutes | Your time:

Statements

- Read the rule aloud. Call on volunteers to read the affirmative and negative examples.
- Go over the forms of *be* with the various pronouns, if necessary: *I'm / I'm not; you're / you're not; he's / he's not,* etc.

Questions

- Have Ss read the rule for *yes / no* questions individually.
- Ask different Ss to read the examples aloud.
- To check understanding, write several affirmative statements on the board. For example:
  She is watching TV.
  You are driving to school today.
  They are coming to dinner at 8:00.
- Ask Ss to form questions as you erase and rewrite the subject and verb. Be sure to also replace the period with a question mark. For example:
  Is she watching TV?
  Are you driving to school today?
  Are they coming to dinner at 8:00?
- Have Ss read the rule and examples for information questions individually.
- Remind Ss that *Why* asks for reasons, *Who* can ask about the subject or the object, and *How much* asks for information about a non-count noun.

OPTION (+3 minutes) To practice, have pairs first ask a *yes / no* question about a present or future activity. Then have them follow up with information questions. Model an example with a higher-level S. For example:

T: Are you studying Japanese this year?
S: No, I'm not studying Japanese.
T: What are you studying?
S: I'm studying English, of course.
T: Where are you studying?

B On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Walk around as Ss complete the exercise. Be sure Ss use the negative correctly.
- After Ss have completed the exercise, call on volunteers to share their answers.

EXTENSION (+3 minutes) To challenge Ss, have them talk in small groups about things they are doing or not doing today, this afternoon, tomorrow, or right now. Remind them to use the present continuous.

C Write a question . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually. Walk around and assist as needed. Allow for a variety of answers as long as Ss correctly include the present continuous affirmative or negative.
- Have Ss compare answers in pairs. Then have them practice the conversations. Then have them switch roles.

EXTENSION (+7 minutes) Have Ss write down three present continuous questions to ask other Ss. For example: *Why are you taking this class? Are you enjoying this class? Are you taking any other classes?* Instruct Ss to walk around the classroom asking other Ss questions. Then call on Ss to tell one thing they learned about a classmate. Correct the use of present continuous as needed.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Suggested time: 5 minutes | Your time:

- Read each rule aloud. Call on volunteers to read the example sentences.
- Explain that non-action verbs are verbs that express things like feelings, behaviors, and senses—not actions.
- Write the verbs from the **Some non-action verbs** list on the board. Pronounce each one and have Ss repeat.
- Ask for volunteers to use one of the verbs from the list to say something about themselves; for example: *I love rap music.* Write the sentence and the S's name on the board. Elicit one sentence for each of the verbs. Go over the meaning of any unfamiliar verbs.
- Play a memory game. Give Ss about 30 seconds to go over the sentences on the board. Then erase the sentences. Have Ss tell a partner as much as they can remember about their classmates. Walk around and make sure Ss add the third-person singular *-s* to the verbs. ([Jesse] loves rap music.) Have Ss confirm which statements are correct.
- To make sure Ss understand how some non-action verbs have both action and non-action meanings, have them complete these sentences:
  I have ___. (a car)
  I'm having ___. (pasta for dinner)
  I think ___. (Brazil is beautiful)
  I'm thinking about ___. (my next vacation)

A Complete the message . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually.
- To go over answers, ask a volunteer to share the completed message. Elicit or suggest corrections as needed.

LANGUAGE NOTE While most non-action verbs are not usually used in the present continuous, exceptions to this rule can be heard in spoken English; for example, *I'm loving this movie. = I'm enjoying this movie. You're being silly. = You're acting silly. You're seeing things. = You're imagining things.*

C **Write a question in the present continuous to complete each conversation.**

1 **A:** *Is Luke streaming a movie right now*.....?
B: No. Luke's not streaming a movie right now.

2 **A:** *Where is he going*.....?
B: He's going to the office.

3 **A:** *Who are you calling*.....?
B: I'm calling Claire Jones.

4 **A:** *When is she coming home*.....?
B: She's coming home later tonight.

UNIT 6 Lesson 2

The simple present tense: non-action verbs

Some verbs are non-action verbs. Most non-action verbs are not usually used in the present continuous, even when they are describing something that is happening right now.

I **want** a cup of coffee. NOT I ~~am wanting~~ a cup of coffee.

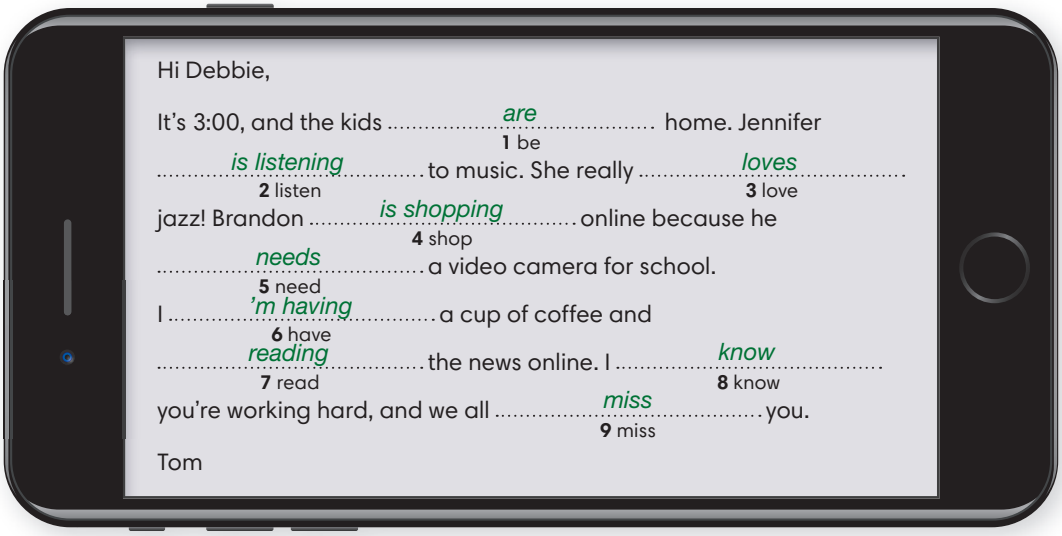
Some non-action verbs have action and non-action meaning.

Non-action meaning	Action meaning
I **have** two laptops. (possession)	I**'m having** lunch. (eating)
I **think** English is easy. (opinion)	I**'m thinking** about her. (the act of thinking)

Some non-action verbs

be	miss
have	need
know	see
like	understand
love	want

A **Complete the message. Use the simple present tense or the present continuous form of the verbs.**



Hi Debbie,

It's 3:00, and the kids ..*are*.. (1 be) home. Jennifer ..*is listening*.. (2 listen) to music. She really ..*loves*.. (3 love) jazz! Brandon ..*is shopping*.. (4 shop) online because he ..*needs*.. (5 need) a video camera for school. I ..*'m having*.. (6 have) a cup of coffee and ..*reading*.. (7 read) the news online. I ..*know*.. (8 know) you're working hard, and we all ..*miss*.. (9 miss) you.

Tom

The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb be and before other verbs.

I **am usually** at the park on Saturdays.
I **usually go** to the park on Saturdays.

Sometimes, usually, often, generally, and occasionally can also go at the beginning or end of a sentence.

Sometimes I go to the mall on Sundays.
I go to the bookstore **occasionally**.

Be careful! Don't use never or always at the beginning or end of a sentence.

Don't say: ~~Never I go to the beach~~. OR ~~I go to the beach always~~.

In negative statements, most frequency adverbs can go before or after don't or doesn't.

Harry **usually doesn't** go swimming on Mondays. OR
Harry **doesn't usually** go swimming on Mondays.

Be careful! The frequency adverb always cannot go before don't or doesn't.

I **don't always** have breakfast in the morning. NOT I ~~always don't~~ have breakfast in the morning.

Be careful! Use the frequency adverb never or not + ever to form the negative. Don't use never with a negative verb.

I **never** eat candy. OR I **don't ever** eat candy. NOT I ~~don't never~~ eat candy.

Time expressions

Time expressions generally go at the beginning or end of a sentence.
When a time expression is at the beginning, a comma is optional.
Don't use a comma when the time expression is at the end.

Three times a week, I go to the pool.
I go to the pool **three times a week**.

The time expression a lot goes at the end of a sentence.

I go to the pool **a lot**. NOT ~~A lot I go to the pool~~.

Some time expressions
every week
every other day
once a month
twice a year
three times a week
once in a while
a lot

B **On a separate sheet of paper, rewrite the sentences correctly.**

1 She plays usually tennis on Sunday.
2 They go to the mall hardly ever.
3 I always am hungry in the morning.
4 We once in a while listen to podcasts.
5 Chris doesn't never exercise.
6 Never I stream movies.
7 Violet doesn't drink always tea.
8 Carl and I play twice a month basketball together.
9 We go often bike riding on the weekend.
10 She is every day late for class.

1. She usually plays tennis on Sunday.
2. They hardly ever go to the mall.
3. I am always hungry in the morning.
4. We listen to podcasts once in a while. / Once in a while, we listen to podcasts.
5. Chris doesn't ever exercise. / Chris never exercises.
6. I never stream movies.
7. Violet doesn't always drink tea.
8. Carl and I play basketball together twice a month. / Twice a month, Carl and I play basketball together.
9. We often go bike riding on the weekend.
10. She is late for class every day.

The simple present tense: placement of frequency adverbs

Suggested time: 10 minutes | Your time:

- Have Ss read the rules and examples individually. Monitor and assist as needed.
- To check understanding, write the following lists of verbs and frequency adverbs on the board. Have Ss write six sentences about their own habits and activities, using one word from each list. Model one or two sentences about yourself. For example, say, *I occasionally eat lunch at school. I never drink coffee.*

Verb	*Frequency adverb*
be	*always*
play	*almost always*
go	*usually / often / generally*
eat	*sometimes / occasionally*
exercise	*hardly ever / not ever*
drink	*never / not ever*

- Have Ss read their sentences aloud in small groups. The group listens and checks for correct word order. Walk around as Ss read their sentences, offering help as needed.
- Encourage Ss to write additional sentences for any that can be written in a different order.

Time expressions

Suggested time: 3 minutes | Your time:

- Read the first set of rules in the chart. Ask Ss to study the example sentences.
- Then focus on the last rule and the example sentences.
- Read the **Some time expressions** list aloud and have Ss repeat.

OPTION (+3 minutes) Another way to introduce time expressions is to bring a calendar to class. Talk about yourself, using the time expressions and pointing to the calendar. For example, say, *I teach English every other day*. Point to the days on the calendar. Ask Ss to come to the calendar, point, and say something about their own habits and routines. Remind Ss that the simple present tense is used to tell or ask about habits, customs, regular occurrences, routines, and facts.

EXTENSION (+5 minutes) In pairs, have Ss use different time expressions to make true statements about themselves. For example: *Once a month, I pay my bills.* Elicit statements and write them on the board. Be sure to point out the comma if Ss use the time expression at the beginning of the sentence. Then point to each sentence and ask, *Where else could the time expression go?* For example: *I pay my bills once a month.*

B On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually.
- Then go over the answers as a class. Call on volunteers to share their rewritten sentences.

UNIT 7 Lesson 1

The past tense of be: form

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the first rule in the chart. Call on other Ss to read the example sentences.
- Write on the board:
  she / he / it *was / wasn't*
  you / we / they *were / weren't*
- Elicit or review that *wasn't* is the contraction of *was* and *not*. Ask, *What is* weren't *the contraction of?* (were not) Remind Ss that contractions are commonly used in negative statements, in short answers, in speaking, and in writing.
- Ask the class what past time expressions they know. Write them on the board. For example:
  last night *last summer*
  last weekend *last year*
  last month *in 2000*
- Call on volunteers to read the next two rules and examples in the chart.
- To check understanding, write these sentences on the board:
  My dinner was terrific.
  Their passports were on the table.
- Ask two Ss to change the sentences to *yes / no* questions. Write them on the board:
  Was your dinner terrific?
  Were their passports on the table?
- Ask two Ss to create an information question for each sentence. Write them on the board:
  How was your dinner?
  Where were their passports?

A Complete the conversations. . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the conversations individually.
- Then have them check their work by role-playing the conversations with a partner.

B On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Do the first item as a class. Call on a S to write the question on the board: *Was your vacation very long?* Remind Ss to start each question with a capital letter and end it with a question mark.
- To check their work, have Ss share their questions.

CHALLENGE (+5 minutes) Have Ss add time expressions to the sentences they wrote. For example: *Was your vacation last year very long?*

UNIT 7 Lesson 2

The simple past tense: more about usage and form

Suggested time: 7 minutes | Your time:

- Read the first rule in the chart aloud. Ask a volunteer to read the examples.
- Ask Ss to talk about what they did last year, using the past tense. For example: *I went on vacation. I played a lot of football.*

Negative forms

- Have Ss study the rule and two examples.
- To check understanding, ask the following questions and write Ss' answers on the board:
  What is the negative form of do / does? (don't / doesn't)
  What is the negative form of did? (didn't)
  What form of the verb follows don't, doesn't, *and* didn't? (the base form)
- Write various verb forms on the board and have Ss come to the board and put a check mark beside the base forms. For example:

going	*has*	*have* ✓	*to buy*
went	*had*	*eat* ✓	*buy* ✓
go ✓	*having*		

- Have Ss create negative sentences with the checked words. For example, write on the board: *Last summer, my family went on vacation together. We ___.* (Possible answers: didn't go to the beach; didn't have a good time; didn't eat well; didn't buy souvenirs.)

Questions

- Call on volunteers to read the two rules.
- To check understanding, write on the board the two examples from the beginning of the chart:
  My grandparents went to Tokyo in May.
  Last month, we played tennis every day.
  Ask the class to change the sentences to *yes / no* questions. Write them on the board. Underline the verbs.
  Did your grandparents go to Tokyo?
  Did you play tennis every day?
  Ask the class to create an information question for each sentence. Write it on the board. Underline the question words and the verbs.
  Where did your grandparents go?
  What did you do every day?

A On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Ask Ss to underline the verbs in the sentences.
- To review answers, have Ss compare sentences with a partner.

UNIT 7 Lesson 1

The past tense of be: form

Use was and were for affirmative statements. Use wasn't and weren't for negative statements.

I **was** in Lima yesterday. They **were** in Berlin.
She **wasn't** on time. We **weren't** early.

Begin yes / no questions with Was or Were.

Was your flight late? **Were** you late?

Begin information questions with a question word followed by was or were.

How long was your train trip? **How many** people **were** there?
Where was your seat? **Where were** your tickets?

A **Complete the conversations with was, were, wasn't, or weren't.**

1 **A:** ...*Were*... you on vacation last week?
B: No, I ...*wasn't*... Why?
A: Well, you ...*weren't*... at work all week.

2 **A:** How long ...*was*... your drive?
B: Three hours. But it ...*was*... very scenic, so we ...*weren't*... bored. It ...*was*... great!

3 **A:** So, ...*was*... your flight OK?
B: Well, actually it ...*wasn't*... The food ...*was*... terrible, and it ...*was*... uncomfortable.

4 **A:** Where ...*were*... you last weekend?
B: I ...*was*... on a cruise.
A: Really? How ...*was*... it?

5 **A:** How ...*was*... the food?
B: Great! There ...*was*... lots of fresh seafood, and the desserts ...*were*... delicious.

6 **A:** ...*Was*... your mother on vacation last week?
B: Yes, she ...*was*... Both my parents ...*were*... at the beach.

B **On a separate sheet of paper, unscramble the words and add was or were to write questions.**

1 vacation / your / very long
2 your cruise / where
3 boring / bus trip / your
4 late / your friends
5 there / how many / on the flight / people
6 train trip / your / really scenic

1. Was your vacation very long?
2. Where was your cruise?
3. Was your bus trip boring?
4. Were your friends late?
5. How many people were there on the flight?
6. Was your train trip really scenic?

UNIT 7 Lesson 2

The simple past tense: more about usage and form

Use the simple past tense to talk about completed actions in the past.

My grandparents **went** to Tokyo in May. Last month, we **played** tennis every day.

Negative forms

Use didn't + the base form of a verb.

He **didn't go** fishing last weekend. NOT He ~~didn't went~~ fishing last weekend.
They **didn't have** a good time. NOT They ~~didn't had~~ a good time.

Questions

Begin yes / no questions with Did. Use the base form of the verb.

Did you **go** swimming every day? NOT ~~Did you went~~ swimming every day?

Begin information questions with a question word followed by did. Use the base form of the verb.

Where did you **go** snorkeling? **When did** he **arrive**? **What did** they **eat**?

A **On a separate sheet of paper, change each affirmative statement into a negative statement.**

1 I drank a lot of coffee.
2 Sally and Tim danced at the party.
3 The flight arrived on time.
4 We took a tour of the art museum.
5 He had a comfortable trip.
6 They went fishing.

1. I didn't drink a lot of coffee.
2. Sally and Tim didn't dance at the party.
3. The flight didn't arrive on time.
4. We didn't take a tour of the art museum.
5. He didn't have a comfortable trip.
6. They didn't go fishing.

B On a separate sheet of paper, unscramble the words to write questions. Use the simple past tense.

1 they / a good flight / have — *1. Did they have a good flight?*
2 stay / Anita / in La Paz / how long — *2. How long did Anita stay in La Paz?*
3 in Seoul / do / what / you — *3. What did you do in Seoul?*
4 get back / when / your family / from vacation — *4. When did your family get back from vacation?*
5 your husband / his trip / enjoy — *5. Did your husband enjoy his trip?*
6 go snorkeling / you / in the sea — *6. Did you go snorkeling in the sea?*

The simple past tense: spelling rules for regular verbs

Form the past tense of most verbs by adding -ed to the base form.
play → play**ed**

For verbs ending in -e or -ie, add -d.
smile → smile**d** tie → tie**d**

For one-syllable verbs ending in one vowel + one consonant, double the consonant and add -ed.
stop → stop**ped** plan → plan**ned**

For two-syllable verbs ending in one vowel + one consonant: If the first syllable is stressed, add -ed.
vi • sit → visit**ed**

If the second syllable is stressed, double the consonant and add -ed.
pre • fer → prefer**red**

For verbs ending in a consonant and -y, change the -y to -i and add -ed.
study → stud**ied**

Be careful! Do not use -ed for irregular verbs.
See page 124 for a list of irregular verbs in the simple past tense form.

C Write the simple past tense form of the verbs.

1 return — *returned*
2 like — *liked*
3 change — *changed*
4 cry — *cried*
5 try — *tried*
6 stay — *stayed*
7 travel — *traveled*
8 arrive — *arrived*
9 rain — *rained*
10 wait — *waited*
11 offer — *offered*
12 hurry — *hurried*

D Write the simple past tense form of these irregular verbs.

1 eat — *ate*
2 drink — *drank*
3 swim — *swam*
4 go — *went*
5 write — *wrote*
6 meet — *met*
7 run — *ran*
8 begin — *began*
9 buy — *bought*
10 read — *read*
11 pay — *paid*
12 understand — *understood*

B On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Have Ss scan the exercise and underline all the question words. Ask, *Which sets of words will become information questions?* (2. how long; 3. what; 4. when)
- Do the first item as a class.
- To check their work, call on Ss to share their questions.

The simple past tense: spelling rules for regular verbs

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples individually.
- Direct Ss' attention to the list of irregular verbs on page 124. Help them understand the meaning of any unfamiliar verbs.

C Write the simple past tense form . . .

Suggested time: 5 minutes | Your time:

- Read the list of words. Have Ss put a check mark next to the verbs that have two syllables. (1. return; 7. travel; 8. arrive; 11. offer; 12. hurry)
- Have Ss look at the verbs that are checked and circle the ones that end in a vowel + consonant. (travel, offer) Pronounce these two verbs again. Have Ss underline the stressed syllable in each. (<u>tra</u>vel, <u>off</u>er)
- Have Ss compare to check their answers.

D Write the simple past tense form . . .

Suggested time: 5 minutes | Your time:

- Have Ss write as many of the answers as they can without referring to the list on page 124.
- Have Ss check answers with a partner and fill in any answers they didn't know or correct any they got wrong. Tell pairs to refer to page 124 for any forms neither of them knew.

UNIT 8 Lesson 1

Direct and indirect objects

Suggested time: 7 minutes | Your time:

- Have Ss read the first rule individually. Read the examples aloud. Ask, *What do I like?* (fried food) *What does Alice wear?* (dark clothes)
- Explain that direct objects answer the question *What?*
- Read the second rule. Have two volunteers read each pair of sentences.
- Have Ss read the **Be careful!** note and study the examples. Write on the board: *Mark gave to Janice a gift.* Ask, *Is this sentence possible?* (no) Ask, *What is the correct sentence?* (Mark gave a gift to Janice.) Write the answer on the board and circle the direct object *gift*. Leave the sentence on the board.
- Read the last rule and the example. Then point to the sentence on the board. Below it, write: *Mark gave a gift Janice.* Ask, *Is this sentence possible?* (No.) Ask, *What is the correct sentence?* (Mark gave Janice a gift.) Write the answer on the board.

EXTENSION (+5 minutes) For more practice, have Ss write past tense sentences using these prompts: *Dad / give / advice / to me*; *Luke / buy / a car / for Sheila*; *We / send / a gift / to Deanna.* (Dad gave me advice; Luke bought Sheila a car; We sent Deanna a gift.) Go over the answers as a class.

A Underline the subjects . . .

Suggested time: 3 minutes | Your time:

- Tell Ss to complete the exercise individually. Remind Ss that the subject and object can be nouns as well as pronouns.
- Have Ss look at the underlined subjects. Ask, *Are there any subject pronouns?* (Yes.) *What are they?* (I, You, you) *What are the noun subjects?* (Sandy, Many people, Jane, Ellen) Then go over the answers for the circled direct objects. Ss might circle the direct object alone or the direct object phrase; for example, in item 3, *sweaters / red sweaters*. Accept both answers.

B On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Before Ss do the exercise, have them underline the prepositional phrase in each sentence. (1. for her children; 2. to his mother; 3. to me; 4. to us; 5. to me)
- Go over the answers as a class. Have Ss share their sentences.

C On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Before Ss do the exercise, have them underline the indirect object in each sentence. (1. me; 2. me; 3. my colleagues; 4. him; 5. her brother)
- Go over the answers as a class. Have Ss share their sentences.

D On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Before Ss begin the exercise, have them circle the direct object in each sentence. (1. it; 2. flowers; 3. candy; 4. breakfast; 5. dinner)
- Remind Ss that the prepositional phrase goes after the direct object; the indirect object alone goes before the direct object.
- To go over answers, have volunteers share their rewritten sentences.

EXTENSION (+5 minutes) Tell Ss to imagine they won an online gift card. They can buy four gifts and spend any amount of money. First, have Ss write sentences about what they are buying and for whom. For example: *I'm buying a tablet <u>for my parents</u>*. Then have Ss rewrite their sentences with the indirect object first; for example: *I'm buying <u>my parents</u> a tablet*. Finally, have Ss rewrite their sentences using an object pronoun in place of the indirect object noun; for example: *I'm buying <u>them</u> a tablet*.

UNIT 8 Lesson 1

Direct and indirect objects

The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

subject	verb	direct object
I	like	fried food.
Alice	wears	dark clothes.

When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.

prepositional phrase	indirect object
I'm buying the gloves for her.	I'm buying her the gloves.
Give the sweater to Jenny.	Give Jenny the sweater.

Be careful! When a sentence contains a prepositional phrase and a direct object, the direct object comes first.

Amanda wrote **an email to her parents**. NOT Amanda wrote ~~to her parents an email~~.

When a sentence contains a direct object and an indirect object, the indirect object comes first.

Amanda wrote **them an email**. NOT Amanda wrote ~~an email them~~.

A **Underline the subjects in the sentences. Circle the direct objects.**

1. Sandy is wearing a scarf right now.
2. Many people buy clothing online.
3. I love red sweaters.
4. Jane never wears slippers.
5. You can't wear sandals in winter.
6. Do you have a credit card?
7. Ellen wants a warm coat.

B **On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun.**

1. She buys clothes for her children. *She buys them clothes.*
2. Ethan sends an email to his mother every day.
3. Can you give your phone number to me?
4. They serve meals to us on the flight.
5. They never give gifts to me for my birthday.

C **On a separate sheet of paper, rewrite each sentence, changing the indirect object into a prepositional phrase, using the preposition in parentheses.**

1. They never buy me dinner. (for) *They never buy dinner for me.*
2. The flight attendant gave me a snack. (to)
3. I sent my colleagues the tickets. (to)
4. His friend showed him the smart TV. (to)
5. She'd like to get her brother a book. (for)

D **On a separate sheet of paper, rewrite the sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any other words.**

1. They sent it on Friday. (to me) *They sent it to me on Friday.*
2. He bought flowers yesterday. (his wife)
3. We never buy candy. (her)
4. Did they serve breakfast at the hotel? (you)
5. We make dinner every day. (for her)

Answers for Exercise B

2. Ethan sends her an email every day.
3. Can you give me your phone number?
4. They serve us meals on the flight.
5. They never give me gifts for my birthday.

Answers for Exercise C

2. The flight attendant gave a snack to me.
3. I sent the tickets to my colleagues.
4. His friend showed the smart TV to him.
5. She'd like to get a book for her brother.

Answers for Exercise D

2. He bought his wife flowers yesterday.
3. We never buy her candy.
4. Did they serve you breakfast at the hotel?
5. We make dinner for her every day.

Superlative adjectives: spelling rules

Form the superlative in the same way as the comparative. Use the before a superlative adjective.

- **If the adjective is one syllable, add -est:**
  cheap → the cheap**est**
- **If the one-syllable adjective ends in -e, only add -st:**
  nice → the nice**st**
- **If the adjective is (or ends in) a consonant-vowel-consonant sequence, double the final consonant and add -est:**
  big → the big**gest**
- **If the adjective ends in a consonant and -y, change the y to i and add -est:**
  easy → the eas**iest**
- **If the adjective has two or more syllables and doesn't end in -y, use most:**
  All three sweaters are comfortable, but the cardigan is the **most comfortable**.

Comparatives and superlatives (review)

Usage

An adjective describes a noun:
Mexico City is very **large**.

A comparative adjective compares one noun to another noun:
Mexico City is **larger than** Los Angeles.

A superlative adjective compares a noun to a group (two nouns or more):
Of all the cities in North America, Mexico City is **the largest**.

Form

adjective	comparative adjective	superlative adjective
cheap	**cheaper (than)**	**the cheapest**
expensive	**more expensive (than)**	**the most expensive**
outgoing	**less outgoing (than)**	**the least outgoing**

Remember:

Use than with a comparative adjective except when it's clear which nouns are being compared.
Compared to Mexico City, Los Angeles is much smaller.

Use the with superlative adjectives.
Don't say: Mexico City ~~is largest~~.

A Write both the comparative and superlative form of each adjective.

		comparative	superlative
1	tall	*taller*	*the tallest*
2	easy	*easier*	*the easiest*
3	heavy	*heavier*	*the heaviest*
4	short	*shorter*	*the shortest*
5	exciting	*more (less) exciting*	*the most (least) exciting*
6	interesting	*more (less) interesting*	*the most (least) interesting*
7	casual	*more (less) casual*	*the most (least) casual*
8	comfortable	*more (less) comfortable*	*the most (least) comfortable*
9	big	*bigger*	*the biggest*
10	long	*longer*	*the longest*
11	bumpy	*bumpier*	*the bumpiest*
12	scary	*scarier*	*the scariest*
13	pretty	*prettier*	*the prettiest*
14	scenic	*more (less) scenic*	*the most (least) scenic*
15	fast	*faster*	*the fastest*
16	small	*smaller*	*the smallest*
17	boring	*more (less) boring*	*the most (least) boring*
18	friendly	*friendlier*	*the friendliest*

UNIT 8 Lesson 2

Superlative adjectives: spelling rules

Suggested time: 5 minutes | Your time:

- Give Ss several minutes to read the rules.
- To test Ss' understanding, say various adjectives and call on volunteers to write the superlative forms on the board; for example, *nice, friendly, old, sad, funny, unusual, interesting, calm, cloudy, thoughtful, rude, loyal*. (the nicest, the friendliest, the oldest, the saddest, the funniest, the most unusual, the most interesting, the calmest, the cloudiest, the most thoughtful, the rudest, the most loyal) If Ss make a mistake, refer them to the chart to reread the rule that applies.

Comparatives and superlatives (review)

Suggested time: 7 minutes | Your time:

Usage

- Have a volunteer read the first rule about comparative adjectives aloud and ask another to read the example.
- To confirm understanding, elicit more examples of comparative sentences and write them on the board.
- Ask a volunteer to read the second rule about superlative adjectives aloud and have another volunteer read the example.
- Direct Ss' attention to the **Remember** note.
- To confirm understanding, write on the board: *healthy* and *french fries, lettuce, bread*. Ask Ss to write two sentences about the food items. Tell them to use the comparative form of the adjective *healthy* in one sentence and the superlative form in the other. For example: *Bread is healthier than french fries. Lettuce is the healthiest.*
- Ask Ss to read one of their sentences. After each sentence, ask the class whether a comparative or a superlative adjective was used.

Form

- Call on Ss to read aloud the adjectives and their comparative and superlative forms.
- In pairs, have Ss practice making sentences with the various forms. (For example: The dress is cheap. The shirt is cheaper than the dress. The T-shirt is the cheapest.)
- While Ss are working, write on the board:
  1. *A cat is ___. A tiger is ___. But a cheetah is ___. (fast)*
  2. *A car is ___, but a truck is ___ a car. A train is ___. (heavy)*
  3. *A chair is ___ a bench. But a sofa is ___. (comfortable)*
- Have Ss copy and complete the sentences, using comparative and superlative adjectives.
- While Ss are writing, ask three Ss to come up to the board and complete the sentences. (1. A cat is fast. A tiger is faster. But a cheetah is the fastest. 2. A car is heavy, but a truck is heavier than a car. A train is the heaviest. 3. A chair is more comfortable than a bench. But a sofa is the most comfortable.)

A Write both the comparative . . .

Suggested time: 5 minutes | Your time:

- Tell Ss to use a pencil and to try to write the various forms without looking at the charts above the exercise. Then have them compare answers with a partner.
- Tell Ss to use the rules in the chart to make any corrections and see which spelling patterns they didn't use correctly.
- Monitor as Ss work. If Ss are having difficulty, help them see patterns. For example, tell them that items 2, 3, 11, 12, 13, and 18 all end in a consonant and *-y*, so we change the *-y* to *-i* and add *-er* for the comparative form and *-est* for the superlative form.
- Bring the class together. Call on volunteers to write the adjective together with the comparative and superlative form on the board. Correct as needed.

OPTION In the top presentation chart on page 140, have Ss number the rules for spelling the superlative adjectives 1 to 5 (top to bottom). Ask Ss to say the number of the rule that explains each answer. (items 1, 4, 10, 15, and 16: rule 1; items 2, 3, 11, 12, 13, and 18: rule 4; items 5, 6, 7, 8, 14, and 17: rule 5; item 9: rule 3)

B Complete each sentence . . .

Suggested time: 3 minutes | Your time:

- For review, ask:
  How many things are we comparing when we use the comparative? (two)
  How many things are we comparing when we use the superlative? (more than two)
- Point out that after Ss decide whether the sentence needs a comparative or a superlative adjective, they have to determine its correct form.
- To go over answers, ask volunteers to share their sentences.

UNIT 9 Lesson 1

Have to / has to: form and common errors

Suggested time: 5 minutes | Your time:

- Have Ss read the information in the chart individually.
- Ask several volunteers come to the board and write about something they have to do.
- With the class, make any necessary corrections to the sentences on the board.

A Correct the sentences.

Suggested time: 3 minutes | Your time:

- Make sure Ss understand that the sentences have errors. Model the first sentence with the class. Ask, *Why is this sentence incorrect?* (The subject *sister-in-law* needs the third-person singular form of the verb.)
- Go over the answers with the class. Ask volunteers to share their corrected sentences while other volunteers write them on the board.

B **Complete each sentence with a comparative or superlative adjective. Use than if necessary.**

1 That dinner was great! It was *the most delicious* (delicious) meal we had on our vacation.
2 The train trip was so nice. It was *more comfortable than* (comfortable) the bus trip.
3 I like that dress, but I think this one is *prettier* (pretty).
4 This laptop is *the fastest* (fast) of all the models we sell.
5 I can't decide if I should buy this book or that one. Which one is *more interesting* (interesting)?
6 I like that camera, but this one is *easier* (easy) to use.
7 Our vacation in Brazil was wonderful. It was *more relaxing than* (relaxing) our vacation in New York last year.
8 Which of these three blouses do you think is *the nicest* (nice)?
9 The Caribbean cruise is very affordable. It's *the least expensive* (expensive) of our vacation packages.
10 I think that classical music is *better than* (good) pop music.

UNIT 9 Lesson 1

Have to / has to: form and common errors

I / You / They / We **have to go** to class at 9:00.

She / He **has to go** to class at 10:00.

Be careful!

He **has to leave** at 4:00.
NOT He ~~has to leaves~~ at 4:00.
NOT He ~~has to leaving~~ at 4:00.

Does she **have to drive**?
NOT Does she ~~have to drives~~?
NOT Does she ~~has to drive~~?

A **Correct the sentences.**

1 My sister-in-law ~~have~~ *has* to go shopping this afternoon.
2 Does he ~~has~~ *have* to meet his nephew at the airport?
3 She doesn't have to ~~working~~ *work* late tomorrow.
4 You ~~has~~ *have* to fill out an application.
5 Do we have to ~~studying~~ *study* now? We're watching TV.
6 They ~~has~~ *have* to be three hours early for the flight.

Have to / has to: information questions

Use a question word with do or does to ask information questions with have to.

What **does** she **have to do** this weekend? (She has to work.)
How often **does** he **have to work** late? (Not often.)
When **do** we **have to buy** the tickets? (At 9:00.)
Where **do** you **have to go** this morning? (To the office.)

Be careful! Notice the difference when Who is the object or the subject.

Who **does** Lena **have to call**? Lena has to call **her assistant**. (object)
Who **has to print** the report? **My assistant** does. (subject)

B Complete the questions and answers, using a form of have to.

1 **A:** *Where does* he *have to go* (go) right now?
B: He *has to go* (go) to class.
2 **A:** *When does* she *have to call* (call) her boss?
B: She *has to call* (call) her at 4:30 in the afternoon.
3 **A:** *When do* we *have to go* (go) to the airport?
B: We *have to leave* (leave) here in half an hour.
4 **A:** *Where do* they *have to send* (send) the report to?
B: They *have to send* (send) it to the office.
5 **A:** *Who do* you *have to talk* (talk) to after school?
B: I *have to talk* (talk) to my teacher.
6 **A:** *Who has to drive* (drive) them to the train station?
B: Kyle does. He has a car.

UNIT 9 Lesson 2

Should and could: information questions

In information questions with should and could, the question word comes before the modal.

When **should** they **leave**?
Where **should** we **go** hiking?
Why **should** they **take** a cruise?
Which bus **could** I **take**?
Who **could** I **call** for information?

Modals: common errors

Never add -s to the third-person singular form of modals.

He **should buy** a ticket in advance. NOT He ~~shoulds buy~~ a ticket in advance.

Never use to between modals and the base form.

You **could go** hiking or running. NOT You ~~could to go~~ hiking or running.

A Circle the correct phrases to complete the sentences.

1 Who (should buy / should to buy) the tickets?
2 Where (I can go / can I go) running?
3 Who (should I invite / should invite) to the party?
4 You (could to drive / could drive) or (go / going) by bike.
5 (I should call / Should I call) you when I arrive?
6 Which classes (could I take / I could take) this afternoon?
7 When (should we go / should we going) swimming?
8 We (can to not go / can't go) ice skating; it's too warm.

Have to / has to: information questions

Suggested time: 5 minutes | Your time:

- Read the rule. Then call on pairs of volunteers to read the example questions and answers aloud. Reiterate that in information questions with *have to*, a form of *do* (*do, does, don't, doesn't*) is used.
- To check understanding, have Ss work in pairs to create four information questions with *have to*, using the question words *what, how, when,* and *where*. Have volunteers write their sentences on the board to check with the class.
- Read the **Be careful!** note. Call on volunteers to read the example questions and answers. Have Ss notice that the first question uses *does* whereas the second question does not (because *Who* is the subject).
- Write a few more questions on the board with *Who*. Have Ss identify whether *Who* is the object or the subject:
  Who does she have to interview? (object)
  Who has to sign these papers? (subject)
  Who has to leave class early today? (subject)
  Who do you have to drive to the airport? (object)

B Complete the questions . . .

Suggested time: 5 minutes | Your time:

- Help Ss identify which *wh-* word they need for each question. To model, in item 1, point to *to class* in the answer and ask, *Which* wh- *word do we use to ask about place: what, when, where, who,* or *how often?* (where)
- Have Ss work in pairs to identify the *wh-* word for each item. (2. at 4:30 in the afternoon: *when*; 3. in half an hour: *when;* 4. to the office: *where*; 5. to my teacher: *who*; 6. Kyle: *who*)
- Have Ss complete the conversations individually. Walk around and assist as needed.
- Tell Ss to role-play the conversations to check their work. Clarify further as needed.

UNIT 9 Lesson 2

Should and could: information questions

Suggested time: 3 minutes | Your time:

- Write on the board: *Could you call me? Should I call you?* Ask, *What type of answer do these questions ask for?* (a *yes / no* answer)
- Read the rules and call on Ss to read the example questions.
- To check understanding, have Ss work in pairs to make up additional questions for each *wh-* word, alternating *should* or *could.* Walk around and listen for correct usage.

Modals: common errors

Suggested time: 3 minutes | Your time:

- Ask Ss to read the rules and example sentences in pairs. Refer Ss back to the common errors for *can* and *should* on page 130.
- Return to the information questions in the previous chart and ask volunteers to make up answers and write them on the board. (For example: When should they leave? They should leave at 6:00.) Have Ss confirm that each answer is correct and free of common errors.

A Circle the correct phrases . . .

Suggested time: 3 minutes | Your time:

- After Ss have completed the exercise individually, have them compare answers in pairs.

Can and be able to: present and past forms

Suggested time: 7 minutes | Your time:

- Have Ss read the first rule individually.
- Have a volunteer read the example sentences with *can* aloud. Have another read the corresponding sentences with *be able to*.
- To be sure Ss understand the form, draw the following chart (without answers) on the board and ask Ss to help you complete it. Write the correct forms in the chart as Ss say them.

Can	*Be able to*
I can swim.	*I am able to swim.*
You / We / They can swim.	*You / We / They are able to swim.*
He / She / It can swim.	*He / She / It is able to swim.*

- Call on Ss to make the sentences negative; for example: *I can't swim. I'm not able to swim. You can't swim. You aren't able to swim. You're not able to swim.*, etc.
- Have Ss read the second rule individually.
- Ask a volunteer to read the example sentences. with *could*. Ask another to respond by reading the corresponding examples with *be able to* in the chart.
- Finally, read the last rule. Give Ss a few minutes to study the examples. Write on the board:
  She could finish the report by 5:00, so the boss was very happy.
  I wasn't able to open the window. So I asked my husband to do it.
  Ask, *Which sentence is correct?* (the second one) *Why is the first sentence incorrect?* (We can't use *could* for affirmative statements of possibility in the past.) Elicit the correct form: *She was able to finish. . . .*

B On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Have Ss complete the exercise, referring to the chart as needed. Remind Ss to use the correct present form of *be* (*am able to, is able to, are able to*).
- To check their work, have Ss compare answers in pairs. Assist as needed.

C On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Complete the first item with the class. Ask, *Is more than one answer possible in this item?* (no) *Why not?* (because we don't use *could* for affirmative statements of possibility)
- Have Ss complete the rest of the exercise, referring to the chart as needed. Remind Ss to use the correct past form of *be* (*was able to, were able to*). Say, *More than one answer may be possible. Write both answers.*
- To check their work, call on Ss to share their sentences.

UNIT 10 Lesson 1

Other ways to express future wishes

Suggested time: 3 minutes | Your time:

- Call on volunteers to read the examples in the chart.
- Have Ss read the note on the right. Then say, *Underline the infinitive in each example sentence.* (to go, to retire, to move)
- Focus on *I'd hate* and say, *This structure focuses on what we don't want to happen.* Offer an additional example: *I'd hate to lose my phone.* Elicit other examples from Ss.
- You can point out that in British English *should like* + infinitive is used to express future wishes.

A On a separate sheet of paper, . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Then have them compare answers in pairs.

Can and be able to: present and past forms

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

I **can swim**. = I **'m able to swim**. (ability)
Ted **can meet** you at five. = Ted **is able to meet** you at five. (possibility)
He **can't ride** a bike. = He **isn't able to ride** a bike. (ability)
We **can't go** out to dinner tonight. = We **aren't able to go** out to dinner tonight. (possibility)

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

When I was four, I **could swim**. OR When I was four, I **was able to swim**.
You **couldn't ride** a bike before you were ten. OR You **weren't able to ride** a bike before you were ten.

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

She **was able to be** at the meeting yesterday. NOT She ~~could be~~ at the meeting yesterday.
She **couldn't come** to the party last weekend. OR She **wasn't able to come** to the party last weekend.
They **couldn't understand** the directions. OR They **weren't able to understand** the directions.

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

1 She can speak English very well. *1. She's able to speak English very well.*
2 I can't meet you tonight because I have to work late. *2. I'm not able to meet you tonight because I have to work late.*
3 Jeff can drive you to the airport tomorrow. *3. Jeff is able to drive you to the airport tomorrow.*
4 Mary can't make a video on her phone. *4. Mary isn't able to make a video on her phone.*
5 We can dance well, but we can't sing. *5. We're able to dance well, but we aren't able / we're not able to sing.*
6 I can call you after the meeting. *6. I'm able to call you after the meeting.*

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

1 We're able to help them. *1. We were able to help them.*
2 Jerry and Tom can't go to the play. *2. Jerry and Tom couldn't go to the play. / Jerry and Tom weren't able to go to the play.*
3 She is able to go to the movies at 8:00. *3. She was able to go to the movies at 8:00.*
4 Nicole can cook the food for the party. *4. Nicole was able to cook the food for the party.*
5 Jennifer and Rebecca aren't able to play basketball at school. *5. Jennifer and Rebecca couldn't play basketball at school. / Jennifer and Rebecca weren't able to play basketball at school.*

UNIT 10 Lesson 1

Other ways to express future wishes

I**'d love to go** shopping on New York's famous Fifth Avenue.
Ronnie likes her job, but she**'d prefer to retire** early.
I**'d hate to move** right now. I like my apartment!

would love + an infinitive
would prefer + an infinitive
would hate + an infinitive

A **On a separate sheet of paper, rewrite these sentences, using the cues. Use contractions when possible.**

1 (would prefer) I love travel, but this year I'd like to take a staycation.
2 (would love) Kate would like to buy her first house before she's thirty.
3 (would hate) Nick wouldn't like to change careers at this time in his life.
4 (would prefer) Would Barry like to live abroad for a few years or just stay here?
5 (would hate) Valerie wouldn't like to marry the wrong person.
6 (would love) I'd like to bring a dish or two to the party.

1. I love travel, but this year I'd prefer to take a staycation.
2. Kate would love to buy her first house before she's thirty.
3. Nick would hate to change careers at this time in his life.
4. Would Barry prefer to live abroad for a few years or just stay here?
5. Valerie would hate to marry the wrong person.
6. I'd love to bring a dish or two to the party.

Other ways to express the future

Be going to or the present continuous for future plans

You can use be going to or the present continuous to express future plans.

I'm going to go to the park tomorrow. OR I'm going to the park tomorrow.

Use be going to, NOT the present continuous, for predictions about the future. We often use a time expression to indicate we're making a prediction.

It's going to rain tomorrow. NOT ~~It's raining~~ tomorrow.
In a few years, everyone is going to own a virtual assistant. NOT In a few years, everyone ~~is owning~~ a virtual assistant.
Are most people going to drive electric cars in the future? NOT ~~Are most people driving~~ electric cars in the future?

The simple present tense for future time

The simple present tense sometimes expresses a future action with verbs of motion: arrive, come, depart, fly, go, leave, sail, and start—especially when on a schedule or timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

Tomorrow we leave at noon.
His flight arrives at 8:30 tonight.
What time does your flight depart?
The soccer game starts at 3:00.

The present form of be

The present form of be can describe a future event if it includes a word or phrase that indicates the future.

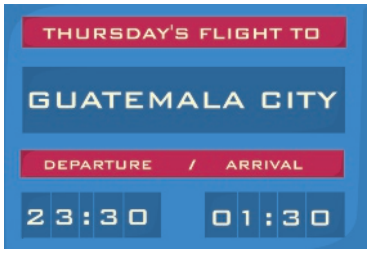
The concert is on Sunday.
My next vacation is in two weeks.

A **On a separate sheet of paper, write statements and questions about the future with be going to. If the statement or question is a future plan, NOT a prediction, write the sentence again, using the present continuous.**

1 my sister / become a famous singer.
2 Kenna / go on vacation at the end of the week.
3 I / speak English very well in a few years.
4 your husband / remember your birthday this week?
5 we / go rock climbing in July.
6 you / need a new fridge very soon.

B **Read the arrival and departure schedules. Then complete each sentence or question with an appropriate verb in the simple present.**







1 The bus ...arrives... at 11:00. It ...departs... at 8:00.
2 **A:** When ...does... the flight ...depart...?
B: It ...departs... at 23:30.
3 **A:** What time ...does... the train ...arrive... in Beijing?
B: At 22:20.
4 **A:** ...Does... the train ...depart... at 7:00?
B: Yes, it does.

Answers for Exercise A

1. *My sister is going to become a famous singer.*
2. *Kenna is going to go on vacation at the end of the week. / Kenna is going on vacation at the end of the week.*
3. *I'm going to speak English very well in a few years.*
4. *Is your husband going to remember your birthday this week?*
5. *We're going to go rock climbing in July. / We're going rock climbing in July.*
6. *You're going to need a new fridge very soon.*

UNIT 10 Lesson 2

Other ways to express the future

Suggested time: 7 minutes | Your time:

Be going to or the present continuous for future plans

- Read the first rule. Call on Ss to read the pair of examples. Say, *I'm going to take an art class next month.* Ask, *How do I say this in the present continuous?* (I'm taking an art class next month.) Have Ss share future plans and offer two ways of stating them.
- Say, *When making predictions, we only use* be going to, *not the present continuous.* Have Ss read the second rule to themselves and study the example sentences.
- To check Ss' understanding, write these sentences on the board and ask which is correct:
  I'm going to invent an amazing app one day. (correct)
  I'm inventing an amazing app one day. (incorrect)
  Ask, *Why is the second sentence incorrect?* (We should use *be going to* for predictions.)

The simple present tense for future time

- Ask Ss to study the rule in pairs. Tell them to try making up additional sentences. (For example: The train arrives at noon today. We fly to Prague early tomorrow morning.)

The present form of be

- Finally, read the last rule aloud and ask volunteers to read the example sentences. Invite Ss to suggest additional examples. (For example: The test is tomorrow. The radio program is at 2:00.)
- To summarize, write the future options on the board:
  Be going to / the present continuous for future plans
  Be going to for predictions
  The simple present for schedules and timetables
- Have Ss write a future statement for each option and then have volunteers share their examples.

TEACHING TIP This grammar expansion provides a review of present continuous (Unit 6, Lesson 1) and be going to (Unit 10, Lesson 2) for future plans. Additionally, it introduces two new concepts: the use of *be going to* for predictions and the use of simple present for scheduled events. The future with *will* is taught fully in Level 2.

A On a separate sheet of paper, . . .

Suggested time: 3 minutes | Your time:

- Read the directions. Clarify to Ss that they should first use *be going to* in all the sentences. Then they will write a second sentence with the present continuous for items describing a plan.
- To prepare, Ss can look at the items with a partner and determine which ones talk about plans and which ones talk about predictions. (Items 2 and 5 are about plans; the others are about predictions.)
- Have Ss do the exercise individually.
- To check answers, have Ss ask and answer questions.

B Read the arrival and departure . . .

Suggested time: 3 minutes | Your time:

- Have Ss look at the schedules. Ask, *What type of transportation does each schedule show?* (bus, flight / airplane, train) Point out that the schedules show future departure and arrival times.
- If Ss are not sure which verbs to use, refer them back to the list of motion verbs in the chart under the heading **The simple present tense for future time**.
- Have volunteers share their answers. Check that Ss include the third-person singular *-s* in the statements and use the base form of the verb in the questions.

Writing Handbook

NOTE ABOUT THE WRITING HANDBOOK: These teaching notes and suggested teaching times are provided if you choose to use the Writing Handbook in class.

UNIT 1 Capitalization

Suggested time: 20 minutes | Your time:

- Read aloud the rules and examples. Confirm that Ss understand the meaning of *capital letter*. Ask Ss to circle all the capital letters in the examples, and then compare answers with a partner. (In addition to the blue highlighted examples, these words in the examples are also capitalized: *Sandy; I; He's; They're; I; The; My; I'd*)
- Go over the categories in the chart by asking for more examples. Write the categories and examples on the board and ask Ss to come to the board and underline the capital letters. For example:

Cities / countries	*Mexico City, San Francisco, Bangkok, the United States, Peru*
Nationalities	*British, Colombian, Chinese*
Languages	*English, Portuguese*
Days and months	*Monday, Wednesday, January, March, August*
Names and formal titles	*Mrs. Jones, Dr. Hernández, Professor Lee, Jim, Sylvia*

- You can explain that all proper nouns are capitalized in English. Common nouns are not capitalized.
- Point out that when people write text messages, emails, blogs, and personal notes, they sometimes do not use capitalization in an effort to write more quickly. However, capitalization is required in academic writing, formal letters, and standard writing. Writing entire words in capital letters, on the other hand, suggests that a person is shouting, and should also only be used informally and mindfully.

A On a separate sheet of paper, . . .

- Model the first sentence by writing it with correct capitalization on the board: *Please say hello to Emilio Soto from Santiago, Chile.*
- Have Ss say which rules apply to this sentence. (Begin a sentence with a capital letter. Use a capital letter for names, cities, and countries.)
- Have Ss complete the exercise. Encourage Ss to refer to the rules.
- To check their work, have Ss write the sentences on the board.

OPTION (+3 minutes) To build awareness, have Ss identify the rule that applies to each correction.

EXTENSION (+5 minutes) To extend practice, share with Ss a short article from a magazine, newspaper, or website. Have Ss circle the capital letters and try to identify the rules that explain the uses. Be sure to use an article that exemplifies correct use of capitalization.

Guidance for the Writing Exercise (on page 9)

- Ss work in pairs. Give Ss a few minutes to read the questions and circle those they cannot answer. Let Ss speak to their partner to get any additional information before they write.
- Ask Ss to write sentences about their partner using correct capitalization.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap descriptions with a partner and offer each other feedback, including on the correct use of capitalization.

UNIT 2 The sentence

Suggested time: 20 minutes | Your time:

- Read the rule in the chart aloud. You can review further that a verb describes an action or a state in a sentence. A subject represents the person or thing that does the action or is in a state described by the verb.
- Call on Ss to read the example sentences. Invite volunteers to say additional sentences and have other Ss identify subjects and verbs.

A Circle the subject . . .

- Hint to Ss that a subject can also be a noun phrase, not just a single noun. Look at item 1 together as a class. Ask, *What is the subject?* (Her children)
- Ask Ss to complete the exercise individually.
- Then have them check answers with a partner.

B Write an x . . .

- Before Ss begin the exercise, reiterate that a sentence must have a subject and verb to express a complete thought.
- After Ss have completed the exercise, have them compare answers with a partner.

OPTION (+5 minutes) Have Ss offer suggestions about how to make the incomplete sentences complete, and write the correct suggestions on the board. (Possible answers: 1. I'm a folk music fan. 3. It's across the street from the bus station. 5. I don't like really loud concerts. 6. They're watching a play.) Point out the words that are capitalized in the corrected sentences. Remind Ss that the first word in a sentence is always capitalized.

WRITING HANDBOOK

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

UNIT 1

Capitalization

Use a capital letter to begin a sentence.
Meet my new colleague. Her first name is Sandy.

Use a capital letter for:

cities / countries	I live in Seoul. He's from Bolivia.
nationalities	They're Ecuadorian.
languages	I speak French and Japanese.
days and months	The party is on Friday, June 22nd.
the pronoun I	My sister and I are accountants.
names and formal titles	I'd like you to meet Mr. Smith.

A **On a separate sheet of paper, rewrite each sentence, using correct capitalization.**

1 please say hello to emilio soto from santiago, chile.
2 mr. park is an engineer from south korea.
3 he is mexican, and his birthday is in november.
4 ms. silva is twenty-three years old.
5 miss yu teaches chinese to college students.
6 frank has a new neighbor named mr. Thomson.
7 when i travel, i need to use english.
8 fred is canadian, but his wife is peruvian.

Answers for Exercise A

1. *Please say hello to Emilio Soto from Santiago, Chile.*
2. *Mr. Park is an engineer from South Korea.*
3. *He is Mexican, and his birthday is in November.*
4. *Ms. Silva is twenty-three years old.*
5. *Miss Yu teaches Chinese to college students.*
6. *Frank has a new neighbor named Mr. Thomson.*
7. *When I travel, I need to use English.*
8. *Fred is Canadian, but his wife is Peruvian.*

Guidance for the Writing Exercise (on page 9) **Use the questions below as a guide when you write about your partner. Add more information if you can. Make sure to use capital letters correctly.**

- What's your partner's name?
- Does your partner have a nickname?
- How old is your partner?
- What's your partner's hometown?
- Is your partner's hometown her or his birthplace?
- What's your partner's occupation, career, or field of study?

UNIT 2

The sentence

In English, a sentence is a group of words that expresses a complete thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject	verb		subject	verb	
The concert	is	great.	She	loves	jazz.

A **Circle the subject and underline the verb in each sentence.**

1 (Her children) like hip-hop.
2 (I) prefer pop music to jazz.
3 (My boyfriend) loves heavy metal.
4 (Our favorite musician) is Juanes.
5 (The exhibit) isn't very good.

B **Write an x next to the groups of words that are not sentences.**

[x] 1 A folk music fan.
[ ] 2 The bank is down the street from the bookstore.
[x] 3 And across the street from the bus station.
[ ] 4 I listen to music in the car.
[x] 5 Really loud concerts.
[x] 6 Watching a play.

Guidance for the Writing Exercise (on page 23) Use the ideas as a guide to help you write five sentences about your tastes in entertainment. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Some ideas

- your favorite kinds of entertainment events
- your favorite musical genre and performer
- your favorite sport and team
- the kind of music or entertainment you're in the mood for now

UNIT 3

Punctuation of statements and questions

Use a period at the end of a statement.
I play soccer every weekend.

Use a question mark at the end of a question.
What's the weather like today?

Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising, or to express a strong emotion.
I'm so excited about the game!

a period = .
a question mark = ?
an exclamation point = !

A On a separate sheet of paper, rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.

1 I don't feel very well today *I don't feel very well today.*
2 do you have a headache ***D**o you have a headache?*
3 I can speak English and French *I can speak English and French.*
4 I play the violin and sing at school *I play the violin and sing at school.*
5 my father never cooks ***M**y father never cooks.*
6 what do you do on weekends ***W**hat do you do on weekends?*
7 you should stay home and rest today ***Y**ou should stay home and rest today.*
8 can you drive or ride a bicycle ***C**an you drive or ride a bicycle?*

Guidance for the Writing Exercise (on page 35) Use the ideas to write a conversation between two people about one of the situations. Use should / shouldn't and your own ideas. Be sure to check all your sentences and questions for correct punctuation. Hint: When you write a conversation, write each speaker's name and follow it with a colon (:). Here's an example of how to start:

Mr. Blake: Good afternoon, John.
John: Good afternoon, Mr. Blake. I have a problem. . .

Ideas

- describe the problem
- respond with concern
- ask for advice
- give advice

Guidance for the Writing Exercise (on page 23)

- Before Ss write, point out the list under **Some ideas**. Have them talk about their ideas in pairs and make notes to help them as they write about their tastes in entertainment.
- Remind Ss to pay attention to subjects, verbs, and periods in each sentence as well as correct capitalization.
- Ss can swap papers and make corrections, or you can collect work and offer feedback.

UNIT 3 Punctuation of statements and questions

Suggested time: 20 minutes | Your time:

- Have Ss read the rules and examples individually. They will likely be familiar with these rules.
- You can point out that in informal writing people sometimes use several question marks or exclamation points at the end of a sentence; for example: *I miss you so much!!* or *He said what???* However, this is not standard use of punctuation and should be avoided in more formal writing.

A On a separate sheet of paper, . . .

- Before Ss begin the exercise, review that statements can have either a period or an exclamation point, depending on whether the statement expresses a strong emotion or not.
- To review their answers, have Ss read the statements and questions to each other in pairs.

Guidance for the Writing Exercise (on page 35)

- Read the directions. Ask two volunteers to read the writing sample aloud. Point to the names of the speakers and the colon after each name, and tell Ss to follow the model.
- Ask a volunteer to read the **Ideas** box.
- Once Ss choose a situation, have them work individually to write their conversation. Make sure they use *should / shouldn't* to give advice. Hint to Ss that they can use an exclamation point when giving strong advice.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap their writing with a partner and offer each other feedback, including on the correct use of punctuation. Then they can role-play each conversation for the class.

OPTION (+5 minutes) Before pairs read their conversations, tell Ss to write down at least one statement or question that they hear, using the correct punctuation. Then after each pair presents, Ss can say which statement or question they heard and discuss what type of punctuation it needs.

UNIT 4 Combining sentences with and or but

Suggested time: 20 minutes | Your time:

- Ask Ss to study the rules and examples in pairs. Then focus on the **Be careful!** note. Stress that, although it is not correct style to start sentences with *And or But* in formal writing, it is quite common to see them used this way in informal writing.
- To confirm that Ss understand the difference between *and* and *but,* write several short sentences on the board and ask Ss to combine them, using *and* or *but*. For example:

  I love classical music. I really don't like Mozart.

  (I love classical music, but I really don't like Mozart.)

  My friend called last night. She told me good news.

  (My friend called last night, and she told me good news.)

  My brother eats a lot of french fries. They're not good for him.

  (My brother eats a lot of french fries, but they're not good for him.)

  I like jazz. My friend likes folk music.

  (I like jazz, but my friend likes folk music.)

  We went to Osaka. We stayed at a hotel.

  (We went to Osaka, and we stayed at a hotel.)

A On a separate sheet of paper, . . .

- Model the exercise by writing the two sentences in item 1 on the board. Ask a higher-level S to combine the sentences. (My niece has wavy hair, and she's very tall.) Ask Ss to tell you what the three changes are and underline them on the board. (period → comma; *and* added; She → she)
- After Ss have completed the exercise, have them take turns reading the sentences aloud with a partner.

B On a separate sheet of paper, . . .

- Model the exercise by writing the two sentences in item 1 on the board. Ask a higher-level S to combine the sentences. (My sister is married, but I'm single.) Ask Ss to tell you what the changes are and underline them on the board. (period → comma; *but* added) Ask, *Why does* I *stay capitalized if it isn't at the beginning of the sentence?* (because I is always capitalized)
- After Ss have completed the exercise, have them take turns reading the sentences aloud with a partner.

EXTENSION (+5 minutes) To extend the lesson, remind Ss that there is usually a pause after a comma when you are reading aloud. Read the answers in Exercise B aloud and have Ss repeat after you; for example: *My brother has blond hair, [pause] but I have brown hair.*

Guidance for the Writing Exercise (on page 45)

- Model the activity on the board by comparing yourself to a family member. Alternatively, model an example by making a comparison between two people in the class. For example: *Gabriela likes to wear dresses, but Stef usually wears jeans.*
- Before Ss write, direct their attention to the **Ideas** list. Have them brainstorm ideas in pairs and make notes to help them as they write.
- Remind Ss to check their punctuation and capitalization.
- Collect Ss' writing and offer feedback. You can also bring the class together and invite Ss to share.

UNIT 4

Combining sentences with and or but

And and but are conjunctions. Conjunctions connect words and sentences. When a conjunction connects two sentences, they become one sentence.

And

And can connect statements that express similar ideas. It can also connect a second statement that adds more information to the first one. The subjects of the two original statements can be the same or different.

My cousin is intelligent **and** she's a great soccer player. (two similar ideas)
My parents live nearby, **and** I see them every weekend. (adds more information about the first idea)

But

But connects statements that express opposite ideas or a contrast. The subjects of the two original statements can be the same or different.

My niece can swim, **but** I can't. (opposite idea or a contrast.)

Punctuation

It's common, but not necessary, to use a comma (,) before and or but when you connect two sentences.

My cousin is athletic, **and** she's hard-working.
My father-in-law plays tennis, **but** I play basketball.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My aunt is outgoing. ~~And~~ she's very funny.
Don't write: My aunt is outgoing. ~~But~~ I'm not.

A **On a separate sheet of paper, combine these sentences, using and.**

1 My niece has wavy hair. She's very tall.
2 My uncle is a mechanic. His wife is a nurse.
3 My mother-in-law likes classical music. She plays the violin.
4 We look very different. We have different taste in music.

In all these answers, commas are optional, but preferred.
1. My niece has wavy hair, and she's very tall.
2. My uncle is a mechanic, and his wife is a nurse.
3. My mother-in-law likes classical music, and she plays the violin.
4. We look very different, and we have different taste in music.

B **On a separate sheet of paper, combine these sentences, using but.**

1 My sister is married. I'm single.
2 My brother has blond hair. I have brown hair.
3 My cousin is athletic. His parents aren't.
4 I can cook. My sister can't.
5 We look different. We wear very similar clothes.

Guidance for the Writing Exercise (on page 45) **Use the ideas to help you write statements describing the similarities and differences between two people in your extended family. Use and or but to combine sentences.**

Ideas
- appearance
- tastes in music and entertainment
- clothing preferences
- birthplaces and hometowns
- marital status

Answers for Exercise B

In all these answers, commas are optional, but preferred.
1. My sister is married, but I'm single.
2. My brother has blond hair, but I have brown hair.
3. My cousin is athletic, but his parents aren't.
4. I can cook, but my sister can't.
5. We look different, but we wear very similar clothes.

UNIT 5

Connecting words or ideas: and and in addition

And

Remember that and connects two sentences and makes them one sentence.

I like fish, **and** I also like meat.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like bananas, peaches, grapes, **and** other fruits.
We need milk, bread, **and** eggs from the store.

Be careful! Don't use a comma when and connects only two words.

I like broccoli and beans. NOT I like ~~broccoli, and beans~~.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like shrimp. **In addition,** I like clams.
I like cookies and pie. **In addition,** I like cake and other desserts.

Be careful! In addition is not a conjunction. Don't use in addition to combine sentences.

She has coffee for breakfast. **In addition,** she has eggs and bread.
NOT She has coffee for breakfast~~, in addition,~~ she has eggs and bread.

A **Connect the following words and ideas with and or in addition.**

1 The people eat a lot of vegetables *and* fish in Greece, Italy, *and* Spain.
2 A lot of people eat too much meat. *In addition*, they eat too many fatty foods.
3 There is a great Japanese restaurant near the hotel. *In addition*, there are two Italian restaurants, a Mexican restaurant, *and* even a Thai restaurant!
4 She loves pasta dishes. *In addition*, she loves noodle soup.
5 Apples taste great, *and* they're good for you.
6 This restaurant has great entrées. *In addition*, the desserts are excellent.
7 I usually order a salad, an entrée, *and* a beverage.

Guidance for the Writing Exercise (on page 59) **Read the description of eating out in the United States for ideas. Then use the questions on page 59 as a guide to help you write an article about eating out in your country. Use and and in addition to connect words and ideas.**

In the U.S., especially in cities, people eat out pretty often. For example, a lot of people eat out for lunch at work. Sometimes people buy a sandwich or fast food for lunch, and sometimes they go to a restaurant with colleagues. In addition, many people in the U.S. like to eat out for dinner. It's great to eat dinner out with friends or your spouse and to celebrate birthdays. In addition, food trucks are very popular now. In a city or in a park, you can get great Mexican tacos, Vietnamese bahn mi, and lots of other kinds of food from around the world.

There are some disadvantages to eating out often. It's much more expensive than eating at home, of course. It can also be less healthy, because meals in restaurants in the U.S. are often very big and have a lot of salt and fat.

UNIT 5 Connecting words or ideas: and and in addition

Suggested time: 20 minutes | Your time:

- Have Ss read the rules and examples.
- To test Ss' understanding of the **Be careful!** notes, write these sentences on the board and call on Ss to make corrections:
  1. *I should drink more water, and tea.* (There should be no comma.)
  2. *Mark is a great roommate in addition, he's an amazing friend.* (There should be a period after *roommate*, and *In* should begin with a capital letter.)
- To confirm understanding, write incomplete sentences on the board and have Ss fill in the blanks. For example:
  1. *I enjoy Italian, Mexican, ___ French restaurants.*
  2. *I enjoy Italian restaurants, ___ I also enjoy Mexican ___ French restaurants.*
  3. *I enjoy Italian restaurants. ___, I enjoy Mexican ___ French restaurants.*

  (1. and; 2. and, and; 3. In addition, and)
- Circle the commas in the sentences. Point out that in item 3 there is no comma after *Mexican* because the list includes only two things, Mexican and French restaurants.
- You can point out that although *and* and *in addition* both add information, *in addition* is more formal. It is used less often than *and* in informal writing and speaking.
- Explain that the final comma in a series is optional, because it is a style preference. The first example of multiple commas in the chart could also be written as: *I like bananas, peaches, grapes and other fruits.*

A Connect the following words . . .

- After Ss have completed the exercise, have them take turns reading the sentences aloud with a partner.
- Go over any outstanding questions as a class.

Guidance for the Writing Exercise (on page 59)

- Before Ss write, have them read the paragraphs and underline all instances of *and* and *in addition.*
- Ask, *Where is there an example of* and *for connecting two sentences?* (line 2: Sometimes people buy a sandwich or fast food for lunch, and sometimes . . .) *Where is there an example of* and *to connect words in a series?* (the last sentence of the first paragraph) *Where is there an example of* in addition? (line 3)
- Encourage Ss to use the model to plan their paragraphs about eating out in the country they live in or in the country they grew up. The first half of the first paragraph introduces the topic. The second half of the first paragraph talks about the advantages. The second paragraph talks about the disadvantages. Tell Ss to brainstorm ideas individually and take notes.
- Then have them share ideas with a partner and write down additional ideas.
- Have Ss swap their writing with a partner and give each other feedback, including on the correct use of *and* and *in addition.* Then collect Ss' writing and offer individual feedback.

OPTION (+5 minutes) Ss can be challenged to also incorporate statements with *but* into their paragraphs to make some contrasts between eating out in their country and in the U.S. or another country.

UNIT 6 Placement of adjectives: before nouns and after the verb be

Suggested time: 20 minutes | Your time:

- Read the definition of adjectives in the chart. Have a volunteer read the highlighted adjectives. Ask, *Which blue word is a noun?* (printer) *Which blue word is a pronoun?* (It) Review that a noun is the name of a person, place, or thing; a pronoun takes the place of a noun. Elicit other pronouns (I, you, he, she, we, you, they).
- Read the first rule in the chart. Have a volunteer read the examples. You can point out that adjectives can also come after other verbs, such as *feel, seem, become,* etc. For example: *I feel sick. This seems easy. We can become dependent on our smart phones.* These verbs are often referred to as *linking verbs.*
- Direct Ss' attention to the box listing negative adjectives and positive adjectives. Explain any unfamiliar words.
- Have Ss read the rest of the rules in pairs and study the examples.
- Write the following statements on the board. Then bring the class together and elicit corrections for each statement:

  The lamps were affordables. (The lamps were affordable.)

  I need some whites shirts for work. (I need some white shirts for work.)

  That car expensive. (That car is / was expensive.)

  My old computer was slow obsolete. (My old computer was slow and obsolete.)

  My colleagues are hardworking friendly and funny. (My colleagues are hardworking, friendly, and funny.)

A Circle the adjectives . . .

- Ask Ss to complete the exercise individually.
- To check answers, bring the class together and call on Ss to read aloud the adjectives they circled.

B On a separate sheet of paper, . . .

- Call on a volunteer to read the **Ideas** list. Then ask another volunteer to read the various adjectives in the chart and accompanying box.
- Ask Ss to work individually to complete the exercise.
- Then have them share their sentences with a partner or in a small group. Walk around as Ss are reading their sentences and elicit corrections as needed.

EXTENSION (+5 minutes) For homework, have Ss find an article online that interests them and highlight all the adjectives. Have them notice the position of the adjectives, the series of adjectives with commas, and the use of *and* to connect the adjectives.

Guidance for the Writing Exercise (on page 69)

- Read the directions. Call on volunteers to read the questions.
- Give Ss several minutes to think about devices they use. Then have them share ideas with a partner and write down additional ideas.
- Walk around as Ss write their descriptions. Encourage them to use adjectives to describe the products.
- Ask Ss to swap their writing with a partner and give each other feedback, including on the correct placement of adjectives. Then collect Ss' writing and offer individual feedback.

OPTION (+5 minutes) Ss can write their description without mentioning the name of the product. Then they can share it with the class and have the class guess what they are describing.

UNIT 6

Placement of adjectives: before nouns and after the verb be

Adjectives are words that describe nouns and pronouns.

noun — pronoun

The old printer is obsolete. It's also broken.

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.

I have a new tablet.
The tablet is new. It's terrific.

Be careful! Adjectives never have plural forms.

They're new dishwashers.
NOT They're ~~news~~ dishwashers.

When two adjectives describe the same noun after the verb be, connect them with and. When there is a series of more than two adjectives, use commas.

The rice cooker is popular and convenient.
This copier is obsolete, broken, and defective.

negative adjectives
awful, broken, defective, expensive, obsolete, terrible

positive adjectives
affordable, awesome, cheap, convenient, easy to use, fast, good, great, popular, portable, up to date

A Circle the adjectives in each sentence.

1 My old desktop computer is obsolete.
2 This tablet is very convenient. And it's portable, too.
3 Is your washing machine broken?
4 My new car is defective! It's awful.
5 Our new dryer is both affordable and guaranteed.
6 This popular fitness tracker is cheap and easy to use.

B On a separate sheet of paper, write sentences about five of your own devices. Use the adjectives from the chart above.

Ideas	
a smart TV	a desktop computer
a phone	a digital camera
a virtual assistant	a fitness tracker
a tablet	a video camera

My smart TV is very convenient.

Guidance for the Writing Exercise (on page 69) Use the questions below as a guide and write about an electronic device that is important to you. Describe a device you use, including its advantages and disadvantages.

- What is it?
- What brand is it?
- What does it do?
- Is it new or old?
- What adjectives describe it?
- How often do you use it?
- Is it expensive?
- Is it a good product? Why or why not?

UNIT 7

Time order

Use transition signals to show time order in a paragraph. Use First to begin a series and Finally to end one. Use Then, Next, and After that to indicate a series of events. Commas are optional.

First, we went to our hotel. **Then,** we went snorkeling and had lunch. **Next,** we took a tour of the town. **After that,** we went to a market and had some street food. **Finally,** we went back to our hotel.

Use a time clause in a sentence to show the order of events.

We took a tour of the town **after we had lunch**. (= We had lunch. Then we took a tour of the town.)
We went snorkeling **before we had lunch**. (= We went snorkeling. Then we had lunch.)

You can also begin a sentence with a time clause. Most writers use a comma when the time clause comes first.

After we had lunch, we took a tour of the town.
Before we had lunch, we went snorkeling.

A **On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause. Follow the example.**

1 (before) First we had breakfast. Then we went to the beach.
Before we went to the beach, we had breakfast.
2 (after) First we visited Lima. Then we went to Cuzco.
3 (before) First they hung out with friends. Next, they went surfing.
4 (after) He arrived in Taipei in the morning. Then he looked for a hotel.
5 (before) I spent three days in Mexico City. Next I flew to Acapulco.
6 (after) She arrived at the airport. Then she called her sister.
7 (before) The weather was beautiful. Then it rained.

2. After we visited Lima, we went to Cuzco.
3. Before they went surfing, they hung out with friends.
4. After he arrived in Taipei in the morning, he looked for a hotel.
5. Before I flew to Acapulco, I spent three days in Mexico City.
6. After she arrived at the airport, she called her sister.
7. Before it rained, the weather was beautiful.

B **On a separate sheet of paper, rewrite the paragraph, using the transition signals First, Then, Next, After that, and Finally.**

I had a great trip! I flew from Atlanta in the U.S. to Vancouver, Canada. It was beautiful and interesting, and I spent two days there. I took a tour of the city. I visited Vancouver Island and I went fishing. I got a car and drove to Seattle. It was a long drive, but it was really scenic. I visited the market and ate a lot of great street food. It was so much fun! I flew back to Atlanta.

Guidance for the Writing Exercise (on page 81) **Answer the questions in the chart. On a separate sheet of paper, use your answers to write a paragraph about a vacation you took. Use time clauses and transition signals when possible to indicate the order of events.**

Questions	My answers
• When was the vacation?	
• Where did you go?	
• How was the flight / drive / train or bus trip?	
• How long did you stay?	
• How was the weather?	
• What did you do?	
• Did you have a good time?	

Answers for Exercise B

Answers will vary. Possible answers include:
I had a great trip! First, I flew from Atlanta in the U.S. to Vancouver, Canada. It was beautiful and interesting, and I spent two days there. I took a tour of the city. Then, I visited Vancouver Island and I went fishing. Next, I got a car and drove to Seattle. It was a long drive, but it was really scenic. After that, I visited the market and ate a lot of great street food. It was so much fun! Finally, I flew back to Atlanta.

UNIT 7 Time order

Suggested time: 20 minutes | Your time:

- Have Ss read the rules and examples individually or with a partner.
- As Ss read, write an outline of a paragraph that uses time order on the board. For example:
  Let me tell you about my day. First, ___. After I ___, I ___. Then ___. Before ___, I ___. Next, ___. Finally, I came to class, and here I am!
- Call on volunteers to use this outline as a guide to describe their day.

A On a separate sheet of paper, . . .

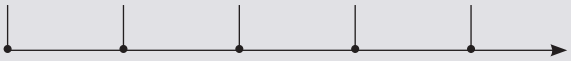
- Write the sample answer in item 1 on the board: *Before we went to the beach, we had breakfast.* Point out the comma used when beginning a sentence with a time clause.
- After Ss have completed the exercise, have them compare answers.

B On a separate sheet of paper, . . .

- Before Ss rewrite the paragraph, have them number the events in the order they took place. (1. I flew from Atlanta to Vancouver. 2. I took a tour of the city. 3. I visited Vancouver Island. 4. I went fishing. 5. I got a car. 6. I drove to Seattle. 7. I visited the market. 8. I ate a lot of great street food. 9. I flew back to Atlanta.)
- Tell them they can use an insertion symbol (^) between words where transition words might be a good idea. Then have them copy the paragraph, adding the appropriate transition words.
- Monitor and assist as needed. Hint to lower-level Ss that they should use *First,* with the second sentence and *Finally,* with the last sentence.
- To check answers, have pairs compare their paragraphs. More than one way to use transitions is possible. Help resolve differences of opinion.

Guidance for the Writing Exercise (on page 81)

- Read the questions Ss will answer. Tell Ss to answer the questions individually.
- For the question *What did you do?*, Ss can draw a timeline listing different things they did, to help keep the order of events clear. For example:



- Then have Ss write their paragraphs. Encourage Ss to use the paragraph in Exercise B as a model. Walk around as Ss write and advise as needed.
- Have Ss swap their writing with a partner and give each other feedback, including on the correct use of transition signals and time clauses. Collect Ss' writing and offer individual feedback.

UNIT 8 Connecting ideas with because and since

Suggested time: 20 minutes | Your time:

- Have volunteers take turns reading the rules and the examples in the chart.
- To confirm understanding of the rules, write *Why* questions on the board. Elicit responses from Ss. For example:
  1. *Why are you going shopping?* (because I need new shoes)
  2. *Why isn't he wearing a sweater?* (since it's really warm today)
  3. *Why are you wearing a suit?* (because I'm going to an important meeting)
  4. *Why do you eat a lot of vegetables?* (because they are healthy)
- Have Ss use the responses to the *Why* questions on the board to write complete sentences beginning with *Because* or *Since*. Have Ss read the sentences they wrote aloud. (For example: 1. Because I need new shoes, I'm going shopping. 2. Since it's really warm today, he isn't wearing a sweater. 3. Because I'm going to an important meeting, I'm wearing a suit. 4. Because they're healthy, I eat a lot of vegetables.)
- Have other Ss come to the board and rewrite each sentence with the order of the clauses reversed. For example: *I eat a lot of vegetables because they're healthy.* Elicit corrections of any punctuation errors.
- You can point out that *because* is used much more frequently than *since* in informal writing and speaking.
- Direct attention to the **Remember** box to review *subject* and *verb*.

A On a separate sheet of paper, . . .

- To prepare Ss to recognize the reason clause, have them read each item in the exercise. Ask, *Which sentence in each pair presents the reason (answers the question* Why*)?* (1. It's cold today. 2. It was her birthday. 3. She's going on a trip to the beach. 4. It's raining. 5. My clothes are too informal for that party.)
- Before Ss connect the sentences, read the last rule of the chart aloud as a reminder of correct punctuation.
- To check answers, have Ss compare their sentences in pairs. Remind Ss they can use *because* or *since* and that the clause can come at the beginning or the end of the sentence.

B On a separate sheet of paper, . . .

- Have Ss read the third rule in the chart. Remind Ss to answer the questions with complete sentences.
- To check their work, have partners take turns asking and answering the questions.

Guidance for the Writing Exercise (on page 95)

- If necessary, remind Ss that do's and don'ts are tips of what to do or not to do.
- Ask a volunteer to read the **Ideas** box.
- Tell Ss to first brainstorm ideas in two columns labeled *Do's* and *Don'ts*. Then have them write their sentences.
- Have Ss swap writing with another S and offer feedback, including on the correct use of *because* and *since*. Then collect Ss' writing and offer individual feedback.

UNIT 8

Connecting ideas with because and since

Clauses with because and since present reasons. There's no difference in meaning between because and since in the following sentences.

I'm going shopping **because I need new shoes**.
He's not wearing a sweater **since it's really warm today**.

In speaking, it's OK to answer a question using only a clause beginning with because or since.

A: Why are you wearing a suit?
B: **Because I'm going to an important meeting.**

In writing, however, a clause beginning with because or since is not a sentence; it's an incomplete thought. Connect the clause beginning with because or since to a sentence to make the thought complete.

I'm wearing a suit because I'm going to an important meeting.

A clause with because or since can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat a lot of vegetables **because they are healthy.**
Because they are healthy, I eat a lot of vegetables.

Remember:
In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

A **On a separate sheet of paper, connect and rewrite the sentences, using clauses with either because or since. Be careful! Make sure the clause with because or since presents a reason.**

1 I'm wearing a scarf. It's cold today.
2 He called his mother. It was her birthday.
3 She bought a bathing suit. She's going on a trip to the beach.
4 It's raining. They didn't go surfing.
5 My clothes are too informal for that party. I have to buy a blazer and slacks.

B **On a separate sheet of paper, answer each of the questions with a complete sentence containing a clause with because or since. Follow the example.**

1 Why do you like shopping online? I like shopping online since it's convenient.
2 Why are you studying English?
3 Why do you want to take a cruise?
4 Why do people like classical music?
5 Why do you like window seats on flights?

Answers for Exercise A

Answers will vary. Possible answers include:

1. *I'm wearing a scarf because it's cold today.*
2. *He called his mother since it was her birthday.*
3. *She bought a bathing suit because she's going on a trip to the beach.*
4. *Because it's raining, they didn't go surfing.*
5. *Since my clothes are too informal for that party, I have to buy a blazer and slacks.*

Guidance for the Writing Exercise (on page 95) **Write at least five sentences for a visitor to your country about do's and don'ts for appropriate dress. Explain the reasons for your tips, using because and since.**

Ideas

- formal and informal places
- differences for men and women
- liberal or conservative culture

The paragraph

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs. Traditionally, the first word of a paragraph is **indented**.

The reading passage to the right is about two people. Dividing the passage into two paragraphs—each about one of those people—makes it easier to read and understand.

Note: Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving **a blank line space**. (See the yellow space between the first and second paragraphs above.)

Never give up

When he was 18 years old, a terrible accident changed Mark Zupan's life forever. At first, he could hardly move his arms or legs normally. However, after a lot of hard work, he was able to use his arms to move a wheelchair. Zupan became a "quad rugby" champion, helping his team win a gold medal in the Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

At the age of 13, surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport, but she lost her left arm when she was attacked by a shark. A month later, she was surfing again. Today, she's a professional competitive surfer. Because she can use only one arm, she has to use her legs more to help her go in the right direction. "People can do whatever they want," she says, "if they just set their hearts to it, and just never give up."

A **Write a check mark (✓) in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.**

Famous families

Gael García Bernal is a famous actor from Mexico. His parents, Patricia Bernal and José Ángel García, are actors, too. He has one sister and two brothers. Mr. García Bernal's good friend Diego Luna is also an actor. Many people think they are both very handsome. (✓) A famous American actor is Dakota Fanning. Her younger sister, Elle, is also an actor in movies. They are from Georgia, USA, and they are both very pretty. (✓) Their father, Steven Fanning, is a salesperson, and their mother, Heather Joy, is an athlete. Finally, a famous singer from Taipei is Jay Chou. He is also an excellent musician and actor. His parents are both teachers. Mr. Chou has no brothers or sisters. His wife is Hannah Quinlivan. Her father is from Australia, and her mother is from Taipei. Her Chinese name is Kun Ling. She is very young and pretty.

Guidance for the Writing Exercise (on page 105) **Use some or all of your answers to the questions below as a guide to help you write two paragraphs about outdoor sports. Follow the directions.**

Paragraph 1

Begin your paragraph with an opening statement, such as: *My favorite outdoor sports are ...*

- What outdoor sports do you like?
- Do you need any equipment for them?
- Are they warm-weather or cold-weather sports?
- Are they land or water sports?
- Where do you do them?
- Who do you do them with?

Paragraph 2

Begin your next paragraph with an opening statement, such as: *Sports I don't like are ...*

- What sports do you not like?
- Do you need any equipment for them?
- Are they warm-weather or cold-weather sports?
- Are they land or water sports?
- Why don't you like them?

Ideas

surfing	rock climbing
hiking	golf
water skiing	kayaking
tennis	ice skating

Answers for Exercise A

Gael García Bernal is a famous actor from Mexico. His parents, Patricia Bernal and José Ángel García, are actors, too. He has one sister and two brothers. Mr. García Bernal's good friend Diego Luna is also an actor. Many people think they are both very handsome.

A famous American actor is Dakota Fanning. Her younger sister, Elle, is also an actor in movies. They are from Georgia, USA, and they are both very pretty. Their father, Steven Fanning, is a salesperson, and their mother, Heather Joy, is an athlete.

Finally, a famous singer from Taipei is Jay Chou. He is also an excellent musician and actor. His parents are both teachers. Mr. Chou has no brothers or sisters. His wife is Hannah Quinlivan. Her father is from Australia, and her mother is from Taipei. Her Chinese name is Kun Ling. She is very young and pretty.

UNIT 9 The paragraph

Suggested time: 20 minutes | Your time:

- Have Ss read the explanation individually.
- Have Ss look at the layout of the paragraphs. Point out the title and the indented words in each paragraph. Ask, *Do you usually indent a paragraph or leave a space between paragraphs?*
- Have a volunteer read the title and the first paragraph aloud. Call on another S to read the second paragraph aloud.

EXTENSION (+5 minutes) To challenge Ss, have them identify the main idea and details in each paragraph. Elicit the main idea and write it on the board. Have each S come up to the board and write one detail. For example:

Mark and Bethany had terrible accidents but never gave up on their dreams.	
• Mark was 18. • He was in an accident. • He couldn't move very much. • After hard work, he could move a wheelchair. • He became a "quad rugby" champion.	• Bethany was 13. • She was a surfer. • A shark attacked her. • She lost her left arm. • She started surfing a month later. • She is now a professional surfer.

TEACHING TIP Point out that outlining a paragraph before writing is useful because it helps organize the important ideas and keeps the writing on topic.

A Write a check mark . . .

- To prepare Ss to rewrite the paragraphs, have them read the text individually and think about places where it could be divided.
- Ask, *How many paragraphs should the text have?* (three) Then tell Ss to write their check marks and rewrite the paragraphs.
- To review their work, have Ss compare their paragraphs. Resolve any differences of opinion.

Guidance for the Writing Exercise (on page 105)

- Read the directions. Have Ss look at the **Ideas** box at the bottom of the page and check the outdoor sports that they like.
- Have Ss read the questions for each paragraph and take notes. Point out that they have outlined their paragraphs by writing these notes. Then have them share ideas with a partner and write down additional ideas.
- Monitor and check in with Ss. Ask:
  What are you going to write about?
  What will the first paragraph be about?
  What about the second paragraph?
- Have Ss write their paragraphs.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' work and offer individual feedback.

UNIT 10 Connecting contradictory ideas: even though, however, on the other hand

Suggested time: 20 minutes | Your time:

- Have a volunteer read the first rule in the chart aloud.
- To confirm understanding of *even though,* have Ss read the examples individually. Then ask, *What are the opposite ideas, or the ideas that contrast in these sentences?* (Possible answers: *Elegant Gifts is the most popular store in town* [that's good]; *it's quite expensive* [that's bad]. *My cousin really loves his job* [that's good]; *he works late a lot* [that's bad].) Point out that the comma is optional.
- Have a volunteer read the second rule aloud.
- Ask two volunteers to come to the board and copy the examples. Remind Ss that when the clause with *even though* comes first, you must use a comma.
- Ask a volunteer to read the third rule. To clarify the second and third rules, write on the board:
  [Idea A] even though [Idea B].
  Even though [Idea B] [Idea A].
  [Idea A]. However [Idea B].
  [Idea A]. On the other hand [Idea B].
  Explain that these phrases are missing commas. Ask volunteers to come to the board and place commas where necessary. Leave this model on the board for Ss to refer to for the exercises.
- Finally, focus on the **Be careful!** note. Write three more example sentences on the board. Tell Ss to identify the two incorrect sentences and correct them.
  1. *However they live in an apartment, they have plenty of room.* (Even though they live in an apartment, they have plenty of room.)
  2. *She still has a positive outlook, even though she lost her job.* (correct)
  3. *The movie was very good, on the other hand the main actor was horrible.* (The movie was very good, even though the main actor was horrible.)

LANGUAGE NOTE Another way of writing sentences with *however* is to join the two sentences with a semicolon (;). For example: *My cousin really loves his job; however, he often works late.*

A On a separate sheet of paper, . . .

- Model the two ways to write the first item on the board.
- Encourage Ss to refer to the models on the board as they complete the exercise.
- Have Ss check their answers in pairs.

B Now rewrite the sentences . . .

- Encourage Ss to refer to the models on the board as they complete the exercise.
- Have pairs of Ss check their answers. Resolve any differences of opinion.

Guidance for the Writing Exercise (on page 119)

- Tell Ss they will write their idea of a perfect job. Call on volunteers to read the points in the **Ideas** list.
- Have Ss brainstorm ideas and take notes. Then have them share their notes with a partner and write down additional points.
- Encourage Ss to use their notes as a guide as they write their sentences. Monitor and assist as needed.
- Have Ss swap their writing and give each other feedback. Then collect Ss' writing and offer individual feedback.

UNIT 10

Connecting contradictory ideas: even though, however, on the other hand

Use even though to connect contradictory ideas in a sentence. (A comma is optional before even though when it comes at the end of the sentence.)

Elegant Gifts is the most popular store in town **even though it's quite expensive**.
My cousin really loves his job**,** **even though he often works late**.

Always use a comma if the clause that begins with even though comes first.

Even though it's quite expensive, Elegant Gifts is the most popular store in town.
Even though he often works late, my cousin really loves his job.

Use However or On the other hand at the beginning of a sentence to connect contradictory ideas from one sentence to another. Always use a comma.

My cousin really loves his job. **However,** he often works late.
Elegant Gifts is quite expensive. **On the other hand,** it's the most popular store in town.

Be careful! However and on the other hand are not conjunctions. Don't use however or on the other hand to combine clauses in a sentence.

Don't write: My cousin really loves his job, ~~however, he often works late~~.

A **On a separate sheet of paper, combine each pair of sentences into one sentence, using even though in the second clause. Then rewrite your sentences, using even though to begin each one.**

1 The food at Raphael's Restaurant is very expensive. It's only so-so.
2 I love my job in the city. The commute is very long.
3 This laptop is fast and works well. It's more than five years old.
4 I would like to change jobs. My present job has flexible hours and a lot of perks.
5 The train trip was very scenic. It was not comfortable.

B **Now rewrite the sentences in Exercise A, using However or On the other hand.**

Guidance for the Writing Exercise (on page 119) **Write at least six sentences that describe your idea of a perfect job. Use the Ideas.**

Ideas
- regular hours or flexible hours
- the atmosphere in the company
- working in an office or working at home
- feedback from colleagues and managers
- opportunities to learn and grow
- an easy commute to and from work
- vacation time
- perks

Answers for Exercise A

In the first version of each answer, adding a comma before "even though" is optional.

1. *The food at Raphael's Restaurant is only so-so even though it's very expensive. / Even though it's very expensive, the food at Raphael's Restaurant is only so-so.*
2. *I love my job in the city even though the commute is very long. / Even though the commute is very long, I love my job in the city.*
3. *This laptop is fast and works well even though it's more than five years old. / Even though it's more than five years old, this laptop is fast and works well.*
4. *I would like to change jobs even though my present job has flexible hours and a lot of perks. / Even though my present job has flexible hours and a lot of perks, I would like to change jobs.*
5. *The train trip was very scenic even though it was not comfortable. / Even though it was not comfortable, the train trip was very scenic.*

Answers for Exercise B

Answers will vary, but may include the following:

1. *The food at Raphael's Restaurant is very expensive. However, it's only so-so.*
2. *I love my job in the city. However, the commute is very long.*
3. *This laptop is fast and works well. On the other hand, it's more than five years old.*
4. *My present job has flexible hours and a lot of perks. However, I would like to change jobs.*
5. *The train trip was very scenic. On the other hand, it was not comfortable.*

Soft Skills Booster

NOTE ABOUT THE SOFT SKILLS BOOSTER: These teaching notes are provided if you choose to use the Soft Skills Booster in class. The generic notes can be used with each unit, in combination with the tips in the chart below.

UNITS 1-10 Soft Skills Booster teaching notes

Suggested time: 5 minutes for each soft skill page

- Write the soft skill on the board, for example: *respect*. Elicit or explain the meaning (see second column in the chart below).
- Elicit situations where this soft skill would be appropriate (see third column in the chart below).

A Study the example and the possible responses.

- Call on a volunteer to read the focus of the skill, for example: *Demonstrate respect for what other people say*.
- Model the example with a higher-level S. Then read it again, but with a different response (or question) from the chart in Exercise A. Have Ss read the tip individually.
- Read each possible response (or question) again and have Ss repeat. (See fourth column in the chart below for intonation tips.)

B Pair work

- Have Ss work in pairs. Tell them to take turns reading and responding to the statements, using one of the possible responses (or questions) in Exercise A. Clarify any vocabulary as needed.
- Model body language associated with the skill, such as making eye contact when expressing empathy (see last column in the chart below). Call on volunteers to demonstrate by role-playing item 1.
- Then have Ss work in pairs. Walk around and observe Ss' exchanges. Make sure Ss are using the appropriate tone and intonation with their responses.

Soft skill, definition, and focus	When to use the skill; example situation	Intonation tips	Example(s) of body language
UNIT 1 **RESPECT** Definition: *The belief that something or someone is important and should be treated with respect* Lesson focus: Demonstrate respect for what other people say	When a colleague or friend shares a problem they have at work	◦ Emphasize *that* in *You can say <u>that</u> again.* ◦ Emphasize *That's* in *<u>That's</u> true.* ◦ Demonstrate understanding when saying *I know what you mean.* ◦ Show agreement with *I think you're right*	Make eye contact; Nod your head to show understanding
UNIT 2 **ENTHUSIASM** Definition: *A strong feeling of interest and enjoyment about something* Lesson focus: Use verbal cues to show that you're paying attention	When a friend shares an interesting thought or a creative idea	◦ Emphasize *kidding* in *No <u>kidding</u>!* ◦ Say *No kidding!* with excited interest, not in a sarcastic way ◦ Demonstrate interest through rising intonation with *Really?* ◦ Emphasize *really* in *That's <u>really</u> interesting!* ◦ Emphasize *too* in *That's true for me, <u>too</u>.* ◦ Use an enthusiastic tone	Raise your eyebrows and smile
UNIT 3 **CONFLICT RESOLUTION** Definition: *The ability to find a peaceful solution to an argument* Lesson focus: Politely introduce a different opinion	When colleagues have different opinions about which image to use on a company website	◦ Emphasize *right* in *You're <u>right</u>* ◦ Stress and extend *interesting* in *That's <u>interesting</u>* ◦ Pause before *but* in each response	Speak slowly and tilt your head when acknowledging someone's point

Soft skill, definition, and focus	When to use the skill; example situation	Intonation tips	Example(s) of body language
UNIT 4 **OPEN-MINDEDNESS** Definition: *A willingness to consider and accept other people's ideas and opinions* Lesson focus: Offer a new perspective on an issue	When discussing different opinions held by family members	◦ Pause after *True* in *True, but . . .* and *True. However, . . .* ◦ Emphasize *generally* in *That's generally true, but . . .* ◦ Emphasize *other* in *True. But on the other hand, . . .*	Nod your head; Hold out your hands with palms upward—as though weighing the two sides
UNIT 5 **CREATIVITY** Definition: *The ability to use your imagination to produce new ideas* Lesson focus: Generate many ideas in response to an open-ended prompt	When discussing an ad campaign for a new product	◦ Pause after *OK* and use falling intonation with *But what about . . . ?* ◦ Say *That's good* with enthusiasm and use falling intonation for *What else?* ◦ Use falling intonation after *And how about . . . ?* ◦ Use rising intonation for *Any other ideas?*	Hold up your hand / raise your index finger when suggesting an idea
UNIT 6 **EMPATHY** Definition: *The ability to understand other people's feelings and problems* Lesson focus: Share common experiences	When a colleague or friend shares something about himself or herself that is also true for you	◦ Show enthusiasm with *Same here!* and *Me too!* ◦ Use a neutral tone for *I do too* and *I'm the same*	Point to yourself to indicate that something is also true for you
UNIT 7 **WILLINGNESS TO LEARN MORE** Definition: *A desire or readiness to develop new knowledge or skills* Lesson focus: Confirm understanding of what someone said	When a colleague or friend shares some new technology that could advance your work	◦ Use rising intonation for each short question ◦ Say *Seriously?* with excited interest, not in a sarcastic way	Make eye contact; Have a friendly expression; Open your eyes wide to show interest
UNIT 8 **INTERCULTURAL COMPETENCE** Definition: *The ability to communicate and collaborate with people from different cultural backgrounds* Lesson focus: Demonstrate your awareness that cultures differ	When seeking insight from a colleague or a friend from a different culture, to find out how a situation would be approached in that culture	◦ Use rising intonation for the questions with *Is it . . . ?* ◦ Use falling intonation for *What are the rules about . . . ?*	When speaking: make eye contact; Open your eyes wide to show interest When listening: Furrow your brow to show interest and nod your head
UNIT 9 **EMPATHY** Definition: *The ability to understand other people's feelings and problems* Lesson focus: Show others that your care about their hardships	When asking a colleague or a friend who has been sick for a few days how they are	◦ Use correct intonation for *I'm so* (rising intonation) *sorry!* (falling intonation) ◦ Emphasize *hear* in *I'm sorry to hear that!* ◦ Stress *aw* in *awful* in *How awful!* ◦ Stress *ter* in *terrible* in *That's terrible!*	Tilt your head to the side and make a sad face
UNIT 10 **OPTIMISM** Definition: *The belief that good things will always happen* Lesson focus: Offer encouragement to others	When choosing a positive outlook in a difficult situation and looking for solutions rather than worrying about what could go wrong	◦ Emphasize *great* in *That's great!* ◦ Emphasize *Go* in *Go for it!* ◦ Stress *won* in *wonderful* in *That would be wonderful!*	Make a "thumbs up" sign and smile

SOFT SKILLS BOOSTER

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

UNIT 1 Soft skill: RESPECT

Demonstrate respect for what other people say

(For Exercise B, page 9)

A Study the example and the possible responses.

Demonstrate respect for what other people say

Example

"It's so hard to speak a new language well!"

You can say *that* again.

Possible responses

- You can say that again.
- That's true.
- I know what you mean.
- I think you're right.

Tip: Showing respect for other people's ideas builds trust. Note: "You can say that again" is more informal than the other expressions.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "I think everyone needs English for their work and their life."
   B: .....
2. **B:** "If I don't speak good English, I can't study in another country."
   A: .....
3. **A:** "I want to improve my pronunciation. If you don't have good pronunciation, people don't understand you."
   B: .....
4. **B:** "I'm studying English for my job. I have to interact with people from all over the world."
   A: .....
5. **A:** "It's hard to communicate with friends on social media if you don't understand their posts! I need to improve my reading comprehension."
   B: .....
6. **B:** "I don't have enough practice. It's hard to speak well if you don't practice."
   A: .....

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

UNIT 2 Soft skill: ENTHUSIASM

Use verbal cues to show that you're paying attention

(For Exercise B, page 21)

A Study the example and the possible responses.

Use verbal cues to show that you're paying attention

Example

"I listen to music when I get up in the morning."

No kidding!

Possible responses

- No kidding!
- Really?
- That's really interesting!
- That's true for me, too!

Tip: Demonstrating that you're paying attention encourages others to do the same.
Note: You can also combine these expressions to show even more enthusiasm. For example: "No kidding! That's really interesting."

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "Pop music helps me relax."
   B: .....
2. **B:** "I go to lots of concerts every year."
   A: .....
3. **A:** "I always listen to music when I'm driving my car."
   B: .....
4. **B:** "I usually listen to music on the Internet."
   A: .....
5. **A:** "Rock music helps me exercise."
   B: .....
6. **B:** "I really want to see Bruno Mars live."
   A: .....

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

UNIT 3 Soft skill: CONFLICT RESOLUTION — Politely introduce a different opinion

(For Exercise B, page 35)

A Study the example and the possible responses.

Politely introduce a different opinion

Example

"I think natural ability is necessary for success at drawing."

I see your point, but practice is also very important.

Possible responses

- **I see your point, but . . .**
- **You're right, but . . .**
- **That's interesting, but . . .**

Tip: If you introduce your point of view with something positive, there's less chance of conflict.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "If you want to play a musical instrument well, I think only practice is important."
   B: .....
2. **B:** "Motivation doesn't really help if you want to speak a new language well."
   A: .....
3. **A:** "I cook a lot, but I still don't cook very well. I think that shows that practice doesn't help."
   B: .....
4. **B:** "My brother doesn't have natural ability in sports, but he's very motivated. I think that's important."
   A: .....
5. **A:** "If you don't have natural ability, I don't think you can play the piano very well."
   B: .....
6. **B:** "My friend Pat never practices English. I think that's why she doesn't speak it very well."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 35.

UNIT 4 Soft skill: OPEN-MINDEDNESS — Offer a new perspective on an issue

(For Exercise C, page 47)

A Study the example and the possible responses.

Offer a new perspective on an issue

Example

"In this country, kids live at home until they get married."

True, but not always. My older sister lives in an apartment.

Possible responses

- True, but . . .
- True. However, . . .
- That's generally true, but . . .
- True. But on the other hand, . . .

Tip: Demonstrate your open-mindedness by confirming the value of someone else's opinion before introducing *your* perspective.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "I have friends who live in multi-generational households."
   B: .....
2. **B:** "Single-parent households are not very common here."
   A: .....
3. **A:** "In this city, adult children often leave home for a job."
   B: .....
4. **B:** "I know many adults who live with their parents."
   A: .....
5. **A:** "In North America, children usually live with their parents before they go to university."
   B: .....
6. **B:** "Many people here only leave home when they get married."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C GROUP WORK ON PAGE 47.

UNIT 5 Soft skill: CREATIVITY

Generate many ideas in response to an open-ended prompt

(For Exercise B, page 57)

A Study the example and the possible responses.

Generate many ideas in response to an open-ended prompt

Example

"I think salad is a healthy food."

OK. But what about chicken?

Possible responses

- OK. But what about [cheese]?
- That's good. What else?
- And how about [french fries]?
- Good. Any other ideas?

Tip: When working with others on a project, asking questions can produce many more ideas than one person can create alone.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "Chicken and tofu are two very healthy foods."
   B: .....?
2. **B:** "I think it's bad for you to eat hamburgers every day."
   A: .....?
3. **A:** "A very unhealthy food is french fries."
   B: .....
4. **B:** "Pasta can be healthy, if you make it with veggies."
   A: .....?
5. **A:** "It's ok to eat ice cream, but not too often."
   B: .....?
6. **B:** "I think hot peppers and other spicy foods are good for you."
   A: .....?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 57.

UNIT 6 Soft skill: EMPATHY — Share common experiences

(For Exercise B, page 69)

A Study the example and the possible responses.

Share common experiences

Example

"I always look at my phone when I go to bed."

Same here!

Possible responses

- Same here!
- Me too!
- I do too.
- I'm the same.

Tip: Sharing common experiences with others helps build good relationships at work, at school, and in life.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1
A: "I look at my phone first thing in the morning when I am waiting for an important email."
B: .....

2
B: "I sometimes use my phone when I'm bored."
A: .....

3
A: "I think my phone use is increasing."
B: .....

4
B: "I use social media a lot more often these days."
A: .....

5
A: "I'd like to use my phone less during the day."
B: .....

6
B: "I'm totally addicted to my smart phone!"
A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 69.

UNIT 7 Soft skill: WILLINGNESS TO LEARN MORE — Confirm understanding of what someone said

(For Exercise C, page 81)

A Study the example and the possible responses.

Confirm understanding of what someone said

Example

"We got bumped from our flight and stayed an extra day."

For real?

Possible responses

- For real?
- Is that right?
- Seriously?
- Are you kidding?

Tip: Showing interest in learning more demonstrates that you are an engaged, open-minded member of the team.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "The trip was great, but the flight was 10 hours long!"
   B: .....?
2. **B:** "Unfortunately we were late, and we missed our train."
   A: .....?
3. **A:** "The hotel was so comfortable we stayed an extra day."
   B: .....?
4. **B:** "The cruise was awful. We all got seasick!"
   A: .....?
5. **A:** "The beach was beautiful, but the weather was awful."
   B: .....?
6. **B:** "The airport was so busy we almost missed our flight!"
   A: .....?

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C PAIR WORK ON PAGE 81.

UNIT 8 Soft skill: INTERCULTURAL COMPETENCE

Demonstrate your awareness that cultures differ

(For Exercise B, page 95)

A Study the example and the possible questions.

Demonstrate your awareness that cultures differ

Example

I don't know the clothing do's and don'ts here. **Is it appropriate to wear** shorts in an office?

"Actually, no. You can wear shorts on the street here, but not in an office."

Possible questions

- **Is it appropriate to wear [shorts]?**
- **Is it OK to wear [shorts]?**
- **Is it offensive to wear [sandals]?**
- **What are the rules about [sleeveless shirts]?**

Tip: Asking about cultural norms demonstrates respect for other people's customs and shows you understand the importance of traditions other than your own.

B PAIR WORK | Take turns asking questions. Choose from ones on the list.

1. **A:** .....?
   B: "We have a pretty liberal dress code, so you can wear casual clothes most of the time."

2. **B:** .....?
   A: "Shorts and tank tops may be fine on the street, but they're not appropriate in an office."

3. **A:** .....?
   B: "In general, anything goes."

4. **B:** .....?
   A: "We're pretty conservative here, so people don't usually wear sleeveless shirts."

5. **A:** .....?
   B: "You really shouldn't wear sandals to formal restaurants."

6. **B:** .....?
   A: "At formal occasions, men wear a suit and a tie and women wear a dress or a suit."

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 95.

UNIT 9 Soft skill: EMPATHY

Show others that you care about their hardships

(For Exercise B, page 107)

A Study the example and the possible responses.

Show others that you care about their hardships

Example

"I fell and hurt my leg yesterday."

I'm so sorry!

Possible responses

- I'm so sorry!
- I'm sorry to hear that!
- How awful!
- That's terrible!

Tip: Responding with concern to other people's problems helps them feel understood and valued. This builds their trust in you.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "I broke my leg when I was on vacation."
   B: .....
2. **B:** "I had to go to the hospital and they gave me a cast."
   A: .....
3. **A:** "I cut my finger in the kitchen when I was at my parents' house."
   B: .....
4. **B:** "I dropped my coffee and I burned my hand!"
   A: .....
5. **A:** "Last year I fell off my mountain bike and I cut my arm."
   B: .....
6. **B:** "I hurt my back, and I'm in physical therapy."
   A: .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 107.

UNIT 10 Soft skill: OPTIMISM — Offer encouragement to others

(For Exercise B, page 117)

A Study the example and the possible responses.

Offer encouragement to others

Example

"I like my job, but my dream is to be a manager someday."

That's great!

Possible responses

- That's great!
- Go for it!
- That would be wonderful!

Tip: Offering encouragement to others builds confidence and ensures their success.

B PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "My dream is to buy a house someday."
   B: .....!
2. **B:** "I hope to get married and have a large family, with lots of kids."
   A: .....!
3. **A:** "People say I'm talented in art, and I'd love to be an artist in the future."
   B: .....!
4. **B:** "I think I'd like to change careers."
   A: .....!
5. **A:** "I'd love to travel all over the world."
   B: .....!
6. **B:** "I'm really friendly, so I'd like a job where I work with people."
   A: .....!

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 117.

Student's Book Audio Script

UNIT 1

Page 4, Lesson 1, Exercise B

1
I make plans for new buildings. Today, I'm working on a plan for a new hotel.

2
I work in an office. My boss is a manager in a bank. My desk is next to the door of her office. I answer the phone and write emails for my boss.

3
I work in a hospital, but I'm not a doctor. I work the night shift—from midnight to 7 P.M.

4
My work is showing visitors my beautiful city, its buildings, and its museums. I love my work!

5
When people have a problem with their kitchen appliances, they call me.

6
When people have a problem with their cars, they come to my garage.

7
I work in a bank, but I am not a bank manager. I work with all the customers who come to the bank.

8
I have two jobs. I work in a clothing store, and I also work in a shoe store.

Page 8, Lesson 3, Exercise C

Interview 1 (B = Spanish)

A: I'm talking to people on the corner of Langdon Avenue and State Street, here in Chicago. We're standing in front of a language school. These people are here from all over the world to learn English. Let's ask them why they're in Chicago at this school to learn English. First up is Gloria Ochoa. Ms. Ochoa, where is your hometown?

B: Well, I am from Puebla, in Mexico, originally. But I live and work in the Dominican Republic right now, in the capital, Santo Domingo.

A: And you're here to improve your English, right?

B: Yes, that's right.

A: So why is it important for you to speak English well?

B: Well, I need English for my career.

A: For your career? What do you do?

B: I'm the manager of a small beach hotel in the Dominican Republic. We're pretty near the U.S., and of course a lot of our hotel visitors are American. I speak English with them.

A: Right . . .

B: But many, many tourists come from places where they speak other languages: Portuguese, Japanese, German, Italian—you name it. My staff and I don't speak those languages.

A: Probably not. But what about Spanish? How many of the tourists who come to your hotel speak Spanish?

B: Not many! But they almost all speak English. And you know what? English makes it easy for tourists to meet people from those other countries. They make new friends and have fun.

A: That makes perfect sense. It's one of the great things about travel. Thanks so much, Ms. Ochoa. Good luck with your English studies. You speak very well already!

B: Thanks. But I still have a lot to learn.

Interview 2 (B = Mandarin Chinese)

A: Next up, we have Mr. Fan Lu. Quick question: I'm sorry to ask. Is Fan your family name or your given name?

B: No problem! My family name is Fan. People from China use their family name first, after the title. But please call me Lu—or call me by the nickname I use here in the U.S.: Louie.

A: Thanks for explaining that to our listeners! And one more question: What city are you from?

B: Well, my birthplace is Wuhan, so I'm originally from there. But Shanghai is my hometown now.

A: OK. So, Louie, why are you studying English?

B: Well, I work in the information technology department of an international company in Shanghai. Our company has offices in seventeen countries. We have video conferences three times a week. We use English to communicate with our colleagues all over the world.

A: So you don't usually travel outside of China for your work, but you need English. That's so interesting.

B: Yes. But there's a second reason why I'm learning English.

A: Really? What's that?

B: Actually, I love to travel when I'm not working! If I travel to other countries, I absolutely need English. For example, I love South America, but I don't speak Spanish or Portuguese. With my English, I have no problems in any South American country.

A: Well, good luck with your studies. And enjoy Chicago!

B: Thanks so much!

Interview 3 (B = Brazilian Portuguese)

A: Next, let's talk to Adriana Velela. Hi, Adriana! Please tell us where you're from.

B: Sure! From Fortaleza, Brazil.
A: Are you here with your family?
B: Actually, no. I'm staying with my aunt and uncle. They live here in Chicago. I'm here to learn English.
A: And your first language is Portuguese, right?
B: That's right.
A: And why are you studying English here in Chicago?
B: Why? Because my mom and dad say it's important! They say everyone needs English.
A: Do you agree?
B: I guess so. But actually, I do need English for my studies, too. Well, not for my studies now, but for later. My uncle is an engineering professor in Turkey, and I want to study engineering at his university. But at his university all the classes are in English!
A: No way!
B: Yes, it's true.
A: What about when you're in Fortaleza—do you use English there?
B: Not really. I use it in school. I'm a student at a great school in Fortaleza. I have a great teacher! We speak a lot of English in class.
A: And outside of school?
B: Well, I often use English on the Internet—for Facebook, Instagram, all the social media. And I love YouTube in English. And I like American movies.
A: That's great. So, Adriana, I wish you the best in Chicago and in your studies in the future. Good luck with your engineering career. And say hello to Fortaleza for me!
B: Will do!

UNIT 2

Page 16, Lesson 1, Exercise A

Conversation 1
A: Are you free on Sunday?
B: Yes, I am. Why?
A: Well, the Marlins are playing at Smith Stadium at noon.
B: The Marlins? I love that team.
A: Me, too. I'm a huge fan. Would you like to go to the game?
B: I'd love to go.

Conversation 2 (B = Spanish)
A: What's playing at the Cinemax?
B: You mean the new theater on Jackson Street?
A: That's right. Next to the mall.
B: Let me check. Let's see. Today's Tuesday. Ah, there's *The Husband* at 7:15, *Late Night Games* at 9:05, and *Midnight Station* at, well, midnight.
A: Oh, that one's past my bedtime.
B: Then how about *The Husband*. I hear it's a really good movie.
A: OK. *The Husband* it is. At 7:15, right?
B: Right.

Conversation 3
A: Hey, listen to this. The photographer Nancy Waters is coming to the City Bookstore on Thursday evening.
B: Oh really? The City Bookstore . . . that's across from Newton Park, right?
A: Right. She's giving a talk about her new book *My Eyes*.
B: That's great! I love her photos.
A: Me, too. The talk is at 7:30. Want to go?
B: Definitely.

Conversation 4 (B: British English)
A: I'm in the mood for a nice concert this weekend.
B: Actually, there's a free concert in Franklin Park on Saturday afternoon.
A: In the park? That sounds great!
B: Doesn't it? It's music from South America.
A: South America? Nice! What time?
B: It begins at 3:30.

Page 18, Lesson 2, Exercise B

Conversation 1
A: Excuse me. I'm looking for the City Mall. Do you know where that is?
B: The City Mall? Let me think. Oh, right. Go straight down this street.
A: Pacific Street?
B: Right. Then turn right on Atlantic.
A: Right on Atlantic.
B: Then walk to the corner of Atlantic and Indian. The City Mall is on the right. You can't miss it.
A: Thanks!

Conversation 2
A: Excuse me. I'm looking for the Museum of Art. Is it nearby?
B: Sorry, I'm not sure. I'm not from around here.
A: Oh, that's OK. Thanks anyway.
B: Oh, wait. Is that it right across the street?
A: I think you're right! Thanks a lot!

Conversation 3
A: Excuse me, ma'am. I'm looking for the Ocean Grill.
B: The new restaurant?
A: That's right.
B: Do you know the address?
A: I do. Let's see. OK, here. It's 850 Hudson Street.
B: 850 Hudson. Oh, I know where that is! Go straight down Bay Street one block to Adriatic. Turn left and walk to Hudson Street. It's right on the corner.

Page 22, Lesson 4, Exercises A and B

Conversation 1 (B = Mandarin Chinese)
A: Grant Park Tourist Information. May I help you?
B: Hi. My husband and I are in Chicago for a few days with our kids, and we're looking for something to do tomorrow. Any suggestions?
A: Well, kids always love the Shedd Aquarium.
B: That sounds nice, but we've just visited the aquarium back home in Vancouver. Any other ideas?

A: Then I'd recommend the Field Museum of Natural History. It's right next to the Shedd Aquarium. And it's a great place for kids.
B: Do you know the hours?
A: The museum's open every day from 9:00 to 5:00.
B: Can we take the subway to get there?
A: Actually, no. You should take a taxi. Tell the driver you want to go to the entrance on McFetridge Drive.
B: Could you spell that for me?
A: Sure. It's M-C . . . F-E-T . . . R-I-D-G-E. McFetridge.
B: McFetridge Drive. Got it. Thanks for your help!
A: My pleasure.

Conversation 2 (B = U.S. regional)
A: Grant Park Tourist Information. How can I help you?
B: Good morning, ma'am. I'm visiting Chicago for my work, but I'm free this coming weekend. I wonder if there are any games at Soldier Field on Saturday or Sunday.
A: Actually, BTS is performing on Saturday night.
B: BTS?
A: The Korean pop group. You know . . . K-pop.
B: K-pop? I don't think that's for me. I'm thinking more like the Chicago Bears. You know, football.
A: Football? You're in luck! There's a Bears game on Sunday at 3:00.
B: Now that's more my style. Tell me, where exactly is Soldier Field located?
A: It's right across from the Field Museum, on McFetridge Drive.
B: Ah, OK. I see it on the map.
A: Would you like me to transfer you to the ticket office?
B: Yes, please. Thanks.
A: You're very welcome. Enjoy the game!

Conversation 3 (B: Caribbean English)
A: Grant Park Tourist Information. Can I help you?
B: Good afternoon. They tell me there are several places in Grant Park where I can see a concert. Is that right?
A: Yes, it is. There are sometimes rock and pop concerts at Soldier Field. And the Harris Theater in Millennium Park has a variety of performers: classical, jazz, even dance.
B: Is there anything happening on Wednesday or Thursday evening?
A: As a matter of fact, the jazz pianist Matthew Whitaker is playing on Thursday at 9:00 P.M.
B: Jazz? I'm afraid that's not for me.
A: Well, then on Wednesday, the folk group Abraska is performing at 8:30.
B: Really? I'm a huge fan! Are there still tickets available?
A: I can transfer you to the ticket office. Would you like me to do that?
B: Great. Where's the . . . what's the name of the theater again?
A: The Harris Theater. Millennium Park is on Michigan Avenue between Randolph and Monroe. The Harris Theater is on Randolph.
B: Can I get there by subway?
A: Absolutely. If you take the Red Line to Washington Street, just walk to Michigan Avenue and turn left. Go one block to Randolph and turn right. The theater is down the street on the right.
B: That sounds great. Thanks a million!

Conversation 4 (A = Spanish)
A: Grant Park Tourist Information. May I help you?
B: Hi. I wonder if you could recommend something to do on a rainy day like today.
A: Well, the Art Institute of Chicago is perfect for that.
B: What's the Art Institute?
A: It's a world-famous museum that includes work by some of the world's most famous artists like Picasso, Monet, Matisse . . .
B: Well, I'm a huge Picasso fan. That sounds good. You think I could spend the whole afternoon in there?
A: Definitely. It's a huge museum.
B: Can you give me directions? I'm staying at the Marriot Hotel on Adams Street.
A: The Marriot? That's easy. It's just a few blocks down Adams to Michigan Avenue. The Art Institute is between Monroe Street and Jackson.
B: Cool. Thanks a lot.
A: No problem. Enjoy your visit.

Conversation 5
A: Grant Park Tourist Information. May I help you?
B: I understand there's a dance performance at the Pritzker Pavilion on Friday evening.
A: That's right. Friday at 8:30. Giordano Dance Chicago.
B: Are they good?
A: They're a jazz dance group. I think they're awesome.
B: Well, I like jazz, and my wife likes dance.
A: Sounds perfect for you!
B: Where's the pavilion located?
A: It's in Millennium Park, between the Harris Theater and the Lurie Garden.
B: What street is that near?
A: Well, the Harris Theater is on Randolph Street, and the park is between Michigan Avenue and Columbus Drive. By the way, the pavilion is outdoors. So if it rains, that's a problem.
B: Thanks.
A: You're welcome!

UNIT 3

Page 28, Lesson 1, Exercise F

1
I can play the guitar.

2
I can't cook.

3
I can't play tennis at 10:00.

4
I can play tennis at 6:30.

5
I can go swimming on Saturday.

6
I can't go swimming on Sunday.

Page 31, Lesson 2, Exercise E

Conversation 1

A: What's wrong?
B: I have a backache.
A: Oh, no! You should stay home and rest.
B: Good idea.

Conversation 2

A: What's wrong?
B: I feel sick. I have a sore throat.
A: Well, you should have some tea.
B: Good idea.

Conversation 3

A: Ooh. I don't feel well.
B: What's wrong?
A: I have a bad headache.
B: Oh, that's too bad. You should take a nap.
A: Will do. Thanks.

Conversation 4

A: I really don't feel well.
B: What's wrong?
A: I have a stomachache and a fever.
B: A stomachache and a fever?
A: Yes. I feel terrible.
B: I'm so sorry to hear that. You should see a doctor.
A: Good advice. Thanks!

Conversation 5

A: Ah-choo!
B: Bless you! Are you OK?
A: I'll be fine. I just have a cold. It's nothing serious.
B: Well, maybe you shouldn't go to work today.
A: You think so?
B: I do. And feel better!

Page 34, Lesson 4, Exercises B, C, and D

(B = Brazilian Portuguese)

A: Welcome to "Today's Education" podcast. Our topic this morning is an interesting one—our abilities. I'm your host, Angela Reilly, in New York City. Today we're talking to Brazilian psychologist Sonia Meyer, who joins us from Porto Alegre, Brazil. Good morning, Dr. Meyer. What's the weather like in Porto Alegre today?
B: Good morning, Angela. The weather is beautiful here today! I'm so happy to talk to you again.
A: Dr. Meyer, let's get right to it: Is it true that people can't develop new abilities after a certain age? In other words, can we be just too old to learn certain things? You know how people say, "you can't teach an old dog new tricks"?
B: So it's true that it's pretty easy to learn certain things when we're young. But it's not true that there's an age when we can't learn new things—such as a new language, for example.
A: Really? People say that after the age of 10 or 15, it's hard to become fluent in a new language. Are you saying that's not true?
B: Well, it's not completely true. People are different. For some people it's very, very hard. For others, it's not so hard. Some people learn to speak a new language such as English well. Others do not.
A: Why is that?
B: We don't have all the answers. But we know there are certain factors that can help us learn a language. But just to be clear, when I say "learn a language," I don't mean learn a new language so well that you sound like a native speaker. I mean learn to communicate pretty well, even if you have an accent or make errors.
A: OK. What are some of the factors that can help people learn a new language?
B: Well, let's discuss three important ones: motivation, practice, and natural ability. Let's start with motivation—whether you really want to learn. Some students don't care if they learn or don't learn. They are bored in class and they don't pay attention.
A: So if a person is motivated, that means he or she really wants to learn. Is that right?
B: Yes. Motivation is a very important factor. If you don't care if you learn or don't learn, you probably don't learn. On the other hand, there are other students who are motivated. They really want to learn. They aren't bored in class. They know that if they want to learn English, they should pay attention in class. So they listen. They study their textbooks. They go on social media and notice how people say things in English.
A: Yes, of course. But why are some students motivated while others are not? In other words, what makes a student want to learn?
B: Well, it's possible that a student is planning a visit to the U.S. and is excited about the visit. That student knows that he or she can use English in the U.S. So the student pays attention in class and remembers new words, grammar, and social language.
A: OK. What about the second factor: practice?
B: That one's simple. If you want to learn a language—or if you want to develop other abilities, such as playing a musical instrument or even playing a sport—practice is very helpful. Without practice, people really can't develop those abilities well. For language learning, that means speaking often, in class of course, and outside of class when possible.

A: Finally, Dr. Meyer, what about natural ability? As you say, "people are different." If, for example, there are two students of English, and they both pay attention in class, they both read and listen to English whenever they can, and they both practice the same amount, can they both learn to speak English in the same amount of time?

B: Well, the short answer to your question is we don't know. Many people believe that there are some differences in natural ability and that people don't learn the same. In other words, some people just learn fast and other people don't. But we aren't sure. We don't have enough information.

A: Interesting. Well, unfortunately we're out of time for today. Many thanks, Dr. Meyer, for a thought-provoking discussion. We should continue this conversation at another time.

UNIT 4

Page 40, Lesson 1, Exercise B

Conversation 1

A: Who are these people in the picture?

B: That older couple? Those are my in-laws.

A: Of course! They look just like Larry.

B: Yeah, they do.

Conversation 2

A: These two are a cute couple! Who are they?

B: That's my aunt, and that's her ex-husband.

A: Her ex-husband?

B: Yeah. They're not married anymore.

Conversation 3

A: Is that your sister?

B: Yes, it is.

A: And who's that guy? Her husband?

B: Not yet. That's her fiancé!

A: Oh, how nice!

Conversation 4 (A = Russian; B = Australian English)

A: Who's that in this picture?

B: That's my sister and her husband.

A: Nice-looking couple.

B: Yeah. They were a nice-looking couple. They're thinking about getting divorced.

A: Oh, that's too bad.

B: Yeah. She's living with my parents right now.

Page 46, Lesson 4, Exercises A, B, C, and D

(D: Indian English)

A: Welcome to *People Focus*. I'm Sarah Newman. In the United States and Canada, when we think of the meaning of the word "family," we tend to think of the traditional household—that is, the members of the typical immediate family—two parents and their growing children, living together. Well, today we're going to look at some recent trends that are changing the way we think of the typical North American household. For example, traditionally children leave home at around the ages 18 to 20. But in recent years, more and more adult children are coming back home to live with their parents. They often stay there until they are 30 years old or more. This is Tommy.

B: Hi. So I'm Tommy O'Brien. I live in Boston, and I'm 28. I work as an administrative assistant in a doctor's office. I'm single, and I live with my parents. I really want to get my own apartment, but I can't right now. It's just too expensive for me at this time. So I help out with household chores, such as cleaning and doing the laundry. And I'm looking for a better job, so I can get my own apartment.

A: Around the world, 80 to 90 percent of the world's children live with both parents in the home. However, with an increase in divorces in North America, this is changing. For example, in the U.S. today, the percentage of children who are living with two parents is only about 70 percent. In other words, almost one third of all U.S. children live with only one parent at home. Listen to Helena.

C: My name is Helena Wu, and I'm from San Diego. I'm divorced, and I'm a single mom. I have three kids—two boys . . . Darin is 12 and Casey is 10—and one girl. Marcy is only 6. They stay with their dad only one weekend out of every month, but he keeps in touch with the kids every day by phone. He's a good dad and very hard-working, but we have very different lives.

A: Another trend is an increase in multi-generational households—that is, households in which one or more grandparents live with their adult children and their grandchildren. Twentypercent of American households today are multi-generational, and the number is growing. Here's Deepti.

D: My name is Deepti Prakash, and I'm from India. I live in Miami with my daughter, Priya, and her husband, Anish, in their third floor apartment. Priya is a bank manager, and my son-in law is a doctor. During the day, I take care of my granddaughters, Anika and Neysa. Anika is 4, and she loves to talk. She's so friendly and outgoing, and we have great conversations. Neysa is just 2 years old, and she's incredibly cute. But her favorite word right now is "no," so she keeps me very busy. I'm widowed, so it's really nice to be able to live with family. And since both my daughter and son-in-law work, I help out with some of the household chores, such as shopping and cooking.

A: So we can see that recent social trends are changing the traditional North American household. Tomorrow, we look at some trends in other parts of the world. I'm Sarah Newman.

UNIT 5

Page 54, Lesson 2, Exercise B

Conversation 1

A: What vegetable would you like with your lunch?

B: Something healthy and green.

A: Well, what about some nice steamed green beans?

B: That sounds perfect.

Conversation 2 (B = German)

A: What's this? It's delicious.
B: You like it? I'm so glad. It's sautéed chicken with stewed apples. It's my specialty.
A: It's really great. I want the recipe.

Conversation 3

A: What's in this fish stew?
B: Well, fish, of course. But I think there are onions and peppers in it, too. I think it's pretty good.
A: Me, too. Do you think it has any tomatoes?
B: I don't think so. I think the red color comes from the peppers. But it's hard to tell with stewed foods. The ingredients cook for a long time.

Conversation 4 (A = Spanish)

A: Your pasta is great. I love baked pasta.
B: Thanks! I do too. And it's so easy to make. You just put sauce on it, and pop it in the oven. In an hour it's ready to eat.
A: Is the pasta boiled before you bake the pasta?
B: No. That's why this recipe is so easy.

Conversation 5

A: This rice with vegetables is so delicious. Do you think it's fried?
B: I don't think so.
A: That's good. I don't eat fried foods.
B: Me neither. I'm pretty sure it's just steamed. Then they mix it with the veggies.

Page 56, Lesson 3, Exercises C and D

Conversation 1

A: No way! Caroline, are you eating cookies this early in the morning?
B: Yeah. What's wrong with that? Cookies taste sweet. I love things that taste sweet.
A: Me, too! Caroline, there's nothing wrong with cookies, but they just aren't a meal, especially early in the morning.
B: Why not?
A: Well, cookies have a lot of sugar. You shouldn't eat so much sugar first thing in the morning. Put something healthy in your stomach, like yogurt or fruit. Those are good for you. You can eat cookies and other sweets later in the day—after lunch or after dinner as a dessert.
B: I guess you're right.

Conversation 2

A: So, what should I order? I don't want to eat a lot of calories. Oh, this looks good.
B: What?
A: Look on the menu. At the Big Smack Burger. It doesn't look too big in the picture.
B: Oh, Harry, don't believe that picture. I don't think they call it a Big Smack Burger because it's small, right?
A: Hmm. You're probably right. But it really looks good.
B: It does. Harry? No offense, but I don't think the Big Smack Burger's a great choice. You say you want something that doesn't have a lot of calories.
A: Well, does the Big Smack Burger have a lot of calories?
B: Look. The menu says it has 1200 calories.
A: No way. One Big Smack has 1200 calories? I'm trying to eat 2000 calories for the entire day. If I eat the Big Smack, I can't eat anything for dinner!
B: Here's an idea: What about the steamed fish with brown rice and a salad? I'll bet it's delicious, and it's low calorie and low fat. I'm ordering that.
A: I'm actually not a steamed-fish fan. Let's see. What else? Oh. Here's something that looks good: pasta with clam sauce. I love clams, and I love pasta. That's more my style.
B: Good. Here comes the server. Should we order?
A: Yes, but I just want to ask the server if the clam sauce has a lot of salt. I shouldn't eat a lot of salty foods.
B: Good idea.

Conversation 3

A: Wow, Lisa! Look at the time! It's 8:00! No wonder I'm so hungry. I usually eat dinner at 6:00.
B: Me, too! Let's see what they have. Ooh. You know what looks good to me?
A: No, what?
B: The fried German sausages with fried potatoes and sautéed onions. Yum.
A: That looks good because you're so hungry.
B: You're right. I'll bet it's pretty unhealthy.
A: Pretty fatty, right?
B: Definitely. Restaurants always use a lot of oil when they fry things. But, I don't eat fried foods at home. They're bad for you.
A: Me neither. When I'm home, I eat tons of fruits and veggies and low-fat meats, like chicken, and seafood, like shrimp.
B: Me, too. And I don't eat out very often. Do you?
A: Not really. Maybe twice a month.
B: So, should we order the sausages?
A: Totally. Excuse me! We're ready to order.

UNIT 6

Page 67, Lesson 2, Exercise E

Conversation 1

A: Do you make videos of family parties?
B: Once in a while.
A: Like how often?
B: Oh, my family only gets together maybe once or twice a year.
A: That's all?

Conversation 2

A: So how often do you take pictures with your digital camera?
B: Maybe once or twice a week.

A: Really? I hardly ever take pictures with my digital camera.
B: Why is that?
A: Because I almost always take pictures with my smartphone. It's more convenient.

Conversation 3 (B = Mandarin Chinese)
A: Would you like me to make a photocopy of that document?
B: I don't think so. I can take a picture of it with my phone.
A: Do you always do that with important documents?
B: Not always, but I usually do. It's easier than having a lot of papers.

Conversation 4
A: What do you do with the photos you take with your smart phone?
B: I upload them to my computer.
A: All of them?
B: Actually, yes. It's just convenient to have them all on my computer.

Page 70, Lesson 4, Exercises C and D

(Joaquim = Brazilian Portuguese)

Adrienne: This is Adrienne Beck and welcome to *Travels with Adrienne*—a weekly podcast to help travelers cope with the challenges of travel. Today's guest, once again, is travel expert Kwame Wilson, author of the ever popular *On the Road*, now in its fourth edition. Welcome back, Kwame!

Kwame: Thanks! It's good to be back, Adrienne.

Adrienne: And today's topic is traveling and technology—especially the challenges we face in hotels as we travel internationally. So let's get right into it. Everyone has tons of devices today, and we're all somewhat dependent on them. So what does that mean? It means that when we travel, our devices travel with us. Because different countries have different outlets, plugs, and electrical voltages, it's important to know what to expect. Our first call comes to us from Caitlin in Toronto. Caitlin, you're on the line.

Caitlin: Hello, Adrienne. Thanks for taking my call. I have a question for Kwame.

Kwame: Sure, Caitlin. What's up?

Caitlin: So I travel in Canada and the U.S. quite frequently for my work, but next month I'm taking my first trip outside of North America.

Kwame: That's great, Caitlin. Where are you going?

Caitlin: To the U.K. The city of Oxford, actually. I'm really excited. So here's my question. I carry lots of devices with me when I travel—my phone, a tablet, a laptop—I even have an e reader because I don't like to put a lot of books in my luggage. You know, that e-reader can hold 1,000 books! They all need charging, of course—except for the e-reader. The battery in that thing lasts almost a month. So in Oxford, I'm worrying about the outlets and plugs. What do I need to know?

Kwame: Well, first off, if you're staying in an older hotel, those hotels don't always have a lot of outlets. If you want to charge several devices at the same time, that can be a problem.

Caitlin: Well, what about a power strip? Can I bring one of those?

Kwame: Yes, that's possible. But there's something else you need to know. The outlets in the U.K. are different from the ones in Canada.

Caitlin: In what way?

Kwame: Well, you can go online and search for "power outlets in the U.K." There are lots of pictures. But for our listeners, let me just say that the plugs and outlets in the U.K. are quite different from the ones in North America. In fact, these things can be very different in many countries. There are lots of types. It's important to know that.

Caitlin: Seriously? Does that mean I can't take my electronic devices with me?

Kwame: No way. But it does mean that if you take your devices from Canada, you need an adapter so you can plug your devices into a U.K. outlet—or in your case, so you can plug your power strip into that outlet.

Caitlin: What about the voltage, Kwame?

Kwame: So in North America, the current is 120 volts, while in the U.K. it's 230. But all up-to date electronic devices can handle from 100 to 240 volts, so they can work without an electrical power transformer or converter. You should be good to go, Caitlin.

Caitlin: Whew! That's good to know. Thanks, Kwame!

Kwame: You're welcome. Safe travels!

Adrienne: Our next caller is Joaquim, from Brazil. Joaquim's joining us today on Skype from the U.S., in the city Atlanta. Hello, Joaquim, you're on the air.

Joaquim: Hello, Adrienne and Kwame. So I'm in a hotel with my wife and daughter. And we've got some issues. But before I ask my main question, I'd like to follow up on your conversation with Caitlin about voltage. We understand that our electronic devices from home will work on 110 volts, so there's no worry about plugging those in. But my daughter has her favorite hair dryer with her—you know, teenagers—and she wants to know if she can use it here in Atlanta.

Kwame: Is the hair dryer from Brazil?

Joaquim: Yes, it is. And it's 220. But the outlet in the bathroom has a sign saying voltage is 110. We have an adapter, so we can plug it in, but is it OK to do that?

Kwame: Does the dryer have dual voltage?

Joaquim: What do you mean?

Kwame: Is there a setting on the dryer that permits you to choose 110 or 220 volts?

Joaquim: Let me check. Uh-no. I don't see that.
Kwame: Well, don't plug it in in that case.
Joaquim: Why? What can happen?
Kwame: Well, it's not dangerous because the voltage is lower than what it needs. It'll probably turn on, but then it won't work for more than a few minutes. It probably won't ever work again, so don't even try. There's probably a dryer in the bathroom. Tell your daughter to use that one instead.
Joaquim: Good advice. Thanks. But now to my other questions. First off, I'm in a hotel as we speak, and it's a disaster. No hot water in the shower—we only have hot water in the sink and the bathtub. The coffee maker doesn't make coffee—that sort of thing.
Kwame: Sounds terrible . . .
Joaquim: But that's not the reason why I'm calling. The main problem is that we can't get online. The wi-fi signal is really weak.
Kwame: Is it weak everywhere in the room, or does it work better in some parts of the room?
Joaquim: What do you mean—some parts of the room?
Kwame: Well, sometimes wi-fi doesn't work near the bed, for example, but works pretty well in a corner of the room, or even in the bathroom.
Joaquim: Why would that be?
Kwame: Well, hotels are large, and some areas of the hotel usually have stronger wi-fi signals than others. If part of your room is nearer to the hotel's wi-fi access points, you could try sitting in another part of the room.
Joaquim: Hmm. That's not a great solution.
Kwame: Well, here's another idea, unless you're traveling with your own router.
Joaquim: I'm not . . .
Kwame: The front desk usually knows which rooms and floors have better wi-fi. Try calling andasking if you can change to a room with stronger wi-fi. That doesn't always work, but it sometimes does.
Joaquim: OK, Kwame. I'll try that. Thanks so much for the suggestion.
Kwame: It's worth a try. Let's hope for the best.
Joaquim: Thanks so much. I really appreciate it.
Adrienne: Well, I'm afraid that's all for today. If you enjoyed this podcast, please give us a 5 star rating on the app where you found us, so others can find us, too. This is Adrienne Beck, with another episode of *Travels with Adrienne*. Until next time . . .

UNIT 7

Page 76, Lesson 1, Exercise B

Conversation 1
A: Hey, Bill. How long were you on the plane?
B: Ten hours. So long and boring.

Conversation 2
A: So, was the traffic bad?
B: Not too bad.But I was sick. It was so hard to drive. It was actually a little scary.
A: That doesn't sound like fun!

Conversation 3
A: There were a lot of people. But the seats were comfortable.
B: How was the driver?
A: She was awesome.

Conversation 4
A: How many passengers were there on your tour?
B: About 50, and we all left from the same station. We had so much fun.
A: Was the trip long?
B: It was, but it was so scenic.

Page 80, Lesson 3, Exercises C and D

Conversation 1
A: Sam! When did you get back?
B: The day before yesterday.
A: So how was the trip?
B: Don't ask.
A: Why? What do you mean?
B: Well, everything went wrong. First the airline lost our luggage. And when I asked about it, the people were very unfriendly. No one helped.
A: Did they ever find the luggage?
B: Finally. After two days!
A: What a shame. So you didn't have clothes for two days.
B: Right.
A: How did the rest of the vacation go?
B: Well, the hotel was very comfortable, and we had a beautiful room with an awesome view. Very scenic.
A: That sounds nice.
B: But, on the third day, someone took my tablet.
A: Oh, no!
B: Yup. It was pretty hard to have a good time after that.
A: Oops! Sorry! Gotta run now. Say hi to Sally for me, OK?
B: Will do. It was really nice seeing you, Gary.

Conversation 2 (A = Senegalese)
A: Hi, Carl.
B: Nicole! When did you get back?
A: Last Sunday.
B: Hey, how was your vacation?
A: OK. Very interesting and relaxing.
B: Did you have a good time?
A: Yeah.
B: Was the food good?
A: It was great.

B: How were the people? Warm . . . friendly?
A: They totally were.
B: And the hotel?
A: It was really nice. We loved our room.
B: So, no problems?
A: Well, only one big one.
B: What was that?
A: It was too short!
B: You're funny! Sounds like you had a great time.
A: I did. Well, gotta run now. Good talking to you.

Conversation 3 (B = Canadian English)
A: Hi, Melanie. Weren't you on vacation?
B: We were. As a matter of fact, we got back last weekend.
A: So tell me all about it.
B: Well, we had some problems.
A: Why? What happened?
B: Well, we couldn't get a non-stop or a direct flight to Santo Domingo, so we had to change planes in Atlanta. Then the weather in New York was bad and the plane left late. The flight was really bumpy—actually it was pretty scary.
A: Oh, no!
B: So our flight arrived late in Atlanta and we missed the flight to Santo Domingo.
A: Well, that's not the end of the world. There are tons of Atlanta-Santo Domingo flights.
B: True. But Ed hates to fly. He likes to have an aisle seat, and there weren't any. We couldn't sit together. We both had window seats way in the back. Very uncomfortable.
A: But how was the vacation when you finally arrived in Santo Domingo?
B: To tell you the truth, we couldn't do much. It rained every day.
A: That's really unfortunate.

Conversation 4
A: Hey. Welcome back! How was Miami?
B: It was awesome. The hotel was great—the people were really friendly. And the food was wonderful.
A: Nice.
B: The weather was gorgeous. We went bike-riding every day. But you won't believe what happened.
A: What?
B: Someone stole my bike!
A: No way!
B: It's true. I left it outside of a pharmacy. I was only in there for a minute or two. When I went outside, it wasn't there!
A: That's terrible!
B: But in the end it wasn't so bad. The police found it the next day and brought it to our hotel.
A: That's lucky!
B: It was. And it didn't stop us from having a great time in Miami. The kids loved it.
A: Good to hear that. All's well that ends well.

UNIT 8

Page 92, Lesson 3, Exercise B

Conversation 1 (A = Brazilian Portuguese)
A: Excuse me. Can you tell me how I can get to the electronics department?
B: Certainly. Take the escalator to the second floor. It's in the back, next to small appliances.
A: The second floor?
B: That's right.
A: Do I turn left or right?
B: When you get off the escalator, turn right.

Conversation 2
A: Excuse me. Is there a bathroom near here?
B: Actually, the men's bathroom is in the basement. You can take the stairs right over there.
A: Great. Thanks.
B: Turn left and go to the back of the store. The bathroom's right next to the furniture department.

Conversation 3
A: Can I help you, ma'am?
B: Yes. Is there a coffee shop in this store?
A: Yes, there is. Baker's is located on three. I suggest you take the elevator.
B: The escalator to the third floor.
A: No, take the elevator. It's right over there. When you get off, turn right. The coffee shop is in the front, next to health and beauty.

Conversation 4
A: Can I help you, sir?
B: Yes, thanks. I want to buy something for my daughter. It's her nineteenth birthday. Where's the women's department?
A: Are you looking for anything in particular?
B: A nice warm sweater, I think. She's going hiking in Canada next month.
A: Then, women's sweaters are in the front of the store. Right over there. Across from the elevators.
B: Thanks!

Conversation 5
A: Hi. Can you help me? I need to buy some luggage.
B: No problem. The luggage department is located in the basement. Take the escalator right over there.
A: Where?
B: Right there next to shoes.
A: Ah, right.
B: When you get off the escalator, turn left. Luggage is in the back, across from accessories.
A: Thanks so much.

UNIT 9

Page 104, Lesson 3, Exercises C and D

Lots of people wait for their yearly vacation to be active and get fit. But is that practical? In this week's episode of *Let's Be Practical*, Clem Clemson tells us.

Hello, listeners. If you're like me, you love a vacation and you wait all year for those precious days away from work or studies. And a vacation can be a great opportunity to do a lot of outdoor activities—activities that you just can't do every day at home. Things like snorkeling in clear blue waters, sport fishing for huge fish, or surfing on a wild ocean after a big storm.

Many outdoor vacation activities are strenuous, and we know all that exercise can keep you fit, right? Of course! But if your goal is to stay fit, you have to ask yourself if vacation activities are the best way to do that.

The name of the show is *Let's Be Practical*, so let's be practical. A vacation filled with outdoor activities can be pretty pricey. For most people, it usually takes an airline ticket to get where you're going. In addition, sport fishing and snorkeling usually require some sort of training—maybe even a special tour guide—and expensive clothing and equipment. And as for surfing, if you're a beginner, you probably need at least a couple of lessons, or you'll spend more time in the water than on your surfboard.

Now if you're like me, you can't take more than one vacation a year. And you don't have a lot of money for an expensive one-week trip just to do some exciting outdoor activities. But like I said, those vacation activities can be a great workout. It's possible they can get you into shape fast, but they can't keep you fit. If you want to keep fit, you have to exercise all year round, not just one or two weeks out of the year. So take that exciting vacation, but to stay fit after you come home, you have to find activities that appeal to you and that you can do frequently.

What's appealing to me? Well, lots of people like to work out at a health club or a gym, but to tell you the truth, health clubs aren't a good fit for me. Too many people in small rooms. I prefer to get my exercise outdoors. I like to feel the wind on my face. And almost no kind of weather stops me. I don't dislike cold cloudy days, and I don't hate hot weather either. So every time I have some free time, I make it into a mini-vacation.

For example, I go walking on my lunch hour. Sure, there's not much time, so I have to walk on the streets near my office, or I just walk in the little park around the corner. But on the weekends, when I have more free time, I can invite a friend to go fishing with me. It's so relaxing. We pack a lunch, spend the morning fishing, and have a really good time.

And although it's not a place tourists come to, we have a pretty nice beach about an hour's drive from home. My wife and I go there with the kids at least one weekend out of the month. We can hang out, swim, walk, or run on the beach.

All those activities are free. And I don't need any expensive equipment or lessons to do them. But if you are willing to spend a little money when you're not on vacation, you could choose to do something a little more interesting. A paddleboard or a kayak won't cost you a lot. And a mountain bike or a little sailboat costs a whole lot less than a year of visits to a fancy health club!

What do you think?

This is Clem Clemson with another episode of *Let's Be Practical*.

UNIT 10

Page 112, Lesson 1, Exercise B

Speaker 1

Our apartment isn't in a very convenient location. There's no place nearby where I can grab a bite for lunch. And I have to take three buses to get to work. It's just too much. We're looking for a new apartment in a neighborhood that's not so far from everything.

Speaker 2

I'm tired of working every day. I work really hard, but it's difficult to pay for the things I want. My goal in five years is this: I want my own business with people working for me. And I want to make lots of money so I can buy a huge house, an expensive car, no more worries. I deserve it!

Speaker 3 (Russian)

I'm 64 now, and I teach English to kids. It's great, but these days I feel like I have a lot on my plate. I think it's time to call it a day and say goodbye to the career. I'm going to spend more time at home with my husband, doing the things we love to do together!

Speaker 4

Do I have a girlfriend? I wish! No, I don't. But, hey, I'm young. I'm still looking for the right girl, someone who makes me really happy, the right girl for me.

Speaker 5 (Spanish)

So this is my big dream. I work at a bank, and we have branches in Hong Kong and London. So, in the next three years or so, I want to work at one of those bank branches, for maybe two years.

Speaker 6

Right now I'm studying engineering. I want to finish my studies by the end of this year so I can start my new career.

Speaker 7 (Japanese)

I teach mathematics, but it isn't what I want to do all my life. My real interest is architecture. So I'm going back to school so I can become an architect.

Speaker 8

I'm a salesperson at Kit Kat's Department Store at the Stamford Mall. I know all the departments really well, and I always go the extra mile. I think after ten years at Kit Kat's, I'm ready to be a manager.

Speaker 9

My dream is to be an actor in the movies so everyone knows my name, and when I walk down the street, everyone knows who I am.

Page 118, Lesson 4, Exercises C and D

A: I understand you'd like to apply for a job at a new company. Can I ask you a few questions?

B: Absolutely. What would you like to know?

A: So, you're not thinking about actually changing careers at this time?

B: No, I'm not. I'm pretty happy working in information technology, and I'd like to continue in that field. But I'd like to try working at a different company.

A: OK. Is there any particular reason why you'd like to change companies at this time?

B: I guess I just want more of a challenge—I think I can do a lot more than my current job requires. I don't want to just continue doing the same thing day after day. I mean, I like what I do. But it's important to me to learn new skills and keep growing in my field.

A: And are you also looking for better pay?

B: Well, a good salary is important. But it's probably not the most important consideration for me.

A: Of course.

B: I mean, there are a number of things that could make a position attractive to me.

A: You know, many people consider the atmosphere at a new company to be an important factor in their decision to accept a job. Do you feel that way too?

B: Actually, I do. I'd like to work in a positive atmosphere, where my colleagues are friendly and I feel happy to come to work each day. And I'd like there to be good communication between managers and employees. So, yes, I'd say atmosphere is important to me.

A: I totally understand that.

B: Another thing that's important to me is getting feedback from my manager. I think it's really helpful for managers to tell employees what they're doing well—and what they should change to do better.

A: So you'd like to get both positive and negative feedback?

B: Absolutely. Both kinds of feedback are important.

A: Many people today want flexible hours. Is that important to you?

B: You bet. That would make a position very attractive to me. Right now, my wife has a flexible schedule. She can work at home one or two days a week, and she works the other days in the office. I'd love to be able to work at home when she's there too.

A: Any other considerations?

B: Well, I'd like to work for a company that offers some nice perks. For example, I know that some companies offer to help pay for the cost of their employees' commute between home and work. And some companies pay tuition costs if their employees want to take classes at a local university. Those would be some nice extras—I'd really like to work at a company like that!

A: Great! It sounds like you're giving this a lot of thought. And your answers are going to help me help you. Can I call you early next week?

B: Perfect. Thank you!

Keep Talking Video Script

Unit 1, Page 5, Lesson 1, Exercise C

A: Let me introduce you to Nina.
B: Great!
A: Rick, I'd like you to meet Nina Scott. Nina, Richard Bell.
B: Nice to meet you, Nina!
C: Same here. So where are you from, Richard?
B: I'm from Denver, but please call me Rick.
C: OK, sure!
B: And where are you from?
C: I'm from Miami. What do you do?
B: I'm an accountant. And what about you?
C: Me? I'm an administrative assistant. By the way, where's your desk?
B: It's right over there.

Unit 1, Page 7, Lesson 2, Exercise C

A: Are you Brad Jones?
B: Yes, I am.
A: It's nice to meet you. I'm Elizabeth. Beth for short.
B: Good to meet you too, Beth. So, is New York your hometown?
A: No, it isn't. I'm originally from Montreal.
B: Montreal? Interesting! What's your first language, English or French?
A: English, actually. What about you? Are you American?
B: Yes. My birthplace is New York.
A: And what do you do?
B: I'm an architect.
A: An architect? No way! I'm an architect, too!

Unit 2, Page 17, Lesson 1, Exercise C

A: Would you like to go to Dr. Judy Dresner's talk on Tuesday? It's at Brown Hospital.
B: Who's Judy Dresner?
A: A famous doctor. I'm a huge fan. It's a talk about salt.
B: Salt? Sorry, that's not for me.
A: Too bad.
B: Actually, a movie's more my style. *Sweet Tea's* at the Bell Theater on Saturday. Would you like to go?
A: *Sweet Tea*? What time?
B: At 7:45.
A: Sounds like fun. Let's meet at the theater at 7:15, OK?
B: Perfect! See you then.

Unit 2, Page 19, Lesson 2, Exercise C

A: Excuse me.
B: Yes?
A: Is the Northgood Hospital near here?
B: The Northgood Hospital? Sorry. I'm not sure.
A: That's OK. Thanks, anyway. Oh! One more question. Is there a restaurant near here?
B: Yes, there is. Rick's Café's on the corner of Park Avenue and Second Street. Turn left on Second Street and go one block to the corner of Park Avenue.
A: Great. Is it good?
B: Definitely. Rick's has really good food. It's my favorite restaurant in the neighborhood.
A: Thanks a million!

Unit 3, Page 29, Lesson 1, Exercise C

A: Jack, I have a problem. Maybe you can help.
B: Sure. What's up?
A: Well, they're having a surprise party for my husband at his office on Friday, and I need to find someone who can take my daughter to soccer practice at 4:00. Can you?
B: I'm sorry, Alison, but I can't. I have a meeting at 4:00.
A: Hmm. That's too bad.
B: Let me think. Oh, I know. My sister Connie's always free on Friday afternoons. Maybe she can drive your daughter there. I'll check.
A: Thanks so much, Jack. I owe you one.
B: My pleasure.

Unit 3, Page 31, Lesson 2, Exercise C

A: Eva! You don't look so good. What's wrong?
B: Actually, I feel terrible. I have a bad stomachache.
A: Oh, that's too bad. You should go home.
B: You're right. That's good advice. Thanks.
A: And you shouldn't go to English class tonight. You should rest.
B: Good idea.
A: And tomorrow's Saturday. You can stay home. Maybe you can make some chicken soup.
B: Thanks for the advice, Lily!
A: You're welcome. And feel better!

Unit 4, Page 41, Lesson 1, Exercise C

A: I have some bad news. My brother and sister-in-law are getting separated.
B: Oh, no. I'm sorry to hear that. Are the kids OK?
A: They are! Thanks for asking.
B: How old are they now?
A: Emmie's six, and Charlie's eight. By the way, how's your sister?
B: Laura? Actually, I have some good news. She's getting married!
A: That's wonderful. Who's her fiancé?
B: His name's Cev. He's from Turkey.

A: That's interesting. What does he do?
B: He's a doctor at Miller Hospital.
A: So when are they getting married?
B: In April!
A: Well, that's great!

Unit 4, Page 43, Lesson 2, Exercise C

A: So is there someone you really admire?
B: Let me think. Oh, my uncle Ron—my mom's brother.
A: What's he like?
B: Well, he's shy, but he's also very funny.
A: Is your mom like her brother?
B: Not really. She's definitely not shy. She's more outgoing than her brother, and she's super intelligent.
A: Like you!
B: Aw, thanks. So what about you? Is there someone you admire?
A: Um . . . Oh, yeah! My boss.
B: Really?
A: Sure! She's really hardworking. She always comes to the office early. And, she's a great mom too. She has three kids!
B: Wow. She definitely is hardworking!

Unit 5, Page 53, Lesson 1, Exercise D

A: I'll have the grilled fish for my main course, please. What does that come with?
B: It comes with vegetables and rice, and soup or an appetizer.
A: Great. I'll start with the grilled peppers. Are the peppers very spicy?
B: No, they aren't.
A: Good. But I don't eat rice. Can I have two vegetables instead?
B: Certainly, sir. We have green beans and peas tonight.
A: Perfect! Oh, I'm kind of in a hurry. I'd like to order a dessert now too. Is that OK?
B: Of course.
A: What's in the French fruit salad?
B: It has peaches and bananas.
A: Great. I'll have that.
B: With ice cream?
A: No, thanks.

Unit 5, Page 55, Lesson 2, Exercise C

A: Wow. That pasta salad looks pretty good. What's in it?
B: Lettuce, carrots, peppers, shrimp, and tomatoes.
A: Are the shrimp fried?
B: No. They're grilled. I don't usually eat fried foods.
A: I love fried foods. They're so good.
B: Well, they're delicious, but they're not so good for you.
A: You know, my favorite breakfast is fried eggs with fried potatoes.
B: No way! Fried food for breakfast?
A: Well, not every day. What's your favorite breakfast?
B: Me? I like eggs for breakfast too, but boiled eggs are more my style.
A: So what about lunch?
B: I usually have soup and a main course. What about you?
A: I actually almost never eat lunch. I have a snack at my desk at work. I eat a big dinner with my family at home.

Unit 6, Page 65, Lesson 1, Exercise C

A: Hey, Carol. What are you doing?
B: I'm shopping online.
A: Oh. What are you looking for?
B: A new food processor. My old one's noisy, and it's too large for my kitchen.
A: What brand is it?
B: A Prep Quick. Any suggestions?
A: What about a Mini Prep Pro? I have one, and it's excellent. It's pretty convenient. It's smaller than many other ones.
B: Any disadvantages?
A: So, it's a bit pricey, but I think it's worth it. They say it lasts for years.
B: Thanks. That's very helpful. I appreciate it.
A: Anytime!

Unit 6, Page 67, Lesson 2, Exercise C

A: Is something wrong?
B: You bet. I'm trying to print a document, and the printer on this floor isn't working. Again.
A: What do you mean "again"?
B: It's always broken!
A: Seriously? That's ridiculous. You should ask for a new one.
B: You're right.
A: Hey, do you want to use the printer on our floor? It's working OK.
B: I'd love to. I really appreciate it.

Unit 7, Page 77, Lesson 1, Exercise C

A: Welcome back, Tracey!
B: Thank you, George!
A: So how was the flight?
B: It was very relaxing. And really scenic, actually.
A: How long was it?
B: About five hours. Not too bad.
A: That's good. How was the food?
B: That was a problem. The food was terrible!
A: I'm sorry. I always hate airplane food. And were there a lot of people on the plane?
B: Not really. There wasn't anyone in the seat next to me.
A: That's good. Hey, can I give you a hand?
B: That's really nice of you. Thanks!
A: Anytime!

Unit 7, Page 79, Lesson 2, Exercise C

A: Hello, Clara? It's me. Listen, I missed the 3:00 train to Benville.
B: Oh, no. That's too bad. Is there a later one?
A: Luckily, there is.
B: Did you get a ticket?
A: Yeah. I got a seat on the 5:00. It arrives at 7:40.
B: Good. Did you get a window seat?
A: No, it's an aisle seat.
B: I hope you're comfortable. Is the trip non-stop?
A: Yes, it is.
B: Well, thank goodness you got a seat.
A: You can say that again!

Unit 8, Page 89, Lesson 1, Exercise C

A: Excuse me. I like that belt, but can I get it in a different size?
B: Of course. What size?
A: Thirty-six, please.
B: Here you go.
A: Perfect. I'll take it. Oh. By the way, how much is that shirt?
B: The blue one?
A: Yes.
B: It's on sale. Thirty-five dollars. It's usually fifty.
A: Great. That's a bargain. I'll take that, too. In medium.
B: Certainly. Is that all?
A: Yes, thanks.
B: And how would you like to pay: cash or credit?
A: Cash, please. Thanks for your help. I appreciate it.
B: My pleasure.

Unit 8, Page 91, Lesson 2, Exercise C

A: Where's the best place in town to buy men's footwear?
B: That depends. What are you looking for?
A: Running shoes.
B: Well, they say the Wilton Street Market has the cheapest prices and the greatest selection. But it's a little far.
A: How far is it?
B: Are you driving?
A: No. I'm taking a taxi.
B: It's about forty minutes from here. But if you want a store with the best location, I suggest Jack's on Perth Street. That's only about five minutes away.
A: That sounds good.
B: But there aren't any bargains there. Everything's pretty pricey.
A: That's OK. Thanks for the suggestion!
B: You're welcome.

Unit 9, Page 101, Lesson 1, Exercise C

A: Hey, Darryl. How about we go bowling sometime?
B: I'd love to. When's good for you?
A: Friday afternoon?
B: Sorry, I can't then. I have to help my dad paint his garage. What about Friday night?
A: Let me check. Sorry. Judy and I are getting together with friends then.
B: How about Saturday night?
A: That's good for me. Where should we meet?
B: Why don't we meet at Marty's Café?
A: Cool. How do I get there?
B: Drive down Victor Avenue to Main Street and turn right. Marty's is on the left.
A: What time do you want to meet?
B: Let's meet at 7:00, OK?
A: Perfect.

Unit 9, Page 103, Lesson 2, Exercise C

A: I really have to get in shape. Any suggestions?
B: What kind of exercise appeals to you?
A: Let me think . . . Well, I prefer strenuous activities.
B: Well, you could do Pilates. It's a great way to unwind. And it's a pretty strenuous workout.
A: To tell the truth, I'm not crazy about exercise classes.
B: Well, what about an outdoor activity? Maybe hiking or tennis? Those are great workouts.
A: Great idea. I could try both.
B: Actually, I go swimming three times a week at the South Street Fitness Center. You should check it out. It's a great gym.
A: Excellent. Thanks.

Unit 10, Page 113, Lesson 1, Exercise C

A: So, what would you like to do in the next few years?
B: What do you mean?
A: Well, would you like to travel? Or study English abroad?
B: Actually, I'd like to have my own business.
A: Really? What kind of business?
B: Maybe women's clothing or accessories. And then I'd like to get rich and buy a house.
A: Awesome!
B: What about you? What would you like to do?
A: Me? I'd like to become famous . . . maybe a famous athlete.
B: Why would you like to be famous?
A: I don't know. It just sounds like fun. And maybe I could get rich, too.
B: Yeah. We could both get rich!
A: That's right!

Unit 10, Page 115, Lesson 2, Exercise C

A: We're going to have our international online meeting next month. I know you have a lot on your plate, but can you help out?

B: I'd love to. Who's going to be there?

A: About ten people from our Asia offices, twenty from South America, and about fifty from our offices in the U.S. and Canada.

B: Great. What can I do?

A: Could you email the announcements?

B: I'd be happy to. Who has the contact list?

A: I'm not sure. Ask Paul, OK?

B: Perfect. Anything else?

A: Well, Leon's going to set up the meeting room here for about thirty people. Can you help him with the technology?

B: My pleasure.

A: Thanks so much!

B: You're welcome.

Connect TV Video Script

UNIT 1

BRITT (O.S.): Prisha?
PRISHA: Yes, Britt?
BRITT (O.S.): Can I interview you?
PRISHA: What do you have in mind?
BRITT (O.S.): It's for our website.
PRISHA: Okay. I have five minutes.
BRITT (O.S.): Great. First question. What's your name?
PRISHA: Prisha Chakrabarti.
BRITT (O.S.): And what's your job?
PRISHA: I'm the manager here at Connectivity.
BRITT (O.S.): Dusty. . . . Where are you from? You have a British accent.
PRISHA: Well, I'm originally from London, but I live in the States now.
BRITT (O.S.): And what's your marital status?
PRISHA: My marital status?! What website is this for?

(. . .)

MEGAN: I'm Megan Kaminski and I'm a writer at Connectivity.
BRITT (O.S.): DUSTY! . . . Megan, where are you from?
MEGAN: What? Oh, Britt, I'm sorry. I'm super busy today.
BRITT (O.S.): Okay. Tomorrow?
MEGAN: Sure. Thanks.

(. . .)

ANDY: I'm Andy Russo.
BRITT (O.S.): And what do you do?
ANDY: Good question. What *do* I do? My work is showing people our beautiful city, its neighborhoods and its people. I'm a guide of popular culture. And I introduce people to restaurants, movies, museums. I love my work!
BRITT (O.S.): Okay. But just short answers, please . . . DUSTY!

(. . .)

BRITT (O.S.): What's your name?
DUSTY: My name is Dustin Leroy . . . Reginald . . . Bradley . . . Bob . . . Hargrove.
BRITT (O.S.): Really. But everyone calls you Dusty.
DUSTY: That's my nickname.
BRITT (O.S.): And what do you do here at Connectivity?
DUSTY: I watch videos on YouTube all day.
BRITT (O.S.): You do not!
DUSTY: Don't tell Prisha.
BRITT (O.S.): Dusty!! Are you married?
DUSTY: Yes, to Megan. . . . You really like to ask questions.
BRITT (O.S.): Well, yeah.
DUSTY: But do you like to *answer* questions?
BRITT (O.S.): What are you doing?
DUSTY (O.S.): So, Britt Carter, what's your name?
BRITT: Uh, Britt Carter.
DUSTY (O.S.): Right. What's your *occupation*?
BRITT: I'm a photographer.
DUSTY (O.S.): And where are you from originally?
PRISHA: And are you single?
BRITT: What?! Yes!
DUSTY (O.S.): And is your brother single?
BRITT: I . . . don't have a brother.
MEGAN: How's the weather?
ANDY: What time's the movie?
DUSTY (O.S.): How old is Melanie?
BRITT: Who?!
MEGAN: WHERE'S CHARLIE?

UNIT 2

PRISHA: Are you all free this weekend?
ANDY: Definitely.
MEGAN: I think we are. What do you have in mind?
PRISHA: Well, there's a new movie at the Grand Avenue Theater. It's called "The Architect." Would you like to go?
DUSTY: "Now listen to me. We meet at the bank. Bring the woman." "The architect?"
PRISHA: What's he doing?
MEGAN: It's from the movie.
DUSTY: "Yeah. Take the train to Baltic Street." "Not Baltic Street?" "Yeah. Baltic Street. Go two blocks to Grant Street. The bank is on the left."
PRISHA: You know this movie?
MEGAN: Dusty sees every movie on the first night.
ANDY: Is it good?
DUSTY: Nah, it's not for me. I don't want to go again.
PRISHA: Ok. There's a play—*Thinking of you*—with a famous actor. . .
MEGAN: Freddy Spencer.
ANDY: He's great. I'd love to go.
DUSTY: "I think of you when I get up, when I'm walking, when I'm eating. I think of you when I'm working and driving my car. I love you, Mary."
PRISHA: You know this play, too?
MEGAN: Dusty goes to all the plays.
PRISHA: Well, I'm not in the mood for that. What about—
MEGAN: No, not dance—
PRISHA: What about this photo exhibit—"Faces and Eyes"—at . . . the . . . Rose Museum?
ANDY: Hey, Dusty. I'm in the mood for some live music. There's a heavy metal concert at the stadium.
PRISHA: I'd like to see a jazz concert.

ANDY: Classical's more my style.
PRISHA: You know what? Who needs plays, concerts, movies or exhibits . . .
ANDY: When you have Dusty.
PRISHA: Friday night, let's watch the Dusty show!
MEGAN: I don't know. I see the Dusty show seven nights a week.

UNIT 3

ANDY: What are you up to?
BRITT: Look at Prisha. She doesn't look good.
ANDY: Is she sick?
BRITT: Maybe she has a headache.
ANDY: No. I think it's a backache.
MEGAN: What's up?
ANDY: It's Prisha. We think she's sick.
MEGAN: Yeah. It looks like a stomachache.
BRITT: Not a headache?
ANDY: Or an earache?
DUSTY: What are you doing?
MEGAN: Watching Prisha.
BRITT: She doesn't feel well.
PRISHA: What's up, everyone?
BRITT: What?
ANDY: Hmm?
PRISHA: You're watching me.
MEGAN: Are you sick?
DUSTY: You don't look so great.
PRISHA: I'm not sick.
BRITT: What's wrong?
PRISHA: I'm sad.
ANDY: Oh no! What is it?
PRISHA: I'm meeting someone new tonight.
BRITT: A date?!
PRISHA: A first date, yes.
DUSTY: And you're sad because you have a toothache!
PRISHA: It's nothing serious. I'm sad because we're going dancing.
ANDY: Oh, I'm sorry to hear that—what?
BRITT: I don't understand.
DUSTY: Dancing is fun! You should feel excited!
PRISHA: I'm not excited. I can't dance.
MEGAN: You can't dance?
PRISHA: No. I can sing. I can play the piano and the violin. I'm a great cook. But I can't dance.
DUSTY: You can dance! Everyone can dance.
PRISHA: Not me.
MEGAN: It's easy. . . . Britt. Music please.
PRISHA: No.
MEGAN: Just move your legs. And your arms.
ANDY: You can do it, Prisha!
PRISHA: See? I can't dance.
ANDY: Yeah. Maybe you should play basketball tonight.
BRITT: Andy!
MEGAN: I can help.
PRISHA: Really?
MEGAN: Sure. Don't think about dancing. Think about something else. Can you drive?
PRISHA: Yes . . .
MEGAN: So don't dance. Drive. . . . Now, can you swim?
PRISHA: Yes! . . . I can play tennis, too!
MEGAN: Maybe just swimming and driving.
PRISHA: Good idea!
MEGAN: See? You <u>can</u> dance!
PRISHA: Thanks Megan. I owe you one.

UNIT 4

DUSTY: What are you doing?
MEGAN: It's a personality test on a website: "What kind of cartoon character are you?"
DUSTY: Cartoons?
MEGAN: Want to try?
DUSTY: No. That's not for me. I don't like those tests.
MEGAN: Look—here's mine.
DUSTY: Wow!
MEGAN: This is Dowat. She's strong and intelligent. She's shyer than her sisters, but everyone admires her.
DUSTY: That's very cool! Okay. I'm in.
MEGAN: We just answer a few questions. "Are you shy or outgoing?" "Very outgoing." "Good at math?" "No."
DUSTY: What? I'm better at math than you.
MEGAN: No way. "Do you have straight, curly or wavy hair?". Wavy. "Do you prefer going to work or parties?" "Parties."
DUSTY: Hey, I'm very hard-working!
MEGAN: "Funny."
DUSTY: Thank you.
MEGAN: "Older."
DUSTY: Older than what?
MEGAN: "Shorter."
DUSTY: Hey!
MEGAN: Here's your cartoon . . .
DUSTY: What!?
MEGAN: Meet Shinky.
DUSTY: Who's Shinky?!
MEGAN: "Shinky is a sweet old man—"
DUSTY: He's an ugly old chicken!
MEGAN: "He's small but he's friendly."
DUSTY: I'm not small! I'm taller than . . . lots of people.
MEGAN: And he likes bananas.
DUSTY: We're not alike at all!
MEGAN: You both have wavy hair.
DUSTY: But he has a lot less hair than me . . . Let me try that. "New cartoon." Okay. "Appearance?" Handsome.
MEGAN: Very handsome.
DUSTY: More handsome than Shinky. "Do you prefer books or sports?" Sports. "Very athletic."
MEGAN: Do you think—
DUSTY: "*Very* tall." "Younger." "Super Funny." Okay . . . What?!

MEGAN: Awww. His name is Grumby.
DUSTY: He's an egg!
MEGAN: He's cute.
DUSTY: He's worse than Shinky!
MEGAN: Want to try again? This is fun.
DUSTY: This is ridiculous.
MEGAN: Look, he has your eyes! And he has better hair than Shinky.
DUSTY: Terrific.

UNIT 5

ANDY: Hey. What's up?
PRISHA: I'm buying lunch for everyone today. Take out. Restaurant menus are here on the table.
ANDY: Nice! Thanks, Prisha.
PRISHA: What are you in the mood for, Britt?
BRITT: I'd like the Japanese noodle soup! And the Chinese steamed shrimp dumplings!
PRISHA: That sounds delicious. Dusty?
DUSTY: Pizza with sausage.
MEGAN: Dusty!
DUSTY: What? It's my favorite.
MEGAN: We're eating healthy foods this week, right?
DUSTY: Oh yeah, right. Pizza with broccoli.
MEGAN: No pizza, sorry.
DUSTY: I'll have the *healthy* Vietnamese beef noodle soup.
BRITT: Ooh. Vietnamese soup! I'll have that too!
PRISHA: With the Japanese noodle soup?
BRITT: I love soup!
PRISHA: Any beverages?
BRITT: A cola for me!
DUSTY: Just a bottle of water.
MEGAN: Good job.
PRISHA: Andy? What looks good?
ANDY: I'll start with the Ecuadorian shrimp. Just two, please. Steamed, not fried. And no hot peppers. For my entrée, I'll have the Peruvian fish. Grilled, not sautéed. And no sauce please. And for dessert I'd like the apple cake, warm, NOT hot. With ice cream.
BRITT: Apple cake! Mmmm! Make that two pieces, please!
PRISHA: Dusty, anything else with your soup?
DUSTY: I'll have some French fries, too. . . . What?
MEGAN: Too salty.
DUSTY: Fries with no salt.
MEGAN: Still too fatty.
DUSTY: Sauteed potatoes? A baked potato? I'll have a salad.
MEGAN: Just a Greek salad for me. And water.
BRITT: I love Greek salad! A small Greek salad for me, too?
PRISHA: Anything for dessert?
DUSTY: Some chocolate cake?
MEGAN (O.S): I can hear you.
DUSTY: I'll have another bottle of water for dessert.
PRISHA: Megan? Dessert?
MEGAN: Nothing for me.
BRITT: What are you having for lunch, Prisha?
PRISHA: The French-Canadian yellow split pea soup.
BRITT: Ooh!
PRISHA: And a split pea soup for Britt, too. I'm ordering now. Let's eat at one.

(. . .)

DUSTY: No dessert for you, huh?
MEGAN: This isn't dessert. Dessert comes after lunch. This is candy before lunch.
DUSTY: I'll have some candy before lunch.

UNIT 6

PRISHA: Okay. Let's get started. Today we're talking about our technology. Our desktop computers are old. Our scanner's obsolete. Andy thinks our printer's a piece of junk. And Britt says our video camera's driving her crazy. We can't replace everything today. So let's talk about—
People. What are you doing?
BRITT: What do you mean?
PRISHA: I need you to pay attention.
MEGAN: We're listening.
PRISHA: But, Britt, you're on your cell phone . . .
BRITT: I'm looking at new cameras.
PRISHA: Megan, you're on your laptop.
MEGAN: I'm uploading photos for our website.
PRISHA: Dusty, you're using your tablet.
DUSTY: I'm buying . . . important things.
MEGAN: Fitness trackers?
DUSTY: Fitness trackers are important . . . for . . . my health.
PRISHA: And Andy, you're—what is that thing?
ANDY: This is Andrea, my new virtual assistant. Andrea, say hello to everyone.

(ANDREA): *Hello to everyone.*

PRISHA: Why do you need a virtual assistant?
ANDY: She's taking notes for me. Watch. Andrea, take a note: Buy a new printer for the office.

(ANDREA): *Buying your new printer now. Your cost is $795.*

ANDY: What?! No. No. No, *don't* buy. *Don't* buy. Cancel. CANCEL.

(ANDREA): *Printer canceled.*

PRISHA: That's enough. For the next 15 minutes, we are not touching our devices. We're just talking, okay?
ANDY: What?!
BRITT: But I *need* my cell phone!
PRISHA: Put it down.
MEGAN: These photos—
PRISHA: Turn it off. It's just 15 minutes.
DUSTY: I can do two things at the same time.

PRISHA: Dusty! And Andy—

(ANDREA): *I'm listening.*

PRISHA: No. Not you. Andy.

(ANDREA): *Yes?*

PRISHA: Andy! Make her stop!

(ANDREA): *Make who stop what?*

ANDY: Andrea. Don't. Listen.

(ANDREA): *I'm going to sleep now.*

ANDY: Note to self: give virtual assistant a new name.
PRISHA: Okay. Thank you. What are we doing about our technology? What should we replace first?
BRITT: We hardly ever use the scanner, and we use the video camera every day.
DUSTY: But a brand-new camera is really pricey.
PRISHA: CameraSmart sells good cameras. And they're not too expensive.
ALL: Prisha!
PRISHA: What?!
BRITT: You're touching your phone.
PRISHA: But . . . I need. . . . Oh okay, you can use your devices. . . . But not Andrea!

(ANDREA): *I'm listening.*

PRISHA: Turn it off!

UNIT 7

MEGAN: What are you looking at, Britt?
BRITT: Places for my vacation next month.
PRISHA: Oh, cool! Where do you want to go?
BRITT: Maybe a cruise? To the Caribbean?
PRISHA: A cruise sounds wonderful!
MEGAN: I went on a cruise a few years ago.
ANDY: I went on a cruise last year.
BRITT: How was it?
ANDY: It was awful. The weather was bad, and I was seasick for three days.
BRITT: That's terrible.
MEGAN: On my cruise, it rained for seven days. And the TV in the room was broken. It was really boring.
BRITT: Hmm. Maybe not a cruise. What about a trip to Hong Kong?
MEGAN: Yes! Hong Kong is beautiful. I went in 2016.
ANDY: I went in 2018.

(. . .)

MEGAN: But the flight there was terrible. I was in the middle seat. It was really uncomfortable.
ANDY: I felt airsick during the whole flight.
MEGAN: The airline lost my luggage. When I arrived, I had nothing to wear.
ANDY: The airline lost my luggage, too. When I arrived, I had no charger or adaptor for my phone.
BRITT: Okay. No long trips on an airplane.
PRISHA: What about a beach vacation right nearby? You could take a train to Surfer's Beach. It's only two hours from here.
BRITT: I like that idea.
ANDY: I went to Surfer's Beach last summer.
MEGAN: We went last summer, too.
ANDY: Unfortunately, my hotel room was awful. It wasn't clean and the water in the shower was brown.
MEGAN: We had a horrible hotel experience, too. It was super hot and the air conditioner was broken.
ANDY: On my vacation, it was super cold and windy. I didn't go swimming at all.
MEGAN: We lost our camera on the beach—and all of our photos.
ANDY: In the hotel room next to me were six kids. They drove me crazy.
MEGAN: We took a bus tour and had an accident. Dusty broke a finger!
PRISHA: Stop! You two are scaring her.
MEGAN: What?
ANDY: Oh. Sorry Britt.
MEGAN: A cruise sounds great.
ANDY: Or Hong Kong.
PRISHA: Or the beach.
BRITT: Maybe I should take a staycation—you know, stay at home? Just relax and do nothing. Hang out with friends.
PRISHA: That's a good idea, too.
ANDY: I took a staycation once and it was horrible.
MEGAN: Me too! The washing machine broke so all my clothes were dirty for a week . . .

UNIT 8

MEGAN: Thanks for your help, you two.
PRISHA: We're happy to help! We want you to look especially nice for Dusty's birthday dinner tonight.
MEGAN: So, this is my best dress. I always wear it to nice restaurants. But is it too simple?
BRITT: Maybe. Let's try on a few things.
PRISHA: I brought some hats and scarves.
MEGAN: Hats and scarves?
BRITT: I brought some belts, shoes—we're the same size—and some other pretty things.
MEGAN: And I bought a few new items today too.
PRISHA: Okay, ready?
MEGAN: Let's go!

(. . .)

BRITT: Do you like the slacks?
PRISHA: I love them. How's the sweater?
BRITT: Nice.
MEGAN: But isn't it too casual?

PRISHA: What's the dress code at the restaurant?

MEGAN: It's kind of anything goes, but I want to look special. This looks too much like "Megan at the office." Maybe something more formal?

(. . .)

PRISHA: That blouse is beautiful!

BRITT: Thanks, it's the latest style.

PRISHA: What about the sandals?

BRITT: I love them, but the skirt—I'm not sure.

MEGAN: Sorry. This just doesn't feel like me. It's like "Megan in a magazine."

PRISHA: Really? Oh.

BRITT: I have an idea!

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PRISHA: Ready? What do you think?

BRITT: You look awesome!

MEGAN: I don't know. This looks too much like "Megan hanging out at home."

PRISHA: What?

BRITT: Really?

MEGAN: No! I never wear clothes like this. And these shoes are not the easiest things to wear.

PRISHA: Okay.

(. . .)

BRITT: See how this looks on you. Let me look for my blue dress.

(. . .)

MEGAN: You're home!

DUSTY: Hi, Prisha, Britt.

PRISHA: Hi, Dusty.

DUSTY: Wow, Megan. You look . . . amazing! I'm going to dinner tonight with the prettiest girl in the world. Best birthday present ever.

MEGAN: Thank you!

PRISHA: Megan, I found it. Do you want to try it with Britt's shoes?

MEGAN: No, I actually think this dress is perfect. But thanks for your help.

UNIT 9

MEGAN: What is that?!

DUSTY: It's my new Box of Fitness!

MEGAN: What's a Box of Fitness?

DUSTY: I need to get in shape. And the Box of Fitness . . . has something for every body, every age, and every level of fitness.

MEGAN: Is the helmet necessary?

DUSTY: Oh yeah! I have to be safe.

MEGAN: The Box of Fitness just doesn't seem very . . .

DUSTY: What?

MEGAN: Strenuous.

DUSTY: Are you kidding?

MEGAN: But there are so many other ways to get some exercise.

DUSTY: Like what?

MEGAN: You should go swimming. There's a swimming pool right down the street.

DUSTY: I don't have to go to a swimming pool. I can swim right here!

MEGAN: Right. What about golf? Lots of your friends play golf.

DUSTY: I played golf a few years ago. A golf ball hit me in the head. Right here. I had to go to the doctor, remember?

MEGAN: Then what about a spin class at the gym?

DUSTY: I don't have to go to the gym for a spin class. I have the Box of Fitness!

MEGAN: Kayaking? But kayaking on the water is so much nicer.

DUSTY: I went kayaking once. The life vest hurt my shoulder.

MEGAN: You love to go bowling.

DUSTY: I don't have to go bowling. I have the—

MEGAN: No!

DUSTY: Right. Bad idea. Could you help me?

MEGAN: What?

DUSTY: It's time to lift weights.

MEGAN: What about ice skating or skiing?

DUSTY: Those are cold-weather sports. This thing can keep you fit all year long.

MEGAN: I think you should join a health club. They have lots of exercise equipment. And you can work out with a personal trainer. You know, to avoid an injury?

DUSTY: Nah. I know what I'm doing.

MEGAN: Okay. Well, have fun with your Box of Fitness.

(. . .)

DUSTY: I'm okay. I have a helmet. Whew. Good workout. Hey, could you get me some water and a snack?

MEGAN: Of course!

MEGAN: What's the matter?

DUSTY: I'm too tired to get up. I can't get to the table.

MEGAN: You don't have to get up. You have the Box of Fitness.

DUSTY: Right! Why didn't I think of that?

UNIT 10

ANDY: When is she going to know?

BRITT: She's at the meeting right now.

MEGAN: She's going to come see us afterwards.

ANDY: Why did she have to apply for a new job in London?

MEGAN: Maybe she's tired of this job. She has a lot on her plate here.

ANDY: She can't go! Who's going to make sure we do our work, and everything?

MEGAN: We're going to get a <u>new</u> boss.

DUSTY: I don't want a new boss. I'm going to have to show her I can go the extra mile. I hate extra miles.

ANDY: Why does she want to leave us?

BRITT: Everybody has dreams, Andy. Me? I want to fall in love, get married and move to Paris someday.

MEGAN: Really?
BRITT: What about you?
MEGAN: I don't know. I'm pretty happy. I have a great husband. A wonderful job. Fantastic friends.
BRITT: Would you like to have kids?
MEGAN: Yeah, that'd be nice in a few years.
BRITT: How many?
DUSTY: Seven!
MEGAN: One.
DUSTY: Five!
MEGAN: Two.
DUSTY: Three!
MEGAN: Two.
DUSTY: Deal.
BRITT: How about you, Dusty? What's your dream?
DUSTY: I'm going to play in the World Cup.
BRITT: You mean you're going to *go* to the World Cup?
DUSTY: I'm going to *play* in the World Cup.
ANDY: But . . . you're not on a soccer team.
BRITT: And aren't you too old?
DUSTY: Hey! No negative thinking. I'm dreaming big. And I'm getting in shape! I have this Box of Fitness—
MEGAN: What are your goals, Andy?
ANDY: I think I would like to . . . have Prisha's job.
BRITT: Andy!
ANDY: Well, she's not going to be here. And we need a manager. I'd be good at it, right?
MEGAN: Um . . .
BRITT: Here she comes!
DUSTY: Hi, Prisha!
MEGAN: How'd it go?
ANDY: What did they say?
PRISHA: Well . . . I got the job.
ANDY: Hey!
DUSTY: Congratulations!
MEGAN: That's terrific.
BRITT: You deserve it.
PRISHA: But I said no.
ANDY: What?!
BRITT: No way!
PRISHA: I'm going to stay right here.
ANDY: Woo-hoo!
PRISHA: I can't leave you guys. Who's going to make sure you do all your work, and everything?
ANDY: That's what I said! I said that, right?
BRITT: You also said you'd like her job.
ANDY: Only if . . . I thought . . . you said . . .
PRISHA: You'd be a great manager.
PRISHA: So, are you going to call it a day? Or should we all grab a bite to eat?
BRITT: Let's eat!
MEGAN: How about Joe's Grill?
PRISHA: Are you okay, Dusty?
DUSTY: Yeah, I'm just a little sore. I have this new exercise equipment. It's a box . . .
PRISHA: Oh, the Box of Fitness? . . .

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Unit 6

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Maskot/Getty Images; 61 (texting while driving): Andrey_Popov/Shutterstock; 61 (riding bike with headphones): MStudioImages/E+/Getty Images; 62 (tablet): Dr. Cloud/Shutterstock; 62 (laptop): Ene/Shutterstock; 62 (desktop): Believeinme33/123RF;P.062 (smart TV): Jorge Pérez/Alamy Stock Photo; 62 (virtual assistant): Daisydaisy/123RF; 62 (speakers): Marcio Jose Bastos Silva/Shutterstock; 62 (fitness tracker): Cheskyw/123RF; 62 (digital camera): Taelove7/Shutterstock; 62 (video camera): Oleksiy Mark/Shutterstock; 62 (headphones): Ozanuysal/Shutterstock; 62 (printer): Tankist276/Shutterstock;P.062 (wireless earbuds): DUO Studio/Shutterstock; 62 (photocopier): Stephen Coburn/Shutterstock; 64 (food processor): Sutsaiy/Shutterstock; 64 (dishwasher): Dioimagens/Shutterstock;P.064 (rice cooker): Rudy Umans/Shutterstock; 64 (juicer): Galina Samoylovich / Alamy Stock Photo; 64 (blender):Georgii Dolgykh/123RF; 64 (washing machine): Kosam/Shutterstock; 64 (dryer): Tale/Shutterstock; 64 (vacuum): Vtls/Shutterstock; 64 (hair dryer): Alexander Morozov/123RF; 65: StockLite/Shutterstock; 67 (two colleagues working): Aleksandr Davydov/123RF; 67 (man taking picture): Ryan McVay/Getty Images; 67 (woman at photocopier): Dmitrii Shironosov/123RF; 67 (woman taking picture): lzf/Shutterstock; 67 (man at dishwasher): Huntstock/Shutterstock; 68 (text): Andriy Popov/123RF; 68 (check email): Andriy Popov/123RF; 68 (post social media): Georgejmclittle/123RF; 68 (play games): Georgejmclittle/123RF; 69 (five people texting): Oneinchpunch/Shutterstock; 69 (woman): Aleksandr Davydov/123RF; 70 (power strip):Bert Folsom/123RF; 70 (charger): Samum/123RF; 70 (plug/outlet): Mrstam/Shutterstock; 70 (adapter): Oleksandr Kovalchuk/123RF; 70 (battery): Oleksandr Kostiuchenko/Shutterstock; 70 (turn on, cell phone): Ahmet Naim/Shutterstock; 70 (turn on, cell phone icons): Fad82/Shutterstock; 70 (turn off, cell phone): Ahmet Naim/Shutterstock; 70 (turn off, cell phone icons): Fad82/Shutterstock; 70 (plug in): Dmytro Grankin/123RF; 70 (unplug): Dmytro Grankin/123RF; 70 (charge): Jevanto/123RF; 70 (replace): Smileus/123RF.

Unit 7

Page 73 (TR): ARENA Creative/Shutterstock; 73 (surfing): EpicStockMedia/Shutterstock; 73 (sky diving): Darryl Leniuk/Getty Images; 73 (deck chairs): Welcomia/Shutterstock; 73 (sing-a-long): Pressmaster/Shutterstock; 73 (looking at art): Iakov Filimonov/Shutterstock; 73 (sightseeing ruins): Lothar Knopp/Getty Images; 74 (doing nothing): AstroStar/Shutterstock; 74 (snorkeling): Dmosreg/123RF; 74 (surfing): Trubavin/Shutterstock; 74 (hanging out): JohnnyGreig/E+/Getty Images; 74 (learn about cultures): Inna Postnikova/Shutterstock; 74 (take a cruise): NAN728/Shutterstrock; 74 (take a tour): Chrisdorney/Shutterstock; 74 (fishing): Mihtiander/123RF; 74 (visit a museum): Jenoche/Shutterstock; 75: Cabeca de Marmore/Shutterstock; 76: Aleksandr Davydov/123RF; 77: Westend61/Getty Images; 78: Lighthouse Films/Getty Images; 78 (woman on phone): Ekaterina Pokrovsky/123RF; 78 (man on phone):Dzianis Apolka/123RF; 80:TravnikovStudio/Shutterstock; 82 (woman): HONGQI ZHANG/123RF; 82 (man at check-in): Tyler Olson/Shutterstock; 83 (limo): Digital Genetics/Shutterstock; 83 (ferry): CL Shebley/Shutterstock; 83 (helicopter): Matteo Gabrieli/Shutterstock; 83 (man): Photick/Michele Constantini/Getty Images.

Unit 8

Page 85 (small shop): Evikka/Shutterstock; 85 (department store): Juanmonino/E+/Getty Images; 85 (street market): Natasha Karpuk/Shutterstock; 85 (online shopping): Gallo Images/Alamy Stock Photo; 85 (catalog shopping): ROB & SAS/Getty Images; 85 (BR): AJR_photo/Shutterstock; 88 (1): Elenovsky/Shutterstock; 88 (2): Elenovsky/Shutterstock; 88 (3): Borislav Bajkic/Shutterstock; 88 (4): Belchonock/123RF; 88 (5): Elenovsky/Shutterstock; 88 (6): Andrey Simonenko/123RF; 88 (7): Kanstantsin Prymachuk/123RF; 88 (8): Elenovsky/Shutterstock; 88 (9): Khvost/Shutterstock; 88 (10): Venusangel/123RF; 88 (11): Ppart/Shutterstock; 88 (12): Ihor Shved/123RF; 88 (13): Dzmitry Marhun/123RF; 88 (14): 6493866629/Shutterstock; 88 (15): Anton Starikov/123RF; 88(16): Torsak/123RF; 88 (17): Natthapon Ngamnithiporn/123RF; 88 (18): Olga Popova/Shutterstock; 88 (19): Vova Shevchuk/Shutterstock; 88 (20): Weerayos surareangchai/123RF; 89: Nejron Photo/Shutterstock; 89 (cash): John Brueske/Shuttertsock; 89 (credit card): Jeff Metzger/Shutterstock; 90 (T): Aleksandr Davydov/123RF; 90 (B): Olexandr Panchenko/Shutterstock; 91 (T): Primagefactory/123RF; 91 (blue jacket): Art14/Shutterstock; 91 (shorts): Kustomer/Shutterstock; 91 (shoes): Serg Garkus/Shutterstock; 91 (green nightgown): Eightstock/Alamy Stock Photo; 91 (shirt): Ashwin/Shutterstock; 91 (gloves): Anna Hoychuk/Shutterstock; 91 (sweater): Ludmila Baryshnikova/123RF; 91 (belt): V.s.anandhakrishna/Shutterstock; 92 (TR): Takayuki/Shutterstock; 92 (escalator): Vereshchagin Dmitry/Shutterstock; 92 (stairs): Nd3000/123RF; 92 (elevator): Sirtravelalot/Shutterstock; 94 (T): Anna Bizoń/123RF; 94 (B): Wang Tom/123RF; 95: Kudla/Shutterstock.

Unit 9

Page 97 (T): Graham Oliver/123RF; 97 (waterskiing): Comstock Images/Getty Images; 97 (ice skating): Andrey Danilovich/E+/Getty Images; 97 (bowling): Syda Productions/Shutterstock; 97 (golf): Allen.G/Shutterstock; 97 (soccer): Wavebreakmedia/Shutterstock; 97 (hiking): Baranq/Shutterstock; 98 (swimming): Aleksandr Markin/Shutterstock; 98 (weightlifting): Shutterstock; 98 (aerobics step class): Dolgachov/123RF; 98 (yoga stretching): Aleksandr Markin/123RF; 98 (pilates): Tonobalaguer/123RF; 98 (spin class): Yellow Dog Productions/Getty Images; 98 (stationary bike): Unge255_photostock/Shutterstock; 98 (treadmill): Iakovenko/123RF; 98 (fitness trainer): Daniel_Dash/Shutterstock; 100 (swimming pool): AndjeiV/Shutterstock; 100 (athletic field): Piergiovanni Bielli/EyeEm/Getty Images; 100 (gym): Wavebreakmedia/Shutterstock; 100 (track): Sirtravelalot/Shutterstock; 100 (basketball): Fabio formaggio/123RF;100 (tennis): ESB Professional/Shutterstock; 100 (golf): Isogood/123RF; 100 (man): Fizkes/Shutterstock; 101: Cultura Creative (RF)/Alamy Stock Photo; 102: Syda Productions/Shutterstock; 103: Alexey Sinelnikov/123RF; 104 (walking): Cathy Yeulet/123RF; 104 (rock climbing): lzf/Shutterstock; 104 (mountain biking): Maksym Protsenko/123RF; 104 (camping): CandyBox Images/Shutterstock; 104 (kayaking): Georgerudy/123RF; 104 (sailing): Yanlev/123RF; 104 (fishing): AboutLife/Shutterstock; 104 (paddleboarding): Sergii Kozhan/123RF; 104 (man): Goodluz/Shutterstock; 105 (tennis racket): C-You/Shutterstock; 105 (mountain bike): Iamlukyeee/Shutterstock; 105 (helmet): Joseelias/123RF; 105 (tent): Luisa Leal/123RF; 105 (kayak): Marekuliasz/Shutterstock; 105 (sailboat): Holbox/Shutterstock; 105 (fishing rod): Aleksangel/123RF; 105 (surfboard): Tonobalaguer/123RF; 105 (hiking boots):Alexandr Vlassyuk/123RF; 105 (running shoes): Tong_stocker/Shutterstock; 105 (bathing cap): Splinex/123RF; 105 (life vest): Pitchayarat chootai/123RF; 106 (man in shorts and tank): Aleksander Kaczmarek/123RF; 106 (physical therapy): Africa Studio/Shutterstock; 106 (man on crutches): Nuengbk/Shutterstock; 107 (woman): Aleksandr Davydov/123RF; 107 (man): Rocketclips, Inc./Shutterstock.

Unit 10

Page 109 (family): Maskot/Getty Images; 109 (birthday): Kate_sept2004/E+/Getty Images; 109 (mansion): AMA/Shutterstock; 109 (B): Roman Samborskyi/Shutterstock; 110 (hiker): Olga Danylenko/Shutterstock; 110 (Adam): Sementsovalesia/123RF; 110 (Katherine): Aleksandr Davydov/123RF; 110 (Kevin): Shannon Fagan/Getty Images; 110 (Grace): Aleksandr Davydov/123RF; 110 (Casey): Fizkes/Shutterstock; 110 (Sophie): Vasily Gronskiy/123RF; 113: Ammentorp/123RF; 115: Inti St Clair/Getty Images; 116: Kho/123RF; 117: Cathy Yeulet/123RF; 118 (Diana Solis): Tonobalaguer/123RF; 118 (Carolyn Colter): Victor kuznetsov/123RF; 118 (Takashi Nakamura): Wrangel/123RF; 118 (Saleem Saeed): Fabio formaggio/123RF; 118 (Federica Pellegrini): Andrey Arkusha/Shutterstock; 119: Kinga/Shutterstock.

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