# Connectivity
## LEVEL 2

CONNECTING PEOPLE THROUGH ENGLISH

# TEACHER'S BOOK AND LESSON PLANNER

**Joan Saslow**
**Allen Ascher**

**Connectivity 2**

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# LEARNING OBJECTIVES

| Unit | COMMUNICATION GOALS | VOCABULARY | GRAMMAR |
|---|---|---|---|
| 1<br>**Making New Friends**<br>page 1 | • Get to know someone<br>• Cheer up a friend<br>• Discuss differences among siblings<br>• Discuss friendship | • Personality<br>• Some hobbies<br>• Adjective + preposition collocations<br>• Kinds of friends | • Gerunds and infinitives<br>• Gerunds after prepositions<br>**GRAMMAR EXPANDER**<br>• Spelling rules for -ing forms of verbs<br>• Gerunds and infinitives: function within sentences<br>• Negative gerunds and infinitives |
| 2<br>**Sharing Life Experiences**<br>page 13 | • Catch up with an old friend<br>• Suggest tourist activities<br>• Describe greeting customs<br>• Talk about a memorable experience | • Greeting customs<br>• Tourist activities<br>• Participial adjectives | • The simple past tense and the present perfect<br>• The present perfect: indefinite time in the past (ever, before, yet, never, already)<br>**GRAMMAR EXPANDER**<br>• The simple past tense and the present perfect: more on meaning and use<br>• Indefinite time: common errors |
| 3<br>**Talking about Movies**<br>page 25 | • Apologize for being late<br>• Choose a movie to watch<br>• Express an opinion about a movie<br>• Discuss what makes a movie great | • Movie genres<br>• Explanations for being late<br>• Adjectives to describe movies | • The present perfect: for and since<br>• The present perfect: other uses<br>• Would rather to express preferences<br>**GRAMMAR EXPANDER**<br>• The present perfect: information questions<br>• Expressing preferences: review, expansion, and common errors |
| 4<br>**Away from Home**<br>page 37 | • Leave and take telephone messages<br>• Check in to and out of a hotel<br>• Request services in a hotel<br>• Choose vacation accommodations | • Kinds of accommodations<br>• Facilities and amenities<br>• Telephone messages<br>• Kinds of hotel rooms and beds<br>• Ways to request services in a hotel | • The future with will<br>• The real conditional<br>**GRAMMAR EXPANDER**<br>• Will and be going to<br>• Other uses of will<br>• Can, should, and have to: future meaning<br>• The real conditional (present and future): usage and common errors |
| 5<br>**Looking Good**<br>page 49 | • Ask for something in a store<br>• Make an appointment for personal care<br>• Discuss cosmetic procedures<br>• Define inner and outer beauty | • Personal care tools and products<br>• Kinds of personal care<br>• Cosmetic procedures | • Quantifiers for indefinite quantities and amounts: some and any<br>• Quantifiers for indefinite quantities and amounts: a lot of / lots of, many, and much<br>• Indefinite pronouns: someone / no one / anyone<br>**GRAMMAR EXPANDER**<br>• Some and any: indefiniteness<br>• Too many, too much, and enough<br>• Comparative quantifiers fewer and less<br>• Indefinite pronouns: something, anything, everything, and nothing |

| CONVERSATION STRATEGIES | LISTENING / PRONUNCIATION | READING | WRITING / SOFT SKILLS BOOSTER |
|---|---|---|---|
| • Clarify a request for information with "Well, for example . . ."<br>• Buy time to respond with "Let me think . . ."<br>• Say "Oh, yeah!" to indicate that you have just come up with a response or idea<br>• Say "What a coincidence!" when you discover shared interests<br>• Ask "What's up?" to get someone to talk about why he or she feels down<br>• Reinforce a willingness to help with "Are you sure?" | **Listening Skills**<br>• Listen for details<br>• Understand from context<br>• Listen to summarize<br><br>**Pronunciation**<br>• Reduction of <u>to</u> in infinitives | **Texts**<br>• A personality test<br>• An illustrated conversation<br>• A magazine interview: differences among siblings<br>• A magazine survey<br>• Quotations about friendship<br><br>**Skills / Strategies**<br>• Understand from context<br>• Identify supporting details<br>• Summarize | **Task**<br>• Write a paragraph describing a good friend or a soul mate<br><br>**WRITING HANDBOOK**<br>• Parallel structure<br><br>**SOFT SKILLS BOOSTER**<br>• Leadership: Acknowledge the contributions of others |
| • Use expressions like "It's been a long time!" and "Nice to see you again!" to greet someone you haven't seen for a while<br>• Catch up with someone by asking, "So what have you been up to?"<br>• Politely end a conversation with "Listen, I've got to go"<br>• Indicate strong agreement with, "Absolutely"<br>• If you're worried that a question may not be polite, say, "I hope you don't mind my asking, but . . ." | **Listening Skills**<br>• Listen to classify<br>• Listen to summarize<br><br>**Pronunciation**<br>• Sound reduction in the present perfect | **Texts**<br>• Tourist activities survey<br>• An illustrated conversation<br>• A magazine article about greeting customs around the world<br><br>**Skills / Strategies**<br>• Recognize main idea<br>• Identify supporting details | **Task**<br>• Write about a memorable experience<br><br>**WRITING HANDBOOK**<br>• Avoiding run-on sentences<br><br>**SOFT SKILLS BOOSTER**<br>• Empathy: Show interest in what other people say |
| • Apologize and provide an explanation for being late<br>• Offer to pay with expressions like "The tickets are on me", "My treat", etc.<br>• Decline an offer with "That's really not necessary"<br>• Show resolve with "I insist"<br>• Say "That works for me" to agree with a plan of action<br>• Soften an objection with "No offense, but . . ." | **Listening Skills**<br>• Listen for main idea<br>• Listen to infer<br>• Listen to draw conclusions<br><br>**Pronunciation**<br>• Reduction of the /h/ sound in natural speech | **Texts**<br>• Movie genres survey<br>• An illustrated conversation<br>• An article about what makes a movie great<br><br>**Skills / Strategies**<br>• Recognize main idea<br>• Activate new words<br>• Draw conclusions | **Task**<br>• Write a two-paragraph review of a movie<br><br>**WRITING HANDBOOK**<br>• Paragraphs and topic sentences<br><br>**SOFT SKILLS BOOSTER**<br>• Communication: Ask someone to elaborate |
| • Soften a disappointing response with "I'm sorry"<br>• Say "Is that all?" to express willingness to do more<br>• Say "Here you go" as you hand someone something they've requested<br>• Say "By the way" to introduce a new thought | **Listening Skills**<br>• Listen to confirm content<br>• Listen for details<br>• Listen to summarize<br><br>**Pronunciation**<br>• Contractions of subject pronouns with <u>will</u> | **Texts**<br>• Hotel facilities and amenities survey<br>• An illustrated conversation<br>• A website listing for a short-term vacation rental<br><br>**Skills / Strategies**<br>• Identify supporting details<br>• Make personal connections | **Task**<br>• Write a review of one kind of accommodation<br><br>**WRITING HANDBOOK**<br>• Avoiding sentence fragments with <u>because</u> or <u>since</u><br><br>**SOFT SKILLS BOOSTER**<br>• Decision-making: Offer a new perspective or contrasting information |
| • Get the attention of a salesperson with "Excuse me"<br>• Say "Oh, I'm sorry" in response to a problem or expression of disappointment<br>• Express willingness to help with "No problem"<br>• Acknowledge someone's effort with "I appreciate it"<br>• Propose a time to receive a service with " . . ., if possible"<br>• Ask someone to wait for requested information with "Let me check"<br>• Say "That won't work" to decline a suggested time | **Listening Skills**<br>• Listen to infer<br>• Listen to confirm content<br>• Listen for details<br><br>**Pronunciation**<br>• **Pronunciation** of unstressed vowels | **Texts**<br>• Personal care survey<br>• An illustrated conversation<br>• A store directory<br>• A staff directory at a spa<br>• An advice column on a teen website<br><br>**Skills / Strategies**<br>• Understand from context<br>• Draw conclusions | **Task**<br>• Write a letter of response to someone asking for advice<br><br>**WRITING HANDBOOK**<br>• Writing a formal letter<br><br>**SOFT SKILLS BOOSTER**<br>• Collaboration: Respond to a request for feedback |

| Unit | COMMUNICATION GOALS | VOCABULARY | GRAMMAR |
|---|---|---|---|
| 6<br>**Eating Well**<br>page 61 | • Make an excuse for declining food<br>• Describe changes in eating habits and tastes<br>• Discuss diet choices<br>• Describe favorite dishes in detail | • Classes of foods<br>• Reasons for declining food<br>• Reasons for adopting a diet<br>• Describing foods | • Negative yes / no questions<br>• Use to / used to<br>**GRAMMAR EXPANDER**<br>• Negative yes / no questions: short answers<br>• Use to / used to: form and use, common errors<br>• Be used to and get used to<br>• Repeated actions in the past: would + base form, common errors |
| 7<br>**Driving Around**<br>page 73 | • Discuss reasons for getting a new car<br>• Describe an accident<br>• Rent a car<br>• Discuss good and bad driving | • Kinds of cars and small trucks<br>• Dangerous driving habits<br>• Major car systems and parts<br>• Traffic accidents<br>• Separable phrasal verbs<br>• Driving behavior | • Unfinished or continuing actions: the present perfect continuous<br>• The past continuous<br>**GRAMMAR EXPANDER**<br>• Present perfect continuous: questions<br>• Spelling rules for the present participle: review<br>• The past continuous: expansion<br>• Nouns and pronouns: review |
| 8<br>**Doing the Right Thing**<br>page 85 | • Return someone's property<br>• Discuss ethical choices<br>• Describe good and bad character traits<br>• Talk about honesty | • Talking about property<br>• Adjectives for describing good and bad character | • Whose and which / Possessive pronouns<br>• The unreal conditional<br>**GRAMMAR EXPANDER**<br>• Possessive nouns: review and expansion<br>• Pronouns: summary<br>• Expressing ethics and obligation: expansion<br>  ○ should, ought to, had better<br>  ○ have to, must, be supposed to |
| 9<br>**Enjoying the Arts**<br>page 97 | • Comment on a piece of art<br>• Ask about and describe objects<br>• Describe what makes an artist appealing<br>• Recommend a place to enjoy the arts | • Forms of visual arts<br>• Styles of art<br>• Materials and handcrafted objects<br>• Passive participial phrases | • The passive voice: present and past<br>• The passive voice: questions<br>**GRAMMAR EXPANDER**<br>• Transitive and intransitive verbs<br>• The passive voice: other tenses<br>• Yes / no questions in the passive voice: other tenses |
| 10<br>**Technology**<br>page 109 | • Troubleshoot problems with devices<br>• Compare software and services<br>• Describe your Internet use<br>• Discuss the downsides of the Internet | • Frustrations with a device<br>• Solutions to problems with devices<br>• Computer systems, software, and services | • The infinitive of purpose<br>• Comparisons with as . . . as<br>**GRAMMAR EXPANDER**<br>• Expressing purpose with in order to and for<br>• Comparatives and superlatives: review<br>• Comparison with adverbs |

| CONVERSATION STRATEGIES | LISTENING / PRONUNCIATION | READING | WRITING / SOFT SKILLS BOOSTER |
|---|---|---|---|
| • Offer food at the table with "Please help yourself"<br>• Politely decline an offer of food with "Thanks, but I'll pass on . . ."<br>• Reassure someone who has apologized with "No worries", "It's OK", etc.<br>• Say "No way!" to express surprise about someone's point of view | **Listening Skills**<br>• Listen for details<br>• Listen to confirm content<br><br>**Pronunciation**<br>• Sound reduction: use to / used to | **Texts**<br>• Classes of foods survey<br>• An illustrated conversation<br>• An article about diet choices<br>• A questionnaire about diet choices<br><br>**Skills / Strategies**<br>• Understand from context | **Task**<br>• Write about food in your country<br><br>**WRITING HANDBOOK**<br>• Connecting Ideas: subordinating conjunctions<br><br>**SOFT SKILLS BOOSTER**<br>• Communication: Ask for clarification or repetition when you're not sure you understand |
| • Express emphatic concern with "No way!"<br>• Express frustration with "I've had it," "That settles it," or "Enough is enough."<br>• Introduce new information with "You know, . . ."<br>• Show concern with expressions like "I'm so sorry." when someone has bad news<br>• Ask "Are you OK?" of someone who has been in an accident<br>• Express relief with expressions like: "Thank goodness!", "What a relief!", etc. | **Listening Skills**<br>• Listen for details<br><br>**Pronunciation**<br>• Stress in phrasal verbs | **Texts**<br>• Dangerous driving habits survey<br>• An illustrated conversation<br>• Customer profile cards<br>• A father's letter to his teenaged daughter about safe driving<br>• A survey about aggressive drivers<br><br>**Skills / Strategies**<br>• Identify supporting details | **Task**<br>• Write a letter or email, giving advice to a new driver.<br><br>**WRITING HANDBOOK**<br>• Connecting words and sentences: and, in addition, furthermore, and therefore.<br><br>**SOFT SKILLS BOOSTER**<br>• Critical thinking: Expand on someone's argument to show support |
| • Respectfully get the attention of an adult you don't know with "Sir" or "Ma'am"<br>• Express personal gratitude with "That's so nice of you"<br>• Acknowledge someone's gratitude with expressions like "Don't mention it"<br>• Say "Uh-oh." to indicate there's a problem<br>• Offer to collaborate to solve a problem with "Let me have a look" | **Listening Skills**<br>• Listen to infer<br>• Listen for main idea<br>• Listen for details<br><br>**Pronunciation**<br>• Blending in questions with would you | **Texts**<br>• Ethics self-test<br>• An illustrated conversation<br>• Quotations by famous people<br>• A research study on honesty<br><br>**Skills / Strategies**<br>• Summarize<br>• Draw conclusions<br>• Make personal connections | **Task**<br>• Write two paragraphs expressing your views about honesty<br><br>**WRITING HANDBOOK**<br>• Introducing conflicting ideas<br><br>**SOFT SKILLS BOOSTER**<br>• Self-management: Take time to think before responding |
| • Use "Not really" to soften a negative response to a negative yes / no question<br>• Say "Let's see" to indicate you're going to look for requested information<br>• Say "Check this out." to call someone's attention to surprising information<br>• Say "Oh" to indicate that you now understand<br>• Politely ask for permission with "Can I . . .?"<br>• Introduce an offer to help with "Let me . . ." | **Listening Skills**<br>• Listen to classify<br>• Listen to draw conclusions<br><br>**Pronunciation**<br>• Emphatic stress | **Texts**<br>• Styles of art survey<br>• An illustrated conversation<br>• A gallery catalogue<br>• A questionnaire about artists<br>• An article about the roles of museums<br><br>**Skills / Strategies**<br>• Understand information from a graph<br>• Understand from context<br>• Identify supporting details | **Task**<br>• Write about three artists<br><br>**WRITING HANDBOOK**<br>• Providing supporting details<br><br>**SOFT SKILLS BOOSTER**<br>• Active listening: Summarize another person's statements and ideas |
| • Ask if someone is available to talk with "Got a minute?"<br>• Ask for a description of the issue with "What's wrong?"<br>• Make a suggestion with "Have you tried . . .?"<br>• Suggest a course of action with "Suppose we . . ." | **Listening Skills**<br>• Listen to confirm content<br>• Listen for supporting details<br><br>**Pronunciation**<br>• Stress in as . . . as phrases | **Texts**<br>• A survey about frustrations with devices<br>• An illustrated conversation<br>• A questionnaire about Internet use<br>• An article about the downsides of the Internet<br><br>**Skills / Strategies**<br>• Understand main idea<br>• Understand from context | **Task**<br>• Write two or three paragraphs about the upsides and downsides of using the Internet<br><br>**WRITING HANDBOOK**<br>• Organizing ideas<br><br>**SOFT SKILLS BOOSTER**<br>• Teamwork: Give constructive feedback |

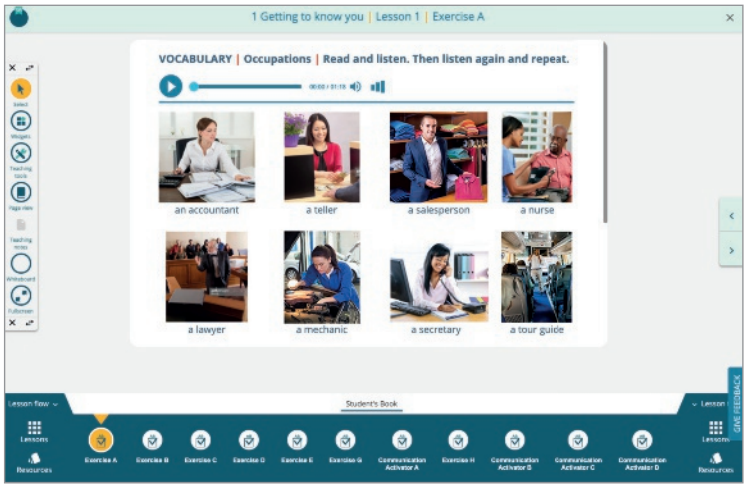

Reference Charts ..... page 123
Grammar Expander ..... page 126
Writing Handbook ..... page 143
Soft Skills Booster ..... page 153

## 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:

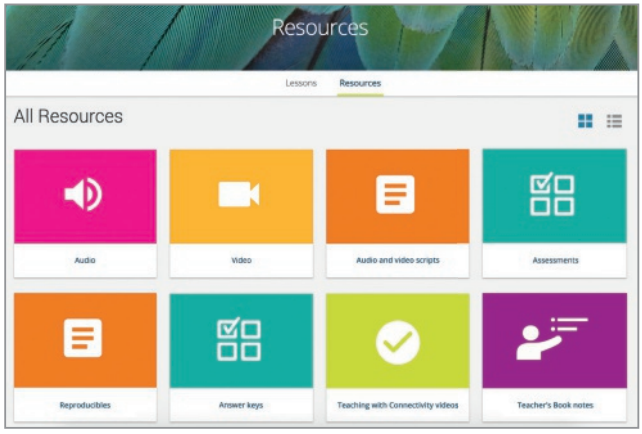
- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious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

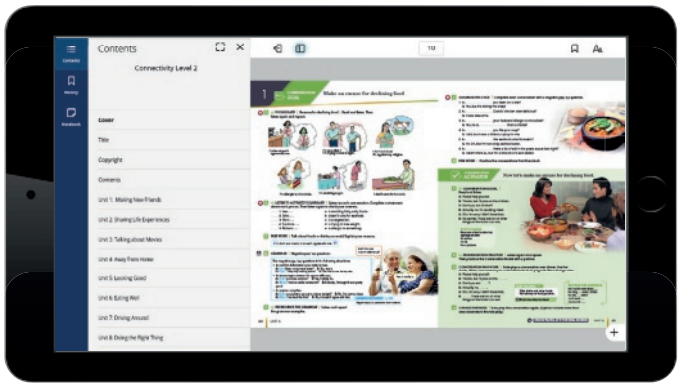
## For the Student

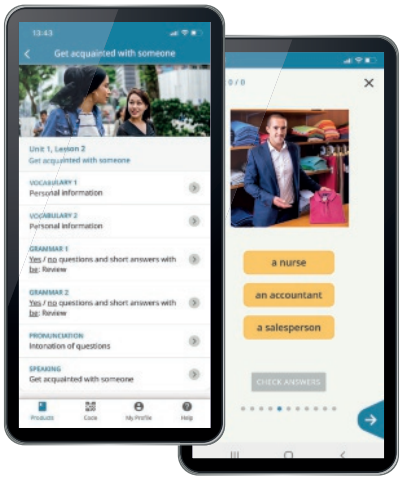
**A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.**

### 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.**

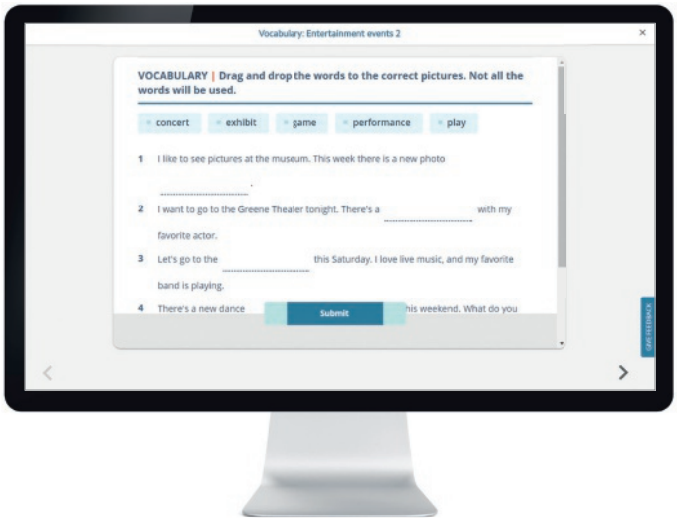
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

### 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.

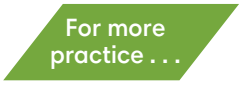
# KEY TO ICONS IN THE STUDENT'S BOOK

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:<br>• Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video<br>• 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:<br>• Unit Review: Printable exercises for extra listening comprehension and language practice<br>• *Connect TV*: A hilarious sitcom for language consolidation and fun<br>• 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*.

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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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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 163 of the Teacher's Book and Lesson Planner, you will find complete **audio** and **video scripts** for each unit.

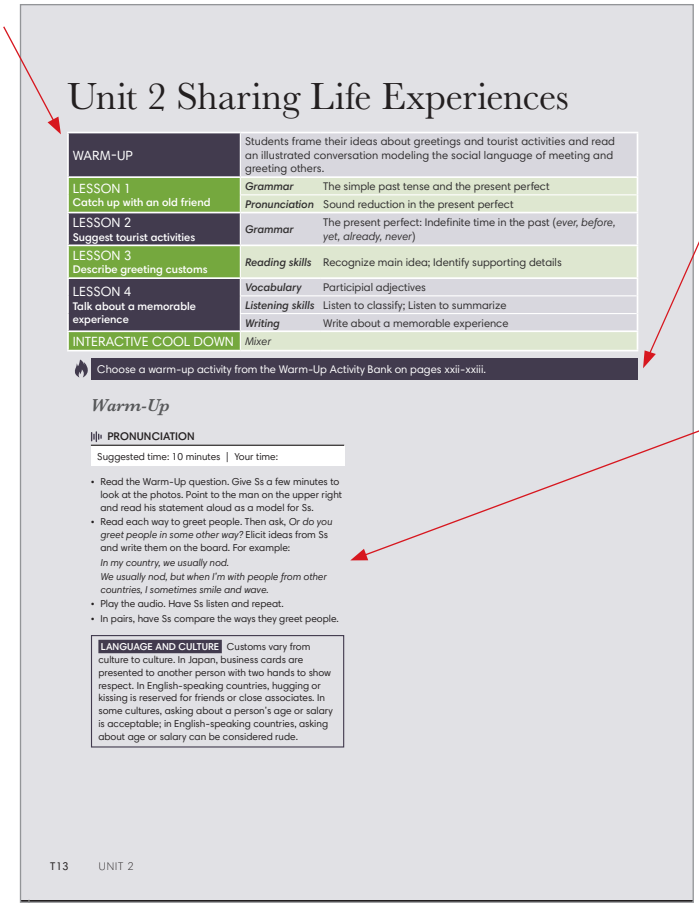
Designed for both new and experienced teachers, the information in the teacher's notes provides ideas and plans for each exercise on each Student's Book page as well as language notes and options and extensions for each class session. Using each of the suggested techniques will create a class of 60 minutes. 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 Sharing Life Experiences

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about greetings and tourist activities and read an illustrated conversation modeling the social language of meeting and greeting others. | |
| LESSON 1 Catch up with an old friend | *Grammar* | The simple past tense and the present perfect |
| | *Pronunciation* | Sound reduction in the present perfect |
| LESSON 2 Suggest tourist activities | *Grammar* | The present perfect: Indefinite time in the past (*ever, before, yet, already, never*) |
| LESSON 3 Describe greeting customs | *Reading skills* | Recognize main idea; Identify supporting details |
| LESSON 4 Talk about a memorable experience | *Vocabulary* | Participial adjectives |
| | *Listening skills* | Listen to classify; Listen to summarize |
| | *Writing* | Write about a memorable experience |
| INTERACTIVE COOL DOWN | *Mixer* | |

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

*Warm-Up*

PRONUNCIATION

Suggested time: 10 minutes | Your time:

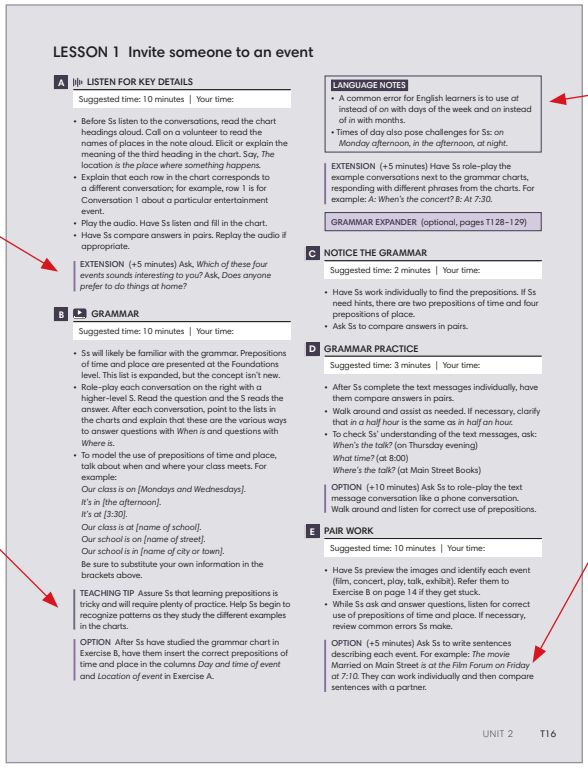
- Read the Warm-Up question. Give Ss a few minutes to look at the photos. Point to the man on the upper right and read his statement aloud as a model for Ss.
- Read each way to greet people. Then ask, *Or do you greet people in some other way?* Elicit ideas from Ss and write them on the board. For example:
  *In my country, we usually nod.*
  *We usually nod, but when I'm with people from other countries, I sometimes smile and wave.*
- Play the audio. Have Ss listen and repeat.
- In pairs, have Ss compare the ways they greet people.

LANGUAGE AND CULTURE Customs vary from culture to culture. In Japan, business cards are presented to another person with two hands to show respect. In English-speaking countries, hugging or kissing is reserved for friends or close associates. In some cultures, asking about a person's age or salary is acceptable; in English-speaking countries, asking about age or salary can be considered rude.

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*.)



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.

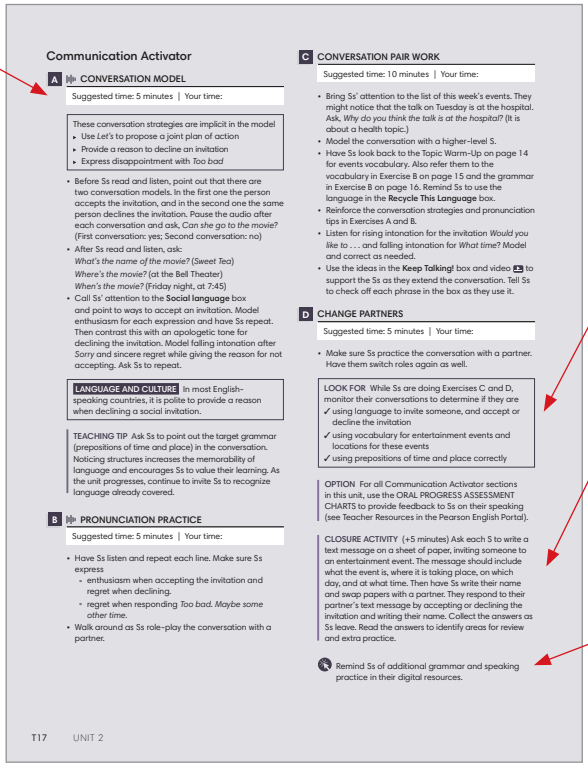
UNIT 2 T16

**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.

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

**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

**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.

**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.
- *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 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.

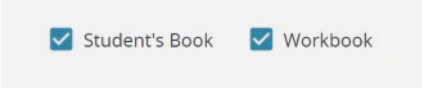
## How to use the Presentation Tool

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 not 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

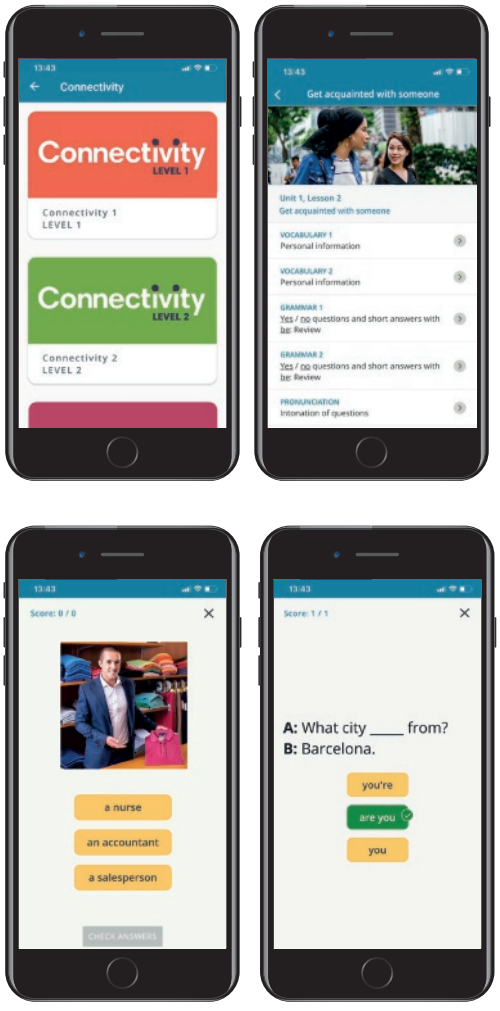
First, download the app from the Google Play store or the App store.

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 is 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 (for example: *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 sentences 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 Making New Friends

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about places to meet new friends and look at photos showing different places to meet people. They take a personality self-test and read an illustrated conversation modeling the social language of making an arrangement to meet friends. | |
| LESSON 1<br>**Get to know someone** | ***Grammar*** | Gerunds and infinitives |
| | ***Pronunciation*** | Reduction of *to* in infinitives |
| LESSON 2<br>**Cheer up a friend** | ***Vocabulary*** | Adjective + preposition collocations |
| | ***Grammar*** | Gerunds after prepositions |
| LESSON 3<br>**Discuss differences among siblings** | ***Reading skills*** | Understand from context; Identify supporting details; Summarize |
| LESSON 4<br>**Discuss friendship** | ***Vocabulary*** | Kinds of friends |
| | ***Listening skills*** | Listen for details; Understand from context; Listen to summarize |
| | ***Writing*** | Write a paragraph describing a good friend or a soul mate |
| INTERACTIVE COOL DOWN | *Twenty-one* | |

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

## *Warm-Up*

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *Where do you like to meet new friends?* Give Ss a few minutes to look at the photos. Point to the man on the upper right and read his statement aloud as a model for Ss.
- Read each place to meet new friends. Optionally, brainstorm other ideas with Ss and write them on the board. For example:
  *Social media is a great place to meet new friends.*
  *I like to meet new friends when I'm walking my dog.*
  *I often meet new people at my exercise class.*
- Say, *Raise your hand when you hear a place where you've met a friend.* Read the places in the image captions.
- In pairs, have Ss compare the places they like.

UNIT 1

# Making New Friends

## *Warm-Up*

**Where do you like to meet new friends?**



A community service project is a great place to make new friends!



At school?



At a social event or a party?



On a trip or a tour?



At work?



On a community service project?

UNIT 1
COMMUNICATION GOALS

**Lesson 1**
Get to know someone

**Lesson 2**
Cheer up a friend

**Lesson 3**
Discuss differences among siblings

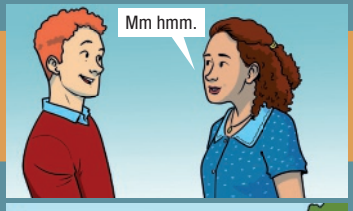
**Lesson 4**
Discuss friendship

## Topic Warm-Up

**A** PERSONALITY | Take the self-test.

# Are you an extrovert or an introvert?

**Instructions:** For each pair of personality traits, check one that sounds like you. At the end, give yourself one point for each checkmark. Then decide if you're an extrovert or an introvert.

| Extroverts tend to . . . | | Introverts tend to . . . |
|---|---|---|
| 1 enjoy being in a group, interacting with others. ○ |  | enjoy being alone and avoid interacting unnecessarily. 1 ○ |
| 2 be active and seek excitement. ○ |  | be quiet and seek peace. 2 ○ |
| 3 be interested in events. ○ |  | be interested in feelings. 3 ○ |
| 4 talk without thinking and express their opinions openly. ○ |  | think without talking and keep their ideas to themselves. 4 ○ |
| 5 be easy to understand. ○ |  | be hard to understand. 5 ○ |
| 6 know many people a little. ○ |  | know only a few people, but well. 6 ○ |
| ☐ TOTAL POINTS | | TOTAL POINTS ☐ |

**RESULTS** ○ I'm an extrovert. ○ I'm an introvert. ○ I'm a little of both!

**B** VOCABULARY | Personality | Listen and repeat.

**C** PAIR WORK | Compare your results. Provide examples from your life. Do you agree with the results?



# Topic Warm-Up

## A PERSONALITY

Suggested time: 10–15 minutes | Your time:

- Give Ss a few minutes to look at the self-test. Ask, *What is the test for?* (to decide if you are an extrovert or an introvert) Read the question. Tell Ss that the meanings of *extrovert* and *introvert* will become clear when they take the test.
- Give Ss a minute to look at the two items in the first row. Ask, *Is the man in the left-hand picture the same as the man in the right-hand picture or different?* (different) Read the instructions and the personality traits.
- Have Ss check one choice for each row. They add up how many they checked in each column. Focus Ss' attention on the bottom section of the test. Say, *Are you an extrovert, an introvert, or a little of both? Check one.*

**OPTION** (+5 minutes) Have Ss work in pairs. One S gives an example of extrovert or introvert personality traits that are not in the book. The other S says whether this describes a person who is an extrovert or introvert. For example:
*A: This person enjoys going to parties.*
*B: Extrovert.*

**LANGUAGE AND CULTURE**

- Every culture has its own ideas about how to succeed, and different personalities will thrive in different countries. For example, in the U.S., people often think extroverted behavior leads to success in school and work. Age can also affect personality tendencies. When people are young, they tend to be more extroverted, and they become more introverted in later life. This is because as people age, they tend to become more agreeable, emotionally stable, and balanced.
- U.S. is an abbreviation for the United States. We can also say U.S.A., which is an abbreviation for the full form, the United States of America.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen to the words *extrovert* and *introvert*. Then have them listen again and repeat.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Point to the woman on the right and read her statement to model it for Ss. Ask, *Does she like staying home?* (no) *Is she an extrovert or an introvert?* (extrovert) *How many points did she get for* extrovert*?* (six)
- Have Ss work in pairs to compare their results. Say, *Give examples from your life.* (For example: I know only a few people, but I know them well. I have two close friends.) Ask, *Do you think this is a good test? Why or why not?* (For example: Yes, I think it's a good test because the results are true for me.)

**OPTION** (+5 minutes) Lead a class discussion. Ask, *Did you learn something new about yourself? How many boxes did you check for* extrovert *and how many for* introvert*? Were your results what you expected them to be?*

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *How many people are in each picture?* (two)
  *Are these women in the same room?* (No, they're talking on the phone.)
  *Where do you think the woman on the left is?* (in a mall)
  *Where do you think the woman on the right is?* (at home)
- Point to the information about accents on the upper right. Ask, *Which people in the conversation have an American accent?* (Amanda and Lily)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *What does Lily ask Amanda?* (to come over tonight)
  *Who is Amanda's husband?* (Peter)
  *Why is Amanda unhappy?* (She doesn't like her boss.)
  *How will Lily help Amanda?* (They will meet and talk about Amanda's problem.)

**LANGUAGE AND CULTURE**

- Tell Ss that when they have difficulty understanding an accent, they shouldn't pretend to understand. Instead, they should politely ask the person to repeat himself or herself or to write out what she or he 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.
- Do the first item together as a class. Read the item and ask, *Is the correct answer a or b?* (a)
- Have Ss work in pairs to complete the exercise.
- Go over the answers with the class, writing the answers on the board.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Write a two-column chart on the board. For headings, write *Amanda* and *Lily*. Say, *From this conversation, what do we know about Amanda?* (She doesn't want to go out. She's feeling down.) *What do we know about Lily?* (She likes to entertain. She asks what's the matter with Amanda.)
- Ss work in pairs to discuss who is more of an extrovert (Lily) and an introvert (Amanda).
- Ask, *Do you know anyone who is both an introvert and an extrovert?* Have a volunteer describe the person.
- Have Ss discuss the second question in pairs.

**LANGUAGE AND CULTURE** The words *extrovert* and *introvert* were created by Dr. Carl Jung in the 1920s. There is a word that describes people who aren't either. *Ambiverts* are people who have both extroverted and introverted personality traits. Between 50% and 75% of people may be *ambiverts*.

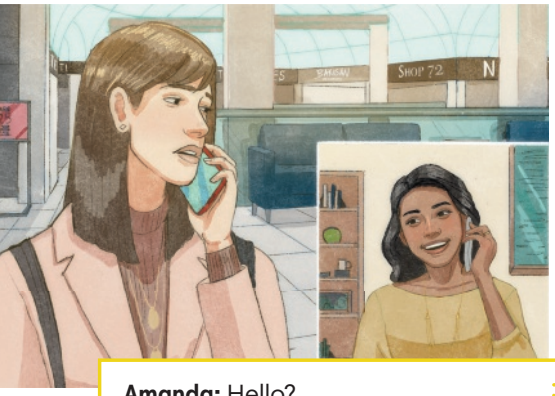
**TEACHING TIP** An effective way for Ss to increase vocabulary is for them to keep a list of newly learned words and idioms. Encourage Ss to scan each lesson for words or expressions they don't know and write them in their notebooks or in a note app on their phones. Ss can write single words in one section and idioms in a different section. Instruct them to always include a definition. Ss can do this on their own, or you can make it part of your class requirements. Tell Ss they can also add words they learned outside of class.

**OPTION** (+5 minutes) If Ss have phones or computers and Internet access, they can find images of people doing different activities. Ask them to find people who look like extroverts, introverts, and ambiverts. Have them describe the photos in groups. Is the person an extrovert? An introvert? Ambivert?

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Amanda** = American English (standard)
**Lily** = American English (standard)










**Amanda:** Hello?

**Lily:** Hi, Amanda, it's me. Hey, I know it's pretty short notice, but Ed and I have just asked a few people over tonight, and we'd love to include you. Are you and Peter up for that?

**Amanda:** Thanks for thinking of us, Lily, but probably some other time. I just don't feel like going out tonight.

**Lily:** Sure. No worries. . . . Hey, you sound a little down. Is something wrong?

**Amanda:** Nothing serious. I'm just feeling a little blue these last couple of days.

**Lily:** Did something happen? Are you and Peter not getting along?

**Amanda:** Oh, we're fine. I thank my lucky stars for that man every day. I don't know what I'd do without him.

**Lily:** So what's up? Is it your job?

**Amanda:** Yeah. I guess. Or, actually, it's my boss. He's so critical. My work's never good enough for him. I don't want to quit my job, but I just can't stand the guy, and I don't see any alternative.

**Lily:** That sounds awful. Hey, how about getting together to brainstorm a solution? Two heads are better than one.

**Amanda:** Are you sure?

**Lily:** Definitely. If you don't mind waiting 'til tomorrow, I'd love to put our heads together to figure this one out.

**B** UNDERSTAND FROM CONTEXT | **Complete each statement.**

1 When Lily says "it's pretty short notice," she means ..... .
(a) I'm not giving you a lot of time to decide
b this is a very short phone call

2 When Lily asks whether Amanda and Peter are "up for that," she's asking if ..... .
(a) they're in the mood for that
b the time is past their bedtime

3 When Amanda says she's "feeling a little blue," she means she feels ..... .
a cold
(b) unhappy

4 When Amanda asks whether Lily and Peter aren't "getting along," she wants to know if they're ..... about things.
(a) disagreeing
b agreeing

5 When Lily says, "I thank my lucky stars for that man," she means she is ..... her husband.
(a) happy with
b angry at

6 When Amanda says, "I don't know what I'd do without him," about her husband, she means ..... .
a she doesn't really need him
(b) he helps her a lot

7 When Lily asks Amanda, "So what's up?" she's asking if ..... .
a she's angry at Peter
(b) something is wrong

8 When Lily says, "Two heads are better than one," she means ..... .
a it's too bad Amanda doesn't have two bosses
(b) it's easier to solve a problem if two people work on it

**SPEAKING** PAIR WORK | **Discuss the questions.**

1 Compare Amanda and Lily: Who is more of an extrovert? Explain, using examples from Zoom-In.
2 Do you think people are either 100% introvert or 100% extrovert, or are most people a little bit of each? Talk about yourself or provide examples of people you know.

# 1 COMMUNICATION GOAL Get to know someone

COACH **A** GRAMMAR | Gerunds and infinitives

**Gerunds and infinitives come from verb forms but function as nouns.**

**Gerund = an -ing form of a verb**
She enjoys **making** new friends.

**Infinitive = to + a base form of a verb**
He wants **to make** a lot of new friends.

**Use a gerund after these verbs and phrases:** avoid, discuss, dislike, don't mind, enjoy, feel like, keep, practice, quit, and suggest.

**Use an infinitive after these verbs and phrases:** agree, choose, decide, expect, hope, learn, need, seem, want, wish, and would like.

**Use either a gerund or an infinitive after these other verbs and phrases:** begin, can't stand, continue, hate, like, love, prefer, start, and try.

**Remember:** There are two other -ing forms.
She is **working**. (present participle)
Her job is **boring**. (adjective)

**GRAMMAR EXPANDER** p. 126
- Spelling rules for -ing forms of verbs
- Gerunds and infinitives: function within sentences

**B** GRAMMAR PRACTICE | Circle the correct word or phrase to complete each sentence.

1 She suggested (to go / going) to the late show with their new friends.
2 Lisa hopes (to quit / quitting) her job and study nursing next year.
3 If you don't mind (to meet / meeting) me at the restaurant, I can be there at 1:00.
4 Greg couldn't stand (to ask / asking) his boss for a change in his responsibilities, but he did it anyway.
5 If they decide (to invite / inviting) Millie to the party, I can drive her there.

**C** GRAMMAR PRACTICE | Complete the article about how to get to know someone new.

## HOW TO MAKE A NEW FRIEND A GOOD FRIEND

OK. You've just met someone new, and you *would like to become* (1 would like / become) real friends with him or her. Let's suppose you're an extrovert. You *love talking / love to talk* (2 love / talk) about yourself. But if you *want to get* (3 want / get) to know this person well, you should *avoid saying* (4 avoid / say) too much about yourself. Instead, *learn to act* (5 learn / act) a little bit like an introvert for a change. Ask questions about his or her interests and *try discovering / try to discover* (6 try / discover) what you both have in common. This almost always works because people *enjoy talking* (7 enjoy / talk) about themselves. And you should *practice listening* (8 practice / listen) instead of doing all the talking!

However, let's suppose you're an introvert and you *dislike talking* (9 dislike / talk) too much about yourself: Just tell this person a little bit about your interests and *keep asking* (10 keep / ask), "What about you?" If the person likes movies or concerts, you can *suggest going* (11 suggest / go) to a movie or a concert together. Talking will be easier after that because you can talk about the film or the music. Good luck!



COACH **D** PRONUNCIATION | Reduction of to in infinitives | Read and listen. Notice how an unstressed to reduces to /tə/. Then listen again and repeat.

1 He decided to try to meet some new friends at school.
2 We agreed to meet at the theater in the mall.
3 People hate to stay in the same job year after year.
4 Introverts usually don't like to talk too much about themselves.

# LESSON 1 Get to know someone

## A GRAMMAR

Suggested time: 10–15 minutes | Your time:

- To introduce the grammar point, write on the board: *I like making new friends. I want to make new friends.* Underline the gerund and the infinitive.
- Review the first rule in the grammar chart. Read the gerund example sentence and the infinitive example sentence.
- Ask, *What's the subject and verb in each example sentence?* (She, enjoys; He, wants) *What is the verb tense in the example sentences?* (simple present tense) Ensure that Ss understand that *making new friends* and *to make a lot of new friends* function as direct object nouns. Make sure Ss don't confuse the *-ing* gerund form with a continuous form. Point out that gerunds and infinitives can be used with verbs in different tenses.
- Make sure that Ss read and understand the **Remember** note. If necessary, refer Ss to the participial adjectives on page 22.
- Ask volunteers to read the lists of verbs that can be followed by gerunds, infinitives, or both.

**TEACHING TIP** For now, Ss only need to understand that gerunds and infinitives can function as nouns and practice distinguishing which form follows which verbs. The **Grammar Expander** reviews the function of nouns within sentences. Lesson 2 covers the use of gerunds as objects of prepositions.

**OPTION** (+5–10 minutes) To extend the activity, have Ss review the lists of verbs in the grammar chart and then close their books. Divide the class in half. Call out a verb and have alternating teams decide if the verb is followed by a gerund or an infinitive. For each correct answer, the team gets a point. The team with the most points wins.

**LANGUAGE NOTE** Confusion over whether to follow a verb with a gerund or an infinitive is very common among English language learners. Incorrect usages such as *I enjoy to go camping* and *I'd like going to the beach* are commonplace.

**GRAMMAR EXPANDER** (optional, page T126)

## B GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Say, *Remember that not all verbs ending in* -ing *are gerunds.* Refer Ss to the **Remember** note at the top of the page. Then have them complete the exercise.
- Review answers with the class.

## C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- To prepare Ss, read the title of the article. Ask, *What are some ways to make a new friend a good friend?*
- Say, *Read the first verb in each pair of verbs and decide if it should be followed by a gerund or an infinitive. Then complete the exercise.*
- Review answers with the class. Read the first sentence and then ask Ss to read the completed sentence aloud.

**OPTION** (+5–10 minutes) To extend the activity, have Ss work in small groups to discuss the tips the article gives. Write on the board:
*Will you change how you make a new friend a good friend?*
*Will you ask about your friend's hobbies or work? Or ask about books or music to try to find common interests?*

## D PRONUNCIATION

Suggested time: 2 minutes | Your time:

- Say, *Pay attention to how unstressed* to *becomes* /tə/ *in infinitive phrases.* Then have Ss read and listen.
- Have Ss listen again and repeat.
- Say, *Read the sentences to your partner.* Walk around the classroom and listen for correct reduction of *to*.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 7–10 minutes | Your time:

These conversation strategies are implicit in the model

- Clarify a request for information with *Well, for example, . . .*
- Buy time to respond with *Let me think . . .*
- Say *Oh, yeah!* to indicate that you have just come up with a response or idea
- Say *What a coincidence!* when you discover shared interests

- Write on the board: *What are your likes and dislikes?* Ask, *What does this question mean?* (What things do you like and not like?) Explain that Ss will listen to a conversation about likes and dislikes.
- Tell Ss to look at the picture and ask, *Where are the people?* (at a café or restaurant) *Do you think they know each other?*
- Play the audio and have Ss read and listen.
- Then check comprehension. Ask, *What do both women like to do in their free time?* (cooking and watching classic movies) *What do both women not enjoy?* (driving)
- Call Ss' attention to the **Social language** box and Speaker A's last turn. Ask, *What does she mean when she says, "What a coincidence!"?* (She means it's surprising that neither likes driving.)

**TEACHING TIP** Ask Ss to notice gerunds in the conversation. (cooking, watching, driving) Noticing the target grammar in communication gives it value to Ss and motivates them to learn the grammar. It also makes it memorable.

### B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss:
  - use falling intonation for *What would you like to know?* and *What about other interests?*
  - use rising intonation for *Do you have any hobbies?*
  - use emphatic stress on *don't* in *And is there anything you definitely don't enjoy?*
- Monitor as Ss role-play the conversation in pairs.

### C TALKING POINTS

Suggested time: 2–3 minutes | Your time:

- Ask a volunteer to read the sample likes and dislikes.
- Tell Ss to write their likes and dislikes in gerund form on the notepad. Walk around and make sure Ss are writing gerunds.

### D CONVERSATION PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photos of hobbies. Play the **Some hobbies** audio. Ss listen and repeat.
- Have Ss work in the same pairs as in Exercise B.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B. Model and correct as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. The script also appears on page 176 of this Teacher's Book.

**TEACHING TIP** The purpose of the **Keep Talking!** box 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 (pages 176–179) or turn on video subtitles in the Pearson English Portal.

**OPTION** (+5 minutes) Ask Ss if they know of other kinds of things people collect (stamps, dolls, etc.). This will reinforce the memorability of the word *collecting* and show its transferability, while also reinforcing the gerund form.

### 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.

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

✓ using phrases for asking people about themselves
✓ using vocabulary for hobbies
✓ using gerunds and infinitives 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) Tell Ss to walk around the room and talk with a new partner about their hobbies and interests. They should ask, *Do you have any hobbies or interests?* and *Is there anything you definitely don't enjoy?* Have Ss write a list of all the hobbies they remember from their discussion on blank sheets of paper, with their name. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's get to know someone.



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

**A:** So tell me about yourself.
**B:** Sure! What would you like to know?
**A:** Well, for example, do you have any hobbies?
**B:** Hobbies? Not really.
**A:** What about other interests?
**B:** Well, I like cooking and watching classic movies.
**A:** Me too! And is there anything you definitely don't enjoy?
**B:** Let me think . . . Oh, yeah! I really don't like driving.
**A:** Me neither! What a coincidence! We have a lot in common.

**Social language**
**Say "What a coincidence!" when you discover shared interests.**

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

**C** TALKING POINTS | On the notepad, list your likes and dislikes in gerund form.

| Likes | Dislikes |
|---|---|
| *singing* | *exercising* |

| Likes | Dislikes |
|---|---|
| | |

**D** CONVERSATION PAIR WORK | Personalize the conversation with your own hobbies or other interests. Then change roles.

**A:** So tell me about yourself.
**B:** Sure! What would you like to know?
**A:** Well, for example, do you have any hobbies?
**B:** Hobbies? ……..
**A:** What about other interests?
**B:** Well, I like ……..
**A:** ……. And is there anything you definitely don't enjoy?
**B:** Let me think . . . Oh, yeah! I really don't like ……..
**A:** ……..

**KEEP TALKING!** ●●●

- **Ask your partner when he or she does his or her hobby.**
- **Ask why he or she dislikes certain things.**

**Watch the video for ideas!**

Some hobbies | Listen and repeat.


repairing motorcycles


gardening


playing video games


baking

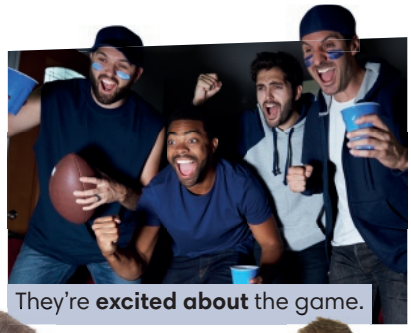

collecting coins

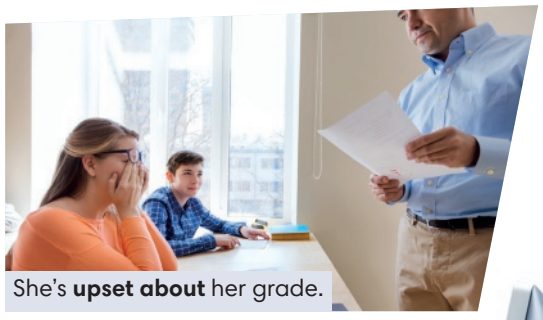
**E** CHANGE PARTNERS | Personalize the conversation again.

# 2 COMMUNICATION GOAL Cheer up a friend

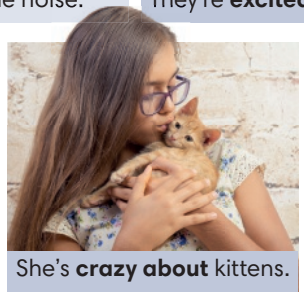
**A** VOCABULARY | Adjective + preposition collocations | Read and listen. Then listen again and repeat.

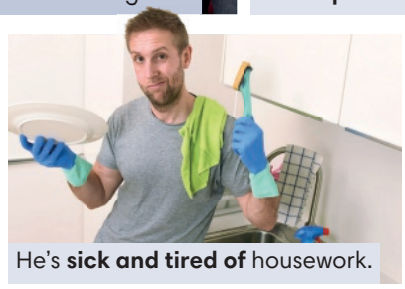

She's **angry about** the noise.

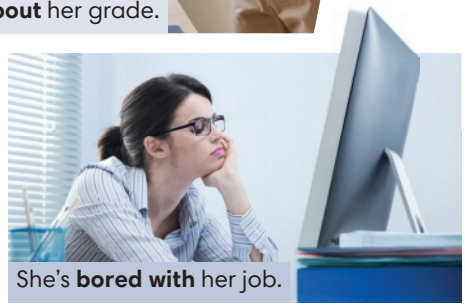

They're **excited about** the game.


She's **upset about** her grade.


He's **afraid of** the spider.


She's **crazy about** kittens.


He's **sick and tired of** housework.


She's **bored with** her job.

**B** ACTIVATE VOCABULARY | With a partner, use the Vocabulary to make true statements.

"I'm sick and tired of chores!"

**Adjective + preposition collocations**

| | |
|---|---|
| angry about | sad about |
| crazy about | upset about |
| excited about | afraid of |
| happy about | sick and tired of |
| unhappy about | |

**Verb + preposition collocations**

| | |
|---|---|
| complain about | apologize for |
| talk about | believe in |
| think about | object to |
| worry about | bored with |

COACH **C** GRAMMAR | Gerunds after prepositions

**Use a gerund—not an infinitive—after a preposition.**

| | | | |
|---|---|---|---|
| I'm | **crazy about** | **cooking**. | |
| She's | **bored with** | **watching** | TV. |
| They | **apologized for** | **being** | late. |

**Use a gerund after <u>What about</u>, <u>How about</u>, and <u>instead of</u>.**

What about **going** to a movie instead of **staying** home?

**GRAMMAR EXPANDER** p. 127
Negative gerunds and infinitives

**D** GRAMMAR PRACTICE | Complete the descriptions with prepositions and gerunds.

## SUZANNE




Suzanne is an extrovert.

She *believes in saying* (1 believe / say) what's on her mind, and she tells the truth *instead of keeping* (2 instead / keep) her ideas to herself. She rarely *apologizes for being* (3 apologize / be) direct.

Suzanne *believes in multitasking* (4 believe / multitask). She's *crazy about exercising and working* (5 crazy / exercise and work) at the same time because it saves time. Her boss is *not afraid of giving* (6 not afraid / give) her a lot to do, and Suzanne never *complains about having* (7 complain / have) too much on her plate. Also she *doesn't object to staying* (8 not object / stay) late at the office.



# LESSON 2 Cheer up a friend

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Point to the lesson title. Make sure Ss understand that *cheer up a friend* means to help a friend feel better. The friend is sad or has a problem.
- Have Ss look at the images. Ask, *Are the people in the pictures happy or sad?* (Some are happy, and some are sad.)
- Play the audio and have Ss read and listen.
- Have Ss listen again and repeat.

**LANGUAGE NOTES**

- *Collocations* are words that go together, or combine. Ss will need to memorize these. There are many adjective + preposition collocations in English. The most common prepositions in these collocations are *with*, *about*, and *of.*
- *Sad, unhappy*, and *upset* have similar meanings. *Upset* generally means having a negative emotional response to an immediate situation.
- If someone is *sick and tired* of something, she or he is angry about or bored by something that has been happening for a long time. *Crazy about* means *really like.*

## B ACTIVATE VOCABULARY

Suggested time: 3–5 minutes | Your time:

- Read the example. Ask, *Which word in Exercise A means the same as* chores*?* (housework)
- Check that Ss understand that their statements should use the bold vocabulary items in Exercise A.
- Monitor as Ss make statements. To review, write some of the Ss' statements on the board.

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Write on the board: *I'm crazy about watching old movies.* Ask, *What is the preposition in the sentence?* (about) *What type of word comes after the preposition*? (a gerund)
- Read the first rule and the example sentences in the grammar chart. Ask, *What are the prepositions in the sentences?* (about, with, for) *What are the gerunds in the sentences?* (cooking, watching, being)
- Say, *You can either use an adjective or a verb before the preposition.* Have Ss look at the two lists of collocations on the right. Read the collocations in each list. Ss listen and repeat.
- Make sure Ss understand the collocations. Point out that the best way to learn these new combinations is to memorize them.
- Have Ss look at the second rule and its example in the grammar chart. Say, What about *and* How about *have the same meaning. Use* instead of *when you're choosing between two options.*

**LANGUAGE NOTES**

- The collocation *afraid to* is also common. *Afraid of* is similar to *afraid to*. To be *afraid of flying* means to be fearful of flying in general, while *afraid to* can mean the same thing and additionally it can relate to a specific flight. For example: *The weather's going to be bad tomorrow, and Ellen is afraid to fly.* She does not fear flying in general, just on this occasion.
- *Think of* and *think about* have similar subtle differences. It's recommended at this point to familiarize Ss with the use of gerunds and infinitives after certain prepositions and wait until they are more advanced to explore subtleties of difference.

GRAMMAR EXPANDER (optional, page T127)

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *too much on her plate,* from Suzanne's paragraph. (too many things to do) Have Ss do the exercise individually.
- Tell Ss to check their answers in pairs. Then review answers with the class by asking volunteers to read the completed sentences aloud. Elicit corrections or provide feedback as needed.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask *What's up?* to get someone to talk about why she or he feels down
- Reinforce a willingness to help with *Are you sure?*

- Ask, *What do you see in the picture?* (two men talking)
- Play the audio and have Ss read and listen.
- Call Ss' attention to the **Social language** box and read the note. Model saying *Are you sure?* and ask Ss to repeat. Explain that *reinforce* means to emphasize. Speaker A says *Are you sure?* to confirm that it's nothing serious.

**OPTION** Say, *Underline any gerunds that follow* of *or* about *in the Conversation Model.* (of quitting, about meeting) Say, *Find another gerund in the conversation.* (asking) Ask Ss to speculate about why *asking* is a gerund. (because it follows the preposition *for*)

### B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss repeat each line. Make sure Ss are using rising intonation for *Are you sure?* Then play the audio again. Ss listen and repeat.
- Monitor as Ss role-play the conversation in pairs.

### C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B. Model and correct as needed.
- Direct Ss' attention to the **Ideas** list. Also refer Ss back to the Vocabulary and Grammar sections on page 6.
- Model the activity by role-playing the conversation with a higher-level S. Play Speaker A.
- 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 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 an appropriate tone when expressing thanks or asking *Are you sure?*
- ✓ using correct intonation for *yes / no* questions and information questions
- ✓ using gerunds after prepositions

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Your friend has a problem. She's sick and tired of her roommate. Her roommate never cleans up or helps pay for the groceries. Write a text message to your friend making a suggestion. Use* how about, what about, *or* instead of *in your suggestion.* Collect 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.

## CHARLOTTE



Charlotte is Suzanne's friend, but she's an introvert and is quite different from Suzanne. She *doesn't believe in saying* (9 not believe / say) what's on her mind all the time. She *doesn't object to talking* (10 not object / talk) about herself, but she *worries about boring* (11 worry / bore) others with too many details about her life.

At work, Charlotte is *unhappy about having to* (12 unhappy / have to) write so many reports. She's *sick and tired of working* (13 sick and tired / work) long hours every day, and she's *bored with going* (14 bored / go) to a lot of meetings. Right now, Charlotte is *thinking about taking* (15 think / take) a vacation in New York, and she's *excited about going* (16 excited / go) to all the museums there.




## COMMUNICATION ACTIVATOR

### Now let's cheer up a friend.



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

**A:** Hey, Leon, what's up? You look down.
**B:** Just some minor problems at work. Thanks for asking. It's nothing serious.
**A:** Are you sure?
**B:** Well, actually, I'm thinking of quitting my job. The situation is impossible.
**A:** I'm so sorry. Is there anything I can do?
**B:** Probably not, but I appreciate your concern.
**A:** Well, how about meeting to see a movie sometime? That might cheer you up.
**B:** OK! How's this weekend?

**Social language**
**Ask "Are you sure?" to reinforce your willingness to help.**

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

**C** CONVERSATION PAIR WORK | Role-play the conversation. Make a suggestion. Then change roles.

**A:** Hey, ....., what's up? You look ..... .
**B:** Just some minor problems at ..... . Thanks for asking. It's nothing serious.
**A:** Are you sure?
**B:** Well, actually, ..... .
**A:** ..... . Is there anything I can do?
**B:** Probably not, but I appreciate your concern.
**A:** Well, how about ..... ? That might cheer you up.
**B:** . . .

**Ideas**
- going out for [a cup of coffee]
- taking a walk [in the park] with ___
- taking a day off

**KEEP TALKING!** ●●●

**Ask specific questions.**
Is your boss very critical?
**Invite your friend to say more.**
Anything else?
**Make more suggestions.**
How about calling your [dad]?

Watch the video for ideas!

**D** CHANGE PARTNERS | Role-play the conversation again.

3 COMMUNICATION GOAL **Discuss differences among siblings**

**A** READING | **Read a discussion about birth order and personality. Are you a first child, middle child, youngest child, or an only child?**



# Does birth order determine **personality**?

**Are first-born children more likely to succeed than their siblings? And if they are, why? For a personal view of the birth order theory, read psychologist Dr. Priya Khurana's interview of Rose Jackson, mother of three children 10, 12, and 15.**

**PK:** In the past, it was popular to believe that your place in the birth order affected your personality: the first (or only) child was successful and followed the rules. The middle child was difficult and broke the rules. The youngest child was creative and funny. Most people now say children's development doesn't fit such a predictable pattern. But I'm curious whether you think your children match up with that theory.

**RJ:** So my first child, Grace, definitely conforms to the theory. She works hard and plays by the rules. She tends to be a bit self-critical though. Even when she succeeds, she thinks she could do more.

**PK:** Well, the theory was that first children were self-critical because parents pushed them to succeed, giving them the message they had to be good at everything.

**RJ:** Interesting! When Grace was little we took her to a ton of classes—music, swimming lessons—maybe we *did* give her that message.

**PK:** What about your second one, Emily?

**RJ:** Well, you know what they say about middle children—it's hard for them to feel special. They're not the first and they're not the "baby." And in Emily's case, her younger sister, Violet, was born when Emily was only fourteen months old. Emily never really had a chance to be the baby of the family. She's a happy popular kid, but she's often jealous of Grace and Violet. She feels they get more attention.

**PK:** That's understandable.

**RJ:** I think this made her a bit of a rebel. If we want her to wear nice shoes when we go out, she insists on wearing flip flops—that sort of thing. So maybe she *is* a typical middle child.

**PK:** And what about Violet, the "baby"? Is Violet a typical youngest?

**RJ:** Well, Violet is very independent. Maybe that's because when she was born her sister Emily was really still a baby herself. Violet needed to work to get attention. One way she does this is by being a clown. She's really funny . . . Just as an example: When she was six she got our attention by painting the dining room wall with her finger paints!

**PK:** Oh, no! Well, the theory says the youngest child is the most creative! . . . So thank you so much, Rose, for your fascinating perspective on how your children's birth order affected their development. Let's check back in a few years to see if they've changed as they get older.



**B** UNDERSTAND FROM CONTEXT | **Complete each statement with the correct word from the list.**

1 People who always think they should do better are *self-critical*.
2 A person who isn't the first, the only, or the youngest child is the *middle* child.
3 Another name for the youngest child is the *baby*.
4 A person who is unhappy because others have more or better things than she or he does is *jealous* of them.
5 People who don't do what others expect or want them to do are called *rebels*.
6 People who are funny and can make others laugh are often called *clowns*.

baby
jealous
rebels
clowns
self-critical
middle

# LESSON 3 Discuss differences among siblings

## A READING

Suggested time: 10 minutes | Your time:

- Read the lesson title and write it on the board. Ask, *What is a* sibling*?* (a brother or sister) Ask, *Are you similar to or different from your siblings? Can you give an example?* Ask several volunteers to respond.
- Have Ss look at the picture. Ask, *What do you see?* (a family getting ready to eat a meal)
- Then read the title of the article. Elicit the meaning of *determine*. (to decide or influence something) Have Ss work in pairs to answer the question in the directions about whether they are a first, middle, youngest, or only child.
- Have Ss listen to the article and read along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Ask, *Does Rose Jackson think birth order determines the personality of her three children?* (yes)

**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**

- When there is just one child in a family, that child is referred to as an *only child*.
- Make Ss aware that a *middle child* can be the middle of three, or any other child in the family who's not the first or the last.

**CHALLENGE** (+5 minutes) In pairs or small groups, have Ss discuss whether they agree or disagree with the statement *Birth order determines personality.* They should include reasons. As Ss work, write on the board:
*Birth order determines personality.*
*Birth order does not determine personality.*
Bring the class together and call on volunteers to share opinions. Ask for volunteers to give examples from their own families. Tally the number of Ss who agree with each statement on the board.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- To model the activity, do item 1 as a class. Read the sentence and elicit the correct answer. (self-critical) Ask, *Where is the information in the article?* (Rose Jackson's first answer in the interview)
- Have Ss work in pairs to complete the exercise.
- Bring the class together and go over the answers. Ask Ss to identify where in the article they found the information.

**TEACHING TIP** Ss can also complete the exercise by scanning the text for the words in the list. Remind Ss that 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 B), numbers, facts, or other information. The point is not to read, but rather to look for specific information. Reading techniques like scanning can save a reader time.

## C IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Do the first item as a class. Have Ss look at the article to find what Rose says about Grace. Ask, *Is the statement in item 1 true or false?* (false) Say, *Read the quote to see how you can support your answer with information from the text.*
- 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 statements to help them find the answers.
- Have Ss go over answers in pairs.
- Bring the class together and have volunteers share answers. For each answer, ask, *Where did you find that information?*

**EXTENSION** (+5 minutes) Ask Ss to make the false statements true. (1. Grace does not always feel successful. She can be self-critical. 2. The birth order theory suggested that first children tended to be self-critical because their parents pushed them to succeed. 4. Emily was the baby of the family for only fourteen months.)

## D SUMMARIZE

Suggested time: 5 minutes | Your time:

- Have Ss complete the activity in pairs. Encourage them to begin their descriptions using the sentence structure in the example.
- Review answers as a class.

**Possible answer for Exercise D**

*Rose says she thinks Grace is self-critical because she was the first child and her parents gave her the message that she had to be good at everything.*
*Rose says she thinks Emily is a bit of a rebel because she is a middle child and is jealous of her sisters.*
*Rose says she thinks Violet is funny because she wants to get attention as the youngest child.*

# Communication Activator

## A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Ask Ss to describe what they see in the photos.
- Give Ss a minute to look at the checklist. Encourage them to underline any unknown vocabulary. Review the vocabulary with the class.
- Then say, *This is a questionnaire. It asks about your birth position in your family and your personality.* Read the items in the checklist.
- Ask Ss to complete it individually.

## B GROUP WORK

Suggested time: 5–10 minutes | Your time:

- On three pieces of paper, write *Group 1*, *Group 2*, and *Group 3*. Tape them to the wall around the classroom.
- Ask, *Who is a first child or only child? Raise your hand.* Ask these Ss to move near the Group 1 sign. Repeat for *middle children* and *youngest children*.
- Have Ss form groups of three with people from the same birth order group. Have them compare their checklists and discuss their personality traits.
- Ask, *What did you learn about your group?* Have groups report their findings to the whole class.

**OPTION** (+5 minutes) To extend the activity, ask, *Which child do you think has the most difficult place in the birth order? Why?*

## C DISCUSSION

Suggested time: 5–10 minutes | Your time:

- To begin, ask, *What traits did the first or only children have? Did they have similar personalities?*
- Have groups discuss how birth order can affect a person's personality. Tell Ss they can talk about items in the **Ideas** box or think of additional things that can affect personality.
- Invite Ss to read the **Optional** box. Have Ss write their examples on the board. For example: *You know what they say about . . .*
- Allow Ss to discuss in groups or lead a class discussion. Make sure all Ss have an opportunity to share their ideas on birth order and personality.

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

- ✓ expressing their opinion about how birth order affects personality
- ✓ supporting their views with examples
- ✓ using language from the Reading text

**EXTENSION** (+10 minutes) Write on the board: *Do you agree with the idea that first children are often the most successful?* Have Ss work in pairs. Then have pairs share ideas with the class. Ask follow-up questions such as *What does a person have to do to achieve success in life? Do you know any very successful middle or youngest children? If yes, what do you think influenced their success?*

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Do you share any personality traits with your siblings?* Have Ss write a few sentences. Collect 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** **IDENTIFY SUPPORTING DETAILS** | **Read the following statements. Write T (true) or F (false). Then, with a partner, support your answer with information from the text.**

F 1 Grace always feels successful.
F 2 The birth order theory suggested that first children tended to be self-critical because of their parents' success.
T 3 Grace's parents took her to a lot of classes when she was very young.
F 4 Emily was the baby of the family for a long time.
T 5 Rose thinks Emily is a rebel because she was jealous of the attention her siblings got.
T 6 Violet gets attention by making everyone laugh.

> "Rose says, 'Even when she succeeds, she thinks she could do more.'"

**D** **SUMMARIZE** | **With a partner, describe the personality of each of Rose's children and explain what she thinks affected their development.**

> "Rose says she thinks Grace is self-critical because . . ."

*See page T9 for a possible answer.*

## COMMUNICATION ACTIVATOR

**Now let's discuss the differences among siblings.**

**A** **TALKING POINTS** | **Complete the checklist for yourself.**

**1 What's your birth position in your family?**

- ☐ I'm the first child or the only child in the family.
- ☐ I'm a middle child.
- ☐ I'm the "baby."

**2 What are your personality traits? (Check all that are true.)**

- ☐ I'm self-critical. I always feel I should do better.
- ☐ I'm a rebel.
- ☐ I'm popular. I have a lot of friends.
- ☐ I feel less important than my older or younger siblings.
- ☐ I'm an introvert and tend to keep to myself.
- ☐ I'm hard-working and play by the rules.
- ☐ I'm pretty independent.
- ☐ I'm an extrovert, and I love to interact with others.
- ☐ I love to clown around and make people laugh.
- ☐ I'm creative.
- ☐ I often feel jealous of my siblings.





**B** **GROUP WORK** | **Form groups of three, according to your birth positions. Compare your checklists with other members of your group. Do you share the same personality traits? Report your findings to the class.**

**Group 1** first or only children **Group 2** middle children **Group 3** youngest children

**C** **DISCUSSION** | **Talk about how you think birth order can affect the development of a person's personality, according to your experience.**

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion. Example: "You know what they say about . . . "

**Ideas**

- Your parents' or siblings' behavior
- The atmosphere at home or at school

# 4 COMMUNICATION GOAL Discuss friendship

**A** VOCABULARY | Kinds of friends | Read and listen. Then listen again and repeat.

**AN ACQUAINTANCE**
**A person you know but don't know well**
Rand is **an acquaintance** from my company, but I'm getting to know him better and I think we're becoming friends.

**A CLOSE FRIEND**
**A friend you can talk about anything with—especially things you don't talk about with others**
Mary has a lot of friends, but only two really **close friends**—Natalie and Kate.

**A BEST FRIEND**
**A person who is your closest friend**
Tom and Andy are **best friends**. They do almost everything together.

**A FAIR-WEATHER FRIEND**
**A person who likes to be with you when things are going well, but who stays away when you have problems**
Kim is just **a fair-weather friend**. I can't trust her to help me out when things are bad.

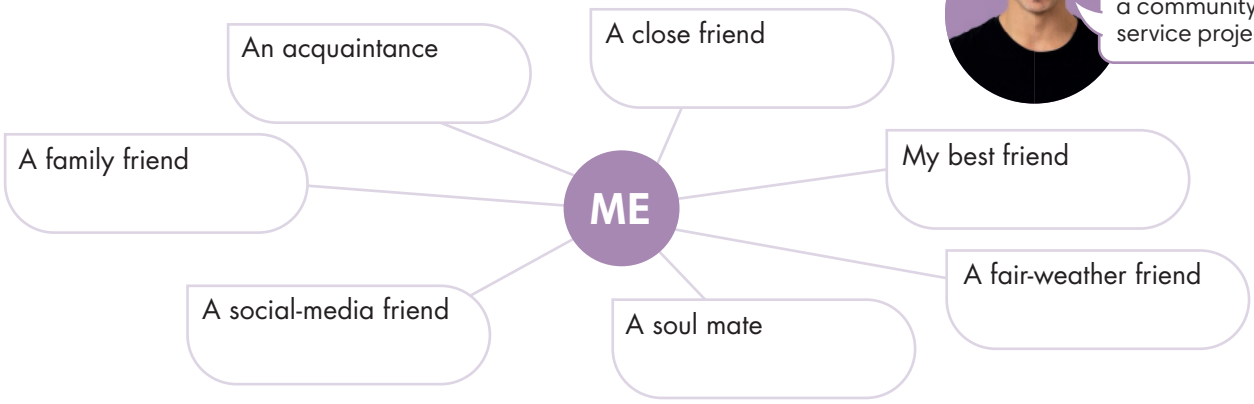
**A SOUL MATE**
**A special person—such as a spouse, a boyfriend or girlfriend—who shares almost all your beliefs, values, and tastes and who understands your every thought, sometimes even before you state it**
He's my **soul mate**. Sometimes I don't even have to say what I'm thinking and he already knows what I'm thinking.

**A SOCIAL-MEDIA FRIEND**
**A person in your online social network who you don't often interact with face to face**
I have more than 500 **social-media friends**. Some of them are my real friends, but there are some I don't even know!

**A FAMILY FRIEND**
**A person you know because he or she is a friend of your parents or siblings**
Blanche is **a family friend**. She's much older than I am, and even though she's not a relative, my sister and I always call her "Aunt Blanche."

**B** PAIR WORK | Complete the chart with names of your friends, or write none. Then, with a partner, describe each of your friends and say how you met.




**C** LISTEN FOR DETAILS | Read the statements. Then listen and check True or False for each statement.

| | | True | False |
|---|---|---|---|
| 1 | Claire and Todd are in Los Angeles. | ☐ | ☑ |
| 2 | Todd's sister, Emma, is getting engaged. | ☑ | ☐ |
| 3 | Leo is Emma's fiancé. | ☐ | ☑ |
| 4 | Emma and Todd's parents didn't know about Emma's plans. | ☑ | ☐ |
| 5 | Todd is certain he told Leo not to tell anyone about Emma's plans. | ☐ | ☑ |
| 6 | Todd apologized to Emma. | ☑ | ☐ |
| 7 | Leo apologized to Todd. | ☐ | ☑ |

# LESSON 4 Discuss friendship

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the definitions and examples of kinds of friends.
- Play the audio for Ss to follow along. Then have them listen again and repeat.
- Ask, *Do you have similar words for kinds of friends in your first language?*

**LANGUAGE AND CULTURE** When discussing social-media friends, it's common to use the name of the actual social media. For example: *We're [Facebook / WhatsApp] friend*s.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the man's statement as an example.
- To model the activity, write on the board: *My best friend.* Have a higher-level S come up and write the name of her or his best friend and tell the class how they met.
- Have Ss work individually to complete the chart.
- In pairs, Ss discuss how they met each friend.

**TEACHING TIP** Tell Ss they can use some of the adjectives in the checklist in Exercise A on page 9.

## C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the statements. Say, *We will listen to a conversation between two friends, Claire and Todd.*
- Pause the audio after *It was going to be a big surprise.* Ask:
  *Why is Todd upset?* (because he told his friend a secret he wasn't supposed to)
  *Who is mad at him?* (his sister, Emma)
- Play the rest of the audio. Ask, *What happened?* (Emma told Todd a secret. Todd told Leo. Leo told his sister Anne. Anne congratulated Emma. Emma was mad at Todd.)
- Have Ss mark whether the statements are true or false. Then replay the whole audio to let Ss check their answers.
- Go over the answers as a class. Call on individual Ss to read their answers. Replay sections of the interviews if appropriate.

**OPTION** (+5 minutes) Have Ss rewrite the false sentences to make them true. (1. Todd is in Los Angeles but Claire is not in Los Angeles. 3. Leo is Todd's best friend. 5. Todd is not certain he told Leo not to tell anyone about Emma's plans. 7. Leo didn't apologize to Todd.)

## D UNDERSTAND FROM CONTEXT

Suggested time: 7–10 minutes | Your time:

- Have Ss read the sentences before listening.
- Then play the audio. Have Ss work individually to complete the sentences by circling the correct words.
- Have Ss check answers with a partner.
- Bring the class together and go over the answers.

## E LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- Have Ss work in pairs to summarize what happened. They should use the words from the box and the vocabulary from Exercise A.
- To review, have each pair join another pair and share their summary. Do both pairs agree on what happened? Play the audio from Exercise C again if appropriate.
- As a class, discuss what happened and what mistakes Todd made.

# Communication Activator

## A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss read the quotations about friendship. Explain that *take a year* means to require one year in time.
- Have Ss check the quotations they agree with.

**LANGUAGE AND CULTURE**

- Ethel Barrymore was an American actress. Her quotation refers to making sure that your friends are people who will always be there for you, not fair-weather friends.
- Euripides was a playwright in ancient Greece. His quotation also refers to true friends versus fair-weather friends.

**EXTENSION** (+5 minutes) Ask Ss to explain what a proverb is. (a short well-known statement that gives advice or expresses something that is generally true) Ask them to think of proverbs about friendship from their own culture or country that they are familiar with and translate them into English. Have Ss share in small groups.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Point to the photo of the two men. Read their conversation with a higher-level S.
- Have Ss work in pairs to discuss one or more of the quotations. They should give reasons for why they agree or disagree with the quotation and provide examples.

## C DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the sentences in the **Recycle This Language** box. Have Ss discuss different kinds of friends using the vocabulary on page 10 and examples from their own lives.

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

- ✓ discussing different types of friends and friendships
- ✓ talking about their personal experiences with friends
- ✓ using vocabulary and phrases from the **Recycle This Language** box

## WRITING

Suggested time: 8 minutes | Your time:

- Have Ss decide who they will write about. They can write about a real person or someone from their imagination.
- Direct Ss' attention to the writing sample. Tell them this is one way they can start their paragraphs. Brainstorm a few other intro sentences with the class.
- Walk around and assist as Ss write their short descriptions.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap descriptions with a partner and offer each other feedback.

**WRITING HANDBOOK** (optional, page T143)

**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** (+4 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Who do you like to put your head together with to figure things out? Why?* Tell Ss to write a few sentences. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice in later lessons.

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

**D** UNDERSTAND FROM CONTEXT | **Listen again. Circle the words the speakers use in the conversation to complete each sentence.**

1 Information that you have to keep to yourself and not share with others is (a secret / a betrayal).
2 If someone tells you something (in confidence / in friendship), you should keep it to yourself and not tell others.
3 If you believe that a person will not do anything bad to you, you (betray / trust) that person.
4 If you "find out" something, you learn about something you (already knew / didn't yet know).

**E** LISTEN TO SUMMARIZE | **With a partner, summarize what happened to Todd. Use words from the box and the Vocabulary from Exercise A. Listen again if necessary.**

private information | a secret | trust | betray | find out

## COMMUNICATION ACTIVATOR

# Now let's discuss friendship.

**A** TALKING POINTS | **Read the quotations about friendship. Check the ones that you agree with.**

"It takes a year to make a friend, but you can lose one in an hour."
**– Chinese proverb**

"A friend is someone who understands your past, believes in your future, and accepts you just the way you are."
**– Unknown**

"The best time to make friends is before you need them."
**– Ethel Barrymore**

"Friends show their love in times of trouble, not in happiness."
**– Euripides**

"If you want to go fast, go alone. If you want to go far, go together."
**– African proverb**

**B** PAIR WORK | **Discuss one or more of the quotations. Explain why you agree or disagree with them. Provide examples to support your opinion.**

**C** DISCUSSION | **What is a friend? Discuss different kinds of friends and what they mean to you. Use the Vocabulary and personal examples.**

SOFT SKILLS BOOSTER p. 153

**RECYCLE THIS LANGUAGE**

I thank my lucky stars for [him / her / them].
I don't know what I'd do without [him / her / them].
We get along really well.
We love to put our heads together to figure things out.
He / She always cheers me up.
We have a lot in common.




**WRITING** Write a paragraph about a good friend or a soul mate. Explain why your friend is important to you.

*Erica is my soul mate. When I'm feeling blue, she . . .*

WRITING HANDBOOK p. 143
- Parallel structure
- Guidance for this writing exercise

# TWENTY-ONE

- Work with a partner. Put two coins on START. Flip another coin to decide who goes first. Then flip that coin again to move. Heads = move 1 square. Tails = move 2.
- When you land on a square, you have 15 seconds to ask a question using the verb in the square and one of the activities in the center of the board. Your partner has 15 seconds to answer. Be careful! You have to use gerunds and infinitives correctly.
- You get one point for a correct question and one point for a correct answer. When you both reach finish, the student with the most points wins.

**My scorecard** TOTAL

**My partner's scorecard** TOTAL

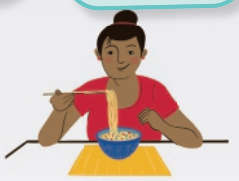
START

quit | would like | begin | feel like | seem

FINISH

can't stand | like | practice | hate | try | need | dislike | want | start | learn | avoid | love | discuss | don't mind | enjoy | decide













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

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Get to know someone.
- ☐ Cheer up a friend.
- ☐ Discuss differences among siblings.
- ☐ Discuss friendship.

## *Interactive Cool Down*

### TWENTY-ONE

Suggested time: 30–45 minutes | Your time:

- Put Ss in pairs. Tell them each to find a coin (or small object) to use as a game piece. They will use another coin to decide how many spaces to move.
- Read the game directions.
- Model the activity with a higher-level S. Flip the coin and move two spaces.
  *A: Would you like to go to the movies?* (would like)
  *B: Sure! I love going to the movies.*
- Walk around as Ss speak and fill in information. Assist as needed.

**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 review 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 two pages of 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 Sharing Life Experiences

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about greetings and tourist activities and read an illustrated conversation modeling the social language of meeting and greeting others. | |
| LESSON 1<br>**Catch up with an old friend** | ***Grammar*** | The simple past tense and the present perfect |
| | ***Pronunciation*** | Sound reduction in the present perfect |
| LESSON 2<br>**Suggest tourist activities** | ***Grammar*** | The present perfect: Indefinite time in the past (*ever, before, yet, already, never*) |
| LESSON 3<br>**Describe greeting customs** | ***Reading skills*** | Recognize main idea; Identify supporting details |
| LESSON 4<br>**Talk about a memorable experience** | ***Vocabulary*** | Participial adjectives |
| | ***Listening skills*** | Listen to classify; Listen to summarize |
| | ***Writing*** | Write about a memorable experience |
| INTERACTIVE COOL DOWN | *Mixer* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question. Give Ss a few minutes to look at the photos. Point to the man on the upper right and read his statement aloud as a model for Ss.
- Read each way to greet people. Then ask, *Or do you greet people in some other way?* Elicit ideas from Ss and write them on the board. For example:
  *In my country, we usually nod.*
  *We usually nod, but when I'm with people from other countries, I sometimes smile and wave.*
- Play the audio. Have Ss listen and repeat.
- In pairs, have Ss compare the ways they greet people.

**LANGUAGE AND CULTURE** Customs vary from culture to culture. In Japan, business cards are presented to another person with two hands to show respect. In English-speaking countries, hugging or kissing is reserved for friends or close associates. In some cultures, asking about a person's age or salary is acceptable; in English-speaking countries, asking about age or salary can be considered rude.

UNIT 2

# Sharing Life Experiences

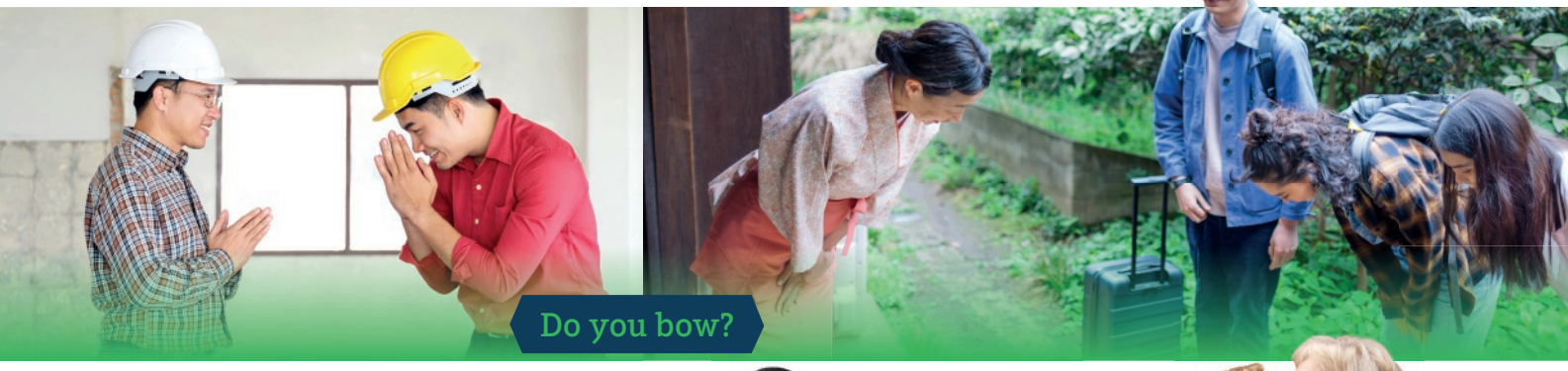


We usually bow, but when I greet people from other countries, I sometimes shake hands.

## *Warm-Up*

**How do you usually greet people?**

PRONUNCIATION | Listen and repeat.













**Or do you greet people in some other way?**

UNIT 2 COMMUNICATION GOALS

**Lesson 1**
Catch up with an old friend

**Lesson 2**
Suggest tourist activities

**Lesson 3**
Describe greeting customs

**Lesson 4**
Talk about a memorable experience

## Topic Warm-Up

**A** TOURIST ACTIVITIES | Take the survey.

**If you could travel the world, what would you like to do the most?**

**Rate your top three choices on a scale of 1 to 3, with 1 being your first choice.**

Take a tour of London




Climb Mount Fuji in Japan

Go sightseeing in New York



Walk along the Great Wall of China



Try Greek food in Greece



Go to the top of a skyscraper like the Burj Khalifa Tower in Dubai



Ride the famous cable car in Bogotá, Colombia





Take pictures of the Great Pyramid of Giza in Egypt

**B** VOCABULARY | Tourist activities | Listen and repeat.

**C** PAIR WORK | Compare and explain your choices in the survey. Are there some things you would NOT like to do? Use the adjectives.

| | | | |
|---|---|---|---|
| awesome | exciting | relaxing | scenic |
| boring | interesting | scary | terrific |

I'd really like to ride that cable car! It looks like a lot of fun.

I don't know . . . It looks kind of scary to me!

# Topic Warm-Up

## A TOURIST ACTIVITIES

Suggested time: 10–15 minutes | Your time:

- Give Ss a few minutes to look at the survey. Ask, *What is the survey about?* (tourist activities in different countries) Read the question and directions at the top of the survey.
- Tell Ss to look at the photos. Read each tourist activity.
- Have Ss rate their top three choices by numbering them 1, 2, and 3.
- Bring the class together and call on volunteers to share comments.

**LANGUAGE AND CULTURE**

- Mount Fuji is located on the island of Honshu in Japan. It is the highest mountain in Japan at 3,776 meters (12,388 feet) high. It takes about seven hours to climb. Mount Fuji is still considered an active volcano. It last erupted in 1707.
- The Great Wall of China is 21,196 kilometers (13,171 miles) long. The most well-known sections were built during the Ming Dynasty (1368–1644).
- The Great Pyramid of Giza is the oldest and largest of the three pyramids at Giza outside Cairo. Built between 2575 and 2465 BCE, it is the oldest of the Seven Wonders of the Ancient World. It is also the only one that survived to the present day.
- Burj Khalifa Tower is located in Dubai, in the United Arab Emirates. It is 828 meters (2,717 feet) high and is currently the tallest building in the world. It took six years to build.
- The cable car in Bogotá, Colombia was completed in 1955 and goes up the mountain of Cerro de Monserrate in downtown Bogotá. The Church of Monserrate, which is located at the top of the mountain, is also a popular tourist attraction.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity by reading the example conversation with a higher-level S.
- Review the adjectives in the box. Say each one and have Ss repeat. Clarify the meanings if necessary.
- In pairs, Ss compare their survey choices using the adjectives.

**OPTION** (+5 minutes) Say each tourist activity. After each one, ask Ss to raise their hands if this was their first choice. Ask Ss who have the same first choice to pair up and talk about why it's their first choice.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *How many people do you see?* (three)
  *Where are they?* (in a hotel, in an elevator)
  *What do you think they are doing?* (They are leaving the hotel.)
- Point to the information about accents on the upper right. Ask, *Who in the conversation has a Mandarin Chinese accent?* (Ping) *Who has a Spanish accent?* (Marta)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *Does Marta live in the U.S.?* (No, she lives in Ecuador.)
  *Who is Ping's husband?* (Li)
  *Does Li introduce himself?* (No, he doesn't speak English.)

**OPTION** (+5 minutes) Have pairs read the conversation aloud twice. Each S should read both parts.

**LANGUAGE AND CULTURE**

- When Ping says *Could you hit ground floor, please?* she's asking Marta to press the elevator button for the ground floor.
- In the United Kingdom (U.K.), the *ground floor* is at street level, with the floor above it called the *first floor.* In American English, the floor at street level is often called the *first floor* but can also be called the *ground floor* (or *level*), *lobby*, or *main floor.*
- Ping says *I'm sorry* because she's breaking a convention in which people don't normally start conversations with strangers in an elevator.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do the first item together as a class. Read the statement and elicit the correct answer.
- Say, *In number 3, the word* mind *in "If you don't mind my asking" means to feel unhappy or angry about something. Ping answers "Not at all" to this.*
- Have Ss work in pairs to complete the exercise.
- Go over the answers with the class.

## C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Tell Ss to make notes as they think about and answer the questions. Remind them not to just say yes or no for any of the questions, as the directions ask for an explanation of the answer.
- Go over the answers with the class.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Give Ss a few minutes to read the language in the **Use this language** list. Explain the items as needed.
- Model the activity with a higher-level S. Read the woman's statement and question and have the S continue the conversation.
- Have Ss work in pairs to role-play conversations. Walk around and help as needed.
- Invite several pairs to role-play their conversation for the class.

## Language Warm-Up

**A** ZOOM-IN | **Read and listen to a conversation in a hotel. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Ping** = Mandarin Chinese
**Marta** = Spanish







**Ping:** Hold the elevator! . . . Could you hit ground floor, please?

**Marta:** Sure. No problem.

**Ping:** I'm sorry . . . but you look familiar. Have we met somewhere before?

**Marta:** I don't *think* so.

**Ping:** I know . . . yesterday! We didn't actually meet, but you and your family were on the tour at the art museum, right?

**Marta:** As a matter of fact, we were!

**Ping:** So were we!

**Marta:** Oh, now I recognize you!

**Ping:** By the way, my name is Ping. And this is my husband, Li. He doesn't speak English.

**Marta:** Nice to meet you both! I'm Marta, from Ecuador. . . . Where are you from, if you don't mind my asking?

**Ping:** Not at all. We're from Beijing.

**Marta:** Really? I've always wanted to go there!

**Ping:** Well, if you do, please let me know. I'd love to show you around! Here's my card.

**Marta:** Thanks! That's so nice of you!

**Ping:** My pleasure. Actually, we're going to the airport *now*.

**Marta:** Well, I'll text you my contact info. If you're ever in Ecuador, please look me up.

**Ping:** Thanks so much!

**Marta:** Don't mention it! And have a safe flight.

**B** UNDERSTAND FROM CONTEXT | **Complete each statement, based on the conversation.**

1 When Ping says "you look familiar," she means she thinks ...a...
   **a** she knows Marta from somewhere **b** Marta is famous
2 When Marta says, "I recognize you," she means ...b...
   **a** she's happy to meet Ping **b** she remembers meeting Ping
3 When Marta says, "If you don't mind my asking," she means ...a...
   **a** "Is it OK to ask you?" **b** "I'm going to ask you"
4 When Ping says, "I'd love to show you around," she means she wants to ...b...
   **a** visit Ecuador **b** take Marta on a tour
5 When Marta says, "Look me up," she means Ping should ...a...
   **a** contact her **b** think of her

**Answers for Exercise C**
*Answers will vary. Possible answers include:*
1. *Marta was on the same tour as Ping at the art museum the day before.*
2. *Yes, she does: She doesn't remember Ping at first, but when Ping mentions the tour she does.*
3. *Yes, she would.*
4. *They're going to the airport.*

**C** THINK AND EXPLAIN | **Answer the questions about the conversation in Zoom-In. Explain your answers.**

1 Why does Ping think Marta looks familiar?
2 Does Marta remember meeting Ping and her husband on the tour?
3 Would Ping like Marta to visit her hometown?
4 Where are Ping and her husband going right now?

**SPEAKING** PAIR WORK | **Role-play a conversation similar to the one in Zoom-In. Use the featured language and ideas from Zoom-In and start like this:**




**Use this language**
- As a matter of fact, .....
- Now I recognize you!
- By the way, . . .
- If you don't mind my asking, .....?
- Here's my card.
- I'd love to show you around!
- Please look me up.

# 1 COMMUNICATION GOAL Catch up with an old friend




## A GRAMMAR | The simple past tense and the present perfect

### The simple past tense

**Use the simple past tense to describe an action that took place at a definite or specific time in the past.**

Hana and I **met** at Carla's Café last Sunday. We **had** lunch and **ate** lots of great food. (= actions occurred at a definite time in the past: last Sunday)

### The present perfect

**Use the present perfect to describe an action that took place at an indefinite or unspecific time in the past.**

Hana and I **have met** at Carla's Café many times. We'**ve had lunch** and **eaten** lots of great food. (= actions occurred at some time in the past—exactly when is not important)

**Form the present perfect with have / haven't or has / hasn't + a past participle**

**Statements**

They'**ve called** a few times.
We **haven't met** them.
She'**s gone** to the airport.
He **hasn't left** the office.

**Questions**

**Have** they **called**? (Yes, they have. / No, they haven't.)
**Has** she **gone** to the airport? (Yes, she has. / No, she hasn't.)

**Contractions**

**'ve met** = have met
**haven't met** = have not met
**'s met** = has met
**hasn't met** = has not met

**Be careful!**

Yes, he has. NOT Yes, ~~he's~~.

### Past participles

For regular verbs, the past participle is the same as the simple past tense form:

**Regular verbs**

walk → walk**ed** try → tr**ied**

**Irregular verbs**

| base form | simple past | past participle |
|---|---|---|
| be | was / were | **been** |
| come | came | **come** |
| do | did | **done** |
| eat | ate | **eaten** |
| go | went | **gone** |
| have | had | **had** |
| leave | left | **left** |
| make | made | **made** |
| meet | met | **met** |
| ride | rode | **ridden** |
| see | saw | **seen** |
| speak | spoke | **spoken** |
| take | took | **taken** |
| write | wrote | **written** |

For more irregular verb forms, see page 123.

**GRAMMAR EXPANDER** p. 127
The simple past tense and the present perfect: more on meaning and use

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

## C GRAMMAR PRACTICE | Complete the questions and short answers, using the present perfect.

1 **A:** *Have you met our new teacher* ? (you / meet / our new teacher)
**B:** No, *I haven't. / No, we haven't* .

2 **A:** *Have you seen Stella's photos from her cruise* ? (you / see / Stella's photos from her cruise)
**B:** Yes, *I have. / Yes, we have* .

3 **A:** *Have your brothers ridden on their new motorcycles* ? (your brothers / ride / on their new motorcycles)
**B:** No, *they haven't* .

4 **A:** *Have you and your wife tried the new Greek restaurant* ? (you and your wife / try / the new Greek restaurant)
**B:** Yes, *we have* .

5 **A:** *Have your parents gone on vacation this year* ? (your parents / go / on vacation this year)
**B:** Yes, *they have* .

6 **A:** *Has Rick told you about his trip to Japan* ? (Rick / tell / you about his trip to Japan)
**B:** No, *he hasn't* .

## D PAIR WORK | Practice the conversations from Exercise C.

## E PRONUNCIATION | Sound reduction in the present perfect | Listen to how the sound /t/ in negative contractions "disappears" in natural speech. Then listen again and repeat.

1 I haven't been to that class.
2 He hasn't met his new teacher.
3 They haven't taken the test.
4 She hasn't heard the news.

# LESSON 1 Catch up with an old friend

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the photo and model the conversation with a higher-level S.
- To introduce the grammar, write on the board:
  1. *They <u>have met</u> many times.*
  2. *They <u>met</u> yesterday.*

  Ask:
  *Which sentence mentions a specific time in the past?* (sentence 2: yesterday)
  *What is the verb in sentence 2?* (met)
  *What tense is the verb in sentence 2?* (simple past tense)
- Read the underlined verb in the first sentence on the board. Then write *present perfect* above it. Explain that this sentence uses the present perfect tense because it does not mention a specific time in the past. We don't know exactly when they met.
- Read the rules and examples in the grammar chart. Make sure Ss understand the difference between specific and unspecific times.
- Direct Ss' attention to the **Past participles** list. Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Remind Ss to form the simple past tense of regular verbs by adding *-ed* to the base form. The past participle of regular verbs is the same as the simple past tense form.
- The simple past tense of irregular verbs is not formed by adding *-ed*. The forms vary. The past participle of irregular verbs may be the same as or different from the simple past tense form.
- Check Ss' understanding of the **Be careful!** note by asking, *Can we use contractions when we give short positive answers?* (no)
- Point out the contractions in all the example statements and ask Ss to give the full form for each. (we've: we have; they've: they have; haven't: have not; 's gone: has gone; hasn't: has not)

**OPTION** (+5 minutes) Present more pairs of sentences and ask if the time is specific or unspecific. For example, write on the board: *I've read that book. I read that book last week.* Ask, *Is the first sentence specific?* (No. It means at some time in the past.) *What about the second sentence?* (Yes, it's specific because it uses *last week*.)

**GRAMMAR EXPANDER** (optional, page T127)

## B PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Monitor as Ss listen and repeat.

## C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Have Ss do the exercise individually.
- Remind Ss to capitalize the first letter of a word when it is at the beginning of a sentence.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed.

## D PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Monitor as Ss practice the conversations.
- Bring the class together and call on volunteers to role-play the conversations.

**EXTENSION** (+5 minutes) In pairs, have Ss take turns asking and answering the questions in the conversations. Tell Ss to change their answers to the opposite of what is in the book. If time allows, they can come up with new questions to ask and answer.

## E PRONUNCIATION

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the sentences that show reduction of the /t/ sound in negative contractions.
- Have Ss listen again and repeat.

## F GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- To help Ss identify which sentences require the simple past tense, tell them to circle the definite past time references. (this morning, A month ago, Last week, yesterday)
- Have Ss work individually to complete the social media post. Then have Ss compare answers in pairs. To be sure Ss notice the difference between definite and indefinite time, say, *Explain why you chose the simple past tense or the present perfect for each one.*
- Review answers with the class. Refer to the grammar chart on page 16 if needed.

**LANGUAGE AND CULTURE**

- In British English, the past forms of some words can be regular or irregular. For example, you can say *burned* or *burnt*, *learned* or *learnt*, *spelled* or *spelt*. The regular past forms of these words are always used in American English.
- The past participle of *get* is *got* in British English; in American English, the past participle of *get* is *gotten*.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model

- Use expressions like *It's been a long time!* and *Nice to see you again!* to greet someone you haven't seen for a while
- Catch up with someone by asking *So what have you been up to?*
- Politely end a conversation with *Listen, I've got to go*
- Indicate strong agreement with *Absolutely*

- To begin, ask, *What's happening in the picture?* (Two men are smiling and shaking hands.) *Is this a business or a social situation?* (social)
- After Ss read and listen to the conversation, make sure they understand the conversation strategies by asking comprehension questions. For example: *Have Cody and Daniel seen each other recently?* (no) *When Cody says "So what have you been up to?" is he asking about a specific event or time in the past?* (time in the past) *How does Daniel end the conversation?* (Listen, I've got to go.)
- Call Ss' attention to the **Social language** box. Explain that these expressions are mostly used with friends in informal situations.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Play the audio. Have Ss listen and repeat each line.
- Walk around as Ss role-play the conversation in pairs. Make sure that Ss are placing emphasis on the third syllable in *AbsoLUTely* and sounding enthusiastic.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss look back to the Warm-Up on page 13 for ways to greet people. Also refer them to the grammar chart on page 16 and to the **Ideas** list.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Listen for correct pronunciation of the contracted forms. 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 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 phrases for greeting people
✓ using vocabulary for life events
✓ correctly using the present perfect tense

**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 blank sheets of paper. Write on the board: *Think of an old friend you haven't seen in a long time. What questions would you ask to catch up?* Have Ss write three questions. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

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

**F** **GRAMMAR PRACTICE** | **Complete the social media post with the present perfect when possible. When not possible, use the simple past tense. Use contractions.**



Name: Francine Harris
Status: single
Hometown: Toronto
Currently living in Rio de Janeiro, Brazil

Hi, everyone! How have you been? I *'ve been* (1 be) very busy since I moved to Rio, and I *haven't had* (2 not / have) much time to post. So, when I woke up this morning, I *decided* (3 decide) to post something new. Let me tell you what I *'ve been* (4 be) up to. A month ago, I *started* (5 start) my new job in my company's Rio office, and I love it. I *'ve met* (6 meet) a lot of very nice people in the office. Last week, I *moved* (7 move) into my new apartment, and now I can actually walk to work every day. I *'ve fallen* (8 fall) in love with my neighborhood and my beautiful kitchen. I *haven't used* (9 not / use) the new stove, but yesterday I *called* (10 call) my new colleague and friend Fernanda and *invited* (11 invite) her for dinner this weekend. This is my big chance to use the stove and practice my Portuguese! So that's my story. Let me know what you're all up to!

## COMMUNICATION ACTIVATOR

### Now let's catch up with an old friend.



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

**A:** Daniel! It's been a long time! How have you been?
**B:** Cody! Nice to see you again! I've been fine, thanks. And you?
**A:** Not bad. So what have you been up to?
**B:** Actually, I've been on vacation. I took a cruise. What about you?
**A:** Me? I've been pretty busy. I just started a new job this week.
**B:** That's great! Listen, I've got to go. But I'd love to catch up some time.
**A:** Absolutely. Let's get together soon.

**Social language**
**When you haven't seen someone recently, say . . .**

| | |
|---|---|
| It's been a long time! | Nice to see you again! |
| It's been too long! | Great to see you again! |
| It's been months / years! | So glad to see you again! |

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

**C** **CONVERSATION PAIR WORK** | **Role-play a conversation between two friends who haven't seen each other recently. Then change roles.**

**A:** ……! It's been ……! How have you been?
**B:** ……! ……. I've been fine, thanks. And you?
**A:** ……. So what have you been up to?
**B:** Actually, ……. What about you?
**A:** Me? …….
**B:** ……! Listen, I've got to go. But I'd love to catch up some time.
**A:** ……. Let's get together …….

**Ideas**
You've gotten [engaged].
You've [changed careers].
You've [moved].
Nothing has changed.

**KEEP TALKING!** ●●●

**Ask more questions about what your partner has been up to.**
Did you [have a good time]?
Where did you [go]?
Where did you meet [your fiancée]?

**Provide more details.**
We got married [two weeks ago]!
I went to [Hawaii].

Watch the video for ideas!

**D** **CHANGE PARTNERS** | **Role-play the conversation again.**

# 2 COMMUNICATION GOAL Suggest tourist activities

COACH

## A GRAMMAR | The present perfect: Indefinite time in the past (ever, before, yet, already, never)

**Questions**

**Use ever to ask whether something has occurred at least one time in the past.**

**A:** Have you **ever** been on a cruise?
**B:** No, I haven't. Have you?

**Statements**

**Use never or not ever to indicate that something hasn't occurred at any time in the past.**

**A:** I've **never** tried Thai food. Have you?
**B:** No. I haven**'t ever** tried it.

**Use before to ask whether something is occurring for the first time.**

**A:** Welcome to Los Angeles! Have you been here **before**?
**B:** Yes, I have. This is my second time.

**Use before in affirmative or negative statements to indicate that something has occurred at some time in the past.**

**A:** I haven't been on a bumpy flight **before**. Have you?
**B:** No. But I've been on some pretty bumpy bus trips **before**.

**Use yet to ask whether something has occurred in the recent past.**

**A:** Welcome to Japan! Have you visited Kyoto **yet**?
**B:** Yes, I have. I was there two days ago.

**Use already in affirmative statements and yet in negative statements to indicate that something has (or hasn't) occurred in the recent past.**

We've **already** been to the top of the Empire State Building.
Uh-oh. We haven't bought tickets for the museum tour **yet**.

**Placement**

**Place ever, never, and already before the past participle. Before always comes at the end of a statement or question. Yet usually comes at the end of a negative statement.**

**GRAMMAR EXPANDER** p. 128
Indefinite time: common errors

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

## C LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations. Then listen again and complete the questions and short answers.

1 **Q:** *Has he gone to the top of Taipei 101 yet*? (yet / go to top of / Taipei 101)
**A:** *Yes*, he *has*.

2 **Q:** *Has he climbed the Pacaya Volcano yet*? (yet / climb / the Pacaya Volcano)
**A:** *Yes*, he *has*.

3 **Q:** *Has he gone sightseeing in Osaka before*? (before / go sightseeing / in Osaka)
**A:** *No*, he *hasn't*.

4 **Q:** *Has she taken a tour of the Galápagos Islands before*? (before / take a tour of / the Galápagos Islands)
**A:** *No*, she *hasn't*.

5 **Q:** *Has she already taken a picture of a camel*? (already / take a picture of / a camel)
**A:** *Yes*, she *has*.

6 **Q:** *Has she ever tried bulgogi*? (ever / try / bulgogi)
**A:** *No*, she *hasn't*.


Taipei 101 skyscraper • Taipei


Pacaya Volcano • Guatemala


Osaka Castle • Osaka, Japan


Galápagos Islands • Ecuador


A camel at the Great Pyramid • Cairo, Egypt


Korean bulgogi

# LESSON 2 Suggest tourist activities

## A GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Say, *We are going to learn words that show indefinite time in the past.*
- Read the rules for the questions and statements for *ever* and *never / not ever*. Tell Ss that *never* and *not ever* have the same meaning. Explain that you can use *never* or *not ever* but *never* is more common.
- Read the example conversations for *ever* and *never* with a higher-level S. Ask Ss to say where these time words are placed in a sentence.
- Repeat the two steps above for the *before* and for the *yet* and *already* sections of the chart.

**LANGUAGE AND CULTURE** In British English, the present perfect is used with a past action that has a result in the present; for example: *David has lost his keys.* In American English, the present perfect and the simple past are both used, but the simple past is more common; for example: *David lost his keys.*

**EXTENSION** (+5 minutes) Ask volunteers for additional questions with *yet*. Have Ss answer in the affirmative or negative; for example: *Have you seen [name of tourist site] yet?* (Yes, I have. / No, I haven't.)

**GRAMMAR EXPANDER** (optional, page T128)

## B PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for rising intonation in questions with *Have*.

## C LISTEN TO ACTIVATE GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the postcards from different countries.
- Have Ss circle the words for indefinite time in the past in each set of words. Tell Ss to look at the grammar chart for help.
- Play the audio and pause after the first item. Complete it with the class.
- Play the rest of the audio. Have Ss listen and complete the questions and answers.
- Go over the answers. Replay the audio if appropriate.

**OPTION** (+5 minutes) You can prompt a short discussion by asking about the places, for example: *What do you know about [Japan]? Which place would you like to visit? Have you been to similar places?*

**LANGUAGE AND CULTURE**

- Taipei 101 skyscraper in Taipei, Taiwan, is one of the tallest buildings in the world (508 meters; 1,667 feet).
- Pacaya is an active volcano located in Pacaya National Park, near Guatemala City and Antigua. It has been erupting regularly since 1961. It is a popular tourist destination.
- Osaka Castle, first built in 1585, is a famous historical landmark located in Osaka Castle Park, Japan. Many tourists visit it during the celebrations of cherry blossom season, called *hanami*.
- The Galápagos Islands in the Pacific Ocean are home to many unique marine animals: giant tortoises, birds, and iguanas. The Spanish word *galápago* means tortoise.
- See the Language and Culture note about the Great Pyramid on page T14.
- South Korea is known for its rich and varied cuisine. Traditional Korean meals include many side dishes called *banchan*. One of the best known Korean foods is kimchi.

## D PAIR WORK

Suggested time: 2–4 minutes | Your time:

- Have Ss practice the conversations in Exercise C in pairs.

**OPTION** The pairs can also practice the questions and answers using the pronouns *you* and *I* instead of *she* or *he*.

## E GRAMMAR PRACTICE

Suggested time: 6–8 minutes | Your time:

- Write an example on the board: *Have you been to [the Forbidden City] yet?*
- 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.

**LANGUAGE AND CULTURE** The Forbidden City is a historical site located in Beijing, China. It is a big complex of over 900 buildings, including several palaces which have served as residences for the Chinese emperors between the 15th and 20th centuries. Today, the palace complex is a renowned tourist attraction.

**EXTENSION** (+5 minutes) Tell pairs to ask each other their questions and respond with true information.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 6–8 minutes | Your time:

This conversation strategy is included in the model

▸ If you're worried that a question might not be polite, say, *I hope you don't mind my asking, but . . .*

- Ask, *What do you see in the pictures?* (two men shaking hands; a busy city corner)
- Say, *Find two questions in the present perfect in the conversation.* (Have you been here before? Have you gone shopping in the Ginza yet?)
- Play the audio.
- Call Ss' attention to the **Social language** box and read the information.

**LANGUAGE AND CULTURE** The Ginza is Tokyo's most famous shopping and entertainment district.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Play the audio. Have Ss listen and repeat each line. Make sure Ss are
  - using falling intonation for the information question . . . *where are you from?*
  - using rising intonation for the *yes / no* questions
  - placing stress on *awesome* to show enthusiasm
- Monitor as Ss role-play the conversation in pairs.

## C TALKING POINTS

Suggested time: 5–7 minutes | Your time:

- Ask a higher-level S to read the sample activity and description.
- Tell Ss to write their activities and descriptions on the notepad. Walk around and help as needed.

## D CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- As pairs practice their conversations, walk around the room and monitor their use of the present perfect tense as well as stress and intonation. Encourage Ss to refer to their notepads for ideas to continue the conversation.
- 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.

## E 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 D and E, monitor their conversations to determine if they are

✓ using the present perfect and indefinite time words correctly

✓ using vocabulary for activities and descriptions

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Think of tourist activities that you would like to do in other countries. List 2–3 places and activities.* Collect 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.

**D** PAIR WORK | Practice the conversations from Exercise C.

**E** GRAMMAR PRACTICE | Write five questions you could ask a visitor to your city or country about local tourist activities. Use yet, ever, and before.

1 .....
2 .....
3 .....
4 .....
5 .....

## COMMUNICATION ACTIVATOR

# Now let's suggest tourist activities.




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

**A:** I hope you don't mind my asking, but where are you from?
**B:** Me? I'm from Brazil.
**A:** Welcome to Tokyo! Have you been here before?
**B:** Actually, it's my first time. I arrived last Tuesday.
**A:** Have you gone shopping in the Ginza yet?
**B:** No, I haven't.
**A:** Well, it's awesome. You should go.
**B:** Thanks for the suggestion!

**Social language**
**If you're worried that a question may not be polite, say "I hope you don't mind my asking, but . . . "**

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

**C** TALKING POINTS | On the notepad, write five tourist activities in your city or country. Use the Vocabulary from Topic Warm-Up on page 14 and other ideas.

| Activity | Description |
|---|---|
| take a tour of the National Museum | It's really interesting! |

| Activity | Description |
|---|---|
| | |

**D** CONVERSATION PAIR WORK | Role-play the conversation, suggesting activities from your Talking Points to a visitor to your city or country. Then change roles.

**A:** I hope you don't mind my asking, but where are you from?
**B:** Me? I'm from .....
**A:** Welcome to .....! Have you been here before?
**B:** Actually, .....
**A:** Have you .....? . . .

**KEEP TALKING!**
- Ask about other tourist activities and places to visit.
- Make other suggestions.

Watch the video for ideas!

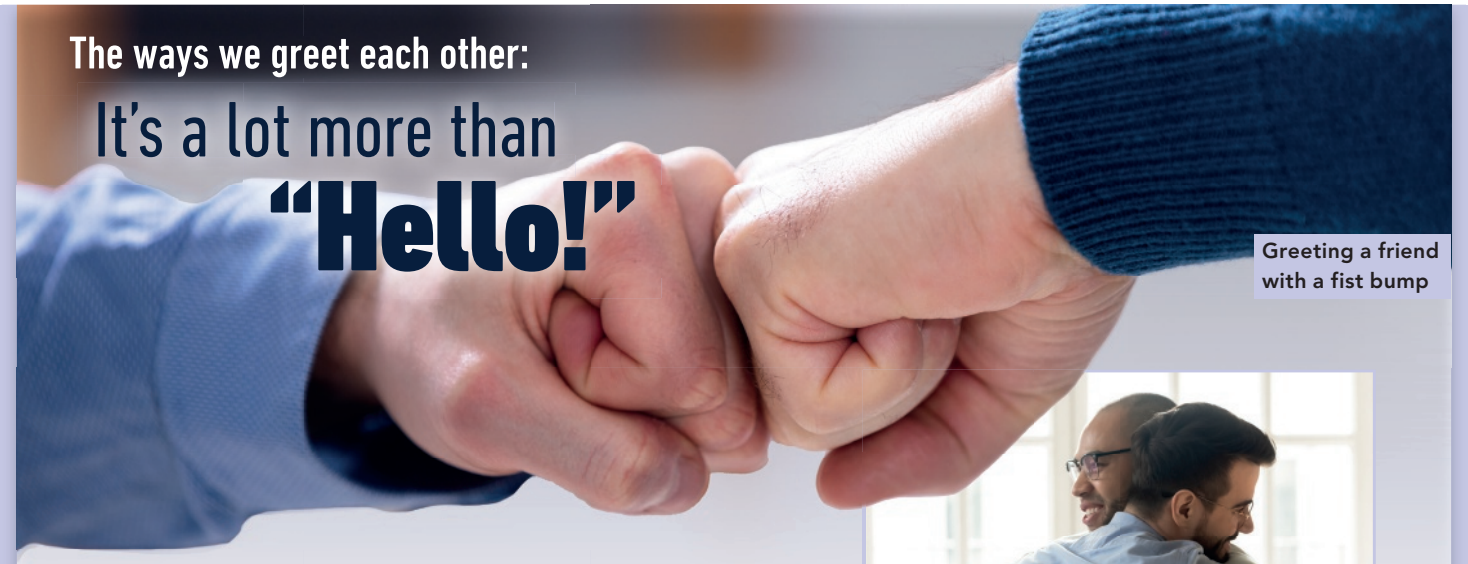
**E** CHANGE PARTNERS | Role-play the conversation again.

3 COMMUNICATION GOAL **Describe greeting customs**

A READING | Read about greeting customs around the world. Which greetings do you use?

## The ways we greet each other:

# It's a lot more than "Hello!"



Greeting a friend with a fist bump



A hug and a slap on the back between friends

**It's natural to think that people all over the world greet each other in the same ways we do. However, the way people greet each other differs from country to country. Here are some greeting customs from around the world.**

In some countries, such as the U.S., a short firm handshake while looking the other person in the eye is the traditional greeting. But in other places, such as Turkey, a tight grip isn't polite, so it's important to shake hands with a looser grip there. And don't be surprised if that handshake lasts a long time!

In the U.S. and Canada, more informal greeting customs have become common. For example, some people use a "fist bump" to greet friends. Men often greet each other with a hug while slapping each other on the back. Some people simply wave and say "Hi" when greeting acquaintances.



Greeting a friend with a wave

In Latin America, greeting customs depend on which country you're in. In most, men and women greet with one or more kisses on the cheek, while men shake hands or hug—depending on whether the person they're greeting is someone they already know.

However, be aware that customs for kissing get very complicated from country to country—and sometimes from city to city! For example, in Paris people give two kisses. In the city of Langeac to the south, it's three. And on the French island of Corsica, they give five! In some countries, like Italy, many people "air kiss"—they make a kissing sound, but the lips don't actually touch the face.



An air kiss

In Japan, people bow. If you're greeting someone older, or someone in a more senior position—for example, a boss—it's important to bow down even more. In the Philippines, you show respect to someone older by taking his or her hand and touching it to your forehead. In Thailand and India, you put the palms of your hands together and bow slightly.

You can learn a lot about greeting customs before you travel abroad by doing some research online. Or simply watch carefully to see what others do.

Putting the palms together and bowing in Thailand



# LESSON 3 Describe greeting customs

## A READING

Suggested time: 15–20 minutes | Your time:

- Read the lesson title and write it on the board. Ask, *What is a* custom*?* (something that people in a particular culture usually do) Ask several volunteers to respond.
- Have Ss look at the pictures. Ask, *What do you see*? (people greeting each other in different ways)
- Have Ss listen to the article and read along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Ask, *Do people kiss in every country as a greeting*? (no) *Do people always touch when they greet*? (no)
- Ask, *Which greetings do you use*? Have Ss discuss as a class. Encourage them to add other ways they greet people.

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

**CHALLENGE** (+5 minutes) Have Ss write a short summary of the article. If Ss are struggling, suggest that they try to write one sentence for each paragraph that gives the gist of that paragraph. Collect the summaries to review for overall comprehension.

**LANGUAGE AND CULTURE** The fist bump is also often used in the U.S. as a way to celebrate success, for example, after winning a game.

**EXTENSION** (+5 minutes) Have Ss work in pairs to practice greetings. Call out a country and have Ss role-play how to greet each other based on the article.

**CHALLENGE** (+5 minutes) In pairs or small groups, have Ss research other greetings from around the world. Have one S from each pair or group report their findings to the class.

## B RECOGNIZE MAIN IDEA

Suggested time: 7–10 minutes | Your time:

- Remind Ss that the *main idea* is the overall message the writer is trying to express.
- Have Ss complete the exercise individually. 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.
- Ask Ss to compare answers with a partner.
- Bring the class together and confirm that the main idea is statement c. Ask, *Why is statement a not the main idea?* (This gives information about only the U.S.) *Why is statement b not the main idea?* (This is just a detail.)

**OPTION** Ask Ss to underline where in the article they found support for their answer.

**TEACHING TIP** If Ss struggle to identify the main idea, go over a few strategies for identifying it. For example, say, *Look at the title and the first and last paragraphs. Also look for key words that repeat in the article.*

## C IDENTIFY SUPPORTING DETAILS

Suggested time: 10–15 minutes | Your time:

- Ask, *What does* supporting details *mean?* (details or examples that explain the writer's main idea)
- Read the names of the places and have Ss repeat.
- Tell Ss to underline the important words in the statements to help them find the answers.
- Explain that in item 5, *seem to be* means to appear to be but are not.
- Have Ss work in pairs to complete the exercise. Make sure they support their choices with details from the article. Draw their attention to the example that shows how to support their answer for item 1.
- Go over the answers as a class.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss read the sample note and the other situations individually. Tell them to underline any unknown vocabulary. Review the vocabulary with the class.
- In pairs, Ss discuss each situation and write notes.
- Encourage Ss to say as much as they can. They should not be limited to what is in the model. They also do not need to limit themselves to using *should*. They can state facts (. . . you shake hands), use *need to* (. . . you need to shake hands), use *have to* (. . . you have to shake hands), and so on. They can also warn people about what they shouldn't do.

**EXTENSION** (+5 minutes) In pairs, Ss think of a country that neither of them is from. Have them do a quick online search (if devices and Internet are available) and finish the Talking Points sentence starters for their chosen country.

## B DISCUSSION

Suggested time: 5–10 minutes | Your time:

- To begin, ask, *In Exercise A, did you agree with your partner if you're from the same place? If you and your partner are from different places, did you learn anything that surprised you?*
- Invite Ss to read the **Optional** box. Have Ss write their examples on the board. For example: *And don't be surprised if . . .*
- Have Ss form small groups and compare the ways they described greeting customs. Make sure all Ss have an opportunity to share their ideas.
- Bring the class together and get feedback from the groups.

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

✓ describing the situation for each type of greeting
✓ describing the age differences or status of the people
✓ using words or phrases from the article

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Write 2–3 greeting customs you've learned about and what countries they are used in.* Collect 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** **RECOGNIZE MAIN IDEA** | **Check the statement that best expresses the main idea of the article.**

- ☐ **a** Greeting customs in the U.S. have become less formal.
- ☐ **b** You can learn a lot on the Internet about greeting customs around the world.
- ☑ **c** The ways people greet each other are different around the world.

**C** **IDENTIFY SUPPORTING DETAILS** | **Write the number of each custom in the place (or places) where people practice it, according to the article. Support your choices with details.**

> "The article says people bow down more when greeting older people in . . . "

1. There are special customs for a younger person greeting an older person.
2. In addition to bowing, people do something with their hands.
3. A greeting includes more than four kisses.
4. During a handshake, people continue to grip the other person's hand for a while.
5. People seem to be kissing, but don't actually kiss each other on the cheek.
6. Some newer greeting customs have become common.

3 Corsica
2 Thailand
1 the Philippines
2 India
Switzerland
1 Japan
Paris
6 the U.S. and Canada
4 Turkey
5 Italy

## COMMUNICATION ACTIVATOR

## Now let's describe greeting customs.

**A** **TALKING POINTS** | **With a partner, discuss meeting and greetings customs in your country or city and write notes to describe them.**

When you meet someone for the first time, you . . .
*should shake hands. You don't have to kiss.*

When you meet someone for the first time . . .

When you greet a person who's older than you, you . . .

When you greet children, you . . .

When good friends get together, they . . .

When acquaintances see each other, they . . .

When you greet a colleague, you . . .

When you greet your manager, you . . .

When you meet a visitor from another city or country, you . . .

Do you think any greeting customs are changing? How?



In the United Arab Emirates, men often greet each other by touching noses.

**B** **DISCUSSION** | **Compare the ways you described greeting customs.**

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion. Example: " . . . be aware that . . . "

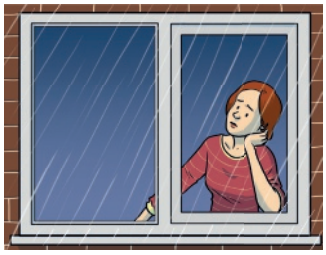
# 4 COMMUNICATION GOAL Talk about a memorable experience

**A** VOCABULARY | Participial adjectives | Read and listen. Then listen again and repeat.

Participial adjectives end in either -ing or -ed. The -ing form describes a cause. The -ed form describes an effect.



The hike was **tiring**.
Zack is **tired** now.



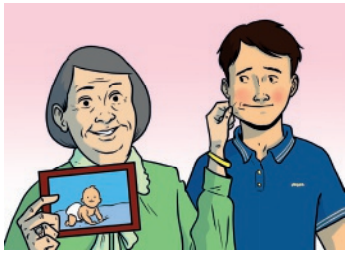
The weather was **depressing**.
Gina was **depressed**.



The dessert was **disappointing**.
She was **disappointed**.



The directions were **confusing**.
Jan and Gary were **confused**.



The photo was **embarrassing**.
He was **embarrassed**.



The news was **surprising**.
They were **surprised**.



The bear was **terrifying**.
Carl was **terrified**.



The view was **amazing**.
They were **amazed**.

**More participial adjectives**
relaxing / relaxed
boring / bored
exciting / excited
interesting / interested

**B** VOCABULARY PRACTICE | Circle the correct form of the participial adjective to complete each sentence.

1 When their flight to Rome was canceled, they were so (disappointing / disappointed).
2 The movie we were watching last night was so (boring / bored)! We both fell asleep.
3 My dad was really (embarrassing / embarrassed) when he couldn't remember his neighbor's name.
4 I want to use my new virtual assistant, but the instructions are too (confusing / confused).
5 Sometimes Tracy gets (depressing / depressed) because her family lives so far away.
6 We think our new teacher is really (amazing / amazed). We're learning a lot from her!
7 I'm not really (interesting / interested) in traveling abroad.
8 Tyler was (surprising / surprised) when so many people came to the party.

**C** PERSONALIZE NEW VOCABULARY | With a partner, take turns completing the statements with true information.

I'm bored when . . .
I'm amazed when . . .
I'm embarrassed when . . .
I'm depressed when . . .
I'm confused when . . .
I'm terrified when . . .
I'm tired when . . .



# LESSON 4 Talk about a memorable experience

## A VOCABULARY

Suggested time: 7–10 minutes | Your time:

- Read the lesson title and write it on the board. Ask, *What does* memorable *mean?* (important or special)
- Have Ss look at the images. Say, *Look at the people's faces. Think about how they are feeling.*
- Play the audio and have Ss read and listen.
- Have Ss listen again and repeat.
- Read the note at the top about participial adjectives. Explain that many past participles ending in *-ed* and present participles ending in *-ing* are used as adjectives.
- Point out that the participial adjectives ending in *-ing* describe a cause: the hike, the weather, the dessert, the directions, the photo, the news, the bear, the view.
- The participial adjectives ending in *-ed* describe an effect: how the people feel.
- The first item uses both past and present verb forms: *The hike was tiring. Zack is tired now.* This is to show that the adjectives are not related to any particular tense.
- Direct Ss' attention to the **More participial adjectives** list. Read the list.

**LANGUAGE NOTE** *The news* is always singular.

## B VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Complete the first item as a class. Ask, *Why is* disappointed *the correct answer?* (It describes how the people felt.)
- Have Ss underline the nouns that relate to the answer choices to help them circle the correct answer.
- Have Ss complete the exercise and then check answers in pairs.
- Bring the class together and have volunteers share answers. Ask Ss to say what noun they underlined for each sentence.

## C PERSONALIZE NEW VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the man's statement.
- Read the statement beginnings. Have Ss listen and repeat.
- Write on the board: *I'm bored when* ___. Have several volunteers complete the statement. Tell Ss they can respond with true statements or use their imagination.
- In pairs, Ss complete the statements with true information.
- As a class, have Ss share a few examples.

**EXTENSION** (+5 minutes) Have pairs act out these different feelings for each other to guess: *bored, amazed, embarrassed, confused, depressed, terrified, tired.*

## D LISTEN TO CLASSIFY

Suggested time: 5–7 minutes | Your time:

- Read the numbers of the pictures and the names of the people.
- Play the audio.
- Tell Ss to read the statements. Let them listen again and write the number of the speaker described by each statement.
- Review answers with the class. Allow Ss to listen again if appropriate.

## E LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- In pairs, Ss answer the questions and then use their answers to summarize what happened in each story.
- Next, have each pair join another pair. Have pairs discuss if they agree on what happened.
- As a class, discuss what happened in each story.

# Communication Activator

## A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Give Ss a minute to look at the chart. Then say, *These are different kinds of experiences.*
- Read the topics in the chart. Ask, *What are the adjectives that describe the experiences?* (terrifying, confusing, embarrassing, amazing, surprising, super-tiring) *What does* super *mean here?* (extremely, very)
- Tell Ss to include details about *Who, When, Where, How,* and *Why*. Have them look at the **Ideas** box. Ask Ss to write notes in the chart individually. They can write notes about one topic or more than one topic.
- Then have them compare responses with a partner. Encourage Ss to ask questions about things they want to know more details about. (For example: Who were you with? Why did you go there? How did you feel?) Ss add more notes to their charts.

## B PRESENTATION

Suggested time: 3 minutes | Your time:

- Read the example to model how to begin the presentation.
- Point out the use of *felt* instead of *was* in this model example. Tell them that verbs other than *be* can be used with the participial adjectives. Write these examples on the board: *It sounded boring. She felt depressed. It looked terrifying.*
- Have Ss work in small groups to tell each other about the experience their partner described.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are using participial adjectives to describe memorable experiences.

## WRITING

Suggested time: 7 minutes | Your time:

- Have Ss decide which experience they will write about.
- Then tell Ss to write a paragraph using their notes from Exercise A. Draw their attention to the sample about an embarrassing experience.
- Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap their paragraphs with a partner and offer each other feedback.

WRITING HANDBOOK (optional, page T144)

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. Say, *Use some of the participial adjectives from page 22 to write sentences about a memorable experience that you had. Think of an experience different from the Communication Activator experience.* Have Ss write 2–3 sentences. Collect 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.

**D** LISTEN TO CLASSIFY | Listen to three stories and write the number of the speaker described by each statement.

…2… **a** wanted to surprise a colleague
…3… **b** enjoys doing something exciting, but isn't super active
…1… **c** had a pretty scary experience
…3… **d** wasn't interested in hiking
…2… **e** was confused about the date
…1… **f** likes excitement and is very active




**E** LISTEN TO SUMMARIZE | On a separate sheet of paper, answer the questions, using participial adjectives if you can. Then use the answers to summarize each story. Listen again if necessary.

1 Chris Needham's story
   a What does he say people should NOT do if they see a brown bear?
   b What does he say he's always wanted to do?
2 Kim Gardner's story
   a How did she prepare for the event?
   b Why was she so embarrassed in the end?
3 Cecilia Ramírez's story
   a What did she think was so great about taking the train from Cuzco?
   b Why did she and her colleague decide not to hike to get to Machu Picchu?

*Answers will vary. Possible answers include:*

*1. a. People should NOT look at the bear. ("If the bear comes towards you, you shouldn't run or move or make a sound.")*
*b. He's always wanted to see a brown bear.*

*2. a. Kim made a chicken and rice dish, bought Susan a gift, and dressed for the party.*
*b. She was embarrassed because the party was the day before. / She had missed the party. / She had shown up on the wrong day.*

*3. a. Cecilia thought it was great taking the train because it's a scenic trip / because it's never boring.*
*b. They thought the hike to get to Machu Picchu sounded too tiring.*

## COMMUNICATION ACTIVATOR

## Now let's talk about a memorable experience.

**A** TALKING POINTS | Write notes about one or more of your experiences. Include as many details as you can. Then use your notes to share your experiences with a partner. Ask and answer questions.

| a terrifying experience | a confusing or embarrassing experience |
|---|---|
| | |
| **an amazing or surprising experience** | **a super-tiring experience** |
| | |

**Ideas**
Did you ___?
Why did you ___?
How did you ___?
Have you ever ___?

SOFT SKILLS BOOSTER p. 154

**B** PRESENTATION | Tell your classmates about one of the interesting experiences your partner told you about.

> "Last year, Sofia went sports fishing. For a long time, nothing happened and she felt really bored. But then . . . "

**WRITING** Write about one of the experiences you wrote notes about in Talking Points. Include as many details as you can. Use participial adjectives.

*When I was eighteen, I went on a trip to Miami in the U.S. It was a great experience, but something embarrassing happened. After I arrived . . .*

WRITING HANDBOOK p. 144
- Avoiding run-on sentences
- Guidance for this writing exercise

# MIXER

- You have 20 minutes to find someone for each square.
- After 20 minutes, the classmate who has completed the most squares is the winner.
- Then tell your class about what you've learned.




## Find someone who has . . .

| | |
|---|---|
| done something dangerous.<br>NAME<br>DETAILS | played in a rock band.<br>NAME<br>DETAILS |
| met someone very famous.<br>NAME<br>DETAILS | lost his or her wallet.<br>NAME<br>DETAILS |
| traveled to another country.<br>NAME<br>DETAILS | been to the top of a skyscraper.<br>NAME<br>DETAILS |
| ridden a cable car.<br>NAME<br>DETAILS | missed a flight.<br>NAME<br>DETAILS |
| climbed a mountain.<br>NAME<br>DETAILS | taken a really scary trip.<br>NAME<br>DETAILS |
| taken a very scenic trip.<br>NAME<br>DETAILS | changed careers.<br>NAME<br>DETAILS |
| eaten in a very bad restaurant.<br>NAME<br>DETAILS | seen a famous performer live.<br>NAME<br>DETAILS |














## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Catch up with an old friend.
- ☐ Suggest tourist activities.
- ☐ Describe greeting customs.
- ☐ Talk about a memorable experience.

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

## *Interactive Cool Down*

### MIXER

Suggested time: 30–45 minutes | Your time:

- Read the question starters at the top of the page. Then read the experiences in the chart. Answer any questions about vocabulary.
- Ask, *What can you see in the images?* (people skydiving, riding a cable car, eating in a very bad restaurant, playing in a rock band, visiting New York, changing career)
- Model the activity. Walk up to a S and ask, *Have you ever done something dangerous?* If the S says no, ask another question: *Have you ever met someone very famous?* If the S says yes, write the S's name and ask for details using the question words at the top of the page.
- Tell Ss to keep speaking to their classmates until their chart is full.
- Walk around as Ss speak and fill in information. Assist as needed.

**OPTION** Have Ss fill out a chart for themselves to see how many of these life experiences they've had.

**EXTENSION** (+5 minutes) Have Ss play a guessing game to try to guess who in the class has had the experience. Say, *Someone in the class has done something dangerous: who do we think it is?* Have Ss try to guess who it might be. Continue with the other experiences.

**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 review 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 two pages of 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 Talking about Movies

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about where they like to watch movies and what movie genres they like, and read an illustrated conversation modeling the social language of discussing plans. | |
| LESSON 1<br>**Apologize for being late** | ***Vocabulary*** | Explanations for being late |
| | ***Grammar*** | The present perfect: *for* and *since* |
| | ***Pronunciation*** | Reduction of the /h/ sound in natural speech |
| LESSON 2<br>**Choose a movie to watch** | ***Grammar*** | The present perfect: other uses |
| | ***Grammar*** | *Would rather* to express preferences |
| LESSON 3<br>**Express an opinion about a movie** | ***Vocabulary*** | Adjectives to describe movies |
| | ***Listening skills*** | Listen for main idea; Listen to infer; Listen to draw conclusions |
| | ***Writing*** | Write a two-paragraph review of a movie you've seen |
| LESSON 4<br>**Discuss what makes a movie great** | ***Reading skills*** | Recognize main idea; Activate new words; Draw conclusions |
| INTERACTIVE COOL DOWN | *Let's make a movie!* | |

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

## *Warm-Up*

Suggested time: 10 minutes | Your time:

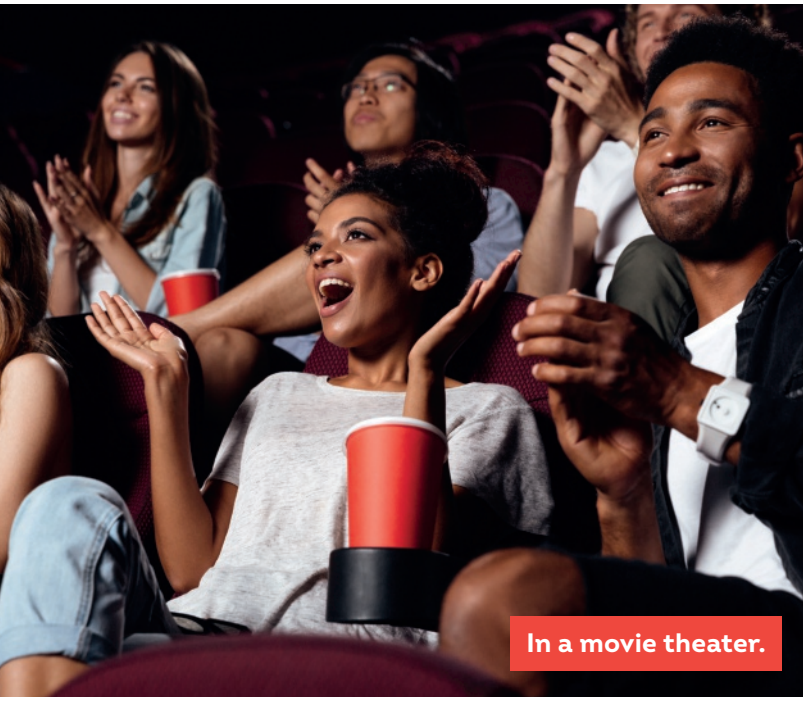
- Say, *Raise your hand if you like to watch movies.*
- Ask the Warm-Up question. Give Ss a few minutes to look at the photos. Point to the young woman on the bottom right and read her statement aloud as a model for Ss.
- Read each place to watch movies aloud. For the fourth option, say, On the go *means while you're traveling to and from work or school or doing other activities.*
- In pairs, have Ss discuss where they like to watch movies and give reasons.
- Poll the class to determine the most popular place to watch movies.

UNIT 3

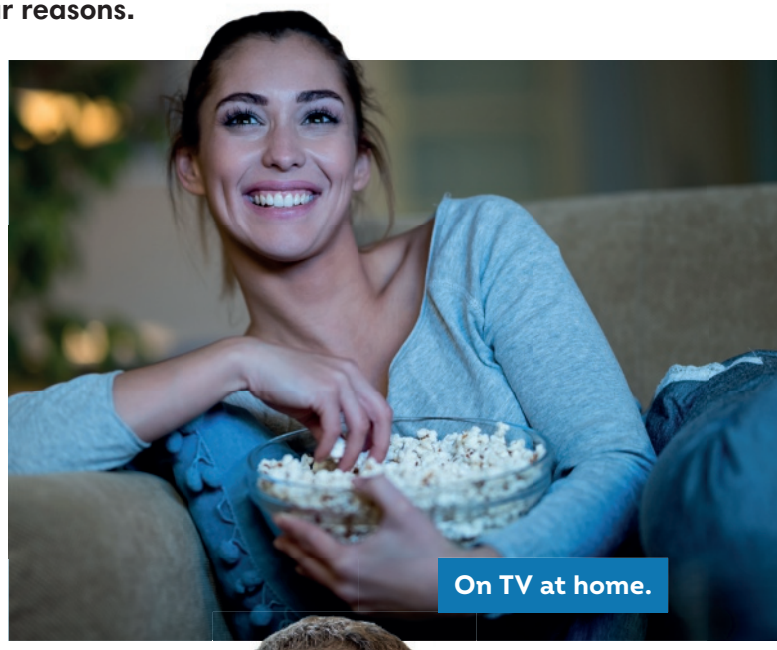
# Talking about Movies

## *Warm-Up*

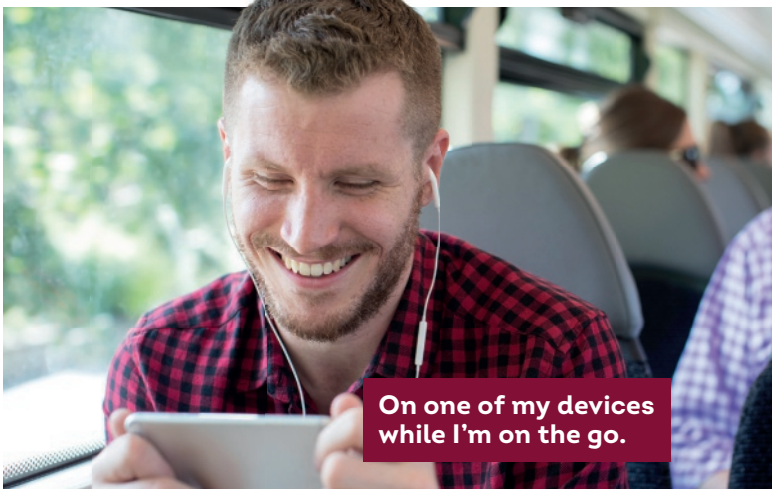
**Where do you like to watch movies? Explain your reasons.**



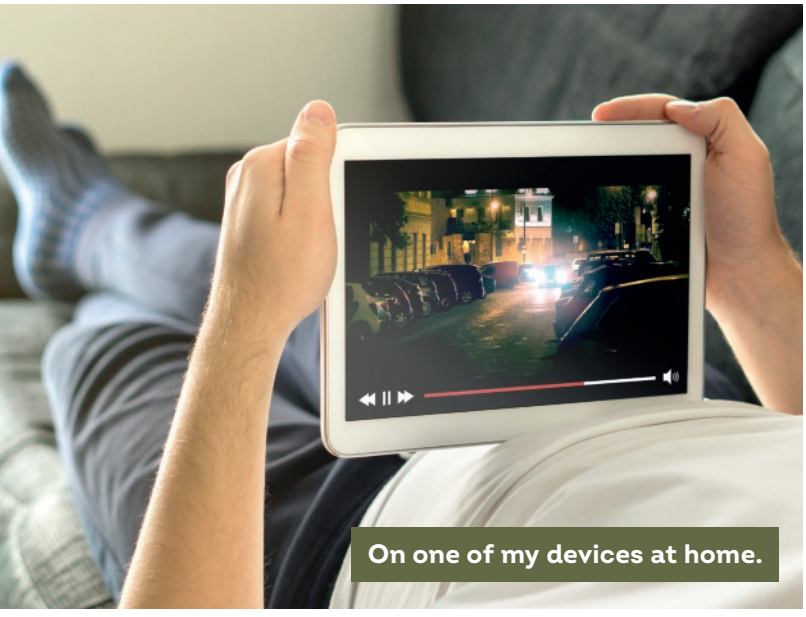
In a movie theater.



On TV at home.



On one of my devices while I'm on the go.



On one of my devices at home.



I prefer sitting on my sofa with a snack and watching movies on my big screen TV. It's so comfortable.

UNIT 3 COMMUNICATION GOALS

**Lesson 1**
Apologize for being late

**Lesson 2**
Choose a movie to watch

**Lesson 3**
Express an opinion about a movie

**Lesson 4**
Discuss what makes a movie great

## Topic Warm-Up

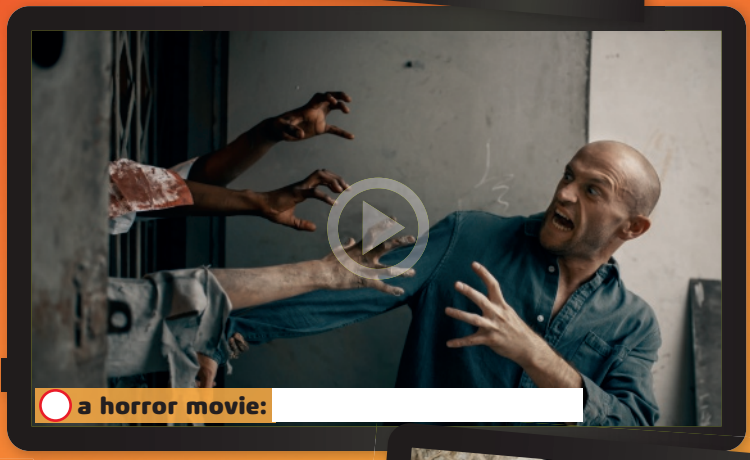
**A** MOVIE GENRES | Complete the survey.

**Write the name of a movie for each genre. Then check your three favorite genres.**

**Did you know?**
While *movie* and *film* have the same meaning, speakers of American English use *movie* much more frequently.



○ an action movie: _____



○ a horror movie: _____



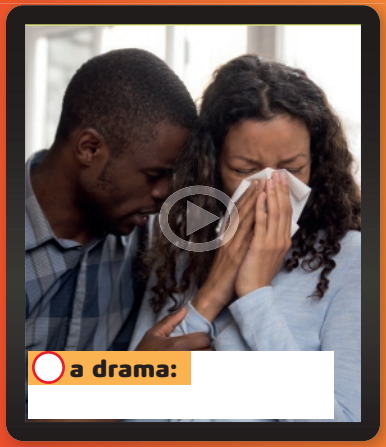
○ a science-fiction movie: _____



○ an animated movie: _____



○ a comedy: _____



○ a drama: _____



○ a musical: _____



○ a documentary: _____

**B** VOCABULARY | Movie genres | Listen and repeat.

**C** PAIR WORK | Tell your partner about the movies you listed. What did you like about them?

I've actually seen *Soul* two times. But I'd like to see it again. I just love animated movies.

Personally, I don't watch a lot of movies. I stream a lot of great TV drama series.

# Topic Warm-Up

## A MOVIE GENRES

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the **Did you know?** note on the upper right. Read the information. Although the terms *movie* and *film* are fairly interchangeable when used to describe a movie or film (*an action movie / an action film*), *the movies* is used exclusively to describe the activity of going out to see a film; for example: *We're going to the movies*.
- Tell Ss to look at the photos and read the captions. Read each movie genre aloud.
- Have Ss write the name of a movie in the white box under each genre. Then have them check their three favorite genres.

**LANGUAGE NOTES** Make sure Ss can pronounce and understand the term *genre*. It is pronounced /ʒanrə/, and it means a category or a type of something, as in music, books, or movies.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they hear and place the stress on the third syllable in *docuMENtary*.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity by reading the examples with a higher-level S.
- Have Ss work in pairs to talk about the eight movies they each listed. Remind them to give reasons for listing them.
- To review, ask pairs to each tell the class about one of the movies they listed.

**CHALLENGE** (+10 minutes) Team up pairs to work in small groups. Have one S think of a favorite movie and try to describe it without saying the title. The other group members try to guess the movie. Ss can give clues such as the genre, the main actors' or characters' names, the main setting, and what the movie is about.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *How many people are in the first picture?* (two)
  *What happens in the second and third pictures?* (Two more friends come and sit down.)
- Point to the information about accents on the upper right. Ask, *Which people in the conversation have an American accent?* (Kayla, Max, and Jim) *Who has a Spanish accent?* (Elena)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *Where are these people?* (in a restaurant)
  *Who are Kayla and Max waiting for?* (Elena and Jim)
  *Does Max want to go to a movie after dinner?* (No, he's very tired.)
  *What will they do?* (watch a movie at home / stream a movie on PicFlicks)
  *Does Max like love stories?* (no)
  *Who will pay for dinner?* (Jim and Elena)

**LANGUAGE AND CULTURE** *PicFlicks* is a fictional Internet entertainment service company.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat.
- Have Ss work in pairs to write the underlined phrases in Exercise A after the meanings.
- Go over the answers with the class.

## C THINK AND EXPLAIN

Suggested time: 5–10 minutes | Your time:

- Ss work in pairs to discuss the questions.
- Discuss with the class. Ask, *Do you watch classic movies? Where do you watch them?*

**EXTENSION** (+10 minutes) Begin a class discussion about streaming services. Have Ss call out which service(s) they use (if any) and write them on the board. Take a poll to see how many Ss use each service. Have Ss take turns talking about which is their favorite and why. Reasons may include the variety of movie and TV choices, cost, and availability on multiple devices.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in pairs to discuss their favorite and least favorite movie genres. Tell them to explain their reasons.
- Model the example conversation with a higher-level S. Ask, *What does* I can't stand *mean?* (I really don't like / I hate)
- Take a class poll asking Ss which of the movie genres are their favorites. Write the numbers for each of the eight movie genres on the board.

## Language Warm-Up

**UNDERSTAND A VARIETY OF ACCENTS**
**Kayla** = American English (standard)
**Max** = American English (standard)
**Jim** = American English (regional)
**Elena** = Spanish

**A** ZOOM-IN | **Read and listen to a conversation in a restaurant. Notice the featured words and phrases.**









**Kayla:** I wonder where Elena and Jim are. It's already after six.

**Max:** Maybe we should go ahead and order.

**Kayla:** Let's wait a bit . . . Hey, do you want to go to a movie after?

**Max:** Actually, I'd rather not. I'm beat . . . I've been up since 5:00.

**Kayla:** OK, then let's just go back home and stream something from PicFlicks, OK?

**Max:** I'm fine with that.

**Max:** I wouldn't mind seeing a good sci-fi movie.

**Kayla:** Hey, what about this one? I've heard *A Star is Born* is great. It stars Lady Gaga and Bradley Cooper.

**Max:** Sorry. You know I can't stand love stories.

**Kayla:** Then how about *Home Alone*? It's pretty old, but it's a classic.

**Max:** *Home Alone*? I've seen it like a million times. But what the heck! It's really funny. And I could use a good laugh . . . Hey, there they are!

**Max:** So we're going back to our place to watch *Home Alone*. Want to join us?

**Jim:** I love that movie! Elena?

**Elena:** Sounds like fun! Listen, let us get the bill this time. Our treat.

**Kayla:** Elena, that's really not necessary.

**Jim:** We insist. You paid last time.

**Max:** OK then. Thanks. We'll go on ahead and get the coffee going.

**B** UNDERSTAND FROM CONTEXT | **Find the featured word or phrase in Zoom-In for each meaning.**

An expression you use when . . .

1 you'd like to see something funny. *I could use a good laugh.*
2 you offer to pay the bill. *Our treat.*
3 you're not sure you want to do something, but you decide to do it anyway. *What the heck!*
4 you want to emphasize your willingness to pay. *We insist.*
5 you're really tired. *I'm beat.*
6 you describe an old movie that people still love today. *it's a classic*

**C** THINK AND EXPLAIN | **Why, in your opinion, do streaming services offer so many classic movies? Why do you think they're so popular?**

**SPEAKING** PAIR WORK | **Discuss your favorite and least favorite movie genres. Explain your reasons.**

I can't stand horror movies. They're too scary for me.

Really? I think they're a lot of fun. They're just entertainment.

# 1 COMMUNICATION GOAL Apologize for being late

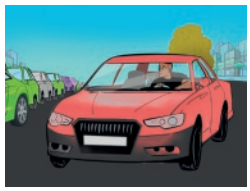
**A** VOCABULARY | Explanations for being late | Read and listen. Then listen again and repeat.



I overslept.


I missed the bus.*
*OR the train / the plane


I couldn't get a taxi.


I couldn't find parking.


I got stuck in traffic.

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations. Complete the statements by inferring what happened. Use the Vocabulary.

1 Ryan's late because *he got stuck in traffic*.
2 Melissa's late because *she couldn't find parking*.
3 Andrew's late because *he overslept*.
4 Mark's late because *he missed the train*.
5 They're late because *they couldn't get a taxi*.

COACH **C** GRAMMAR | The present perfect: For and since

**Use the present perfect with for and since to describe actions or situations that began in the past and continue in the present.**

**Verbs most commonly used with for and since are non-action (stative) verbs and work, live, study, and teach.**

**Use for to describe a length of time between when the action or situation began and now.**
I've worked at the bank **for three years**.
That documentary has been at the theater **for two weeks**.
We haven't seen any good musicals **for a long time**.

**Use since to indicate the specific time or date the action or situation began.**
She's worked there **since 2015**.
I've loved animated films **since I was eight years old**.

**GRAMMAR EXPANDER** p. 129
The present perfect: information questions

**Some non-action verbs**

| | | |
|---|---|---|
| be | know | need |
| dislike | like | see |
| have | love | want |

**Be careful!**
**Don't use since with a length of time.**
They've been here **since** 7:00.
NOT They've been here ~~since an hour~~.

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

**E** GRAMMAR PRACTICE | Complete each sentence with for or since.

1 I've known Marcy *for* more than ten years.
2 We've wanted to see that new Bong Joon-ho movie *since* it opened last month.
3 They've disliked horror movies *since* they were teenagers.
4 Lena hasn't been to a movie theater *for* a few months.
5 Jeff has had a bad headache *since* he saw that film.

**F** GRAMMAR PRACTICE | Circle the correct words to complete the paragraph.

Greta Gerwig is an actor, screenwriter, and director from the U.S. Originally from California, Gerwig (**1** lived / has lived) in New York City—where she studied acting—(**2** for / since) she was 19. The first time I saw her act was in the movie *Hannah Takes the Stairs,* and I (**3** was / have been) a huge fan (**4** for / since) more than ten years. I've actually (**5** saw / seen) every film she's been in since 2010. It wasn't until 2017 that she made it really big with the movie *Ladybird*, which she (**6** wrote / has written) and directed. Since she completed the film *Little Women* two years later, Gerwig (**7** received / has received) tons of praise for her writing and directing talent.



# LESSON 1 Apologize for being late

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the pictures and read the reasons for being late.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

## B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Say, *Each of the five conversations gives one of the explanations for being late in Exercise A.*
- Point out that each conversation does not use the exact words in Exercise A. Ss must infer the explanation. Ask, *What does* infer *mean?* (to decide meaning based on the information you have)
- Have Ss listen and complete the statements.
- Play the audio again if appropriate.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed.

**CHALLENGE** (+5 minutes) In pairs, ask Ss to discuss a time they were late and the explanation for being late. Alternatively, ask, *Have you ever made up, or invented, an explanation for being late? If yes, what did you say? What was the real reason?*

## C GRAMMAR

Suggested time: 5 minutes | Your time:

- Begin by saying, *I've lived here for two years*. Write the sentence on the board. Say, *This means I moved here two years ago and I still live here.*
- Write the blue phrases with *for* and *since* from the grammar chart on the board. Circle *for three years* and *since 2015*. Point out that we use *for* + the present perfect to describe a period of time that started in the past. We use *since* + the present perfect to talk about a specific start time or date in the past.
- Ask a higher-level S, *How long have you lived here?* Write the answers on the board. (For example: I've lived here for three years; I've lived here since 2018.)
- Read aloud the first two rules in the chart. Point out the **Some non-action verbs** list on the right.
- Have Ss read the rest of the rules and examples individually.
- Have Ss read the **Be careful!** note.

**TEACHING TIP** This presentation introduces the concept of unfinished actions. It includes verbs that are commonly used in the present perfect (*work*, *live*, *study*, and *teach*). In Unit 8, Ss learn the present perfect continuous, where the differences between the present perfect and the present perfect continuous are explained.

**GRAMMAR EXPANDER** (optional, page T129)

## D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around to monitor pronunciation as Ss listen and repeat.

**EXTENSION** (+10 minutes) Write on the board: *since 3:00, since this morning, since I was a child, for six hours, for two days, for five months, for a long time.* Ask Ss to work in pairs to create sentences using these phrases. Make sure Ss use the present perfect + *since* or *for*.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually. Encourage them to underline the time phrases in the sentences to work out whether to use *for* or *since*.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed.

## F GRAMMAR PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss do the exercise individually.
- Have Ss check their answers in pairs. Encourage them to give reasons for their answer choices.
- Then bring the class together and provide feedback as needed.

## G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise individually.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed.

## H PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Have Ss work in pairs to practice the conversations in Exercise G. Monitor. Model correct pronunciation as appropriate.

## I PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- Play the audio. Have Ss pay attention to the disappearing /h/ sound as they read and listen.
- Play the audio again. Have Ss listen and repeat.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Apologize and provide an explanation for being late
- Offer to pay with expressions like *The tickets are on me* and *My treat*
- Decline an offer with *That's really not necessary*
- Show resolve with *I insist!*

- Have Ss read and listen to the conversation.
- Call Ss' attention to the **Social language** box and Speaker A's third turn. Ask, *What does Speaker A mean when she says* the tickets are on me? (I'll pay for the tickets.)
- Read the other ways to offer to pay in the **Social language** box. Ss listen and repeat. Explain that the verb *treat* means to give someone something nice.
- Ask Ss to point out the target grammar (present perfect with *for* and *since*) in the conversation to help them see the grammar in use within the context of a social situation. In this case, asking the question *Have you been here long?* demonstrates that Speaker A cares about having kept Speaker B waiting.

**OPTION** Ask Ss to speculate about why Speaker A offers to pay for the tickets. (because she was late and feels bad about it) Ask Ss to speculate about why Speaker B says *That's really not necessary*. (because she wants to reassure Speaker A that her lateness was not a problem)

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss sound sincere when they apologize.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Tell Ss to add four more movies to the box with the showtimes. They can write the names of four of their favorite movies, or they can make up names of movies they'd like to see.
- Have Ss look back to the Language Warm-Up on page 27. Also refer them to the Vocabulary and Grammar sections on page 28.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Direct Ss' attention to the **Recycle This Language** box. Read each item and have Ss repeat.
- 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 as they use it.

## 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 apologizing for being late
✓ giving an explanation for being late
✓ using expressions to offer to pay

**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 on the board: *Sorry I'm late*. Have Ss write their names on blank sheets of paper. Then have them write a short, original conversation between two people in which one person is apologizing for being late. Each speaker should have no more than two turns. Collect Ss' work as they 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.

**G** GRAMMAR PRACTICE | Complete each conversation, using the present perfect with for or since.

1 **A:** *Have you seen any good documentaries since* ..... (you / see / any good documentaries) we last met?
**B:** Actually, no. I haven't seen any.

2 **A:** Has Ellen always wanted to be a movie star?
**B:** Yes, she has. *She has/She's wanted to be in the movies for* ..... (she / want to be / in the movies) years.

3 **A:** What animated film is your son's favorite?
**B:** Well, *he has/he's loved* The Lion King *since* ..... (he / love / *The Lion King*) we first saw it ten years ago.

4 **A:** Who's your favorite movie director?
**B:** *I have/I've been a big fan of Sofia Coppola for* ..... (I / be / a big fan of Sofia Coppola) a long time.

**H** PAIR WORK | Practice the conversations from Exercise G.

COACH

**I** PRONUNCIATION | Reduction of the /h/ sound in natural speech | Read and listen to how the sound /h/ disappears. Then listen again and repeat.

1 Has he been here long?
2 Ted has been here for an hour.
3 Ann and Ben have been actors since 2015.
4 What have you been up to?
5 When did her friend arrive?
6 What's his favorite movie?

## COMMUNICATION ACTIVATOR

### Now let's apologize for being late.

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

**A:** Sorry I'm late. I couldn't find parking. Have you been here long?
**B:** For about five minutes. But no worries.
**A:** Have you checked the show times?
**B:** Yes. Unfortunately, the 7:00 show for *Funny Weekend* is sold out. But *The Cable Car* is playing at 7:10.
**A:** That sounds good. Hey, the tickets are on me.
**B:** That's really not necessary.
**A:** My treat. I insist!

**Social language**
**Offer to pay**
[The tickets] are on me.
My treat.
Let me get [the tickets].
I'll get [the tickets].



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

**C** CONVERSATION PAIR WORK | Add four movies to the showtimes. Use them to change the conversation. Then change roles.

**A:** Sorry I'm late. ..... Have you been here long?
**B:** For about ..... But no worries.
**A:** Have you checked the showtimes?
**B:** Yes. .....
**A:** That sounds ..... Hey, .....
**B:** That's really not necessary.
**A:** My treat. I insist!

**SHOWTIMES**

| | | | |
|---|---|---|---|
| *Bad Traffic* | 6:55 SOLD OUT | 9:10 | 11:20 |
| | 7:10 | 9:30 | |
| | 7:20 SOLD OUT | 9:40 | 11:50 |
| | 7:30 | 9:50 | midnight |
| | 8:05 | 10:20 | |

**KEEP TALKING!** ●●●

**Ask about the movie.**
Who's in it?
What's it about?
Is it [a comedy]?
**Discuss what to do after the show.**

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
I wouldn't mind ___ .
How about ___ ?
I've heard ___ is pretty good.
I can't stand ___ .
I've seen that one before.
That's way past my bedtime.
I'm not a ___ fan.
That's not for me.

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

# 2 COMMUNICATION GOAL Choose a movie to watch

COACH

## A GRAMMAR | The present perfect: Other uses

**with ordinals**
This is **the second time** we've seen *The Avengers*.

**with superlatives**
*Black Car* is **the most amazing** film I've ever seen.

**with always**
I've **always** wanted to see that movie!

**with recently or just (= not long ago)**
Have you seen any good movies **recently**?
We've **just** seen *The Lost Boat*—what a great movie!

**with still or so far (= until now)**
**A:** I **still** haven't seen *The Angry Athlete*.
**B:** Really? I've seen it three times **so far**.



I **still** haven't seen the movie *La La Land*. I've **always** wanted to see that one.

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

## C GRAMMAR PRACTICE | Write your own responses to the questions, using the present perfect with the words and expressions from the Grammar chart. Then compare and discuss your responses with a partner.

1 Is there an old movie or TV series you've always wanted to see?
*Yes, there is. I've always wanted to see Coco!*

1 Is there an old movie or TV series you've always wanted to see?

2 Have you seen any great movies recently?

3 What's the best movie you've ever seen?

4 What's the most boring movie you've ever seen?

5 How many times have you streamed movies in the last few weeks?

6 Is there a recent movie that you still haven't seen?

## D GRAMMAR | Would rather to express preferences

**Use would rather + a base form to express a preference between two or more choices.**
**Use would rather not + a base form to express a negative preference.**

**Statements**
My wife **would rather watch** TV than go out tonight.
I'**d rather not get** stuck in traffic again.

**Questions**
**Would** they **rather see** an action film or a romance?
What **would** you **rather do**—go out to see a movie or stay home?
**Would** you **rather see** a comedy? (Yes, I would. / No, I wouldn't. OR No, I'd rather not.)

**Contraction**
**'d rather** = would rather

**Be careful!**
NOT Yes, ~~I'd rather~~.
NOT No, ~~I wouldn't rather~~.



*La La Land*? I've already seen it a million times. To tell the truth, I'**d** much **rather see** a new movie!

**GRAMMAR EXPANDER** p. 129
Expressing preferences: review, expansion, and common errors

## E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

# LESSON 2 Choose a movie to watch

## A GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Draw Ss' attention to the photo of the man and read his statement aloud.
- Have Ss look at the grammar chart. Read the types of uses and the example sentences.
- Ask, *What are other examples of ordinal numbers?* (first, twelfth, eighteenth) *What are other examples of superlative adjectives?* (the best, the most wonderful)
- *Still* has a similar meaning to *yet* in negative sentences. When *still* is used in negative sentences, it shows surprise that a situation has continued; for example: *You still haven't seen* Avatar? means *I'm very surprised that you haven't seen* Avatar *yet*.
- Point out the placement of the following words:
  - *always* and *just* come between *have* + the past participle
  - *recently* comes at the end of a question
  - *still* comes before the verb
  - *so far* can come at the beginning or end of a sentence

## B PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around to monitor pronunciation as Ss listen and repeat.

## C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the example item and the other questions. Review any vocabulary with the class as needed.
- Have Ss work individually to write answers to the questions. Tell them to write full sentences and to use the present perfect with words and expressions from the grammar chart.
- Have Ss work in pairs to compare and discuss their answers.
- Bring the class together and ask volunteers to share their responses to some of the questions.

## D GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Draw Ss' attention to the photo of the woman and read her statement aloud.
- Read the rule and examples in the grammar chart. Ask, *What does* preference *mean?* (a feeling that you like one thing or person better than another)
- Direct Ss' attention to the **Contractions** note.
- Emphasize that *I'd rather (not)* + the base form of the verb is used to choose between two or more things.
- Model possible responses to the first two examples of questions, for example:
  *Would they rather see an action film or a romance?* (They'd rather see an action film.)
  *What would you rather do—go out to see a movie or stay home?* (I'd rather stay home.)
- Go over the last example and the short answers. Then direct Ss' attention to the examples in the **Be careful!** note. To check understanding, say, *You have to study this evening. Would you rather play video games?* Make sure Ss use one of the short answers given in the examples.
- Read the woman's statement again. Ask, *Why does she use the word* much *in* I'd much rather? Elicit from Ss that it expresses a strong preference.

GRAMMAR EXPANDER (optional, page T129)

## E PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen to make sure that Ss are pronouncing the /d/ sound in *I'd*.

## F 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.

## G PAIR WORK

Suggested time: 2–4 minutes | Your time:

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

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Say *That works for me* to agree with a plan of action
- Soften an objection with *No offense, but . . .*

- Ask, *What do you see in the picture?* (two people talking on the phone)
- Explain that *How about a movie tonight?* is a less formal way of saying *Would you like to go to a movie tonight?*
- Call Ss' attention to the **Social language** box and read the sentence. Ask Ss to suggest other ways to agree to a plan of action. (For example: That sounds good; Sounds good; Sounds like fun!)
- Play the audio. Have Ss read and listen.

**OPTION** Ask Ss to point out the target grammar in the conversation. (I'd rather see; I've always wanted)

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Play the audio. Have Ss listen and repeat each line. Make sure Ss
  - use rising intonation for the question *How about a movie tonight?*
  - reduce *to* in *wanted to see*
- Monitor as Ss role-play the conversation in pairs.

## C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss write two or three movies under each heading.

**OPTION** (+5 minutes) Allow Ss to do research online to look up lists of best movies for ideas.

## D CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Refer Ss back to the vocabulary on page 26 and the movies from Exercise C. Tell Ss to do the role play twice so they play both Speakers A and B.
- 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 or statement as they use it.

## E 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 D and E, monitor their conversations to determine if they are

- ✓ using *That works for me* to accept an invitation
- ✓ suggesting a type of movie
- ✓ using *No offense, but . . .* to make declining a suggestion more polite
- ✓ using *I'd rather* to express a preference
- ✓ correctly using the present perfect

**CLOSURE ACTIVITY** (+5 minutes) Write these movie genres on the board: *action movie, drama, comedy, horror movie*. Ask each S about her or his preference between two genres, for example: *Would you rather see a drama or a comedy? Why?* Tell them to respond using a full sentence. Make sure each S gets a chance to respond so you can be sure everyone understands how to voice preferences.

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

**F** GRAMMAR PRACTICE | **Circle the correct answers to complete the conversations about preferences.**

1 **A:** I'd love to see the movie *Yesterday*. What do you think?
**B:** Actually, I've already seen that one. (I'd rather / I'd rather not) see something else.

2 **A:** What would you rather (see / to see): a comedy or a drama?
**B:** Me? Neither. (I'd rather / I'd rather not) see a good science-fiction movie.

3 **A:** Would you like to go out to see a movie tonight?
**B:** Actually, (I'd rather not / I wouldn't rather). I'm totally beat.

4 **A:** (I'd rather / I wouldn't rather) stay home and stream a movie tonight. What do you think?
**B:** Me? (I'd rather / I'd rather not). I feel like going out.

**G** PAIR WORK | **Practice the conversations from Exercise F.**

## COMMUNICATION ACTIVATOR

## Now let's choose a movie to watch.



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

**A:** Hi, Liz! How about a movie tonight?

**B:** That works for me. What are you in the mood for—a good love story?

**A:** No offense, but I can't stand love stories. I think I'd rather see a classic film like *Men in Black*. What do you think?

**B:** That sounds good. I've always wanted to see that one.

**Social language**
**Say "That works for me" to agree to a plan of action.**

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

**C** TALKING POINTS | **Complete the information on the notepad.**

| Movies I'd like to see again | Movies I've always wanted to see |
|---|---|
| | |
| | |
| | |
| | |

**D** CONVERSATION PAIR WORK | **Role-play the conversation, using other genres and the movies from Talking Points. Then change roles.**

**A:** Hi, .....! How about a movie tonight?

**B:** That works for me. What are you in the mood for—a .....?

**A:** No offense, but I can't stand .....I think I'd rather see ..... What do you think?

**B:** .....

**KEEP TALKING!**

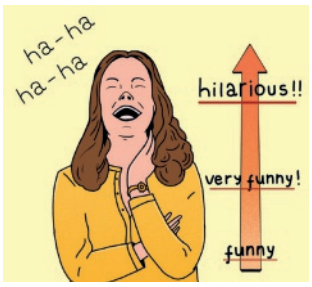
- **Suggest other movies and movie genres.**
- **Ask more questions.**
  Who's in it?
  Have you seen it before?
- **Say more about specific movies.**
  It's the [best / worst] movie I've ever seen.

Watch the video for ideas!

**E** CHANGE PARTNERS | **Role-play the conversation again, using other movies and genres.**

# 3 COMMUNICATION GOAL Express an opinion about a movie

**A** VOCABULARY | Adjectives to describe movies | Read and listen. Then listen again and repeat.



hilarious



unforgettable



thought-provoking


romantic



silly



violent

**Remember also:**

| | |
|---|---|
| amazing | funny |
| boring | interesting |
| confusing | relaxing |
| depressing | scary |
| disappointing | terrifying |
| exciting | weird |

**B** ACTIVATE VOCABULARY | With a partner, discuss one movie you've seen for each adjective in the Vocabulary.

> "I really liked *Go Away*. Parts of it were hilarious, but the ending was pretty violent."

**C** LISTEN FOR MAIN IDEA | Listen to the movie reviews. Check what each reviewer thought of the movie.

1




- ✓ doesn't recommend it
- ○ thought it was just OK
- ○ recommends it

2



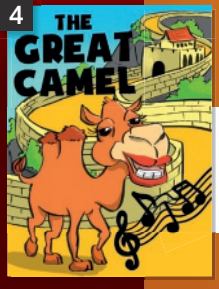

- ○ doesn't recommend it
- ○ thought it was just OK
- ✓ recommends it

3




- ○ doesn't recommend it
- ○ thought it was just OK
- ✓ recommends it

4




- ○ doesn't recommend it
- ✓ thought it was just OK
- ○ recommends it

5




- ○ doesn't recommend it
- ✓ thought it was just OK
- ○ recommends it

6




- ○ doesn't recommend it
- ✓ thought it was just OK
- ○ recommends it

# LESSON 3 Express an opinion about a movie

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Have Ss look at the **Remember also** note on the right. Say the adjectives and have Ss repeat.

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the example.
- Ask Ss to discuss with a partner one movie they've seen for each adjective.
- Review as a class by asking volunteers to share their responses.

**TEACHING TIP** Explain to Ss that *Go Away* is a made-up movie, and that the other movie titles in this lesson are also made up.

**OPTION** (+5 minutes) Ask, *Do you agree with the adjectives your partner used for that movie? Why or why not?* Some Ss may not be able to agree or disagree if they haven't seen the movie their partner is describing.

**EXTENSION** (+10 minutes) Have Ss look back at the genres on page 26 and then match the adjectives in Exercise A to the genres. Have small groups discuss if they matched them similarly. Do most Ss agree on which adjectives can be used for each genre? If any S makes a unique pairing between adjective and genre, ask that S why she or he chose that adjective.

## C LISTEN FOR MAIN IDEA

Suggested time: 10 minutes | Your time:

- Ask, *Do you read movie reviews before you watch a movie?* Ask Ss for the reasons why they read or don't read movie reviews.
- Have Ss look at the three opinion options for each movie. Ask, *What does* recommend *mean?* (to say that someone or something is good) Explain that *just OK* means the person didn't really like it or dislike it.
- Say, *We will listen to six reviews.* Play the first review. Then stop the audio and ask, *Which option tells us what the reviewer thinks of this movie?* (doesn't recommend it)
- Check Ss' understanding of the statement *I give it one star*. (Movie reviews often give films 1, 2, 3, 4, or 5 stars. 1 = worst and 5 = best)
- Tell Ss they may need to infer the reviewer's overall opinion about each movie.
- Play the audio from the beginning. Pause after each review to let Ss write checkmarks next to their answers. Then replay the audio to let Ss check their answers.
- Go over the answers as a class. Call on Ss to read their answers. Replay the audio if appropriate.

**LANGUAGE AND CULTURE** Discuss with Ss how movie reviews for the same movie can vary from culture to culture as well as from person to person. What might be acceptable to portray on-screen in one country might be prohibited in another. This may also be true for the message the movie is conveying and not just what is being shown visually.

**OPTION** (+5 minutes) Ss can search online for reviews of some of their favorite movies. Have 2–3 Ss share the reviews they found if time permits.

**EXTENSION** (+10 minutes) Have pairs talk about a movie that they have both seen. Both Ss should give their opinion about the movie. After they talk about all the good or bad parts of the movie, have Ss give it a 1–5 star rating.

### D LISTEN TO INFER

Suggested time: 10 minutes | Your time:

- Have Ss skim the adjectives listed next to each movie title. Tell them to guess the answers based on their previous listening.
- Play the audio and have Ss listen and then circle the adjective(s) that best describe(s) each movie.
- Then replay the audio to let Ss check their answers.
- Go over the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

### E LISTEN TO DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Play the audio from the beginning. Pause after each review to let Ss make a note of what they think the genre is. Have Ss discuss the genre of each movie in pairs and give their reasons.
- Go over the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

### F ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the example answer on the right.
- Have Ss work in pairs to discuss which movie they'd like to see and why. Tell them to use the vocabulary in Exercise A. Listen again if appropriate.

## Communication Activator

### A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions and the information in the notepad. Tell Ss to use the genres on page 26 and the adjectives on page 32.
- Have Ss work individually to write their notes. Walk around and assist as needed.

### B GROUP WORK

Suggested time: 3–5 minutes | Your time:

- Direct Ss' attention to the photo and read the man's statement.
- Read the statements and questions in the **Recycle This Language** box. Ask, *What does* appropriate *mean?* (suitable or good for a particular person)
- Have Ss work in small groups to discuss their movies from Exercise A.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ discussing genres
✓ using adjectives when talking about their movies
✓ asking questions about another's movie choice

### WRITING

Suggested time: 10 minutes | Your time:

- Tell Ss they will write a review of a movie they've seen. It can be a movie from Exercise A or a different one.
- Tell Ss to use their notes from Exercise A and adjective and genre vocabulary. Have Ss outline what they will include in each paragraph before they write. For example, the first paragraph could give the title, the genre, the actors, and what the film is about. The second paragraph could describe the film with adjectives and give an opinion about it. Draw Ss' attention to the sample paragraph.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap reviews 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) Write the name of a recent movie on the board. Have each S say whether or not she or he has seen the movie. If the S has seen the movie, ask, *Did you like it? Why?* (or *Why not?*) If the S has not seen the movie, ask, *Do you want to see it? Why?* (or *Why not?*) Make sure each S gets a chance to respond so you can be sure everyone understands how to voice opinions.

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

**D** LISTEN TO INFER | **Listen again and circle one or more adjectives to describe each movie, based on the reviewer's opinion.**

1 *The Sibling* (silly / unforgettable / terrifying)
2 *Cantata* (boring / unforgettable / exciting)
3 *My Friend Keisha* (weird / hilarious / thought-provoking)
4 *The Great Camel* (confusing / hilarious / romantic)
5 *I Need a Taxi* (romantic / silly / disappointing)
6 *Fists of Power* (confusing / unforgettable / violent)

**Answers for Exercise E**

*Answers will vary. Possible answers include:*
*1. a horror movie*
*2. a documentary*
*3. a comedy*
*4. an animated movie*
*5. a musical*
*6. an action movie*

**E** LISTEN TO DRAW CONCLUSIONS | **Listen to the reviews again and, with a partner, discuss what you think the genre of each movie is. Explain your reasons.**

**F** ACTIVATE VOCABULARY | **Tell your partner which movie you'd like to see. Explain why it sounds good to you. Use the Vocabulary. Listen again if necessary.**

> "Personally, I'd like to see *I Need a Taxi*. The story sounds so interesting and unusual."

## COMMUNICATION ACTIVATOR

### Now let's express an opinion about a movie.

**A** TALKING POINTS | **Write notes about two movies or TV series you've seen recently.**

| MOVIE #1 | MOVIE #2 |
|---|---|
| Title: | Title: |
| When did you see it? | When did you see it? |
| Genre: | Genre: |
| Actors: | Actors: |
| Adjectives: | Adjectives: |
| What's it about? | What's it about? |

**B** GROUP WORK | **Tell your classmates about your movies from Talking Points. Ask your classmates about their movies.**

**RECYCLE THIS LANGUAGE**

I've seen that one before.
I've always wanted to see that.
It's the funniest movie I've ever seen.
Was it [funny / violent / exciting]?
How many stars do you give it?
Is it appropriate for children?
Would you like to see it again?
How many times have you seen it?

> I saw the documentary *Free Solo* on TV. It's about a rock climber. It's scary, but thought-provoking.



## WRITING

**Write a two-paragraph review of a movie you've seen. The movie could be one of the ones from Talking Points or another one. Describe who's in it, what it's about, and how you felt about it.**

*One of my all-time favorite movies is the classic action love story Titanic. It stars the U.S. actor Leonardo DiCaprio and the British actor Kate Winslet. The music is beautiful, and the story is . . .*

**WRITING HANDBOOK** p. 145
- Paragraphs and topic sentences
- Guidance for this writing exercise

# 4 COMMUNICATION GOAL Discuss what makes a movie great

**A** READING | Read about what makes us love a movie. Which aspects of a movie are most important to you?

## WHAT IS IT ABOUT OUR FAVORITE MOVIES?

**Have you ever thought about what it is that excites us about the movies we love? It all starts with a good screenplay. The screenwriter develops the movie's characters and tells their story. A bad screenplay can leave us confused or bored to tears. Here are the main reasons people love movies.**



Special effects can make dinosaurs look real.



Alfonso Cuarón with his Oscars for *Roma*

An actor's performance is probably one of the main reasons we say we love a movie. Some actors are famous for playing a particular type of character in all their movies. For example, Chinese actor Jackie Chan excites audiences because of his ability to wow us with his fists and do the amazing things he does in his action movies. And he knows how to make his audience laugh. Some actors are multi-talented. U.S. actor Meryl Streep is famous for her ability to copy accents and play completely different characters from movie to movie. And she can sing, too!

While we all have favorite actors, not everyone has a favorite director. Perhaps that's because we don't actually see the director in the movie. However, the director decides how to tell the story. She or he works with a cinematographer to make decisions about lighting or when to use close-ups. Some directors are famous for their ability to help their actors produce their best performances. For example, Mexican director Alfonso Cuarón, (who won an Oscar for Best Director for the film *Roma*) made a decision not to tell his actors about a scene until one or two days before it was shot. *Roma* also received acclaim for acting as well as cinematography.

Special effects have excited movie-goers since the early days of the movies. Today, most special effects are computerized and look completely real. In the movie *Jurassic World*, for example, advanced technology created a variety of terrifying life-like dinosaurs—and audiences loved it. Action films, like *The Avengers*, use special effects so their superhuman characters are able to do impossible things like jumping off buildings and walking through walls.

**What excites *you* the most when you see a movie?**

**B** RECOGNIZE MAIN IDEA | Check the statement that best expresses the main idea of the article.

- ☐ **a** The director is the most important person in the making of a film.
- ☑ **b** There are several aspects of movie making that affect how we feel about a movie.
- ☐ **c** The actors in a movie are the main reason people like it.

# LESSON 4 Discuss what makes a movie great

## A READING

Suggested time: 15–20 minutes | Your time:

- Read the lesson title and write it on the board.
- Read the directions. Ask, *What does* aspect *mean?* (one part of something) Brainstorm Ss' ideas about the different aspects of a film. Write Ss' ideas on the board.
- Direct Ss' attention to the photographs and captions. Ask, *Which aspects of a film do you think each photo shows?* (Alfonso Cuarón with Oscars: directing; dinosaurs: special effects)
- Then read the title of the article. Explain that *What is it about our favorite movies?* is an informal way of saying *Why do we love these movies?*
- Have Ss listen to the article and read along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Explain that the expression *bored to tears* means extremely bored.

**LANGUAGE AND CULTURE**

- The Oscars: *Oscar* is the popular name for the golden statue given out during the Academy Awards, which is held annually by the Academy of Motion Picture Arts and Sciences. This award is the most distinguished award in the American entertainment industry. Awards are given for many categories, but the most sought-after are for Best Picture, Actor and Actress in a Leading Role, and Actor and Actress in a Supporting Role.
- Jackie Chan is an actor and martial artist, as well as a stuntman, director, and producer. He is famous for his kung fu fighting in action movies. Chan is one of the world's most famous movie personalities. He also has a reputation for being one of the most charitable celebrities due to his philanthropy.

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

**CHALLENGE** Ask Ss to suggest other aspects of movie making that are not mentioned in the article and say whether they think these aspects are important. (For example: music or sound, costume / clothes, editing)

## B RECOGNIZE MAIN IDEA

Suggested time: 10 minutes | Your time:

- Have Ss read the statements. Answer any questions about vocabulary.
- Have Ss complete the exercise individually. 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.
- Then have Ss compare answers in pairs.
- Bring the class together and confirm that the main idea is statement b. Ask, *Why is statement a not the main idea?* (This is just a detail about one aspect of movie making.) *Why is statement c not the main idea?* (The article says that acting is <u>one</u> of the main reasons, not the main reason.)

**OPTION** Ask Ss to underline where in the article they found support for their answer.

### C ACTIVATE NEW WORDS

Suggested time: 5 minutes | Your time:

- Review how scanning can help Ss find the words in the article. Say, *Look through the article quickly to find each of the five words.* Model the activity for the first item. Say, *Let's scan from the beginning of the article until we see the word* cinematographer. (paragraph 2)
- Say, *Let's look at the context.* Context *means the other words within the sentence or paragraph that can help us understand what* cinematographer *means. What does the context suggest?* (A cinematographer helps make decisions about lighting and close-ups.)
- Have Ss work individually to complete the exercise. Have Ss check answers in pairs.
- Bring the class together and go over the answers.

### D DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Have Ss read the questions. Answer any vocabulary questions. Say, *There are no right or wrong answers for these questions.*
- Have Ss discuss the questions in pairs or small groups.
- Bring the class together and have Ss share their answers.

## Communication Activator

### A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Tell Ss to look at the cards. Read the directions. Ask, *What does* nominate *mean?* (to suggest someone or something for a prize) *What does* category *mean?* (a group of people or things that are similar to each other)
- Have Ss look at the **Some possible reasons** box. Read the items aloud and answer any vocabulary questions.
- Ask Ss to fill out the cards individually.

**OPTION** Have Ss work in pairs or groups rather than individually.

### B GROUP WORK

Suggested time: 5–10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Have Ss discuss their movie nominations in groups. Make sure all Ss have an opportunity to share their choices.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board or in their notebooks. Encourage Ss to use the words and phrases in their discussions.

### C VOTE

Suggested time: 5–10 minutes | Your time:

- Have Ss come to the board and write their nominations for each category. Then ask Ss to raise their hands to vote for the winner in each category. Encourage polite discussion if Ss disagree.

**LOOK FOR** While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ using adjectives to describe movies
✓ using vocabulary for aspects of movie making
✓ giving reasons for their choices

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Tell Ss to close their books and then write three sentences about what makes a movie great in their opinion. Collect 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** ACTIVATE NEW WORDS | **Complete each statement with these words from the article.**

cinematographer screenplay characters special effects audiences

1 In a movie, the actors play the *characters* that are in the screenplay.
2 Advanced technology can create *special effects* to excite and wow audiences.
3 A *cinematographer* helps a director make decisions about lighting and close-ups.
4 A good *screenplay* often has interesting characters and is thought-provoking.
5 *Audiences* can feel either confused or bored if a screenplay isn't very clear.

**D** DRAW CONCLUSIONS | **In pairs or small groups, discuss the following questions.**

1 Why do you think some actors get famous for playing the same kind of character in movie after movie?
2 Do you think that an actor who often plays only one kind of role has less talent than another one who plays a greater variety of roles? Explain.
3 Why do you think Cuarón didn't tell his actors about a scene until right before the filming?
4 It's unpleasant to feel terrified. So why do you think *Jurassic World*'s audiences like to be terrified?
5 Why do you think directors choose to use special effects?

## COMMUNICATION ACTIVATOR

**Now let's discuss what makes a movie great.**

**A** TALKING POINTS | **Write the person or movie title you would nominate for each category. Include your reasons for each choice.**




**Some possible reasons**
- She's / He's [multi-talented].
- I like [his / her] ability to [make me laugh].
- The special effects look so [real]!
- The story is [thought-provoking].
- The film is [gorgeous / beautiful].

**B** GROUP WORK | **Present your nominations from Talking Points to your classmates and explain the reasons for your choices. Ask your classmates questions about their nominations.**

SOFT SKILLS BOOSTER p. 155

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Group Work. Example: "play a [particular type of] character"

**C** VOTE | **Write all the nominations for each category on the board. Your class votes for the winners.**




# Let's make A MOVIE!

- Work with a small group. Choose one of the movie ideas. Write notes about your movie on the card.
- Present your movie idea to the class.
- You and your classmates choose the class's three best movie ideas.




Movie Idea 1




Movie Idea 2




Movie Idea 3




Movie Idea 4

| | |
|---|---|
| Title: | |
| Genre: | |
| Summary of the story: | |
| Who are the characters? | |
| Adjectives to describe your movie: | |
| Your preferred actors: | |
| Your preferred director: | |

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Apologize for being late.
- ☐ Choose a movie to watch.
- ☐ Express an opinion about a movie.
- ☐ Discuss what makes a movie great.

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

## *Interactive Cool Down*

### LET'S MAKE A MOVIE!

Suggested time: 30–45 minutes | Your time:

- Organize Ss into small groups.
- Tell Ss to look at the images showing four different movie ideas: *The Good Chef*, *The Tourists*, *The Angry Bear*, *The Flight Attendants*. Each group should choose one of the ideas.
- Have Ss decide the details of the movie idea they have chosen and write notes in the chart.
- Walk around as Ss discuss and fill in information. Assist as needed.
- Have groups present their movie idea to their classmates. Encourage Ss to ask questions about anything that is not clear.
- As a class, have Ss say which ideas they like the best. Write these on the board. Then take a class vote to choose the three best ideas.

**OPTION** Ss can use their own original movie ideas instead of the four suggested ideas.

**EXTENSION** (+5 minutes) Have groups identify what could be a short key scene in their movie idea. Ss develop this scene with action and dialogue. After they practice it, they can perform it for the class.

**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 review 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 two pages of 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 Away from Home

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about where they like to stay on vacation and what hotel amenities they like, and read an illustrated conversation modeling a discussion of the advantages and disadvantages of vacation accommodations. | |
| LESSON 1<br>**Leave and take telephone messages** | ***Vocabulary*** | Telephone messages |
| | ***Grammar*** | The future with *will* |
| | ***Pronunciation*** | Contractions of subject pronouns with *will* |
| LESSON 2<br>**Check in to and out of a hotel** | ***Vocabulary*** | Kinds of hotel rooms and beds |
| | ***Grammar*** | The real conditional |
| LESSON 3<br>**Request services in a hotel** | ***Vocabulary*** | Ways to request services in a hotel |
| | ***Listening skills*** | Listen to confirm content; Listen for details; Listen to summarize |
| LESSON 4<br>**Choose vacation accommodations** | ***Reading skills*** | Identify supporting details; Make personal connections |
| | ***Writing*** | Write a review of one kind of accommodation |
| INTERACTIVE COOL DOWN | *Tic-tac-toe: What will they do?* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *When you've traveled, which kinds of accommodations have you stayed in?* Have Ss look at the photos. Point to the man on the bottom right and read his statement aloud as a model for Ss.
- Play the audio. Have Ss listen and repeat. Ask, *What does* short-term *mean?* (for a small amount of time)
- Say, *Raise your hand when you hear a kind of accommodation where you have stayed.* Read the places.
- Ask Ss if they know of any other types of accommodations.

**LANGUAGE AND CULTURE** Many smaller hotels in the U.S. are referred to as *motels*. The main difference between a hotel and a motel is that motels are usually one- or two-story buildings where guests can park just outside their rooms instead of in a parking garage.

**EXTENSION** (+5 minutes) Have Ss consider who might stay in each of these accommodations. Write the five types on the board. Ask, *Who stays in each kind of accommodation?* Model the activity by writing in a possible answer for *youth hostel*. (Possible answers: a youth hostel: a student; a campground: a family with young kids or a group of teenagers; a hotel: someone traveling for business; a bed and breakfast: someone traveling alone; a short-term vacation rental: families or large groups)

UNIT 4

# Away from Home

## *Warm-Up*

**When you've traveled, which kinds of accommodations have you stayed in?**

PRONUNCIATION | Listen and repeat.



















UNIT 4 COMMUNICATION GOALS

**Lesson 1**
Leave and take telephone messages

**Lesson 2**
Check in to and out of a hotel

**Lesson 3**
Request services in a hotel

**Lesson 4**
Choose vacation accommodations

## Topic Warm-Up

**A** HOTEL FACILITIES AND AMENITIES | Take the survey.

**Rate the following hotel facilities and amenities in order of importance to you, with 1 being essential, 2 being desirable, and 3 being unnecessary.**

### Facilities



a fitness center 1 2 3



a pool 1 2 3



a sauna 1 2 3



a gift shop 1 2 3



a restaurant or coffee shop 1 2 3



a business center 1 2 3



a concierge 1 2 3

### Amenities



extra towels 1 2 3



lots of hangers 1 2 3



skirt hangers 1 2 3



a bathrobe 1 2 3



a safe 1 2 3



a minibar 1 2 3



an iron and ironing board 1 2 3



a hair dryer 1 2 3

**B** VOCABULARY | Facilities and amenities | Listen and repeat.

**C** PAIR WORK | Talk about a time you stayed in a hotel or other accommodation. Tell your partner about the facilities and amenities there.

I stayed in a hotel with my parents and my two brothers. We needed lots of extra towels and hangers!



# Topic Warm-Up

## A HOTEL FACILITIES AND AMENITIES

Suggested time: 10–15 minutes | Your time:

- Ask, *Has anyone here ever stayed in a hotel? Who stays in hotels often? How often?*
- Give Ss a few minutes to look at the survey. Have them look at the photos and read the captions. Say, *The word* facilities *means the rooms and equipment a hotel has, like a business center or sauna.* Amenities *are the things that make a place comfortable to stay in, like extra towels or a minibar.*
- Read each vocabulary item.
- Check that Ss understand that a concierge is someone in a hotel whose job is to help guests by telling them about places to visit, restaurants to eat in, and so on.
- Read the directions at the top of the survey. Ask, *What does* essential *mean?* (absolutely necessary) *What does* desirable *mean?* (You would like to have it.)
- Have Ss circle 1, 2, or 3 to rate how important each thing is to them. Say, *There are no right or wrong answers. This is your opinion.*
- Review the survey responses. Read each type of facility and amenity and ask, *Who thinks this is essential? Why?*

**EXTENSION** (+5 minutes) Write on the board: *Facilities* and *Amenities*. Have Ss suggest any facilities or amenities that aren't listed that they would like to have in a hotel.

**CHALLENGE** (+5 minutes) In small groups, have Ss brainstorm ideas about their perfect hotel. Say, *Imagine that you have created the perfect hotel. Say where it is, and what facilities and amenities it offers.*

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to talk about where they stayed. Encourage Ss to talk about the experience and say as much as they can.
- Model the activity by reading the woman's statement aloud.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (They're at home.)
  *What are they doing?* (talking about some information on the computer)
  *What do you think is their relationship?* (a husband and wife)
- Point to the information about accents on the upper right. Ask, *Which people in the conversation have an American accent?* (Paula and Brad)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *What are they talking about?* (where to stay on vacation)
  *Do they like everything about the short-term rental that they are looking at?* (no)
  *What are they going to do?* (look for other places)

**LANGUAGE AND CULTURE**

- A bed and breakfast establishment is usually referred to as *a bed and breakfast* or a *B&B.* A bed and breakfast is different from a short-term rental, as several different guests stay in a B&B at the same time, and breakfast is served.
- Airbnb and other online short-term vacation rental brokers are a source, not owners, of properties being rented. Short-term vacation rentals are rooms in an owner's house or apartment, an entire apartment, or a house. In some cases, the owners live in the property with renters. Rentals don't provide breakfast or other meals.
- *Make a reservation* is used both for booking a hotel room in advance and for reserving a table in a restaurant.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined phrases in Exercise A aloud and have Ss repeat. Have Ss work in pairs to circle the correct meaning for each phrase.
- Review answers with the class.

## C THINK AND EXPLAIN

Suggested time: 5–10 minutes | Your time:

- Ss work in pairs to discuss the meanings.
- Review the answers with the class. Ask, *Do you like making small talk with new people? Why or why not?*
- Ask, *What other words mean the same as* upsides *and* downsides*?* (advantages and disadvantages)

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Read the conversation with a higher-level S. Say, *If you start a sentence with* Personally*, you're stressing that this is your personal opinion. You don't think everyone shares your opinion.*
- Have Ss work in pairs to discuss which of the accommodations on page 37 they prefer. They should explain their reasons, using the vocabulary from the survey where relevant.

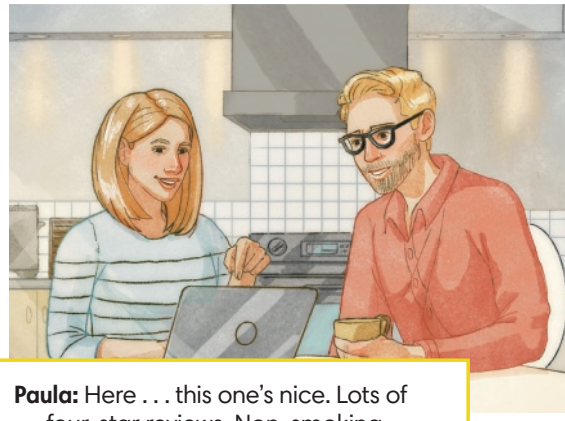
**OPTION** (+5 minutes) Have pairs also discuss their least favorite types of accommodation.

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Paula** = American English (regional)
**Brad** = American English (standard)





**Paula:** You know, I hate staying in hotels. Every time you want something to eat you have to call room service.

**Brad:** I'm with you. And it costs an arm and a leg.

**Paula:** So why don't we look for a bed and breakfast, or maybe one of those short-term vacation rentals?

**Brad:** Great idea. That would be more like home. Which do you prefer?

**Paula:** Not sure. B&B's have their upsides and downsides.

**Brad:** Like what?

**Paula:** Well, for example, breakfast is included, but you have to make small talk with the other guests. I'm not unfriendly, but I don't want to talk to strangers first thing in the morning.

**Brad:** Me neither. I like my privacy.

**Paula:** So maybe the rental is the way to go?

**Paula:** Here . . . this one's nice. Lots of four-star reviews. Non-smoking. Should we make a reservation?

**Brad:** Uh-oh! Look at the fine print: If you want to do laundry, you have to ask permission. And there's a fee for cleaning! We shouldn't have to pay for that.

**Paula:** Good point, but it's right in the restaurant district.

**Brad:** True, but it's got a lot of downsides. Let's look for something else, OK?

**B** UNDERSTAND FROM CONTEXT | **Look at the featured words and phrases in Zoom-In. Circle the correct answer.**

1 When Brad says "I'm with you," what does he mean?
(a) He agrees. b He wants to travel with her.

2 When Brad says that room service "costs an arm and a leg," what does he mean?
a He doesn't like calling for things. (b) It's very expensive.

3 When Brad says, "Look at the fine print," what does he mean?
(a) You should read it carefully. b It looks good.

4 When Brad says there's "a fee" for cleaning, what does he mean?
(a) Guests have to pay for cleaning. b Guests have to clean the house or apartment.

**C** THINK AND EXPLAIN | **Look at the featured words and phrases again. With a partner, explain what each person means.**

1 Paula: " . . . you have to make small talk with the other guests."
2 Brad: "I like my privacy."
3 Paula: "Good point."
4 Brad: "It's got a lot of downsides."

**Answers for Exercise C**
*Answers will vary. Possible answers include:*
1. *You have to talk about unimportant topics with people you don't know.*
2. *Brad doesn't like talking about himself to people he doesn't know.*
3. *Paula agrees with something Brad says.*
4. *It's got a lot of disadvantages.*

**SPEAKING** PAIR WORK | **Which kind of the accommodations in Warm-Up on page 37 do you prefer? Use the Vocabulary from the survey on page 38.**


I prefer large hotels. They usually have a fitness center, and that's important to me.

Personally, I prefer youth hostels. I like to meet people my age.


# 1 COMMUNICATION GOAL Leave and take telephone messages

**A** VOCABULARY | Telephone messages | Read and listen. Then listen again and repeat.

| | |
|---|---|
| **an answering machine** | a device that automatically answers a phone call and records a caller's message when a person doesn't answer the phone. |
| **a greeting** | a recorded voice that responds and asks a caller to call back or leave a message. |
| **a voicemail** | an audio message that a caller leaves when no one answers the phone. |
| **an answering service** | a service that answers peoples' phones and takes and delivers messages to them. |
| **an operator** | a person who provides telephone assistance to people who call companies, hotels, or other businesses. |

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to the phone calls. Complete the statements with words or phrases from the Vocabulary.

1 This is *a (recorded) greeting* on *an answering machine*.
2 The speaker works for *an answering service*.
3 The person who answered the phone is *an operator*.
4 This is *a voicemail*.




COACH

**C** GRAMMAR | The future with will

**You can use the modal will or won't + a base form to talk about the future.**
**Remember: Modals don't use -s in the third-person form.**

**Affirmative statements**
She'**ll call** back tomorrow.

**Negative statements**
We **won't be** at the meeting this afternoon.

**Questions**
**Will** you **meet** us at the coffee shop? (Yes, we will. / No, we won't.)
**Will** he **go swimming** when he arrives? (Yes, he will. / No he won't.)

When **will** the pool **open**? (In a few minutes.)
Where **will** you **go** this afternoon? (I'm not sure.)
Which hotel **will** they **be** in? (The Barton, I think.)
Who **will** Bella **call** when she gets here? (Her parents.)

BUT Who **will call** her parents? (Bella will.)

**Contractions**
**'ll** = will
**won't** = will not

**Be careful!** Use full forms, not contractions, in affirmative short answers.
Yes, I will. NOT Yes, ~~I'll~~.

**Other ways to express the future (review)**
They'**re meeting** at noon. (present continuous)
I'**m going to call** again at 2:00. (be going to)
Our flight **leaves** in an hour. (simple present tense)
The meeting **is** at 4:00. (present form of verb be)

**GRAMMAR EXPANDER** p. 130
- Will and be going to
- Other uses of will
- Can, should, and have to: future meaning

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

**E** GRAMMAR PRACTICE | Complete the statements and questions in the messages, using will or won't. Use contractions when possible.

1 Message for Ms. Heller: Your husband's flight is delayed. *He won't arrive* (he / not arrive) from the airport before 6:00.
2 Message from Jan Lang: *The conference call will start* (the conference call / start) at 3:00 tomorrow Berlin time.
3 Message for David West: The game started late. *Your children won't be* (your children / not be) home until after 5:00.
4 Message from Mr. Gibbs: *Will I have to* (I / have to) come into the office early tomorrow?
5 Message from Ava Reed: *Who will drive* (who / drive) us to the airport after the meeting?
6 Message for Ms. Tate: Marie Sills called. *She'll call back* (she / call back) this evening at 7:00.
7 Message for John Anders: *Where will you meet* (where / you / meet) us tomorrow morning?

# LESSON 1 Leave and take telephone messages

## A VOCABULARY

Suggested time: 3–5 minutes | Your time:

- Read the lesson title. Make sure Ss understand that *leave a telephone message* means to give someone information or to request someone to call you back. Explain that *take a telephone message* means to write down the message that someone else is leaving.
- Have Ss look at the words and read the definitions individually. Ask, *What does* device *mean?* (a machine that you use for doing a special job)
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

**LANGUAGE AND CULTURE** *Voicemail* is the service; *a voicemail* is a common short form of *a voicemail message*.

## B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and complete the statements.
- Play the audio again if appropriate.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed. Be sure Ss write the correct indefinite articles in their answers.

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman on the right. Read her statement aloud.
- Read the rule in the grammar chart. Remind Ss what a modal is—it's an auxiliary (or 'helping') verb that adds meaning to the main (base form) verb. *Will* + the base form of a verb expresses a future action. Modals are followed by base forms, not infinitives or present participles. Other modals Ss have learned are *can*, *should*, and *could*.
- Write the examples of affirmative statements and negative statements from the chart on the board. Circle *She'll call* and *We won't be*. Emphasize that *will / won't* are used with the base form of the verb.
- Read the information in the **Contractions** note.
- Read the example questions and short answers. Point out the placement of *will* and the base form in each question. Also point out that in the short answers, *will* appears without the base form.
- Direct Ss' attention to the **Be careful!** note. In affirmative short answers, *will* is not contracted, but in negative short answers, it is. For example:
  *A: Will you be at the party tomorrow?*
  *B: Yes, I will. / No, I won't.*
- Have Ss look at the last two questions in the chart. As a review of basic word order in questions with *who*, ask Ss to notice the different word order of questions with *who* when *who* is the subject versus when *who* is the object. In the first question, *who* is the object—the receiver of the action of the verb phrase *will (Bella) call*; in the second question, *who* is the subject—the performer of the action of the verb phrase *will call*.
- Read the **Other ways to express the future (review)** note. Point out the future times (*in an hour, at 4:00*) used with the simple present tense (*leaves, is*). Tell Ss the simple present tense is often used for the future when discussing schedules or timetables, as in these examples.

GRAMMAR EXPANDER (optional, page T130)

## D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around to monitor pronunciation as Ss listen and repeat.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Write the cues on the board: *he / not arrive*. Ask, *What will the verb in the future be?* (won't arrive)
- Have Ss do the exercise in pairs.
- Then bring the class together and check answers.

**LANGUAGE NOTES**

- *Can't* and *won't be able to* are often used to soften refusals that would sound harsh if stated directly, for example: *I can't / won't be able to meet you for lunch*. This sounds much more polite than *I won't meet you for lunch* or *I'm not going to meet you for lunch.*
- Although grammar books often provide clear usage distinctions between the forms with future meaning, these distinctions are rarely observed in practice. In spoken English, the form that is used often depends on the formality of the conversation.

## F LISTEN FOR DETAILS

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the message slips. Tell Ss they will listen to four messages.
- Have Ss listen and complete the message slips. Play the audio again if appropriate.
- Have Ss check their answers in pairs.
- Review the answers as a class.

## G PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- Have Ss notice the contractions as they listen.
- Remind Ss about the meaning of *syllable*. If they don't remember, clap or tap out the syllables in several words. For example, say, *Listen: Mess-age*. Clap twice, once for each syllable. Ask, *How many syllables are there in the word* message? (two)
- Play the audio again for Ss to listen and repeat.

## H ACTIVATE PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- In pairs, Ss take turns reading the messages aloud.
- Monitor. Make sure Ss are pronouncing each subject pronoun + *'ll* as one syllable.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Soften a disappointing response with *I'm sorry*
- Say *Is that all?* to express willingness to do more

- Ask, *What are the people in the pictures doing*? (talking to each other on the phone)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What is the name of the caller?* (Chris Oliver)
  *Who is she calling?* (Jack Bates)
  *Where is she calling him?* (at his hotel)
  *What message does she leave for him?* (She'll meet him at the Clancy Hotel at 6:00 in the evening.)
- Make sure Ss understand how Speaker A uses *will* to talk about a time in the future. Ask, *Is this conversation before 6:00 or at 6:00?* (before 6:00)
- Call Ss' attention to the **Social language** box and Speaker B's last turn. Tell Ss that you can also say *Is there anything else?* to say *Is that all?*

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use rising intonation for each question. Listen for emphasis on *Jack Bates* and *Chris Oliver*.
- Explain that rising intonation is especially important with *Is that all?* If the intonation is flat or goes downward, the question can sound rude.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss role-play the conversation. One S leaves a message and the other writes the message. Then have Ss check with their partners to make sure they heard the message correctly.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.
- In Ss' role play, it's not essential for Speaker A to call a hotel. It could be an office, or other business where someone (Speaker B) would answer phones and take messages.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have 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
- ✓ saying *I'm sorry* before giving a disappointing response
- ✓ taking accurate notes about the messages
- ✓ using the future with *will*

**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 blank sheets of paper. Write on the board: *You have reached the voicemail for Ocean View Restaurant. We are unable to take your call right now. Please leave a message*. Say, *You want to make a reservation. Write two sentences leaving a detailed message for the restaurant.* Collect 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.

**F** LISTEN FOR DETAILS | Listen to the phone messages. Then listen again and complete the message slip, according to the information you hear. Use the future with will in each message.

1

WHILE YOU WERE OUT . . .
FOR: Dan Raines
FROM ☐ Mr. ☑ Ms. ☐ Mrs. ☐ Dr. Martin Hall
☐ Please call ☐ Will call again ☑ Wants to see you ☐ Returned your call
MESSAGE: He'll be at the reception at 7:00, and he'll see you there.

2

WHILE YOU WERE OUT . . .
FOR: Ben Young
FROM ☐ Mr. ☑ Ms. ☐ Mrs. ☐ Dr. Victoria Kinsley
☑ Please call ☐ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE: She'll be at 555-0877 until 5:00.

3

WHILE YOU WERE OUT . . .
FOR: Lauren Coates
FROM ☐ Mr. ☐ Ms. ☐ Mrs. ☑ Dr. Jeff Maas
☑ Please call ☐ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE: He'll be at the Atlantic Hotel for the next two days.

4

WHILE YOU WERE OUT . . .
FOR: Dr. Linden
FROM ☐ Mr. ☑ Ms. ☐ Mrs. ☐ Dr. Jane Norton
☐ Please call ☑ Will call again ☐ Wants to see you ☐ Returned your call
MESSAGE: Jane Norton called and will call you again next week.

COACH

**G** PRONUNCIATION | Contractions of subject pronouns with will | Read and listen. Notice how each contraction is one syllable. Then listen again and repeat.

1 I'll call back later.
2 She'll be at the Frank Hotel.
3 He'll bring his laptop.
4 We'll need a taxi.
5 You'll have to leave at 6:30.
6 They'll meet you in an hour.

**H** ACTIVATE PRONUNCIATION | With a partner, take turns reading each message from Exercise F aloud, using correct pronunciation.

## COMMUNICATION ACTIVATOR

### Now let's leave and take telephone messages.



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

**A:** Hello? I'd like to speak to Jack Bates.
**B:** I'll ring that room for you. . . . I'm sorry. He's not answering. Would you like to leave a message?
**A:** Yes. Please tell him that Chris Oliver called.
**B:** Could you spell your last name for me?
**A:** Sure. It's O-L-I-V-E-R. Oh. And please tell him that I'll meet him at the Clancy Hotel at 6:00 this evening.
**B:** Is that all?
**A:** Yes, thanks.

**Social language**
**Say "Is that all?" to express willingness to do more.**

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

**C** CONVERSATION PAIR WORK | Role-play the conversation, using your own ideas. Your partner writes the message. Then change roles.

**A:** Hello? I'd like to speak to ..... .
**B:** I'll ..... . . . . I'm sorry. ..... .
Would you like to leave a message?
**A:** Yes. Please tell ..... that ..... called.
**B:** Could you spell your last name for me?
**A:** Sure. It's ..... . And please tell ..... that ..... .
**B:** Is that all?
**A:** .....!

**KEEP TALKING!** ●●●

- **Leave another message.**
- **Confirm that you've understood the message correctly.**
  Could you please repeat that?
- **Ask for more information.**

Watch the video for ideas!

**D** CHANGE PARTNERS | Role-play the conversation again. Leave other messages.

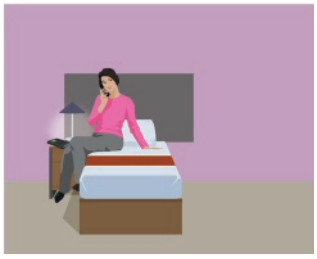
# 2 COMMUNICATION GOAL Check in to and out of a hotel

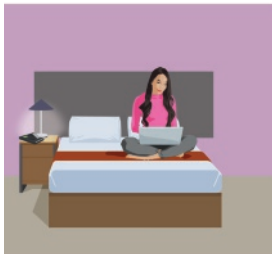
**A** VOCABULARY | Kinds of hotel rooms and beds | Read and listen. Then listen again and repeat.


a double room


a single room


a suite


a twin bed

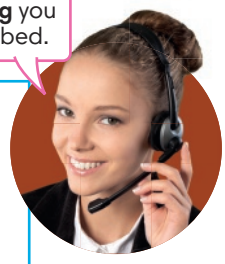

a queen-size bed


a king-size bed


a rollaway bed

**B** PAIR WORK | Talk about what kind of room and what kind of bed is best for a traveler who's traveling alone? For a family on vacation?

**C** GRAMMAR | The real conditional




**Conditional sentences express the results of actions or conditions. They have an if clause and a result clause.**

| **If clause (the condition)** | **result clause (the result)** |
|---|---|
| If the business center is still open, | I'll print the programs for the meeting. |

**Real conditional sentences express factual or future results. When the result is in the future, use will in the result clause.**

**Factual result = Use present in both clauses**
If you **reserve** a suite, you **get** a living room.
If a hotel **doesn't have** a room, I always **call** a bed and breakfast to see if they have one.

**Future result = Use will in the result clause**
If he **calls** her before noon, she'**ll** still **be** home.
If the Atlantic Hotel **doesn't have** a room, I'**ll call** the Pacific to see if they have one.

**Questions**
Where **will** you **stay** if they **don't have** a room for tonight?
If there'**s** no coffee shop at the hotel, where **will** we **have** breakfast?

**In conditional sentences, the clauses can be reversed with no change in meaning. In writing, use a comma when the if clause comes first.**
If the restaurant is still open, I'll have dinner in the hotel.
I'll have dinner in the hotel if the restaurant is still open.

**Be careful!** Never use will in the if clause.
If you check your voicemail, you'll hear the message.
NOT If you ~~will check~~ your voicemail, you'll hear the message.

**GRAMMAR EXPANDER** p. 131
The real conditional (present and future): usage and common errors

# LESSON 2 Check in to and out of a hotel

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and read the captions individually.
- Play the audio and have Ss read and listen. Have Ss listen again and repeat. Ask:
  *How many beds are in a single room?* (one) *In a double room?* (two)
  *When is a suite a good choice?* (when the hotel guest needs a meeting room; when the hotel guest wants to work)
  *What type of room do you prefer in a hotel?*
  *Which is bigger, a twin bed or a queen-size bed?* (a queen-size bed)
  *Which is smaller, a king-size bed or a rollaway bed?* (a rollaway bed)

**LANGUAGE AND CULTURE**

- A *single room* can also be called *a single*, and *a double room* can be called *a double*. Beds can also be called *a twin* (the same as a single bed), *a queen*, *a king*, and *a rollaway*. A *full-size* or *double bed* is larger than a twin and smaller than a queen.
- A *suite* is a group of rooms that connect together.
- A *rollaway* bed is a folding bed on wheels that can be rolled into and out of a room to provide an extra bed.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs.
- Review Ss' ideas with the class.

**EXTENSION** (+10 minutes) On the board, write the following list of possible hotel guests. Have Ss work in pairs to decide the best kind of hotel room and bed for these guests, using the pictures to help them. Then have Ss form groups of four and have them share their ideas.

*Possible hotel guests*

1. *a student*
2. *a family of five (parents and three small children)*
3. *a husband and wife*
4. *two friends*
5. *two co-workers*

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman. Read her statement aloud.
- Read the first rule and example in the grammar chart. Write the example on the board. Explain that the *if* clause gives information about an action or condition: *If the business center is still open.* The result clause gives information about what will happen as a result of the action or condition: *I'll print the programs for the meeting.*
- Read through the real conditional rules and examples. Make sure that Ss understand that the present tense is used in both clauses for factual results (something that is always or generally true), but the future tense with *will* is used in the result clause for future results. Write these examples on the board and ask Ss to tell you which tense to use in each:
  *FACTUAL RESULT*: *If students have a test, they ___ (study) a lot.* (study)
  *FUTURE RESULT*: *If I have a test tomorrow, I ___ (study) a lot.* (will study)
- Read the examples of questions. Tell Ss that they are all questions about future results. Point out that in the questions the word order stays the same in the *if* clause (*if they don't have a room*), but in the result clause, *will* comes before the subject (*Where will you stay . . . ?*)
- Direct Ss' attention to the examples in the **Be careful!** note. To test understanding of the rule, write the following examples on the board:
  1. *If we will miss the bus, we will take a taxi.*
  2. *If we miss the bus, we will take a taxi.*
  Ask, *Which sentence is correct?* (the second one) Cross out *will* in sentence 1.
- Read the remaining rules about reversing clauses and adding commas.

**LANGUAGE NOTE** Other future forms can be used in the result clause. But they should never be used in the *if* clause. For example:

*If you call me too late, I'm not going to answer the phone.*

*If it rains, I'm not going.*

*If they change the schedule, the plane leaves after midnight.*

**GRAMMAR EXPANDER** (optional, page T131)

### D UNDERSTAND AND PRACTICE THE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Do the first item as a class. Ask, *Which part of the sentence is the result clause?* (the second part) Write the cues on the board: *she / get; she / be.* Elicit the answer from a higher-level S. Ask, *Is the sentence expressing a fact or a future result?* (a future result)
- Have Ss complete the exercise in pairs. Go over the answers as a class.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Here you go* as you hand someone something they've requested
- Say *By the way* to introduce a new thought

- Ask, *What do you see in the picture?* (a woman giving someone her credit card)
- Have Ss read and listen to the two conversations. Check comprehension by asking:
  *In the first conversation, what is the guest doing?* (She's checking in to a hotel.)
  *Does she have a reservation?* (yes, for a double room)
  *What does the hotel clerk ask for?* (her credit card)
  *In the second conversation, did the person who is checking out have anything from the minibar?* (Yes, she had a bottle of water.)
  *Where does she need to go?* (to the airport)
- Call Ss' attention to the **Social language** box and read the sentence. Tell Ss that *By the way* is used in both formal and informal conversations.
- Write on the board: *The name's Arnold.* Ask Ss to explain it or to suggest other ways of saying it. (My name is Arnold. OR The reservation is under the name Arnold.)

**LANGUAGE AND CULTURE**

- *Check out* means to pay the bill and leave a hotel. It is the opposite of *check in*.
- The *minibar* contains items such as water, alcohol, candy, and peanuts. These items cost extra.
- An *airport shuttle* is a small bus that picks up or drops off hotel guests at the airport.

### B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Play the audio. Have Ss listen and repeat each line. Make sure Ss say *By the way* without pausing between words.
- Monitor as Ss role-play the conversation in pairs.

### C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Refer Ss to the vocabulary on page 42 and the items in the **Ideas** box. Tell Ss to do each role play twice so they play both Speakers A and B.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each sentence 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 to say what kind of room they want
- ✓ using tenses correctly
- ✓ saying *Here you go* when giving a credit card to the clerk
- ✓ saying *By the way* to introduce a new thought

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Say, *Imagine I am a hotel clerk and you are a guest who is checking out.* Write the following questions on the board: *How was your stay? How will you be paying? Do you need transportation?* Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

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

**D** **UNDERSTAND AND PRACTICE THE GRAMMAR** | **Complete with the real conditional. Then write factual if the sentence expresses a fact. Write future if it expresses a future result.**

future 1 If ..... she gets ..... (she / get) a suite on her next cruise, ..... she'll be ..... (she / be) more comfortable.

factual 2 The hotel's policy has always been that if ..... guests want ..... (guests / want) a double room, ..... have to ..... (they / have to) request one when they make the reservation.

future 3 ..... Will someone give ..... (someone / give) me a hand at the airport if ..... I need ..... (I / need) help with my luggage?

future 4 If ..... you request ..... (you / request) a rollaway bed right now, ..... they'll bring ..... (they / bring) one to your room.

factual 5 If ..... they don't have ..... (they / not have) a king-size bed, ..... they always give ..... (they / always give) you two queens.

they will bring /

## COMMUNICATION ACTIVATOR

## Now let's check in to and out of a hotel.



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

### Checking in

**A:** Hello! I'm checking in. The name's Arnold.
**B:** Do you have a reservation?
**A:** Yes. For a double room with two queen-size beds.
**B:** Oh, yes. Here it is. May I have your credit card?
**A:** Here you go.

### Checking out

**A:** Hello. I'm checking out of room 211. Here's the key.
**B:** Thank you. Did you have anything from the minibar?
**A:** Yes, I did. A bottle of water.
**B:** OK. I'll add that to your bill. Would you like to put this on your credit card?
**A:** Yes, please. Here you go. By the way, I need to go to the airport.
**B:** No problem. If you step outside, you can get the airport shuttle.

**Social language**
**Say "By the way" to introduce a new thought.**

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

**C** **CONVERSATION PAIR WORK** | **Role-play checking in to and out of a hotel. Then change roles.**

### Checking in

**A:** ..... I'm checking in. The name's ..... .
**B:** Do you have a reservation?
**A:** Yes. For a ..... .
**B:** Oh, yes. Here it is. May I have your credit card?
**A:** . . .

### Checking out

**A:** ..... I'm checking out of room ..... . Here's the key.
**B:** Thank you. Did you have anything from the minibar yesterday?
**A:** ..... . . . .
**B:** ..... . Would you like to put this on your credit card?
**A:** Yes, please. By the way, I need ..... .

**Ideas**
the airport shuttle
a taxi
the subway
a city bus

**KEEP TALKING!** ●●●

**Guest:**
**Ask about services and amenities.**
Is the business center open?
**Report a problem.**
Actually, my TV wasn't working.
**Ask about transportation.**
Is there [a bus stop] near here?
**Ask for directions to places near the hotel.**
How do I get to [the National Museum]?

**Clerk:**
**Ask the guest about her or his stay.**
How was your [stay / room]?
**Give directions and other information.**
Turn left at the corner and walk two blocks.

Watch the video for ideas!

**D** **CHANGE PARTNERS** | **Role-play checking in to and out of a hotel again.**

# 3 COMMUNICATION GOAL Request services in a hotel

**A** VOCABULARY | Ways to request services in a hotel | Read and listen. Then listen again and repeat.



I'd like to order room service, please.



Could someone please take away the dishes?




I'd like a wake-up call, please.






Could someone please pick up the laundry?



Could someone please make up the room?



Could we get some extra [pillows / towels / hangers]?

**B** ACTIVATE VOCABULARY | With a partner, take turns reading each situation and requesting the service you need. *See page T44 for answers.*

**Situation 1:** It's 4:00 and your room is a mess.
YOU .....

**Situation 2:** It's noon and your breakfast dishes are on the floor outside your room.
YOU .....

**Situation 3:** You have a lot of dirty clothes.
YOU .....

**Situation 4:** It's midnight and you have an early meeting. You're afraid your alarm won't work.
YOU .....

**Situation 5:** You and your husband have both taken showers, but now your children want baths.
YOU .....

**Situation 6:** It's 9:00 P.M. and you're hungry, but you don't want to go out.
YOU .....

**C** LISTEN TO CONFIRM CONTENT | Listen to each conversation. Write T (true), F, (false), or NI (no information).

F 1 Ms. Matthews can't remember the code to open the safe.
NI 2 The electrician fixes the air conditioner.
F 3 The man gives the woman extra towels.
T 4 It's not necessary to iron the clothes.
NI 5 The guest finds something she likes on the menu.

**D** LISTEN FOR DETAILS | Listen again and circle the correct answer to complete each statement.

1 The guest is complaining about her (safe / laptop).
2 The (air conditioner / minibar) in the room is making a weird sound.
3 The guest needs (a wake-up call / extra glasses).
4 The guest wants (laundry / room) service.
5 The guest would like (room service / a wake-up call).

# LESSON 3 Request services in a hotel

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and read the sentences individually.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Ask, *What two ways do all these requests begin?* (I'd like; Could) Explain that these are polite ways to make a request.

**OPTION** (+5 minutes) As a class, define the meaning of the phrases presented in the pictures: *room service*, *wake-up call*, *make up the room*, *take away the dishes*, *pick up the laundry*, *get some extra [pillows]*.

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read the situations individually. Answer any vocabulary questions.
- Tell Ss the six situations match the six ways to request services in Exercise A. Do the first item with the class. Say, *How will you start the request?* (Could / I'd like)
- Elicit possible answers. (Could someone please make up the room? / I'd like someone to make up my room, please.)
- Have Ss work in pairs to complete the exercise.
- Walk around and help as needed.
- Review with the class, eliciting an answer for each request.

**EXTENSION** (+5 minutes) Have Ss come up with other services that a hotel guest can request. Write Ss' ideas on the board for later use.

**Answers for Exercise B**

*Answers will vary. Possible answers include:*
*1. Could someone please make up the room?*
*2. Could someone please take away the dishes?*
*3. Could someone please pick up my laundry?*
*4. I'd like a wake-up call, please.*
*5. Could we get some extra towels?*
*6. I'd like to order room service, please.*

## C LISTEN TO CONFIRM CONTENT

Suggested time: 10–15 minutes | Your time:

- Say, *We will listen to five conversations. Conversations 1, 2, 4, and 5 are phone conversations. Conversation 3 takes place at the door of a hotel room.*
- Play the first conversation. Then stop the audio and ask, *What is the answer: true, false, or no information?* (false) *Why?* (She remembers the code, but the safe won't open.)
- Play the audio again from the beginning. Pause after each conversation to let Ss write their answer.
- Review the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

**LANGUAGE AND CULTURE**

- The *front desk* at a hotel or similar business is the place you stop first to check in when you arrive. This is also where you go to check out. It is also called *reception*. At larger hotels, they also have a concierge at the front desk (see the vocabulary on page 38). The front desk can often offer personal care items guests may have forgotten to bring, such as toothbrushes, razors, and combs.
- The *housekeeping* department in a hotel is responsible for cleaning, basic room and public space maintenance, laundry services, linen and toiletry replacements, and so on.

## D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss skim the word choices in each item. Tell them to guess the answers based on their previous listening.
- Play the audio and have Ss listen and circle the correct answer.
- Review the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

### E LISTEN TO SUMMARIZE

Suggested time: 10 minutes | Your time:

- Have Ss write a sentence about each person to summarize their problem(s). Play the audio again if appropriate.
- In pairs, Ss compare their summaries of each situation. If pairs disagree, tell them to give their reasons.
- Review answers with the class. Call on volunteers to read their answers. Replay sections of the conversations if appropriate.

## Communication Activator

### A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Ask, *What are the pictures on the left?* (the problems in Room 406) Ask, *What are the pictures on the right?* (the problems in Room 407)
- Have Ss read the example sentence in the box on the upper right. Remind Ss that using *Could* or *I'd like* makes the request sound more polite.
- Have Ss work individually to write what each guest should say to the hotel staff. Hint that they might find it helpful to look back at the vocabulary on page 38. Walk around and assist if necessary.
- Review answers by asking volunteers to share their answers.

**OPTION** (+5 minutes) Have Ss work in mixed-level pairs rather than individually. Ask, *What do the people in the pictures need?*

### B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Tell Ss that for the first role play, Partner A will be the man in Room 406, and Partner B will be the hotel staff person. For the second role play, Partner A will be the hotel staff person, and Partner B will be the woman in Room 407.
- Model the beginning of the first role play with a higher-level S. For example:

  *A: Hello. Front Desk.*

  *B: Hello, this is Mr. Williams in Room 406. I'd like to order room service.*

  *A: No problem. I'll connect you with them. Is there anything else I can do for you? . . .*
- Have Ss read the language in the **Recycle This Language** box. Ask volunteers to read each line, filling in any blanks with their own words. This language was introduced in Level 1. Ask, *What does* clogged *mean and what could get clogged in a hotel room?* (blocked; toilets and sinks)
- Draw Ss' attention to the photo of the hotel staff member and her question. Encourage them to use *May I help you?* or *How may I help you?* in their role play.
- In pairs, Ss perform their two role plays. Ask for a few volunteers to perform their role plays for the class.

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

- ✓ using vocabulary to request something from a hotel staff person, if they are the guest
- ✓ using polite language
- ✓ using helpful language, if they are the hotel staff person

**CLOSURE ACTIVITY** (+5 minutes) Ask Ss to write their names on blank sheets of paper. Say, *Write a conversation between a guest who is requesting something and a hotel staff member. You can use one of the situations from Exercise A or your own ideas. Each person gets two turns.* Collect answers as Ss leave to identify areas for review or extra practice.

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

*Answers will vary. Possible answers include:*
*1. The woman needs someone to fix / open the safe in her room so she can get her laptop and leave for an important meeting.*

**E** LISTEN TO SUMMARIZE | Summarize the problem each person is having. Listen again if necessary. Compare summaries with a partner.

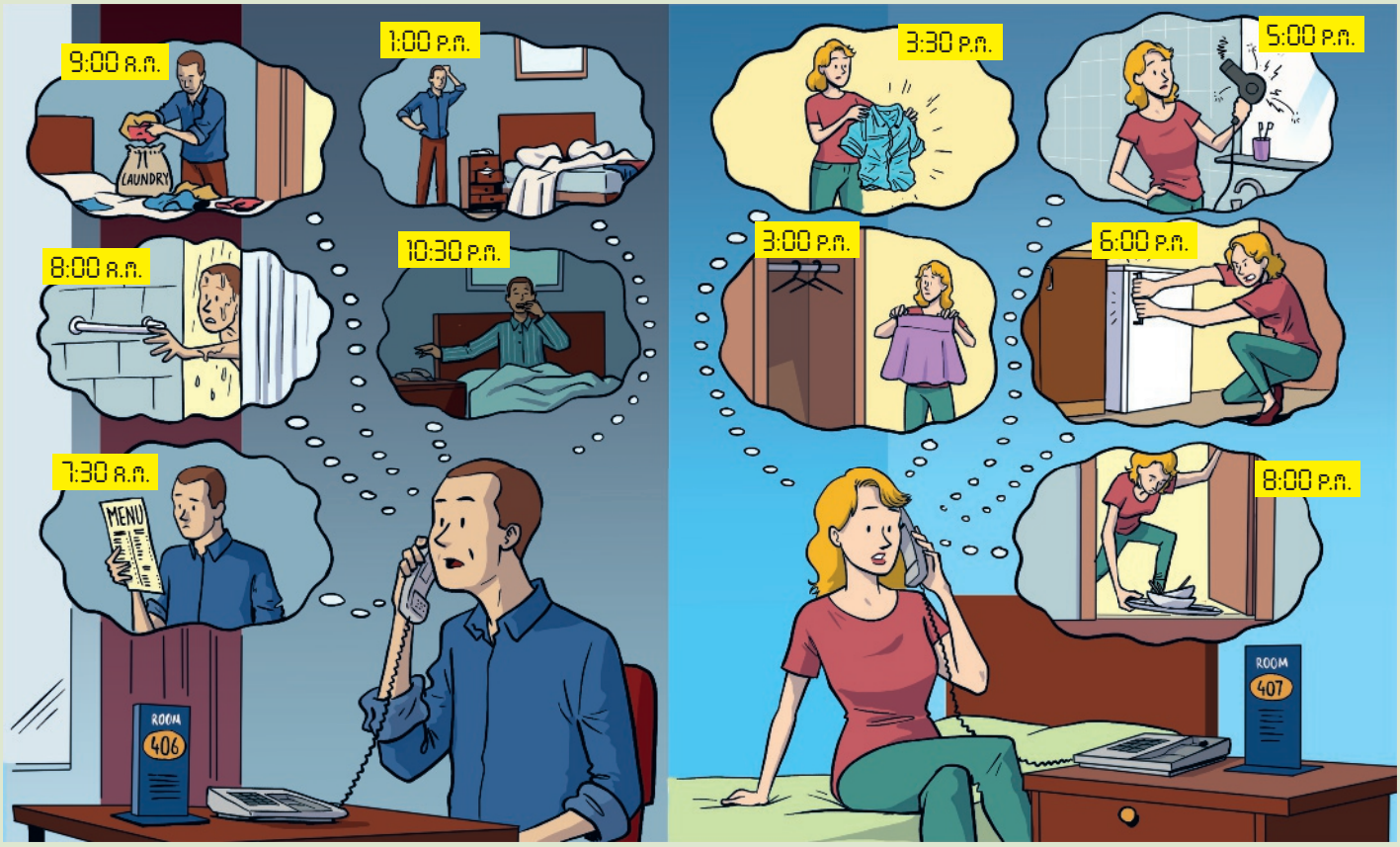
1 *2. The guest would like her room made up and for the air conditioner to be fixed because it is noisy and it's blowing out hot air.*
2 .....
3 .....
*3. The guest needs extra towels and a wake-up call.*
4 *4. The guest has a lot of dirty laundry to be washed but can't find the hotel's laundry bag.*
5 .....
6 *5. The guest would like to order room service but doesn't have a menu.*

## COMMUNICATION ACTIVATOR

## Now let's request services in a hotel.

**A** TALKING POINTS | Look at the situations in rooms 406 and 407. On a separate sheet of paper, make a list of what each guest should say to the hotel staff when he or she calls.

**Room 406**
*I'd like to order room service.*



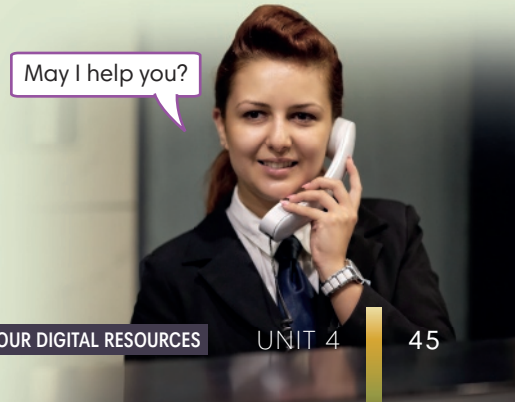

**B** ROLE PLAY | Role-play two phone conversations. First, Partner A is the guest and Partner B is the hotel staff person. Then change roles. Use the information you wrote in Talking Points and the Vocabulary from page 38 in your role play. Say as much as you can. Start like this:

**A:** Hello. [Room Service / Front Desk / Housekeeping].

**B:** Hello, this is ..... in Room ..... . . . .

**RECYCLE THIS LANGUAGE**

| Guest | Staff |
|---|---|
| ___ won't open / close / turn on / turn off | I'll connect you with ___ . |
| ___ isn't working / is broken / is clogged | I'm sorry about that. |
| ___ is making a weird sound | That's ridiculous. |
| | We'll send someone to ___ . |



# 4 COMMUNICATION GOAL Choose vacation accommodations

**A** READING | Read a listing for a short-term vacation rental on a website. What do you think are some upsides and downsides to staying at this rental property?

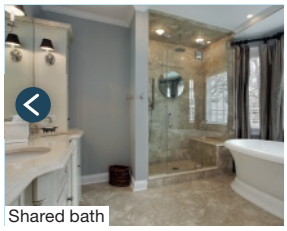
H2H
MyHouse=YourHotel

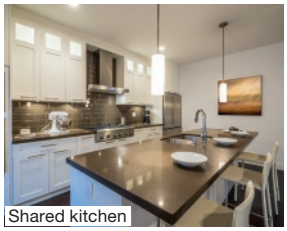
"Rent an entire house or just a private room—perfect for your vacation!"

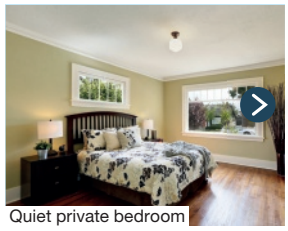


## Large private bedroom and shared bath in large house • Bedford Falls • 1–2 guests

★★★★☆ (754 Reviews)


Shared bath


Shared kitchen


Quiet private bedroom



### Owners Ivan and Miranda

We leave early and come back late, so we love having someone in our house. We usually eat out on weeknights, so the kitchen will be all yours! On weekends, we sleep late and are rarely home. While we won't be at the house much during your stay, feel free to contact us with any questions! We also have a lot of local recommendations to share.

Check calendar for price per night

| CHECK-IN | CHECKOUT |
|---|---|
| MM-DD-YYYY | MM-DD-YYYY |

GUESTS 0 GUESTS

CHECK AVAILABILITY

**Reviews (newest first)** ★★★★☆ (754 Reviews)



**Raymond**
**Kuala Lumpur**
**September 2021**

★★★★☆ **The house is awesome!** It's super-clean and comfortable, but a little small. Even though the kitchen is shared with owners Miranda and Ivan, they don't cook much, so you feel like the whole house is yours! And when they're there, they're so much fun to talk to. I'd like them to be there more! One of the things I like most about these rentals is getting to know the owners. Near the art museum and everything else.



**CityGirl**
**New York**
**August 2021**

★★☆☆☆ **Beware!** Site doesn't mention the no-guest and no-pet policy. I go everywhere with my dog, Puffy. But when I arrived, Ivan told me the dog had to stay outside. I have friends in Bedford Falls, and I was looking forward to inviting them for drinks and some good conversation. But Ivan said that if I wanted to invite guests, I had to ask permission first. Next time, I'll remember to ask a lot of questions! Upside? The bedroom door has a lock and the owners never use the kitchen, so it's all yours.



**GourmetGary**
**Atlanta**
**July 2021**

★★★★★ **This was our second stay, and it was even better than the first.** Excellent location. Walking distance to a 24/7 supermarket. I'm a gourmet cook, and I like a kitchen where I can create classic French dishes. This place has a truly great gourmet kitchen. But if you feel like eating out, it's near lots of restaurants. Owners are always available for information, and especially for restaurant recommendations. But they're never in your way. Great place if you like privacy. If you want a home away from home, you won't be disappointed.

**B** IDENTIFY SUPPORTING DETAILS | Circle one or more answers to each question. With a partner, identify the source of your answers.

"GourmetGary says it's a 'great place if you like privacy.'"

1 Who appreciates privacy? (Raymond / CityGirl / GourmetGary)
2 Who recommends this rental property? (Raymond / CityGirl / GourmetGary)
3 Who thinks the lock on the bedroom door is important? (Raymond / CityGirl / GourmetGary)
4 Who posted positive comments about the kitchen? (Raymond / CityGirl / GourmetGary)

**C** MAKE PERSONAL CONNECTIONS | Which of the three guests are you most like? Discuss with a partner.

# LESSON 4 Choose vacation accommodations

## A READING

Suggested time: 15 minutes | Your time:

- Read the lesson title. Ask, *How do you usually find places to stay?* Elicit some ideas.
- Have Ss think about important factors in choosing a short-term vacation rental. Write some examples on the board: *price*, *location*, *room size*, *things people say about the property*, *amenities*, and so on.
- Have Ss look at the website. Ask, *What is the name of the website?* (H2H MyHouse = YourHotel) *What type of website is it?* (It advertises short-term vacation rentals.) Read the slogan at the top of the website.
- Ask, *Where is the house?* (Bedford Falls) *Can you rent the entire house?* (No, you can rent a private bedroom and shared bathroom.) *What does* shared *mean?* (Someone else will be using it, too.)
- Look at the icons and elicit their meanings (Wi-Fi, washer / dryer, ironing board, parking, hangers, a lock).
- Ask, *What do the photos at the top show?* (the front of the house, the shared bath, the kitchen, the bedroom)
- Play the audio. Have Ss read and listen along silently. Have them underline vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Say, *The reviews mention some of the upsides and downsides to staying at this rental property*. Write a T-chart on the board with these headings: *Upsides* and *Downsides*. Ask Ss to come up and write points in both categories.
- Ask, *Is this a good place to stay on vacation?* Have Ss discuss in pairs.

**OPTION** (+5 minutes) You can write row headings in the chart on the board for *Raymond*, *CityGirl*, and *GourmetGary*. Ss could also add their own points, for example, a shared bath might be considered a downside.

## B IDENTIFY SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the questions. Answer any questions about vocabulary.
- Tell Ss to circle the correct answers and underline in the website text where they found the information.
- Read the example modeling how to identify the source of an answer. Explain that this is called *giving supporting details*. Then have Ss compare answers in pairs and identify the source of their answer.
- Bring the class together and have volunteers share answers.

**TEACHING TIP** Some Ss may question why the answer to item 1 includes CityGirl. Explain that although she does not use the actual word *privacy*, we can infer that she appreciates privacy because she says *Upside? The bedroom door has a lock. . . .*

## C MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Have Ss discuss in pairs which of the three guests they are most similar to.

## Communication Activator

### A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Read the directions.
- Have Ss look at the photos of the two properties advertised. Tell them to read the information individually. Answer any vocabulary questions.
- Point out the key with the dollar sign rating. Ask, *Which property is the least expensive?* (Silver City) *Which type of accommodation costs more:* affordable *or* luxury? (luxury)
- Have Ss look at the sample notes.
- Ask Ss to write notes on the notepad.

### B DISCUSSION

Suggested time: 5–10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- 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.
- Have Ss decide which property they would like to rent and why.
- Have Ss read the example answer on the right.
- In pairs, have Ss discuss the reasons for their choice.
- To review, write the names of the two properties on the board. Ask how many Ss chose each property and write the number of Ss next to the property.
- Ask a volunteer to share her or his choice, with reasons. Then ask if any other Ss chose the same property. If any did, have them add any other reasons.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ referring to the information in the listings
✓ giving reasons for their choice

### WRITING

Suggested time: 8 minutes | Your time:

- Have Ss decide which accommodation on page 37 they will write about. Ss can write about a place they have stayed or interview someone and write about their experience.
- Direct Ss' attention to the sample review. Ask, *Would you like to stay at this hotel?*
- Tell Ss to write their short description. Encourage them to use full sentences. 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 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) Have Ss write their names on blank sheets of paper. Have them write a short-term vacation rental listing for where they currently live, as if they were going to rent it out to someone. Say, *Write a rental listing for your own home. Remember to include amenities and policies.* Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's choose vacation accommodations.

**A** **TALKING POINTS** | **Look at two listings for vacation rental properties. Make notes of the upsides and downsides of each property for you on the notepad.**



**Silver City**

### Modern 2BR apartment in town center

- Near theaters, restaurants, shopping
- $$
- Air conditioning
- Washer / dryer
- Microwave
- Coffee maker
- Dishes and utensils
- Towels
- Wi-Fi

See more amenities

Categories
**$$** = budget
**$$$** = affordable
**$$$$-$$$$$** = luxury

**Policies**

- Check-in 4:00 P.M.
  Check-out 10:00 A.M.
- No parties / events
- No smoking
- No pets
- No parking
- Children welcome



**Gold Coast**

### Luxurious 5 BR beachfront house

- Right on the beach. Walk to Sunset Island Ferries
- Total privacy
- $$$$$
- Air conditioning
- Satellite / Cable TV
- Ultra-fast Internet
- Private parking
- Washer / dryer
- Full gourmet kitchen
- Espresso machine
- Hot tub
- Towels
- Wi-Fi

See 30 additional amenities

Categories
**$$** = budget
**$$$** = affordable
**$$$$-$$$$$** = luxury

**Policies**

- Check-in 3:00 P.M.
- Check-out 2:00 P.M.
- No smoking
- No children under 12

**Silver City**
Upsides
*affordable*
Downsides
*only has two bedrooms*

**Silver City**
Upsides

Downsides

**Gold Coast**
Upsides

Downsides

**B** **DISCUSSION** | **Choose the property that you would like to rent. Discuss your reasons with a partner.**

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion.
Example: "a no-smoking policy"

"I'd like to rent the Gold Coast house, but it looks too expensive. But I'm not sure about the Silver City apartment because it doesn't have parking."

SOFT SKILLS BOOSTER p. 156

## WRITING

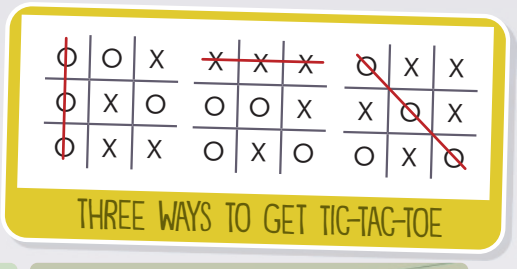
**Look at the kinds of accommodations in the Warm-Up on page 37. Choose one kind that you have stayed in and write a review of the place. (Note: If you haven't ever stayed in one of those, interview someone who has and write a review from that person's perspective). Describe its amenities, its upsides, and its downsides. Write what you enjoyed about the place and what you didn't like.**

*Last December, my family and I went to Disney World in the United States. We stayed in an inexpensive hotel not far from the park. It had a kitchen, so we made our own breakfast instead of going to a restaurant. But at night, we had to look for a place to eat. The room was very comfortable, but it wasn't very clean. . . .*

WRITING HANDBOOK p. 146
- Avoiding sentence fragments with because or since
- Guidance for this writing exercise

# TIC-TAC-TOE WHAT WILL THEY DO?

- Play with a partner. Flip a coin to decide who goes first. That person is "X," and the other is "O."
- Choose any square and answer the question in a complete sentence, using the future with will and language from Unit 4. If your partner agrees your answer is correct, write an X on your square. Then your partner chooses a square and, if you agree the answer is correct, writes an O on that square.
- The first person to get three squares in a row says, "Tic-Tac-Toe!" and wins.







What hotel service will he call?



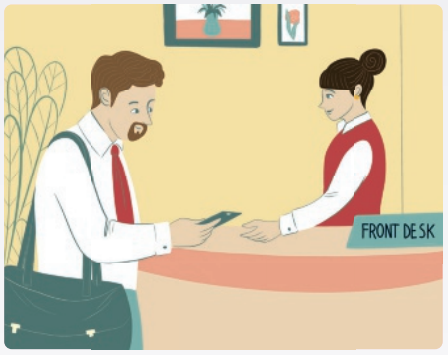

How will she get to the airport?



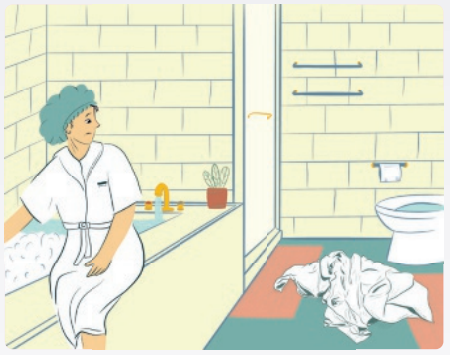
What will they do?




What will they do next?




How will he pay for his room?



What will she ask for?




What will they do while they're eating?



What will he ask for?




What will she leave?

*See page T48 for answers.*

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Leave and take telephone messages.
- ☐ Check in to and out of a hotel.
- ☐ Request services in a hotel.
- ☐ Choose vacation accommodations.

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

## *Interactive Cool Down*

### TIC-TAC-TOE: WHAT WILL THEY DO?

Suggested time: 30–45 minutes | Your time:

- Read the directions.
- Put Ss in pairs. Have pairs flip a coin to decide who goes first. That person is "X" and the other is "O."
- Refer Ss to the diagram showing the three ways to get tic-tac-toe.
- Model the game with a higher-level S to demonstrate that Ss need to make statements with *will* to answer the questions. Say, *I'll choose the first square. The question is: What hotel service will he call? He'll call room service. If my partner thinks my answer is correct, I can mark the square with an X.*
- Have Ss look at the pictures and read the questions under the pictures.
- Have them play tic-tac-toe.
- Walk around as Ss speak and mark the squares. Assist as needed.

**OPTION** Reverse the game. Have Partner X give the answer to one of the questions without pointing at the square. If Partner O guesses the right question, then that S gets to mark the square.

**EXTENSION** (+10 minutes) Have pairs role-play a short conversation based on one of the pictures.

**Possible answers for *Tic-Tac-Toe: What Will They Do?***

1. *Q: What hotel service will he call?*
   *A: He'll call room service.*
2. *Q: How will she get to the airport?*
   *A: She'll take the shuttle.*
3. *Q: What will they do?*
   *A: They'll make up the room.*
4. *Q: What will they do next?*
   *A: They'll check in to the hotel*
5. *Q: How will he pay for his room?*
   *A: He'll pay by credit card.*
6. *Q: What will she ask for?*
   *A: She'll ask for [some] extra towels.*
7. *Q: What will they do while they're eating?*
   *A: They'll make small talk.*
8. *Q: What will he ask for?*
   *A: He'll ask for a wake-up call.*
9. *Q: What will she leave?*
   *A: She'll leave a voicemail.*

**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 review 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 two pages of 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 Looking Good

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about what they would do to change their appearance and what personal care tools and products they use, and read an illustrated conversation modeling the social language of discussing changing one's appearance. | |
| LESSON 1<br>**Ask for something in a store** | ***Grammar*** | Quantifiers for indefinite quantities and amounts: *some* and *any* |
| | ***Grammar*** | Quantifiers for indefinite quantities and amounts: *a lot of / lots of*, *many*, and *much* |
| LESSON 2<br>**Make an appointment for personal care** | ***Vocabulary*** | Kinds of personal care |
| | ***Pronunciation*** | Pronunciation of unstressed vowels |
| | ***Grammar*** | Indefinite pronouns: *someone / no one / anyone* |
| LESSON 3<br>**Discuss cosmetic procedures** | ***Vocabulary*** | Cosmetic procedures |
| | ***Listening skills*** | Listen to confirm content; Listen for details |
| LESSON 4<br>**Define inner and outer beauty** | ***Reading skills*** | Understand from context; Draw conclusions |
| | ***Writing*** | Write a letter of response to someone asking for advice |
| INTERACTIVE COOL DOWN | *What's happening?* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *Which of these would you consider for yourself?* Ask, *What does* consider *mean?* (to think carefully about something)
- Give Ss a few minutes to look at the photos. Point to the man on the upper right and read his statement aloud as a model.
- Tell Ss that *They aren't for me* is a softer, more polite way to say *I don't like them.*
- Play the audio. Have Ss listen and repeat.
- Say, *Raise your hand when you hear something that you would consider for yourself.* Read each item. Write the tally for each item on the board to determine the most popular item.

**OPTION** (+5 minutes) Have pairs tell each other what they would consider and wouldn't consider for themselves. For example: *I would consider colored contact lenses because I think they look cool. I wouldn't consider a nose ring. I think it looks strange.*

UNIT 5

# Looking Good

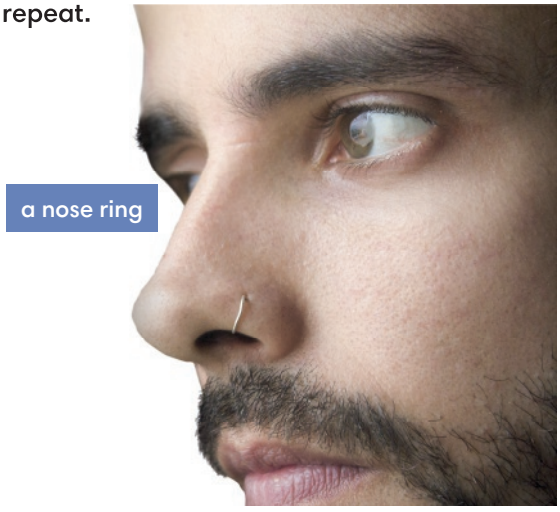
## *Warm-Up*

**Which of these would you consider for yourself?**



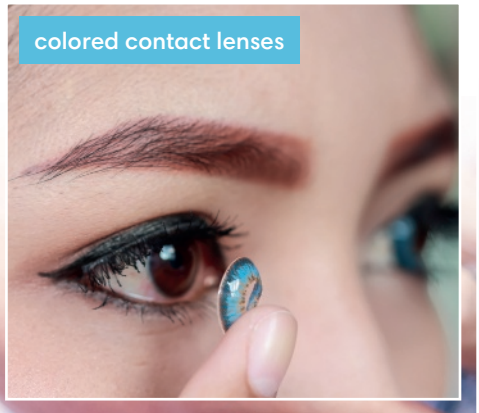

PRONUNCIATION | Listen and repeat.
















UNIT 5 COMMUNICATION GOALS

**Lesson 1** Ask for something in a store

**Lesson 2** Make an appointment for personal care

**Lesson 3** Discuss cosmetic procedures

**Lesson 4** Define inner and outer beauty

## Topic Warm-Up

**A** PERSONAL CARE | Take the survey.

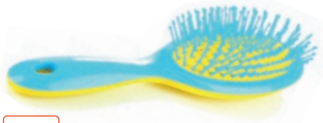
# How often do you use these *tools and products?*

✓✓ = One or more times a week
✓ = Once in a while
✗ = Never

## *Tools*



☐ 1 a comb



☐ 2 a brush



☐ 3 a toothbrush



☐ 4 a nail clipper



☐ 5 a nail file



☐ 6 a razor

## *Products*




☐ 1 soap




☐ 2 deodorant




☐ 3 shaving cream



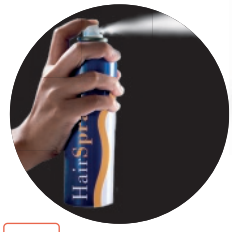

☐ 4 aftershave




☐ 5 toothpaste




☐ 6 shampoo




☐ 7 hairspray



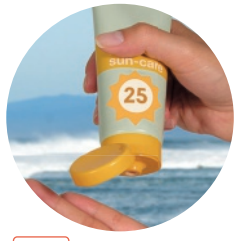

☐ 8 hair gel



☐ 9 hand and body lotion




☐ 10 dental floss




☐ 11 sunscreen

## *makeup*



☐ 12 mascara



☐ 13 lipstick



☐ 14 eye shadow



☐ 15 face powder



☐ 16 nail polish

**B** VOCABULARY | Personal care | Listen and repeat.

**C** PAIR WORK | Compare surveys. Do you use the same tools and products? Which ones don't you use?

# Topic Warm-Up

## A PERSONAL CARE

Suggested time: 10–15 minutes | Your time:

- Give Ss a few minutes to look at the survey. Have them look at the photos and read the captions. Say, Tools *are things you hold in your hand and use to do a special job or task.* Products *are the things that people make to sell. The term* makeup *is a category of products.*
- Read each vocabulary item aloud.
- Ask, *Why do all the tools have an indefinite article: a comb, a brush?* (They are count nouns.)
- Have Ss write one checkmark, two checkmarks or an *X* in the box next to each caption to indicate how often they use each item.
- Check comprehension by having Ss close their books. Write these products on the board: *toothbrush, toothpaste, razor, shaving cream.* Ask, *Which do we use to clean our teeth?* (toothbrush, toothpaste) Mime shaving your face and ask, *Which do we use to shave our face or legs?* (razor, shaving cream)

**EXTENSION** Ask Ss to name other items they use for personal care, such as *a hairdryer*, learned in Level 1. You may wish to add others, such as *conditioner*.

**LANGUAGE NOTE** *Soap*, *toothpaste,* and *shampoo* are non-count nouns, but they often appear in these countable phrases: *a bar of soap, a tube of toothpaste*, and *a bottle of shampoo.*

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Make sure they repeat the indefinite articles with the count nouns.

**OPTION** (+5 minutes) For additional practice, play a game. Tell Ss to look at all the vocabulary items for 2 minutes and then close their books. Ask them how many of the items they can remember. Have Ss work in pairs from memory to complete a list of all twenty–two items from the vocabulary. The pair who remembers the most items or completes the list first is the winner.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Model the activity. For example: *I don't use a comb, but I use a brush every day.*
- Have Ss work in pairs to compare their surveys.

**EXTENSION** (+5 minutes) In pairs or small groups, have Ss discuss which brands of different products they buy and where they shop.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (at home)
  *What are they doing?* (They're both pointing at or touching their hair, so maybe they're talking about hair.)
  *Who do you think they are?* (a wife and husband)
- Point to the information about accents on the upper right. Ask, *Which person in the conversation has an American accent?* (Sam) *What kind of accent does Julie have?* (a British accent)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *What are they talking about?* (their personal appearance; their hair)
  *What changes are they thinking about?* (Julie is thinking about dyeing her hair brown, and Sam is thinking about getting hair transplants.)
  *What do they decide?* (Julie decides to dye her hair brown, and Sam decides to get hair transplants.)

**LANGUAGE AND CULTURE**

- A *hair transplant* is a surgical procedure that moves hair from one area to another. Typically, hair is moved from the side or back to the top or front of the head. Transplanted hair will often fall out after a couple of weeks and then new hair will grow in its place in a couple of months.
- In this context, *distinguished* is used to describe a person, especially an older person, who looks formal or stylish.
- The idiom *take the plunge* is related to swimming, as it refers to the act of jumping into water.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat.
- Have Ss work in pairs to match each statement with each phrase.
- Review the answers with the class.

## C THINK AND EXPLAIN

Suggested time: 5–10 minutes | Your time:

- Read the directions. Ss work in pairs to discuss the question. Remind them to support their opinion by quoting from the conversation.
- Review answers with the class.

**LANGUAGE NOTE** There are many ways to express that someone is *kind to* another person. Other expressions are *nice to*, *supportive of*, *encouraging of*, *helpful to*, and *considerate of*.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Read the question. Have a volunteer read the woman's statement aloud.
- Have Ss work in pairs to discuss the topic. Tell them to support their opinions with language and ideas from the Warm-Up, Topic Warm-Up, and Zoom-In.

## Language Warm-Up

**A** ZOOM-IN | **Read and listen to a conversation between a wife and a husband at home. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Julie** = British English
**Sam** = American English (standard)





**Julie:** OK, Sam, tell me the truth: What do you think of my salt and pepper hair*? I'm thinking of dyeing it so it's brown again.

**Sam:** Oh, no! I think the gray makes you look distinguished. Like a powerful corporate executive or a university professor.

**Julie:** Distinguished? Really? I never thought of that.

**Sam:** Yes, distinguished and *gorgeous*—no matter what color your hair is.

**Sam:** While we're at it, though, I'm thinking of hair transplants. Tell *me* the truth: Do you think that's a bad idea? I just hate going bald.

**Julie:** A bad idea? No. Are they painful?

**Sam:** I don't know. And I've heard they aren't cheap. But I'd just like to do something.

**Julie:** You know, Sam, I don't care if you go bald. You'll always be handsome to me.

**Sam:** Aw, thanks. But I really think I'm ready to take the plunge.

**Julie:** I guess I am, too. Dyeing my hair isn't much of a risk. The dye's not permanent. I can wash it out if I don't like it. What do you think?

**Sam:** I think we should both go for it.

***salt and pepper hair:** dark hair that is beginning to be mixed with gray hair

**B** UNDERSTAND FROM CONTEXT | **Write the letter of the featured phrase from Zoom-In to complete each statement.**

d **1** If you don't mind if something happens, you can say you ..... .

a **2** If you want to continue discussing a certain topic from a slightly different perspective, you can say ..... .

c **3** When you want to enthusiastically support someone's decision, you can say ..... .

b **4** When you want to announce that you've made a decision to act, you can say you're going to ..... .

**a** "while we're at it . . . "
**b** "take the plunge"
**c** "go for it"
**d** "don't care"

**C** THINK AND EXPLAIN | **In what ways are Julie and Sam kind to each other? Support your opinion with the things they say.**

**SPEAKING** PAIR WORK | **Why do people spend so much time, money, and effort on personal care? Use language and ideas from Warm-Up, Topic Warm-Up, and Zoom-In to support your opinion.**




**Answers for Exercise C**

*Answers will vary. Possible answers include:*
*Sam is kind to Julie by saying Julie should "go for it" when she decides to dye her hair brown. Although he says he thinks her gray hair makes her look distinguished, he says he thinks she looks distinguished and gorgeous whatever color her hair is.*

*Julie is kind to Sam by saying she doesn't think it's a bad idea for him to get hair transplants. She also says, "I don't care if you go bald. You'll always be handsome to me."*

# 1 COMMUNICATION GOAL Ask for something in a store




COACH

## A GRAMMAR | Quantifiers for indefinite quantities and amounts: Some and any

**Use some and any with both plural count nouns and non-count nouns when talking about indefinite quantities and amounts.***

**Affirmative statements: some**
She bought **some** razors. Now she has **some**.
He needs **some** sunscreen. I have **some**.

**Negative statements: any**
I don't have **any** nail clippers. I don't want **any**.
We don't want **any** makeup. We don't wear **any**.

**Questions: some or any**
Do you have **some** small combs?
OR Do you have **any** small combs?
Does she need **some** dental floss?
OR Does she need **any** dental floss?

* A quantity or amount is indefinite when we don't know or don't indicate how many or how much.

**Remember:** Count nouns name things you can count. Non-count nouns name things you can't count.

| count nouns | non-count nouns | | |
|---|---|---|---|
| a comb | soap | hair gel | mascara |
| a brush | deodorant | sunscreen | eye shadow |
| a toothbrush | aftershave | dental floss | face powder |
| a razor | toothpaste | lotion | nail polish |
| a nail clipper | shampoo | lipstick | shaving cream |
| a nail file | hairspray | makeup | |

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

## C GRAMMAR PRACTICE | Circle some or any to complete each conversation.

1 **A:** Please get (some / any) shaving cream when you go to the store, OK? There isn't (some / any).
**B:** Let me look upstairs. I just bought (some / any) on Tuesday. I don't think we need (some / any).

2 **A:** Kate let me use (some / any) of her sunscreen at the beach. We didn't have (some / any).
**B:** I'm sorry! I thought we had (some / any) in the bathroom cabinet, but I guess I was wrong.

## D PAIR WORK | Practice the conversations from Exercise C.

## E GRAMMAR | Quantifiers for indefinite quantities and amounts: A lot of / lots of, many, and much




**Use a lot of or lots of with both plural count nouns and non-count nouns in statements and questions. (They have the same meaning.)**
I have **a lot of** (or **lots of**) combs and brushes.
I don't have **a lot of** (or **lots of**) shampoo.
Do you have **a lot of** (or **lots of**) hairspray?

**Note:** You can use the quantifiers without mentioning the noun if it's clear what the quantifier is referring to.
**A:** Do you have any dental floss?
**B:** Yes, I have **some**. But I don't have **much**.
**A:** How about razors? Do you have **any**?
**B:** Yes. I have **lots**.

**Use many and much in negative statements.**
**With plural count nouns: many**
The store doesn't have **many** brands of lotion.
**With non-count nouns: much**
It doesn't have **much** toothpaste either.

**GRAMMAR EXPANDER** p. 132
- Some and any: indefiniteness
- Too many, too much, and enough
- Comparative quantifiers fewer and less

## F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

# LESSON 1 Ask for something in a store

## A GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the people on the right. Read the man's question aloud.
- To introduce *some* and *any*, write on the board: *1. some: affirmative statements; 2. any: negative statements; 3. some OR any: questions*.
- Read the rule and the first example in the grammar chart. Explain that after the first usage, the noun can be dropped: *some razors: some*.
- Tell Ss to read the affirmative statements and negative statements individually.
- Direct Ss' attention to the Questions section of the grammar chart. Explain that *some* and *any* have the same meaning in questions, and they can be used interchangeably. Ask, *What is another way the man in the photo can ask for nail clippers?* (Do you have some nail clippers?)
- Review count and non-count nouns. Direct Ss' attention to the **Remember** box. Ask, *What are count nouns?* (nouns you can count; for example: *two toothbrushes*) *What are non-count nouns?* (nouns that cannot be counted; for example: *shampoo*) Remind Ss that non-count nouns do not have indefinite articles and do not have a plural form.
- Ask Ss to tell you which example sentence in each pair has a count noun and which has a non-count noun.

EXTENSION Tell Ss to close their books. Say each of the nouns in the **Remember** box in random order, without the indefinite article. Have Ss say *count* or *non-count*.

## B PRONOUNCE THE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct pronunciation.

## C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss do the exercise in pairs.
- Then bring the class together and check answers.

## D PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Have Ss work in pairs to practice the conversations in Exercise C.
- Have pairs change roles and practice the conversations a second time.

## E GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the father and son on the right. Read the father's statement.
- Read the rule and example sentences for *a lot of* and *lots of*. Emphasize that they have the same meaning.
- Then pose questions to individual Ss. Ask, *What about you? Do you have a lot of combs and brushes? Do you have a lot of shampoo? Do you use a lot of hairspray?* (I have / don't have a lot of / lots of combs and brushes. I have / don't have a lot of / lots of shampoo. I use / don't use a lot of / lots of hairspray.)
- Read the **Note**.
- Have Ss read the rule and example sentences for *many* and *much*. Write on the board: *hairspray, toothbrush, comb, soap*. Tell Ss to use these nouns with *many* or *much* to create a negative sentence. Write this sentence starter on the board: *The store doesn't have* ___. (The store doesn't have much hairspray or soap, and it doesn't have many toothbrushes or combs either.)

LANGUAGE NOTE In speaking, *tons* of is very common. It means the same thing as *a lot of* or *lots of* and it's used with both count and non-count nouns. For example: *I have tons of hairspray. / I have tons of toothbrushes.*

GRAMMAR EXPANDER (optional, page T132)

## F PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct pronunciation.

## G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photographs. Ask them to predict who is speaking in each conversation. (1. a customer and a pharmacy salesperson; 2. a wife and husband; 3. a wife and husband)
- Have Ss do the exercise individually.
- Then bring the class together and check answers.
- Have Ss practice the conversations in pairs.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Get the attention of a salesperson with *Excuse me*
- Say *Oh, I'm sorry* in response to a problem or expression of disappointment
- Express willingness to help with *No problem*
- Acknowledge someone's effort with *I appreciate it*

- Have Ss look at the picture. Ask, *Who are the people in the picture*? (a customer and a salesperson) *Where are they?* (in a pharmacy)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What does the customer need?* (dental floss and a toothbrush)
  *Why does she need help?* (There's no dental floss in the tooth care section.)
  *What will the salesperson do?* (get some floss from the back of the store)
- Call Ss' attention to the **Social language** box and Speaker A's last turn. Tell Ss that you can say *I appreciate it* for help with large or small things.
- Ask Ss to point out the target grammar in the conversation. Ask them to explain when to use *some* and *any* for each instance in the conversation.

**LANGUAGE AND CULTURE** When the customer says, *I'm looking for dental floss*, she uses falling intonation, but rising intonation would also be acceptable here. American English speakers often ask a salesperson for something with rising intonation to sound more polite.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use flat or falling intonation for *Excuse me* (using rising intonation would sound impatient)
  - put stress on *aisle 4* and *tooth care section*
  - use rising intonation for *Anything else?*
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B. Tell Ss to use the vocabulary on page 50 in their conversations.
- Have Ss role-play the conversation. They can use the Store Directory for the location of the items.
- Remind Ss to apply their knowledge of count and non-count usage. Be sure that Partner A uses an indefinite article (*a / an*) if she or he has chosen a count noun for the first turn, in which case Partner B should say, *Let me get you one from the back*. Correct errors.
- 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 as they use it.

## 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 polite language
✓ using count and non-count nouns correctly
✓ using *some* and *any* 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).

**CL OSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *some*, *any*, *a lot of / lots of*, *many*, and *much*. Have Ss write 2–3 sentences using some of these quantifiers for personal care items they need at the store. These can be items that Ss really need or they can make the sentences up. Write an example on the board: *I have lots of shampoo, but I don't have any toothpaste*. Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

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

## G GRAMMAR PRACTICE | Complete the conversations. Then practice them with a partner.

**1**



**A:** Where can I find razors? I need (some / much), and I didn't see (much / any) on the shelf.

**B:** Really? We had (much / lots of) razors this morning. Let me go check.

**2**

**A:** I'm going shopping. Here's my list. I forgot to check the bathroom. Is there (any / many) shaving cream?

**B:** No, honey. There isn't (some / any). We need (much / some). And there isn't (a lot of / many) shampoo. Could you get (some / much) while you're at the store?



**3**



**A:** Daniel? Could you pick up (any / some) toothpaste when you're at the store? There isn't (many / any) in the kids' bathroom.

**B:** Again? I can't believe there isn't (some / any). What do the kids do with it—eat it?

## COMMUNICATION ACTIVATOR

### Now let's ask for something in a store.



## A CONVERSATION MODEL | Read and listen.

**A:** Excuse me. I'm looking for dental floss.

**B:** Dental floss? That should be in aisle 4, in the tooth care section.

**A:** I looked and there wasn't any.

**B:** Oh, I'm sorry. Let me get you some from the back. Anything else?

**A:** Actually, yes. I need a toothbrush.

**B:** No problem. There are some right over there.

**A:** Thanks.

**B:** And I'll be right back with your dental floss.

**A:** Thanks. I appreciate it.

**Social language**
**Acknowledge someone's effort with "I appreciate it."**

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

## C CONVERSATION PAIR WORK | Role-play the conversation. Ask for the location of other items. Then change roles.

**A:** Excuse me. I'm looking for ..... .

**B:** ..... ? That should be in ..... .

**A:** I looked and there ..... any.

**B:** Oh, I'm sorry. Let me get you ..... from the back. Anything else?

**A:** Actually, yes. I need ..... .

**B:** No problem. There ..... right over there.

**A:** . . .

**KEEP TALKING!** ●●●

**Ask questions about the products.**
How much is [this sunscreen]?
How much are [those nail files]?
Can I get this [body lotion] in a [larger] size?
Can I get this nail polish in [purple]?
Do you have any cheaper [razors]?

Watch the video for ideas!

STORE
**Directory**

| | AISLE |
|---|---|
| Tooth care | 4 |
| Shaving supplies | 3 |
| Nail care | 2 |
| Hair care | 2 |
| Skin care | 1 |
| Makeup | 1 |

## D CHANGE PARTNERS | Role-play the conversation again.

# 2 COMMUNICATION GOAL Make an appointment for personal care

**A** VOCABULARY | Kinds of personal care | Read and listen. Then listen again and repeat.



1 a haircut



2 a manicure



3 a pedicure



4 a shave



5 a facial



6 a massage

COACH **B** PRONUNCIATION | Pronunciation of unstressed vowels | The vowel in an unstressed syllable is often pronounced /ə/. Read and listen, paying attention to the syllable or syllables marked with /ə/. Then listen again and repeat.

1 ma ssage /ə/
2 fa cial /ə/
3 ma ni cure /ə/
4 pe di cure /ə/
5 de o do rant /ə/ /ə/

**C** LISTEN TO INFER | Listen to people making appointments for personal care services at a salon. Complete each statement with the service.

1 He wants ..*a shave*.. because it's date night with his wife.
2 She needs ..*a haircut*.., fast!
3 He wants Kristy to give him ..*a massage*.. right away.
4 She wants both ..*a manicure*.. and ..*a pedicure*..

COACH **D** GRAMMAR | Indefinite pronouns: Someone / no one / anyone

**Someone, no one, and anyone are indefinite pronouns. Use indefinite pronouns when the identity of the person is unknown or unimportant.**

**Affirmative statements: someone and no one**

| | | |
|---|---|---|
| **Someone** / **No one** | is at the front desk. | |
| **Someone** / **No one** | is waiting for a massage. | |
| I called **someone** at the salon. | | |

**Questions: anyone and someone**

| | | |
|---|---|---|
| Can | **anyone** / **someone** | give me a pedicure? |
| Is there | **anyone** / **someone** | in the salon? |
| Did you see | **anyone** / **someone** | waiting for a shave? |

**Negative statements: anyone**

There isn't **anyone** calling.
I didn't see **anyone** at the front desk.

**Be careful!**
Use anyone, not no one, with the negative form of a verb.
I didn't speak to **anyone**. NOT I didn't speak to ~~no one~~.

**GRAMMAR EXPANDER** p. 133
Indefinite pronouns: something, anything, everything, and nothing

**E** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

# LESSON 2 Make an appointment for personal care

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Tell Ss that different personal care services are available at salons.
- Have Ss look at the pictures and read the words individually.
- Play the audio and have Ss read and listen. Ask questions to check Ss' comprehension of the vocabulary. For example:
  *Which salon service are you getting when someone is cutting your toenails*? (a pedicure)
  *Why do people get massages?* (because their muscles hurt)
- Tell Ss that *a haircut* is for both men and women.
- Have Ss listen again and repeat.
- Explain that we use the verbs *give* or *get* with the salon services. A customer *gets* the service (get a haircut, get a manicure), and the salon worker *gives* the service (give a massage, give a facial).

## B PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Read the directions. Ask, *What is an unstressed syllable?* (one you say less strongly than stressed syllables) *Which letters are vowels?* (a, e, i, o, u) Tell Ss that the symbol that looks like an upside down *e* is called a *schwa*. It is one of the most common vowel sounds in English.
- Play the audio. Have Ss read and listen. Tell them to pay special attention to the syllables marked with a schwa.
- Play the audio again. Have Ss listen again and repeat.
- Have Ss practice reading the words to each other in pairs. Move around the room and listen for correct stress and pronunciation of the unstressed syllable.

EXTENSION (+5 minutes) Ask pairs to discuss their own use of personal care services. As a prompt, write on the board: *How often do you get a ___?*

## C LISTEN TO INFER

Suggested time: 7–10 minutes | Your time:

- Tell Ss that the audio will not use the vocabulary words. They will need to infer what the speakers are talking about. Review or elicit that *infer* means to decide that something is true from the information you have.
- Do the first item with the class. Play the audio for the first conversation. Ask, *What does Paul Taylor want?* (a shave) *Why?* (because he's grown a beard and tonight's date night with his wife)
- Play the rest of the audio.
- Explain that in conversation 3, *My shoulders are killing me* means they hurt a lot. You can use this expression with any part of your body; for example: *My head is killing me. My knee is killing me.* You can also use it if something is very difficult; for example: *This homework assignment is killing me.*
- In conversation 4, the customer says *While we're at it . . .* because she wants to add a new but related point to the conversation. In this case, she is asking if she can get an additional discount because she is getting a *mani-pedi*. This is a manicure and pedicure.
- Play the audio again. Have Ss listen and complete the statements.
- Review the answers with the class. Replay the audio if appropriate.

## D GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Read the rule in the grammar chart.
- Then write these examples on the board: *I called someone at the salon. No one is at the desk. I didn't see anyone at the front desk. Did you see anyone waiting for a shave? Did someone call to make an appointment?*
- Have Ss study the sentences and notice the difference in usage between *someone* and *anyone*. Ask, *Do we use* someone *or* anyone *in affirmative statements?* (someone) *Which do we use in negative statements?* (anyone) *Which do we use in questions?* (*someone* or *anyone*) *When do we use* no one*?* (in affirmative statements)
- Call on Ss to read the example sentences under each category in the grammar chart.
- Read the **Be careful!** note. To check understanding, write on the board: *1. I didn't call no one. 2. I didn't call anyone.* Ask, *Which sentence is correct?* (the second one)

GRAMMAR EXPANDER (optional, page T133)

## E PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct pronunciation.

## F GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Elicit the answer. Ask, *Why isn't anyone a possible answer?* (*Anyone* is used with questions and negative statements. This sentence is an affirmative statement.)
- Have Ss complete the exercise in pairs. Review the answers with the class.

**OPTION** (+5 minutes) To prepare Ss for the activity, have them skim the exercise and label each sentence by its type: affirmative (*A*), negative (*N*), or question (*Q*). (1. A, 2. A, 3. A, 4. N, 5. Q, 6. N, 7. A, 8. N, 9. A, 10. A, 11. N, 12. N)

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Propose a time to receive a service with . . . , *if possible*
- Ask someone to wait for requested information with *Let me check*
- Say *That won't work* to decline a suggested time

- Ask, *What do you see in the picture?* (a woman who works in a salon talking to a man on the phone)
- Have Ss read and listen to the conversation. Check comprehension by asking:

  *What does Carl Miller want to make an appointment for?* (a haircut)

  *When does Rob have an opening?* (12:30)

  *Can Carl do this?* (No, he has a business lunch.)

  *Who is available after 4:00?* (Eva)
- Explain that the verbs used frequently with *appointment* are *make* and *have*. A person *makes* an appointment with someone and *has* an appointment to do something.
- Call Ss' attention to the **Social language** box and read the sentence. Tell Ss that *that won't work* is used in both formal and informal conversations.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Play the audio. Have Ss listen and repeat each turn. Make sure Ss
  - pronounce unstressed syllables correctly
  - use rising intonation for *Is someone available after 4:00?*
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Direct Ss' attention to the Omni Salon and Spa staff list for the names to use.
- Tell Ss to use the vocabulary on page 54 and the language in the **Recycle This Language** box.
- Have Ss do the role play twice so they play both Speakers 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: 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 vocabulary to say what kind of service they want
- ✓ saying what times work or don't work for them
- ✓ pronouncing unstressed syllables correctly

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Tell Ss to write a text message to the person at the front desk of a salon to make an appointment. The message should be 2–3 sentences and should include an indefinite pronoun from the grammar chart on page 54. Encourage them to use a different personal care service from the ones in Exercises C and D. Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

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

**F** **GRAMMAR PRACTICE** | **Complete each statement or question with someone, no one, or anyone. In some cases, more than one answer is correct.**

1 There's *someone / no one* at the front desk.
2 *Someone / No one* told me the salon offers half-price haircuts on Tuesdays.
3 There will be *someone* here to give you a massage in an hour.
4 They didn't tell *anyone* about the long wait.
5 Did you see *someone / anyone* giving shaves?
6 I didn't ask *anyone* about the price.
7 *Someone* can give you a pedicure at 11:00 if you can wait.
8 Please don't tell *anyone* the price. It was so expensive!
9 *Someone* called and left you this message while you were at the salon.
10 I don't have the combs. I gave them to *someone*.
11 I didn't speak to *anyone* about this terrible manicure.
12 There wasn't *anyone* there when I called for an appointment.

## COMMUNICATION ACTIVATOR

**Now let's make an appointment for personal care.**



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

**A:** Hello. Omni Salon and Spa.
**B:** Hi. This is Carl Miller. I'd like to make an appointment for a haircut.
**A:** When would you like to come in, Mr. Miller?
**B:** Today, if possible.
**A:** Let me check. . . . Rob has an opening at 12:30.
**B:** Actually, that won't work. I have a business lunch at 1:00. Is someone available after 4:00?
**A:** Yes. Eva can see you then. What time would be good?

**Social language**
**Say "That won't work" to decline a suggested time.**

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

**C** **CONVERSATION PAIR WORK** | **Role-play the conversation. Call to make an appointment, choosing names from the Omni staff list. Then change roles.**

**A:** Hello. Omni Salon and Spa.
**B:** ..... . This is ..... . I'd like to make an appointment for ..... .
**A:** When would you like to come in, ..... ?
**B:** ....., if possible.
**A:** Let me check . . . ..... has an opening at ..... .
**B:** Actually, that won't work. ..... . Is someone available ..... ?
**A:** Yes. ..... can see you then. . . .

**KEEP TALKING!** ●●●
- **Ask about other services.**
- **Ask about prices and ways to pay.**

Watch the video for ideas!

**D** **CHANGE PARTNERS** | **Role-play the conversation again. Make an appointment for other services.**

**RECYCLE THIS LANGUAGE**
Is someone available on / at ___ ?
How much is [a pedicure]?
How long is [a massage]?
Can someone [give me a facial]?
While we're at it, . . .
I need [a shave].
Is the tip included?
Do you accept [the Ultra Card]?

**OMNI**
**SALON AND SPA**

| | |
|---|---|
| **haircut** | Eva / Rob |
| **pedicure** | Karla / Jun |
| **shave** | Frank / Nick |
| **manicure** | Marie / Rose |
| **massage** | Rachel / Eric |
| **facial** | Sofia / Violeta |

# 3 COMMUNICATION GOAL Discuss cosmetic procedures

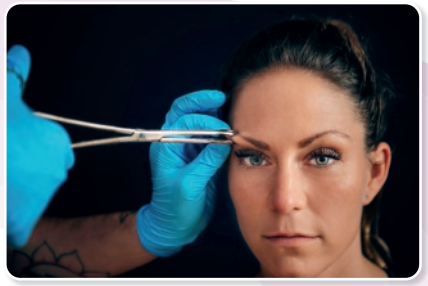
**A** VOCABULARY | Cosmetic procedures | Read and listen. Then listen again and repeat.



get a tattoo



pierce my ears



pierce my eyebrow (OR nose / lip)



shave my head



have a hair transplant



dye my hair



have cosmetic surgery

**B** VOCABULARY PRACTICE | Complete each statement with the Vocabulary.

1 If you're going bald and you don't want to be bald, you can *have a hair transplant*.
2 If you'd like to wear a ring in your nose, you should *pierce your nose*.
3 If you'd like to have a picture on your back, you can *get a tattoo*.
4 Some people like the way it looks to be bald, so they *shave their heads*.
5 If you'd like pink hair, you can *dye your hair*.

**C** LISTEN TO CONFIRM CONTENT | Listen to the conversations. Write T (true), F (false), or NI (no information).

**Conversation 1: Mia's hair**
*F* 1 Mia is happy with the color of her hair.
*NI* 2 Catelyn likes the color of Mia's hair.

**Conversation 2: Jayden's grandmother's tattoo**
*NI* 1 Jayden's grandmother went to Jamaica with his grandfather.
*F* 2 Jayden's friend Dylan thinks Jayden should be embarrassed about the tattoo.

**Conversation 3: Tyler's nose ring**
*T* 1 Tyler's father called Tyler's mother because he wanted to tell her about the nose ring.
*NI* 2 Tyler's father doesn't have any tattoos.

# LESSON 3 Discuss cosmetic procedures

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Point to the lesson title. Explain that *cosmetic procedures* are usually done to improve one's appearance and self-confidence but are not medically necessary. Cosmetic procedures are typically not covered by medical insurance.
- Have Ss look at the photos.
- Play the audio and have Ss read and listen.
- Have Ss listen again and repeat.

**EXTENSION** (+10 minutes) Have Ss work in pairs and have a quick discussion. Ask, *Have you had any of these cosmetic procedures? Do you know anyone else who has had any of the procedures? What was the experience like? Were they happy with the results?* Bring the class together and have volunteers share their experiences. Be sensitive to Ss who do not want to discuss their own experiences of cosmetic procedures.

## B VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss read the sentences individually.
- Do the first item with the class. Ask, *What does* bald *mean?* (not having much or any hair on your head) *Which picture in Exercise A shows a procedure for bald people?* (have a hair transplant)
- Have Ss work individually to complete the exercise.
- Review the answers with the class.

## C LISTEN TO CONFIRM CONTENT

Suggested time: 10–15 minutes | Your time:

- Say, *We will listen to three conversations.*
- Tell Ss to preview the statements. Answer any vocabulary questions.
- Play the audio from the beginning. Pause after each conversation so Ss can write their answer. Then replay all the conversations to let Ss check their answers.
- Explain any unfamiliar vocabulary as needed. In conversation 1, when Mia says *I owe you one,* she means she will do Catelyn a favor sometime because Catelyn is doing her a favor. Elicit the meaning of *whisper.* (to say something very quietly) Explain that *dip [something] in* means to put something into a liquid for a short time.
- In conversation 3, *Apparently not* means *It seems not.*

### D LISTEN FOR DETAILS

Suggested time: 10–15 minutes | Your time:

- Have Ss read the questions and the answer choices for each conversation. Tell them to guess the answers based on their previous listening.
- Play the audio and have Ss listen and then circle the letter of the correct answer.
- Play the audio again. Pause after each conversation to let Ss check their answers.
- Review the answers with the class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

## Communication Activator

### A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What does* approve of *mean?* (to have a positive opinion of) *What are* generations *in a family?* (children, parents, grandparents)
- Have Ss read the items in the chart.
- Have Ss work individually to write checkmarks in the chart to show which generation would approve of each item. Walk around and assist if necessary.

**OPTION** If there are Ss in your class who are parents, especially of teenagers, they should be encouraged to add a column to the chart with the heading *Your teenaged child*.

### B PAIR WORK

Suggested time: 3–5 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Direct Ss' attention to the photos. Ask volunteers to read the three statements aloud for the class.
- Model the activity. Say, *When I was young I dyed my hair bright red. My parents liked it, but my grandparents were shocked.*
- Elicit more ways to approve or disapprove. (Negative: I don't think I like it on her. It looks ridiculous. It's awful. It looks horrible. Positive: It's amazing. I love it. It looks wonderful. It's so beautiful!)
- Have Ss work in pairs to discuss what they marked in their charts. Tell them to give personal examples.

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

✓ using vocabulary for cosmetic procedures
✓ expressing opinions about these procedures
✓ giving personal examples of experiences with any of these procedures

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Have Ss write 2–3 sentences about one of the cosmetic procedures they have had or would like to have. Collect answers as Ss leave. Read the answers to identify areas for review or extra practice.

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

**D** LISTEN FOR DETAILS | Listen to the conversations again. Circle the best answer to each question.

**Conversation 1**

1 What did Mia use to dye her hair?
- a baking soda
- b hair dye from the store
- (c) Cool Made

2 Why can't Mia go to the kitchen?
- (a) because her mother's there
- b because Catelyn isn't there
- c because she has to wash her hair

**Conversation 2**

3 Why is Jayden embarrassed about Trudie's tattoo?
- a because everyone will be able to see it
- (b) because she's giving a speech at graduation
- c because tattoos aren't cool

4 What is Jayden worrying about?
- (a) Other people will notice his grandmother's tattoo at his graduation.
- b His parents will be embarrassed at his graduation.
- c His grandmother won't come to his graduation.

**Conversation 3**

5 How do we know that Tyler's not embarrassed about the nose ring?
- (a) because he was surprised that his dad was shocked
- b because it hurt
- c because he can take it out

6 What advice does Tyler's mother give to Tyler's father?
- a He should tell Tyler to take out the nose ring.
- (b) He shouldn't worry so much about Tyler.
- c He should paint the garage.

## COMMUNICATION ACTIVATOR

## Now let's discuss cosmetic procedures.

**A** TALKING POINTS | Compare yourself with other generations in your family. Check who would approve of each procedure.

| | You | Your parents | Your grandparents |
|---|---|---|---|
| get a tattoo | ○ | ○ | ○ |
| pierce one's ears | ○ | ○ | ○ |
| pierce one's nose | ○ | ○ | ○ |
| dye one's hair a wild color | ○ | ○ | ○ |
| shave one's head | ○ | ○ | ○ |
| get unusual contact lenses | ○ | ○ | ○ |
| have cosmetic surgery | ○ | ○ | ○ |
| have a hair transplant | ○ | ○ | ○ |

**B** PAIR WORK | Compare and explain your responses in Talking Points. Provide personal examples.

SOFT SKILLS BOOSTER p. 157



# 4 COMMUNICATION GOAL Define inner and outer beauty

**A** READING | Read an advice column on a teen website. What are they concerned about?

Advice and guidance | What we do | Contact us | New post

TEENS ANONYMOUS

## A website where teens and young men and women share their thoughts—but not their identities




**Today we look at the ability of the media and social media to define beauty for us. Wayne and Amy share their experience coping with these powerful messages as they distinguish the difference between inner and outer beauty.**

**To the editor:**
I'm 19 years old, and I'm healthy and athletic. I'm not bad looking—I mean sometimes I get skin problems like most teens, nothing serious. And I don't have the greatest hair. I'd love someone to explain to me how to get my hair like the actor Zac Efron's.

But that's not the reason for this letter. So here's my question: Lately, I'm noticing that my friends from school all look so good in their social media posts. I mean really good, movie-star good—it's almost unreal, nothing like they look in person! Do they know something I don't know? I'm aware this isn't really important in comparison with all the real problems in the world, but I'm beginning to think I'm just uncool.

**Plain Wayne in Atlanta**



**Dear Wayne,**
Visual images are very powerful. In fact, it's often said that a picture is worth a thousand words. With the marriage of social media and digital photography came the ability to create an idealized, and many would say false, image with a picture. It hasn't taken long for people to figure out that they can create idealized images of themselves, too, so they look like people in advertisements, on TV, and in movies. You seem to have a good handle on what's really important in the world, but I can still feel your pain. Remember that photos you see on social media provide a very superficial image of a person's real attractiveness.

As you grow in experience, you'll learn that true beauty is inner beauty that comes from the human qualities that can't be seen in a digital image. Hope that helps!

**To the editor:**
I'm an eighteen-year-old university student, and I'm finding lately that my friends are all obsessed with their appearance and spend hours and hours exercising. I think they're all trying to look like fashion models and movie stars. I tell them that they look great just the way they are, and that it's their character and their personalities that count. But they all have this weird idea that "beauty" is only about how they *look*. I'm worried about them.

**Amy in Allentown**



**Dear Amy,**
Day and night the media presents us with images of ideal beauty that almost no one can achieve. Because social media is so visual, we use it to post pictures of ourselves. It's only natural then for us to compare our images with the ones we see from advertisers. I congratulate you for understanding that. You can be a good friend by helping your friends be aware of the way media affects us all and helping them recognize that *true* beauty—kindness, generosity, humor—isn't skin deep.

**B** UNDERSTAND FROM CONTEXT | Circle the word or phrase that completes each statement.

1 If you don't share your identity, people don't (know / care) who you are.
2 An example of a visual image is (an idea / a photo).
3 If something is idealized, it appears (more beautiful than / equally beautiful as) reality.
4 If you have a good handle on something, you (disagree with / understand) it.
5 A person's appearance is the way she or he (seems / looks).

# LESSON 4 Define inner and outer beauty

## A READING

Suggested time: 15–20 minutes | Your time:

- Read the lesson title and write it on the board. Ask, *What is the difference between inner and outer beauty?* (Inner beauty is your personality and the way you interact with other people. Outer beauty is your physical appearance.)
- Read the directions. Ask, *What is an advice column?* (It's a column where people write in about their problems, and the writer tells them what to do.) *What does* concerned *mean?* (worried)
- Tell Ss to look at the layout of the article. Ask, *How is this advice column organized?* (It's two letters from people asking questions and Malcolm Stone's responses.)
- Read the title of the article. Ask, *Why is it called Teens Anonymous?* (The teens who ask for advice don't have to give their full names. They can remain anonymous.)
- Ask Ss for predictions about what the letters will ask and write their predictions on the board. For example: *Should I get cosmetic surgery? How much time and money should I spend on my appearance?* Leave the predictions on the board to refer to after reading the article.
- Read the introduction paragraph next to the title. Answer any vocabulary questions. Direct Ss' attention to the first sentence and ask, *What does the ability of the media and social media to define beauty for us mean?* (Media and social media show and talk about what is beautiful and what is not. People start to think this is the truth rather than just an opinion.)
- Play the audio. Have Ss read and listen. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Ask, *What is Plain Wayne concerned about?* (He thinks his friends look better than he does in their photos in social media posts.) Ask, *What is Amy concerned about?* (She thinks her friends are obsessed with their appearance and spend too much time exercising.)

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

**EXTENSION** (+5–10 minutes) Have the class brainstorm the ways in which the media and social media define beauty. The discussion will probably include the following points: The message, through words and images, is that women should be thin, have long hair, and wear makeup; that men should be muscular and thin; and that young people are more beautiful than old people. People start to compare themselves to the photos of other people on social media and think that they need to look a particular way to get a lot of "likes" and followers.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss read the statements. Answer any questions about vocabulary.
- Ss circle the answers. Then have Ss compare answers in pairs.
- Bring the class together and have volunteers share answers.

### C DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Have Ss read the question and discuss it in pairs.
- Bring the class together and have Ss share their answers.

## Communication Activator

### A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Direct Ss' attention to the chart. Read the directions.
- Tell Ss to read the **Recycle This Language** box. Answer any vocabulary questions.
- Have Ss write notes in the chart.
- Encourage Ss to describe the people in any terms they want. The descriptions can contain both physical and personality attributes, and both people can be described using a mix of both.

### B DISCUSSION

Suggested time: 5–10 minutes | Your time:

- Have Ss look at the photos. Ask volunteers to read the two examples.
- 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 describe the people in their chart. Encourage Ss to give examples to support their descriptions.
- Review by asking pairs to share their descriptions with the class.

**OPTION** Ss can use their phones to share photos of the people they are discussing.

**EXTENSION** (+10 minutes) Hold a class discussion on which are the most important qualities of inner beauty. Write some suggestions on the board: *kind*, *good listener*, *generous*, *interesting*, *hilarious*, *friendly*, *happy*, *fun*.

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

✓ showing their understanding of the difference between inner and outer beauty

✓ using vocabulary to describe personality and appearance

### WRITING

Suggested time: 8 minutes | Your time:

- Have Ss reread the letters to the Teens Anonymous website and the responses. Tell them to write their own response to one of the letters. Emphasize that there are no right or wrong opinions or suggestions.
- Ss write their responses. Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap their responses with a partner and offer each other feedback.

**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) Have Ss write their names on blank sheets of paper. Have Ss write a short paragraph describing someone they know. Be sure to tell them to write about that person's inner and outer beauty. Collect answers as Ss leave. Read the answers to identify areas for review or extra practice. At the next class, give the paragraphs back to the Ss. Have Ss work further on their paragraphs, if needed, to revise and rewrite them. If Ss are comfortable doing so, have them give their paragraph to the person they wrote about to show appreciation of that person.

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

**C** DRAW CONCLUSIONS | What are Wayne and Amy discovering about the power of social media and the difference between inner and outer beauty? Discuss with a partner, using specific examples from the letters.

## COMMUNICATION ACTIVATOR

## Now let's define inner and outer beauty.

**A** TALKING POINTS | Choose two people, either people you know or famous people. Complete the chart.

| 1 A person of great "outer" beauty | |
|---|---|
| Name: | Relation to you: |
| Describe the person: | |

| 2 A person of great "inner" beauty | |
|---|---|
| Name: | Relation to you: |
| Describe the person: | |

**RECYCLE THIS LANGUAGE**

- an acquaintance
- a close friend
- a best friend
- a soulmate
- a family friend
- a relative
- extrovert / introvert
- kind
- generous
- interesting
- exciting
- relaxed
- amazing
- hilarious
- unforgettable
- romantic
- friendly
- nice
- happy
- fun
- [curly] hair
- [brown] eyes
- short / tall
- old / young
- athletic
- strong

**B** DISCUSSION | Talk about the people in your chart. Describe the traits of outer and inner beauty you identified, using adjectives and other descriptions. Say as much as you can.







**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion. Example: "A picture is worth a thousand words."

**WRITING** Reread the letters to Teens Anonymous on page 58. Choose one of the letters and write your own response, using your own opinion and making your own suggestions. Express your understanding of the person's problem.

**WRITING HANDBOOK** p. 147
- Writing a formal letter
- Guidance for this writing exercise

# WHAT'S HAPPENING?

- Partner B: Go to page 121.
- Partner A: Study the picture of your salon on this page for three minutes. Then close your book.
- Answer Partner B's questions about what's happening in your salon. Partner B gives you one point for each correct answer.
- Then look at Partner B's salon on page 121. Ask Partner B ten questions about the salon. Give Partner B one point for each correct answer.
- The partner with the most points wins.

**Is someone getting a pedicure in your salon?**

**No. There isn't anyone getting a pedicure.**

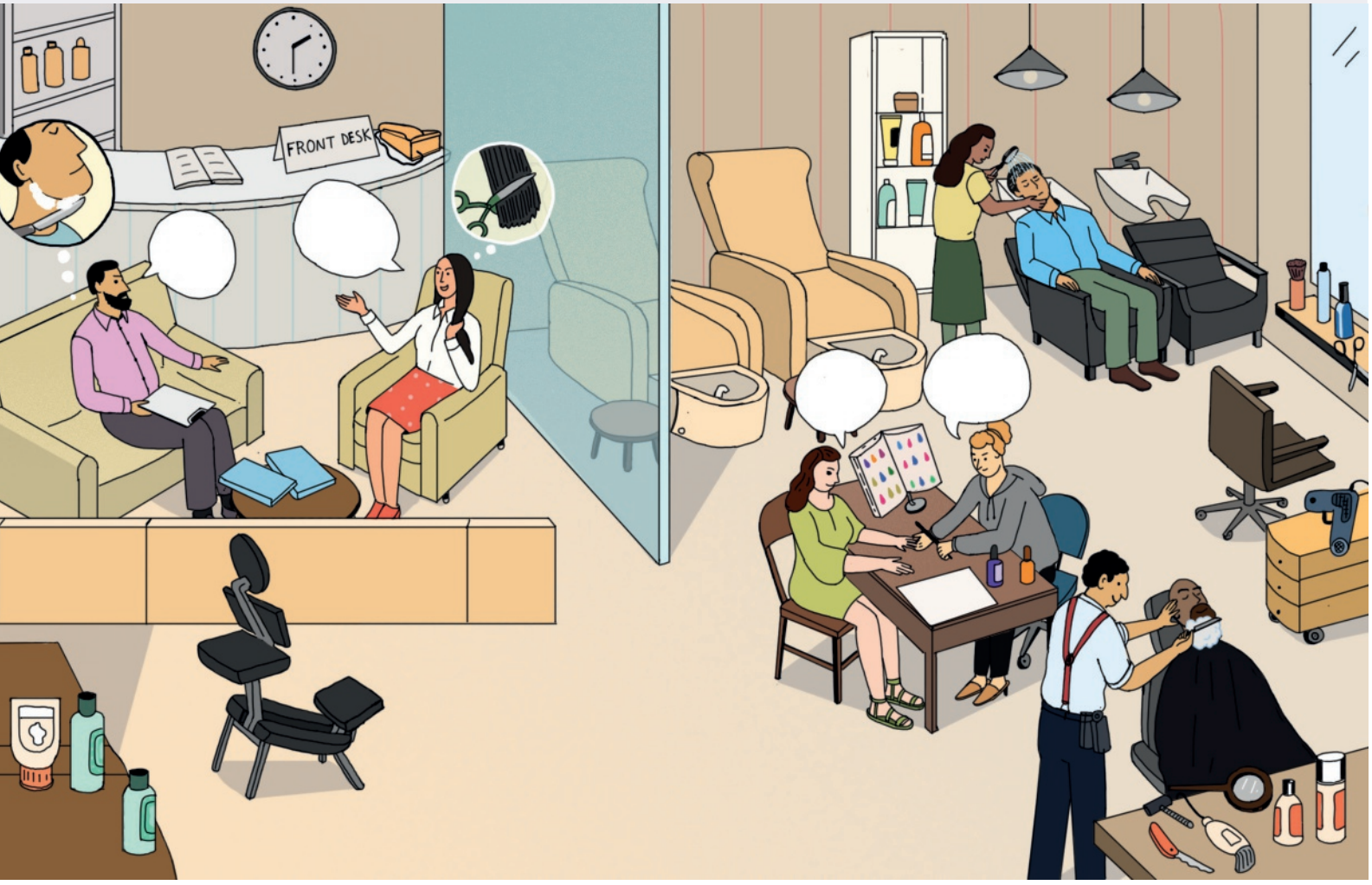
**Option: Role Play Activity**
Choose two people in your salon. Role-play the conversation between them.

*What color nail polish would you like?*

*Hot pink, please.*

## Partner A's salon

✓ PARTNER A's correct answers




## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask for something in a store.
- ☐ Make an appointment for personal care.
- ☐ Discuss cosmetic procedures.
- ☐ Define inner and outer beauty.

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

## *Interactive Cool Down*

### WHAT'S HAPPENING?

Suggested time: 30–45 minutes | Your time:

- Explain the game. Each partner has a different salon picture. Partner A studies her or his picture and answers Partner B's questions about the picture from memory. Then Partner B studies her or his picture and answers Partner A's questions about the picture from memory.
- Direct Ss' attention to the example conversation at the top of the page. Read the question and have a volunteer read the answer.
- Tell Ss they can ask *yes / no* questions or information questions about the pictures. Each correct answer gets one point. The person with the most points wins.
- In pairs, Ss play the game.
- Monitor as Ss ask and answer questions. Assist as needed.

**OPTION** (+5 minutes) Read the directions and example for the optional **Role Play Activity**. Tell Ss to work in different pairs. In pairs, Ss role-play a conversation between any one of the customers in their salon picture and the salon staff member.

**EXTENSION** (+10 minutes) Extend the role play activity. If your classroom size allows, set the classroom up like a salon. Move desks around to create "stations," as in the picture. Give everyone a role, as either a staff member or a customer, to act out salon activities. If you have an odd number of Ss, one can be the manager who oversees everyone.

**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 review 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 two pages of 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 Eating Well

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about what foods they like and what they think is an ideal diet, and read an illustrated conversation modeling the social language of discussing different kinds of diets. | |
| LESSON 1<br>**Make an excuse for declining food** | ***Vocabulary*** | Reasons for declining food |
| | ***Grammar*** | Negative *yes / no* questions |
| LESSON 2<br>**Describe changes in eating habits and tastes** | ***Grammar*** | *Use to / used to* |
| | ***Pronunciation*** | Sound reduction: *use to / used to* |
| LESSON 3<br>**Discuss diet choices** | ***Vocabulary*** | Reasons for adopting a diet |
| | ***Reading skill*** | Understand from context |
| LESSON 4<br>**Describe favorite dishes in detail** | ***Vocabulary*** | Describing foods |
| | ***Listening skills*** | Listen for details; Listen to confirm content |
| | ***Writing*** | Write about food in your country |
| INTERACTIVE COOL DOWN | *The "I Got 20!" Game* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *What are your food passions?* Ask, *What does* passions *mean?* (things that you love or feel very strongly about)
- Have Ss look at the faces of the woman and man. Ask, *How does the woman feel?* (happy, excited) *How does the man feel?* (unhappy)
- Play the audio. Have Ss listen and repeat.
- Explain that an *addict* usually means someone who is unable to stop doing something harmful, such as using drugs. However, it can have a positive meaning, too. In this context, it means having an extremely strong passion for something.
- Tell Ss that *I can't stand* is stronger than the other three negative statements.
- Have Ss work in pairs to tell each other their food passions. Model the activity by expressing one of your own food passions; for example: *I'm really crazy about chocolate. I love it!*

**OPTION** (+5 minutes) Write on the board:
*LIKE: I'm crazy about [food]. I'm a [food] lover. I'm a big [food] eater. I'm a [food] addict.*
*DON'T LIKE: I can't stand [food]. I'm not much of a [food] eater. I don't care for [food]. I'm not crazy about [food].*
Ask volunteers to say sentences, inserting the name of a food they like or don't like.

**OPTION** (+5 minutes) Take a class poll to determine the most popular food. Write on the board the four foods mentioned by the woman and man. Tell Ss to raise their hands when they hear a food they like.

UNIT 6

# Eating Well

## *Warm-Up*

**What are your food passions?**

**PRONUNCIATION** | Listen and repeat.




UNIT 6 COMMUNICATION GOALS

**Lesson 1**
Make an excuse for declining food

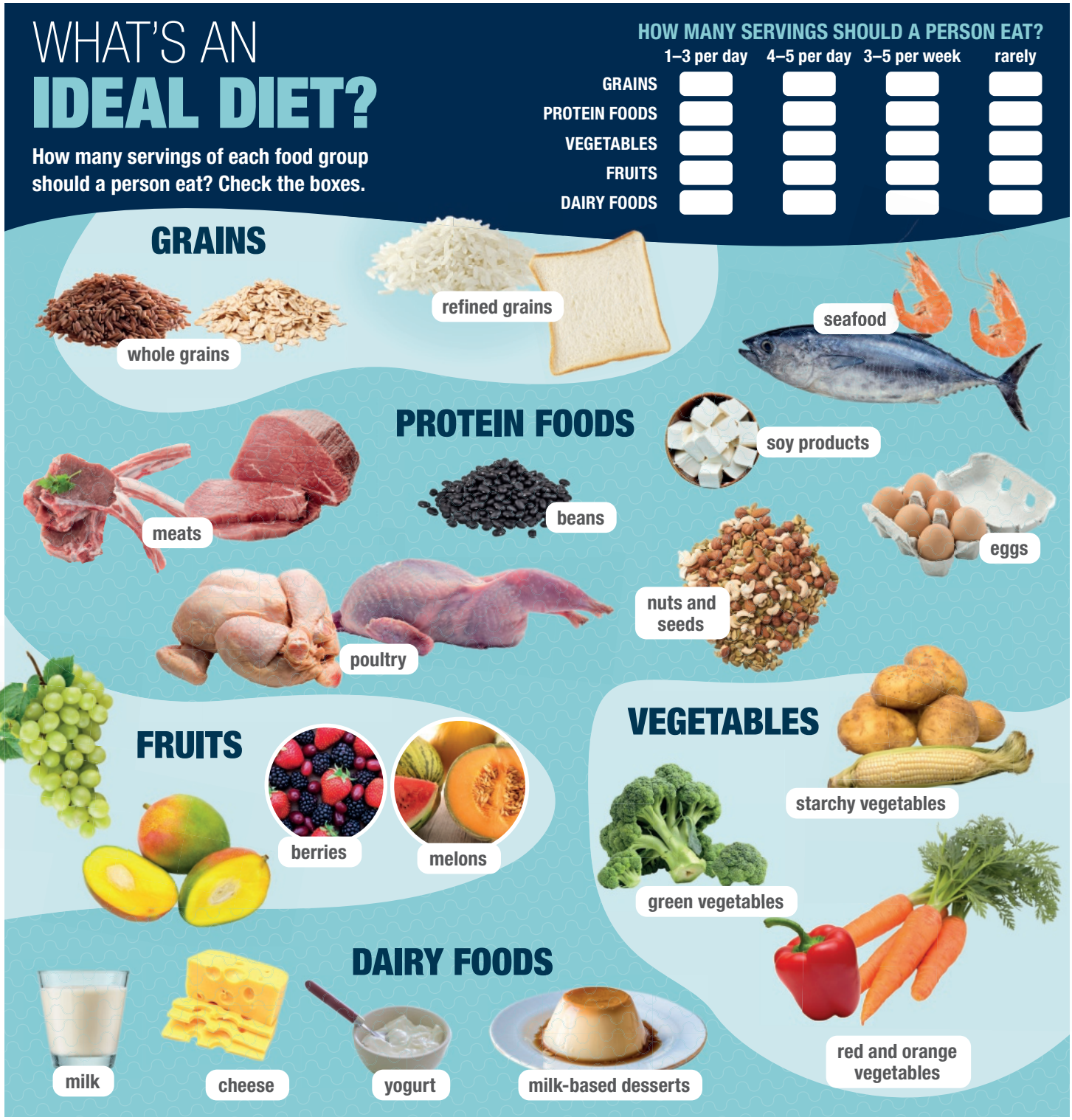
**Lesson 2**
Describe changes in eating habits and tastes

**Lesson 3**
Discuss diet choices

**Lesson 4**
Describe favorite dishes in detail

## Topic Warm-Up

**A** CLASSES OF FOODS | Take the survey about foods you think people should eat.




**B** VOCABULARY | Classes of foods | Listen and repeat.

**C** GROUP WORK | Compare opinions with your classmates. Do you agree on the number of servings of each food a person should eat?

In my opinion, people should eat at least three servings of protein foods a day. They make you strong.

No offense, but I think most people eat too much meat. I think people should eat meat rarely.

# Topic Warm-Up

## A CLASSES OF FOODS

Suggested time: 10–15 minutes | Your time:

- To begin, ask an individual S, *Is your diet healthy? Do you eat a lot of healthy foods? How many fruits and vegetables do you eat in a day?*
- Read the title of the survey: *What's an ideal diet?* Ask, *What does* ideal *mean?* (the best or exactly right)
- Give Ss a few minutes to look at the survey and scan the food groups, the photos, and the captions.
- Read aloud the food group names and the captions of the foods within each group.
- Have Ss look at the survey question on the upper right: *How many servings should a person eat?* Read the choices of numbers of servings. Ask, *What does* rarely *mean?* (not often)
- Have Ss write a checkmark in one of the boxes in each row for each food category.

**LANGUAGE AND CULTURE** A *serving* is an amount of food that is enough for one person. It can be measured by volume, by weight, or by the piece (for example, one banana, one slice of bread). Serving size depends on the culture. For example, in North America, serving sizes are often larger than they are in Asia.

**LANGUAGE NOTE** *Fruit* can be both a count and a non-count noun. For example: *I eat a lot of fruit* (non-count); *I bought many different fruits at the supermarket* (types of fruit—count).

**EXTENSION** (+5 minutes) Have Ss write a list of the foods they ate over the last two days and which food group each item belongs to. Be sure they list the foods they had for breakfast, lunch, and dinner, as well as snacks. Ask Ss to review their list to see which food group is listed most often.

**CHALLENGE** (+5 minutes) Ask, *What are some other food groups that could appear in this survey?* (fat and oils, salt, sugar) *What are other foods that could be examples?*

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.

## C GROUP WORK

Suggested time: 5 minutes | Your time:

- Model the activity by reading the example conversation with a higher-level S. Ask, *Why does the second person start with* No offense, but . . . *?* (It is a polite way of saying that she or he disagrees with the first person's opinion.)
- Have Ss work in small groups to compare their opinions. Encourage them to give reasons for their opinions.
- Have Ss share their opinions with the class.

**EXTENSION** (+10 minutes) Have pairs create a healthy diet menu for a couple of days. Then have the pairs switch menus with another pair. Each pair should read the menu and discuss what they like and don't like about it. They can also give feedback to the creators of the menu.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (in a mall food court; in a restaurant)
  *What are they doing?* (eating food at a table)
  *Do you think they know each other?* (Yes. They're smiling and talking.)
- Point to the information about accents on the upper right. Ask, *Who has a Korean accent?* (Cho) *What kind of accent does Victor have?* (Spanish)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *Is Victor a vegan?* (No. He used to be a vegetarian, but now he eats meat.)
  *What don't vegans eat?* (any animal products: meat, fish, milk, cheese, eggs)
  *What do Victor and Cho want to do?* (Victor wants to eat less meat. Cho wants to lose a few pounds.)
- When Victor says *They think it'll bring in new customers, it'll* could refer either to the grand opening or to the vegan snacks.
- Ask, *Are you vegetarian or vegan? Do you know anyone who is vegetarian or vegan?*

**LANGUAGE AND CULTURE**

- *Mighty* here means *very*. It is a common intensifier in informal spoken American English.
- *Packed* means *very full of people*.
- The pictures show Victor and Cho sitting in a food court. Food courts are areas inside a shopping mall or an airport with small, often fast-food restaurants and food stalls around a shared dining space.
- According to a Gallup poll, in 2018 there were approximately 16.4 million vegetarians in the U.S. This is approximately 5% of the population.

**CHALLENGE** (+7 minutes) Ask, *In addition to changing eating habits, what else can a person do to lose weight? To gain weight?* Divide the class in half and assign each half either weight loss or weight gain. Have the groups discuss ways to lose or gain weight and then present them to the class. (Lose weight: exercise, drink a lot of water, count calories, eat healthier foods, don't eat snacks; Gain weight: exercise less, eat more, drink a lot of water, use fewer calories than you consume)

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A and have Ss repeat. Have Ss work in pairs to match the correct meaning with each phrase.
- Review answers with the class.
- Check that they understand the difference between *a diet* versus *being on a diet* or *dieting*. Say, *A* diet, *in general, is the way that someone eats.* Being on a diet *or* dieting *is when someone changes the way she or he usually eats to either lose or gain weight.*
- Point out that the expression *I couldn't live without . . .* can be used with a variety of things: people, food, possessions; for example: *I couldn't live without you. I couldn't live without my phone.*

## SPEAKING | PAIR WORK

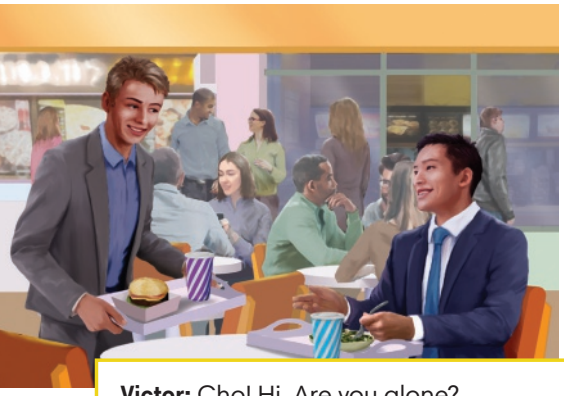
Suggested time: 5–10 minutes | Your time:

- Read the two people's statements with a higher-level S. Say, *Start a sentence with* Actually *to politely disagree with what the person said or to say something new.* Give an example: *A: Let's have Chinese food tonight. B: Actually, I'd like to cook pasta tonight. I have a new recipe to try.*
- In pairs, Ss discuss a food or type of food they can't live without. Tell them to support their opinions with language and ideas from the Warm-Up, Topic Warm-Up, and Zoom-In.

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Cho** = Korean
**Victor** = Spanish





**Victor:** Cho! Hi. Are you alone?

**Cho:** I am. Please join me. . . . I can't believe how packed this place is today!

**Victor:** Me neither! It's usually empty at this hour. I wonder what's going on.

**Cho:** Isn't there a grand opening or something at that new health food store on the lower level?

**Victor:** Oh, yeah. You're right. They're giving away some kind of vegan snacks. They think it'll bring in new customers.

**Cho:** Speaking of vegan snacks, didn't you use to be a vegan?

**Victor:** Me? A vegan? No way. Vegans don't eat *any* animal products—not even cheese. I was a vegetarian, but even *that* was too limited for me. I just couldn't live without meat.

**Cho:** Really?

**Victor:** Really. But you know, raising animals for meat is really bad for the environment. I feel a little guilty about eating meat at all.

**Cho:** Couldn't you just cut down on your meat consumption? That wouldn't be as extreme as giving it up completely?

**Victor:** Maybe. . . . Hey, that's a mighty small salad. Won't you be hungry later?

**Cho:** Actually, I'm on a diet. I'm cutting calories—no sweets, no sodas, very little oil or butter. I'd like to lose a few pounds.

**B** UNDERSTAND FROM CONTEXT | **Match the numbered items with the featured words and phrases from Zoom-In.**

**A way to say**

1. e you feel bad about doing something
2. f you don't know what's happening
3. d you're going to stop eating a certain thing
4. b you're decreasing consumption of something
5. c you've changed your eating habits in order to lose weight
6. a it's impossible for you to stop eating something

**a** I can't live without it.
**b** I'm cutting down on it.
**c** I'm on a diet.
**d** I'm giving it up.
**e** I feel guilty about it.
**f** I wonder what's going on.

**SPEAKING** PAIR WORK | **Talk about a food or type of food you can't live without, and discuss these questions.**

- In your opinion, is that food good for you or not good for you?
- Would you ever give up a food you can't live without? Explain the reason.



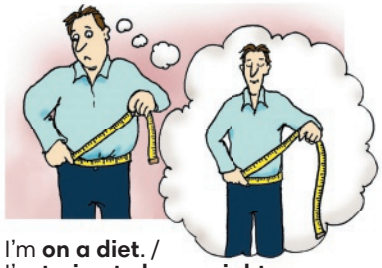



# 1 COMMUNICATION GOAL Make an excuse for declining food

**A** VOCABULARY | Reasons for declining food | Read and listen. Then listen again and repeat.



Coffee **doesn't agree with me.**



I'm **on a diet.** / I'm **trying to lose weight.**



I don't eat beef. **It's against my religion.**




I'm **allergic to** chocolate.



I'm **avoiding** sugar.



**I don't care for** broccoli.

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to each conversation. Complete a statement about each person. Then listen again to check your answers.

| | | |
|---|---|---|
| d | 1 Lee . . . | a is avoiding fatty, salty foods. |
| e | 2 Jake . . . | b doesn't care for seafood. |
| b | 3 Nora . . . | c is a vegetarian. |
| c | 4 Suzanne . . . | d is trying to lose weight. |
| a | 5 Richard . . . | e is allergic to something. |

**C** PAIR WORK | Talk about foods or drinks you avoid. Explain your reasons.

"I don't eat melon. It doesn't agree with me."

COACH

**D** GRAMMAR | Negative yes / no questions

**Use negative yes / no questions in the following situations:**

- **to confirm information you think is true.**
  **A:** **Isn't** Ruby a big meat eater? **B:** Yes, she is.
  **A:** **Didn't** they stop eating pasta? **B:** Yes, the whole family did.
- **to encourage someone to agree with you.**
  **A:** **Don't** you love seafood? **B:** Yes, I totally do.
  **A:** **Wasn't** that an awful restaurant? **B:** Actually, I thought it was pretty good.
- **to express surprise.**
  **A:** **Don't** you want to go out to dinner tonight? **B:** No, I'm just too tired.
  **A:** **Hasn't** he tried the tofu? **B:** No, it doesn't agree with him.




GRAMMAR EXPANDER p. 134
Negative yes / no questions: short answers

**E** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

# LESSON 1 Make an excuse for declining food

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Read the lesson title. Review that to *decline* something means to say no or to refuse an offer.
- Have Ss look at the pictures and read the reasons for declining food. Explain that *avoid* means to try not to do something.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

**LANGUAGE NOTE** The verb *care* has different meanings, depending on the preposition. For example, *not care for* means to not like something or someone: *I don't care for broccoli. To care about* means to have concern for something or someone: *I care about the environment.*

## B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Say, *Each of the five conversations gives one of the reasons for declining food in Exercise A.*
- Point out that each conversation does not use the exact words in Exercise A. Ss must infer the explanation.
- Play the audio. Have Ss listen.
- Play the audio again. Ss listen and complete the statements.
- Have Ss check their answers in pairs. Then bring the class together and provide feedback as needed.

## C PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Read the example.
- In pairs, Ss talk about foods or drinks they avoid. Have them use the vocabulary in Exercise A and explain their reasons.
- To review, have some Ss name the foods or drinks they avoid, giving their reasons. Write the foods or drinks on the board and ask whether any other Ss feel the same way about these foods or drinks.

## D GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the people in the photo. Have two volunteers read their conversation aloud.
- Write on the board: *1. Is Tanya allergic to nuts? 2. Isn't Tanya allergic to nuts?* Elicit the difference between the two sentences. (Sentence 1 asks a *yes / no* question. Sentence 2 asks a negative *yes / no* question to check information that the speaker thinks is true. The speaker thinks Tanya is allergic to nuts.)
- Read the rule introduction, the first bullet point, and examples in the grammar chart. Tell Ss that a negative *yes / no* question can also be answered negatively; for example: *No, she isn't. No, they didn't.*
- Write additional negative *yes / no* questions on the board with information the class thinks is true about you. For example: *Aren't you a teacher? Don't you have children?* Tell pairs to ask each other negative *yes / no* questions to check information they think is true.
- Read the second and third bullet points and their examples. Have Ss suggest additional questions. (For example: Wasn't the homework difficult? Don't you love that new TV show? Aren't you going to give us homework? Isn't there a quiz today?) Ask Ss to respond with short answers.

GRAMMAR EXPANDER (optional, page T134)

## E PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Check that they are using rising intonation for the questions.

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item as a class.
- Have Ss do the exercise individually. Tell Ss to pay attention to the verb tenses in each conversation.
- Review the answers with the class.

**EXTENSION** (+5 minutes) After Ss complete Exercise F, have them identify how each negative question is used. (1. to confirm information; 2. to encourage someone to agree with you; 3. to confirm information; 4. to express surprise; 5. to encourage someone to agree with you; 6. to express surprise)

## G PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in Exercise F in pairs.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Offer food at the table with *Please help yourself*
- Politely decline an offer of food with *Thanks, but I'll pass on . . .*
- Reassure someone who has apologized with *No worries*, *It's OK*, and *Not a problem*

- Have Ss look at the photo. Ask, *What is the relationship between the people in the photo*? (They could be family, friends, or colleagues.) *Where are they?* (in someone's house)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What does the man decline to eat?* (chicken)
  *Why does he not want to eat it?* (He's avoiding meat.)
- Call Ss' attention to the **Social language** box and Speaker B's last line. Explain that *No worries* is usually followed with an explanation.
- Ask Ss to notice the negative question in the conversation. Ask which of the three functions from the grammar chart is expressed by *Don't you eat chicken?* (expressing surprise)

**LANGUAGE AND CULTURE** As Ss use English as an international language, they may find themselves in places or situations where food customs are unfamiliar, and they may be offered foods that don't appeal to them. To be polite, it's always appreciated if they offer an excuse for declining and not just say *No thanks*, especially when in the intimacy of a home where someone has prepared the food.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use a polite or tentative tone of voice for *Thanks, but I'll pass on . . .*
  - use rising intonation for the question *Don't you eat . . . ?*
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss refer back to the vocabulary on page 64.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Direct Ss' attention to the **Recycle This Language** box. Call on a volunteer to read the list of language to use. Encourage Ss to use the language in their conversations.
- 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. Encourage them to try the option with multiple partners.

**TEACHING TIP** If you find Ss are hesitant to decline food because they are worried about seeming rude, ask one or two higher-level pairs to present their role play to the class as an example.

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

- ✓ politely declining an offer of food with a reason
- ✓ using negative *yes / no* questions to confirm information
- ✓ reassuring someone who has apologized

**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 blank sheets of paper. Have Ss write 2–3 reasons that they would be comfortable giving to someone for declining food. Collect 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 each conversation with a negative yes / no question.**

1 **A:** ..Haven't.. you been on a diet?
**B:** Yes, but it's driving me crazy!

2 **A:** ..Wasn't.. David's chicken stew delicious?
**B:** It was awesome.

3 **A:** ..Isn't.. your husband allergic to chocolate?
**B:** Yes, he is. ..Isn't.. that a shame?

4 **A:** ..Didn't.. you like your soup?
**B:** I did, but it was a little too spicy for me.

5 **A:** ..Isn't.. this seafood salad fantastic?
**B:** It's OK. But I'm not a big seafood eater.

6 **A:** ..Wasn't.. there a lot of salt in the pasta sauce last night?
**B:** I didn't think so, but I'm a little bit of a salt addict.



**G** PAIR WORK | **Practice the conversations from Exercise F.**

## COMMUNICATION ACTIVATOR

### Now let's make an excuse for declining food.



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

**A:** Please help yourself.
**B:** Thanks, but I'll pass on the chicken.
**A:** Don't you eat chicken?
**B:** Actually, no. I'm avoiding meat.
**A:** Oh, I'm sorry. I didn't know that.
**B:** No worries. There are lots of other things on the table I can eat.

**Social language**
**Reassure someone who has apologized with:**
No worries.
It's OK.
Not a problem.

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

**C** CONVERSATION PAIR WORK | **Role-play a conversation over dinner. Use the foods, drinks, and reasons you used in Exercise C on page 64. Then change roles.**

**A:** Please help yourself.
**B:** Thanks, but I'll pass on the .....
**A:** Don't you eat .....?
**B:** Actually, no. .....
**A:** Oh, I'm sorry. I didn't know that.
**B:** ..... There are lots of other things on the table I can eat.

**KEEP TALKING!** ●●●
- **Offer drinks and other foods.**
- **Talk about your food passions.**

**Watch the video for ideas!**

**RECYCLE THIS LANGUAGE**
be / not be crazy about ___
be a big ___ eater / drinker
be a(n) ___ addict
can't stand ___
not care for ___

**D** CHANGE PARTNERS | **Role-play the conversation again. (Option: Include more than one classmate in the role play.)**

## 2 COMMUNICATION GOAL

# Describe changes in eating habits and tastes




### A GRAMMAR | Use to / used to

**Use use to and used to + the base form of a verb to describe things that were true in the past but are no longer true in the present.**

I **used to be** crazy about chocolate, but now I'm allergic to it.
My daughter **didn't use to eat** meat, but now she wants it twice a day.
**Did** you **use to eat** a lot of sugar? Yes, I did. / No, I didn't. OR Yes, I used to. / No, I didn't use to.
**Didn't** you **use to eat** a lot of pasta? (Yes, and I still do!)
What **did** you **use to have** with your coffee? (Milk, but now I like it black.)
Why **did** you **use to eat** so many eggs? (Because I liked them!)

**Be careful!**
They **used** to . . . BUT They **didn't use** to . . .
**Did** they **use** to . . .

**GRAMMAR EXPANDER** p. 134
- Use to / used to: form and use, common errors
- Be used to and get used to
- Repeated actions in the past: would + base form, common errors

### B NOTICE THE GRAMMAR | Look at Zoom-In on page 63.
Find an example of use to / used to. *"Speaking of vegan snacks, didn't you use to be a vegan?"*

### C PRONUNCIATION | Sound reduction: use to / used to | Notice how the pronunciation of to changes to /tə/. Read and listen. Then listen again and repeat.

1 I used to be a big meat eater.
2 Jack used to like sweets.
3 Sally used to be crazy about fries.
4 They didn't used to like seafood.
5 Who used to teach this class?
6 Did you used to drink a lot of coffee?

### D GRAMMAR PRACTICE | Complete each sentence with used to or didn't use to. Use the context to help you. Then write two sentences about yourself.

1 Jeremy *used to* eat a lot of starchy vegetables. But he doesn't care for them anymore.
2 April *didn't use to* like eggs. But now she's crazy about them.
3 Glen *used to* be a meat addict, but now he's a vegetarian.
4 Jason *didn't use to* drink a lot of coffee. But lately he's become a big coffee drinker.
5 Ernie *used to* drink a lot of soda. But now he's not much of a soda drinker.
6 Victoria *used to* love canned fish. But now she can't stand it.
7 Clark *used to* drink a lot of milk. But now he's a soy milk lover.
8 Naomi *used to* be crazy about white rice and bread. But now she's avoiding refined grains.
9 (used to) I *used to . . .* .
10 (didn't use to) I *didn't use to . . .* .

### E PAIR WORK | Take turns reading the sentences from Exercise D aloud. Pay attention to the pronunciation of to.

### F GRAMMAR PRACTICE | Write statements with used to or use to. Use contractions.

*Answers will vary. Possible answers include:*

1 The weather / be / cooler here *The weather used to be cooler here. It didn't use to be so warm in the fall.*
2 The Mini-Market / not sell / almond milk *The Mini-Market didn't use to sell almond milk. It used to sell only cow's milk*
3 They / give you / information on the package *They didn't use to give you information on the package.*
4 There / not be / so many vegetarians *There didn't use to be so many vegetarians.*

### G PAIR WORK | Take turns using the statements from Exercise F to ask your partner questions. Add two new questions.

Didn't the weather use to be cooler here?

Not really. It used to be warmer.

# LESSON 2 Describe changes in eating habits and tastes

## A GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman on the right. Read her statement aloud.
- Write on the board: *I used to eat a lot of candy. But now I try to watch my weight.* Ask, *Did I eat a lot of candy in the past, or do I eat a lot of candy now?* (in the past)
- Read the rule and the first two examples in the grammar chart. Point out that in these statements, the second half of the sentence begins with *but* to show a difference between the past situation and the present situation.
- Ask, *How is the form* used to *different in the first two example sentences?* Point out that *used to* becomes *didn't use to* in the negative; the *d* disappears because *didn't* is in the simple past.
- Direct Ss' attention to the example questions in the grammar chart. Read the examples and then ask, *How does the form of* used to *change in a question?* (*Used to* becomes *use to.*) Point out that the auxiliary *did* is always followed by a base form in questions and negatives. *Use to* is the base form.
- Direct Ss' attention to the **Be careful!** note.

**LANGUAGE AND CULTURE** Point out that both learners of English and native speakers of English make the mistake of writing *didn't used to* instead of *didn't use to*.

GRAMMAR EXPANDER (optional, page T134)

## B NOTICE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss scan the Exercise A conversation on page 63 to find an example of *use to / used to*.
- Review the answer with the class.

## C PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- Model the pronunciation of *used to* and *use to*. Point out that the *d* in *used to* is not pronounced, so the pronunciation of both forms is the same.
- Play the audio. Have Ss pay attention to the /tə/ sound as they listen.
- Play the audio again. Have Ss listen and repeat.

## D GRAMMAR PRACTICE

Suggested time: 7–10 minutes | Your time:

- Tell Ss that the second part of each item talks about present behavior that is different from past behavior. Have Ss skim items 1–8 and underline the words in the second part of each item that indicate the present. (1. anymore; 2. now; 3. now; 4. lately; 5. now; 6. now; 7. now; 8. now)
- Have Ss complete each sentence and then write two sentences about themselves. If necessary, model an example for the last item: *I didn't use to like seafood, but now I love it.*
- Remind Ss to write *didn't use to* for the negative sentences.
- Have Ss compare answers with a partner.
- Review answers with the class.

## E PAIR WORK

Suggested time: 2–3 minutes | Your time:

- In pairs, Ss take turns reading the sentences in Exercise D to practice reduction of *to*.

## F GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do the first item as a class.
- Have Ss complete the exercise individually and compare answers in pairs. Review the answers with the class.

**EXTENSION** (+5 minutes) For more practice, have Ss write five additional sentences with *used to* or *use to*. They can be on a different topic.

## G PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Tell Ss to change the statements in Exercise F into *yes / no* questions that their partner then answers. Then they make up two questions of their own.
- Read the sample question and answer for item 1 with a higher-level S.
- Walk around and check that Ss are forming questions correctly and pronouncing *used to* correctly.
- Review the responses with the class. (For example: 2. Did the Mini-Market use to sell almond milk? 3. Didn't they use to give you information on the package? 4. Did there use to be so many vegetarians?)

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

This conversation strategy is implicit in the model
- Say *No way!* to express surprise about someone's point of view

- Ask, *What do you see in the photo?* (two women shopping for fruit)
- Have Ss read and listen to the conversation. Check comprehension by asking:
  *What does Speaker B not eat anymore?* (strawberries)
  *Why?* (She just stopped liking them.)
  *Does Speaker A like strawberries*? (Yes, she loves them.)
- The word *just* in the conversation (*I just stopped liking them*) and in the **Ideas** box indicates there's no real explanation for the action. This is a different meaning than in the sentence *I just finished reading that book*. In this sentence, *just* means *a short time ago.*
- Call Ss' attention to the **Social language** box and read the sentence. Tell Ss that *No way!* is used only in informal conversations.

**LANGUAGE AND CULTURE** There are many other informal ways of expressing surprise in American English, such as *Are you for real? You don't say! Are you serious? Seriously?* and *You gotta be kidding me!*

### B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - pronounce *used to* correctly
  - use a surprised tone of voice with *No way!*
- Monitor as Ss role-play the conversation in pairs.

### C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss look at the food photos. Say the names and have Ss repeat. Tell Ss that they can use their own food ideas as well.
- Read the **Ideas** box and read each phrase. Also refer Ss back to the expressions for liking and disliking foods on page 61.
- Write a T-chart with these headings on the board: *Foods I don't like now that I used to like* and *Foods I like now that I didn't use to like*. Tell Ss to think of two examples for each column to prepare for the role play.
- Have Ss do each role play twice so they play both Speakers A and B.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

**OPTION** (+5 minutes) Have pairs role-play the conversation again but with a different food than either partner used the first time. They can also change their food preference from not previously liking the food to liking it now. The other partner can agree or disagree. Ss should also use phrases from the **Ideas** box that they haven't already used.

### 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 negative *yes / no* questions
- ✓ expressing a past food like or dislike with *used to / use to*
- ✓ using *No way!* to express surprise about someone's point of view

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Tell Ss to write 2–3 sentences about a food they no longer eat and why they no longer eat it. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's describe changes in eating habits and tastes.



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

**A:** Look at these gorgeous strawberries!

**B:** They *are* beautiful. But I don't eat strawberries anymore.

**A:** Really? Don't you like them?

**B:** Well, I used to be crazy about them, but I just stopped liking them.

**A:** No way! I couldn't live without them.

**Social language**
**Say "No way!" to express surprise about someone's point of view.**

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

**C** CONVERSATION PAIR WORK | Personalize the conversation, using the photos and your own ideas. Then change roles.

**A:** Look at .....!

**B:** .....  But I don't eat ..... anymore.

**A:** Really? Don't you like .....?

**B:** Well, I used to ....., but .....

**A:** No way! I couldn't live without .....

**Ideas**
I just stopped liking ___.
I just don't care for ___ anymore.
I just lost my taste for ___.
I just got sick of ___.


lamb chops


cake


tofu


bread


grapes


chicken cutlets


broccoli


donuts


cookies


beans


cheese

**KEEP TALKING!** ●●●

- **Ask your partner to talk about more tastes and habits that have changed.**
- **Explain why you avoid certain foods or drinks.**

Watch the video for ideas!

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

# 3 COMMUNICATION GOAL Discuss diet choices

**A** VOCABULARY | Reasons for adopting a diet | Read and listen. Then listen again and repeat.



to lose weight



to gain weight

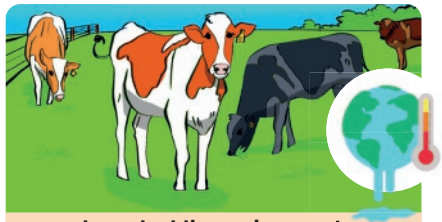

to stay healthy



to avoid disease



to avoid killing animals


to protect the environment

**B** READING | Read about diet choices. In your opinion, what's the most important reason to adopt a particular approach?

# The ideal diet?

## Hard for the average person to judge

Researchers admit: low-fat diet may NOT be the best

Experts disagree on diet for **WEIGHT LOSS**

THE KEY TO FITNESS IS A HIGH-CARB DIET, SCIENTISTS SAY.

**Although the word "diet" generally refers to the customary foods eaten by a particular person or group, for many people the word "diet" has only one meaning: an eating plan for weight loss.** For people who are somewhat overweight or obese (extremely overweight), losing weight can improve health and prevent some ailments or diseases that can be caused by obesity, such as arthritis, heart disease, high blood pressure, or diabetes.

But weight loss isn't the only—or even the best—motivation to make changes in what we eat. An important consideration for many people is maintaining good health or preventing disease. It seems that every day we hear that if we increase consumption of certain "beneficial" foods or limit certain "harmful" foods we will improve our health, prevent disease, and live longer. It's difficult for the average person to know what to believe. It seems that expert advice often changes radically: One day we hear that carbohydrates are bad, and the next we hear that a new study has found the opposite to be true.

Another motivation for adopting a particular diet is an ethical one. More and more people (and some religions) believe it's wrong to kill animals. Furthermore, recent research suggests that raising animals for meat has a damaging impact on the environment. One study reports that livestock farming produces 18% of the greenhouse gases responsible for the rising temperatures the earth is experiencing. It's not possible for the average person to know if this figure is accurate, but many people feel not eating meat is an ethical choice.

Low-fat diet best for **heart health**

**ANIMAL FARMING** causing catastrophic environmental damage

NEW RESEARCH! Best diet for disease prevention: **VEGETARIAN**

Since research about the ideal diet for weight loss or health conflicts, many people have simply given up trying to evaluate the continually changing advice from "experts." Most people simply adopt a commonsense approach towards diet—choosing to balance the kinds of foods we eat so we get a variety of nutrients, maintain a reasonable weight, and avoid disease. And no matter what restrictions we impose on ourselves, everyone cheats from time to time. We humans just don't always stick to an ideal diet.

# LESSON 3 Discuss diet choices

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the topic: *Reasons for adopting a diet*. Explain that when you adopt a plan—or way of thinking or behaving—you begin to use it. Ask Ss to raise their hands if they have recently adopted a new plan or way of thinking or behaving. Ask a few volunteers to share.
- Have Ss look at the images. Ask, *What is the doctor doing in the fourth picture?* (She's taking the woman's blood pressure.) Tell Ss that the band on her arm is *a blood pressure cuff*.)
- Play the audio and have Ss read the captions and listen.
- Play the audio again. Have Ss listen and repeat.

**CHALLENGE** (+5 minutes) Have pairs brainstorm some other reasons why people might adopt a healthy diet. (For example: to sleep better, to improve their mood, to improve their memory, to have stronger teeth and bones)

**CHALLENGE** (+10 minutes) Have pairs discuss how adults adopting a healthier diet can positively influence younger generations around them. (When kids see their parents and other adults in their lives making healthy choices, they learn by example and can make their own better choices as they grow up.) Encourage them to give examples from their own experience.

## B READING

Suggested time: 15–20 minutes | Your time:

- Read the title of the article. Remind Ss that they discussed their own ideas about an ideal diet in Exercise C on page 62.
- Have Ss look at the headlines in the article. Ask, *What do these headlines show?* (that there are different opinions about the ideal diet)
- Draw Ss' attention to the headline: *The Key to Fitness Is a High-Carb Diet, Scientists Say*. Ask, *What does* carb *mean?* (It is short for *carbohydrates*.) Tell Ss that carbohydrates are found in foods such as sugar, bread, and potatoes, which provide your body with energy.
- Explain that *catastrophic* means causing great suffering and damage.
- Play the audio. Have Ss read and listen along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Read the target question in the directions: *What's the most important reason to adopt a particular approach?* Have pairs discuss what is most important to them and why. Keep the discussion brief, as Ss will explore the topic in more detail in the Communication Activator.

**OPTION** Ask pairs to discuss the target question before they read the article.

**OPTION** (+5 minutes) Write a T-chart on the board with the headings: *Health reasons* and *Ethical reasons*. Ask Ss to classify the reasons in Exercise A into these two categories.

## C UNDERSTAND FROM CONTEXT

Suggested time: 5–10 minutes | Your time:

- Tell Ss to scan the article for the underlined words and circle them. Then have pairs determine their meanings by studying the context of the words (the sentences that the words appear in, as well as the sentences that come before and after).
- Model the first item with the class. Ask, *Where is the word* motivation*?* (in the first sentence of the second paragraph) Have Ss look at the answer choices. Ask, *What is the answer?* (do) Ask, *What words in the context tell you* motivation *means this?* (make changes)
- Have Ss work individually to complete the exercise.
- Have Ss check their answers in pairs.
- Bring the class together and go over the answers. Ask Ss to identify where in the article they found the information.

**EXTENSION** (+10 minutes) Have Ss write new sentences using the underlined words in Exercise C. Tell them the sentences do not have to relate to the subject of the Reading text. Model an example: *My motivation for teaching English is. . . .* Have Ss swap papers with a partner and tell them to check that their partner has used the words and phrases correctly based on the definitions.

# Communication Activator

## A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Read the title of the questionnaire: *Which One is You?* Ask Ss to predict what is in the questionnaire. (For example: It will ask about the reasons for diet choices.)
- Have Ss look at the questionnaire. Explain that the questionnaire asks if Ss have made any changes to their diet and what their reasons were.
- Have Ss read the items in the *Some popular weight-loss diets* and *Some popular diets for health* boxes. Answer any questions about the items.
- Draw Ss' attention to the directions for Section 1. Check that they understand that *If not* means *If your answer is no* and *If so* means *If your answer is yes*.
- Have Ss work individually to complete the questionnaire for themselves. Be sure they write detailed information in the boxes.
- Walk around and assist if necessary.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board.
- In pairs, Ss discuss their questionnaires. Tell them to give detailed information about dietary changes they have made. Prompt them with additional questions, for example: *Was the change in diet difficult?*
- Be aware that it may be sensitive to discuss weight loss, so emphasize that Ss can discuss other people rather than themselves if they prefer.
- To review, elicit examples from Ss for Sections 2, 3, or 4 of the questionnaire.

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

✓ using diet-related vocabulary
✓ discussing diet choices and reasons
✓ asking thoughtful questions about their partner's choices

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Tell Ss to list what they think are the top two reasons for adopting a new diet. Have them write two sentences about whether they have changed their diet in the past for one of these reasons. Collect 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.

**C** UNDERSTAND FROM CONTEXT | **Complete the definitions, according to the article.**

1 Motivation is what causes us to (do / avoid) something.
2 A diet that limits carbohydrates (permits / doesn't permit) the dieter to eat a lot of carbohydrates.
3 Beneficial and harmful are two words with (similar / different) meanings.
4 An average person is someone (with / without) special scientific training.
5 If something changes radically, it changes (a lot / just a bit).
6 The word ethical relates to the concept of what's (right or wrong / healthful or not healthful).



## COMMUNICATION ACTIVATOR

## Now let's discuss diet choices.

**A** TALKING POINTS | **Complete the questionnaire about your diet choices.**

# WHICH ONE IS YOU?

**1 I have (recently or in the past) changed the way I eat in order to lose weight.** ☐ yes ☐ no

(If not, go to item 2.)

**If so, what have you done?**

- ☐ I just ate less food overall: portion control.
- ☐ I limited fats.
- ☐ I limited carbs.
- ☐ I limited sweets.
- ☐ I reduced calories.
- ☐ Other things I limited or reduced: _____
- ☐ I chose a popular diet. Name of diet: _____

Were you successful? ☐ yes ☐ no

Why or why not? Explain. _____



**Some popular weight-loss diets:**
- a high-protein diet
- a low-fat diet
- a low-carb diet

**2 I have (recently or in the past) changed the way I eat in order to improve my health or to prevent disease.** ☐ yes ☐ no

(If not, go to item 3.)

**If so, what are some of the changes you have made?**

- ☐ I stopped eating fast food.
- ☐ I started eating whole grains.
- ☐ I started eating more fruits and vegetables.
- ☐ Other changes: _____
- ☐ Did you adopt a different diet from the one you used to have?

If so, which diet? _____

Were you successful? ☐ yes ☐ no

Why or why not? Explain. _____

**Some popular diets for health:**
- a vegetarian diet
- a vegan diet
- a low-fat diet
- a low-salt diet

**3 I have never changed the way I eat in order to lose or gain weight, improve my health, or prevent disease.**

Why not? Explain. _____

Do you think you will change the way you eat in the future? ☐ yes ☐ no

If so, which of the following are true for you?

- ☐ I would like to lose or gain weight.
  How?
  By limiting: _____
  By eating more: _____
- ☐ I would like to improve my health.
  How?
  By limiting: _____
  By eating more: _____
- ☐ I would like to prevent disease.
  How?
  By limiting: _____
  By eating more: _____

**4 I have or I have thought about changing the way I eat for ethical reasons or in order to protect the environment.**

In what way? _____



**B** PAIR WORK | **Compare questionnaires. Explain why you or other people adopt the kind of diet you have.**

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Pair Work. For example: "More and more people . . . "

# 4 COMMUNICATION GOAL Describe favorite dishes in detail

**A** VOCABULARY | Describing foods | Read and listen. Then listen again and repeat.



**It looks** terrific.



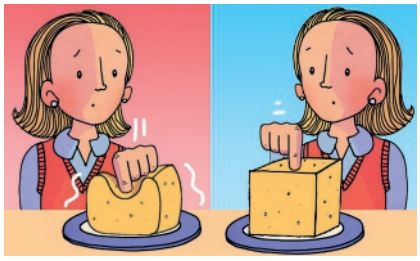
**It smells** terrible.



**It tastes** { sweet. / spicy. / salty. / sour.



**It looks like** / **It tastes like** / **It smells like** } chicken.



It's { **soft.** / **hard.**




It's { **chewy.** / **crunchy.**

**B** PAIR WORK | Use the Vocabulary to describe foods you know.

"Carrots are crunchy and sweet."

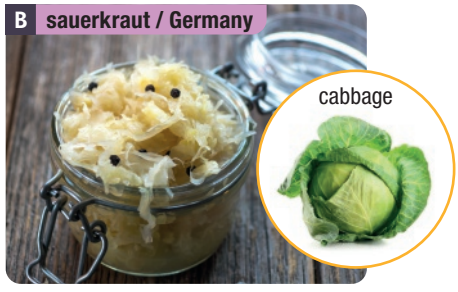
**C** LISTEN FOR DETAILS | Listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and circle all the words that complete each description.

F **1** It's (hard / chewy / soft), and it's a little (sour / sweet / salty).
C **2** They're (chewy / hard / soft), and they're (spicy / sweet / sour), and they're so colorful.
D **3** It's (crunchy / hard / soft), and it tastes (salty / sweet / spicy).
E **4** It's (chewy / soft / crunchy), and it tastes (salty / spicy / sweet).
B **5** It's usually (crunchy / chewy / hard), and it tastes (sour / salty / spicy).
A **6** It's (chewy / crunchy / soft), and they taste (salty / sweet / spicy).

**A** japchae / Korea



**B** sauerkraut / Germany




**C** camotes / Mexico




**D** peanut butter / U.S.




**E** khachapuri / Georgia



**F** injera / Ethiopia



# LESSON 4 Describe favorite dishes in detail

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and read the sentences individually.
- Play the audio for Ss to read and listen. Then have them listen again and repeat.
- To check comprehension, ask, *What food is sweet?* (candy) *What food is spicy?* (pepper) *What food is salty?* (salt) *What food is sour?* (lemons) *What food is crunchy?* (potato chips)
- Ask:
  *What other food is sweet? Spicy? Salty? Sour?*
  *What other food is soft? Hard?*
  *What other food is chewy? Crunchy?*

**CHALLENGE** (+5 minutes) Say, *What other words can we use to describe different foods?* Have Ss call out their ideas and you list them on the board. (For example: delicious, healthy, amazing, wonderful, fresh, disgusting, bitter, dry)

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Tell pairs to brainstorm a list of different foods.
- Read the example aloud.
- Write on the board: *terrific, terrible, sweet, spicy, salty, sour, soft, hard, chewy, crunchy.*
- Tell Ss they will take turns describing foods they know.
- Have Ss work in pairs to make statements. Walk around and listen for correct pronunciation and use. Provide help as needed.
- Have pairs share their descriptions with the class.

## C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss look at the photos. Ask, *Have you ever tried any of these foods? If so, which one(s)? How did it (they) taste?*
- Focus Ss' attention on photo B. Ask, *How do you think this food tastes?* Have Ss predict what the other foods taste like, and write their predictions on the board.
- Read the directions. Point out the word *all*. Be sure Ss understand that they should circle one or more of the words if they are correct.
- Say, *Listen to six descriptions of special foods.* Play the audio. Have Ss listen to the descriptions and write the letter of each food. If appropriate, have Ss listen again.
- Play the audio again. Have Ss listen and circle all the relevant words to complete each description.
- Review answers with the class. Then have Ss compare their descriptions to their predictions earlier.

**EXTENSION** (+10 minutes) In pairs, Ss think of a popular local food and describe it to their partner without mentioning the name of the food. Their partner has to guess the name of the food. Tell Ss to say how the food tastes and smells, if it's hard or soft, chewy or crunchy, and so on. Then have volunteers share their descriptions with the class.

**LANGUAGE AND CULTURE** The word for the same food can differ across geographical regions. For example, the Spanish word *camotes* is used for *sweet potatoes* in Mexico, but in other regions, they are called *batatas*. In English, too, food vocabulary differs from country to country and from region to region. Some English speakers call sweet fizzy drinks *pop* whereas others use the word *soda*. Understanding that the word for the same thing might differ is an important concept for Ss and one that contributes to their cultural literacy. Ask them if they know of names of things in their own language that are different in other places.

## D LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Say, *There is one statement for each food description you will hear.*
- Play the audio of the first description. Then stop the audio and ask, *What is the answer: true, false, or no information?* (true) *Why?* (The first sentence of the audio says *In Ethiopia they serve a special bread with almost every meal. It's called injera.*)
- Play the audio again from the beginning. Pause after each description to let Ss write their checkmark.
- Review the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

## E PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example aloud.
- Play the audio again.
- Have Ss discuss the topic in pairs. Be sure they explain their reasons. Walk around and help as needed.
- Bring the class together and have volunteers share their responses.
- Write the names of the six dishes on the board. Ask, *Who would like to try [dish]?* Ask for a show of hands and write the numbers on the board.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have pairs brainstorm popular foods in their country and then write these on the board.
- Tell Ss to look at the example notes about Peruvian stuffed rocoto peppers.
- Ask Ss to write notes on the cards about three dishes.
- Encourage Ss to describe the dishes using any terms they want. Walk around and help as needed.

**LANGUAGE AND CULTURE** The rocoto pepper (pronounced /rəˈkoʊtoʊ/) comes from Peru, in South America. It looks similar to a sweet red bell pepper, but it is an extra hot pepper. This pepper rates very close to "extra hot" on the Scoville Scale, a scale used to measure pepper hotness.

## B PAIR WORK

Suggested time: 5–10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Read the example conversation with a higher-level S.
- Read the vocabulary in the **Recycle This Language** box. Answer any vocabulary questions. Ask, *What does* comment on *mean?* (to express your opinion about)
- Have Ss work in pairs to role-play conversations. Have Ss take turns describing their dishes to the "visitor."

**CHALLENGE** (+10 minutes) Have pairs write a simple recipe for one of their three favorite dishes. Ask pairs to swap recipes with another pair to make any suggestions or adjustments. Create a recipe book from these recipes.

**EXTENSION** (+10 minutes) Set the classroom desks up like a restaurant. Have small groups role-play being at a restaurant that has local dishes on the menu. One person from the group can be the server while the others are the diners. The diners should ask questions about the dishes. Then they can order their favorite dishes from the server.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are
- ✓ using vocabulary to describe dishes
- ✓ using *What are they like / What is it like?* to ask about the food
- ✓ using the language from the **Recycle This Language** box to ask about and comment on each dish

## WRITING

Suggested time: 8 minutes | Your time:

- Have Ss read the sample paragraph. Tell them to write two paragraphs. Paragraph 1 should be about the typical diet, and paragraph 2 should describe one or two popular dishes.
- Have Ss brainstorm ideas with a partner and then write their paragraphs individually.
- 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, 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 blank sheets of paper. Say, *Write the name of a food that you would like to try, and explain why you would like to try it.* Collect 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.

**D** LISTEN TO CONFIRM CONTENT | Listen again and check T (true), F (false), or NI (no information).

| | | T | F | NI |
|---|---|---|---|---|
| 1 | Ethiopians eat injera with most meals. | ✓ | | |
| 2 | Camotes are both a vegetable and a sweet. | ✓ | | |
| 3 | Peanut butter is a popular breakfast food. | | | ✓ |
| 4 | Khachapuri is usually a main course. | | | ✓ |
| 5 | Sauerkraut is delicious with sausages. | | | ✓ |
| 6 | Japchae is a noodle dish with vegetables. | ✓ | | |

**E** PAIR WORK | Listen again. Then discuss with a partner which food you would like to try. Explain why or why not.

> "I'd love to try sauerkraut, but cabbage doesn't agree with me. Also, I've heard it has a lot of salt. I'm avoiding that."

## COMMUNICATION ACTIVATOR

### Now let's describe favorite dishes in detail.

**A** TALKING POINTS | Think of three dishes you would like to introduce to a visitor to your country and write notes for each one.

**1**
**Name of dish:**
*Peruvian stuffed rocoto peppers*
**Description:**
*spicy and soft*
**What's in it?**
*peppers, cheese, beef eggs, raisins, onions, oil, garlic*



**2**
**Name of dish:**
**Description:**
**What's in it?**

**3**
**Name of dish:**
**Description:**
**What's in it?**

**4**
**Name of dish:**
**Description:**
**What's in it?**

**B** PAIR WORK | Role-play a conversation in which one of you is a visitor to your country. Introduce and describe your three favorite dishes to the "visitor." Use the Vocabulary.

Have you tried stuffed rocoto peppers?

No, I haven't. What are they like?

Well, they look great, and they taste great. But be careful! They can be a little spicy!

SOFT SKILLS BOOSTER p. 158

**RECYCLE THIS LANGUAGE**

**Ask about the dish**
What's in [it / them]?
Is it / Are they [spicy / sweet]?
How do you make [it / them]?
Is it / Are they [popular]?
Does it / Do they taste [salty]?

**Comment on the dish**
It sounds / They sound [delicious]
I'm crazy about ___ .
I'm a big ___ eater.
I'm a(n) ___ [addict / lover].
I [used to / didn't use to] eat ___ .
I don't care for ___ .
I'm allergic to ___ .
I'm avoiding ___ .
___ [don't / doesn't] agree with me.
___ [is / are] against my religion.
I'm not much of a(n) ___ [eater].
I'm [on a diet / trying to lose weight].

## WRITING

Write two paragraphs about the food in your country. In the first paragraph, write about the typical diet—the types of foods most people eat. In the second paragraph, describe one or two dishes that are popular in your country.

*The diet of my country used to be a healthy diet. People ate a lot of whole grains and fruits and vegetables. However, lately, people don't have time to cook, and more people are eating fast food . . .*

WRITING HANDBOOK p. 148

- Connecting Ideas: subordinating conjunctions
- Guidance for this writing exercise



# THE "I GOT 20!" GAME

- Circulate around the class and find classmates who can answer the questions correctly. (If necessary, answers can be checked in Unit 6.)
- Write each classmate's name and the correct answer on the chart.
- When your chart is complete and correct, shout, "I GOT 20!" The first person to say "I GOT 20!" is the winner.





*Answers will vary. Possible answers include:*

| FIND SOMEONE WHO . . . | NAME | ANSWER |
|---|---|---|
| can name two crunchy foods. | | *carrots and potato chips* |
| knows the opposite of "hard." | | *soft* |
| can name two kinds of diets for health. | | *low-salt and low-fat / vegetarian and vegan* |
| can name two high-calorie foods. | | *cake and desserts* |
| can name three fruits. | | *grapes, berries, and melons* |
| knows a way to express a food passion. | *I'm (not) crazy about . . . / I'm a (big) ___ lover/fan, etc. / I can't stand . . . / I don't care for . . .* | |
| knows the main ingredient of sauerkraut. | | *cabbage* |
| knows the name of a Korean noodle dish. | | *japchae* |
| can name something Americans put on bread. | | *peanut butter* |
| can name a protein food that's not meat. | | *tofu* |
| can give a reason for declining a food. | *I'm allergic to it. / It doesn't agree with me. / I'm on a diet.* | |
| can name two kinds of weight-loss diets. | *high-protein / low-carb / low-fat* | |
| can name two grain foods. | | *rice and oats (bread)* |
| knows a way to say he or she loves a food. | *I'm crazy about . . . / I'm a (big) ___ lover/fan, etc.* | |
| can name a kind of poultry. | | *chicken (turkey, duck, goose)* |
| knows the name of an Ethiopian bread. | | *injera* |
| knows the main ingredient of camotes. | | *sweet potatoes* |
| knows where khachapuri comes from. | | *Georgia* |
| can name a spicy pepper dish. | | *Peruvian stuffed rocoto pepper* |
| can name a dairy food that's not yogurt. | | *cheese / butter / milk* |







## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Make an excuse for declining food.
- ☐ Describe changes in eating habits and tastes.
- ☐ Discuss diet choices.
- ☐ Describe favorite dishes in detail.

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

## *Interactive Cool Down*

### THE "I GOT 20!" GAME

Suggested time: 30–45 minutes | Your time:

- Read the directions. Then tell Ss to read the items under *Find Someone Who . . .* in the chart. Answer any questions about vocabulary.
- Model the activity. Walk up to a S and ask, *Can you name two crunchy foods?* (any two of: carrots, potato chips / crisps, peanut butter, sauerkraut) If the S says no, or answers incorrectly, ask, *What is the opposite of* hard? (soft) If the S knows the correct answer, write the S's name and the answer in the chart.
- Tell Ss to keep speaking to their classmates until their chart is full.
- Monitor as Ss speak and fill in information. 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 review 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 two pages of 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 Driving Around

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about which vehicles they like and dangerous driving habits, and read an illustrated conversation modeling the social language of discussing car accidents. | |
| LESSON 1<br>**Discuss reasons for getting a new car** | ***Vocabulary*** | Major car systems and parts |
| | ***Grammar*** | Unfinished or continuing actions: the present perfect continuous |
| LESSON 2<br>**Describe an accident** | ***Vocabulary*** | Traffic accidents |
| | ***Grammar*** | The past continuous |
| LESSON 3<br>**Rent a car** | ***Vocabulary and Grammar*** | Separable phrasal verbs |
| | ***Pronunciation*** | Stress in phrasal verbs |
| | ***Listening skill*** | Listen for details |
| LESSON 4<br>**Discuss good and bad driving** | ***Vocabulary*** | Driving behavior |
| | ***Reading skill*** | Identify supporting details |
| | ***Writing*** | Write a letter or an email giving advice to a new driver |
| INTERACTIVE COOL DOWN | *Accident tales* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *Which of these vehicles would you like to have or drive?* Give Ss a few minutes to look at the photos. Point to the woman and read her statement aloud as a model for Ss.
- Play the audio. Have Ss listen and repeat. Make sure Ss are putting the stress on the second syllable in *conVERtible*. Emphasize that the stress goes on the adjective in phrases such as *a COMpact car*, *a FULL-size sedan*, *a SPORTS car*, *a PICKup truck*, *a MINIvan*, and *a PLUG-in car*.
- Say, *Raise your hand if you would like to have this vehicle.* Say the name of each vehicle. Ask Ss to explain their reasons. Determine the most popular vehicle.

**LANGUAGE AND CULTURE**

- The adjective *compact* means very small or taking up very little space. In parking garages in the U.S., there are often signs above spaces saying *Compact cars only*.
- *Van* is usually used for a commercial vehicle for transporting goods or equipment, or for transporting people for commercial purposes. A *minivan* is a family vehicle.
- *SUV* stands for *sport utility vehicle*. It is also called a *four-wheel drive vehicle*. *Four-wheel drive* means that all four wheels of the car—not just the two rear or front wheels—get power from the engine. Four-wheel drive makes it easier to get out of mud, sand, or snow, and to drive on rough roads.
- Some *plug-ins* aren't fully electric but may be hybrid, having the ability to use gasoline or a battery. You may wish to teach the word *hybrid*.

**EXTENSION** (+5 minutes) Have pairs talk about the vehicles they or their family own. They can talk about the pros and cons of this vehicle versus the vehicle on the SB page that they would like to have. Consider pairing car owners with non-owners if needed.

UNIT 7

# Driving Around




## *Warm-Up*

**Which of these vehicles would you like to have or drive? Explain your reasons.**

PRONUNCIATION | Listen and repeat.

a full-size sedan

a convertible

a compact car

a sports car

a minivan

a pickup truck

a plug-in car

an SUV

UNIT 7 COMMUNICATION GOALS

**Lesson 1**
Discuss reasons for getting a new car

**Lesson 2**
Describe an accident

**Lesson 3**
Rent a car

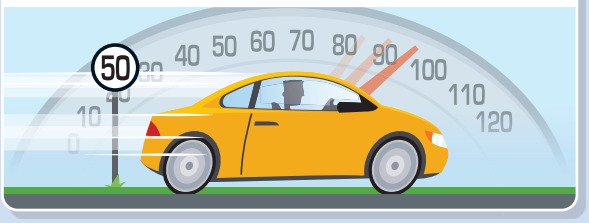
**Lesson 4**
Discuss good and bad driving

## Topic Warm-Up

**A** DANGEROUS DRIVING HABITS | Complete the survey about driving.

# How many drivers where you live . . .

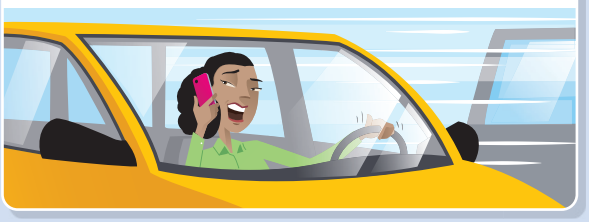
**1 speed?**
☐ none ☐ a few ☐ most ☐ all



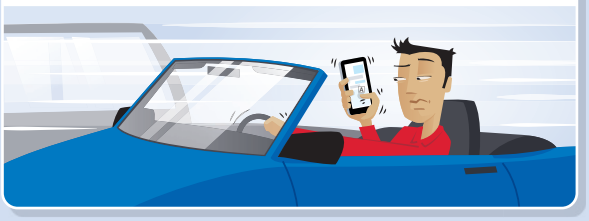

**2 tailgate?**
☐ none ☐ a few ☐ most ☐ all



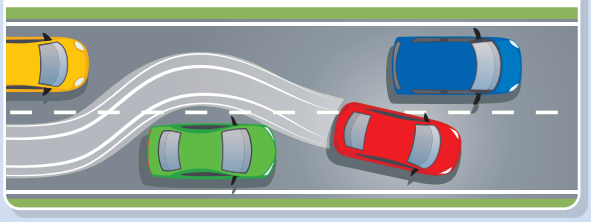
**3 talk on the phone?**
☐ none ☐ a few ☐ most ☐ all



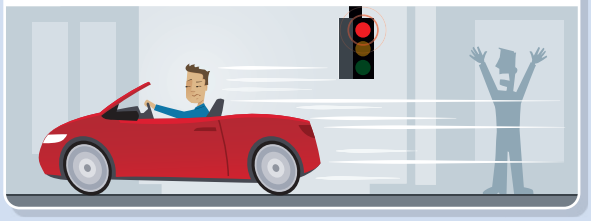
**4 text while driving?**
☐ none ☐ a few ☐ most ☐ all



**5 weave through traffic?**
☐ none ☐ a few ☐ most ☐ all



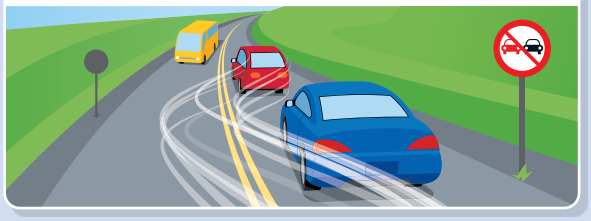
**6 don't stop at red lights?**
☐ none ☐ a few ☐ most ☐ all



**7 don't signal when turning?**
☐ none ☐ a few ☐ most ☐ all




**8 pass in a no-passing zone?**
☐ none ☐ a few ☐ most ☐ all



**B** VOCABULARY | Dangerous driving habits | Listen and repeat.

| | | | |
|---|---|---|---|
| speed | tailgate | talk on the phone | text while driving |
| weave through traffic | not stop at red lights | not signal when turning | pass in a no-passing zone |

**C** PAIR WORK | Compare surveys. Discuss your answers.

"Lots of people text while driving. It's so dangerous!"

# Topic Warm-Up

## A DANGEROUS DRIVING HABITS

Suggested time: 10 minutes | Your time:

- Ask the class general information questions about vehicles and driving where they live. Ask, *Are there a lot of cars in your neighborhood? Is it hard to find parking? Do you drive to work / school?*
- Read the activity topic: *Dangerous driving habits.* Ask, *What is a* habit? (something that you do often or regularly)
- Give Ss a few minutes to look at the survey. Have them look at the driving habits and the pictures.
- Read the numbered dangerous driving habits. Explain that *a tailgate* is a door at the back of a car or truck. *Tailgate* means to drive too closely to a vehicle in front of you.
- Have Ss write a checkmark below each dangerous driving habit to describe how many drivers where they live do each habit.

**EXTENSION** (+5 minutes) Ask, *What other dangerous driving habits can you think of to add to this list?* Write Ss' ideas on the board. (For example: driving while tired, driving while under the influence of alcohol or drugs, driving too fast in bad weather, driving while eating)

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen.
- Play the audio again. Have Ss listen and repeat.

## C PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the example. Model the activity by making your own statement about one of the survey items. For example: *A few drivers tailgate in [name of place]. It's dangerous because it can cause accidents. If the car in front stops suddenly, the second car will hit it.*
- In pairs, Ss compare their survey responses.
- Have some pairs share their responses with the class.

**CHALLENGE** (+10 minutes) Have pairs search online for possible penalties or fines for drivers caught driving dangerously. Ss can narrow their search to a specific place, such as a city or even a state. In the U.S., laws vary from state to state. Also ask Ss if the driving laws in their countries are more or less strict than driving laws in the U.S. and whether they think this is good or bad. If Ss live in the U.S., tell them to compare the driving laws with the ones in another state. Write these questions on the board: *Do you think the laws against bad driving are strong enough? Why? How do you think better driving behavior can be encouraged?* Have the class discuss the questions in small groups and share their answers with the class.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (at home)
  *What is their relationship?* (They're probably married.)
  *What are they doing?* (In the first picture, the man is putting a plate on the table and the woman is arriving home. In the second picture, they're talking about a problem with a flat tire. In the third picture, they're eating dinner and talking about a car accident.)
  *How do you think they're feeling?* (In the second and third picture they both look serious / worried / unhappy.)
- Point to the information about accents on the upper right. Ask, *Who has an American English accent?* (Alex) *What kind of accent does Nicole have?* (Portuguese)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *What happened to Nicole?* (She had an accident on her way to work.)
  *How many problems did she have?* (Five: She had an accident on the way to work; She had a flat tire; Her battery died; She got a parking ticket; She hit a stop sign.)
- Read Nicole's second turn: *You want the good news or the bad news?* Tell Ss that it's common in spoken language to drop the auxiliary *do* in informal conversation. Ask, *What is the more formal way of asking this question?* (Do you want the good news or the bad news?) Explain that this question is a way to make some bad news less upsetting for the listener. It tells the listener that even though there's bad news, there's good news, too.
- When Nicole says *I know, right?* she's agreeing with Alex's surprise at what happened.

**LANGUAGE AND CULTURE**

- In informal spoken English, the word *cop* is almost always used instead of the more formal *police officer*. It is informal but not offensive.
- In American English, the *fenders* of a car are the parts of the car that go over the wheels. A *fender bender* is when someone hits you (or vice versa) and the metal fender is damaged.
- In British English, *tire* is spelled *tyre*.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat.
- Have Ss work in pairs to circle the correct meaning of each phrase.
- Review answers with the class.

## SPEAKING | DISCUSSION

Suggested time: 5–10 minutes | Your time:

- Model the activity for the class by answering the questions yourself. For example: *1. Have you ever seen an accident?* (yes) *2. Where was it?* (in a parking lot) *3. What was the cause of the accident?* (A man was talking on the phone while he was driving. He hit another car.)
- Explain that Ss should not answer all the questions. If they have seen an accident in person, they should answer questions 2 and 3. Otherwise, they should answer questions 4, 5, and 6.
- Have Ss complete the questions individually and then work in groups to discuss the accidents they have seen or heard about. Tell them to use the language from the Topic Warm-Up and Zoom-In.
- Call on groups to share their discussions with the class.

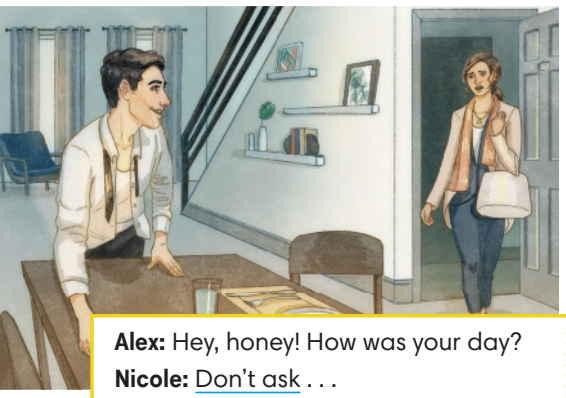
**OPTION** (+5 minutes) Write a few of the dangerous driving habits on the board. For example:
*talking on the phone or texting while driving*
*speeding*
*tailgating*
Ask, *Was this the cause of the accident you saw or heard about?* Read each cause and have Ss raise their hands if they have seen or heard about accidents that were caused by these bad driving habits.

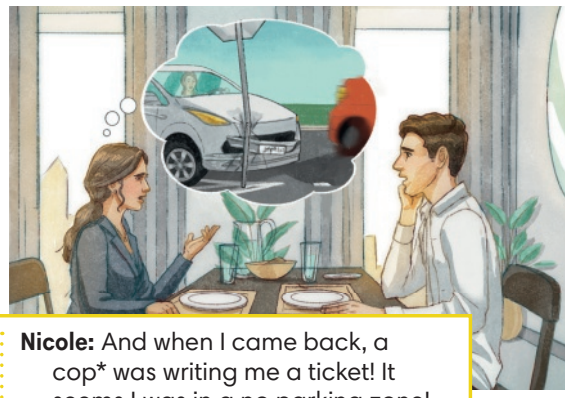
**OPTION** (+5 minutes) Ask, *Would anyone like to talk about an accident they were in?* They don't need to say if they caused the accident. Ask, *Where was it? What was the cause of the accident? Was anyone hurt? How did you feel?*

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Alex** = American English (standard)
**Nicole** = Portuguese





**Alex:** Hey, honey! How was your day?

**Nicole:** Don't ask . . .

**Alex:** Why? What happened?

**Nicole:** You want the good news or the bad news? . . . Actually, I'll start with the worst. I had an accident on the way to work.

**Alex:** Oh, no!

**Nicole:** Nothing serious, just a fender bender. The good news is that I'm OK and no one was hurt.

**Alex:** Thank goodness for that! So what happened?

**Nicole:** The first thing that happened was I had a flat tire. But no big deal. I changed the tire one-two-three—just like they taught me in driving school.

**Alex:** OK.

**Nicole:** So I drove off, and then ten minutes later the car died! It just stopped cold.

**Alex:** No way!

**Nicole:** I know, right? So I called roadside assistance to get a tow truck. And while I was waiting for the tow truck, I went to get a cup of coffee.

**Alex:** OK . . .

**Nicole:** And when I came back, a cop* was writing me a ticket! It seems I was in a no parking zone!

**Alex:** So what about the *accident*?

**Nicole:** Oh, right. . . . So the tow truck towed me to the service station and they put in a new battery. When I was pulling out of the station, a car cut me off. I was trying to avoid him, and I hit a stop sign! There isn't much damage, but still . . .

*cop: an informal word for "police officer"

**B** UNDERSTAND FROM CONTEXT | **Look at the featured words and phrases in Zoom-In. Circle the best way to complete each statement.**

1 If you respond "Don't ask" to someone's question about what happened, you mean *a*.
   **a** something bad happened
   **b** nothing happened

2 A fender bender is a *a* accident.
   **a** minor
   **b** serious

3 If you say, "No big deal," you mean that something was *a*.
   **a** easy
   **b** difficult

4 If something has stopped cold, it is no longer *b*.
   **a** warm
   **b** moving

5 If you pull out of somewhere when you are driving, that means you are *b*.
   **a** arriving
   **b** leaving

6 If a car has cut you off when you are driving, it has suddenly *a*.
   **a** driven in front of you
   **b** stopped next to you

**SPEAKING** DISCUSSION | **Discuss an accident and its cause. Let the diagram guide your discussion and include language from Topic Warm-Up and Zoom-In.**

1. Have you ever seen an accident? If so, go to question 2. If not, go to number 4.
2. Where was it?
3. What was the cause of the accident?
4. Describe an accident you've heard about or seen in the news.
5. Where was it?
6. What was the cause of the accident?

# 1 COMMUNICATION GOAL Discuss reasons for getting a new car

**A** VOCABULARY | Major car systems and parts | Read and listen. Then listen again and repeat.



**The engine / the motor**
makes the car move.



**The steering**
enables the driver to turn left or right.



**The battery**
provides electricity to start the engine.



**The brakes**
enable the driver to slow or stop the car.

**B** ACTIVATE VOCABULARY | Complete the conversations with the correct word from the Vocabulary. Then read the conversations with a partner.

1 **A:** I've been having a problem with *the brakes*.
**B:** That could be serious. Are you able to stop the car?
**A:** Yes, but they've been making a funny sound.

2 **A:** I was ready to drive to work, but the car wouldn't start.
**B:** Is something wrong with the engine?
**A:** No. It was just *the battery*. I got a new one, and now the car starts fine.

3 **A:** Roadside assistance? Good. I need help. I had a little trouble turning, but then suddenly the car turned to the right. The car went off the road.
**B:** Are you OK?
**A:** Yes, but I don't want to drive because there's definitely a problem with *the steering*.

4 **A:** Mrs. Brown says the car's making a weird sound.
**B:** OK. Let's have a look. . . . Uh-oh.
**A:** Wow. Look at *the engine / the motor*. This car isn't going anywhere. I'll call her and tell her she needs a new car.

COACH

**C** GRAMMAR | Unfinished or continuing actions: The present perfect continuous

**Use the present perfect continuous with for and since to describe actions that began in the past and continue in the present. We usually use action verbs, not stative verbs, in these sentences. Form the present perfect continuous with have been or has been + a present participle.**
They've been driving since they were teenagers.
She's been looking for a convertible for a month.

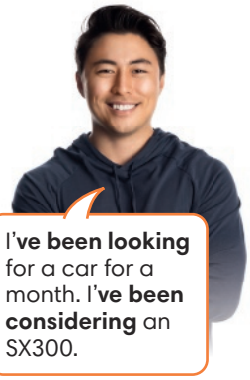
**Some stative verbs**

| | |
|---|---|
| be | believe |
| have | feel |
| want | love |
| need | like |
| like | hate |
| know | dislike |

**Remember: We use the present perfect with for and since to describe situations that began in the past and continue in the present. We usually use non-action ("stative") verbs to describe situations.**
I've been in this car for three hours!
He's needed a new car since he changed jobs.

**Note: The verbs work, live, and teach are used with for and since in both the present perfect and the present perfect continuous. The meaning is the same.**
She's taught English for six years = She's been teaching English for six years.

**Use the present perfect continuous without for or since for continuing actions that have begun recently and the specific start time is unimportant.**
I've been driving my kids to school all week.
My son's been studying for his driver's test.




GRAMMAR EXPANDER p. 136
Present perfect continuous: questions

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

# LESSON 1 Discuss reasons for getting a new car

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Ask, *Has anyone gotten a new car recently?* If Ss answer yes, ask, *What kind of car did you get?* Ss can refer to the cars on page 73. Ask, *Why did you decide to buy a new car?*
- Have Ss look at the pictures and read the names of the major car systems and parts. Explain that *enable* means to allow or let; *provide* means to give or supply.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

**OPTION** (+5 minutes) After Ss listen and repeat, have Ss work in pairs to review the vocabulary. Student A reads aloud the explanation of what the car system or part does. Student B, with the book closed, names the system or part.

**CHALLENGE** (+5 minutes) Have pairs look up car-related vocabulary online and write sentences that explain the function. For example:
*The gas pedal enables the driver to go faster.*
*The turn signal shows you are turning left or right.*

## B ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Say, *Use the vocabulary in Exercise A to complete the conversations. Each of the four conversations is about one of the systems or parts in Exercise A.*
- Have Ss work individually to complete the conversations.
- To check their answers, have Ss read the conversations in pairs.

**OPTION** (+5 minutes) Ask, *Who do you think the people are in each conversation?* (For example: 1. friends or family members; 2. friends, family members, or co-workers; 3. roadside assistance staff and customer; 4. mechanics / people trying to fix a customer's car)

**EXTENSION** (+10 minutes) In pairs, have Ss discuss whether they or anyone they know has bought a new car recently because of problems with the engine, battery, brakes, or steering of their previous car.

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Read the first rule and the examples. Emphasize that the rule is about describing actions. Tell Ss to circle the present participle in each example. (driving, looking)
- Remind Ss that *since* is used with a specific time or date (*since they were teenagers*) and *for* is used with a length of time (*for a month*).
- Read the **Remember** rule and the examples. Refer Ss to page 28 of Unit 3 for a review of *for* and *since* if necessary.
- Point out the **Some stative verbs** note. Explain that stative verbs can be used with the present perfect tense (*I've wanted to see that movie for ages! I've always hated strawberries.*), but are usually not used with the present perfect continuous.
- Draw Ss' attention to the **Note** rule. Read the example.
- Write on the board:
  *1. She's taught English for six years.*
  *2. She's been teaching English for six years.*
  Ask, *Which sentence uses the present perfect tense?* (1) *Which tense does sentence 2 use?* (the present perfect continuous) Reiterate that we can use either the present perfect continuous or the present perfect with *live*, *work*, and *teach*; the meaning is the same.
- Read the final rule and examples. Have Ss suggest additional examples of sentences in the present perfect continuous where the specific start time is not important. (For example: I've been watching *Game of Thrones.* My husband's been learning how to cook.)

**TEACHING TIP** When teaching grammar, keep in mind what information is essential for the learner. Some language experts suggest that the present perfect in sentences with *live*, *work*, and *teach* implies a more temporary situation than the present perfect continuous. Others suggest that the continuous seems to emphasize the duration of the action more. However, it's not clear that this is true and it has very limited prescriptive value for a learner, so it is not included here.

**GRAMMAR EXPANDER** (optional, page T136)

## D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct pronunciation.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item as a class.
- Have Ss do the exercise individually and then compare answers in pairs.
- Review the answers with the class. Ask, *Which sentence uses the present perfect continuous without* for *or* since? (3)

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Express emphatic concern with *No way!*
- Express frustration with *I've had it! That settles it!* or *Enough is enough*
- Introduce new information with *You know . . .*

- Have Ss look at the photo. Ask, *What do you think is happening in the photo?* (Two people are discussing something interesting.) Ask, *How do they feel?* (The man looks serious. The woman looks surprised.)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What are they both having problems with?* (their cars)
  *Do you think they're married?* (no) *Why?* (Because Speaker B says *We've been having brake trouble. We* here probably refers to her partner / husband.)
- Point out that although the name of the system is *the brakes*, when it is used as a modifier, the word becomes singular: *brake trouble*.
- You may wish to point out to Ss that a *new car* can either mean a different one from the one you have now or it can mean a car that has just been manufactured and has had no previous owners. A pre-owned car is referred to as a *used car*.
- Ask Ss to point out the present perfect continuous in the conversation. (You know, I've been thinking of getting one, too. We've been having brake trouble.)
- Call Ss' attention to the **Social language** box and Speaker A's second turn. Tell Ss that *I've had it!* is used when you really want to change a frustrating situation.
- Read the other ways to express frustration in the **Social language** box.

**LANGUAGE AND CULTURE** Speakers in English-speaking countries use *mileage* for the distance a car has recorded on its odometer, for example: 50,000 miles (80,000 kilometers). They also use *mileage* or *gas mileage* to indicate the fuel economy; for example: *This car gets 30 miles per gallon (of gas)*. Of course, a speaker may wish to change miles to kilometers and gallons to liters, based on local practices.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use a strong, firm voice for *I've had it!* The emphasis should be on *had*.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss look back at the Language Warm-Up on page 75. Also refer them to the Vocabulary and Grammar sections on page 76.
- 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. Tell Ss to check off each sentence 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

- ✓ describing where they were going and what happened to their car
- ✓ using vocabulary for types of vehicles and car systems and parts
- ✓ using the present perfect continuous 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 write their names on blank sheets of paper. Have Ss write about a problem they had with their own car that caused them to buy a new one. Or, if the S doesn't own a car, they can make up a response. Collect 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 sentences with the present perfect continuous.**

1 Norma and Matt ..... *have been driving* ..... (drive) that old car for twenty years.
2 My family ..... *has been buying* ..... (buy) cars at the Martinson Dealership since 2010.
3 Sandra ..... *has been waiting* ..... (wait) for the new Atlantis to come out. She doesn't want any other kind of car.
4 I ..... *have been going* ..... (go) to the mountains on all my vacations for years.
5 We ..... *have been traveling* ..... (travel) by taxi since the accident.

## COMMUNICATION ACTIVATOR

### Now let's discuss reasons for getting a new car.



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

**A:** I was on my way to work yesterday, and the car just died.
**B:** No way! What was wrong?
**A:** This time? The engine. I've had it! It's time for a new car.
**B:** You know, I've been thinking of getting one, too. We've been having brake trouble.
**A:** That's no fun. What kind are you going to get?
**B:** A minivan. Used, if we can find a good one with low mileage.

**Social language**
**To express frustration, say:**
I've had it!
That settles it!
Enough is enough.

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

**C** CONVERSATION PAIR WORK | **Role-play the conversation. Change the kind of trouble you've been having. Then change roles.**

**A:** I ....., and the car ..... .
**B:** No way! What was wrong?
**A:** This time? ..... . I've had it! It's time for a new car.
**B:** You know, I've been thinking of getting one, too. We've been having ..... trouble.
**A:** That's no fun. What kind are you going to get?
**B:** ....., if we can find ..... .

**D** CHANGE PARTNERS | **Role-play the conversation again, talking about other reasons for getting a new car.**

**KEEP TALKING!** ●●●

**Say more about what happened.**
My car went off the road.
It just stopped cold.
I couldn't turn left or right.
It was making a weird sound.
It smelled.
It wouldn't [start / turn].

**Make suggestions.**
You should get [a minivan].
Why don't you get a [used car]?

Watch the video for ideas!

# 2 COMMUNICATION GOAL Describe an accident

**A** VOCABULARY | Traffic accidents | Read and listen. Then listen again and repeat.



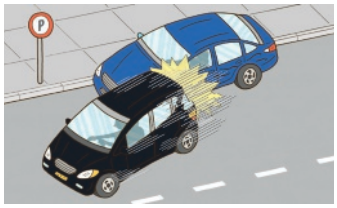

1 They **had a collision**.



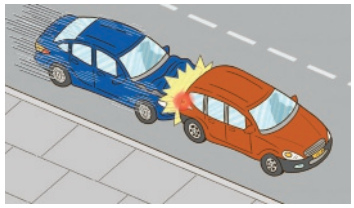
2 They **had a head-on collision**.



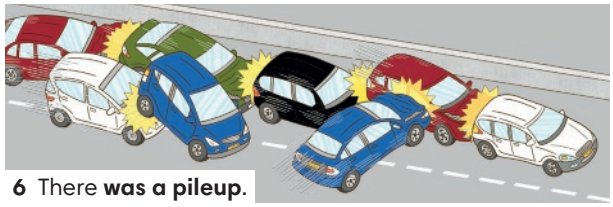
3 The van **hit** a tree.




4 He **sideswiped** a parked car.



5 She **rear-ended** the other car.



6 There **was a pileup**.

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to the conversations about traffic accidents. Complete the statement about each accident with the Vocabulary.

1 Someone *hit* a stop sign.
2 Someone *rear-ended* another car.
3 Someone *sideswiped* another car.
4 Someone had a *head-on collision*.
5 There was a *pileup* involving twenty cars.
6 A truck had a *collision* with a car.

COACH

**C** GRAMMAR | The past continuous

**The past continuous describes an activity that continued during a period of time in the past or at a specific time in the past. Form the past continuous with was or were and a present participle.**

The brakes **were making** a weird sound before the collision.
**Was** she **talking** on the phone while she **was driving**? (Yes, she was. / No, she wasn't.)
Who **were** you **walking** with this morning when I saw you?
BUT Who **was driving** the blue minivan?

**Remember: The simple past tense describes a completed action. Use when for a completed action that occurred during a continuing one.**

past continuous — simple past tense
It **was raining** hard when she **sideswiped** the other car.




**GRAMMAR EXPANDER** p. 136
- Spelling rules for the present participle: review
- The past continuous: expansion

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

**E** NOTICE THE GRAMMAR | Look at Zoom-In on page 75. Find four examples of the past continuous.

**F** GRAMMAR PRACTICE | Circle the past continuous or the simple past tense to complete each sentence.

1 Mark (was tailgating / tailgated) when the car in front of him suddenly (was turning / turned) and caused a pileup.
2 They were in a car that (was hitting / hit) a tree.
3 A police officer (was stopping / stopped) Ellie and (was giving / gave) her a ticket.
4 He (was texting / texted) me two minutes ago that he was on his way home.
5 I (was parking / parked) my car when someone (was sideswiping / sideswiped) me.
6 The collision? Well, the driver (wasn't paying / didn't pay) attention, and she (was rear-ending / rear-ended) a garbage truck. Then she just (was driving / drove) off!

**Answers for Exercise E**
1. *And while I **was waiting** for the tow truck, (I went to get a cup of coffee.)*
2. *(And when I came back,) a cop **was writing** me a ticket!*
3. *When I **was pulling** out of the station, (a car cut me off.)*
4. *I **was trying** to avoid him, (and I hit a stop sign!)*

**G** PAIR WORK | Take turns imagining how each accident in Exercise A happened. Use the past continuous.

"I think they had a collision because one driver was texting."

# LESSON 2 Describe an accident

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title.
- Have Ss look at the pictures and read the sentences individually.
- Play the audio and have Ss read and listen.
- Have Ss listen again and repeat.
- Ask questions to test comprehension of the vocabulary. For example:
  *What happens in a head-on collision?* (The front of one car hits the front of the other car.)
  *If you* rear-end *another car, what happens?* (You drive into the back of the car in front of you.)

**LANGUAGE NOTE** The word *collision* has a more general meaning than the specific types of accidents in this list. *Collision* means that two moving objects (typically, cars) have run into each other. For running into a motionless object, such as a tree or a stop sign, use the transitive verb *hit: I hit a stop sign.*

## B LISTEN TO ACTIVATE VOCABULARY

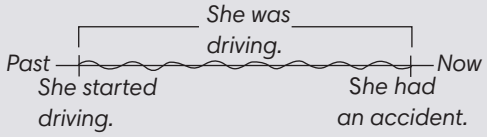
Suggested time: 4–6 minutes | Your time:

- Tell Ss they will listen to six conversations about accidents. They should use the vocabulary in Exercise A to complete the statements.
- Play the audio. Have Ss listen and complete the statements.
- Play the audio again if appropriate.
- Have Ss compare answers in pairs.
- Check answers with the class. If necessary, replay parts of the audio.

## C GRAMMAR

Suggested time: 3–5 minutes | Your time:

- Read the woman's statement.
- To make it clear how to form and use the past continuous, write on the board: *The car was making a weird sound while they were driving.* Underline the verb forms and explain that the past continuous is formed with the simple past of *be* and the present participle of the main verb. Read the rules in the grammar chart and the examples.
- Write on the board: *She was driving home when she had an accident.* Draw this timeline:




- Explain that the past continuous (*was driving*) talks about an action that happened and then ended in the past. The simple past (*had an accident*) talks about an action that happened and then ended in the past. Make it clear that the simple past action interrupted the action in the past continuous; it was not finished. Point out that *when* shows these actions happened at the same time.

GRAMMAR EXPANDER (optional, page T136)

## D PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct pronunciation.

## E NOTICE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Ask Ss to find four examples of the past continuous in the Zoom-In conversation on page 75.
- Review the answers with the class.

## F GRAMMAR PRACTICE

Suggested time: 3–5 minutes | Your time:

- Do the first item with the class. Have a higher-level S read the sentence. Say, *Decide which action happened first. What was the first action?* (Mark was tailgating.) *Second?* (The car in front of him suddenly turned.)
- Have Ss complete the exercise in pairs. Review the answers with the class.

## G PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Read the directions. Tell Ss they will use their imagination to make up reasons the accidents happened. Tell them to use the past continuous tense.
- Model the activity for the first picture in Exercise A. Read the example on the right. Ask, *What happened first?* (One driver was texting.) *Second?* (They had a collision.)
- Have Ss complete the exercise in pairs.
- To review, ask pairs to share one or two examples of the traffic accidents they discussed with the class.

### H LISTEN TO ACTIVATE GRAMMAR

Suggested time: 3–5 minutes | Your time:

- Have Ss look at the items in the chart and the verbs in the box.
- Tell Ss they will listen to the same six conversations about accidents and complete the chart using the verbs in the box. Draw their attention to the sample answer for item 1.
- Play the audio. Have Ss listen and complete the sentences with the past continuous tense.
- Play the audio again for Ss to check their answers.
- Review the answers with the class.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Show concern with expressions like *I'm so sorry* when someone has bad news
- Ask *Are you OK?* of someone who has been in an accident
- Express relief with *Thank goodness*, *What a relief!*, etc.

- Ask, *What do you see in the picture?* (two women chatting and drinking coffee or tea)
- Have Ss read and listen to the conversation. Check comprehension by asking:
  *What happened to Speaker A?* (Another driver hit her car.)
  *Whose fault was it?* (It was his fault. He wasn't paying attention.)
  *Was it a serious accident*? (No, it was only a fender bender.)
- Call Ss' attention to the **Social language** box and play the audio. Tell Ss that *Thank goodness* and *What a relief!* are stronger ways of expressing relief than *Oh, that's good!*
- Ask Ss to find examples of the past continuous in the conversation. Ask them which of the actions continued in the past (*wasn't paying attention*) and which happened at a specific time and didn't continue (*hit*). Be sure Ss see the difference in the past continuous and the simple past tense and its value to telling a story with details.

### B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss sound worried when they respond with concern and happy when they respond with relief.
- Monitor as Ss role-play the conversation in pairs.

### C TALKING POINTS

Suggested time: 5 minutes | Your time:

- Have Ss look at the sample answer in item 1 and then write sentences about the bad driving behavior for the remaining items.
- Review the answers with the class.

### D CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Tell Ss to use the vocabulary on page 78 and the ideas from the pictures in Exercise C. Tell Ss to do the role play twice so they play both Speakers A and B.
- 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. Tell Ss to check off each question or statement as they use it.

### E CHANGE PARTNERS

Suggested teaching 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 D and E, monitor their conversations to determine if they are

- ✓ using the past continuous to describe what the driver was doing wrong
- ✓ responding with concern and relief
- ✓ describing the damage done to the car

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *There is a car that has gone off the road. What happened?* Have Ss describe imagined details of the accident. They should write 2–3 sentences and use the past continuous. Collect 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.

**H** LISTEN TO ACTIVATE GRAMMAR | Listen to the conversations about traffic accidents again. Complete the sentences about what the driver was doing. Use the past continuous form of the verbs from the box.

pass in a no passing zone
speed
tailgate
~~talk on a cell phone~~
text
weave through traffic

| | | |
|---|---|---|
| 1 | The driver | was talking on a cell phone. |
| 2 | Uncle Alfonso | was speeding |
| 3 | The red car | was weaving through traffic |
| 4 | The second driver | was tailgating |
| 5 | The first driver | was texting |
| 6 | The food truck driver | was passing in a no-passing zone |

## COMMUNICATION ACTIVATOR

# Now let's describe an accident.



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

**A:** I was in an accident.
**B:** I'm so sorry. Are you OK?
**A:** I'm fine. No one was hurt.
**B:** Thank goodness. How did it happen?
**A:** Well, the other driver wasn't paying attention, and he hit my car.
**B:** Oh, no! Was there much damage?
**A:** No. Luckily it was only a fender bender. Nothing serious.
**B:** What a relief!

**Social language**
**Respond with concern**
I'm so sorry.
Oh, no!
How awful!
I'm sorry to hear that.
That's terrible.
**Respond with relief**
Thank goodness.
What a relief!
Oh, that's good!

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

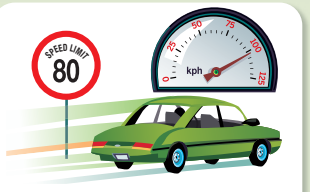
**C** TALKING POINTS | Use the past continuous to write sentences about what the driver was doing wrong.



1 The driver wasn't paying attention.



2 The driver [in the red car] was tailgating the blue car.




3 The driver was speeding.



4 The driver was talking on his cell phone.

**D** CONVERSATION PAIR WORK | Role-play the conversation, using the pictures from Talking Points. Respond with concern or relief. Then change roles.

**A:** ..... in an accident.
**B:** ..... . ..... OK?
**A:** ..... .
**B:** ..... . How did it happen?
**A:** Well, ....., and ..... .
**B:** .....! Was there much damage?
**A:** ..... .
**B:** .....!

**KEEP TALKING!** ●●●

- **Provide more details about the accident.**
  It was a [head-on collision].
  There was a huge pileup.
  The driver [rear-ended / sideswiped] my car.
  Did [anyone] get a ticket?
  [I] had to go to the hospital.
- **Ask about the location and the other driver.**

Watch the video for ideas!

**E** CHANGE PARTNERS | Role-play the conversation again. Discuss other accidents.

# 3 COMMUNICATION GOAL Rent a car

**A** VOCABULARY AND GRAMMAR | Separable phrasal verbs | Read and listen. Then listen again and repeat.



**fill out** the form (OR **fill** the form **out**)

**pick out** a vehicle (OR **pick** a vehicle **out**)






**pick up** the keys (OR **pick** the keys **up**)

**fill up** the tank (OR **fill** the tank **up**)





**drop off** the car (OR **drop** the car **off**)

**Be careful!**
I'll drop **it off**. NOT I'll drop ~~off it~~.

**GRAMMAR EXPANDER** p. 137
Nouns and pronouns: review

**B** PRONUNCIATION | Stress in phrasal verbs |
Stress changes when an object pronoun comes before the particle. Read and listen. Then listen again and repeat.

1 **A:** I'd like to pick up my car.
**B:** OK. What time can you pick it up?
2 **A:** They need to drop off the keys.
**B:** Great. When do they want to drop them off?

**C** PRONUNCIATION PRACTICE | On a separate sheet of paper, unscramble the words to write statements or questions, placing the direct objects correctly. Then take turns reading the sentences aloud, using correct stress.

1 The rental agency is expecting the car at 10:00. (off / drop / at 10:00 / I'll / it)
2 Hi, Ms. Lane. We repaired the brakes in your car. (it / pick / What time / can you / up)
3 The car is almost out of gas. (up / it / You / fill / should / at the next gas station)
4 There are so many nice cars here. (He / out / one / pick / can / now)
5 Here's the form. (going to / Who's / it / out / fill)

1. *I'll drop it off at 10:00.*
2. *What time can you pick it up?*
3. *You should fill it up at the next gas station.*
4. *He can pick one out / pick out one now.*
5. *Who's going to fill it out?*

**D** LISTEN FOR DETAILS | Listen and complete the information. (You won't have to fill in every line.)

1
name: Daniel Kraus | city of rental: Quito
vehicle type: *a four-wheel sedan*
pickup location: *airport*
drop-off location: *airport*
pickup confirmed? (yes) / no | If not, state reason:

2
name: Mildred Wilson | city of rental: Portland
vehicle type: *a plug-in / an electric car*
pickup location: *agency*
drop-off location:
pickup confirmed? yes / (no) | If not, state reason:
*No. Customer decided not to rent a car.*

3
name: Robert Liddle | city of rental: Seoul
vehicle type: *a four-door compact*
pickup location: *downtown / Imperial Hotel garage*
drop-off location: *airport*
pickup confirmed? (yes) / no | If not, state reason:

4
name: Abigail Ritter | city of rental: Riyadh
vehicle type: *a large SUV*
pickup location: *airport*
drop-off location: *airport*
pickup confirmed? (yes) / no | If not, state reason:

# LESSON 3 Rent a car

## A VOCABULARY AND GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Ask, *Has anyone in the class rented a car?*
- To introduce the concept of phrasal verbs, write on the board: *pick up*. Say, *I'm picking up a(n) ___* and pick up a pen or other object. Explain that a phrasal verb is a verb + a particle (usually a preposition or an adverb), which together have their own meaning. Underline *pick* and circle *up*. Tell Ss that phrasal verbs are very common in spoken English.
- Play the audio. Have Ss read and listen.
- Play the audio again. Have Ss listen and repeat.
- Write on the board: *fill out*, *pick out*, *fill up*, *drop off*. Call on volunteers to underline the main verbs and circle the particles.
- Explain that many phrasal verbs are *separable*. This means that the direct object noun can come either before or after the particle. The five phrasal verbs in the vocabulary are separable.
- Write on the board:
  *I'll drop the car off.*
  *I'll drop off the car.*
  Tell Ss that when the direct object is a noun (= the car) it can come after the particle or between the verb and the particle. But when it's an object pronoun, it can only come between the verb and the particle.
- Call on a volunteer to read the **Be careful!** note. Write on the board: *I'll drop it off*. Call on volunteers to come to the board to write similar sentences for the other phrasal verbs. (I'll fill it out; I'll pick it / one out; I'll pick them up; I'll fill it up.)

**LANGUAGE NOTES**

- In the case of this limited initial introduction of the concept of a phrasal verb the particles are all prepositions.
- Other phrasal verbs are *inseparable*, meaning direct objects (nouns and pronouns) cannot come between the verb and the particle. Examples of inseparable phrasal verbs are *call for, get on, get off,* and *care for*. In this course, inseparable phrasal verbs are only introduced in a later level.

**GRAMMAR EXPANDER** (optional, page T137)

## B PRONUNCIATION

Suggested time: 2–4 minutes | Your time:

- Have Ss look at the sentences. Explain that the blue dots show how the stress in the phrasal verbs changes when the object pronoun comes before the particle.
- Play the audio and have Ss read and listen.
- Play the audio again. Have Ss listen and repeat.
- Ask, *What pattern do you see?* (When the verb and the particle are not separated, the stress is the same on each word in the phrasal verb. When the verb and the particle are separated, the stress is on the particle.)

## C PRONUNCIATION PRACTICE

Suggested time: 7–10 minutes | Your time:

- Explain that Ss need to use the cues in parentheses to write a follow-up for each sentence.
- Ask Ss to underline the main verb and the particle of the phrasal verbs. Then have them circle the direct object pronoun. (phrasal verbs: 1. drop off; 2. pick up; 3. fill up; 4. pick out; 5. fill out; pronouns: 1–3. it; 4. one; 5. it)
- Do the first item with the class. Ask, *Where does the stress go?* (on the word *off*)
- Have Ss work individually to complete the exercise.
- In pairs, Ss check their answers, taking turns reading the sentences aloud. Walk around and listen for correct pronoun placement and stress.
- Bring the class together and review the answers.

## D LISTEN FOR DETAILS

Suggested time: 10–15 minutes | Your time:

- Tell Ss they will listen to four phone conversations featuring a caller who wants to rent a car.
- Have Ss skim the rental forms.
- Play the audio. Have Ss listen.
- Play the audio again. Have Ss listen and complete the information.
- Review the answers as a class. Call on Ss to read their answers. Replay sections of the audio if appropriate.

**OPTION** (+5 minutes) Have Ss listen to conversation 4 again and notice the use of the phrasal verbs *pick out*, *pick up*, and *drop off*.

**EXTENSION** (+10 minutes) Give higher-level pairs copies of the audio script and ask them to act out one or more of the conversations.

## Communication Activator

### A PAIR WORK

Suggested time: 10 minutes | Your time:

- Review the car vocabulary from the Warm-Up on page 73. Write the types of cars on the board.
- Tell Ss that each of the five people needs a car. Ss will read the descriptions and decide on the best car for each person.
- Have Ss read the information card about Han Joon. Ask, *Where is Han Joon from?* (South Korea) *Where does he want to go?* (Mexico) *Why?* (to get to know Mexico and practice his Spanish)
- Read the example answer about what car Han Joon should get.
- Have Ss work individually to read the information about each customer.
- In pairs, Ss discuss what car each person should rent. Be sure Ss give reasons for each choice. Walk around and assist if necessary.
- Review by asking volunteers to share their ideas with the class. Encourage discussion of differing views.

**LANGUAGE AND CULTURE**

- Many words that have passed through generations—and from one language to another—have changed in both spelling and pronunciations. Some words have changed because of available sounds and letters in a language. For example:
  Oaxaca /wəˈhæ.kə/
  Huatulco /waˈtulko/
  Quito /ˈkitoʊ/
  Cochabamba /kotʃaˈbamba/
- For Ss outside of Asia, who may not know that the surname traditionally precedes the given name, point out the example answer and Mr. Han's customer profile. Ask them to find another example in the profiles. Likewise, for Ss in Asia, who may not know that the given name traditionally precedes the family name, point out Dr. Gabriela Romero's name and ask them to look at the others and find ones where the family name comes after the given name.

**OPTION** (+5 minutes) To build geographical awareness, ask Ss to locate the places named on the cards.

### B ROLE PLAY

Suggested time: 7–10 minutes | Your time:

- Have Ss work in pairs to role-play the conversation. One S is one of the customers in Exercise A and the other S is the agent. Tell the Ss who are the customers to give detailed information about what they need for their trip.
- Have Ss try to use the items in the **Recycle This Language** box.

**OPTION** (+10 minutes) Encourage Ss to also plan a trip for themselves and role-play renting a car for their trip.

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

✓ using phrasal verbs with correct word order and stress

✓ asking and answering questions about renting a car

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Have Ss think of a travel destination and reason for traveling. Then have Ss write a short text message to a friend at the end of the trip. They should say what car they rented, why they chose that car, and whether they were happy with their choice or not. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

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

# Now let's rent a car.

**A** **PAIR WORK** | **Read about each customer at Galaxy Car Rentals. With a partner, choose the best car for each person. Discuss your reasons.**

> "Mr. Han should get a convertible. A convertible is great for a vacation in a warm and sunny place."

**1**

**Customer Profile**



**Han Joon** is a tourist from Busan, South Korea. Mr. Han studies Spanish and wants to get to know Mexico and practice his Spanish. He's traveling with two classmates. Together they plan to drive from Oaxaca to Huatulco, an eight-hour road trip, and spend three days on the beach. They will drive back to Oaxaca at the end of their beach vacation.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

**2**

**Customer Profile**



**Dr. Gabriela Romero** is a medical researcher from Quito, Ecuador, traveling to Shanghai, China, for an international meeting. She's traveling alone, but her husband will be joining her at the end of the meeting. They have just married and want to make one or two romantic day trips to Hangzhou and Suzhou nearby.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

**3**

**Customer Profile**



**Lucille Gaines** is a banker from Toronto, Canada. Ms. Gaines is traveling to Atlanta for a meeting with managers of her bank from around the world. She's traveling alone and needs a car for local city driving and for getting to and from the airport. She doesn't want to spend a lot of money for gas.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

**4**

**Customer Profile**



**Nakano Yuki** is a tourist from Osaka, Japan. Mr. Nakano and his wife and teenaged daughter are arriving in Boston and then driving to the U.S. cities of New York, Philadelphia, and Washington, D.C. They plan to visit museums and historical sites in each city, but they know parking is difficult. They plan to take very little luggage.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

**5**

**Customer Profile**



**Miguel Muñoz** is an environmental scientist from Cochabamba, Bolivia. Mr. Muñoz is traveling to Boulder, in the U.S., for a fishing vacation in Rocky Mountain National Park. The roads are bumpy, and the driving will be difficult. He'll have his tent, his fishing equipment, and his luggage with him. He believes in protecting the environment and preventing climate change.

WORLDWIDE Galaxy Rent-a-Car

Car type: .....
Reason: .....
.....

**B** **ROLE PLAY** | **Role-play a telephone conversation between one of the customers and a Galaxy Rent-a-Car agent, arranging to rent a car for your trip. Then change roles and choose a different customer. (OPTION: Plan a trip for yourself.)**

**RECYCLE THIS LANGUAGE**

| Agent's role | Renter's role |
|---|---|
| Galaxy Rent-a-Car. How can I help you? | I'd like to make a reservation. |
| What kind of car were you thinking of? | I'll need [an SUV]. |
| Where will you pick up / drop off the car? | I'm traveling [alone]. |
| How many days [How long] will you need the car? | It's a business trip / vacation. |
| How many people are traveling with you? | I [have / don't have] a lot of [equipment / luggage]. |
| You can fill out the forms [online / at the rental office]. | Do I have to fill up the tank? |
| Do you have an international driver's license? | |

# 4 COMMUNICATION GOAL Discuss good and bad driving

**A** VOCABULARY | Driving behavior | Read and listen. Then listen again and repeat.

**Bad or aggressive drivers . . .**



honk their horns.


stare at other drivers.


gesture at other drivers.

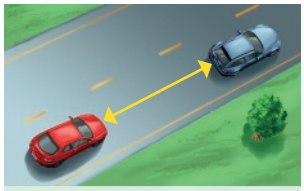

flash their lights at other drivers.

**Good drivers . . .**


pay attention.



observe the speed limit.


maintain a safe following distance.

**And don't forget . . .**

speed
tailgate
talk on the phone
text while driving
weave through traffic
not stop at stoplights or stop signs
not signal when turning
pass in a no-passing zone

**B** PAIR WORK | In your opinion, which of the bad and aggressive habits are the most dangerous? Why?

> "I think flashing your lights is very dangerous. When drivers flash their lights, it's hard for other drivers to see the road."

**C** READING | Read a father's letter to his teenaged daughter. What is the purpose of the letter?

**Today's Family** received this open letter from the father of a new driver to his daughter. We hope his heartfelt message will be helpful to our readers.

## Dear Sophie,

Tomorrow you turn 18! Where has the time gone! Soon you're going to start driving lessons, pass your driver's test, and have your license! So it's both with joy and a little bit of sadness that I realize the day will soon come when you won't want advice from your old mom and dad anymore. But while you're still listening ☺, I put together a little daddy-made driving advice based on a lifetime of driving. Here goes:

Control your speed. Of course, you'll observe the speed limit you see on the road signs. But simply staying within the speed limit doesn't guarantee safety. Be aware of the condition of the roadway. Is it wet? If it is, slow down, even if it means driving below the speed limit. Braking on a wet road takes longer than on a dry one, and if you get scared and apply your brakes too hard, you can skid and hit something.

Don't expect other drivers to do what you think they should do. Some people are just bad or aggressive drivers. And I hate to say it, but there are people who drink alcohol and then get behind the wheel. Watch for drivers who are weaving through traffic, speeding, or just driving poorly. Be ready to get out of their way.

Avoid distractions. Never take your eyes off the road to text, change radio stations, or look at any sort of screen. One moment's inattention can lead to tragedy. And if you're hungry, for goodness' sake pull over and get something to eat. Eating while driving can be just as dangerous as talking on a phone.

Plan ahead. Check your gas gauge and fill the tank up before you run out of gas! Check your tire pressure frequently to help prevent flat tires. Always carry enough money or a credit card to put gas in your car—even if it's just enough to get home. There's nothing more dangerous than running out of gas and not being able to move your car out of the pathway of other cars.

Respect other drivers. No matter how angry or upset you might feel about someone else's driving, don't even think of gesturing, staring, honking, or flashing your lights. Not only do those actions distract other drivers, which makes an accident more likely, but they also can anger people, and you can't predict what they might do.

Always maintain a safe following distance. That ensures that you'll be able to avoid rear-ending the car in front in case of a sudden stop. There are some terrible chain reaction pileups that result from following too closely.

Sophie, Mom and I are so proud of how grown up and mature you've become. I offer this advice to you with love.

**Dad**



*Answers will vary. Possible answer includes: The purpose of the letter is to give advice (about driving).*

# LESSON 4 Discuss good and bad driving

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Point out the adjective *aggressive* in the heading above the first row of pictures. Elicit that *aggressive* means angry or threatening.
- Have Ss look at the pictures and read the driving behaviors individually.
- Ask, *What does* stare *mean?* (to look at someone or something for a long time) *What does* gesture *mean?* (to point at someone or make a sign to someone) *What does* flash *mean?* (to turn on and off quickly)
- *Maintain a safe following distance* means to drive at a safe distance from another car.
- Play the audio for Ss to read and listen. Then have them listen again and repeat.
- Direct Ss' attention to the other bad driving habits from page 74 that are listed in the **And don't forget . . .** box.

## B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the example answer.
- In pairs, have Ss discuss the questions.
- Have pairs share their opinions with the class. Take a class poll on which is the most dangerous of the bad and aggressive driving behaviors.

**EXTENSION** (+3 minutes) To extend the discussion, ask, *Which of these aggressive driving behaviors have you experienced? Have you ever done any of these things on the road? What was the result?*

## C READING

Suggested time: 5 minutes | Your time:

- Read the directions and ask, *Why do you think the father is writing to his teenaged daughter?* (He is giving her advice on how to drive safely.)
- Have Ss read the introduction above the letter. Ask, *Who wrote this introduction?* (someone at the magazine *Today's Family*) *Why?* (to give the context of the letter for the readers)
- Have Ss read the first paragraph of the letter. Ask, *Were your predictions correct?*
- Play the audio. Have Ss read and listen. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Ask Ss to underline the main idea in each of the six body text paragraphs. (Control your speed; Don't expect other drivers to do what you think they should do; Avoid distractions; Plan ahead; Respect other drivers; Always maintain a safe following distance.)

**LANGUAGE NOTES**

- *Apply your brakes* means to push down on the brakes. You can also use *brake* as a verb; for example: *don't brake too hard.*
- *Skid* means to move suddenly and in a dangerous way to the side, for example, because the road is icy or wet.
- *Take your eyes off the road* means to stop looking ahead of you at the road. The opposite of *take your eyes off the road* is *keep your eyes on the road.*
- *For goodness' sake* is an expression used for emphasis when you are telling someone to do something that is necessary for their well-being.
- *Pull over* means to drive your car out of traffic onto the shoulder of a highway or the curb of a road.
- A *chain reaction* is a series of events where one event causes the next one.

**EXTENSION** (+5 minutes) Ask, *Has anyone ever given you advice about driving safely that is not in this letter?* Have volunteers tell their advice. After each S tells her or his advice, ask the class as a whole, *Do you agree that this is good advice? Why or why not?*

### D IDENTIFY SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Have Ss read the questions and answer choices. Answer any vocabulary questions.
- Tell Ss to circle an answer for each question based on both the letter in Exercise C and their own experience.
- Have Ss work individually.
- Review the answers with the class. Call on Ss to read their answers. Ss can give additional information to support their answers.

**OPTION** (+5 minutes) Before Ss circle the correct answers, have them number the paragraphs in the letter. Then have them scan the letter for the answer to each question and write the number of the paragraph next to the item question.

### E PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs. Be sure they explain their reasons. Walk around and help as needed.
- Bring the class together and have Ss share their answers.

## Communication Activator

### A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Tell Ss to look at the photo and survey. Direct Ss' attention to the small white box explaining the ratings: 1, 2, and 3. Ask, *What two words have the same meaning?* (*bother* and *annoy*) Explain that *makes me angry* is stronger.
- Have Ss refer to pages 74 and 82 to review vocabulary. Refer them back to page 75 for the expression *to cut someone off*.
- Have Ss write 1, 2, or 3 in the box next to each driving behavior. Then they should total their score (add it up) and see what their score means.
- *Cool as a cucumber* is an idiom that means calm and in control of one's emotions. This idiom may come from the fact that the inside of a cucumber stays cool even in warm weather.
- Invite Ss to share their scores. Ask, *Do you think your score accurately reflects your driving behavior? Why?*

### B DISCUSSION

Suggested time: 5–10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Say, *Raise your hand if you think you're a good driver. Raise your hand if you think you're a bad driver. An OK driver.* Write the number of Ss in each category on the board. Ask, *How many of you know someone who is a bad driver?* If your Ss don't drive yet, you can say, *Raise your hand if you think you'll be a good driver, a bad driver, or an OK driver*.
- 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.
- Have Ss work in pairs to discuss good and bad driving using the letter and the survey.
- Encourage Ss to start with the letter to use or paraphrase the advice there. Also encourage them to look through the entire unit for other language they can include.
- Have Ss share their ideas with the class. Ask, *What percentage of drivers do you think are bad or aggressive?*

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

✓ using vocabulary to discuss good and bad driving behaviors

✓ using language for giving advice

### WRITING

Suggested time: 8 minutes | Your time:

- Have Ss read the writing sample.
- Tell Ss to write a letter using the same format that Sophie's dad used. Encourage them to write an outline to plan their letter. The first paragraph should explain why they are writing the letter. There should be five or six body paragraphs, which each cover one point, giving reasons or examples. Encourage them to not just use the same points that Sophie's dad uses.
- Have Ss write their letters. Walk around and assist as needed.
- Collect Ss' writing and offer feedback. Alternatively, Ss can swap letters with a partner and offer each other 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) Have Ss write their names on blank sheets of paper. Have Ss write three good behaviors they will follow in their own driving to be better drivers and what bad behaviors they will stop doing. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

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

**D** **IDENTIFY SUPPORTING DETAILS** | **Circle the correct answer to each question, according to the advice in the letter. Support each answer with information from the letter and / or your own experience.**

1 When should you drive at a speed below the speed limit?
- a when roads are dry
- (b) when roads are wet
- c when there's no speed limit

2 What can cause a car to skid?
- a a chain reaction
- b following too closely
- (c) braking too hard on a wet road

3 Which can cause distracted driving?
- (a) changing radio stations
- b pulling over
- c flashing your lights

4 Why should you check your tire pressure frequently?
- a so you don't run out of gas
- (b) so you don't get a flat tire
- c so you don't have braking problems

**E** **PAIR WORK** | **In your opinion, which distracted driving activity is the most dangerous? Why?**

## COMMUNICATION ACTIVATOR

**Now let's discuss good and bad driving.**

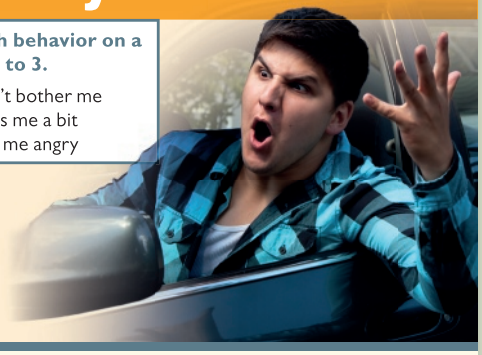
**A** **TALKING POINTS** | **Complete the survey and then compare your results with a partner.**

### How much does other people's aggressive driving bother you?

- ☐ Making rude gestures at others
- ☐ Honking excessively
- ☐ Staring angrily at other drivers
- ☐ Tailgating to make others go faster or get out of the way
- ☐ Flashing lights to signal others to move out of the way
- ☐ Weaving in and out of traffic
- ☐ Driving too slowly
- ☐ Cutting other drivers off
- ☐ Not signaling
- ☐ Passing in a no-passing zone

**Total your score** ☐

**Rate each behavior on a scale of 1 to 3.**
1 = Doesn't bother me
2 = Annoys me a bit
3 = Makes me angry



**If your score is**

**24–30**
Calm down. Don't take other people's bad driving personally. They're not thinking about you.

**17–23**
Stay focused. Don't permit bad drivers to distract you. Pay attention to your own driving instead.

**10–16**
Congratulations! You're cool as a cucumber.

**B** **DISCUSSION** | **Discuss good and bad driving, using Sophie's dad's letter and the survey from Talking Points for support. What percentage of drivers do you think are bad or aggressive?**

SOFT SKILLS BOOSTER p. 159

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion. Example: " . . . makes an accident more likely."

**WRITING** **Write a letter or an email to a new driver, giving that person advice. Use the format Sophie's dad used in his letter.**

*Dear Richard,*
*Soon you'll have your driver's license! Congratulations! I've been driving for a few years, and I'd like to give you some advice. First, . . .*

WRITING HANDBOOK p. 149
- Connecting words and sentences: and, in addition, furthermore, and therefore
- Guidance for this writing exercise

# ACCIDENT TALES

**OPTION: Tell your story**

Take turns telling each other the story of your own accident. Ask questions. Be sure to express concern and relief. Say as much as you can. Then tell your partner's story to the class.

- **Partner B:** Go to page 122.
- **Partner A:** Study the pictures on this page for three minutes. Then close your book.
- Answer Partner B's questions about your pictures. Partner B gives you one point for each correct answer.
- Then look at Partner B's pictures on page 122. Ask Partner B ten questions about the pictures. Give Partner B one point for each correct answer.
- The partner with the most points wins.

## PARTNER A'S ACCIDENT

PARTNER A's correct answers

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

### LAST MONDAY




## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss reasons for getting a new car.
- ☐ Describe an accident.
- ☐ Rent a car.
- ☐ Discuss good and bad driving.

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

# *Interactive Cool Down*

## ACCIDENT TALES

Suggested time: 30–45 minutes | Your time:

- Explain the game. Each partner has a different set of pictures. Partner A studies her or his pictures and answers Partner B's questions about the pictures from memory. Then Partner B studies her or his pictures and answers Partner B's questions about the pictures from memory.
- Model the activity. Tell a higher-level S to study the first picture on page 84 and then close her or his book. Ask, *What is the driver doing wrong?* (speeding)
- Tell Ss they can ask *yes / no* questions or information questions about the pictures. Each correct answer gets one point. The person with the most points wins.
- In pairs, Ss play the game.
- Walk around as Ss ask and answer questions. Assist as needed.

**OPTION** (+10 minutes) Read the directions for the optional **Tell Your Story**. Tell Ss to work in different pairs. In pairs, Ss take turns telling the story of their own accident. Their partner asks questions and expresses concern and relief. If necessary, refer Ss back to the language in Exercise A on page 79. To review, have Ss tell their partner's story to the class.

**EXTENSION** (+10 minutes) Have pairs write a story based on one of the four pictures in the activity.

**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 review 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 two pages of 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 Doing the Right Thing

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about predicting what a customer will do in a situation in a restaurant, discuss ethical behavior, and read an illustrated conversation modeling the social language of discussing what to do about someone's hurtful behavior. | |
| LESSON 1<br>**Return someone's property** | ***Vocabulary*** | Talking about property |
| | ***Grammar*** | *Whose* and *which* / Possessive pronouns |
| LESSON 2<br>**Discuss ethical choices** | ***Grammar*** | The unreal conditional |
| | ***Pronunciation*** | Blending in questions with *would you* |
| LESSON 3<br>**Describe good and bad character traits** | ***Vocabulary*** | Adjectives for describing good and bad character |
| | ***Listening skills*** | Listen to infer; Listen for main idea; Listen for details |
| LESSON 4<br>**Talk about honesty** | ***Reading skills*** | Summarize; Draw conclusions; Make personal connections |
| | ***Writing*** | Write two paragraphs expressing your views about honesty |
| INTERACTIVE COOL DOWN | *The "If I . . ." Game* | |

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

## *Warm-Up*

Suggested time: 10 minutes | Your time:

- Read the unit title. Ask, *What does* doing the right thing *mean?* (behaving correctly, making the right choice)
- Have Ss look at the face of the man in the main photo. Ask, *How do you think he feels?* (He looks worried about what he's reading.)
- Have Ss look at the check and the man's thought bubble. Read the Warm-Up questions: *What's the problem?* (The waiter forgot to put his dessert on the check. The total amount is too little.) *What do you think the man will do?*
- Point to the small photo and read what the man is thinking as a model for Ss.
- Ask volunteers to say other things he might do.
- Ask, *Who do you think will have to pay the balance if the customer doesn't correct the mistake?* (possibly the waiter / server)

**LANGUAGE AND CULTURE** In American English, the list you are given in a restaurant that shows you what you must pay is called the *check*. In British English it is called the *bill*.

UNIT 8

# Doing the Right Thing

## *Warm-Up*

**What's the problem? What do you think the man will do?**




UNIT 8 COMMUNICATION GOALS

**Lesson 1** Return someone's property

**Lesson 2** Discuss ethical choices

**Lesson 3** Describe good and bad character traits

**Lesson 4** Talk about honesty

## Topic Warm-Up

**A** ETHICS | Take the self-test.

# Do the right thing?

Look at each situation. What should the people do?

1




**She undercharged him for the shoes.**

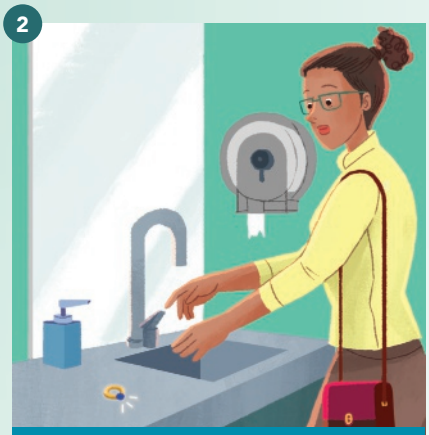
Should he tell the cashier the price is wrong? If not, what should he do?

Your advice?

_____

_____

2



**Someone left an expensive ring in a public bathroom.**

Should she keep the ring? If not, what should she do?

Your advice?

_____

_____

3



**No one saw him accidentally hit the car with the door of his car.**

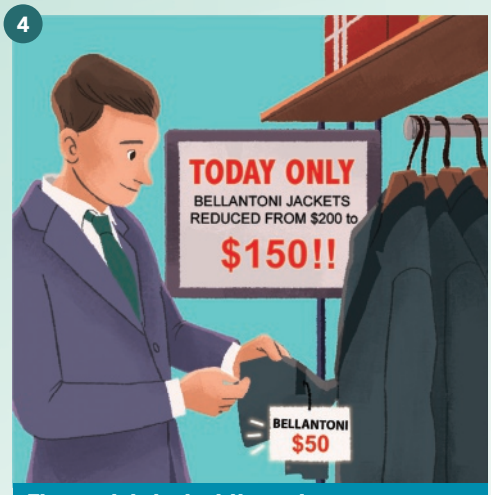
Should he leave a note on the car with his contact information? If not, what should he do?

Your advice?

_____

_____

4




**They mislabeled the price of the jacket.**

Should he call the salesclerk and ask about the price on the label? If not, what should he do?

Your advice?

_____

_____

5



Fine Crystal and China INVOICE

| Description | Quantity | Unit price |
|---|---|---|
| FLORESTA VASE | 1 | 50.00 |
| | TOTAL | 50.00 |

**They sent her one she didn't pay for.**

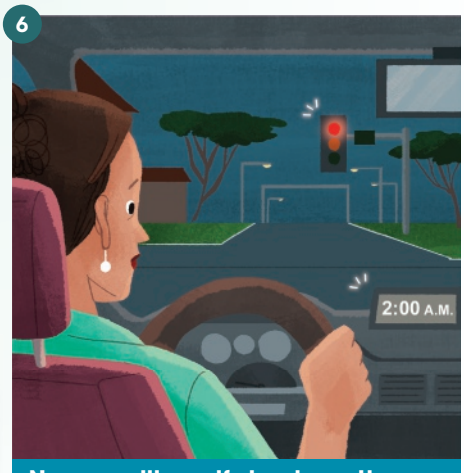
Should she send it back to the store? If not, what should she do?

Your advice?

_____

_____

6




**No one will see if she doesn't stop at the red light.**

Should she stop at the light? If not, what should she do?

Your advice?

_____

_____

**B** PAIR WORK | Compare the advice you gave for each situation. When you disagree, explain your reasons.

The woman in the car should stop at the red light. It could prevent an accident.

That's silly. There are no other cars nearby.

# Topic Warm-Up

## A ETHICS

Suggested time: 10–15 minutes | Your time:

- Ask, *What do you think* ethics *means*? (moral rules, personal values, or principles of behavior)
- Tell Ss they will give advice about what to do in different situations.
- Have Ss look at the pictures and read the descriptions of the situations and the questions underneath.
- Check comprehension of the situations where Ss need to notice details in the pictures. Ask:
  *In Situation 1, what is the price of the shoes?* ($79.95) *How much has the cashier charged for the shoes?* ($49.95)
  *In Situation 4, what does the poster say is the sale price of the jackets?* ($150) *What is the price on the price tag?* ($50)
  *In Situation 5, how many vases are listed on the invoice?* (one)
  *In Situation 6, why will no one see if she doesn't stop*? (It is 2:00 in the morning.)
- Model the response for the first situation with the class. Ask, *What is the problem?* (The cashier charged the customer the wrong price for the shoes. The real price is higher.) Read the question under the picture. Ask, *What is your advice?* Elicit answers from several Ss about what the customer should do. (For example: He should tell her she made a mistake and pay the correct price. OR He should be happy to pay less. It was her mistake!)
- The opposite of *undercharged* is *overcharged*. The amounts of money for purchases listed on credit card or bank statements are called *charges*. Credit cards for specific stores or companies are sometimes called *charge cards*.
- Have Ss work individually to complete the other items.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity by reading the example conversation with a higher-level S. Ask, *What does* silly *mean?* (not sensible or serious; a little stupid) Tell Ss they should not say *That's silly* as a response to someone's opinion in more formal situations such as with a teacher or boss.
- Have Ss work in pairs to compare their opinions. Be sure they give reasons for their opinions.
- Have Ss share their opinions with the class.

**EXTENSION** (+5 minutes) Have pairs talk about a time when they were in a situation similar to the one in Exercise A. Consider that they might not have handled the situation in the most ethical way and may not want to say so. If a S is not comfortable sharing, do not insist on a response.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (They're at work in a lunch or break area.)
  *How do you think the man in the first picture feels?* (worried, unhappy)
- Point to the information about accents on the upper right. Ask, *What kind of accent does Layla have?* (Arabic) *Who has an American English accent?* (Peter)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *Why is Peter upset?* (two people at work are gossiping about him)
  *What does Layla say he should do?* (talk to their boss, Bob)
  *Will Peter do this?* (No, he's done that already.)
  *What else does Layla say he should do?* (talk to Chris and Pat directly)
- *Nothing that doesn't happen every single day* means it <u>does</u> happen every day. The two negatives *nothing* and *doesn't* make the sentence affirmative. The word *single* emphasizes that it happens every day.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat. Have Ss work in pairs to circle the correct meaning for each question or statement.
- Review answers with the class.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Tell Ss to fill out the chart with their opinions about what each person should do in the situations in Exercise A.
- With a higher-level S, read the sample answer in the chart and the example reply.
- In pairs, Ss compare their opinions. Tell them to support their opinions with reasons. Walk around and help as needed.
- Invite several pairs to share their opinions with the class.

**TEACHING TIP** In Lesson 2 of this unit, Ss work with the unreal conditional. The example reply includes a real conditional, which was covered in Unit 4: *If Peter stands up for himself, I think Chris and Pat will stop gossiping.* It is not necessary for Ss to state their opinions using a real conditional as here, but if they do, you may wish to point it out in anticipation of the Grammar presentation in Lesson 2.

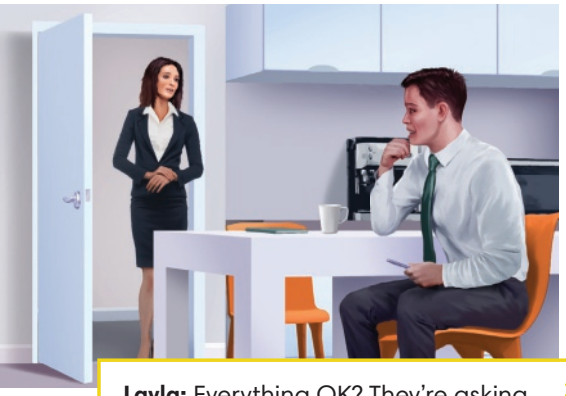
**EXTENSION** (+5 minutes) Have pairs discuss their own experiences with a communication problem they have had in their workplace. Make sure they say if the problem was resolved and, if so, how.

**CHALLENGE** (+10 minutes) Have small groups consider the situation and role-play different scenarios. As an example, one group could play the roles of Peter, Chris, and Pat and show how communication could resolve the issue; another group could play the roles of Peter and Bob discussing the issue; and another group could play the roles of Bob, Chris, and Pat talking over their side of the issue.

## Language Warm-Up

**A** ZOOM-IN | Read and listen to a conversation about a problem at work. Notice the featured words and phrases.

**UNDERSTAND A VARIETY OF ACCENTS**
**Layla** = Arabic
**Peter** = American English (standard)





**Layla:** Everything OK? They're asking about you at the company party upstairs. Aren't you coming?

**Peter:** I don't think so. I'm not in a party mood.

**Layla:** Why so glum? Did something happen?

**Peter:** Well, nothing that doesn't happen every single day. It's Chris and Pat. They were gossiping about me again when I got in.

**Layla:** How do you know they were talking about *you*?

**Peter:** They stopped talking the minute they saw me. It was a dead giveaway. But it's not just them. I've complained to Bob about their behavior several times, but he thinks Chris and Pat can do no wrong. He's no help. He just takes their side.

**Layla:** Bob definitely plays favorites. We all know that.

**Peter:** A boss should treat all employees equally. He's just not fair.

**Layla:** If I were you, I'd talk to Chris and Pat directly. Tell them to cut it out. Enough is enough.

**Peter:** And what if they don't stop?

**Layla:** Well, there's not much else you can do. But at least you'd be standing up for yourself.

**B** UNDERSTAND FROM CONTEXT | What does each statement or question mean? Circle the correct answer.

1 "Why so glum?"
(a) Why are you feeling down?
b Why are you eating here?

2 "They were gossiping about me again."
(a) They were talking about me.
b They were working with me.

3 "It was a dead giveaway."
(a) It was clear why they stopped talking.
b They went away.

4 "He thinks Chris and Pat can do no wrong."
(a) He doesn't think they cause problems.
b He thinks they make a lot of mistakes.

5 "He's no help."
a They don't help Bob.
(b) Bob doesn't solve these problems.

6 "Bob definitely plays favorites."
a He treats all employees well.
(b) He treats some employees better than others.

7 "Tell them to cut it out."
a Tell them to leave the office.
(b) Tell them to stop.

8 "You'd be standing up for yourself."
(a) You'd be telling them you don't accept their behavior.
b You'd be ready to get up and leave.

**SPEAKING** PAIR WORK | What should they do? Complete the chart and compare opinions with a partner. Support your opinion with reasons.

| | |
|---|---|
| Peter | *He should stand up for himself. He shouldn't stay quiet.* |
| Peter | |
| Bob | |
| Chris and Pat | |
| Layla | |

"I agree. If Peter stands up for himself, I think Chris and Pat will stop gossiping."

# 1 COMMUNICATION GOAL Return someone's property

**A** VOCABULARY | Talking about property | Read and listen. Then listen again and repeat.



"Whose umbrella is this?"


"Whose briefcase is that?"


"Whose suitcase is this?"


"Hey! That backpack is mine!"


"Excuse me? Is this watch yours?"


"Uh-oh. I think this bag is theirs."



"Oh, my goodness! Are all these newspapers and magazines ours?"

COACH

**B** GRAMMAR | Whose and which / Possessive pronouns

**Use Whose to ask about possession.**
**A:** **Whose** bag is this? **B:** It's my daughter's. (= It's her bag.)

**You can replace the noun or noun phrase with a possessive pronoun.**
**A:** And whose umbrella is this? **B:** That's also **hers**. (= my daughter's)

**Use Which to clarify a choice between two or more things.**
**A:** **Which** is Jim's suitcase? **B:** The one over there is his.
**A:** And **which** backpack is Anne's? **B:** This one is hers.

| subject pronouns | possessive adjectives | possessive pronouns | |
|---|---|---|---|
| I | my | **mine** | Those are my sunglasses. / They're **mine**. |
| you | your | **yours** | Your ring is nice. / **Yours** is nice. |
| he | his | **his** | Are these his gloves? / Are these **his**? |
| she | her | **hers** | She took her books back. / She took **hers** back. |
| we | our | **ours** | These are our newspapers. / These are **ours**. |
| they | their | **theirs** | They found their suitcase. / They found **theirs**. |

**Be careful!**
**Don't use a possessive adjective in place of a possessive pronoun.**
Is this purse **yours**?
NOT Is this purse ~~your~~?
**Don't use a noun after a possessive pronoun.**
These gloves are **mine**.
NOT These are ~~mine gloves.~~

**GRAMMAR EXPANDER** p. 137
- Possessive nouns: review and expansion
- Pronouns: summary

**C** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**D** GRAMMAR PRACTICE | Circle the correct adjectives and pronouns to complete the conversations.

1 **A:** Whose backpack is this, (her / hers) or (him / his)?
**B:** I'm not sure. Ask them if it's (their / theirs).
2 **A:** Is that (our / ours) suitcase?
**B:** No. I already got (our / ours).
3 **A:** Which bag did they put the shoes in—(our / ours) or (they / theirs)?
**B:** I'll check, but I think it was in (our / ours).
4 **A:** Is that (their / theirs) laptop bag?
**B:** No, (their / theirs) is on the desk.
5 **A:** I just found this gorgeous watch near Rose's chair. Do you think it's (her / hers)?
**B:** No, it's (my / mine) watch. Thank goodness someone found it!

# LESSON 1 Return someone's property

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Read the lesson title. Ask, *What does* property *mean?* (something that you have or own)
- Have Ss look at the pictures and read what the people say about the pieces of property.
- Have Ss look at the fourth picture. Explain that *Hey!* is a more informal, less polite way to get someone's attention. It is often used with an angry tone of voice. *Excuse me?* is more formal and polite.
- Have Ss look at the sixth picture. Explain that *Uh-oh* is an informal exclamation that indicates that there is a problem.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.

**EXTENSION** (+5 minutes) Have pairs talk about a time when they found something and returned it to the owner. They should talk about whether it was easy to identify who the owner was (perhaps they saw the person drop the item) or if they had to find out who the owner was (perhaps someone left something behind in a classroom). If they had to find out who the owner was, have them share how they did that.

## B GRAMMAR

Suggested time: 5–10 minutes | Your time:

- Have Ss look at the questions under the first three pictures in Exercise A. Ask, *What is the first word in each question?* (Whose)
- Write on the board: *Whose book is this?* Pick up a S's book. Ask, *Whose book is this?* (It's [Elena's] book.) Write on the board: *It's Elena's book.* Ask, *What's another way to say this?* Elicit and write on the board: *It's her book.*
- Repeat with a male S's pencil. Ask, *Whose pencil is this?* (It's [Yuji's] pencil. It's his pencil.)
- On the board, under *It's her book*, write: = *It's hers*. Ask, *Which words does* hers *replace?* (her book)
- Ask, *What can we say about Yuji's pencil?* Elicit *It's his.* Write it on the board.
- Hold up a book and say, *This is my book. This book is mine.* Give the book to a S and say, *This is [name]'s book. This book is his / hers.* Have the S pass the book to another S and answer the question, *Whose book is this?* Have Ss continue passing the book and answering the question.
- Have Ss look at the section of the grammar chart about using *Which*. Show Ss your pen and then borrow a pen from a S. Ask, *Which pen is his / hers? Which pen is mine?*
- Read the two example questions and answers. Point out that the example questions model two ways to ask a question of possession with *which*. Both are correct.
- Draw Ss attention to the chart of subject pronouns, possessive adjectives, possessive pronouns, and examples.
- A common error of English learners is confusing possessive adjectives and possessive pronouns, such as using *yours, hers, ours*, and *theirs* to modify plural nouns. Possessive pronouns are never used as possessive adjectives. Read the **Be careful!** note to differentiate possessive adjectives and possessive pronouns.
- Write on the board: *That's my jacket. It's ~~my~~*. Ask, *Why is that incorrect?* (We need to use the possessive pronoun *mine*, not the possessive adjective *my*.)
- Then write: *It's ~~mine~~ jacket*. Ask, *Why is that incorrect*? (We don't use a noun after a possessive pronoun.)

**TEACHING TIP** Tell Ss to watch out for the correct spelling of homophones when writing possessive adjectives. A homophone is when two or more words sound the same but have different meanings. Several possessive adjectives fall into this trap—*your / you're*, *their / they're*, *its / it's*. A quick way to check the correct word usage is to ask *Does [you are] make sense in this sentence?* If not, then the contracted *you're* is not the correct spelling.

**GRAMMAR EXPANDER** (optional, page T137)

## C PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around as Ss listen and repeat. Listen for correct pronunciation.

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item as a class.
- Have Ss do the exercise individually and then check answers in pairs.
- Review the answers with the class.

## E PAIR WORK

Suggested time: 2–4 minutes | Your time:

- In pairs, Ss practice the conversations in Exercise D.

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Draw Ss' attention to the example item. Explain that the noun phrase *his books* (possessive adjective + noun) was replaced with the possessive pronoun *his*.
- Have Ss do the exercise individually. In items 4, 6, and 10 Ss should replace both noun phrases. Refer them back to the grammar chart on page 88 for help.
- Review the answers with the class.

## G GROUP WORK

Suggested time: 5 minutes | Your time:

- Read the example conversation with a higher-level S.
- Have Ss work in groups to ask questions of possession about their classmates' personal items. Walk around and help as needed.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Respectfully get the attention of an adult you don't know with *Sir* or *Ma'am*
- Express personal gratitude with *That's so nice of you*
- Acknowledge someone's gratitude with expressions like *Don't mention it*

- Have Ss look at the picture. Ask, *What is happening in the picture*? (The woman is holding up an umbrella and running after the man.) *Where are they?* (outside an office building)
- Have Ss read and listen to the conversation. To check understanding, ask, *Why is the* woman running after the man? (He forgot his umbrella.)
- Call Ss' attention to the **Social language** box and Speaker A's first turn. Tell Ss that *sir* and *ma'am* are formal terms of respect and are convenient when addressing an adult whose name you don't know, particularly in a situation such as the one shown here.
- Read the other ways to offer to acknowledge someone's gratitude in the **Variations** box. Ss listen to the audio and repeat. The most common way of acknowledging thanks is *You're welcome*. The expressions *My pleasure*, *Don't mention it*, and *Not at all are* more formal.
- Ask, *What possessive pronoun is used in the conversation?* (yours)

**LANGUAGE AND CULTURE** The terms *sir* and *ma'am* used to be part of polite forms of address in English-speaking countries, such as *Yes, ma'am* or *No, sir*. They are still used in the service industry, but rarely in casual social conversation. They should not be used to address teenagers or very young adults.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use rising intonation for *Sir*? and *Is this umbrella yours?*
  - stress *is* in *It is!*
  - use an appreciative and sincere tone for *Thanks so much. That's so nice of you*.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Refer Ss to the vocabulary on page 88.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 7 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 possessive pronouns correctly
✓ sounding sincere when expressing gratitude
✓ using the correct vocabulary for personal items

**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 blank sheets of paper. Say, *You had a party at your home, and your friend left some things behind. Write a text to your friend about the items. Use possessive pronouns.* Collect answers as Ss leave. Read them to identify areas for review and extra practice.

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

6 **A:** Whose briefcase is this? Joe's or (your / yours)?
**B:** They all look alike, right? Oh, it's (him / his).
7 **A:** Which umbrella is (you / yours)? This one or the big one under the chair?
**B:** The big one is (my / mine). I think that one is (her / hers).
8 **A:** Excuse me. Is this magazine (your / yours)?
**B:** Actually, it's not (my / mine). . . . Let me ask my husband. I think it's (him / his).

**E** **PAIR WORK** | **Practice the conversations from Exercise D.**

**F** **GRAMMAR PRACTICE** | **Replace the noun phrases with possessive pronouns.**

1 Those books are ~~his books~~ *his*.
2 That's ~~her sweater~~ *hers*.
3 The gloves on the chair ~~are Ms. Klein's~~ *hers*.
4 Are those ~~my keys~~ *mine* or ~~her keys~~ *hers*?
5 Are these dishes ~~your family's~~ *yours*?
6 ~~Their shoes~~ *Theirs* are newer than ~~our shoes~~ *ours*.
7 The green hat is ~~my mom's hat~~ *hers*.
8 Is that great drawing ~~your dad's drawing~~ *his*?
9 The wallet on the car seat is ~~his brother's wallet~~ *his*.
10 Is that car ~~your car~~ *yours* or ~~your parents~~ *theirs*?

**G** **GROUP WORK** | **Collect personal items from your classmates. Place them on a table. Ask about each item, using Whose and answer, using possessive pronouns.**

Whose earbuds are these?

Those are his.

## COMMUNICATION ACTIVATOR

### Now let's return someone's property.



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

**A:** Excuse me? Sir? Is this umbrella yours?
**B:** It is! I guess I left it behind.
**A:** No problem. Here you go.
**B:** Thanks so much. That's so nice of you.
**A:** Don't mention it.

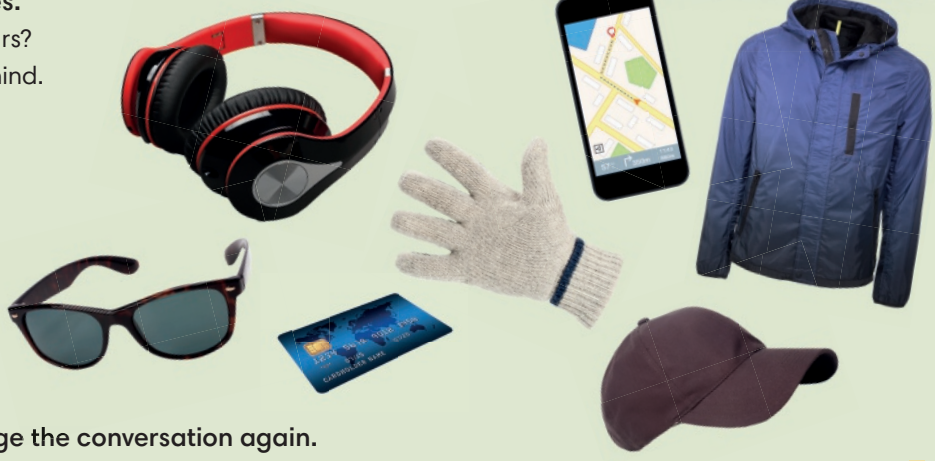
**Social language**
**Respectfully get the attention of an adult you don't know with "Sir" or "Ma'am."**

**Variations**
Don't mention it. / My pleasure. / You're welcome. / Not at all.

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

**C** **CONVERSATION PAIR WORK** | **Change the conversation, using the Vocabulary, the pictures, or the items you collected in Exercise G. Then change roles.**

**A:** Excuse me? ..... ? ..... yours?
**B:** ..... ! I guess I left ..... behind.
**A:** No problem. Here you go.
**B:** ..... . That's so nice of you.
**A:** ..... .



**KEEP TALKING!** ●●●
**Discuss where the object was.**
**Say something about it.**
**Ask about other objects.**
Watch the video for ideas!

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

2 COMMUNICATION GOAL

# Discuss ethical choices




## A GRAMMAR | The unreal conditional

**Unreal conditional sentences describe the results of unreal conditions or actions.**

| condition | result |
|---|---|
| If I were you, | I'd go home. [unreal: I am not you, so I won't go home.] |
| If I found a wallet, | I'd try to return it. [unreal: I haven't found a wallet, so I can't try to return it.] |

**'d** = would

**Formation**

**In the if clause, use the simple past tense. For the verb be, always use were. In the result clause, use would + a base form.**

| condition | result (if the condition or action were real) |
|---|---|
| If I **broke** a plate in a store, | **I'd tell** the manager. |
| If he **didn't know** how to drive, | **would** he **call** a taxi? |
| If she **had** to choose a career today, | she **wouldn't choose** teaching. |
| If I **were** there, | **I'd make** you dinner. |
| If you **weren't** my friend, | what **would** I **do**? |
| If they **spoke** to the manager, | he**'d** definitely **change** their room. |

**Note: If clauses and result clauses can occur in either order. Use a comma when the if clause comes first.**
If I were you, I'd go home. OR I'd go home if I were you.

**Remember: Conditional sentences describe the results of conditions or actions. They have an if clause and a result clause. Use the real conditional to describe the results of real conditions.**
If I **find** your wallet, I'**ll return** it to you.

**Be careful!**
**Don't use would in the if clause.**
If I **knew** his name, I would tell you.
NOT If I ~~would know~~ his name, . . .

**GRAMMAR EXPANDER** p. 138
Expressing ethics and obligation: expansion
- should, ought to, had better
- have to, must, be supposed to

## B UNDERSTAND THE GRAMMAR | Check the conditional sentences that describe unreal conditions.

- ☐ 1 If a restaurant undercharges me, I tell the server.
- ☑ 2 If I were you, I'd leave before the rain starts.
- ☑ 3 If I knew whose ring this was, I'd return it.
- ☑ 4 She'd worry if her teenaged daughter came home after midnight.
- ☐ 5 If we go there tomorrow, I'll drive.
- ☐ 6 If you want to travel out of the country, you need a passport.

## C GRAMMAR PRACTICE | Complete each unreal conditional sentence with the correct form of the verbs.

1 I ..would ask.. (ask) the manager to give me a special price if I ..bought.. (buy) more than one sweater.
2 I think I ..would say.. (say) something if a store ..undercharged.. (undercharge) me for a pair of shoes.
3 If I ..gave.. (give) you a free ticket, ..would.. you ..go.. (go) to the movies with me tonight?
4 If she ..left.. (leave) her watch in a public bathroom, she ..would not / wouldn't expect.. (not expect) anyone to return it.
5 If I ..were.. (be) you, I ..would pay.. (pay) the correct amount for the Bellantoni jacket.
6 What ..would.. you ..do.. (do) if someone ..stole.. (steal) your wallet?

## D PRONUNCIATION | Blending in questions with would you | Notice how the /d/ and /y/ sounds blend to /dʒ/. Read and listen. Then listen again and repeat.

1 What would you do if they didn't charge you for dessert?
2 What would you do if you found a wallet on the street?
3 Who would you call if you were sick?
4 Where would you go if you wanted a great meal?

# LESSON 2 Discuss ethical choices

## A GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman on the right. Read her statement.
- Write on the board: *conditional sentences*. Direct Ss's attention to the **Remember** note and example sentence. Write on the board: *If I find your wallet, I'll return it to you*. Be sure Ss understand that a conditional sentence has an *if* clause, which introduces the condition, and a result clause. Explain that the real conditional expresses the results of real conditions that actually exist. If appropriate, review the information on the real conditional on page 42.
- Ask Ss to suggest other results for the condition *If I don't use English in class*. (For example: My teacher will give me a bad grade.)
- Write on the board: *The unreal conditional*. Explain that, unlike the real conditional, the unreal conditional describes an imaginary situation and its result. Write on the board: *If I were you, I would study harder.* Ask, *Is it possible for me to be you?* (no)
- Write on the board: *If I found a wallet, I'd return it*. Ask, *What are the verbs in this sentence?* (found, 'd return) Make sure Ss understand that *'d* is the contraction for *would*.
- Read the **Formation** grammar rule. Read the example sentences. After each one, check understanding of the unreal or imaginary situation:
  *Did I break a plate in a store?* (no)
  *Does he know how to drive?* (yes)
  *Does she have to choose a career today?* (no)
  *Am I there?* (no)
  *Are you my friend?* (yes)
  *Did they speak to the manager?* (no)
- Read the **Note** about the order of the clauses. Ask Ss to change the order of the clauses in the example sentences.
- Direct Ss' attention to the **Be careful!** note. Make sure they understand not to use *would* in the *if* clause.

GRAMMAR EXPANDER (optional, page T138)

## B UNDERSTAND THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Ask, *What's an unreal condition?* (a condition that doesn't exist)
- Check that Ss understand the differences between forming the real conditional and the unreal conditional. Ask, *What tense do we use in the* if *clause for the real conditional?* (present) *For the unreal conditional?* (past) Then ask, *What verb do we use in the result clause for the real conditional?* (present + the base form or *will* + the base form) *For the unreal conditional?* (*would* + the base form)
- Have Ss complete the exercise. Then review answers with the class.
- You may wish to ask Ss to explain why the conditions in items 2, 3, and 4 are unreal. (2. This is unreal because the speaker isn't the other person. 3. This is unreal because the speaker doesn't know whose ring it is. 4. This is unreal because her teenaged daughter hasn't come home after midnight.)

## C GRAMMAR PRACTICE

Suggested time: 7–10 minutes | Your time:

- Write on the board: *If I were famous, I would still be nice to people.* Ask, *Is this a real or unreal conditional sentence?* (unreal) *Why?* (because you're not famous) Ask, *What are the verb tenses?* (*were* = past tense; *would be* = *would* + the base form)
- Have Ss work in pairs to complete the unreal conditional sentences with the correct form of the verb under each blank.
- Review answers with the class.

## D PRONUNCIATION

Suggested time: 3–5 minutes | Your time:

- Play the audio. Have Ss read and listen to the questions. Tell them to notice how /d/ + /y/ becomes /dʒ/. Point out that these are information questions and use falling intonation.
- Play the audio again. Have Ss listen and repeat.
- Walk around and listen for the blended sound /dʒ/.

**EXTENSION** (+5 minutes) Have Ss work in pairs to ask each other the questions in Exercise D and give answers that are true for them.

## E PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Give Ss a few minutes to complete the questions. Walk around and help as needed. Make sure Ss use the correct verb forms.
- Have Ss work in pairs to take turns asking and answering their questions. Listen for the blended sound /dʒ/.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- Say *Uh-oh* to indicate there's a problem
- Offer to collaborate to solve a problem with *Let me have a look*

- Ask, *What do you see in the picture?* (a man and a woman looking in the woman's wallet)
- Have Ss read and listen to the conversation. Check comprehension by asking:
  *What does the woman notice?* (The cashier gave her too much change.)
  *What does she want to do?* (She wants to tell the cashier and give back the money.)
  *Does the man agree with her*? (At first no, but then he agrees.)
- Read the first sentence of B's last turn: *Actually, I would, too.* Explain that he says *actually* to show that he agrees they should return the money even though he said before that no one would know if they kept it. Use *actually* to express an opinion that other people may not expect from you; for example: *A: You hate strawberries. You've always hated strawberries. B: Actually, I love them now*.
- Call Ss' attention to the **Social language** box and Speaker B's first turn. Tell Ss you can use *Let me have a look* with someone you know fairly well, like a friend. With someone you don't know as well or in a more formal relationship, you would say *May I have a look?* and wait for them to agree first.
- Ask Ss to find an example of the unreal conditional in the conversation. (If I kept the money, I'd feel terrible.)
- Play the audio of the other ways to say how you'd feel in the **Variations** box. Have Ss listen to the audio and repeat. Tell Ss you can use *I'd feel . . .* with many adjectives depending on the situation. (I'd feel awful. I'd feel scared.)

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use a rising then falling intonation with *Uh-oh*
  - place emphasis on *I* in *Well, I would know*.
  - place emphasis on the adjective after *I'd feel . . .*
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Read the list of situations that present an ethical choice.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Tell Ss to use the grammar from page 90 and the language in the **Recycle This Language** box.
- Have Ss do the role play twice so they play both Speakers 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: 4–7 minutes | Your time:

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

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using the unreal conditional correctly
✓ using language to discuss ethical choices

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Ask them to write three sentences using the unreal conditional about three ethical choices and what action they would take. Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

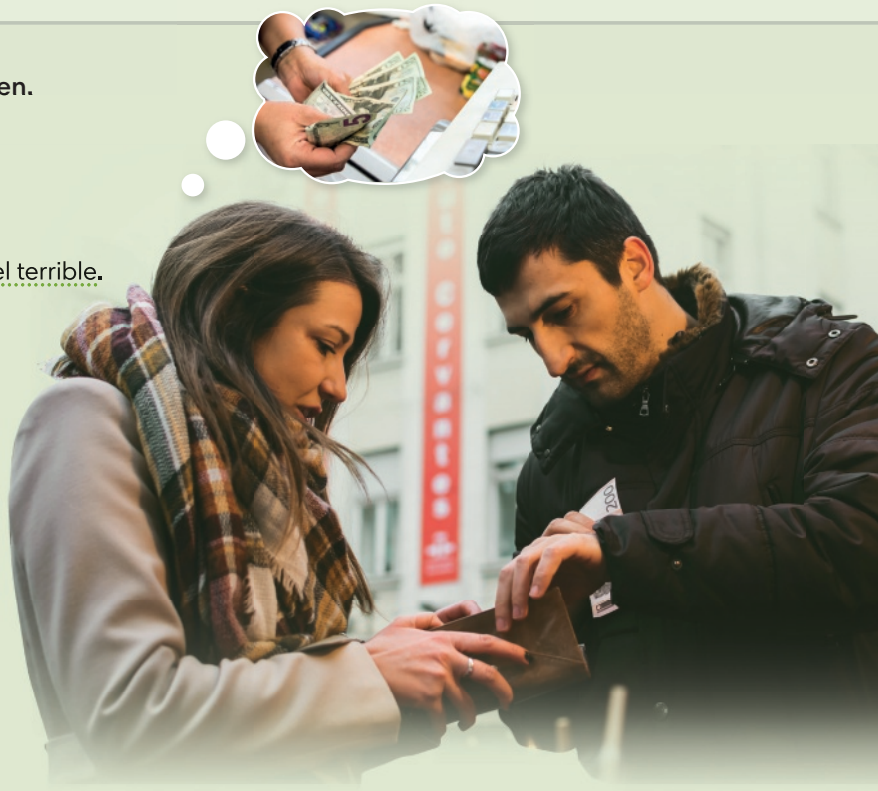
Remind Ss of additional grammar, pronunciation, and speaking practice in their digital resources.

**E** PAIR WORK | Complete the questions. Ask a partner the questions, using blending with would you. Then answer your partner's questions.

1 What would you do if .....?
2 Where would you go if .....?
3 When would you eat if .....?

## COMMUNICATION ACTIVATOR

# Now let's discuss ethical choices.



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

**A:** Uh-oh. They gave us too much change.
**B:** Really? Let me have a look. . . . You're right.
**A:** We should tell the cashier.
**B:** But no one would know.
**A:** Well, *I* would know. If I kept the money, I'd feel terrible.
**B:** Actually, I would, too. Let's go back. It would be wrong to keep the money.

**Social language**
**Offer to collaborate with "Let me have a look."**

**Variations**
I'd feel terrible.
I couldn't live with myself.
I'd feel guilty.

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

**C** CONVERSATION PAIR WORK | Change the conversation. Use another situation that presents you with an ethical choice. Then change roles.

**A:** Uh-oh. ..... .
**B:** Really? Let me have a look. . . . You're right.
**A:** We should ..... .
**B:** But no one would know.
**A:** Well, *I* would know. If I ....., I ..... .
**B:** Actually, I ..... . Let's ..... . . .

**Situations that present an ethical choice**
- They gave [you] more than [you] ordered.
- They undercharged [you] for ___ .
- They forgot to charge [you] for the [appetizer].
- They sent you [two sweaters] but you only ordered one.
- Your own situation: ___

**KEEP TALKING!** ●●●

**Describe other consequences of not doing the right thing.**
The store would lose money.
The [server] would have to pay instead.

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
Good point.
I'm with you.
Go for it.
While we're at it, . . .
I don't care if . . .

**D** CHANGE PARTNERS | Practice the conversation again. Use another situation that presents you with an ethical choice.

# 3 COMMUNICATION GOAL Describe good and bad character traits

**A** VOCABULARY | **Adjectives for describing good and bad character | Read and listen. Then listen again and repeat.**




The salesman is lying. He isn't **honest**. / He's **dishonest**.




John's not **reliable**. / He's **unreliable**.




She's not **loyal** to her friend. / She's **disloyal**.




She's playing favorites. / She's not **fair**. She's **unfair**.

**B** ACTIVATE VOCABULARY | **With a partner, use the Vocabulary to explain the situation in each picture.**

> "The salesman says the car is like new, but it has a terrible engine problem!"

**C** LISTEN TO INFER | **Listen to the conversations. Infer which of the Vocabulary words would best complete each statement and circle it. Explain your reasons.**

1 Ed is (disloyal / unfair).
2 Kate is (unreliable / dishonest).
3 Rob is (disloyal / unreliable).
4 Jack isn't (reliable / loyal).

**D** LISTEN FOR MAIN IDEA | **Listen to a talk. What is Dr. James Murray's most important message?**

- ☐ **a** Personality and character both describe behavioral traits.
- ☐ **b** The apple never falls far from the tree.
- ☑ **c** Good behavior can be a choice at any time of life.

**E** LISTEN FOR DETAILS | **Listen to the talk again. Circle the correct answer to complete each statement, according to the author's talk.**

1 Your individuality comes from those behavioral traits that are (typical of you / different from yours).
2 An example of a character trait is (extroversion / honesty).
3 The difference between personality and character is that our (character / personality) remains fairly constant and doesn't change.
4 We are not born with our (personality / character) traits. We learn them.
5 A way to teach good behavior is to (model / explain) the behavior yourself.
6 The saying "the apple doesn't fall far from the tree" means that children (will probably / definitely won't) imitate their parents and behave in the way their parents do.
7 The author believes that we (can / can't) choose to have good character.

# LESSON 3 Describe good and bad character traits

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the title of the lesson. Ask, *What are* character traits*?* (qualities or characteristics of someone's behavior)
- Have Ss look at the pictures and read the sentences individually.
- Play the audio for Ss to read and listen. Then have them listen again and repeat.
- To check comprehension, ask:
  *Do all of these situations show things you should do or things you shouldn't do?* (things you shouldn't do)
  *What does* lying *mean in the first picture?* (The base form is *lie*; it means to say something you know is not true.)

**EXTENSION** (+5 minutes) Have Ss work in pairs. Say, *Discuss a person you know that has shown at least one of these bad traits. Talk about what your friend or family member has done and why you think the person has acted in such a way.* If Ss feel uncomfortable talking about a friend or family member in this way, they can talk about someone they didn't know personally who behaved in these ways.

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the example sentence.
- Have Ss work in pairs to explain what is happening in each picture.

**OPTION** (+5 minutes) After Ss have discussed what is happening in each picture, have pairs choose and role-play one of the scenarios.

## C LISTEN TO INFER

Suggested time: 5 minutes | Your time:

- Have Ss preview the sentences.
- Say, *Listen to four conversations about bad character traits.*
- Play the audio. Have Ss circle the answers.
- Play the audio again. Have Ss listen to check their answers.
- Review the answers with the class.

## D LISTEN FOR MAIN IDEA

Suggested time: 10 minutes | Your time:

- Read the three statements.
- Say, *Listen to a talk and identify the most important message.*
- Play the audio. Have Ss listen.
- Explain or elicit the following:
  *Aspect* means quality or part.
  The speaker says *Many people think the words* personality *and* character *are synonyms, and they use them interchangeably.* A synonym is a word that has the same meaning as another word. If you use words *interchangeably*, it means you can use either one.
  If something remains *consistent*, it doesn't change over time.
  When you *imitate* someone, you try to do the same thing they do.
- Play the audio again. Ss listen and check the option that presents Dr. Murray's most important message.
- Have Ss check their answers in pairs.
- Review the answers with the class. If appropriate, replay sections of the audio.

## E LISTEN FOR DETAILS

Suggested time: 5–10 minutes | Your time:

- Have Ss read the sentences. Answer any vocabulary questions.
- Play the audio again. Have Ss work individually to complete the exercise.
- Have Ss check their answers in pairs.
- Review the answers with the class.

## F MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Read the directions and then read the example below to model disagreeing.
- Have Ss work in pairs or small groups to discuss whether or not they agree with the statement, using personal examples.
- Bring the class together and ask volunteers to share their responses.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the example on the right. Say, *Raise your hand if you agree with this.*
- Have Ss look at the chart. Explain that the words across the top are different people who may be important in their lives. The words in the left column are the character traits.
- Ask Ss to identify the adjective forms of the nouns for character traits in the chart.
- Have Ss work individually to check the traits they would like each person to have.
- In pairs, Ss compare and discuss their answers. Be sure they give reasons for their answers.

## B DISCUSSION

Suggested time: 5–10 minutes | Your time:

- For each person pictured, ask, *Have you heard of [name]?* Ask Ss to raise their hands.
- Have Ss read the quotations. Clarify any vocabulary as needed; for example, *utterly* means completely, and *careless* means not paying enough attention to something.
- Tell Ss to decide whether they agree or disagree with each quotation. Read the example below the directions to model agreeing.
- In pairs, Ss discuss their opinions about the quotations. They should support their ideas with examples.
- Walk around and listen for correct use of unreal conditional and use of the vocabulary from page 92.

**LANGUAGE AND CULTURE**

- You may wish to tell Ss that BCE stands for *before the common era*. Its counterpart is CE, for *common era*. Some sources use BC (for *before Christ*) and AD (for *Anno Domini*) instead.
- *First lady* is the title given to the wife of a U.S. president. Eleanor Roosevelt was the wife of President Franklin D. Roosevelt.
- Jane Austen is famous for writing *Pride and Prejudice*, *Sense and Sensibility*, and several other novels. The quotation is from *Sense and Sensibility*.
- Albert Einstein is known for developing the theory of relativity and the world's most famous equation: $E = mc^2$.

**CHALLENGE** (+5 minutes) Tell Ss to research a quotation about character online that reflects their own ideas about character. Have Ss feedback to the class.

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

✓ using vocabulary for good and bad character traits

✓ providing convincing reasons for their opinions

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Personality is different from character*. Have Ss write a sentence or two describing the difference between the two. Collect 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.

**F** MAKE PERSONAL CONNECTIONS | Do you agree that "the apple doesn't fall far from the tree"? Explain why or why not, using personal examples.

> "I don't agree. I have a friend who is very reliable, but his parents didn't model that trait!"

## COMMUNICATION ACTIVATOR

### Now let's describe good and bad character traits.

**A** TALKING POINTS | Check the character traits you would like the important people in your life to have. Then compare and discuss your answers with a partner. Provide reasons for your choices.

> "I like my friends to be loyal. It's terrible if a friend gossips about you."

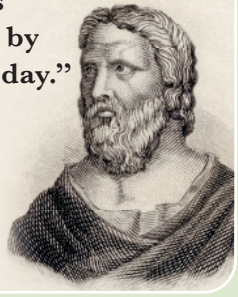
| | a friend | a mate* | a colleague | a teacher | a boss | other: |
|---|---|---|---|---|---|---|
| honesty | ○ | ○ | ○ | ○ | ○ | ○ |
| reliability | ○ | ○ | ○ | ○ | ○ | ○ |
| loyalty | ○ | ○ | ○ | ○ | ○ | ○ |
| fairness | ○ | ○ | ○ | ○ | ○ | ○ |
| kindness | ○ | ○ | ○ | ○ | ○ | ○ |
| friendliness | ○ | ○ | ○ | ○ | ○ | ○ |
| other: ..... | ○ | ○ | ○ | ○ | ○ | ○ |

*a mate = a boyfriend / girlfriend / fiancé / fiancée / spouse

**B** DISCUSSION | Read quotations from some famous people in history. Tell a partner if you agree or disagree. Support your ideas with examples.

> "I agree with Einstein. If someone lied to me and I knew it, I wouldn't trust that person again."

"Good character is not formed in a week or a month. It is created little by little, day by day."



**Heraclitus**
Greek philosopher
Fifth century BCE

"A man who lacks reliability is utterly useless."



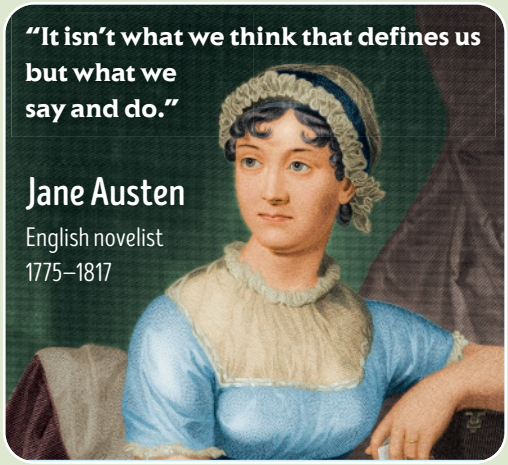
**Confucius**
Chinese philosopher and politician
551–479 BCE

"People grow through experience if they meet life honestly and courageously. This is how character is built."



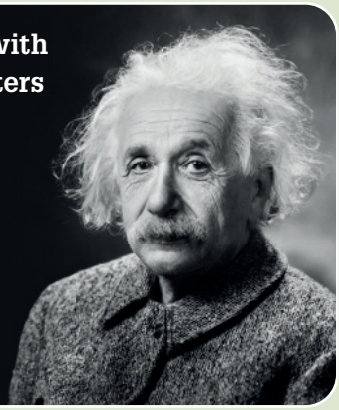
**Eleanor Roosevelt**
American political figure, diplomat, and activist; first lady of the U.S.
1884–1962

"It isn't what we think that defines us but what we say and do."



**Jane Austen**
English novelist
1775–1817

"Whoever is careless with the truth in small matters cannot be trusted in important affairs."



**Albert Einstein**
German-born American theoretical physicist
1879–1955

# 4 COMMUNICATION GOAL Talk about honesty

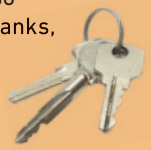
**A** READING | Read about a research study on honesty. What, if anything, do you find surprising?



## *How honest is* THE AVERAGE PERSON?

**If you lost your wallet** in a public place, would you expect someone to return it to you? Most people figure that no one would. But a recent study would prove you wrong. In fact, the study found that people are even more likely to return a wallet with cash in it than a wallet with none.

U.S. and Swiss researchers conducted the study in 355 cities across 40 different countries. They placed more than 17,000 transparent plastic wallets (so anyone could see what was inside of them) in banks, theaters, museums, post offices, hotels, police stations, and even a court of law. Researchers then "found" the wallets and took them to an employee at each place, saying they had found a wallet and asked the employee to "take care of it."



Each wallet contained a grocery list, a key, and contact information on the "owner's" business card, and the employee could see those items through the transparent plastic. But some wallets also had cash in them—approximately US $14 in local currency—while others did not. The researchers wanted to see if the subjects of the study would contact the wallet's owner to report that they had found it.



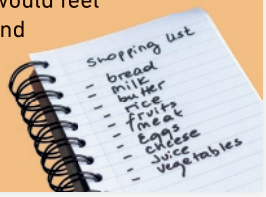


While the rates of reporting the wallet to the owner differed in different countries, in the majority of countries, surprisingly, subjects were more likely to reach out to the owner if the wallet had money in it than if it did not.



Researchers then wondered what would happen if they increased the amount of money in the wallet. So they conducted a second experiment in three countries this time. In this experiment they increased the amount of money so the wallet contained the equivalent of US $95, a much larger sum. To their surprise, they found that an even higher percentage of subjects returned the wallet when it contained more money.

It's impossible to know why the presence of cash encouraged people to return the wallets, and why when there was even more cash in the wallets even more people returned them. Some researchers speculate that the subjects of the study knew they would feel guilty if they were dishonest and did not return the wallets.




**B** SUMMARIZE | Read the article again and describe the study in your own words.

**C** DRAW CONCLUSIONS | In pairs or small groups, discuss the following questions.

1 Why did the researchers choose to use a transparent wallet?
2 Why do you think people were more likely to return a wallet with money than one without money?
3 Why do you think people were even more likely to return the wallet when it had even more money?

**D** MAKE PERSONAL CONNECTIONS | Talk about a time you (or someone you know) behaved ethically and did the right thing.

# LESSON 4 Talk about honesty

## A READING

Suggested time: 15 minutes | Your time:

- Read the lesson title. Ask Ss to give examples of honesty. Write them on the board. (For example: reporting finding a lost credit card, not taking something you didn't pay for)
- Read the title of the article. Review the meaning of *average*. (having qualities that are typical of most people)
- Ask, *Do you think the average person is always / usually / sometimes / never honest?* Take a class poll.
- Ask, *What do you see in the photo at the top of the article?* (a wallet on the ground and a hand reaching to pick it up)
- Have Ss listen to the article and read along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Explain the following:
  *Most people figure* means *Most people think.*
  You can use *in fact* when you are adding something, especially something surprising, to emphasize what you have just said.
  *Even* (as in *even more likely*, *even a court of law*, *an even higher percentage*) is used to express that what comes next is surprising.
- Ask, *How many countries were included in the first study?* (40) *In the second study?* (three)
- Ask Ss to notice the quotation marks with *owner's* in the paragraph beginning *Each wallet contained . . .* and ask them why the writer of the article used quotation marks. If they don't infer the reason, tell them that the quotation marks suggest that the card didn't belong to any real owner, but rather the invented owner of the wallet. Ask them to find another example of quotation marks used in this way in the article. (*Researchers then "found" the wallets. . . .* The researchers didn't really find the wallets; they just pretended to find them. They knew they would be there.)
- Ask, *Were you surprised by anything in the article?* Lead a class discussion.

**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) Allow Ss to look up exchange rates online to convert the dollar amounts in the article into their local currency.

## B SUMMARIZE

Suggested time: 10 minutes | Your time:

- To help Ss with their summaries, ask, *What are five information question words?* Write on the board: *What? Who? Where? Why? How?* Explain that Ss can use these question words to help them focus on the important facts in the article.
- Tell Ss to work individually. Give them a few minutes to take notes.
- With their books closed, have Ss work in pairs and summarize their articles for each other. Encourage Ss to ask their partners questions about anything they don't understand.
- Have Ss open their books and make sure their summaries are correct.
- Invite volunteers to share their summaries with the class.

## C DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Have Ss read the questions.
- Have Ss work in pairs to discuss the questions. Encourage them to think of as many ideas as possible for questions 2 and 3.
- Bring the class together and have volunteers share answers.

## D MAKE PERSONAL CONNECTIONS

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to discuss a time they or someone they know behaved ethically.

**EXTENSION** (+5 minutes) Have pairs discuss a time a stranger behaved ethically towards them. Ask, *Have you ever lost something and then it was returned to you by someone you didn't know? How did you feel? Did it make you more likely to do the right thing yourself in a similar situation?*

## Communication Activator

### A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Give Ss a minute to look at the six situations.
- Call on a volunteer to read the *if* clause for the first situation. Tell Ss they will complete the statement about themselves using *could*, *should*, and *would*. Point out that the statements all use the unreal conditional. Ask, *Are these real situations that have happened?* (no)
- Ask, *What will you write after* I could? (possible choices for action) *After* I should? (what is the right or honest thing to do) *After* I would? (what I think I would do in that situation)
- Tell Ss to guess what they think most people would do for the last question.

**LANGUAGE AND CULTURE** *ATM* stands for *automated teller machine*. In British English it is referred to as a *cashpoint*, and in Canadian English, it's called a *bank machine*.

### B GROUP WORK

Suggested time: 5–10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Divide the class into groups of three or four. Have Ss discuss what they would do in each of the situations in Exercise A.
- Read the example answer.
- Remind Ss to use the unreal conditional and pronounce the /d/ of *would* and the /y/ of *you* as /dʒ/.
- 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.
- Review by asking volunteers *What would you do [if you . . . ]?*

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are
✓ giving reasons for their statements
✓ using the unreal conditional correctly

### WRITING

Suggested time: 8 minutes | Your time:

- Have Ss read the writing sample.
- Tell them to write two paragraphs. Encourage them to write an outline to plan the points they will include in each paragraph. Paragraph 1 should state whether they found the results of the study surprising or not, with reasons. Paragraph 2 should describe one or more situations each S knows of where a person showed honesty, especially when it was surprising.
- Have Ss write their paragraphs. 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, on 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) Have Ss write their names on blank sheets of paper. Have Ss write 2–3 sentences stating why they think it is important to be honest. Collect 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.

# Now let's talk about honesty.

**A** **TALKING POINTS** | Look at each unreal situation. Complete the unreal conditional sentences about yourself. Then write what you think most people would do.

**1** If I broke something in a store, and no one saw me do it, . . .



I could . . .

I should . . .

I would . . .

**What would most people do?**
They would . . .

**2** If I found a wallet full of cash in a restaurant, . . .



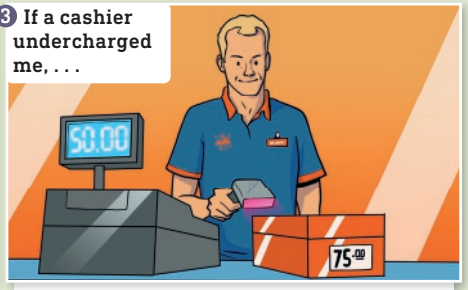
I could . . .

I should . . .

I would . . .

**What would most people do?**
They would . . .

**3** If a cashier undercharged me, . . .




I could . . .

I should . . .

I would . . .

**What would most people do?**
They would . . .

**4** If I found cash at an ATM, . . .



I could . . .

I should . . .

I would . . .

**What would most people do?**
They would . . .

**5** If I found a watch in a department store dressing room, . . .



I could . . .

I should . . .

I would . . .

**What would most people do?**
They would . . .

**6** If I saw someone drop something while crossing the street, . . ..



I could . . .

I should . . .

I would . . .

**What would most people do?**
They would . . .

**B** **GROUP WORK** | Tell your classmates what you would do in each situation.

SOFT SKILLS BOOSTER p. 160

"If I found cash near an ATM, I would keep it. It would be impossible to find the owner."

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Group Work. Example: " . . . the majority of . . . "

## WRITING

**Write two paragraphs expressing your views about honesty. In the first paragraph, summarize your personal response to the results of the study in the Reading. In the second paragraph, write about one or more situations you know of where a person demonstrated honesty, especially when it seemed surprising.**

*I think that most people are honest, so I am not surprised by the results of the study . . .*

WRITING HANDBOOK p. 150
- Introducing conflicting ideas
- Guidance for this writing exercise

# THE "IF I . . ." GAME

- Play in a group of four, using one student's book. Flip a coin to decide who is Student A. Then continue flipping to decide which students are B, C, and D.
- Take turns. Student A: Choose one of the if clauses on your card and read it aloud. Students B, C, and D look at their result clauses. If one of them can complete Student A's statement, with one of her or his result clauses, she or he says, "I have one!"
- If the sentence makes sense, both students cross off the clauses they have used. Play continues with Student B. The first student to cross off all her or his clauses wins.

**STUDENT A**

| If clauses | Result clauses |
|---|---|
| If I visited Germany, | I would get a massage. |
| If I didn't like horror movies, | I would lift weights. |
| If I had bananas and oranges in my fridge, | I would make onion soup. |
| If I went to a salon right now, | I wouldn't go see *Peter the Parrot*. |

**STUDENT B**

| If clauses | Result clauses |
|---|---|
| If I visited the U.S., | I would get a haircut. |
| If I couldn't stand romances, | I wouldn't go see *Vegan Warriors of Outer Space*. |
| If I had only onions in my kitchen, | I would make an omelet. |
| If I went to a spa tomorrow, | I would eat *japchae*. |

**STUDENT C**

| If clauses | Result clauses |
|---|---|
| If I had only eggs in my fridge, | I would eat sauerkraut. |
| If I visited Italy, | I would go running. |
| If I were in a gym, | I would make pasta salad. |
| If I hated animated films, | I wouldn't go see *Love in the Rain Forest*. |

**STUDENT D**

| If clauses | Result clauses |
|---|---|
| If I visited South Korea, | I would eat peanut butter. |
| If I had only pasta in my kitchen, | I would eat spaghetti. |
| If I were in a park right now, | I would make fruit salad. |
| If I weren't a sci-fi lover, | I wouldn't go see *Hairy Monster*. |

*See page T96 for answers.*

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Return someone's property.
- ☐ Discuss ethical choices.
- ☐ Describe good and bad character traits.
- ☐ Talk about honesty.

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

## *Interactive Cool Down*

### THE "IF I . . ." GAME

Suggested time: 30–45 minutes | Your time:

- Read the directions. Divide Ss into groups of four. Tell Ss that each group will use one S's book.
- Have Ss flip coins three times. The person who gets heads the most times is Student A. Then have the remaining three Ss flip coins three times to decide who is Student B. Continue for Students C and D.
- Have Ss read their cards. Answer any questions about vocabulary.
- Model the activity. Have Student A in one group read the first *if* clause from the Student A card. (If I visited Germany,) Ss B, C, and D in the same group read their cards to see if they have an appropriate result clause. If so, they say *I have one!* If the result clause makes sense, both Ss cross off the clauses. Play passes to Student B. If the result clause doesn't make sense, play passes to Student B.
- Tell Ss to keep speaking to their classmates until all the clauses are crossed out.
- Walk around as Ss complete the sentences. Assist as needed.

**Possible answers for *The "If I . . ." Game***

*STUDENT A*
If *clauses*
*If I visited Germany, I would eat sauerkraut. [Student C]*
*If I didn't like horror movies, I wouldn't go see* Hairy Monster. *[Student D]*
*If I had bananas and oranges in my fridge, I would make fruit salad. [Student D]*
*If I went to a salon right now, I would get a haircut. [Student B]*

*STUDENT B*
If *clauses*
*If I visited the U.S., I would eat peanut butter. [Student D]*
*If I couldn't stand romances, I wouldn't go see* Love in the Rain Forest. *[Student C]*
*If I had only onions in my kitchen, I would make onion soup. [Student A]*
*If I went to a spa tomorrow, I would get a massage. [Student A]*

*STUDENT C*
If *clauses*
*If I had only eggs in my fridge, I would make an omelet. [Student B]*
*If I visited Italy, I would eat spaghetti. [Student D]*
*If I were in a gym, I would lift weights. [Student A]*
*If I hated animated films, I wouldn't go see* Peter the Parrot. *[Student A]*

*STUDENT D*
If *clauses*
*If I visited South Korea, I would eat japchae. [Student B]*
*If I had only pasta in my kitchen, I would make pasta salad. [Student C]*
*If I were in a park right now, I would go running. [Student C]*
*If I weren't a sci-fi lover, I wouldn't go see* Vegan Warriors of Outer Space. *[Student B]*

**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 review 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 two pages of 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 9 Enjoying the Arts

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about which of the visual art forms they like and which styles of art they prefer, and read an illustrated conversation modeling the social language of discussing plans for seeing art exhibits. | |
| LESSON 1<br>**Comment on a piece of art** | ***Grammar*** | The passive voice: present and past |
| | ***Pronunciation*** | Emphatic stress |
| LESSON 2<br>**Ask about and describe objects** | ***Vocabulary*** | Materials and handcrafted objects |
| | ***Grammar*** | The passive voice: questions |
| LESSON 3<br>**Describe what makes an artist appealing** | ***Vocabulary*** | Passive participial phrases |
| | ***Listening skills*** | Listen to classify; Listen to draw conclusions |
| | ***Writing*** | Write about three artists |
| LESSON 4<br>**Recommend a place to enjoy the arts** | ***Reading skills*** | Understand information from a graph; Understand from context; Identify supporting details; Think and explain |
| INTERACTIVE COOL DOWN | *Keep moving forward!* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Tell Ss to close their books. Write on the board: *Art*. Have Ss work in pairs to brainstorm as many words as they can related to this topic. (For example: museum, paintings, sculptures)
- Have Ss open their books and look at the four images of art forms. Ask, *Do you see any words from your brainstorm here?*
- Play the audio. Have Ss listen and repeat.
- Check Ss' comprehension of each kind of art. Ask:
  *For which kind of art do you use a camera?* (photography)
  *For which kind of art do you use paint and a paintbrush?* (painting)
  *For which kind of art do you use a pencil?* (drawing)
  *For which kind of art do you use marble or clay?* (sculpture)
- Read the Warm-Up question: *Which forms of the visual arts do you find the most appealing?* Ask, *What does* appealing *mean?* (attractive or interesting)
- Read the man's statement at the bottom of the page.
- Have Ss discuss in pairs.
- Ask, *Do you do any of these types of visual arts?* Ask volunteers to share their experience.
- Take a class poll on which form of visual arts Ss find most appealing.

**LANGUAGE AND CULTURE** The expression *not really into [something]* is commonly used in informal spoken English. Similar phrases that can be used are *not crazy about, not a fan of,* and *don't really enjoy*.

**CHALLENGE** (+10 minutes) Write on the board: *What is art?* Have small groups brainstorm a definition of *art*. Explain that there is no right or wrong answer. One volunteer from each group can share the group's definition. Once all groups have presented their definitions, have one S look up *art* in a dictionary. Discuss as a class how similar or not the groups' definitions are to the dictionary definition.

UNIT 9

# Enjoying the Arts

## *Warm-Up*

**Which forms of the visual arts do you find the most appealing?**

PRONUNCIATION | Listen and repeat.
















UNIT 9 COMMUNICATION GOALS

**Lesson 1**
Comment on a piece of art

**Lesson 2**
Ask about and describe objects

**Lesson 3**
Describe what makes an artist appealing

**Lesson 4**
Recommend a place to enjoy the arts

## Topic Warm-Up

**A** STYLES OF ART | Complete the survey.

Choose the style of art you prefer in each pair.



realistic

or

abstract





traditional

or

modern





digital

or

handcrafted



**B** VOCABULARY | Styles of art | Listen and repeat.

**C** PAIR WORK | Compare your responses to the survey. Explain your choices.

> "I love abstract art. When I look at an abstract painting, it makes me think."

# Topic Warm-Up

## A STYLES OF ART

Suggested time: 10 –15 minutes | Your time:

- Ask, *Do you have any paintings, sculptures, drawings, or photographs in your home?*
- Say, *In this survey, you are going to choose the style of art you prefer in each pair*. Ask, *What does* style *mean?* (a typical way of creating art)
- Give Ss a few minutes to look at the survey. Have them look at the words describing the styles and the photos of the pieces of art.
- Have Ss write a checkmark in the space next to the style they prefer for each pair of images.
- Check Ss' understanding of the vocabulary. Ask, *What is realistic art?* (art that looks like real things or people)
  *What is abstract art?* (art that has shapes and patterns that do not look like real things or people)
  *What is traditional art?* (art that is based on ideas or methods that have existed for a long time)
  *What is modern art?* (art that rejects traditional forms and shows new or different ideas and methods)
  *What is digital art?* (art that uses digital technology as part of the creative process)
  *What is handcrafted art?* (art that is made or prepared by hand, for example, embroidery, weaving, knitting, quilting, wood craft, pottery, jewelry, and working with paper and glass)

**LANGUAGE AND CULTURE** Handcrafted or traditional-style art is usually created and produced by a group of craftspeople in a particular region.

**EXTENSION** (+10 minutes) Say, *Choose one of the pieces of art in Exercise A. Write as many words or phrases as you can about your chosen piece*. Group or pair Ss by their chosen piece of art and have them compare their words and phrases. Ask a volunteer from each group or pair to share their interpretations.

**EXTENSION** (+10 minutes) Tell Ss to look at the pieces of art on page 97. Ask, *Which pieces are realistic? Which pieces are traditional? Which pieces are modern?* Ss' answers may vary. Ask them to explain their answers. For example: *The painting is modern because it uses strong colors for the man's face*.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity by reading the example aloud. Ask, *Why does the person like abstract art?* (It makes the person think.) Ask, *Why do you think it makes her or him think?* (Because abstract art does not show people or things in a realistic way, you have to think about what is shown and why the artist showed it in this way.)
- In pairs, Ss discuss their preferences. Tell Ss to give reasons for their preferences, as in the example.
- Have Ss share their opinions with the class.

**OPTION** Pair Ss with different preferences in art styles. For example, Ss who put a checkmark next to *realistic* in Exercise A should work with partners who put a checkmark next to *abstract*.

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (in a room at a conference)
  *What are they doing?* (talking while they are getting ready to leave)
  *Do you think they know each other?* (They're smiling, so perhaps they know each other.)
- Point to the information about accents on the upper right. Ask, *Who has a Spanish accent?* (Luis) *What kind of accent does Yumi have?* (Japanese)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *Where is Luis from?* (Mexico City)
  *Is Yumi going to go to Mexico City?* (Yes, she's going next year for the conference.)
  *What does Yumi want to see in Mexico?* (Frida Kahlo's house)
  *What does she want to buy?* (Mexican handicrafts)
- *I wouldn't miss it for the world* is used to say that you definitely want to see or attend something.

**LANGUAGE AND CULTURE** The Blue House (La Casa Azul) in Mexico City, Mexico, is the birthplace of Frida Kahlo (1907–1954), one of Mexico's most well-known artists. It was also the home she shared with her husband, the artist Diego Rivera. The house and its contents were donated by Rivera for the establishment of a museum in honor of Kahlo. It is one of the most visited museums in Mexico City.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat.
- Have Ss work in pairs to match the correct meaning with each phrase.
- Review answers with the class.

**CHALLENGE** (+5 minutes) Have pairs create short conversations using the featured phrases. Model a conversation with a higher-level S, such as:
*T: Believe it or not, I've never been to [name of museum].*
*S: Tell you what, next weekend I'll take you there.*
*T: It's a deal!*

## C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to answer the questions. Tell them to explain their answers with the information from Exercise A and their own ideas.
- For the first question, remind Ss that they used *No way!* as an informal way of expressing surprise on page 67 of Unit 6.
- Review the answers with the class.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Direct Ss' attention to the photo and read the man's statement. Ask, *What does the 'd stand for in* I'd? (would)
- Have Ss work in pairs to discuss recommendations they would make to a visitor to their town or city who wanted to see local arts and handicrafts. Tell them to explain their reasons and say if they've visited the places themselves. Walk around and help as needed
- To review, have Ss share some of their recommendations with the class.

## Language Warm-Up

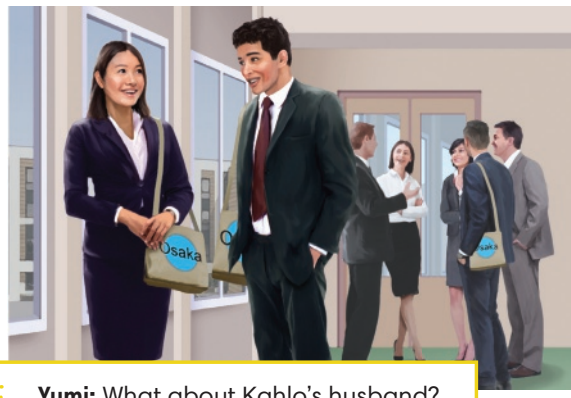
**A** ZOOM-IN | **Read and listen to a conversation between two people attending a conference. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Luis** = Spanish
**Yumi** = Japanese










**Luis:** So, Yumi, do you think you'll come to the conference next year when it's in Mexico City?

**Yumi:** I wouldn't miss it for the world. That's your hometown, right?

**Luis:** Right. If I were you, I'd plan on staying a couple of extra days. There are a lot of fun things to do there.

**Yumi:** I will. You know, I've been fascinated by Frida Kahlo ever since I saw an exhibition of her work. Is it true that her house was turned into a museum?

**Luis:** It was. It's called the Blue House, and it's one of the most popular attractions in the city. Believe it or not, I've never been there.

**Yumi:** No way!

**Luis:** It's true. I've heard it has some of her most important work. And you can also see her personal possessions . . . her letters, even her cookware. And there's traditional furniture and folk art . . . stuff like that.

**Yumi:** Speaking of which . . . I'd like to bring back some Mexican handicrafts.

**Luis:** Actually, there's a nice market not far from the Blue House.

**Yumi:** What about Kahlo's husband? Is there a museum that features Diego Rivera's paintings?

**Luis:** Definitely. There's one not far from the Blue House. You can get there by bus. Tell you what . . . I'll send you some links with the information.

**Yumi:** That would be great. And in the meantime, you should plan on a visit to the Blue House yourself!

**Luis:** Better yet, maybe I can join you when you come to Mexico City.

**Yumi:** It's a deal!

**B** UNDERSTAND FROM CONTEXT | **Answer the questions, selecting one of the featured phrases from Zoom-In.**

What do you say to . . .

1. b introduce surprising information?
2. d indicate you were just reminded of something?
3. e introduce an offer to do something helpful?
4. a suggest an action to take before another one?
5. f increase the value of an offer?
6. c say you agree to a suggested action?

a In the meantime, . . .
b Believe it or not, . . .
c It's a deal!
d Speaking of which . . .
e Tell you what . . .
f Better yet, . . .

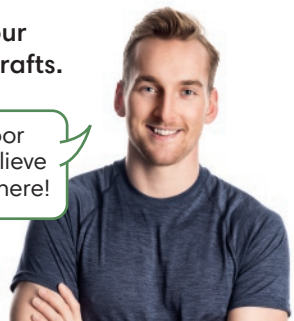

Frida Kahlo


Diego Rivera

**C** THINK AND EXPLAIN | **Answer the questions with a partner. Explain your answers with information from Zoom-In and your own ideas.**

1. Why does Yumi respond with "No way!" to Luis when they talk about the Blue House?
2. What does Luis say that makes Yumi think of Mexican handicrafts?

**SPEAKING** PAIR WORK | **Discuss what you'd recommend to a visitor to your town or city if that person wanted to see local arts and handicrafts.**




**Possible answers for Exercise C**

1. *Yumi is very surprised Luis hasn't been to the Blue House because he lives in Mexico City*
2. *Luis talks about the things you can see in the Blue House museum and mentions folk art. Yumi wants to buy some Mexican handicrafts.*

# 1 COMMUNICATION GOAL Comment on a piece of art




## A GRAMMAR | The passive voice: Present and past

**In the active voice, the subject of the sentence performs the action of the verb. In the passive voice, the receiver of the action becomes the subject and focus of the sentence.**

**Active voice:** My wife **took** this photo in San Francisco.

**Passive voice:** This photo **was taken by** my wife in San Francisco.

**Form the passive voice with a form of be and a past participle.**

Vincent van Gogh's paintings **are loved** by everyone.
The Guggenheim Museum in Spain **was designed** by architect Frank Gehry.
Naotaka Hiro's drawings **have been bought** by a number of museums.

**Use a by phrase when it is important to know the performer of the action.**

The *Mona Lisa* was painted in the sixteenth century **by Leonardo da Vinci**.

**A by phrase is optional when we don't want to say, don't need to say, or don't know who or what performed the action.**

The *Mona Lisa* was painted in the sixteenth century.
Beautiful handicrafts are sold in street markets in many countries.
This sculpture was found in Egypt.

**GRAMMAR EXPANDER** p. 140
- Transitive and intransitive verbs
- The passive voice: other tenses

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

## C NOTICE THE GRAMMAR | Find three examples of the passive voice in Zoom-In on page 99.

**Answers for Exercise C**
1. *I've been fascinated by Frida Kahlo . . .*
2. *. . . her house **was turned into** . . .*
3. *It's **called** the Blue House . . .*

## D UNDERSTAND THE GRAMMAR | Cross out the by phrase if it's not necessary.

1 The J. Paul Getty Museum was built ~~by workers~~ in Los Angeles in the late 1990s.
2 Rome's ancient Colosseum was used ~~by people~~ as a stadium for more than four centuries.
3 The Oscar-winning film *Bohemian Rhapsody* was directed by Bryan Singer.
4 Handcrafted objects are sold ~~by people~~ at the Central Market.
5 These amazing self-portraits were painted by the Mexican artist Frida Kahlo.
6 The *Mona Lisa* was stolen ~~by someone~~ from the Louvre in 1911.

## E GRAMMAR PRACTICE | Rewrite each active voice sentence in the passive voice. Use a by phrase.

1 My son took those photographs in Beijing five years ago. *See page 186 for answers.*
2 Donatella Versace designed this dress for the actor Angelina Jolie.
3 Japanese artist Naoki Urasawa created the comic book *Yawara!* in 1986.
4 My brother found this small sculpture at a market near São Paulo, Brazil.
5 Four teenagers discovered the 17,000-year-old Lascaux cave paintings in 1940.
6 I made this drawing of a house when I was three years old.

## F PRONUNCIATION | Emphatic stress | Notice how stress is emphasized to show enthusiasm or surprise. Read and listen. Then listen again and repeat.

1 That's unbeLIEvable!
2 No KIDDing!
3 That's aMAzing!
4 How INteresting!
5 That's CRAzy!

## G PRONUNCIATION PRACTICE | With a partner, take turns reading a passive voice sentence aloud from Exercise E. Respond to your partner with enthusiasm or surprise.

# LESSON 1 Comment on a piece of art

## A GRAMMAR

Suggested time: 5–10 minutes | Your time:

- Write the first two example sentences from the grammar chart on the board, circling *my wife* and *this photo*.
- Explain that the first sentence is in the active voice. The active voice focuses on the performer of the action (what the subject does). The performer in this case is *my wife*. The second sentence is in the passive voice. We use the passive voice to focus on the receiver of an action (what happens *to* the subject), which in this case is *this photo*.
- Read the second rule and the three examples. Point out that the passive voice can be used in different tenses. Ask Ss to underline the form of *be* in each example and say what tense it is. (*are:* simple present; *was:* simple past; *have been:* present perfect) Tell them to circle the past participles in the examples. (loved, designed, bought)
- Read the third rule and the example. Ask, *Do we know who painted the* Mona Lisa? (Yes, it was Leonardo da Vinci.) Explain that we use *by* when it is important to know who or what did the action.
- Read the last rule and the examples. For the first example, explain that the performer of the action is left out because the main idea of this sentence is when the action happened. For the last example, ask, *Do we know who found the sculpture?* (no) Emphasize that we often omit the *by* phrase if we don't need to say or don't know who performed the action. Ask a higher-level S to change the second and third examples into the active voice. (People sell beautiful handicrafts in street markets in many countries; Someone / Archaeologists found this sculpture in Egypt.)

GRAMMAR EXPANDER (optional, page T140)

## B PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Monitor as Ss listen and repeat.

## C NOTICE THE GRAMMAR

Suggested time: 3–5 minutes | Your time:

- Have Ss skim the Zoom-In conversation on page 99 to find the three examples of the passive voice.

## D UNDERSTAND THE GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Write on the board: *The Blue House was turned into a museum by a foundation in 1958*. Cross out *by a foundation* and ask, *If we cross out* by a foundation, *does the sentence still make sense?* (yes) Write on the board: *This book was written by Ernest Hemingway*. Ask, *If we cross out by* Ernest Hemingway, *does the sentence still make sense?* (no)
- Have Ss read the sentences. Answer any vocabulary questions.
- Have Ss work in pairs to circle the *by* phrase in each sentence and then study the sentences to decide if the *by* phrase is necessary.
- Go over the answers with the class.

## E GRAMMAR PRACTICE

Suggested time: 5–8 minutes | Your time:

- Have Ss underline the verbs in the sentences. Ask, *What tense do these sentences use?* (the simple past) Ask, *How do you form the passive in the simple past?* (*was / were* + past participle)
- Remind Ss to use a *by* phrase to identify who performed the action.
- Have Ss complete the activity individually and then compare answers in pairs.
- Review the answers. Point out the different positions of the *by* phrase.

**EXTENSION** (+5 minutes) Tell Ss to use their own ideas to write four sentences in the passive voice. Then, have them read their sentences to a partner. Monitor and listen for correct formation of the passive voice.

## F PRONUNCIATION

Suggested time: 3 minutes | Your time:

- Say, *When you're excited, enthusiastic, or surprised about something, you can put extra stress on one syllable in a word to show this.*
- Play the audio. Have Ss read and listen, paying attention to the stress.
- Play the audio again. Ss listen and repeat.

## G PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Ss work in pairs. One S reads a passive sentence from Exercise E. The other S responds with enthusiasm or surprise, using a statement from Exercise F.
- Monitor. Listen for correct use of emphatic stress in the responses.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Use *Not really* to soften a negative response to a *yes / no* question
- Say *Let's see . . .* to indicate you're going to look for requested information
- Say *Check this out* to call someone's attention to surprising information

- Have Ss look at the photo. Ask, *What is happening in the picture?* (Two people are talking about a piece of art.) *Where are they?* (in a museum or art gallery) *Do you think they like what they're looking at?* (Yes, they look very interested.)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *Does Speaker A like the drawing?* (Yes, he loves it.)
  *Does Speaker B like the drawing?* (No, she doesn't like realistic art.)
  *Have they heard of the artist?* (no)
  *Why are they surprised?* (because the drawing sold for $8,000)
- Call Ss' attention to the **Social language** box and Speaker A's last turn. Tell Ss that *Check this out* is an informal way to ask someone to look at something.
- Speaker B says *Never heard of him*, which is an abbreviated way of saying, *I've never heard of him*. Speakers use this expression informally to suggest that if something were important, they would know of it.
- Tell Ss that when saying *Not really* to soften a negative response, it's important to use a tentative tone of voice. If you use a firm tone and falling intonation, it could sound rude.
- Ask Ss to identify an example of a passive voice statement in the conversation. (It was sold for $8,000.)

### B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - use a pleasant or tentative tone of voice for *Not really*
  - use an enthusiastic tone of voice for *Check this out*
  - use emphatic stress in *That's unbeLIEvable!*
- Monitor as Ss role-play the conversation in pairs.

### C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Direct Ss's attention to the Downtown Gallery catalogue. Ask, *What information is given under each picture?* (the name of the artist, the title of the piece of art, and the price)
- Point out that four of the pieces of art have extra information next to them. Read the extra information.
- Tell Ss to use the passive voice in their conversations. Model an example: *Hey, check this out.* The Gulls *was sculpted by the artist when he was 18!*
- Refer Ss back to the grammar chart on page 100. Also refer them to the vocabulary on page 98.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Direct Ss' attention to the **Recycle This Language** box. Read each item and have Ss repeat.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each comment as they use it. Tell them they can review the meaning of *thought-provoking* by looking back at Exercise A on page 32.

### 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 to describe a piece of art
- ✓ using passive voice sentences correctly
- ✓ using emphatic stress to show enthusiasm or surprise

**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 blank sheets of paper. Say, *Write two passive voice sentences about a piece of art that you like. If you can't think of information about a piece of art, you can use the information from the Downtown Gallery catalogue.* Collect answers as Ss leave. Read the answers to identify areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's comment on a piece of art.



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

**A:** I love this drawing, don't you?

**B:** Not really. I'm not a big fan of realistic art. Who's the artist?

**A:** Let's see . . . Melvin Mellon.

**B:** Never heard of him. Have you?

**A:** Actually, I haven't either. . . . Hey, check this out. It was sold for $8,000.

**B:** That's unbelievable!

**Social language**
**Say "Check this out" to call someone's attention to surprising information.**

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

**C** CONVERSATION PAIR WORK | Change the conversation, using the Downtown Gallery catalogue. Then change roles.

**A:** I love this ....., don't you?

**B:** ..... . ..... . Who's the artist?

**A:** Let's see . . . ..... .

**B:** Never heard of ..... . Have you?

**A:** Actually, I haven't either. Hey, check this out. ..... .

**B:** ..... !

**RECYCLE THIS LANGUAGE**
traditional / modern
realistic / abstract
Believe it or not, . . .
Better yet, . . .
Speaking of which . . .

**KEEP TALKING!** ●●●

**Say more about the art.**
I like the [colors / faces / eyes / buildings / people].
It's very [relaxing / interesting / thought-provoking / funny / serious].

**Ask about your partner's opinion.**
Do you prefer [modern art?]
What do you think of [this one]?

Watch the video for ideas!

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

## DOWNTOWN GALLERY WINTER SHOW



**Artist:** JOHN P. CHING
**Title:** SUMMER IN THE TETONS
**US $4,000** SOLD



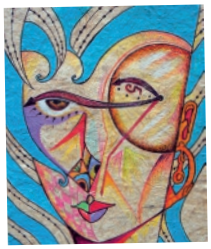

**Artist:** MARSHALL STANTON
**Title:** THE GULLS
**US $1,800**



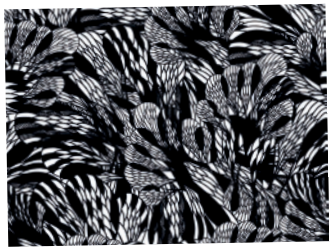

**Artist:** PAULA YAKAMOTO
**Title:** THE DREAM
**US $3,000**



**Artist:** AMY ROSSI
**Title:** WEEKEND
**US $1,200** SOLD




**Artist:** SADIE ALTMAN
**Title:** MIRANDA
**US $900**




**Artist:** EDWARD SOTO
**Title:** UNTITLED
**US $7,000**

# 2 COMMUNICATION GOAL Ask about and describe objects

**A** VOCABULARY | Materials and handcrafted objects | Read and listen. Then listen again and repeat.







**B** PAIR WORK | Tell your partner about some of your favorite objects in your home or in the homes of people you've visited. Use the Vocabulary.

> "My mother has a beautiful old glass bowl on a shelf in the dining room. It was given to her by her grandmother, so I think it's very special."

COACH

**C** GRAMMAR | The passive voice: Questions

| | |
|---|---|
| **Was** that pitcher **made** in Japan? | (Yes, it was. / No, it wasn't.) |
| **Are** these bowls **used** for cooking? | (Yes, they are. / No, they aren't.) |
| **Were** these wallets **designed** by Gucci? | (Yes, they were. / No, they weren't.) |
| When **was** the museum **built**? | (In 1985.) |
| Where **were** those figures **made**? | (In Japan.) |
| How **are** those bags **cleaned**? | (You have to hand-wash them.) |




GRAMMAR EXPANDER p. 141
Yes / no questions in the passive voice: other tenses

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

# LESSON 2 Ask about and describe objects

## A VOCABULARY

Suggested time: 2–4 minutes | Your time:

- Have Ss look at the photos of the objects and read their names as well as the list of objects under **Also**.
- Play the audio. Have Ss read and listen.
- Play the audio again. Ss listen and repeat.
- Ask, *Which materials are considered more valuable than the others?* (gold and silver)
- *Wooden* is also used to describe objects that are made from wood such as *wooden furniture, wooden bowls,* and *wooden boxes*. However, one exception is floors: *We have wood floors*.
- A *sculpture* is the formal term for a form of art that is three dimensional. A *figure* is a descriptive term for anything that represents a human or animal. A sculpture can be of a figure. A painting can include figures in it.

**EXTENSION** (+10 minutes) Have groups brainstorm as many handcrafted objects as they can for each material. They can use the objects in Exercise A or their own ideas. Give them a time limit, such as 5 minutes. Have one volunteer from each group share the group's list. You can also turn this into a game where the team with the most objects wins.

## B PAIR WORK

Suggested time: 4–6 minutes | Your time:

- Read the example response about a favorite object. Ask, *What is an example of the passive voice here?* (was given)
- Have Ss work in pairs and talk about objects in their home. Ss should discuss:
  *What kind of object is it?*
  *Who owns it?*
  *What room is it in?*
  *What is it made of?*
  *Who was it given by?*
  *Why is it special?*
- Walk around and make sure Ss are using the vocabulary words for materials and objects correctly.

## C GRAMMAR

Suggested time: 6–10 minutes | Your time:

- Write on the board:
  *That pitcher was made in Japan.*
  *Was that pitcher made in Japan?*
  *Yes, it was.*
- Point out that in the question, a form of *be* (*was*) and the past participle (*made*) are separated by the subject (*that pitcher*). Explain that short answers in the passive don't include the past participle. They simply use a form of *be*.
- Read the rest of the examples in the grammar chart. Point out that the first three questions are *yes / no* questions and the last three are information questions.
- Direct Ss' attention to the photo and read the conversation with a higher-level S. Ask, *What is an example of the passive voice in the conversation?* (is made of)
- Write on the board: *The museum was built in 1985.*
  *When was the museum built?*
- Point out that in the question, *was* (a form of *be*) and *built* (the past participle) are separated by the subject (*the museum*), and *When* is added. Other information words that can be used are *where, what, how,* and *why*.
- Tell Ss to focus on the *wh-* question words in the last three examples by circling them (*when, where, how*).

**EXTENSION** (+5 minutes) Have Ss create their own passive voice questions. Say, *Ask me a question in the passive voice about an object. You can use one of the objects in Exercise A or make one up*. Each S in the class should ask a question.

**GRAMMAR EXPANDER** (optional, page T141)

## D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Monitor as Ss listen and repeat.

## E GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the picture. Read the text, pronouncing *matryoshka* as /matrɪˈɒʃka/. Explain that *nesting* means fitting inside the next larger one.
- Do the first question as a class. Elicit the answer. Ask, *Why do we use* when *to start the question?* (The answer is about the year 1890.)
- Have Ss complete the exercise in pairs.
- Review the answers as a class.

**LANGUAGE AND CULTURE** The linden (or lime) tree can live for a few hundred years. Its wood is very flexible and soft, which makes it ideal for carving. It is also used to make musical instruments, such as guitars. Its nectar-rich flowers provide food for honey bees. Most parts of the lime tree can be used to treat colds, fevers, and other ailments.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Oh* to indicate that you now understand
- Politely ask for permission with *Can I . . . ?*
- Introduce an offer to help with *Let me . . .*

- Have Ss look at the pairs of objects. Ask, *What can you see?* (different handcrafted objects and the countries they came from)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *Where were the ceramic pitchers made?* (the U.S.)
  *Where does the conversation take place?* (in a store or at a market)
  *What does the customer want?* (to see the pitchers up close)
- Call Ss' attention to the **Social language** box and Speaker A's last line. Explain that the modal *can* is commonly used when asking for permission. Two other ways to ask for permission are *May I . . . ?* and *Could I . . . ? May I . . . ?* is more formal.

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss
  - place emphasis on *glass* and *ceramic* to clarify which objects are being referred to
  - use a polite tone for *Can I take a closer look?*
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Refer Ss back to the Vocabulary and Grammar sections on page 102.
- 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 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.

## E PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example conversation about an object with a higher-level S.
- Have Ss work individually to write down the objects that they have chosen and words to describe them.
- In pairs, Ss take turns describing objects and asking questions about them. (For example: What is it made of? Where was it made? How was it made? When was it made? What color is it?) Write a list of information question words on the board to help them.

**EXTENSION** (+10 minutes) Have pairs search online for a handcrafted item and note down the type of object, the materials used to make it, the process of making it, the people who made it, and where it was made. Have pairs share their findings with another pair and ask questions about the objects.

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

- ✓ using vocabulary for objects and the material they are made of
- ✓ using the passive voice in questions and answers correctly
- ✓ using *when, where, why, who, how,* and *what* to ask questions

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Where were those clay pitchers made? The brightly painted clay pitchers were made in Canada.* Say, *Write two passive voice questions and answers about an object from this lesson. Include the material the object is made of in your questions. Give as much information as you can in your answers.* Collect answers and read them 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 passive voice questions in the interview.

We interviewed Vladimir Fedorov at the Museum of Decorative and Folk Art in Moscow about the world-famous matryoshka figures—also known as "matryoshka dolls" or "Russian nesting dolls."



Q: When were the first matryoshka dolls made (1 make)?
A: The very first ones were made in 1890.
Q: What are they typically made (2 make) of?
A: They're made of wood from the linden tree, a tree commonly found in Russia.
Q: Are they painted (3 paint) by hand?
A: Yes, they are.
Q: How many individual figures are included (4 include) in each set?
A: There are usually between five and ten in each one.

## COMMUNICATION ACTIVATOR

# Now let's ask about and describe objects.

### A CONVERSATION MODEL | Read and listen.

**A:** I love those pitchers. Where were they made?
**B:** The glass ones?
**A:** No, the ceramic ones.
**B:** Oh, those were made in the U.S.
**A:** Really? They're very nice. Can I take a closer look?
**B:** Of course. Let me get them for you.

**Social language**
**Politely ask for permission with "Can I ___ ?"**

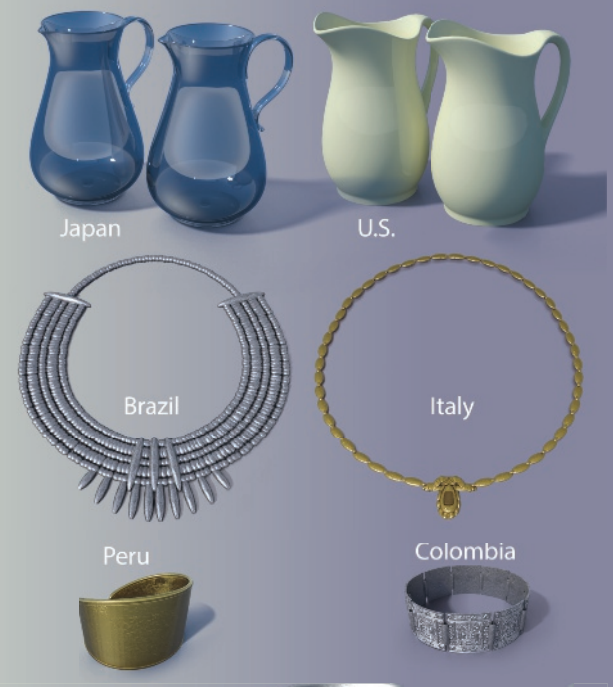
### B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

### C CONVERSATION PAIR WORK | Change the conversation. Ask about and describe the objects in the pictures. Then change roles.

**A:** I love ..... . Where ..... made?
**B:** The ..... ?
**A:** ..... . . .

**KEEP TALKING!**
- Ask about other objects.
- Ask about materials.
- Ask about prices.

Watch the video for ideas!




### D CHANGE PARTNERS | Change the conversation again. Choose different objects.

### E PAIR WORK | Describe objects in your own home. Your partner asks questions about them.

On a table next to my bed, I have a painted wood figure of a horse. It has really nice colors.

Where was it made?



# 3 COMMUNICATION GOAL Describe what makes an artist appealing

**A** VOCABULARY | **Passive participial phrases** | **Read and listen. Then listen again and repeat.**

**be inspired by** I'**m inspired by** artists who achieve success. Hearing their stories makes me feel like I can be successful, too.

**be influenced by** Her fashion designs **were influenced by** the work of the designer Valentino. She has her own style, but you can see some similarities.

**be fascinated by** I'**m fascinated by** the Brazilian photographer Sebastião Salgado. He's so interesting—I want to learn more about him.

**be moved by** My husband and I **were moved by** the Italian singer Andrea Bocelli's performance when we saw him in concert. His singing really touches the audience emotionally.

**B** ACTIVATE VOCABULARY | **Complete the chart with examples. Then share your examples with your partner, using passive participial phrases. Use the sentences in Exercise A as a model.**

> "I'm inspired by my mom. She's been very successful even though she's had lots of problems in her life."

| Someone or something that . . . | |
|---|---|
| inspires you. (Explain how.) | fascinates you. (Explain how.) |
| has influenced you. (Explain how.) | has moved you. (Explain how.) |

**C** LISTEN TO CLASSIFY | **Listen to four speakers discuss the impact one of these artists had on them. Write the letter of the artist next to the correct description, according to the speakers.**

D 1 This artist makes people think.
C 2 This artist creates work that reflects the artist's ethics.
B 3 This artist helps people see the world in a different way.
A 4 This artist has used art to deal with life's difficulties.


A
Yayoi Kusama, mixed media artist


B
Vincent van Gogh, painter


C
Stella McCartney, fashion designer


D
Alejandro González Iñárritu, filmmaker

# LESSON 3 Describe what makes an artist appealing

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen to the phrases.
- Play the audio again. Have Ss listen and repeat the phrases.
- Point out that each second sentence makes the meaning of the highlighted phrase clear.
- Ask, *Are these expressions in the active or the passive voice?* (passive) Have Ss say what tenses are used with the highlighted phrases here. (1. simple present tense; 2. simple past tense; 3. simple present tense; 4. simple past tense)
- The related adjectives are *inspiring, influential, fascinating, moving*.

## B ACTIVATE VOCABULARY

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the chart. Explain that they should write one person or thing (activity, film, piece of music) in each category.
- Read the example on the right. Tell Ss to include reasons for their choice, as in the example.
- Ask, *How would you begin your statement about someone or something that has influenced you / has moved you?* (I've been moved by / influenced by . . .)
- Give Ss time to complete their charts individually.
- In pairs, Ss share their examples using the phrases in Exercise A.
- Review by asking volunteers to share their examples. Be sure they explain how or why they chose each person or thing.

## C LISTEN TO CLASSIFY

Suggested time: 5–7 minutes | Your time:

- Tell Ss to skim the photos and captions. Ask, *Which of these artists have you heard of?*
- Read the directions. Explain or elicit the meaning of *impact*. (the effect or influence that someone or something has on someone or something else)
- Tell Ss that each speaker will focus on one of the artists.
- Play the audio. Ss listen and write the letter of each artist next to the correct statement. If appropriate, play the audio again.
- Play the audio again for Ss to check their answers.
- Review the answers with the class.
- Check Ss' understanding of the term *mixed media artist* as it is used by the fourth speaker. (an artist working in different art forms)

**EXTENSION** (+5 minutes) Ask Ss if they are fans of any of the artists discussed in Exercise C. If so, have Ss say what they know about the artist beyond what the audio mentions. Encourage them to give as much detail as possible about the artist and her or his work, and to use the vocabulary in Exercise A.

## D LISTEN TO DRAW CONCLUSIONS

Suggested time: 5 minutes | Your time:

- Have Ss read the questions. Tell Ss that they need to draw their own conclusions from the information in the audio.
- Play each section of the audio. Have Ss discuss each question in pairs.
- Review Ss' responses with the class.

**Possible answers for Exercise D**

1. *The speaker was moved because she saw the places where Van Gogh lived and painted. She is an artist herself and a huge fan of Van Gogh. She is fascinated by Van Gogh's life because he died so young and only sold one painting.*
2. *Stella McCartney never uses real leather in her designs because she is a vegetarian. She was influenced by her parents who were vegetarians. The speaker admires Stella's strong ethics.*
3. *The speaker is inspired as a writer by the thought-provoking stories in Alejandro González Iñárritu's films.*
4. *Kusama probably was not disappointed by her experience living in New York because she met many artists there and finally achieved success. The speaker was moved by Kusama's story because art helped Kusama deal with problems from her childhood.*

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Ask, *What do you see in the photo?* (a man creating street art) *Do you think this is an example of art?*
- Have Ss look at the questionnaire. Explain that the questionnaire lists qualities that artists can have. Emphasize that what makes an artist appealing is a very personal opinion: What one person loves, another person may dislike. There are no right or wrong answers.
- Have Ss read the qualities individually. Answer any questions. Explain that if you *overcome difficulties,* you deal with them successfully.
- This list includes qualities mentioned in the audio about artists in Exercise C of this lesson as well as vocabulary from earlier units.
- Have Ss work individually to complete the questionnaire for themselves.
- Have Ss work with a partner to compare their responses. Tell Ss to give examples to illustrate their choices.

## B GROUP WORK

Suggested time: 5–10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A–B)

- Tell Ss they will write notes about three of their favorite artists. Their notes should mention some of the qualities that they chose in Exercise A.
- Have Ss look at the sample notes. Also direct Ss' attention to the **Types of artists** box.
- Have Ss work individually to write their notes.
- Have Ss work in small groups to discuss the artists they chose. Tell them to give detailed information about why they like each artist.

OPTION (+10 minutes) Allow Ss to do research online to gather more information about their three favorite artists.

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

- ✓ using the passive participial vocabulary phrases when possible
- ✓ using vocabulary for qualities
- ✓ asking questions about classmates' choice of artists in a respectful manner

## WRITING

Suggested time: 10 minutes | Your time:

- Have Ss read the writing sample. Tell them this is a model for the beginning of the introduction paragraph.
- Tell Ss that after their introduction, they should write three paragraphs: one for each of their three artists. Encourage them to plan each paragraph by writing notes about the main idea and supporting details.
- Ss write their paragraphs. 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 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) Have Ss write their names on blank sheets of paper. Say, *Write 2–3 sentences that you would post on social media to an artist whose work you admire. Tell the artist why you are inspired by her or his work.* Collect 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.

**D** LISTEN TO DRAW CONCLUSIONS | **Listen to each of the speakers again. Discuss the following questions.**

1 Why do you think the first speaker was moved by her visit to the town where the artist spent the last months of his life? Why was she fascinated by van Gogh's life story?
2 In what way does the second speaker think McCartney's work was influenced by her parents? How was the speaker inspired by McCartney?
3 In what ways do you think the third speaker, as a writer, is inspired by Iñárritu's films?
4 Do you think Kusama was disappointed by her experience living in New York? Why do you think the fourth speaker was moved by Kusama's story?

*See page T105 for possible answers.*

## COMMUNICATION ACTIVATOR

## Now let's describe what makes an artist appealing.

**A** TALKING POINTS | **Complete the questionnaire. Then compare your responses with a partner.**

**Which qualities do you think make an artist—in the visual arts or performing arts—appealing?**



**I like an artist who . . .**

- ☐ makes you think.
- ☐ makes you laugh.
- ☐ makes you comfortable.
- ☐ makes you uncomfortable.
- ☐ makes you see the world differently.
- ☐ communicates well.
- ☐ has a fascinating life story.
- ☐ has overcome difficulties.
- ☐ is easy to understand.
- ☐ is not so easy to understand.
- ☐ is popular.
- ☐ is a rebel.
- ☐ is creative.
- ☐ is hard-working and productive.
- ☐ is intelligent.
- ☐ has strong ethical standards.
- ☐ influences others.
- ☐ inspires others.
- ☐ moves others.
- ☐ other: .....

**B** GROUP WORK | **Use your Talking Points for ideas to write notes about three of your favorite artists in the visual or performing arts. Then tell your classmates about your artists. Ask them about theirs. Say as much as you can.**

SOFT SKILLS BOOSTER p. 161

| | Name | Type of artist | Why I like this artist |
|---|---|---|---|
| 1 | *Hayao Miyazaki* | *Filmmaker* | *His animations are so creative!* |

| | Name | Type of artist | Why I like this artist |
|---|---|---|---|
| 1 | | | |
| 2 | | | |
| 3 | | | |

**Types of artists**

**In the visual arts . . .**
- a painter
- a sculptor
- a filmmaker / director
- a fashion designer
- a photographer
- a craftsperson
- a mixed-media artist

**In the performing arts . . .**
- a singer
- an actor
- a dancer
- a musician

**WRITING** **Write about the three artists you discussed with your classmates. Describe the impact they have had on you and why you find them appealing.**

*I'm fascinated by hard-working and talented people, and these three artists are both. My favorite artists are . . .*

WRITING HANDBOOK p. 151
- Providing supporting details
- Guidance for this writing exercise

## 4 COMMUNICATION GOAL

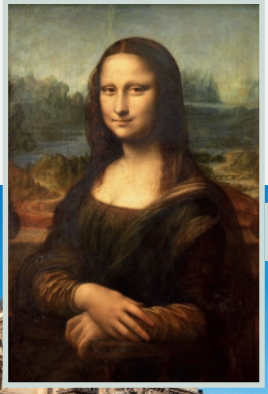
# Recommend a place to enjoy the arts

**A** READING | Read about the roles of museums. What is the main difference in the roles of the two museums described in the article?

# TO EDUCATE, MOVE, AND INSPIRE

What's the world's largest art museum? It's the Louvre in Paris. Opened in 1793, today this world-famous—and enormous—museum is also the world's most visited. For centuries, Europe's greatest paintings and sculptures were kept in the homes of the rich and powerful, and only they could see these works of art. Believe it or not, Leonardo da Vinci's sixteenth century masterpiece, the *Mona Lisa*, was hidden from public view on a wall in the bedroom of French emperor Napoleon Bonaparte. Today, however, millions of ordinary people, who are neither rich nor powerful, wait for hours to get a quick glimpse of the world's most famous portrait—and perhaps the most easily recognized woman—at the Louvre. One of the roles of art museums is to make it possible for great art to be seen by everyone—to educate, move, and inspire.

There are approximately 55,000 museums around the world. Of the world's top three most popular museums, two are art museums. And the other, although focused on Chinese history, is filled with some of China's finest artistic masterpieces that help tell that history; through paintings, sculptures, gold and silver jewelry, and handicrafts. Museums have always played a number of important roles beyond the exhibition of art, such as educating the public about science and technology, cultural traditions, and history, or telling stories about people and events. Some museums are designed for children and offer special programs and activities. And many museums are quite small, located in storefronts or old historic houses.





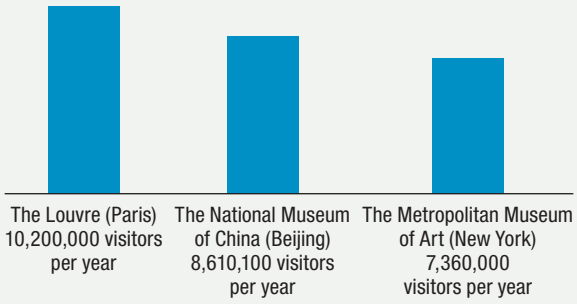
The part of the Louvre where the *Mona Lisa* is displayed is always packed with tourists.

On the other hand, not all art museums display great art—some even specialize in the weird and unusual. In 1994, Scott Wilson found a painting in the garbage on the street—he was mainly interested in the frame around the painting rather than the painting itself. While he and a friend agreed the painting was not very good, they thought it would be interesting to recognize the artist's time and effort, and the Museum of Bad Art (MOBA) was born, with Wilson as its director. Located near Boston in the U.S., MOBA displays art that would probably never be shown in any other museum. Many of the museum's paintings and sculptures are actually donated by the artists themselves. In fact, many don't get accepted by the museum because they are, according to the museum, "not bad enough." The museum calls its collection "too bad to be ignored." According to one art critic, it's "so bad it's good." Most importantly, MOBA encourages visitors to think about and discuss what they see (another important role of museums) . . . in this case, what the visitors think is "good" or "bad" art and why.



The Museum of Bad Art's *Mana Lisa*.

**World's top three most visited museums**




**B** UNDERSTAND INFORMATION FROM A GRAPH | Which statement is true, based on the information in the graph? Explain your choice.

- ☐ **a** These are the three biggest museums in the world.
- ☑ **b** These are the three most popular museums in the world.
- ☐ **c** These are the three most interesting museums in the world.

# LESSON 4 Recommend a place to enjoy the arts

## A READING

Suggested time: 5–10 minutes | Your time:

- Ask, *Do you go to museums? Which ones do you go to? Why do you go? Have you been to any famous museums?*
- Read the directions. Ask, *What does role mean in this context?* (the position or purpose of someone or something)
- Direct Ss' attention to the photo of a painting on the left. Ask, *Do you know the name of this painting?* (the *Mona Lisa*) *In which museum can you see this painting?* (the Louvre, in Paris)
- Direct Ss' attention to the photo on the right. Ask, *What do you think about the painting on the right?* (For example: It looks like the *Mona Lisa,* but it's not very good.) *Do you think it's shown in the Louvre?* (no)
- Have Ss listen to the article and read along silently. Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary. Explain the following:
  *A frame* is a thin piece of metal or wood around the edge of a picture, window, or mirror.
  *To be ignored* is the passive of *to ignore*. It means to not have attention paid to you.
- Ask, *What do you think about the Museum of Bad Art? If art is bad, should it be shown?* Lead a class discussion.
- Ask, *What is the main difference in the roles of the two museums described in the article?* Have volunteers give suggestions. (The Louvre: to make it possible for great art to be seen by everyone; to educate, move, and inspire. The Museum of Bad Art: to make people think about and discuss what they see)

**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**

- Leonardo da Vinci was an Italian painter, sculptor, architect, musician, mathematician, engineer, inventor, geologist, and writer. In the early 1500s, he painted the *Mona Lisa*, the most popular painting in the Louvre Museum. It is thought to be a portrait of Lisa Gherardini, a wealthy Italian woman. Her mysterious smile has made it one of the most famous works of art in the world.
- The Louvre opened as a museum in 1793. Prior to that, for more than 200 years, the building was the Louvre Palace, which was often used as a royal residence and was built on the site of a twelfth century fortress. In the 1980s and 1990s, major remodeling was done, opening up new exhibition space. The steel and glass main entrance pyramid was completed in 1989.
- The National Museum of China was opened to the public in 1926, when it was located in the Forbidden City in Beijing. The museum moved to its current location on Tiananmen Square in 1959. Its collection features more than one million objects.
- The Metropolitan Museum of Art, commonly known as *The Met,* first opened in April of 1870. It has operated in three different buildings and has been in its current location since 1880.

## B UNDERSTAND INFORMATION FROM A GRAPH

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the bar graph in the article. Point out that bar graphs are used to show differences between members of a group.
- Ask, *What is the heading of the graph?* (World's top three most visited museums) Ask, *What information does the bar graph show?* (the number of people per year who visit the world's top three most visited museums) Ask, *What are the three museums?* (the Louvre, the National Museum of China, and the Metropolitan Museum of Art)
- Have Ss read the statements.
- Have Ss check the true statement and then compare answers with a partner.

## C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- To model the activity, do the first item with the class. Read the word *enormous*. Ask, *Where does this word appear in the article?* (in the third sentence of the first paragraph) Say, *Look at the sentences before and after the sentence where the word appears to figure out the meaning*. Read: *What's the world's largest art museum? It's the Louvre in Paris. Opened in 1793, today this world-famous—and enormous—museum is also the world's most visited.* Ask, *Which answer option gives a meaning similar to* large? (c. huge)
- Have Ss work individually to complete the exercise.
- Have Ss compare their answers in pairs.
- Review the answers with the class. Ask Ss to identify where in the article they found the information.

## D IDENTIFY SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Have Ss mark the answers as true or false first without referring back to the article. Then, if needed, let them look back at the article.
- Have Ss check answers in pairs. Tell them to return to the article to look up any items they don't agree on.
- Review the answers with the class. For the first item, you may need to explain that the article says the *Mona Lisa* was painted in the sixteenth century, which is the years 1501 to 1600.

**OPTION** (+5 minutes) Ask pairs to rewrite the false statements so that they are true. Encourage Ss to first find the true information in the article and the graph to help them. (3. The National Museum of China focuses on Chinese history. 4. Beijing's National Museum of China is the second most popular museum in the world.)

## E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Have Ss discuss the questions in pairs. Be sure they explain their reasons. Walk around and help as needed.
- Bring the class together and have Ss share their ideas.

**EXTENSION** (+5 minutes) Have pairs or small groups discuss specific examples of what they themselves consider "good" art and "bad" art.

# Communication Activator

## A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Give Ss a minute to look at the sample notes in the chart.
- Have them look at the **Some reasons** box. Tell them they can use these or other reasons in the *Why go there?* column of their chart.
- Ask Ss to write notes in the chart about three places a visitor to their town or city can go to enjoy the arts and why it's worth going there.

**OPTION** (+10 minutes) If Ss have access to the Internet, allow them to do brief research if needed.

## B PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in pairs to role-play conversations.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board or in their notebooks. Encourage Ss to use the expressions in their discussions.
- Read the language in the **Recycle This Language** box.
- Have Ss take turns describing their recommendations of places to go to the other S, who is the visitor.

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

✓ using vocabulary to describe art or handcrafted objects
✓ using phrases from the **Recycle This Language** box
✓ giving reasons why the place is worth visiting

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Say, *Write 2–3 sentences about your favorite museum. Name the museum and explain why it is your favorite. If you don't like museums, you can write about why you don't like them*. Collect 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** **UNDERSTAND FROM CONTEXT** | **Find these words in the article. Then match each word with its meaning.**

| | | | |
|---|---|---|---|
| c | 1 enormous | a | give something to an institution or organization |
| f | 2 masterpiece | b | like most people—not rich and powerful |
| b | 3 ordinary | c | huge |
| e | 4 glimpse | d | a painting, drawing, or photo of a person |
| d | 5 portrait | e | a quick look at something |
| a | 6 donate | f | a great piece of art |



**D** **IDENTIFY SUPPORTING DETAILS** | **Write T (true) or F (false) about each statement. Find information in the article to support your answer.**

T 1 The *Mona Lisa* was painted before the Louvre was opened to the public.
T 2 Napoleon Bonaparte is an example of someone who was rich and powerful.
F 3 The three most visited museums in the world all focus on art.
F 4 Beijing's National Museum of China is the third most popular museum in the world.
T 5 The Museum of Bad Art chooses not to accept some donations of art because they are too good.

**E** **THINK AND EXPLAIN** | **Discuss the following questions.**

1 Which of the museums in the article would you like to visit? Why?
2 Why do you think an artist would want to donate his or her own art to MOBA?
3 Do you think it's appropriate to call any art "good" or "bad?" Explain your reasons.

## COMMUNICATION ACTIVATOR

**Now let's recommend a place to enjoy the arts.**

**A** **TALKING POINTS** | **List museums, galleries, markets, or other places where a visitor to your town or city can go to see art, handicrafts, or historical artistic treasures. Write notes to describe why it's worth going there.**

| | Name | Why go there? |
|---|---|---|
| | *Pelourinho* | *It's a historic neighborhood. To see beautiful old buildings. Built in the 1700s.* |

| | Name | Why go there? |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

**Some reasons**
- It has a(n) ___ collection of ___ .
- It educates the public about ___ .
- It tells the story of ___ .
- It's thought-provoking.
- ___ are sold there.

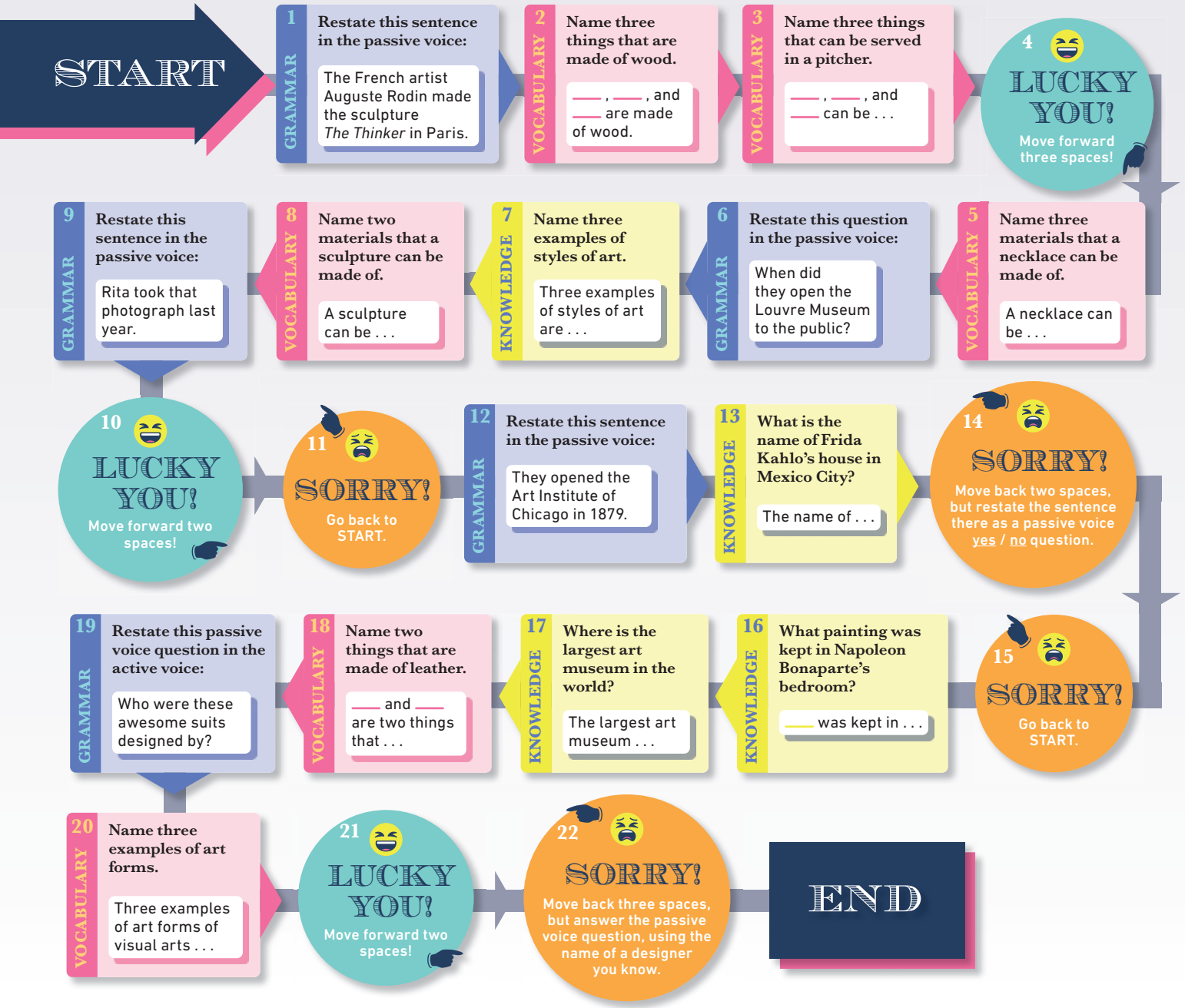
**OPTIONAL** Underline new words or phrases in the Reading you can use in your Pair Work.
For example: " . . . is filled with . . . "

**B** **PAIR WORK** | **Role-play a conversation in which one of you is a visitor to your town or city. Talk about things to do and recommend the places you identified in Talking Points.**

**RECYCLE THIS LANGUAGE**
Believe it or not, . . .
Speaking of which, . . .
Tell you what, . . .

# KEEP MOVING FORWARD!

- Work with a partner. Put two coins on START. Decide who goes first. Take turns flipping coins. Heads = move one square. Tails = move two squares.
- When you land on a square, follow the instructions. BUT if your partner has already landed there, flip again. If your response is correct, stay on the square. If your response is incorrect, go back one square and wait for your next turn.
- Note: All responses need to be in complete sentences. The first person to reach the END is the winner.




*See page T108 for answers.*

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Comment on a piece of art.
- ☐ Ask about and describe objects.
- ☐ Describe what makes an artist appealing.
- ☐ Recommend a place to enjoy the arts.

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

# *Interactive Cool Down*

## KEEP MOVING FORWARD!

Suggested time: 30–45 minutes | Your time:

- Explain the game. Ss play in pairs on the same board. Each partner needs a coin and a small item to use as a game piece. For each turn, Ss flip the coin and move their game piece one square for heads and two squares for tails. When each S lands on a square, they follow the directions. If they answer correctly, they stay on the space. If they answer incorrectly, they move back one space.
- Model the activity. Tell a higher-level S to flip a coin and move one or two squares and do the task on the square.
- Tell Ss that they need to give answers in complete sentences. The first person to reach the end wins.
- In pairs, Ss play the game.
- Walk around as Ss follow the instructions on the squares. Assist as needed.

**EXTENSION** (+10 minutes) Use vocabulary words from the unit for a spelling bee—a competition in which Ss are asked to spell the words without looking at them. You could use these words: *sculpture, painting, drawing, photography, abstract, modern, digital, cloth, leather, stone, silver, pitcher, figure, bowl, inspired, influenced.* Ask all Ss to stand. Then assign individual Ss words. If they misspell a word, they sit down. The last person standing wins.

**Possible answers for *Keep Moving Forward!***

1. *The sculpture* The Thinker *was made by the French artist Auguste Rodin in Paris.*
2. *Bowls, figures, sculptures*
3. *Water, juice, soda*
5. *metal / wood / glass (beads) / cloth / thread*
6. *When was the Louvre Museum opened to the public?*
7. *abstract / realistic / modern / digital / traditional*
8. *made of stone / wood / metal / glass*
9. *That photograph was taken last year by Rita. / That photograph was taken by Rita last year.*
12. *The Art Institute of Chicago was opened in 1879.*
13. *Frida Kahlo's house in Mexico City is the Blue House*
14. *Was the Art Institute of Chicago opened in 1879?*
16. *The* Mona Lisa
17. *in the world is (the Louvre) in Paris*
18. *a bracelet / a purse / a wallet / a bag / a briefcase / a suitcase / a belt / shoes / boots*
19. *Who designed these awesome suits?*
20. *a sculpture / a painting / a drawing / photography*
22. *These awesome suits were designed by Coco Chanel.*

**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 review 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 two pages of 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 Technology

| | | |
|---|---|---|
| WARM-UP | Students frame their ideas about what phone apps are essential to have and what computer problems they've had, and read an illustrated conversation modeling the social language of discussing technical problems and solutions. | |
| LESSON 1<br>**Troubleshoot problems with devices** | ***Vocabulary*** | Solutions to problems with devices |
| | ***Grammar*** | The infinitive of purpose |
| LESSON 2<br>**Computer software and services** | ***Vocabulary*** | Computer systems, software, and services |
| | ***Grammar*** | Comparisons with *as . . . as* |
| | ***Pronunciation*** | Stress in *as . . . as* phrases |
| LESSON 3<br>**Describe your Internet use** | ***Listening skills*** | Listen to confirm content; Listen for supporting details |
| LESSON 4<br>**Discuss the downsides of the Internet** | ***Reading skills*** | Understand main idea; Understand from context; Discussion |
| | ***Writing*** | Write 2–3 paragraphs about the upsides and downsides of using the Internet |
| INTERACTIVE COOL DOWN | *Comparathon!* | |

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

## *Warm-Up*

Suggested time: 10 minutes | Your time:

- Read the Warm-Up question: *Which phone apps are the most essential to have?* Ask, *What does* essential *mean?* (absolutely necessary)
- Have Ss look at the photos. Read the captions under the photos and have Ss repeat.
- Read the woman's statement. Have Ss work in pairs to talk about their apps.
- Bring the class together and have volunteers discuss the apps they have. Take a poll on which is the most essential type of app.

**LANGUAGE AND CULTURE** Originally apps (short for *applications*) were created for mobile devices to aid in productivity. They were made primarily for email, calendars, and contact lists. Due to the high demand for apps, the range of apps rapidly grew to include games, GPS, shopping, music, and so on. Today, there are millions of apps that can be downloaded or purchased through a variety of app stores.

**CHALLENGE** (+10 minutes) Ask, *What apps would you like to have that don't exist yet?* Write Ss' ideas for new apps on the board. Have the class discuss the app ideas. Ask, *Do you think any of these apps will exist in the next year or two?*

UNIT 10

# Technology

## *Warm-Up*

**Which phone apps are the most essential to have? Tell your classmates about your apps.**




UNIT 10 COMMUNICATION GOALS

**Lesson 1**
Troubleshoot problems with devices

**Lesson 2**
Compare software and services

**Lesson 3**
Describe your Internet use

**Lesson 4**
Discuss the downsides of the Internet

## Topic Warm-Up

**A** FRUSTRATIONS WITH A DEVICE | Complete the survey.




**B** VOCABULARY | Frustrations with a device | Listen and repeat.

**C** PAIR WORK | Talk about a problem you've had with a device.

> "Last month, I thought my smart phone was overheating. I was really worried."

# Topic Warm-Up

## A FRUSTRATIONS WITH A DEVICE

Suggested time: 10–15 minutes | Your time:

- Read the heading: *Frustrations with a device.* Ask, *What does* frustration *mean?* (a feeling of anger that you cannot get or do something you want) Review or elicit the adjective for this feeling. (frustrated)
- Ask general questions about computer problems. For example: *Do you have a lot of problems with your computer or laptop? What do you do when you have a problem? Who do you call?*
- Give Ss a few minutes to look at the survey. Have them look at the pictures and read what each person is saying or thinking about their problem.
- Clarify any unknown vocabulary. For example:
  *frozen:* not moving
  *running:* operating
  *connection:* when something is joined to a larger system or network
  *overheating:* getting too hot
  *virus:* a program that introduces itself into the computer and that destroys information in the computer
- Have Ss write a checkmark in the *No* or *Yes* box under each picture.
- Say each problem and have Ss raise their hands if they've experienced the problem. Which problem is the most common?

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.

**EXTENSION** (+5 minutes) Have Ss work in pairs to read what each person is thinking or saying in Exercise A. Walk around to check that Ss are sounding frustrated with their problem.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity by reading the example answer.
- In pairs, Ss discuss the problems they have experienced.
- Have Ss share their problems with the class.

**OPTION** (+3 minutes) In higher-level classes Ss might want to say more about the experience; for example: *I took it to the tech person at my office, and he said not to worry. It was normal.*

Remind Ss of additional vocabulary practice in their digital resources.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Say, *Look at the pictures.* Ask:
  *Where are these people?* (They're at a coffee shop or café.)
  *What are they doing?* (The man is looking at something on his phone. The woman is bringing him some coffee or tea.)
  *Do you think they know each other?* (probably, because he discusses his problem with her)
- Point to the information about accents on the upper right. Ask, *Who has an American English accent?* (Jason) *What kind of accent does Edie have?* (Russian)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *Why is Jason upset?* (Someone used his credit card number and bought a lot of things with it.)
  *What does Edie say may have happened?* (Someone made an electronic copy of his credit card.)
  *What does Edie suggest?* (Jason should cancel the card.)
  *What will Jason possibly do?* (get an ID protection app)
  Why does Edie say *No, thankfully!* (She is happy it hasn't happened to her. She realizes that it could happen easily.)
- Point out Edie's first turn: *Something wrong with your coffee?* Explain that in informal spoken English, it's common to drop the verb and subject pronoun:
  *Anything I can do?*
  *Going somewhere?*
  *Want to know what I think?*
  This is never seen in writing, except in advertising.
- Note that in this unit, the names for apps, software, and so on, are all fictional.
- Ask, *Has this ever happened to you or someone you know? What did you / they do?*

**LANGUAGE AND CULTURE** In American English, *a bunch* of is an informal phrase meaning a large number of or large amount of.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Read the underlined expressions in Exercise A aloud and have Ss repeat. Have Ss work in pairs to circle the correct meaning of each phrase.
- Review the answers with the class.

**CHALLENGE** (+5 minutes) Have pairs role-play short conversations that include the featured phrases. Assign a phrase to each pair so that they are all used.

## SPEAKING | PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss look at the photo of the man. Read his statement. Explain that you can say *I suggest saving your file* or *I suggest you save your file.*
- Have Ss work in pairs to discuss which is the worst problem to have and what to suggest to someone with that problem. Tell them to support their ideas with language from the Topic Warm-Up and Zoom-In.

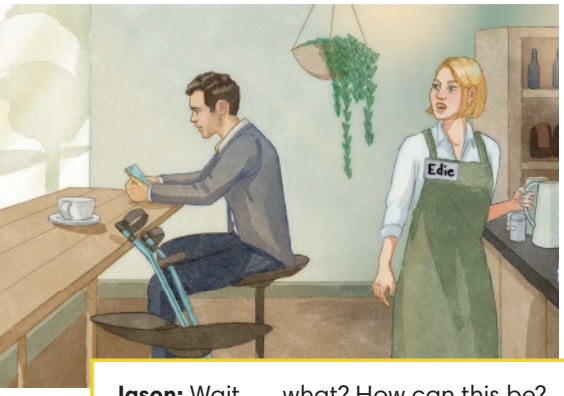
**OPTION** (+10 minutes) Write on the board in three columns: *identity theft, a virus,* and *a device overheating.* Write Ss' suggestions for each of these problems on the board. Have the class vote on the best suggestion for each.

**LANGUAGE AND CULTURE** Identity theft is not new—it has been around for centuries. But with the invention of the Internet and the rise of the digital era, identity theft has seen rapid expansion. The first step in the prevention of identity theft is to recognize what it is (a crime where personal and financial information is stolen by deceptive means) and how it happens. The second step is to keep an eye on all of your accounts so that you notice if anything changes (such as your bills stop coming in the mail) or if any unusual charges show up on your credit card bills. Query any of these changes immediately. The third step is to take precautions to protect yourself: Keep your passwords updated and don't use the same one for everything; do not give anyone your personal information; limit your exposure by staying away from potentially unsafe websites; reduce credit card use; and check your credit report regularly.

## Language Warm-Up

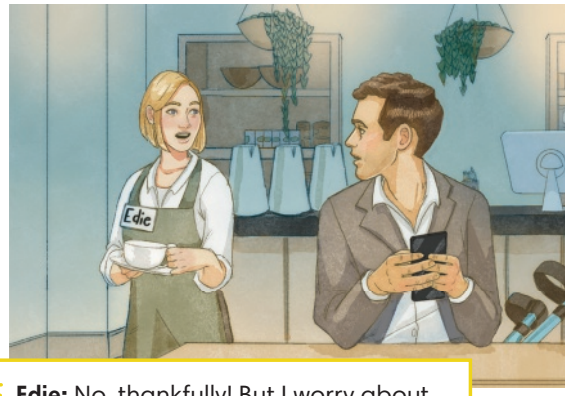
**A** ZOOM-IN | **Read and listen to a conversation between two people in a coffee shop. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Jason** = American English (standard)
**Edie** = Russian










**Jason:** Wait . . . what? How can this be?

**Edie:** Something wrong with your coffee?

**Jason:** No. Someone got a hold of my credit card number and charged a bunch of stuff on it. I don't get it. I've got the card right here in my pocket.

**Edie:** Maybe someone cloned it.

**Jason:** Cloned it?

**Edie:** Yeah. They just make an electronic copy of it. It's pretty common.

**Jason:** You think it could be identity theft? Maybe they have *all* my personal info.

**Edie:** I wouldn't jump to conclusions. It's not necessarily that serious. But you should definitely contact the bank now to cancel that card. They can send you a new one.

**Jason:** I really don't have time for this! What a pain in the neck.

**Edie:** Well, better safe than sorry.

**Jason:** Has this ever happened to you?

**Edie:** No, thankfully! But I worry about identity theft, too—I have an ID protection app to make sure it doesn't happen.

**Jason:** Really? What's the name of the app?

**Edie:** Houdini. It's not the only one, and its fee isn't as low as some of the others, but it's really good. I think it's worth it.

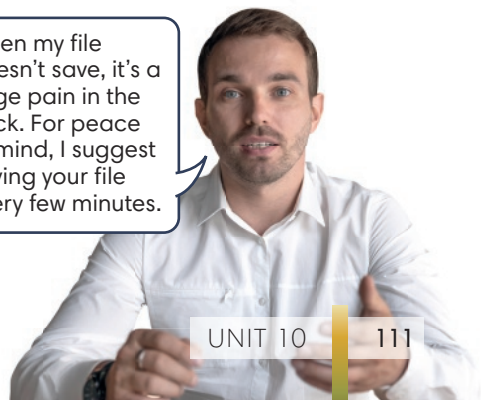
**Jason:** Well, it's certainly worth it if it gives you peace of mind. Why worry if you don't have to?

**B** UNDERSTAND FROM CONTEXT | **Look at the featured words and phrases in Zoom-In. Complete each statement.**

1 When you say "I don't get it," you mean I ..a.. it.
   **a** don't understand **b** haven't bought
2 When you "jump to conclusions," you think there's a problem ..a.. .
   **a** before you know for sure **b** after studying the facts
3 When you say something is "a pain in the neck," you think it's ..b.. .
   **a** dangerous **b** a lot of trouble
4 When you say "better safe than sorry," you're recommending ..a.. now in order to avoid trouble later.
   **a** doing something **b** being sorry
5 When you say something gives you "peace of mind," it means you ..b.. .
   **a** need to have it **b** have no more worries about it

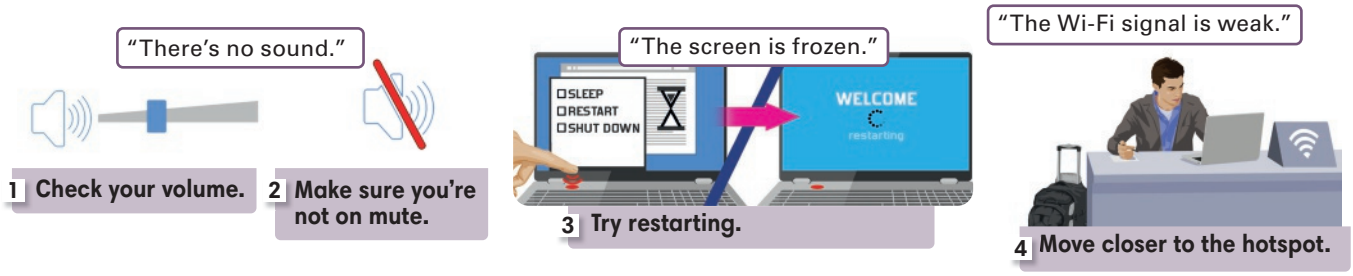
**SPEAKING** PAIR WORK | **Discuss which of these problems is the biggest pain in the neck. What would you suggest someone do for some peace of mind?**

| | | |
|---|---|---|
| a frozen screen | no sound | no Wi-Fi connection |
| a device overheating | losing a file | a virus |
| identity theft | a dead battery | a slow device |



# 1 COMMUNICATION GOAL Troubleshoot problems with devices

**A** VOCABULARY | Solutions to problems with devices | Read and listen. Then listen again and repeat.




1 Check your volume.
2 Make sure you're not on mute.
3 Try restarting.
4 Move closer to the hotspot.
5 Restart your router.
6 Make sure the cables are plugged in.
7 Run a virus scan.
8 Delete browsing history.

**B** PAIR WORK | Use the Vocabulary to discuss solutions you choose for problems with your devices.

"When I can't get online, I always check my router cables."

COACH

**C** GRAMMAR | The infinitive of purpose

**An infinitive can be used to explain a reason or purpose.**
I contacted Online Support **to get** some help with my laptop.
We checked the cables **to make sure** they were plugged in.
I got a new practice app **to improve** my English.

**In speaking, you can answer a Why question with an infinitive of purpose.**
**A:** Why should he run a virus scan? **B:** **To see** whether the problem is a virus.
**A:** Why should I delete these apps? **B:** **To speed up** your computer!
**A:** Why did she install Remembo? **B:** **To get** help managing her passwords.



Did you run a virus scan **to see** if you have a virus?

**GRAMMAR EXPANDER** p. 141
Expressing purpose with in order to and for

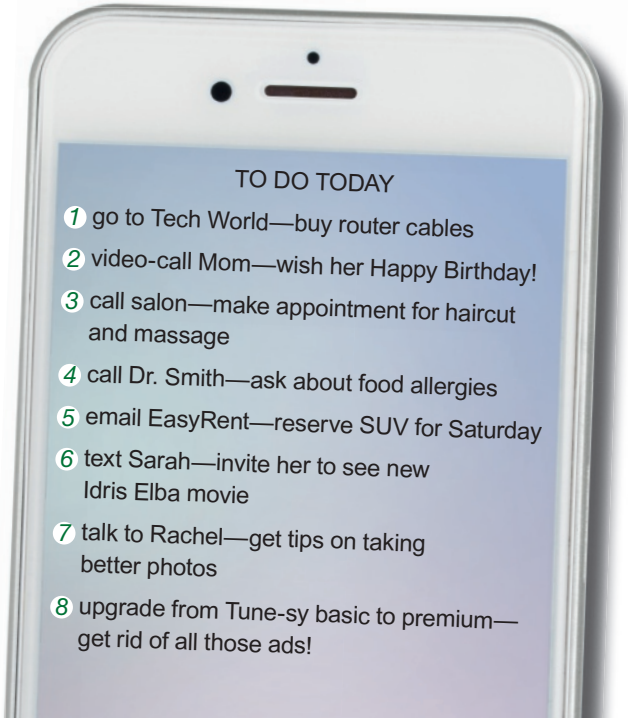
**D** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**E** NOTICE THE GRAMMAR | Find two infinitives of purpose in Zoom-In on page 111.

**F** PAIR WORK | Look at Laura's to-do list. Ask and answer questions, using infinitives of purpose.

Why is Laura going to go to Tech World?

To . . .




**Answers for Exercise E**
*1. But you should definitely contact the bank now **to cancel** that card.*
*2. I have an ID protection app **to make sure** it doesn't happen.*

# LESSON 1 Troubleshoot problems with devices

## A VOCABULARY

Suggested time: 4–6 minutes | Your time:

- Read the lesson title. Explain that *troubleshoot* means to try to solve a problem. Review that a *device* in this context is a machine that can be used to connect to the Internet, such as a phone or computer.
- Have Ss look at the pictures and read the solutions to the problems with devices. Elicit that a *solution* to a problem is a way of solving the problem or dealing with the problem.
- Play the audio. Have Ss read and listen. Explain the following:

  If the sound is *on mute,* the volume is turned down so it can't be heard.

  A *hotspot* is a device which allows you to connect to the Internet via Wi-Fi.

  A *router* is a piece of equipment that allows you to connect to other computers or networks, for example, the Internet.

  A *cable* is a thick wire or a group of thick wires inside a rubber or plastic covering. *Cables* are used to carry electricity or electronic signals.

  *Plugged in* means pushed into an electric socket so that a device can work.

  A *virus scan* is a test to look for any viruses present.

  *Delete* means to remove or erase.

  The *browsing history* is a record of all the places and websites you've visited on your computer.
- Play the audio again. Have Ss listen and repeat.

**EXTENSION** (+5 minutes) Have Ss think of and call out any other problems. Write the problems on the board. Go through each problem and have Ss come up with a solution. (For example: Problem: There are too many programs open, so the computer is running slowly; Solution: Close the programs you are not using.)

**LANGUAGE NOTE** Computer-related terms often have certain verbs that are commonly used with them. For example: *log on to the Internet, go online, run software, browse the web,* and *visit a website (or site).*

## B PAIR WORK

Suggested time: 3–5 minutes | Your time:

- Read the example.
- Have Ss work in pairs to talk about the ways they solve problems with devices. Have them use the vocabulary in Exercise A.

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the woman on the right. Read the woman's question.
- Read the first rule and the example sentences in the grammar chart.
- Ask, *How else can you say the first example?* (I contacted Online Support <u>because I wanted</u> some help with my laptop.) Write this on the board.
- Ask, *Which is a shorter way of expressing the idea:* to get some help *or* because I wanted some help*?* (to get some help)
- Read the second rule and the example sentences. Then ask individual Ss, *Why are you taking this class?* Tell them to use a short answer with an infinitive. (For example: to improve my English, to get a better job, to meet new people)

**GRAMMAR EXPANDER** (optional, page T141)

## D PRONOUNCE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Play the audio and have Ss read and listen to the examples in the chart.
- Walk around to monitor pronunciation as Ss listen and repeat.

## E NOTICE THE GRAMMAR

Suggested time: 2–4 minutes | Your time:

- Have Ss reread the Zoom-In conversation on page 111 and find the two examples of the infinitive of purpose. Make sure Ss understand they are to look for infinitives of purpose, not just infinitives.

## F PAIR WORK

Suggested time: 2–4 minutes | Your time:

- Ask, *Do you make to-do lists on your smart phone? If you don't, how do you remember to do things?*
- Have Ss read Laura's to-do list individually. Explain that the first part of each entry says what Laura will do; for example, *go to Tech World.* The second part gives the reason or purpose; for example, *buy router cables.* Answer any vocabulary questions.
- Read the example question. Elicit the answer: *To buy router cables.*
- Have Ss work in pairs to ask and answer questions about the to-do list.

**CHALLENGE** (+10 minutes) Have pairs work together to create a new to-do list. One partner should create the actions or tasks while the other creates the reason.

## G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Tell Ss to work individually to shorten each statement. Draw their attention to the sample answer.
- Then have them compare answers in pairs and practice the new conversations.
- Review the answers with the class.

**EXTENSION** (+5 minutes) Write the questions below on the board. In pairs, Ss should ask each other the questions and answer with short answers using infinitives of purpose.
*Why did you buy a new scanner?*
*Why did you email your friend?*
*Why did you connect to the Internet?*

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Ask if someone is available to talk with *Got a minute?*
- Ask for a description of the issue with *Is something wrong?*
- Make a suggestion with *Have you tried . . . ?*

- Have Ss look at the picture. Ask, *What is happening?* (The man is at the airport. He's talking to a woman on the phone.) *Do you think they're friends?* (They're smiling, so they're probably friends.) *What else is the man doing?* (working on his laptop)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What problem is Speaker A having?* (He wants to work on his laptop, but the Wi-Fi signal is very weak.)
  *What does Olivia suggest?* (moving closer to the hotspot to get a stronger signal)
- Call Ss' attention to the **Social language** box and Speaker A's first turn. Point out that *Got a minute?* is short for *Have you got a minute?*
- *So* is used at the beginning of a sentence in informal conversations to signal that an interesting story or a problem will follow.
- *In any case* means the same as *Anyway.* Speakers use it when they are adding something that corrects or supports what has previously been said.
- Ask Ss to identify the infinitive of purpose in the conversation. (to get a stronger signal)

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss look back to the Language Warm-Up on page 111. Also refer them to the Vocabulary and Grammar sections on page 112.
- Reinforce the conversation strategies and pronunciation tips in Exercises A and B.
- Have Ss read the **Ideas for solutions** box and the **Recycle This Language** box individually.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation. Tell Ss to check off each item as they use it.

## 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 vocabulary to describe problems with a phone or computer
- ✓ making suggestions with *Have you tried . . . ?*
- ✓ using infinitives of purpose to express ideas for solutions

**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 blank sheets of paper. Write on the board:
*Why does Maya have to restart her computer?*
*Why did you download the anti-virus software?*
*Why do you check your credit report often?*
Say, *Answer the questions using an infinitive.* Collect 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.

**G** **GRAMMAR PRACTICE** | **Shorten B's statement, making it a phrase with an infinitive of purpose. Then practice the new conversations with a partner.**

1 **A:** Why did you call the bank?
**B:** ~~Because I wanted to cancel my credit cards.~~ *To cancel my credit cards.*

2 **A:** Why did you order from Instant Dinner?
**B:** ~~Because I needed to get dinner in less than an hour~~. *To get dinner in less than an hour.*

3 **A:** Why did you get that new contactless credit card?
**B:** ~~Because I want to avoid handing it to people~~. *To avoid handing it to people.*

4 **A:** Why should most people have antivirus software on their computer?
**B:** ~~Because it prevents viruses and malware~~. *To prevent viruses and malware.*

5 **A:** Why do you think I should upgrade my router?
**B:** ~~Because it'll make your computer run faster~~. *To make your computer run faster.*

6 **A:** Why did you just restart your computer?
**B:** ~~Because I wanted to speed up its performance~~. *To speed up its performance.*

## COMMUNICATION ACTIVATOR

# Now let's troubleshoot problems with devices.



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

**A:** Hey, Olivia. Got a minute?
**B:** Sure! Is something wrong?
**A:** So I'm in the airport, and the Wi-Fi signal is so weak.
**B:** Have you tried moving closer to the hotspot to get a stronger signal?
**A:** Sounds like a good place to start. Thanks!
**B:** In any case, it's worth a try. Good luck and take care.

**Social language**
**Ask if someone is available to talk with "Got a minute?"**

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

**C** **CONVERSATION PAIR WORK** | **Change the conversation, using different problems and solutions.**

**A:** Hey, ..... Got a minute?
**B:** Sure! .....?
**A:** .....
**B:** Have you tried ..... to .....?
**A:** .....

**Ideas for solutions**
- delete your browsing history [to make it run faster]
- check the volume [to make sure you're not on mute]
- restart it [to fix the problem]
- restart your router [to see if that's the problem]
- run a virus scan [to see if it's a virus]

**KEEP TALKING!** ●●●

**Describe your progress.**
I tried restarting, but it's not working.
OK, that's better!

**Ask more questions.**
Is your battery OK?
Can you get online now?

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**

I have no sound.
My [laptop] is running slowly.
My screen is frozen.
I can't get online.
There's no Wi-Fi connection.
It's overheating.
I think I have a virus.
My file didn't save.
I don't get it.
Don't jump to conclusions.
What a pain in the neck!
Better safe than sorry.
That should give you some peace of mind.

**D** **CHANGE PARTNERS** | **Change the conversation again. Use other problems and solutions.**

# 2 COMMUNICATION GOAL Compare software and services

**A** VOCABULARY | Computer systems, software, and services | Read and listen. Then listen again and repeat.

**an application** computer software that enables a user to perform tasks such as creating documents, presentations, and other media and file types

**a cloud storage service** a service that stores a user's computer files in an online location so it's not necessary to use too much storage space on a computer

**a streaming service** an online service that enables a user to listen to music or watch video on demand

**an online backup service** a service that automatically saves files a computer user creates and stores them so they cannot be lost if the computer is damaged

**an Internet browser** an application for accessing information online

**an anti-virus program** an application that identifies and removes computer viruses

**an email account** a service that enables users to send, receive, and store email messages

**a password manager** an application that creates and stores a variety of secure passwords

**B** PAIR WORK | Talk about the software and services you have on your devices and why you have them.

"I use an online backup service to store my files automatically. Who wants to worry?"

COACH

**C** GRAMMAR | Comparisons with as . . . as

**To express similarity**

**Use as . . . as with an adjective to describe how two things are equal or the same. You can use the adverb just for emphasis.**

My new email account is **as secure as** my old one.
The Spendora music streaming app is **just as ad-free as** Singafy, and it has a lot more songs.

**Use the adverb almost in affirmative statements to describe how two things are very similar but not exactly the same.**

MyCloud is **almost as popular as** Flopbox, but it's a bit more expensive.

**To express difference**

**Use not as . . . as to describe how two things are different. Use not quite when the difference is very small. Use not nearly to indicate that there's a big difference.**

My old antivirus program was**n't as quick as** my new one.
This new version of Document is**n't quite as efficient as** the older one, in my opinion.
Flick Me video streaming service is**n't nearly as good as** House Tickets.

**You can just use as + an adjective when the meaning is clear.**

eCloset is excellent, but Flopbox is just **as good**. (= just as good as eCloset)

The Lockout password manager is**n't as easy to use as** the FastPass.



**GRAMMAR EXPANDER** p. 142
- Comparatives and superlatives: review
- Comparison with adverbs

*Answers will vary. Possible answers include:*

**D** GRAMMAR PRACTICE | Compare the software or services using as . . . as and the cues.

1 My new antivirus program is reliable. My old one is reliable. (just) *1. My new antivirus program is just as reliable as my old antivirus program. / My new antivirus program is just as reliable as my old one.*

2 My editing application is user-friendly. Yours is much more user-friendly. (not nearly) *2. My editing application is not nearly as user-friendly as your editing application. / My editing application is not nearly as user-friendly as yours.*

3 The Unforgettable password manager is secure. The Memo password manager is less secure. (not quite) *3. The Memo password manager is not quite as secure as the Unforgettable password manager. / The Memo password manager is not quite as secure as the Unforgettable one.*

4 Flopbox and eCloset are both affordable. Flopbox is just a little bit more affordable. (almost) *4. eCloset is almost as affordable as Flopbox.*

# LESSON 2 Compare software and services

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Ask, *What is computer software?* (programs that you use to operate a computer)
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Point out that the word *application,* when related to a computer, usually refers to major programs used for many tasks. The word *app* is a short form of *application,* but is usually used for a smart phone application (such as the ones on page 109), although there are some computer applications referred to as *apps.*
- Explain that *access* means to find information on a computer.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the example.
- In pairs, Ss discuss what software and services they have and why.
- Have pairs share their opinions with the class. Take a class poll on which types of software and services are most popular.

## C GRAMMAR

Suggested time: 7–10 minutes | Your time:

- Have Ss look at the photo of the man on the right. Read his statement.
- Write on the board: *My smart phone is as good as your laptop.* Ask, *Is my smart phone better than your laptop?* (No, they're the same quality.)
- Direct Ss' attention to the heading *To express similarity* in the grammar chart. Read the first two rules and the examples. Ask, *Which email account is more secure: the new one or the old one?* (They are equally secure.)
- Emphasize that *as . . . as* is used to say that two things are equal or the same.
- Ask, *What is the difference between MyCloud and Flopbox?* (Flopbox is a little more popular. MyCloud is a bit more expensive than Flopbox.)
- Tell Ss that the names for the apps are made up.
- Tell the class to say pairs of sentences using *as . . . as* and *almost as . . . as* to compare Ss' hair length, height, age, and other characteristics. For example: *My hair is as long as yours. I am almost as tall as you.*
- Direct Ss' attention to the heading *To express difference.* Read the first rule and the examples. Ask:
  *Which antivirus program is quicker: the old one or the new one?* (the new one)
  *Which version of Document is more efficient: the new one or the older one?* (the older one)
  *Is the Flick Me video streaming service as good as the House Tickets service?* (no)
- Emphasize that *not as . . . as* is used to say that two things are different.
- To further illustrate the difference between *not quite* and *not nearly,* write these sentences on the board:
  *1. My computer isn't quite as fast as your computer.*
  *2. My computer isn't nearly as fast as your computer.*
  Ask:
  *Which sentence says that your computer is only a little bit faster than mine?* (1)
  *Which sentence says that your computer is much faster than mine?* (2)
  *Which words mean that the difference between the computers is very small?* (not quite as . . . as)
  *Which words mean that there's a big difference between the computers?* (not nearly as . . . as)
- Read the second rule and example under *To express difference.* Ask the class to think of additional examples.

**LANGUAGE AND CULTURE**

- Comparisons with *as . . . as* can focus on an adjective (*as good as*), an adverb (*not cost quite as much as*), or a noun (*as many new features as . . .*).
- In British English, *quite* can mean a little bit but not very when the stress is on *quite.* For example, the sentence *He was quite intelligent* means *He was a little bit intelligent but not very intelligent.* In American English, this sentence means he was very intelligent.

GRAMMAR EXPANDER (optional, page T142)

## D GRAMMAR PRACTICE

Suggested time: 7 minutes | Your time:

- Have pairs underline the point of comparison in each sentence. (1. reliable; 2. user-friendly; 3. secure; 4. affordable)
- Have Ss write the sentences individually.
- Review answers by asking Ss to write the sentences on the board. Answer any questions.

## E PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Ask Ss to read and listen to the sentences, paying attention to the stress in *as . . . as* phrases.
- Have Ss listen again and repeat.
- Tell Ss to practice reading the sentences aloud with a partner. Walk around the room and listen for correct stress.

## F PAIR WORK

Suggested time: 3 minutes | Your time:

- In pairs, Ss practice stress with *as . . . as* by reading aloud the statements they wrote in Exercise D on page 114. Walk around and check that Ss are placing the stress appropriately.

## G GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the sample answer.
- Read the items in the **Things to compare** box. Tell Ss they can add any other items.
- Write the list on the board. Ask, *What can you compare in each category?* (Gyms: cost, equipment, size; Cars: cost, size, speed, safety; Electronic devices: cost; performance; Stores: popularity, selection, cost; Restaurants: food, service, atmosphere, prices)
- Have Ss work individually to write five statements. Walk around and help as needed. Encourage Ss to use the various forms introduced in the grammar chart when writing their comparisons.
- Have Ss share sentences with a partner.
- Review by asking volunteers to share their sentences with the class.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

This conversation strategy is implicit in the model
▸ Suggest a course of action with *Suppose we . . .*

- Ask, *What do you see in the picture?* (Two people are looking at a laptop and talking.)
- Have Ss read and listen to the conversation. Check comprehension by asking:
  *What does Speaker A want to do?* (get a new password manager app)
  *Why?* (The old one is too complicated.)
  *What does Speaker B suggest?* (that they ask a friend for advice)
- *He's always up on the latest stuff* is an informal way of saying he always knows a lot about the latest technology.
- Call Ss' attention to the **Social language** box and read the sentence. Tell Ss that *Suppose we . . .* is used to make a suggestion or say one of several possible actions. For example: *Suppose we go to a movie tonight? Suppose we go to Honolulu next year?*
- Ask Ss to identify the comparison in the conversation. (Safekeep isn't as complicated as mine.)

## B PRONUNCIATION PRACTICE

Suggested time: 2–4 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss stress *complicated* in *as complicated as.*
- Monitor as Ss role-play the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 5–8 minutes | Your time:

- Have Ss work in the same pairs as in Exercise B.
- Have Ss look at the images and captions, most of which relate to the vocabulary on page 114. Tell Ss to use these apps and software for their role plays.
- Read the language in the **Ideas** box.
- Tell Ss to do each role play twice so they play both Speakers 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: 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 *as . . . as* comparisons correctly
✓ explaining why something needs to be replaced
✓ giving alternative suggestions with *Suppose we . . .*

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board:
*as . . . as*
*almost as*
*not quite as / not nearly as*
Have Ss write one sentence for each comparison about software or computer services. Collect 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 | Stress in as . . . as phrases | Read and listen. Then listen again and repeat.

1 This new laptop is as slow as the old one.
2 Flopbox is just as safe as eCloset.
3 My podcast app isn't nearly as good as yours.
4 The Riviera 2.3 operating system isn't quite as cheap as the 2.2.

**F** PAIR WORK | Take turns reading the statements you wrote in Exercise D aloud, paying attention to stress in as . . . as phrases.

**G** GRAMMAR PRACTICE | Write five statements with as . . . as comparing things you are personally familiar with. Then share your opinions with a partner.

*In my opinion, the Super Workout gym isn't nearly as good as Live Long Fitness Center.*

**Things to compare**
- gyms
- cars
- electronic devices
- stores
- restaurants
- other: ___

## COMMUNICATION ACTIVATOR

### Now let's compare software and services.



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

**A:** I think it's about time I got a new password manager.
**B:** What's wrong with your old one?
**A:** It's just too complicated. It's time to replace it.
**B:** Do you have a particular one in mind?
**A:** Well, I've heard Safekeep isn't as complicated as mine.
**B:** Suppose we ask my friend Glenn for advice. He's always up on the latest stuff.

**Social language**
**Suggest a course of action with "Suppose we . . . ."**

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

**C** CONVERSATION PAIR WORK | Role-play the conversation. Choose apps and software from the icons. Then change roles.

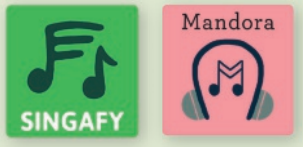
**A:** I think it's about time I got a new ..... .
**B:** What's wrong with your old one?
**A:** It's ..... . It's time to replace it.
**B:** Do you have a particular one in mind?
**A:** Well, I've heard ..... as ..... as ..... .
**B:** Suppose we ..... . . . .

**Ideas**

| | |
|---|---|
| not ad-free | not secure |
| not affordable | not user friendly |
| not convenient | not good |
| not easy to use | too expensive |
| not efficient | too pricey |
| not reliable | too slow |

**KEEP TALKING!**
- Talk about other new things you need.
- Suggest other ways to get information.

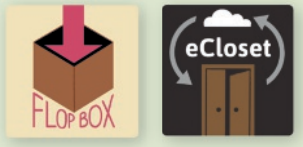
Watch the video for ideas!



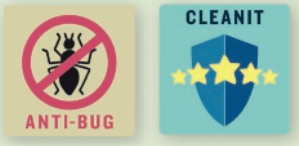
music streaming services



e-mail services



cloud storage systems



anti-virus programs



presentation applications



password managers

**D** CHANGE PARTNERS | Role-play the conversation again. Choose other apps and software from the icons.

# 3 COMMUNICATION GOAL Describe your Internet use

**A** **PAIR WORK** | Compare and discuss reasons for using the Internet.

## I use the Internet . . .

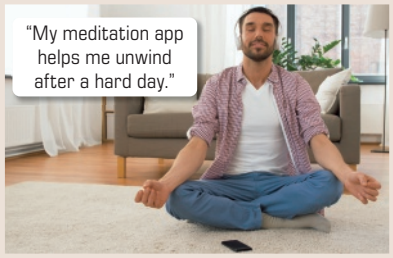
**1** to find information




**2** to read my favorite blogs, newspapers, and magazines




**3** for self-improvement




**4** for job hunting

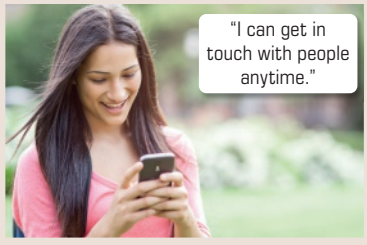



**5** to book travel services






**6** for instant messaging




**7** for friendship and dating

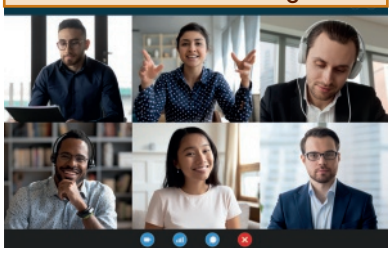


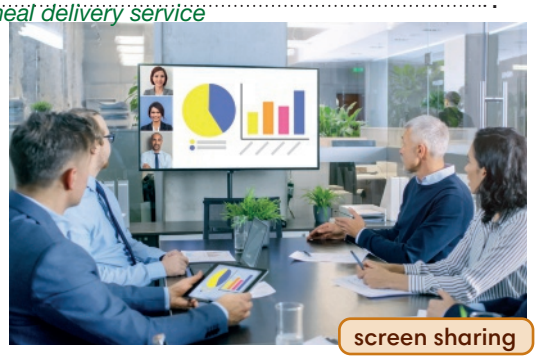

*1. ordering food from a meal delivery service, ordering groceries online, and buying clothes online*

**B** **LISTEN TO CONFIRM CONTENT** | Listen to the different ways each person uses the Internet. Then complete the statements.

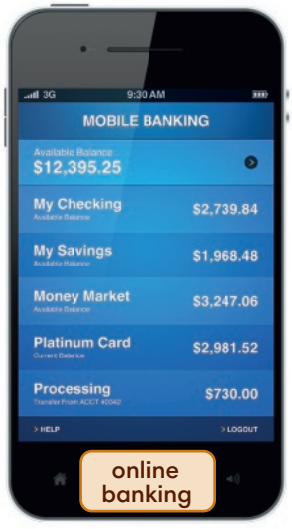
1 Caller 1 discusses *2. video conferencing, screen sharing, online banking, and paying with an e-wallet*.
2 Caller 2 discusses *3. online advertising, online banking, and ordering meals from a meal delivery service*.
3 Caller 3 discusses .....

video conferencing





screen sharing




online banking



ordering groceries online



paying with an e-wallet

ordering food from a meal delivery service






buying clothes online

# LESSON 3 Describe your Internet use

## A PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Ask, *How often do you use the Internet?* Have volunteers guess the number of times a day that they use the Internet.
- Have Ss look at the photos and read the text.
- Read each reason. Point out that these are infinitives of purpose.
- Answer any vocabulary questions. Explain the following:
  *Instantaneously* means immediately.
  A *subscription* is a paid contract that allows you access to a service, such as music streaming, news, or computer software.
  To have something *at your fingertips* means to have knowledge or information ready and available to use very easily.
- Have Ss work in pairs to discuss the reasons they use the Internet.
- Say each reason and have Ss raise their hands if this is a reason they use the Internet.

**OPTION** (+5 minutes) Have Ss close their books. Write the reasons in Exercise A on the board. Read the people's statements in quotes (mix up the order) and have Ss match them to the reasons.

**EXTENSION** (+5 minutes) Take a poll to see how many Ss have a paid subscription to an online service. If anyone is comfortable sharing, ask, *What do you have a subscription to?*

**EXTENSION** (+5 minutes) Ask Ss to call out any other reasons they use the Internet. Write the reasons on the board.

## B LISTEN TO CONFIRM CONTENT

Suggested time: 10–15 minutes | Your time:

- Have Ss look at the photos and read the captions.
- Say, *Raise your hand if you use the Internet in any of these ways.* Read the captions one by one and wait for Ss to raise their hands. Determine which of these seven reasons is the most popular.
- Tell Ss they will listen to three people describe how they use the Internet. Say, *They will talk about the ways shown in the photos.*
- Play the audio. Have Ss listen.
- Play the audio again. Ss listen and complete the statements.
- Play the audio again so Ss can check their answers.
- Have Ss compare their answers in pairs and then review answers as a class.
- Clarify any vocabulary queries as needed. For example:
  *Order in* means to have food delivered to your home or office.
  *Fool around with* here means to waste time on.
  *Isn't too bad* means it's OK.
  *Don't get me wrong* means *Don't misunderstand me.*
  *Here goes* is said before someone gives a detailed or longer explanation of something.
  A *win-win* is something that has no downside or disadvantage to it.
  *Authentic* means made in the original and traditional way.
  A *cooperative* is a business owned equally by all the people working there.
  When Isabel says *Here's a plug for the business,* she means she's going to say the name of the business.
  *I thank my lucky stars* means I'm thankful or grateful.

**OPTION** (+5 minutes) Before Ss listen, pre-teach the Exercise B vocabulary discussed above.

## C LISTEN FOR SUPPORTING DETAILS

Suggested time: 5–10 minutes | Your time:

- Have Ss read the statements. Tell them that all the statements are true and that they will listen to the audio again to find information that supports each statement.
- Play the audio. Ss can write notes while they listen.
- Have Ss work in pairs and explain how they know the answer is true.
- Review the answers with the class.

**Answers for Exercise C**

1. *He says what he likes about the Internet is "the speed."*
2. *He says, "I actually use this delivery app several nights a week. I have to say, so do almost all my friends and colleagues."*
3. *She says, "When I need to have a meeting with my colleagues or my clients, we usually connect through a video conferencing program so we can see each other as we talk. One of the best things, though, is screen sharing. . . . I can just make my computer screen visible to the others in the conference . . . we can be anywhere in the world—Canada, Mexico, Japan."*
4. *"I've been banking online for years." And "I've even got my bank's app on my phone so I can bank from anywhere."*
5. *" . . . some friends convinced me that I didn't have to work for a company, and that I could use my skills independently. One thing led to another, and I decided to just market the product to customers myself on the Internet."*
6. *"One downside of having my own business is that I never stop working! I just thank my lucky stars for my meal delivery app!"*

# Communication Activator

## A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- Have Ss complete the survey individually.
- Walk around and help as needed.
- Review responses with the class. Ask several Ss, *What other things do you use a computer for? Can you imagine your life without a computer? Can you imagine your life without the Internet?*

**EXTENSION** (+10 minutes) Have Ss estimate how much time they spend on each individual activity that they checked on an average day. Then have them add up the amount of time they spend on each category per day. If there is time, you can ask a few volunteers to say how much time they spend per category and see if anyone else in the class spends a similar amount of time, more time, or less time.

## B PAIR WORK

Suggested time: 5–10 minutes | Your time:

- Have Ss work in pairs to compare the information in their questionnaires.
- Read the example conversation with a higher-level S.
- Write on the board: *How, Why, Where, When,* and *How often.* Tell Ss to ask each other information questions with these words about their Internet use.
- Bring the class together and have Ss share.

**CHALLENGE** (+10 minutes) Write on the board: *Your computer or phone has broken down. You have no Internet access for one week. How will this affect your life?* Have pairs or small groups discuss what this would mean for them over the week. Have pairs or groups share their responses with the rest of the class.

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

✓ using vocabulary to describe their Internet use
✓ using infinitives of purpose
✓ asking and answering information questions

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Have Ss write a short paragraph (3–4 sentences) about the main ways they use the Internet. Collect answers as Ss leave. Read them to identify areas for review and extra practice.

Remind Ss of additional listening practice in their digital resources.

**C** LISTEN FOR SUPPORTING DETAILS | **Read these true statements. Then listen again to find the information that supports them. With a partner, explain how you know the statement is true.**

1 Han-bin doesn't like to wait a long time for things.
2 Han-bin's meal delivery habits are common in Korea.
3 Lisa's clients don't have to travel to work with her.
4 Lisa doesn't often go to the bank.
5 Isabel didn't take a traditional job.
6 Isabel doesn't have much time to cook.

*See page T117 for answers.*

## COMMUNICATION ACTIVATOR

**Now let's describe your Internet use.**

**A** TALKING POINTS | **Check the activities that you do on the Internet.**

### I USE THE INTERNET TO . . .

**EDUCATION**
- ○ take online classes
- ○ practice English
- ○ take exams
- ○ do extra classwork
- ○ other: _____

**ENTERTAINMENT**
- ○ watch movies or TV
- ○ listen to music, radio, or podcasts
- ○ listen to audiobooks
- ○ read news, magazines, or blogs
- ○ play games
- ○ other: _____

**SELF-IMPROVEMENT**
- ○ get guidance while I exercise
- ○ help me meditate or sleep better
- ○ learn how to improve my diet or nutrition
- ○ other: _____

**COMMUNICATION**
- ○ read and post on social media
- ○ text-message
- ○ share photos
- ○ send and receive emails
- ○ do video conferencing or video calls
- ○ screen share
- ○ other: _____

**TRAVEL**
- ○ make reservations
- ○ buy tickets
- ○ other: _____

**EMPLOYMENT**
- ○ look for opportunities
- ○ apply for jobs
- ○ other: _____

**BANKING AND FINANCE**
- ○ pay bills
- ○ manage my money
- ○ other: _____

**SHOPPING**
- ○ buy clothing and other products
- ○ buy or order food
- ○ order meals at home
- ○ other: _____



**B** PAIR WORK | **Compare and discuss your responses. Ask and answer information questions with How, Why, Where, When, and How often. Then discuss with the class.**

How can the Internet help you sleep better?

I have a great meditation app. I use it every night to relax.

# 4 COMMUNICATION GOAL Discuss the downsides of the Internet

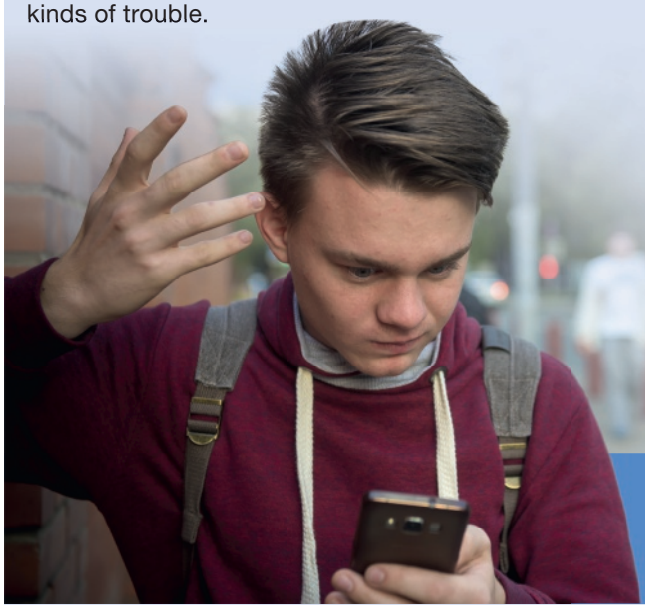
**A** READING | Read about some downsides of the Internet. Which of the problems in the article do you think are the most serious?

## The Downsides of the Internet

**It's hard to imagine a world without the benefits of the Internet—connections with old and new friends on social media, choices of entertainment, access to more products, and instant access to information. However, the Internet has also introduced a number of downsides to anyone who expects to be able to use it worry-free.**




Cyber predators—criminals who look for Internet users they can take advantage of—regularly search online for email addresses and phone numbers they can use to "phish" for, or get access to, personal information or a way to enter your device. Claiming to work for a government agency or a well-known company, they may call or email and offer to solve a problem for you—but they say they just need your credit card number in order to do that. Or they might send a text message with an attachment, saying "I thought you'd like this!" However, if you click on the attachment, a virus enters your device to cause all kinds of trouble.



Social media provides a place where young people learn to interact with each other. But one all too common problem is cyberbullying: kids posting terrible comments about less popular kids they consider "uncool." Face-to-face bullying has always existed in schoolyards and playgrounds, but cyberbullying has moved bullying into the privacy of the bedroom. Psychologists explain that kids feel freer to bully other kids on social media than they ever would in person, especially if they can do it anonymously. More than 30% of children and teens say they have been victims of cyberbullying.

A more recent practice on the Internet is "trolling," or posting negative messages to an online group. These messages are designed to produce strong emotional responses from group members. For example, if a group regularly discusses political issues, a "troll" might post numerous messages taking an opposing view—not to have an interesting discussion, but to make people angry. The result might be that other people avoid posting messages or even decide to leave the group. "Trolls" also often post false information about the news, celebrities, politics, and more. So it's important not to believe everything you see on the Internet and to check sources to determine if information is true.

**The Internet offers us all so many advantages. However, we all need to be careful as we make use of it.**

**B** UNDERSTAND MAIN IDEA | Check the statement that expresses the main idea of the article.

- ☐ **a** Bullying is a common problem for children and teens in playgrounds.
- ☑ **b** Cyber criminals, cyberbullies, and trolls are some downsides of the Internet.
- ☐ **c** Clicking on an attachment from an unknown person can cause a virus to enter your device.

# LESSON 4 Discuss the downsides of the Internet

## A READING

Suggested time: 10 minutes | Your time:

- Read the title of the lesson. Ask, *What is a* downside? (a problem or disadvantage; the opposite is an *upside*)
- Have Ss look at the photos. Ask, *What do you think the person in the top photo is doing?* (something bad on the computer) *How does the young man in the bottom photo feel?* (frustrated or surprised by something he sees on his phone)
- Ask, *What problems do you think the article will talk about?* (For example: stealing personal information, introducing viruses, bullying, posting negative comments online)
- Play the audio. Have Ss read and listen along silently.
- Ask them to underline the vocabulary they don't know as they listen. Clarify vocabulary or have Ss use a dictionary.
- Explain *cyberbullying* by dividing the word into its parts: *Cyber* refers to messages and information on the Internet; *bully* means to scare someone by showing power or threatening violence.
- Check comprehension by asking:
  *How can viruses enter computer systems?* (through junk emails or text messages)
  *What percentage of children and teens have been victims of cyberbullying?* (more than 30%)
- Read the target question in the directions: *Which of the problems in the article do you think are the most serious?* Have pairs discuss their opinions with reasons. Keep the discussion brief as they will explore the topic in more detail in Exercise B on page 119.

**EXTENSION** (+5 minutes) Have pairs or small groups talk about how they check sources to determine if information is true.

**OPTION** (+5 minutes) Ask Ss to discuss these questions in groups: *Has your phone or computer ever had a virus? If yes, what happened?*

## B UNDERSTAND MAIN IDEA

Suggested time: 5 minutes | Your time:

- Have Ss read the three statements.
- Have Ss work in pairs to check the main idea.
- Review answers with the class. Ask, *Why isn't statement a the main idea?* (It speaks about just one downside.) *Why isn't statement* c *the main idea?* (It also speaks about just one downside.)

## C UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Begin by having Ss scan the text for the terms in the exercise. (1. cyber predator: paragraph 1; 2. take advantage of: paragraph 1; 3. cyberbully: paragraph 2; 4. privacy: paragraph 2; 5. victim: paragraph 2; 6. troll: paragraph 3) Tell Ss to read the context to understand the meaning.
- Have Ss read the statements and the choices.
- Answer any vocabulary questions.
- Have Ss work individually to circle the correct answers.
- Have Ss compare answers in pairs.
- Review answers with the class. Discuss where in the article Ss found each answer.

## D DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss work in groups to discuss ideas for how to deal with cyber predators, cyberbullies, and trolls.
- Have Ss share their ideas as a whole class discussion. If Ss feel comfortable, they can share personal experiences they've had, or people they know have had, with these problems.

**OPTION** (+10 minutes) Divide the class into three groups. Assign each group one of the three downsides of the Internet (cyber predators, cyberbullying, or trolls). Each group should focus on ideas about how to deal with that problem. Then have each group give a short presentation on their prevention tips and ideas.

# Communication Activator

## A TALKING POINTS

Suggested time: 10–15 minutes | Your time:

- In pairs, Ss write notes about the upsides and downsides of each online activity.
- Encourage Ss to be specific. Walk around and help as needed.
- Model the activity. Draw the chart below on the board. Write in the example of possible responses. Tell Ss they can use either full sentences or notes.

| | *USING SOCIAL MEDIA* |
|---|---|
| *UPSIDES* | *Social media allows you to be in touch with your friends.* |
| *DOWNSIDES* | *People can use social media to bully other people.* |

- Bring the class together. As you review ideas with the class, draw charts on the boards to show Ss' responses.

## B DISCUSSION

Suggested time: 5–10 minutes | Your time:

**SOFT SKILLS BOOSTER** (optional, pages T153A–B)

- Read the example conversation with a higher-level S.
- Have Ss work in pairs or small groups to give their opinion about whether the Internet has more upsides or downsides. Have Ss support their ideas with examples from Exercise A.
- Invite Ss to look at the **Optional** box. Have Ss write their examples on the board or in their notebooks. 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

✓ giving their opinions about the upsides and downsides of Internet use

✓ using infinitives of purpose

## WRITING

Suggested time: 8 minutes | Your time:

- Have Ss read the writing sample individually.
- Tell them to write 2–3 paragraphs. If Ss write two paragraphs, paragraph 1 should be about the upsides of the Internet (as in the example), and paragraph 2 should describe the downsides and state how to avoid the downsides. If they write three paragraphs, each paragraph can describe one aspect of the Internet, considering both the upsides and downsides of that aspect and how to avoid the downsides.
- Ss write their paragraphs. 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 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) Have Ss write their names on blank sheets of paper. Have Ss write 2–3 things they will change about their Internet habits based on the upsides and downsides discussed. Collect 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.

**C** UNDERSTAND FROM CONTEXT | **Circle the correct answer to complete each sentence.**

1 A "cyber predator" is someone who ...b....
   a works for a government agency
   b phishes for personal information
2 If you "take advantage of" someone, you ...b....
   a help that person do something
   b cause that person to do what you want
3 A "cyberbully" is someone who ...a....
   a posts hurtful things online about someone
   b sends messages anonymously
4 "Privacy" is something you have when you are ...a....
   a alone
   b with other people
5 A "victim" of cyberbullying is someone who ...a....
   a has been bullied online
   b has never experienced bullying online
6 An Internet "troll" is someone who tries to ...a....
   a create strong emotional reactions online
   b begin thoughtful discussions online

**D** DISCUSSION | **What do you think someone should do if he or she encounters a cyber predator, a cyberbully, or a troll while online?**

## COMMUNICATION ACTIVATOR

**Now let's discuss the downsides of the Internet.**

**A** TALKING POINTS | **With a partner, write the upsides and the downsides of each online activity.**

| **Using social media** | **Finding information** | **Shopping** |
|---|---|---|
| Upsides | Upsides | Upsides |
| Downsides | Downsides | Downsides |

**B** DISCUSSION | **Do you think the Internet has more upsides or downsides? Support your opinions with examples from Talking Points.**

I think there are more upsides than downsides. It's so easy to find information there. If you're careful, you don't have to worry.

I disagree. I've stopped using a credit card to shop online. Better safe than sorry.

SOFT SKILLS BOOSTER p. 162

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion.
Example: "It's hard to imagine a world without . . ."

## WRITING

**Write two or three paragraphs about the upsides and downsides of using the Internet in life and in work. Include information about how to avoid any dangers.**

*Most people today can't even imagine life without the Internet. From the time they get up in the morning until the time they go to bed, and even in the middle of the night, the Internet has become a part of everyone's lives. The Internet has many benefits. First of all, . . .*

WRITING HANDBOOK p. 152
- Organizing ideas
- Guidance for this writing exercise

# COMPARATHON!

**IDEAS**

affordable / unaffordable
expensive / inexpensive
comfortable
convenient
good / bad
nice
safe
quiet / noisy
large / small
near / far
up-to-date

Form two teams of two students each.

**GAME 1** Study the pictures and descriptions of the two cars and write comparisons with as . . . as about the cars. You have ten minutes to write as many statements as you can. The team with more correct comparisons wins.




**Car 1 Description**

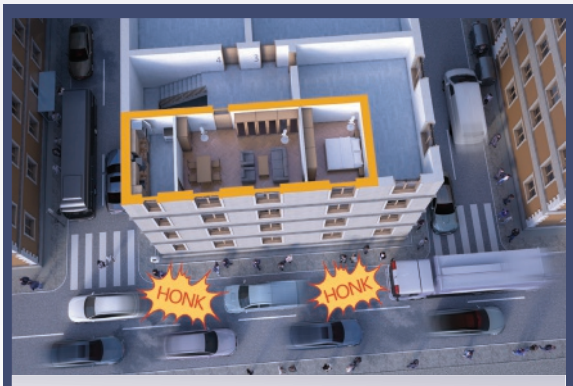
8 passengers
Safety rating: ★★★★
Features:
10 inch / 25.4 centimeter screen
US $26,500




**Car 2 Description**

4 passengers
Safety rating: ★★★
Features:
7.1 inch / 18 centimeter screen
Price: US $25,000

**GAME 2** Study the pictures and descriptions of the two apartments and write comparisons with -er or more and as . . . as about the apartments. You have ten minutes to write as many statements as you can. The team with more correct comparisons wins.




**Apartment 1 Description**

Three rooms on 4th floor
No elevator
US $1,800 per month
Downtown location, near two malls
Supermarkets and restaurants nearby
Subway station two blocks away
Full-service gym around the corner
On-the-street parking



**Apartment 2 Description**

Six rooms on 8th floor
Two elevators
US $2,500 per month
Quiet location
Air conditioned
Twenty-minute drive to nearest shopping mall
Fitness center in building with swimming pool
Parking garage

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Troubleshoot problems with devices.
- ☐ Compare software and services.
- ☐ Describe your Internet use.
- ☐ Discuss the downsides of the Internet.

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

## *Interactive Cool Down*

### COMPARATHON!

Suggested time: 30–45 minutes | Your time:

- Read the directions to play *Comparathon!* Go over the words in the **Ideas** box.
- In Game 1, each team of two Ss writes sentences with *as . . . as* to compare the two cars. Ss have 10 minutes to write as many sentences as possible. Have Ss read the descriptions of each vehicle.
- Refer Ss back to the grammar chart on page 114 for comparisons with *as . . . as*.
- Model the activity. Write on the board: *affordable*. Ask, *Can you make a sentence with as . . . as about the two cars?* (The 2022 Vela Hybrid is not as affordable as the 2020 Horizon.)
- In Game 2, teams write sentences with *-er* or *more* and *as . . . as* comparing the two apartments.
- The team with the highest number of correct sentences wins each game.
- Walk around as teams write their sentences. Assist with confirming that the sentences are correct as needed.

**CHALLENGE** (+20 minutes) Have small groups create a new version of the game by comparing different items. Ss must come up with two types of things to compare and list the details of each. Have groups exchange new games.

**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 review 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 two pages of 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.

# WHAT'S HAPPENING?

- Partner B: Look at Partner A's salon on page 60. Ask Partner A ten questions about the salon. Give Partner A one point for each correct answer.
- Then study the picture of your salon on this page for three minutes. Then close your book.
- Answer Partner A's questions about what's happening in your salon. Partner A gives you one point for each correct answer.
- The partner with the most points wins.

**Is someone getting a pedicure in your salon?**

**No. There isn't anyone getting a pedicure.**

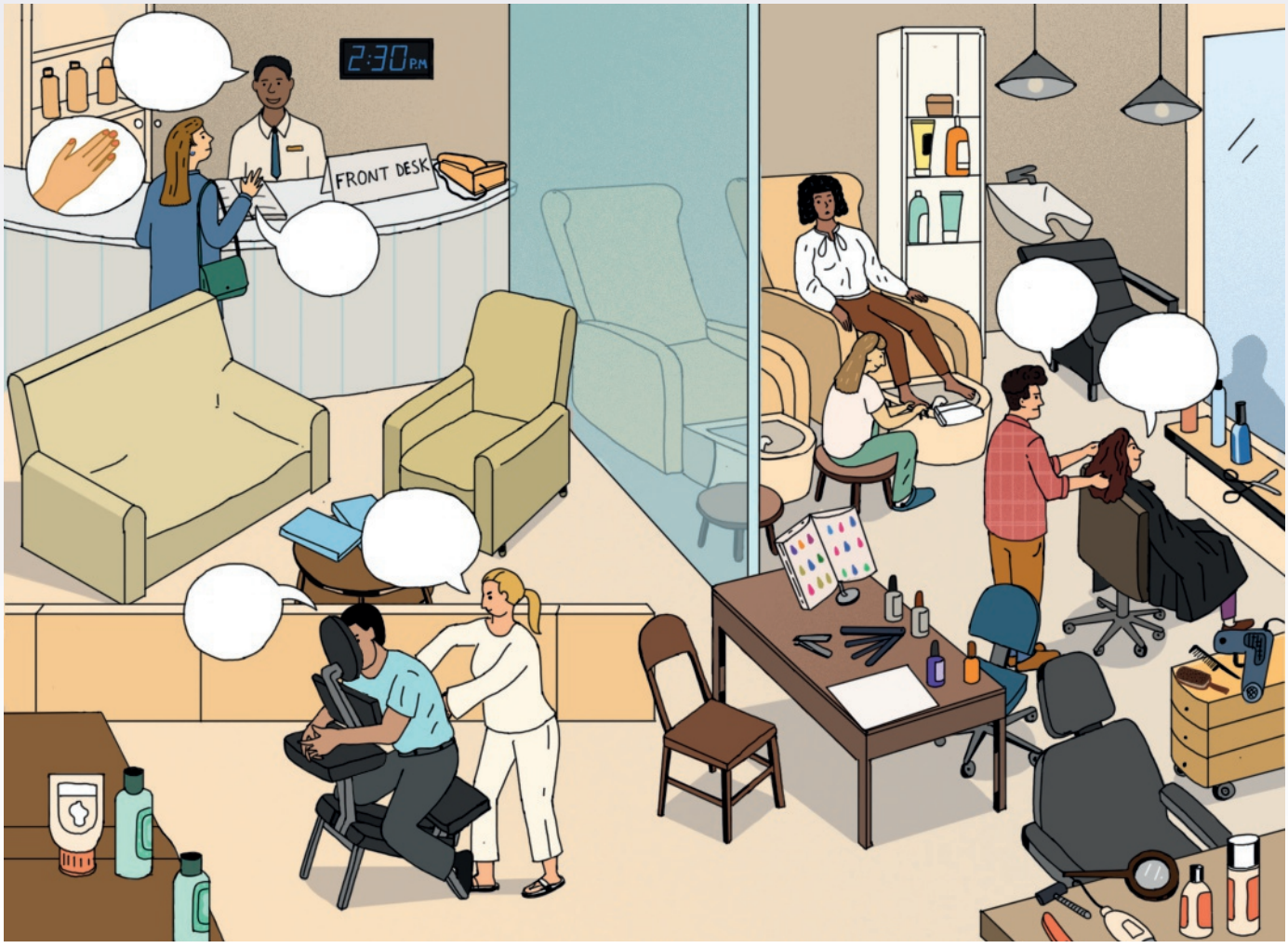
**Option: Role Play Activity**
Choose two people in your salon. Role-play the conversation between them.

*What color nail polish would you like?*

*Hot pink, please.*

## Partner B's salon

✓ PARTNER B's correct answers



# ACCIDENT TALES

**OPTION: Tell your story**

Take turns telling each other the story of your own accident. Ask questions. Be sure to express concern and relief. Say as much as you can. Then tell your partner's story to the class.

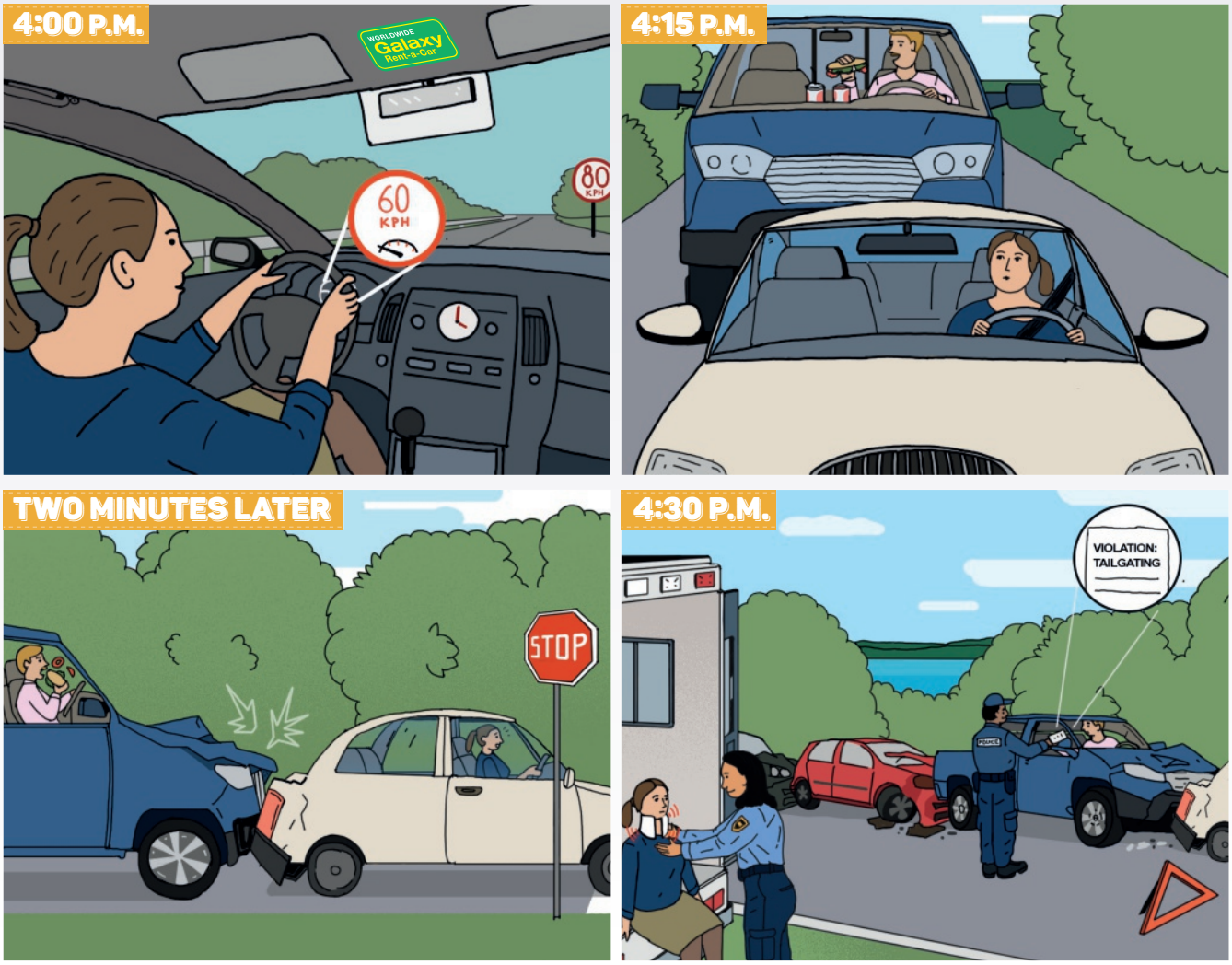
- **Partner B:** Look at Partner A's pictures on page 84. Ask Partner A ten questions about the pictures. Give Partner A one point for each correct answer.
- Then study the pictures on this page for three minutes. Then close your book.
- Answer Partner A's questions about your pictures. Partner A gives you one point for each correct answer.
- The partner with the most points wins.

## PARTNER B'S ACCIDENT

PARTNER B's correct answers

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

### LAST THURSDAY



# REFERENCE CHARTS

## PRONUNCIATION TABLE

### Vowels

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

### Consonants

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

## IRREGULAR VERBS

| base form | simple past | past participle |
|---|---|---|
| be | was / were | been |
| become | became | become |
| begin | began | begun |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| do | did | done |
| draw | drew | drawn |
| dream | dreamed / dreamt | dreamed / dreamt |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fit | fit | fit |
| fly | flew | flown |
| forget | forgot | forgotten |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| have | had | had |
| hear | heard | heard |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |

| base form | simple past | past participle |
|---|---|---|
| leave | left | left |
| let | let | let |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| quit | quit | quit |
| read /rid/ | read /rɛd/ | read /rɛd/ |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| sell | sold | sold |
| send | sent | sent |
| shake | shook | shaken |
| sing | sang | sung |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| stand | stood | stood |
| steal | stole | stolen |
| swim | swam | swum |
| take | took | taken |
| teach | taught | taught |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake up | woke up | woken up |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

## 1 THE PRESENT OF BE

**Statements**

| | | |
|---|---|---|
| I | am | late. |
| You<br>We<br>They | are | |
| He<br>She<br>It | is | |

## 2 THE SIMPLE PRESENT TENSE

**Statements**

| | |
|---|---|
| I<br>You<br>We<br>They | speak English. |
| He<br>She | speaks English. |

**Yes / no questions**

| | | |
|---|---|---|
| Do | I<br>you<br>we<br>they | know them? |
| Does | he<br>she | eat meat? |

**Short answers**

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

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

**Information questions**

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

## 3 THE PRESENT CONTINUOUS

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

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

**Information questions**

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

## 4 THE PAST OF BE

**Statements**

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

**Yes / no questions**

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

**Short answers**

| | | |
|---|---|---|
| Yes, | I<br>he<br>she<br>it | was. |
| | we<br>you<br>they | were. |

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

**Information questions**

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

## 5 THE SIMPLE PAST TENSE

Many verbs are irregular in the simple past tense. See the list of irregular verbs on page 123.

**Statements**

| | |
|---|---|
| I<br>You<br>He<br>She<br>It<br>We<br>They | stopped working. |

| | |
|---|---|
| I<br>You<br>He<br>She<br>It<br>We<br>They | didn't start again. |

**Yes / no questions**

| | |
|---|---|
| Did | I<br>you<br>he<br>she<br>it<br>we<br>they |

make a good dinner?

**Short answers**

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

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

**Information questions**

| | |
|---|---|
| When did | I<br>you<br>he<br>she<br>it<br>we<br>they |

read that?

| | |
|---|---|
| Who | called? |

## 6 THE FUTURE WITH BE GOING TO

**Statements**

| | | |
|---|---|---|
| I'm<br>You're<br>He's<br>She's<br>It's<br>We're<br>They're | going to | be here soon. |

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

**Yes / no questions**

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

**Short answers**

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

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

**Information questions**

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

# 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* test.

## UNIT 1 Lesson 1

### Spelling rules for -ing forms of verbs

**Add -ing to the base form of the verb.**
speak → speaking

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

**In verbs of one syllable, if the last three letters are a consonant-vowel-consonant (C-V-C) series, double the last consonant and then add -ing.**
C V C
s i t → sitting

**Be careful! Don't double the last consonant in words that end in -w, -x, or -y.**
know → knowing
mix → mixing
play → playing

**In verbs of more than one syllable that end in a consonant-vowel-consonant series, double the last consonant only if the stress is on the last syllable.**
be • gin → beginning **BUT** or • der → ordering

**A** Write the -ing form for these base forms.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | find | finding | 7 | go | going | 13 | come | coming | 19 | forget | forgetting |
| 2 | be | being | 8 | make | making | 14 | leave | leaving | 20 | eat | eating |
| 3 | get | getting | 9 | tell | telling | 15 | meet | meeting | 21 | pay | paying |
| 4 | bring | bringing | 10 | speak | speaking | 16 | drive | driving | 22 | think | thinking |
| 5 | say | saying | 11 | hear | hearing | 17 | run | running | 23 | buy | buying |
| 6 | write | writing | 12 | let | letting | 18 | give | giving | 24 | see | seeing |

### Gerunds and infinitives: function within sentences

**Gerunds (-ing form of a verb) and infinitives (to + base form) function as nouns within sentences.**

**Gerunds**

**Like nouns, gerunds can be subjects, subject complements, direct objects, and objects of prepositions.**
**Baking** is my favorite hobby. (subject)
My favorite hobby is **baking**. (subject complement; usually follows be)
I enjoy **baking**. (direct object)
I read a book about **baking**. (object of the preposition about)

**Infinitives**

**Infinitives can be subjects, subject complements, and direct objects.**
**To bake** well is a talent. (subject)
My dream is **to bake**. (subject complement; usually follows be)
I want **to bake**. (direct object)

**B** Underline the gerunds and circle the infinitives in these sentences. How is each used in the sentence? Write S for subject, SC for subject complement, DO for direct object, or OP for object of a preposition.

DO 1 I enjoy gardening on the weekends.
SC 2 His goal was (to become) a doctor.
OP 3 This is a great book about the history of painting.
S 4 Making new friends is very easy for some people.
DO 5 My cousin plans (to study) architecture.

# 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

### Spelling rules for -ing forms of verbs

Suggested time: 5 minutes | Your time:

- Read the spelling rules and examples. Explain the meaning of any unknown words.
- To confirm Ss' understanding of the rules, write on the board: *walk, use, knit, go, jog, take, blow.* Call on individual Ss to come to the board and write the present participle of each verb. (walking, using, knitting, going, jogging, taking, blowing) Be sure Ss have correctly dropped the *-e* in *using* and *taking* and doubled the consonant in *knitting* and *jogging*. Explain the meaning of any unknown words.
- Write on the board: *vowel* and *consonant*. Ask, *Which letters of the alphabet are vowels?* (*a, e, i, o, u,* and sometimes *y*)
- Continue confirming Ss' understanding by writing on the board: *begin, open, permit, order*. Ask Ss to look at the last three letters in each word and elicit that they end in a sequence of consonant-vowel-consonant.
- Say the words *begin* and *order*, exaggerating the stressed syllables. Have Ss repeat the words, focusing on the proper stress. Ask, *Which word has stress on the last syllable?* (begin) Point out the double consonant in *beginning* and read the last rule in the chart aloud.

### A Write the -ing form . . .

Suggested time: 5 minutes | Your time:

- Ask Ss to complete the exercise individually.
- Review the answers with the class.

### Gerunds and infinitives: function within sentences

Suggested time: 5 minutes | Your time:

- Write on the board: *1. I love dancing. 2. I love to dance*. Ask, *Do these sentences have the same meaning?* (yes) *What's the difference between them?* (Sentence 1 uses a gerund. Sentence 2 uses an infinitive.)

#### Gerunds

- Read the first rule and example sentences in the chart. Point to the highlighted words in the sentences and ask, *How do these words function: as nouns or verbs?* (They all function as nouns.)
- Explain the terms *subject*, *subject complement*, *object of a preposition*, and *direct object* as necessary. A subject is the person or thing that performs the action in the sentence. A subject complement describes or renames the subject of the sentence. The object of a preposition is the noun that follows the preposition in a sentence. A direct object is the person or thing directly affected by the verb, i.e., the receiver of the action in a sentence.
- To check their understanding of gerunds, write these examples on the board:
  *1. I saw a movie about skating.*
  *2. I enjoy skating.*
  *3. Skating is my favorite hobby.*
  *4. My favorite hobby is skating.*
- Elicit what part of speech the gerund in each sentence is. (1. object of the preposition *about*; 2. direct object; 3. subject; 4. subject complement)

#### Infinitives

- Read the rule and example sentences.
- To check Ss' understanding of infinitives, write on the board:
  *1. To paint well is a talent.*
  *2. My dream is to paint.*
  *3. I want to paint.*
- Elicit what part of speech the infinitive is in each sentence. (1. subject; 2. subject complement; 3. direct object)

### B Underline the gerunds . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the gerunds and circle the infinitives in the sentences.
- Have Ss work in pairs to identify how each is used in each sentence and write the corresponding letters.
- Review the answers as a class. Call on volunteers to write the answers on the board.

## UNIT 1 Lesson 2

### Negative gerunds and infinitives

Suggested time: 5 minutes | Your time:

- Read the rule in the chart. Read the example sentences.
- Write on the board: *I'm worried about never having enough money to pay rent.* Ask, *Can we replace* never *with* not? (yes) *Is the meaning the same?* (not exactly) Explain that in the sentence above, *never* suggests that not having money is an ongoing, continuous situation, whereas *not having enough money* refers to the situation right now.

**EXTENSION** (+5 minutes) To extend the practice of negative gerunds and infinitives, write these sentences on the board and have Ss write the negative sentences with the words in parentheses.
*They worry about having enough money. (not)* (They worry about not having enough money.)
*They are excited about having a lecture next week. (not)* (They are excited about not having a lecture next week.)
*He told me to study all night before a test. (never)* (He told me never to study all night before a test.)
*She decided to be early for the dinner. (not)* (She decided not to be early for the dinner.)

### A Complete each sentence . . .

Suggested time: 5 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.

### B Complete each sentence . . .

Suggested time: 5 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.

**EXTENSION** (+5 minutes) Write on the board: *I really don't like. . . .* Tell Ss to complete the sentence with a negative gerund. Model an example: *I really don't like not seeing my friends during the summer.*

## UNIT 2 Lesson 1

### The simple past tense and the present perfect: more on meaning and use

Suggested time: 5 minutes | Your time:

- Read the rules and examples.
- Confirm understanding by reading these sentences aloud and ask Ss if each is in the simple past or the present perfect:
  *We studied for our test last weekend.* (simple past)
  *I've read that book many times.* (present perfect)
  *I've been to Peru twice.* (present perfect)
  *I ran 5 miles this morning.* (simple past)
- Have Ss identify the definite times in the simple past sentences. (last weekend, this morning)

### A Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the specific times mentioned in the sentences.
- Ask Ss to complete the exercise individually. Review the answers with the class.
- Then have Ss take turns reading the sentences aloud with a partner.

**EXTENSION** (+5 minutes) For further practice, have Ss write four sentences: two in the simple past and two in the present perfect. In pairs, have them take turns reading their sentences. Walk around and answer any questions.

## UNIT 1 Lesson 2

**Negative gerunds and infinitives**

**A gerund or infinitive can be made negative by using a negative word before it.**

They complained about **not having** enough money.
They complained about **never having** enough money.
He told me **never to be** late.
He told me **not to be** late.

**A** **Complete each sentence with an affirmative gerund or negative gerund with not.**

1 I'm afraid of *flying* (fly), so I usually take a train.
2 Megan is an introvert. She hates *going* (go) to a party alone.
3 Amy is an extrovert. She hates *not seeing* (see) her friends very often.
4 I'm afraid of *not having* (have) enough time to get to the airport. We should leave early.
5 I suggest *not joining* (join) a gym. They're too expensive!
6 I prefer *not drinking* (drink) coffee at night because I can't sleep.

**B** **Complete each sentence with an affirmative or negative infinitive.**

1 Most people would prefer *not to travel / never to travel* (travel) in bad weather.
2 Chris and Amy hope *to move* (move) to a bigger house next year.
3 I need *to learn* (learn) more about gardening.
4 Try *not to make / never to make* (make) too much noise when the baby is sleeping.
5 We both agreed *not to work / never to work* (work) on the weekends so we can relax.
6 He decided *to cook* (cook) at home instead of going to a restaurant.

## UNIT 2 Lesson 1

**The simple past tense and the present perfect: more on meaning and use**

**Use the simple past tense to describe an action that took place at a definite or specific time in the past.**

We **rode** bicycles when we were children. (But we don't ride them now.)
They **walked** all morning. (But they aren't walking now.)
We **were** students then. (But we're not students now.)
They **were** sick last week. (But they're not sick now.)

**Use the present perfect to describe an action that took place at an indefinite or unspecific time in the past.**

I **have been** to Thailand once.
We**'ve eaten** at that restaurant many times.

**A** **Complete each sentence with the simple past tense or the present perfect form of the verb.**

1 Ellen *has read* (read) that book at least five times. It's her favorite.
2 Greg *bought* (buy) the tickets for the movie this morning.
3 I *was* (be) a student in 2018.
4 *Has* Jake *met* (meet) your brother?
5 We *didn't travel* (not travel) anywhere last year.
6 I *waved* (wave) when I *saw* (see) Mary this afternoon.
7 I *have gone* (go) on vacation to Hawaii many times. It's so relaxing!
8 *Have* you *visited* (visit) Mexico City? You would love it.

# UNIT 2 Lesson 2

## Indefinite time: common errors

**Before**

**Use before (not ever or yet) in affirmative statements.**
I've been there before. NOT I've ~~ever~~ been there. / I've been there ~~yet~~.

**Don't place before at the beginning of a sentence or between have / has and the past participle.**
DON'T SAY: ~~Before~~ I've been there. OR I've ~~before~~ been there.

**Already**

**Use already in affirmative (not negative) statements.**
I've already been there. NOT I haven't ~~already~~ been there.

**Remember: Place already before the past participle. Don't place already at the beginning of a statement.**
DON'T SAY: I ~~already~~ have been there. OR ~~Already~~ I've been there.

**Never**

**Don't use never with a negative verb.**
I've never been there. NOT I ~~haven't never been~~ there.

**With a negative verb, use ever instead.**
I haven't ever been there.

**Don't place never at the beginning or end of a sentence.**
DON'T SAY: ~~Never~~ I have been there. OR I have been there ~~never~~.

**Ever**

**You can use ever and before together in questions and negative statements.**
Have you ever been there before? / I haven't ever been there before.

**But don't use ever with yet or already.**
DON'T SAY: Have you ever been there ~~yet~~? OR We haven't ever been there ~~already~~.

**Don't place ever at the beginning or end of a sentence or question.**
DON'T SAY: ~~Ever~~ have you been there? OR I haven't been there ~~ever~~.

**Yet**

**Don't place yet at the beginning of a statement.**
I haven't been there yet. NOT ~~Yet~~ I haven't been there.

**A** **On a separate sheet of paper, correct the errors in the following questions and statements. In some cases, more than one answer is correct.**

1 Already she has seen the movie and read the book.
2 They haven't ever gone ice skating already.
3 I haven't never tried squid.
4 Has she before baked a cake?
5 Have you been already to Hawaii?
6 He has before been to Australia.

**B** **On a separate sheet of paper, rewrite each statement either with already or yet.**

1 I haven't had lunch.
2 They've been to Hawaii, Australia, and South Africa.
3 We haven't called home.
4 She's finished her class.

**C** **On a separate sheet of paper, rewrite each question or statement, using the cues and making necessary changes. In some cases, more than one answer is correct.**

1 (before) Have you gone snorkeling?
2 (yet) I haven't visited the Metropolitan Museum.
3 (already) He has seen this movie three times.
4 (ever) We haven't eaten at this restaurant.
5 (ever) We haven't tried Indian food.
6 (before) I have met her.
7 (yet) Has the taxi arrived?
8 (never) They haven't gone surfing.

### Answers for Exercise A

1. ~~Already she has~~ ***She has already*** *seen the movie and read the book. /* ~~*Already she*~~ ***She has*** *seen the movie and read the book* ***already****.*
2. *They haven't ever gone ice skating* ~~*already*~~ ***before****. / They haven't* ***ever*** *gone ice skating* ~~*already.*~~
3. *I* ~~*haven't*~~ ***have*** *never tried squid. / I haven't* ~~*never*~~ ***ever*** *tried squid. / I haven't* ~~*never*~~ ***ever*** *tried squid* ***before****.*
4. *Has she* ~~*before*~~ *baked a cake* ***before****? / Has she* ~~*before*~~ ***ever*** *baked a cake* ***before****?*
5. *Have you* ***already*** *been* ~~*already*~~ *to Hawaii? / Have you been* ~~*already*~~ *to Hawaii* ***already****?*
6. *He has* ~~*before*~~ *been to Australia* ***before****.*

### Answers for Exercise B

1. *I haven't had lunch* ***yet****.*
2. *They've* ***already*** *been to Hawaii, Australia, and South Africa. / They've been to Hawaii, Australia, and South Africa* ***already****.*
3. *We haven't called home* ***yet****.*
4. *She's* ***already*** *finished her class. / She's finished her class* ***already****.*

### Answers for Exercise C

1. *Have you gone snorkeling* ***before****?*
2. *I haven't visited the Metropolitan Museum* ***yet****.*
3. *He has* ***already*** *seen this movie three times. / He has seen this movie three times already.*
4. *We haven't* ***ever*** *eaten at this restaurant.*
5. *We haven't* ***ever*** *tried Indian food.*
6. *I have met her* ***before****.*
7. *Has the taxi arrived* ***yet****?*
8. *They have* ***never*** *gone surfing.*

## UNIT 2 Lesson 2

### Indefinite time: common errors

Suggested time: 5 minutes | Your time:

**Before**

- Read the rules aloud. Call on volunteers to read the example sentences.
- To confirm understanding, write the following statements on the board. Don't write the answers in brackets.
  *I've ever been to that restaurant.* (Correct answer: I)
  *I've been to that restaurant before.* (Correct answer: C)
- Have volunteers come up and label the sentences as *I* (incorrect) or *C* (correct).

**Already**

- Read the rule aloud. Call on volunteers to read the example sentences.
- Confirm understanding by writing on the board:
  *Already I've seen that movie.* (I)
  *I've already seen that movie.* (C)
- Have volunteers come up and label the sentences as *I* or *C*.

**Never**

- Read the rules aloud. Call on volunteers to read the example sentences.
- Confirm understanding by writing on the board:
  *She's never met someone famous.* (C)
  *She hasn't never met someone famous.* (I)
  *She has met someone famous never.* (I)
- Have volunteers come up and label the sentences as *I* or *C*.

**Ever**

- Read the rules aloud. Call on volunteers to read the example sentences.
- Confirm understanding by writing on the board:
  *I've ever been at that restaurant.* (I)
  *Have you been ever at that restaurant before?* (I)
  *Have you ever been there?* (C)
- Have volunteers come up and label the sentences as *I* or *C*.

**Yet**

- Read the rule aloud. Call on volunteers to read the example sentences.
- Confirm understanding by writing on the board:
  *Yet he hasn't been to Europe.* (I)
  *I haven't eaten at that restaurant yet.* (C)
- Have volunteers come up and label the sentences as *I* or *C*.

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class. Make sure Ss understand the task.
- Give Ss a few minutes to do the exercise individually.
- In pairs, Ss share answers and offer each other feedback.
- Review the answers with the class.

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

Suggested time: 5 minutes | Your time:

- Ask, *Which sentences are affirmative?* (2 and 4) *Negative?* (1 and 3)
- Do the first item as a class. Make sure Ss understand the task.
- Give Ss a few minutes to do the exercise individually.
- In pairs, Ss share answers and offer each other feedback.
- Review the answers with the class. Ask, *Can you use* yet *in the affirmative statements?* (no) *Can you use* already *in the negative statements?* (no)

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class. Make sure Ss understand the task.
- Give Ss a few minutes to do the exercise individually.
- In pairs, Ss share answers and offer each other feedback.
- Review the answers with the class.

**EXTENSION** (+5 minutes) Ask Ss to share things they have never done before. Then ask if anyone in the class has done any of these things.

## UNIT 3 Lesson 1

### The present perfect: information questions

Suggested time: 5 minutes | Your time:

- Read the rule and the first example sentence. Make sure Ss know that *invert* means *to change the order of*. To check understanding, write on the board: *You have seen the Eiffel Tower in Paris.* Ask, which *wh-* word could replace the information *Eiffel Tower?* (what) Write *What* under the sentence on the board. Then ask, *What is the subject of the sentence?* (you) Ask a volunteer to invert *have* and *you* and write the rest of the sentence. (What have you seen in Paris?)
- Call on volunteers to read aloud the rest of the information questions. Point out the inversion in each one.
- Read the **Note:** . . . aloud. Write the example sentence on the board. Underline *Who* and restate that it is the subject of the sentence. Explain that with *who* as subject, there is no inversion.

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

Suggested time: 5 minutes | Your time:

- Have Ss write information questions with the cues. Refer them to the example sentences to help them. Remind them that the *wh-* words begin the sentence.
- Then have them take turns reading the sentences aloud with a partner.
- Review the answers with the class.

**EXTENSION** (+5 minutes) Write the following statements on the board. Have Ss write the information questions that the statements are the answer to.

1. *She's seen* Frozen *three times.* (How many times has she seen *Frozen*?)
2. *I've seen two of her movies.* (How many of her movies have you seen?)
3. *He has directed mainly action movies.* (What type of movies has he directed?)
4. *Katherine Hepburn has received the most Oscar awards for best actor*. (Who has received the most Oscar awards for best actor?)
5. *They've given Meryl Streep the most Oscar nominations for best actor.* (Who have they given the most Oscar nominations for best actor to?)

## UNIT 3 Lesson 2

### Expressing preferences: review, expansion, and common errors

Suggested time: 5 minutes | Your time:

**Use <u>like</u> and <u>want</u> + a direct object . . .**

- Read the rule and the example sentences.
- Have three volunteers come to the board and each write a sentence about something they *like, don't like,* and *want.*

**Use <u>would like</u> + a direct object . . .**

- Read the rule and the example sentences.
- Remind Ss that the contraction for *would* is *'d*.
- Have two Ss come to the board. One writes a sentence with *Would you like . . . ?* and the other writes a response with *Yes, please. I'd like. . . .*

**Use <u>would like</u> + an infinitive . . .**

- Read the rule and the example sentences.
- Have two Ss come to the board. One writes a question with *Would you like to . . . ?* The other writes a response with *No, thank you. I'd like to. . . .*
- Have two other Ss come to the board. One writes a question with *Where would you like to . . . ?* The other writes a response with *I'd like to. . . .*

**Use <u>would rather</u> + a base form . . .**

- Read the rule and the example sentences. Make sure Ss understand the difference between the *base form* and the *infinitive* form of verbs (for example: *see* versus *to see*).
- Have two Ss come to the board and write sentences with *I'd rather. . . .*

**Use <u>than</u> with <u>would rather</u> . . .**

- Read the rule and the example sentences.
- Have two Ss come to the board and write sentences with *I'd rather . . . than. . . .*

**Be careful!**

- Read the rules and the example sentences.
- To test understanding, write a few incorrect sentences on the board and ask Ss to correct them. For example:
  *I would like buy a DVD.* (I would like to buy a DVD.)
  *I would rather to go to a movie.* (I would rather go to a movie.)

## UNIT 3 Lesson 1

### The present perfect: information questions

**Form information questions by inverting have and the subject of the sentence.**

What **has** Greta Gerwig **made** movies about?
Which horror movie **have** you **enjoyed** the most?
Where **have** they **created** the best special effects?
How **has** her documentary **changed** our thinking about the food we eat?
How many Almodóvar films **have** you **seen**?
How many times **has** she **streamed** the drama and love story *Titanic*?
Why **hasn't** he ever **directed** a science fiction movie?
Who **have** they **given** the most Oscar awards to for best director?

**Note: When Who is the subject of the sentence, there is no inversion.**

Who **has received** the most Oscar awards for best actor?

**A** On a separate sheet of paper, write information questions. Use the present perfect.

1 what / they / see / in the movie theater
2 where / she / work / before
3 which Ken Burns documentaries / you / watch
4 how many times / you / get / free tickets to a show
5 which reviews / they / read
6 why / they / take / *Bird City* out of the theaters
7 how / this week's movies / be
8 who / stream / *Mt. Fuji Wedding*

1. *What have they seen in the movie theater?*
2. *Where has she worked before?*
3. *Which Ken Burns documentaries have you watched?*
4. *How many times have you gotten free tickets to a show?*
5. *Which reviews have they read?*
6. *Why have they taken* Bird City *out of the theaters?*
7. *How have this week's movies been?*
8. *Who has streamed* Mt. Fuji Wedding*?*

## UNIT 3 Lesson 2

### Expressing preferences: review, expansion, and common errors

**Use like and want + a direct object to express likes, dislikes, and desires.**

They **like** comedies. We **don't like** musicals.
She **wants** a ticket to the 8:00 show.

**Use would like + a direct object to make a polite offer or a request.**

A: **Would** you **like** tickets for *Unforgettable*?
B: Yes, please. We**'d like** two tickets for the 6:00 show.

**Use would like + an infinitive (to + base form) to make a polite offer or to express wants.**

**Would** you **like to stream** a movie?
Where **would** you **like to go**?
I**'d like to go** to the movies.
He**'d like to see** a science-fiction film.

**Use would rather + a base form to express a preference for an activity.**

A: Would you like to see a movie at the theater or at home?
B: I**'d rather see** it at the theater.

**Use than with would rather to contrast preferences.**

I**'d rather** stream a movie **than** watch a movie on TV.
They**'d rather** go to a horror film **than** a documentary.

**Be careful!**

**Don't use a base form after would like.**

My husband **would like to meet** at the restaurant.
NOT My husband ~~would like meet~~ at the restaurant.

**Don't use an infinitive after would rather.**

We**'d rather get** tickets for the late show. NOT We~~'d rather to get~~ tickets for the late show.

**A** **On a separate sheet of paper, write sentences and questions using these words and phrases.**

1 they / rather / Would / watch TV or listen to music?
2 Who'd rather / see / not / a horror movie?
3 Jake / get / would like / something to eat.
4 you / What time / would rather / meet?
5 Her parents / not / would rather / watch / a musical.
6 They / see / would like / the new animated movie.
7 I'd rather / tonight / watch / a comedy.
8 Who / go / would like / to the movies?

**B** **Correct the errors in these sentences.**

1 ~~Do~~ they rather watch TV or movies? *Would*
2 My wife ~~likes~~ two tickets to the concert. *would like*
3 My friends and I ~~would like~~ watch a movie on TV. *would like to*
4 Who ~~would like~~ go to the movies with me tonight? *would like to*
5 I would rather ~~to~~ go out than ~~to~~ stay home.
6 Would they rather ~~to~~ see an action film than a comedy?
7 He ~~would like~~ buy a ticket for tonight's show. *would like to*

**Answers for Exercise A**

*1. Would they rather watch TV or listen to music?*
*2. Who'd rather not see a horror movie?*
*3. Jake would like to get something to eat.*
*4. What time would you rather meet?*
*5. Her parents would rather not watch a musical.*
*6. They would like to see the new animated movie.*
*7. I'd rather watch a comedy tonight.*
*8. Who would like to go to the movies?*

**C** **On a separate sheet of paper, answer each question in a complete sentence, expressing your own preference.**

1 What genre of movie do you usually like?
2 What movie do you want to see this weekend?
3 What would you like to have for dinner tonight?
4 Would you rather see a comedy or a horror movie?
5 Would you like to stream a movie at home or go to the movies?

*Answers will vary. Possible answers include:*
*1. I usually like [comedies].*
*2. I want to see* [The Sound of Music] *this weekend.*
*3. I'd like to have [Middle Eastern food] for dinner tonight.*
*4. I'd rather see a [comedy].*
*5. I'd rather [stream a movie at home].*

## UNIT 4 Lesson 1

### Will and be going to

**Use will or be going to for predictions about the future. The meaning is the same.**
It'll rain tomorrow. = It's going to rain tomorrow.

**Use be going to, NOT will, when you already have a plan for the future.**
A: Are you going to take a taxi to the airport?
B: No. I'm going to drive. NOT No. ~~I'll drive~~.

### Other uses of will

**Use will, NOT be going to, to talk about the immediate future when you do not already have a plan.**
Maybe I'll drive to the airport. NOT Maybe ~~I'm going to drive~~ to the airport.

**Use will, NOT be going to, to express willingness.**
I'll pay for the airport shuttle, but I won't pay for the Wi-Fi. (= I'm willing to pay for the airport shuttle, but I'm not willing to pay for the Wi-Fi.)

### Can, should, and have to: future meaning

**Can and should are modals and should never be used with will. Use be able to instead. Never follow a modal with another modal.**
I won't be able to come to your party. NOT I ~~won't can~~ come to your party.

**You can use can alone to express future possibility.**
Tomorrow you can ask the concierge for a restaurant recommendation.
We can't go to the museum today. It's closed on Tuesdays.

**You can use should alone to express future advice.**
You should eat in the hotel restaurant. It's great.

**However, you can use will with have to + a base form to express future obligation.**
I'll have to leave for the airport at 11:00.
We won't have to make a reservation at the restaurant.

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class. Make sure Ss invert *would* + the noun or pronoun in the question form except where *who* is the subject of the sentence.
- Give Ss a few minutes to do the exercise individually.
- In pairs, Ss share answers and offer each other feedback.
- Review the answers with the class.

### B Correct the errors . . .

Suggested time: 5 minutes | Your time:

- Do the first item as a class. Write on the board: *Do they rather watch TV or movies?* Ask, *What mistakes do you see in this sentence?* Cross out *Do* and replace it with *Would.*
- Give Ss a few minutes to do the exercise individually.
- In pairs, Ss share answers and offer each other feedback. If time permits, bring the class together and have Ss read their sentences aloud.

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

Suggested time: 5 minutes | Your time:

- After Ss answer the questions, have them interview a partner and share their answers.
- If time permits, compare preferences among Ss in the class.

## UNIT 4 Lesson 1

### Will and be going to

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples individually.
- Make statements using *will* and *be going to* to tell the class about your weather predictions for the future; for example: *It'll snow tomorrow. It's going to be warmer next week.*
- Ask Ss to make additional predictions about the future, such as *Our team will win the football game. The pool is going to reopen in July.*

### Other uses of will

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples individually.
- Model an example of the first use. Say, *I don't have any plans after school today. Maybe I'll go grocery shopping. Or maybe I'll go to the park and read a book.* Clarify that these are ideas you came up with right now for the immediate future.
- Invite Ss to share things they are willing or not willing to do with *will* such as paying for something, driving a friend to school, and so on.

### Can, should, and have to: future meaning

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples individually.
- Ask Ss to give you more examples of sentences that include *can*, *should*, and *will have to* with future meaning. Write their sentences on the board. (For example: 1. We can go to the beach tomorrow because it's going to be hot. 2. You should visit the Acropolis during your trip to Athens next month. 3. I'll have to take the airport shuttle at 8 o'clock tomorrow morning.)

**EXTENSION** (+5 minutes) Write the following sentence starters on the board:
*I won't be able to . . .*
*Tomorrow you can . . .*
*We can't . . .*
*You should . . .*
Have Ss work in pairs to write sentences using the sentence starters. Walk around and help as needed.

**EXTENSION** (+5 minutes) To practice *be going to* and *will* for predictions, have Ss take turns making predictions to a partner. Then assign Ss a new partner to discuss their plans for the future with *be going to*. They can choose from these topics: weekend plans, vacation plans, eating out plans, or work plans. If time permits, have each S report her or his partner's plans to the class.

### A Complete the sentences . . .

Suggested time: 5 minutes | Your time:

- Do the first item as a class.
- Give Ss a few minutes to do the exercise individually.
- To review the answers, call on volunteers to share their answers.

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

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the list of topics in the box. Write on the board: *Exercise, Accommodations, Clothes.* Model an example for the clothes topic: *I'll wear a skirt, but I won't wear shorts.*
- Give Ss a few minutes to do the exercise individually. Walk around and help as needed.
- To review the answers, have Ss work in groups of three to share their sentences with each other.

## UNIT 4 Lesson 2

### The real conditional (present and future): usage and common errors

Suggested time: 5 minutes | Your time:

- Read the first rule in the chart. Read the example sentences.
- Confirm understanding by writing on the board: *If you freeze water, it turns to ice.* Ask Ss to identify the verbs. (freeze and turns) Ask, *What tense are they?* (simple present)
- Ask several volunteers to come to the board and write sentences with the present real conditional expressing general or scientific facts.
- Read the second rule in the chart and the example sentences. Go back to the example sentence on the board. Ask, *Can we use* when *instead of* if *in this sentence*? (Yes: When you freeze water, it turns to ice.)
- Read the third rule in the chart. Read the example sentences.
- Confirm understanding by writing on the board: *If it rains tomorrow, I'm not going to go to the park.* Ask, *What are the verbs?* (rains, going to go) *What are the tenses?* (rains: simple present; going to go: future form)
- Read the **Remember** rule. Write on the board: *If I hear from her I'll call you.* Ask, *Does the sentence need a comma? Where?* (after *her*)
- Read the **Be careful!** rule and have volunteers read the example sentences aloud.

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

Suggested time: 5 minutes | Your time:

- Do the first sentence with the class. Remind Ss to use the simple present tense in both clauses.
- Have Ss work in pairs to write the sentences.
- Review the answers with the class.

### B Circle the correct form . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Review the answers with the class.

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

Suggested time: 5 minutes | Your time:

- Have Ss complete each sentence with true information.
- Walk around and make sure Ss have correctly formed the sentences and put commas in if necessary.
- Have Ss share their sentences in groups of three. Answer any questions.

**A** **Complete the sentences, using will or won't and the cues.**

1 *We won't have to cancel* (we / not have to / cancel) our reservation.
2 *I'll have to leave* (I / have to / leave) a message.
3 *They'll have to reserve* (they / have to / reserve) their tickets online.
4 *You won't have to take* (you / not have to / take) a taxi if there's an airport shuttle.
5 *He'll have to meet* (he / have to / meet) us at the hotel.
6 *I'll have to arrive* (I / have to / arrive) at the office by 9:00.

**B** **On a separate sheet of paper, write five sentences with will or won't for willingness on one of the following topics.**

**Topics**
- kinds of exercise you're willing (or not willing) to do
- kinds of vacation accommodations you're willing (or not willing) to stay in
- kinds of clothes you're willing (or not willing) to wear

Kinds of exercise you're willing (or not willing to do)
In the morning, I'll take a nice walk, but I definitely won't go swimming!

## UNIT 4 Lesson 2

**The real conditional (present and future): usage and common errors**

**Use the present real conditional to express general and scientific facts. Use the simple present tense or the present tense of be in both clauses.**
If the weather **is** bad, flights **are** delayed. [fact]
If you **heat** water to 100 degrees, it **boils**. [scientific fact]

**In present real conditional sentences, when (or whenever) is often used instead of if.**
**When** (or **Whenever**) the weather is bad, flights are delayed.
**When** (or **Whenever**) you heat water to 100 degrees, it boils.

**Use the future real conditional to express what you believe will happen in the future under certain conditions or as a result of certain actions. Use the simple present tense or the present of be in the if clause. Use a future form (will or be going to) in the result clause.**
If I **go** to sleep too late tonight, I **won't be able to** get up on time. (future condition, future result)
If the weather **is** horrible, I**'m not going to walk** to work. (future condition, future result)

**Remember: Use a comma when the if clause comes first. Don't use a comma when the if clause comes at the end of the sentence.**
If I see him, I'll tell you. I'll tell you if I see him.

**Be careful! Don't use a future form in the if clause.**
If I **see** him, I'll tell you. NOT If I ~~will see~~ him, I'll tell you. NOT If I ~~'m going to~~ see him, I'll tell you.

**A** **On a separate sheet of paper, write present real conditional sentences.**

1 She (run) in the park if the weather (be) warm.
2 They (go) on vacation every December if they (not have) too much work.
3 In my company, if you (work) late, you (make) extra money.
4 Whenever my son (take) his umbrella to school, he (forget) to bring it home.
5 Water (freeze) when you (lower) its temperature below zero degrees.

**B** **Circle the correct form to complete each future real conditional sentence.**

1 (**Are you going to study**/ **Do you study**) French if (**they'll offer** / **they offer**) it next year?
2 If you (**buy**/ **are going to buy**) some tomatoes, (**I'll make**/ **I make**) pasta for dinner.
3 If they (**have**/ **will have**) time tomorrow, (**they visit**/ **they'll visit**) us.
4 If they (**like**/ **will like**) the movie, (**they see** / **they'll see**) it again.
5 (**I'm going to talk**/ **I talk**) to him if (**he's going to do** / **he does**) that again.

**Answers for Exercise A**
1. *She runs in the park if the weather is warm.*
2. *They go on vacation every December if they don't have too much work.*
3. *In my company, if you work late, you make extra money.*
4. *Whenever my son takes his umbrella to school, he forgets to bring it home.*
5. *Water freezes when you lower its temperature below zero degrees.*

**C** **On a separate sheet of paper, complete each future real conditional sentence with true information. Use a comma when the if clause comes first.** *Answer will vary. Possible answers include:*

1 If the weather is nice this weekend, . . . *I'll [go swimming].*
2 My family will be angry if . . . *I [don't pass my school exams].*
3 If I have a day off from work or school . . . *I'll [read all day].*
4 I'm going to take a vacation if . . . *I [get a bonus].*
5 If I live to be 100 . . . *I'll [be amazed].*
6 I will buy new shoes if . . . *[I get a pay raise. / I'm invited to a wedding.]*

# UNIT 5 Lesson 1

## Some and any: indefiniteness

**Some and any are indefinite quantifiers. They indicate an indefinite number or amount.**

There are **some** brushes in aisle 4. (We don't know how many.)
They are buying **some** hairspray. (We don't know how much.)
Could I get **some** razors? (We're not asking for a specific number of razors.)
Do they have **any** shampoo in this store? (We're not asking specifically how much.)

**Be careful to use some and any correctly with count and non-count nouns:**

**Some: with non-count nouns and plural count nouns in affirmative statements.**

| non-count noun | plural count noun |
|---|---|

We need **some toothpaste** and **some toothbrushes**. They have **some** here.

**Any: with non-count nouns and plural count nouns in negative statements.**

| non-count noun | plural count noun |
|---|---|

A: I don't want **any sunscreen**, and I don't need **any nail files**.
B: Good! We don't have to buy **any**, then. I'm out of cash.

**Any or some: with count and non-count nouns in questions.**

Do we need **any** toothbrushes or dental floss?
Do they have **some** razors or aftershave?

**Remember:**
Count nouns name things you can count individually. They have singular and plural forms (1 nail file, 3 combs). Non-count nouns name things you cannot count individually. They don't have plural forms. Use containers, quantifiers, and other modifiers to make non-count nouns countable.

a bottle of shampoo / aftershave / deodorant
a tube of toothpaste / lipstick / sunscreen
a bar of soap
a can of hairspray / shaving cream
250 milliliters of hand lotion

**A** On a separate sheet of paper, change these sentences from affirmative to negative.

There is some soap in the bathroom. *There isn't any soap in the bathroom.*

1 There are some nail files in the cabinet.
2 We have some shaving cream.
3 They need some combs for their children.
4 She's buying some hairspray.
5 I need some new nail polish.
6 We need some sunscreen for our trip.
7 There are some brushes in aisle 6.
8 She wants to buy some new mascara.

**Answers for Exercise A**

1. *There **aren't any** nail files in the cabinet.*
2. *We **don't** have **any** shaving cream.*
3. *They **don't** need **any** combs for their children.*
4. *She **isn't** buying any hairspray.*
5. ***I don't** need any new nail polish.*
6. *We **don't** need **any** sunscreen for our trip.*
7. *There aren**'t any** brushes in aisle 6.*
8. *She **doesn't** want to buy **any** new mascara.*

**B** Complete each sentence with some or any.

1 I don't need ..*any*.. dental floss.
2 There isn't ..*any*.. toothpaste in the bag.
3 They need ..*some*.. soap to wash their hands.
4 We don't see ..*any*.. razors in the whole store.
5 I know I had ..*some*.. nail files. Now I can't find them.
6 Would you like ..*some / any*.. sunscreen?
7 It's too bad that there isn't ..*any*.. nail polish.
8 I need ..*some*.. hair gel. I'm going to a party and I want my hair to look good.

## Too many, too much, and enough

**The phrases too much and too many indicate a quantity that is excessive—more than someone wants or needs. Use enough to indicate that a quantity is satisfactory.**

**Use too many and not too many for count nouns.**
There are **too many customers** waiting in line.

**Use too much and not too much for non-count nouns.**
There is **too much sugar** in this coffee.

**Use enough and not enough for both count and non-count nouns.**
There's **enough toothpaste**, but there aren't **enough toothbrushes**.

**C** Complete each sentence with too many, too much, or enough.

1 I'm going to call the front desk. We don't have ..*enough*.. towels in our room.
2 This menu has ..*too many*.. choices! I can't decide what to order.
3 It's impossible to park here. There are ..*too many*.. cars.
4 Do we have ..*enough*.. sunscreen for our vacation or should I buy more?
5 I don't want to spend ..*too much*.. money on makeup. I'm trying to save money.
6 Check in the fridge to see if we have ..*enough*.. eggs to make this recipe.
7 You should take the bus tour. It's great and doesn't take ..*too much*.. time.
8 Can you recommend a good shampoo? There are ..*too many*.. brands to choose from.

## UNIT 5 Lesson 1

### Some and any: indefiniteness

Suggested time: 5 minutes | Your time:

- Have Ss read the information in the **Remember** box. To review, write this list of nouns on the board: *comb, lotion, toothbrush, makeup, nail file, soap*. Have Ss call out *count* or *non-count*. (comb: count; lotion: non-count; toothbrush: count; makeup: non-count; nail file: count; soap: non-count) Then write this list of non-count nouns: *milk, lotion, soda, flour*. Have Ss say an appropriate container that will make the noun countable. (milk: carton; lotion: bottle; soda: can; flour: bag)
- Read the rules. Then call on pairs of volunteers to read the examples aloud. Remind Ss that *some* can be used with both count and non-count nouns. It is used in questions and affirmative statements. *Any* is used in questions and negative statements.
- To check understanding, have Ss work in pairs to create four questions, four affirmative statements, and four negative statements using *some* and *any*. Have volunteers write their sentences on the board to check with the class.

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

Suggested time: 5 minutes | Your time:

- Read the item with the sample answer. Have Ss circle the item that you can buy in each sentence. (soap, nail files, shaving cream, combs, hairspray, nail polish, sunscreen, brushes, mascara)
- Then have Ss complete the exercise.
- After Ss have completed the exercise, review the answers with the class. Call on volunteers to read the sentences aloud.

EXTENSION (+5 minutes) To challenge Ss, have them write a description of what they have in their bathrooms. (For example: There is some soap in my bathroom. There aren't any nail files or shaving cream. There are three bottles of nail polish and two tubes of sunscreen. There isn't any toothpaste.)

### B Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss circle the item that you can buy in each sentence.
- Ask, *What kind of sentences use* any*?* (questions and negatives) Have Ss find the questions and negative statements and circle them. (1, 2, 4, 6, 7) Have Ss fill in the blanks with *any.* Then have Ss fill in the remaining affirmative statements with *some.*
- For further practice, call on volunteers to identify the count and non-count products. (count: razors, nail files; non-count: dental floss, toothpaste, soap, sunscreen, nail polish, hair gel)
- Give Ss a few minutes to do the exercise individually.
- In pairs, have Ss compare answers.
- Answer any questions.

### Too many, too much, and enough

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples individually.
- Ask volunteers to rewrite the first two example sentences on the board as negative sentences. (There aren't too many customers waiting in line. There isn't too much sugar in this coffee.)
- Write the following incorrect sentences on the board. Tell Ss to correct them. Then have volunteers come to the board and write the correct sentences.
  *There are too much people in the restaurant.* (There are too many people in the restaurant.)
  *There is too many cream in my coffee.* (There is too much cream in my coffee.)

EXTENSION (+5 minutes) To challenge Ss, have them write sentences about what they have in their homes using *too many, not too many, too much, not too much, enough*, and *not enough.* Model an example: *I have too many cookies and too much ice cream in my house. There's enough fruit but not enough vegetables.*

### C Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Have Ss circle the count nouns and underline the non-count nouns that come after the blanks. (count nouns: towels, choices, cars, eggs, brands; non-count nouns: sunscreen, money, time)
- Do the first item as a class.
- Have Ss work in pairs to complete the sentences.
- Review the answers with the class.

### Comparative quantifiers fewer and less

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and examples individually. Review that *fewer* is used with count nouns and *less* is used with non-count nouns.

## D Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Again, have Ss circle the count nouns and underline the non-count nouns that come after the blanks. (count nouns: amenities, students, movies; non-count nouns: sugar, shampoo, free time)
- Have Ss work individually to complete the sentences.
- Review the answers with the class.

**EXTENSION** (+5 minutes) To challenge Ss, have them work in pairs and write sentences with *fewer* and *less* about the contents of their backpacks or bags. (For example: I have fewer pens than you. I have less paper than you.)

# UNIT 5 Lesson 2

### Indefinite pronouns: something, anything, everything, and nothing

Suggested time: 5 minutes | Your time:

- Read the first rule and call on volunteers to read the examples.
- Write the following prompts on the board (without the answers). Have volunteers come to the board to complete the sentences with *something*, *nothing*, and *everything*.
  *___ will convince me to get a tattoo.* (Nothing)
  *We've packed ___ we need for our vacation.* (everything)
  *There's ___ I need to tell you.* (something)
- Read the second and third rules and call on volunteers to read the examples.
- Write the following prompts on the board (without the answers). Have volunteers come to the board to complete the questions with *something*, *anything*, and *everything*.
  *Is there ___ you want to tell me?* (something)
  *Do we have ___ we need to cook dinner?* (everything)
  *Is there ___ special you want for your birthday?* (anything / something)
  *I don't want ___ for my birthday. Only you!* (anything)
- Read the last rule and call on a volunteer to read the examples.
- Write the following incorrect sentences on the board. Have volunteers come to the board and correct the sentences.
  *There isn't nothing to eat in the refrigerator.* (There isn't anything to eat in the refrigerator.)
  *There isn't something to do today. I'm bored!* (There isn't anything to do today . . . )

## A Choose the correct indefinite pronoun . . .

Suggested time: 5 minutes | Your time:

- Have Ss circle the negative sentences. (2 and 7) Sentence 1 is not considered negative as it is making a suggestion. Ask, *Which indefinite pronoun do you use with negative statements?* (anything)
- Make sure Ss remember that *nothing* cannot be used in negative statements.
- Have Ss work individually to complete the sentences.
- Review the answers with the class.

**Comparative quantifiers fewer and less**

**Use fewer for count nouns. Use less for non-count nouns.**

The Ultra Beauty store has **fewer brands** of nail polish than Expo.
I buy **less makeup** than my sister.

**D** **Complete each sentence with fewer or less.**

1 The bed and breakfast has ..... *fewer* ..... amenities than the Palace Hotel.
2 This healthy ice cream has ..... *less* ..... sugar than regular ice cream.
3 Which class has ..... *fewer* ..... students—the art class or the music class?
4 The travel-size bottle has a lot ..... *less* ..... shampoo than the regular size.
5 Unfortunately, I have much ..... *less* ..... free time than I used to.
6 The CineRoyale has ..... *fewer* ..... movies this weekend than usual.

## UNIT 5 Lesson 2

**Indefinite pronouns: something, anything, everything, and nothing**

**Use something, nothing, or everything in affirmative statements.**

There's **something** in this box.
**Nothing** can convince me to shave my head.
This store has **everything** we need.

**Use anything in negative statements.**

There isn't **anything** to watch on TV.

**Use something, anything, or everything in yes / no questions.**

Do you have **something** to say?
Is there **anything** you want from the store?
Do we have **everything** we need?

**Nothing has the same meaning as not anything. Don't use nothing in negative statements.**

There **isn't anything** to watch on TV. = There**'s nothing** to watch on TV.
NOT There ~~isn't nothing~~ to watch on TV.

**A** **Choose the correct indefinite pronoun to complete each sentence.**

1 Why don't we watch (something / nothing) on TV?
2 Don't say (something / anything) about the party. It's a surprise.
3 There is (anything / nothing) to eat in the kitchen.
4 I need to go to the grocery store to buy (something / anything).
5 My sister and I do (everything / anything) together.
6 Is there (nothing / anything) I can do to help?
7 I won't buy (something / anything) in this store. (Everything / Something) is too expensive.

## UNIT 6 Lesson 1

**Negative yes / no questions: short answers**

**Answer negative yes / no questions the same way as you would answer affirmative yes / no questions.**

| | |
|---|---|
| **Isn't** Kate a vegetarian? (Is Kate a vegetarian?) | Yes, she is. / No, she isn't. |
| **Don't** they **taste** good? (Do they taste good?) | Yes, they do. / No, they don't. |

**A** **Answer each negative question with a short answer. (Use the information for your answer.)**

1 **A:** Isn't Tracy a teacher?
**B:** *No, she isn't.* . She's not a teacher.

2 **A:** Doesn't Jill have an aunt?
**B:** *Yes, she does.* . She has an aunt named Beatrice.

3 **A:** Haven't you been to Shanghai before?
**B:** *No, I haven't.* . I've never been there before.

4 **A:** Aren't you studying at a university now?
**B:** *Yes, I am.* . I'm studying chemistry at the university.

5 **A:** Wasn't Ted at the party last night?
**B:** *No, he wasn't.* . He didn't come to the party.

6 **A:** Don't Nancy and Brad like pizza?
**B:** *Yes, they do.* . They're pizza lovers.

## UNIT 6 Lesson 2

**Use to / used to: form and use, common errors**

**Use to and used to express a past habitual action, but one that is no longer true today.**

When I was younger, I **used to eat** meat. But now I'm a vegetarian.
Gary and Lisa **used to live** in Miami, but now they live in Toronto.
Mark **didn't use to live** in an apartment, but now he does.

**Remember: In questions and negative statements, use use to NOT used to.**

I **didn't use to like** vegetables. Now I love them. NOT I didn't ~~used~~ to like vegetables.
**Did** you **use to go** to concerts more often? NOT Did you ~~used~~ to go to concerts more often?

**A** **On a separate sheet of paper, change each statement into a yes / no question.**

I used to go running every morning. *Did you use to go running every morning?*

1 I used to be a vegan.
2 We used to go dancing every weekend.
3 Glynn used to have blue hair.
4 Their grandmother used to make this dish every Sunday.

**B** **On a separate sheet of paper, use the prompts to complete the sentences with negative or affirmative forms of use to / used to.**

1 Tina and I / get a lot of exercise, but now we go swimming every day.
2 There / be a movie theater on Main Street, but now there isn't.
3 I / be crazy about broccoli, but now it's my favorite vegetable!
4 Frank / work at Central Bar. He started working at Tom's Restaurant this month.
5 They / be my neighbors, but now they live in another city.

*1. Tina and I **didn't use to** get a lot of exercise, but now we go swimming every day.*
*2. There **used to** be a movie theater on Main Street, but now there isn't.*
*3. **I didn't use** to be crazy about broccoli, but now it's my favorite vegetable!*
*4. Frank **used to** work at Central Bar. He started working at Tom's Restaurant this month.*
*5. They **used to** be my neighbors, but now they live in another city.*

**Answers for Exercise A**

*1. Did you use to be a vegan?*
*2. Did they / you use to go dancing every weekend?*
*3. Did Glynn use to have blue hair?*
*4. Did their grandmother use to make this dish every Sunday?*

## UNIT 6 Lesson 1

### Negative yes / no questions: short answers

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and examples individually. Remind Ss that negative *yes / no* questions are used for three purposes. Write the purposes on the board:
  *1. To confirm information you think is true*
  *2. To encourage someone to agree with you*
  *3. To express surprise*
- To confirm Ss' understanding of the use, ask several negative *yes / no* questions. For each one, ask Ss to say whether the use is 1, 2, or 3 and then give a short answer. For example, say: *Don't you love ice cream?* (2; Yes, I do.) *Hasn't he been to that museum in Madrid? He's from Spain!* (3; No, he hasn't.) *Didn't that movie close last week?* (1; Yes, it did.)

### A Answer each negative question . . .

Suggested time: 5 minutes | Your time:

- Model the first item. Ask, *How do we know whether Tracy is a teacher?* (Speaker B says *She's not a teacher.*)
- Have Ss work individually to complete the exercise.
- Review the answers with the class.

**EXTENSION** (+5 minutes) Have pairs choose one of the conversations and continue it for one or more exchanges. Tell them to use negative *yes / no* questions.
For example:
*A: Isn't Tracy a teacher?*
*B: No, she isn't. She's not a teacher.*
*A: Really? Didn't she study education?*
*B: Yes, she did, but then she became a police officer.*

## UNIT 6 Lesson 2

### Use to / used to: form and use, common errors

Suggested time: 5 minutes | Your time:

- Read each rule aloud. Call on volunteers to read the example sentences.
- Reiterate that *used to* is used in affirmative statements and *use to* is used in negative statements and *yes / no* questions.
- Write on the board:

| *Past* | *Now* |
|---|---|
| *like horror movies (-)* | *(+)* |
| *drink coffee (+)* | *(-)* |
| *like loud music (+)* | *(-)* |

Have Ss write sentences using the cues and *used to / use to.* Review their sentences with the class.

**EXTENSION** (+5 minutes) To challenge Ss, have them work in pairs to ask and answer questions with *used to.* They should ask about things such as activities, foods, music, and clothing they liked or didn't like in the past and how they feel now. Have partners ask questions using *Did you use to . . . ?* Walk around and make sure Ss are forming the sentences correctly.

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

Suggested time: 5 minutes | Your time:

- Ask a S to read the item with the sample question. Point out the form change from *used to* to *use to* in the question format.
- Ask Ss to complete the exercise individually.
- Review the answers with the class.

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

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs. Encourage them to think carefully about the meaning of the sentence before deciding whether to use *used to* or *use to.* Model the first sentence. Say, *Now Tina and I go swimming every day. What makes more sense: that in the past we didn't use to get a lot of exercise, or that we used to get a lot of exercise?* (didn't use to get a lot of exercise)
- Move around the room as pairs discuss and write the sentences.
- Review the answers with the class.

### Be used to and get used to

Suggested time: 5 minutes | Your time:

- Read the first rule, calling on Ss to read the example sentences.
- Read the second and third rules and call on Ss to read the example sentences. Explain that *use to* and *used to* describe actions and situations that no longer exist. *Be used to* and *get used to* describe something you are now accustomed to or accept. *Get used to* talks about the process of becoming accustomed to or accepting something. *Be used to* and *get used to* never drop the *d* in *used*.
- Write on the board:
  *I didn't use to speak French at all.*
  *I moved to France when I turned 19. It took me a long time to get used to a new culture and a new language.*
  *Now I'm used to everything: the food, the language, the culture. I love France!*
- Have Ss write sentences like the ones above. Each sentence should use a different structure.
- Have Ss share their sentences in pairs. Walk around to make sure they are forming correct sentences.

## C Check (✓) the sentences . . .

Suggested time: 5 minutes | Your time:

- Do the first item as a class to make sure Ss understand the task.
- Have Ss work in pairs to check the sentences where *used to* means *accustomed to something*.
- Review the answers with the class.

## D Check (✓) the sentences . . .

Suggested time: 5 minutes | Your time:

- Do the first item as a class to make sure Ss understand the task.
- Have Ss work in pairs to mark the sentences as correct or incorrect and then make corrections.
- Review the answers with the class. Focus on the incorrect items. For example, ask, *Why is number 1 incorrect?* (*Used to* in this sentence means *accustomed to* and does not change form in the negative and question forms.)

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

Suggested time: 5 minutes | Your time:

- Write on the board: *I'm used to . . . I'm not used to. . . .* Say two complete sentences starting with each phrase. For example: *I'm used to getting up early. I'm not used to the traffic in this city.*
- Have Ss work individually to write four sentences of their own. Make sure they understand that they are writing sentences with *used to* meaning *accustomed to*—not describing past habitual actions.
- In pairs, have Ss take turns sharing their sentences. Walk around and make sure Ss are using the correct forms.
- Have Ss share their sentences with the class.

### Repeated actions in the past: would + base form, common errors

Suggested time: 5 minutes | Your time:

- Read the rule and the example sentence. Write on the board:
  *When I was little, I used to visit my grandparents every summer.*
  *Last year, I used to go to the mall with Louise every weekend. Then she moved away.*
- Ask Ss to rewrite the sentences using *would*. (When I was little, I would visit my grandparents every summer. Last year I would go to the mall with Louise every weekend. Then she moved away.)
- Then focus on the **Be careful!** rule and the example sentences. Reiterate that *would* can only be used to describe habitual past action. It cannot be used to describe possession, likes and dislikes, situations, or locations in the past.
- Write these incorrect sentences on the board and ask Ss to correct them:
  *I would have a skateboard when I was a teenager.* (I used to have a skateboard when I was a teenager.)
  *My best friend would have long, purple hair.* (My best friend used to have long, purple hair.)

## F If it is possible, . . .

Suggested time: 5 minutes | Your time:

- Make sure that Ss understand that each sentence could be completed with *used to*. The task is to see which sentences can also be completed with *would*.
- Have Ss do the exercise individually.
- Then review the answers as a class.

## Be used to and get used to

**Compare use to / used to with be used to.**

**Use to / used to + the base form of a verb describes an action or situation that no longer exists.**

I **didn't use to eat** healthy food. But now I do.

**Be used to + a noun phrase describes something one now accepts or is now accustomed to.**

I**'m used** to the food here now. But at first, I really didn't like it. (be used to + a noun phrase)

**Get used to + a noun phrase means to become accustomed to something.**

She **got used to** the traffic in the city after a few weeks.

**Be careful! With be used to, don't change used in negative statements or questions.**

He **wasn't used to** the cold weather there. NOT He wasn't ~~use~~ to the cold weather there.
**Are** you **used to** the long hours at your job? NOT Are you ~~use~~ to the long hours at your job?

**C** **Check (✓) the sentences in which used to means "accustomed to something."**

- ✗ **1** She used to drink a lot of coffee, but now she doesn't.
- ✗ **2** In my class last year the teacher used to be very nice.
- ✓ **3** At the end of our trip, we were finally used to driving on the other side of the road.
- ✗ **4** This sweater used to be comfortable, but now it's too small.
- ✓ **5** At first the food was too spicy for me, but I got used to it.
- ✓ **6** Because we lived in a small town, we weren't used to busy traffic.
- ✓ **7** I'm sure she'll get used to getting up at 6:00 for her new job.

**D** **Check (✓) the sentence if it is correct. Write ✗ if it is incorrect and make corrections.**

- ✗ **1** I'll never get ~~use~~ to the cold weather here. *used*
- ✓ **2** We didn't use to eat in restaurants very often.
- ✗ **3** Is she ~~use~~ to her new office yet? *used*
- ✗ **4** Will he ever get ~~use~~ to a vegan diet? *used*
- ✗ **5** What did you ~~used~~ to do on the weekends for fun? *use*
- ✓ **6** Did you use to like a lot of salt in your food?

**E** **On a separate sheet of paper, write two sentences about things you're used to and two sentences about things you're not used to.**

## Repeated actions in the past: would + base form, common errors

**You can also use would + the base form of a verb to describe repeated past actions. In this use, would has the same meaning as used to.**

When we were children, we **would go swimming** in the summer. (= **used to go swimming** in the summer.)

**Be careful! With non-action verbs that don't describe repeated actions, use used to, not would.**

I **used to have** a bicycle. NOT I ~~would have~~ a bicycle.
She **used to live** in La Paz. NOT She ~~would live~~ in La Paz.
We **used to be** terrible students. NOT We ~~would be~~ terrible students.
My friends **used to hate** basketball. NOT My friends ~~would hate~~ basketball.

**F** **If it is possible, complete the sentence with would. If it isn't possible, use a form of used to.**

**1** They ..... *would* ..... go to the beach every weekend.
**2** I ..... *used to* ..... have a large kitchen in my old apartment.
**3** My sister never ..... *used to* ..... like coffee, but now she's crazy about it.
**4** When I lived in Puebla, I ..... *would* ..... eat camotes all the time.
**5** Before I was a vegetarian, I ..... *used to* ..... love fish.
**6** Jennifer ..... *used to* ..... be an assistant, but now she's a manager.
**7** There ..... *used to* ..... be a lot of restaurants in town, but now there's only one.

## UNIT 7 Lesson 1

### Present perfect continuous: questions

**Yes / no questions**

**Form yes / no questions by inverting have and the subject of the sentence.**

**Have** you **been living** in Mexico?
**Has** he **been teaching** English for many years?

**Information questions**

**To form information questions, begin with a question word and invert have and the subject of the sentence.**

What **have** you **been doing** on your vacation?
Where **has** she **been living** this year?
How **has** your son **been feeling**?
How long **have** you **been studying** English?
Why **have** they **been traveling** so much?
Who **have** you **been talking** to?

**Note: When Who is the subject of the sentence, there is no inversion.**

Who **has been working** with you?

**A** Complete each yes / no or information question with the verb in the present perfect continuous.

1 What classes ..... (you / take) this year? *have you been taking*
2 ..... (your daughter / learn) to drive? *Has your daughter been learning*
3 What kind of car ..... (your brother / think) of getting? *has your brother been thinking*
4 Where ..... (you / work) since I last saw you? *have you been working*
5 How ..... (you / get) to work this week? *have you been getting*
6 ..... (you / travel) very much this year? *Have you been traveling*
7 How long ..... (they / work) on repairing that transmission? *have they been working*
8 (Who / teach) ..... you to drive? *Who has been teaching*

## UNIT 7 Lesson 2

### Spelling rules for the present participle: review

The spelling rules for the formation of the present participle are the same as those for the formation of the gerund. See page 126 to review the rules.

**A** Write the present participle for these base forms.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | be | *being* | 4 | fix | *fixing* | 7 | go | *going* | 10 | permit | *permitting* |
| 2 | begin | *beginning* | 5 | forget | *forgetting* | 8 | let | *letting* | 11 | run | *running* |
| 3 | drive | *driving* | 6 | give | *giving* | 9 | order | *ordering* | 12 | tell | *telling* |

### The past continuous: expansion

**The past continuous describes an action that was continuous until (and possibly after) the moment at which another action took place. The words when or while are often used in sentences that contrast continuing and completed actions.**

She **was driving** to work when she **saw** the accident. (continuous action; completed action)
I **met** my best friend while I **was working** in a bookstore. (completed action; continuous action)

**The past continuous also describes two continuing actions occurring in the same period of time.**

While she **was talking** on the phone, the music **was playing**.
They **were driving**, and it **was raining**.

## UNIT 7 Lesson 1

### Present perfect continuous: questions

Suggested time: 5 minutes | Your time:

- Ask a volunteer to read the rules in the chart. Call on other Ss to read the example sentences.
- Point out the different word order in the information question where *who* is the subject.

**OPTION** (+5 minutes) Write on the board: *Have you been watching a lot of movies? What have you been watching?* Have Ss work in pairs to create two information questions and two *yes / no* questions using the present perfect continuous. Have volunteers write their sentences on the board to check with the class.

### A Complete each yes / no . . .

Suggested teaching time: 5 minutes | Your time:

- Do the first item as a class.
- Have Ss complete the questions individually.
- Review the answers with the class. Focus Ss' attention on the verb in each sentence and how it emphasizes the continuity of the action.

## UNIT 7 Lesson 2

### Spelling rules for the present participle: review

Suggested time: 5 minutes | Your time:

- Refer Ss back to the chart on the spelling rules on page 126. Follow the teaching notes for that chart if Ss need a more detailed review.

### A Write the present participle . . .

Suggested time: 5 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. (2. begin; 5. forget; 9. order; 10. permit)
- To review the answers, have Ss write the words on the board for easy correction.
- If time permits, divide the class into two teams and hold a spelling bee to practice spelling of the present participles.

### The past continuous: expansion

Suggested time: 5 minutes | Your time:

- Have a volunteer read the first rule aloud. Call on volunteers to read the examples.
- Write on the board:
  *1. She was walking into town when it started to snow.*
  *2. I saw my old friend while I was getting coffee.*
- Ask, *In the first sentence, what happened first?* (She was walking.) *What happened second?* (It started to snow.)
- Ask, *In the second sentence, what happened first?* (You were getting coffee.) *What happened second?* (You saw your old friend.)
- Tell Ss that *while* is usually used before the past continuous and *when* is usually used before the simple past.
- Have a volunteer read the second rule aloud. Call on volunteers to read the examples.

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class. Write on the board: *was shopping*, *saw*. Ask, *Which of these activities do you think happened first?* Place a 1 next to *shop* and write the complete sentence on the board. Tell Ss to use the same approach with the remaining items.
- Have Ss work individually to use the prompts to write logical sentences.
- Review the answers with the class.

**EXTENSION** (+3 minutes) To challenge Ss, have them talk in pairs about things they were doing when something else happened. Remind them to use the past continuous and simple past.

## UNIT 7 Lesson 3

### Nouns and pronouns: review

Suggested time: 5 minutes | Your time:

- Read the first rule in the chart aloud. Ask a volunteer to read the examples.
- Ask Ss to give several examples of proper nouns and common nouns.
- Have Ss read the second rule about two functions of nouns in sentences.
- To check understanding, write on the board: *Jill Hendrickson bought a pickup truck.* Ask, *What is the proper noun in this sentence?* (Jill Hendrickson) *The common noun?* (pickup truck) *Which noun is the subject that performs the action?* (Jill Hendrickson) *Which noun is the object that receives the action?* (pickup truck)
- Call on a volunteer to read the third rule about pronouns and the examples. Remind Ss that pronouns can also function as subjects and direct objects.
- Write the following chart on the board, without the handwritten items. Have Ss come up and fill in the remaining blanks in the chart.

| Subject pronouns | Object pronouns |
|---|---|
| I | me |
| you | you |
| he | him |
| she | her |
| it | it |
| we | us |
| they | them |

- Check understanding by asking Ss to change the nouns in the sentence on the board about Jill Hendrickson into pronouns. (She bought it.) Ask, *Which is the subject pronoun?* (She) *The object pronoun?* (it)

### A First, underline the noun subjects . . .

Suggested time: 5 minutes | Your time:

- Have Ss look at the item with the sample answers.
- Have Ss do the exercise individually. Give Ss a hint that item 4 has two subjects and item 6 has no direct object. Remind Ss to add a check only above subject and object pronouns.
- Review answers with the class. Have Ss call out the subjects and objects of each sentence and identify them as common nouns, proper nouns, or pronouns.

## UNIT 8 Lesson 1

### Possessive nouns: review and expansion

Suggested time: 5 minutes | Your time:

- Have Ss read the rules in the chart and study the examples.
- 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* in the first sentence refers to one friend and that *friends'* in the second sentence refers to two friends.
- To illustrate the third rule, write on the board the sentence from the chart: *Rob and Claire's house.* Ask, *Do Rob and Claire live together?* (yes) Point out the placement of the apostrophe for possession when something belongs to more than one person.

**B** **On a separate sheet of paper, use the prompts to write logical sentences. Use the past continuous and the simple past tense in each sentence.**

1 While / Barbara / shop at the bookstore / she / see / an old friend.
2 Our neighbor / work in the garden / when / the storm / begin.
3 While / I / watch the news on TV / the children / come home.
4 They / do their homework / when / they / hear the phone ring.
5 While / Greg / drive home / the car / run out of gas.
6 Anna / make dinner / while / Tim / do the laundry.

1. *While Barbara was shopping at the bookstore, she saw an old friend.*
2. *Our neighbor was working in the garden when the storm began.*
3. *While I was watching the news on TV, the children came home.*
4. *They were doing their homework when they heard the phone ring.*
5. *While Greg was driving home, the car ran out of gas.*
6. *Anna was making dinner while Tim was doing the laundry.*

## UNIT 7 Lesson 3

### Nouns and pronouns: review

**A noun is a word that names a person, place, or a thing. Nouns are either common or proper. A proper noun is capitalized.**

**common nouns:** car, battery, breakfast, shampoo, movie
**proper nouns:** John, China, Tom's Restaurant, North Stage Theater

**Two functions of nouns in sentences are subjects and direct objects. The subject performs the action of the verb. The object receives the action.**

| subject | | direct object | |
|---|---|---|---|
| **Tom's Restaurant** | serves | **breakfast** | all day long. |

**A pronoun is a word that represents or replaces a noun. Pronouns also function as subjects and direct objects.**

**subject pronouns:** I, you, he, she, it, we, they
**object pronouns:** me, you, him, her, it, us, them

| subject | | direct object | |
|---|---|---|---|
| **My brother** / **He** | drove | **the car** / **it** | to the supermarket. |

**A** **First, underline the noun subjects and circle the noun direct objects in each sentence. Then label each of those nouns as either "common" or "proper." Finally, put a check (√) above each pronoun. (Note: Not every sentence contains a pronoun.)**

proper common
Americans like big cars.

1 David drives an old pickup truck.
2 The children lost my car keys!
3 Mrs. Taylor got a ticket this morning.
4 Evan loves convertibles, and his wife loves them, too.
5 I parked the car on the street.
6 The battery just died again, and it was new!
7 A man in an SUV hit our compact car.

1. *David - proper; an old pickup truck - common*
2. *The children, my car keys - common;*
3. *Mrs. Taylor - proper; a ticket - common*
4. *Evan - proper; convertibles, his wife - common; (√) above the pronoun "them"*
5. *the car - common; (√) above the pronoun "I"*
6. *The battery - common; (√) above the pronoun "it"*
7. *A man, our compact car - common*

## UNIT 8 Lesson 1

### Possessive nouns: review and expansion

**Add an apostrophe + s ('s) to a name or a singular noun.**

Where is Helen's car? What is your son's middle name?
This is Mr. Jameson's briefcase. I love Isabel Allende's books.

**Add an apostrophe to plural nouns that end in s. For irregular plurals, such as women or children, add 's.**

the boys' clothes the Whites' car the women's room

**Add 's to the name or noun that comes last in a list of two or more.**

Rob and Claire's house

**A** Correct the following sentences, adding an apostrophe or an apostrophe + s to the possessive nouns.

Amy's sweater is under the table.

1 Evan and Tracy children are at the Orchard School.
2 That man keys are on the floor.
3 Mrs. Park English is really fluent.
4 The Thomsons apartment is on the 12th floor.
5 The two girls backpacks are lost.
6 The children sweaters were left in the classroom.
7 The teacher office is down the hall.
8 Tom friend sister is going to get married tomorrow.

*1. Evan and Tracy's children are at the Orchard School.*
*2. That man's keys are on the floor.*
*3. Mrs. Park's English is really fluent.*
*4. The Thomsons' apartment is on the 12th floor.*
*5. The two girls' backpacks are lost.*
*6. The children's sweaters were left in the classroom.*
*7. The teacher's office is down the hall.*
*8. Tom's friend's sister is going to get married tomorrow.*

**Pronouns: summary**

**Subject pronouns**

**Subject pronouns represent subject nouns and noun phrases. The subject pronouns are I, you, he, she, we, they, and it.**

Anne didn't break the glass. = **She** didn't break the glass.
The science class is at 3:00. = **It** is at 3:00.

**Object pronouns**

**Object pronouns represent nouns (and noun phrases) that function as direct objects, indirect objects, and objects of prepositions. The object pronouns are me, you, him, her, us, them, and it.**

They gave James the book for the children. = They gave **it** to **him** for **them**.

**Possessive pronouns**

**Possessive pronouns replace nouns that express ownership. The possessive pronouns are mine, ours, yours, his, hers, its, and theirs. Possessive pronouns have no apostrophes.**

The umbrella is **mine**. It's not **hers**.

**Demonstrative pronouns**

**Demonstrative pronouns replace a noun that a speaker or writer wants to point out. The demonstrative pronouns are this, that, these, and those.**

**That** was my mom's car.
Whose bag is **this**?

**Answers for Exercise B**

*1. They love it.*
*2. We never buy them at that store.*
*3. Do they have it at their house?*
*4. She is teaching them about nature.*
*5. They always laugh at them.*
*6. They are taking it today.*
*7. It's mine, not hers.*
*8. This shirt is his.*
*9. They are enjoying it very much.*
*10. Does he need to give it to her?*
*11. They returned it to him.*

**Note:**
this, that, these, and those are also demonstrative adjectives that modify a particular noun.
**That** jacket wasn't very expensive.
Do you like **these** watches?

**B** On a separate sheet of paper, rewrite the sentences, replacing the underlined nouns and noun phrases with pronouns.

1 Our parents love golf.
2 Betty and I never buy clothes at that store.
3 Do Sam and Matt have the book at their house?
4 Ms. Hall is teaching the students about nature.
5 Jill's friends always laugh at her jokes.
6 My children are taking an art class today.
7 It's my coat, not my mom's.
8 This shirt is John's.
9 All the students are enjoying the class very much.
10 Does Tim need to give the book to his mother?
11 Kyle and Brandon returned the phone to the man.

## UNIT 8 Lesson 2

**Expressing ethics and obligation: expansion**

**Should, ought to, had better**

**Use should or ought to + a base form to state an opinion or give advice, especially about an ethical choice. Ought to has the same meaning as should, but ought to is slightly more formal.**

You **should** (or **ought to**) **return** the watch. You **shouldn't keep** it.

**Use had better + a base form to state an opinion or give stronger advice. The meaning is similar to should and ought to, but had better expresses the idea that there is a consequence for not doing something.**

You**'d better tell** the waiter that the check is wrong. If you don't, he'll have to pay.
You**'d better not eat** at Modern Café. I got sick there the last time I did.

**Remember: Should, ought to, and had better precede other verbs and give them a special meaning. They never change form.**

**Note:**
In American English it's very uncommon to use ought to in negative statements or questions. Use should or shouldn't instead.

## A Correct the following sentences . . .

Suggested time: 5 minutes | Your time:

- Have Ss underline the possessive nouns in the sentences. Call their attention to item 8, which has two possessive nouns. Then have Ss complete the exercise individually.
- Have Ss compare answers in pairs.
- Review the answers with the class.

## Pronouns: summary

Suggested time: 5 minutes | Your time:

### Subject pronouns

- 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:
  *1. Anna is a painter.*
  *2. She is from Mexico.*
- Ask, *What is the subject of each sentence?* (1. Anna; 2. She) Write other sentences with noun and pronoun subjects for Ss to identify.

### Object pronouns

- Have Ss read the rule and the example.
- Explain or elicit that an indirect object indicates *to whom* or *for whom* the action of the verb is being performed. Indirect objects usually appear with verbs such as *take, tell, bring, give, show, offer, send,* and *sell.* An indirect object only appears in a sentence that has a direct object.
- Write on the board: *I gave my sister presents for her children*. Have Ss rewrite the sentence with object pronouns. (I gave them to her for them.)

### Possessive pronouns

- Have Ss read the rule and example.
- Write example sentences with other possessive pronouns to check Ss' comprehension.

### Demonstrative pronouns

- Have Ss read the rule and examples.
- Write example sentences with other pronouns to check Ss' comprehension of demonstrative pronouns.
- Read the information in the **Note**.

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class to make sure Ss understand the task.
- Have Ss work in pairs to rewrite the sentences.
- Review the answers with the class.

# UNIT 8 Lesson 2

## Expressing ethics and obligations: expansion

Suggested time: 5 minutes | Your time:

- Have Ss read the rules and the examples individually.
- Direct Ss' attention to the **Note** about *ought to* in negative statements and questions.
- Go over the **Remember** note. Stress that *should*, *ought to*, and *had better* never change form.
- Write the following situations on the board. Have Ss make sentences using *should, shouldn't, ought to*, *had better*, and *had better not*.
  *You're taking a walk and you find a diamond ring.*
  *You're sitting close to another student during a test and you can see her answers.*
  *You go out to eat at a restaurant and the waiter gives you another person's check that's too little.*
- Have Ss share their answers with the class.

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

Suggested time: 5 minutes | Your time:

- Have Ss complete the sentences with their own ideas.
- Have them share their sentences with a partner.

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

Suggested time: 5 minutes | Your time:

- Read the writing sample of a suggestion to a visitor.
- Have Ss work in pairs to write their own suggestions.
- To review, ask volunteers to share their suggestions.

## Have to and must; be supposed to

Suggested time: 5 minutes | Your time:

- Have a volunteer read the first rule aloud and ask another to read the examples. Point out that these two forms are used when there is no other choice of action available.
- Read the second rule and the example sentence. Explain that *don't have to* doesn't mean *must not*. It means that it is not necessary to do something. For example: *You don't have to wash the dinner dishes tonight. I'll do it.*
- Read the third rule and the example sentence.
- Have Ss read the **Note** box.
- Read the rule about *be supposed to* and the example sentences.

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class. Have a volunteer write the two answers on the board.
- Review the answers as a class. Ask, *Who might say these things?* (For example: 1. a manager; 2. a restaurant worker; 3. a police officer; 4. someone giving advice to tourists)

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

Suggested time: 5 minutes | Your time:

- Read the writing sample of a rule.
- Have Ss do the exercise in pairs.
- Call on pairs to share their answers with the class. Ask, *Does everyone agree about what students are supposed to do?* Write a list of "rules" for your school on the board.

## E Choose the sentence . . .

Suggested time: 5 minutes | Your time:

- To provide support, briefly review the differences between the verbs used in this exercise: *should, ought to,* and *had better* are close in meaning and are used for advice. *Have to* is used to express obligation. *Don't have to* is used when it is not necessary to do something, and *must not* is used when you are not allowed to do something. *Be supposed to* is used when you are expected to do something, but it is not necessary.
- Have Ss work individually to circle the correct answers.
- To review the answers, ask volunteers to share their answers.

**A** **On a separate sheet of paper, complete the statements about an ethical choice, expressing your own ideas.**

1 We ought to tell the store owner when .....
2 You forgot to pay your check? You'd better .....
3 We had better not ..... It's too expensive.
4 Parents of young children should not .....
5 A good manager should .....
6 Colleagues in an office should .....

*You'd better not take the local bus if you're in a hurry. It's unreliable.*

**B** **On a separate sheet of paper, write five suggestions to a visitor to your country, using had better or had better not.**

**Have to and must**

**Use have to or the modal must + a base form to express obligation when there is no other choice of action available.**

All students **must take** the final exam.
You **have to take** the 7:20 bus to get to school on time.

**Use don't have to (NOT must) to express a lack of obligation.**

You **don't have to make** a reservation. You can get a table without one.

**Use must not (NOT don't have to) for a strong or legal prohibition.**

Passengers **must not leave** suitcases unattended.

**Be supposed to**

**Use be supposed to (or not be supposed to) + a base form to express an expected, but not a required, action. The degree of obligation is weaker than with have to or must.**

We**'re supposed to pay** our check at the cashier, not at the table. (The restaurant expects people to pay at the cashier.)
Hotel guests **are not supposed to use** the pool at night.

**Note:**

Must is very formal and not very common in speaking. It is generally used by a person in authority (e.g. a teacher or manager) to state policy or law. Have to is much more common in both speaking and writing. The more informal have got to is also common in spoken English.

Sorry. I**'ve got to hurry**. I don't want to be late.

**Be careful!**

**Don't use must not for a lack of obligation. Use don't have to or doesn't have to.**

**C** **On a separate sheet of paper, write each sentence two ways: with must and have to.**

1 Employees / arrive at 9:00 in the morning.
2 In this restaurant / customers / wear formal clothing.
3 Drivers / obey the traffic rules.
4 Tourists / have an international driver's license if they want to drive in Egypt.

**D** **On a separate sheet of paper, write five sentences that describe actions your school or company expects from its students or employees.**

*Students have to come on time to class. They're not supposed to be late.*

**E** **Choose the sentence closer in meaning to each numbered statement or question.**

1 Do you think the Ocean Café is a good place to eat?
(a) Do you think I should eat at the Ocean Café?
b Do you think I have to eat at the Ocean Café?

2 If you don't have a reservation, the restaurant won't give you a table.
a The restaurant is supposed to give you a table.
(b) You had better have a reservation.

3 Don't wear shorts in the restaurant.
(a) You must not wear shorts in the restaurant.
b You don't have to wear shorts in the restaurant.

4 They don't accept credit cards in this restaurant. They only accept cash.
(a) You have to pay with cash.
b You ought to pay with cash.

**Answers for Exercise C**

*1. Employees must arrive at 9:00 in the morning.*
*Employees have to arrive at 9:00 in the morning.*
*2. In this restaurant, customers must wear formal clothing.*
*In this restaurant, customers have to wear formal clothing.*
*3. Drivers must obey the traffic rules.*
*Drivers have to obey the traffic rules.*
*4. Tourists must have an international driver's license if they want to drive in Egypt.*
*Tourists have to have an international driver's license if they want to drive in Egypt.*

## Transitive and intransitive verbs

**A transitive verb can have a direct object. Transitive verbs can be used in the active voice or passive voice.**

| active voice | | passive voice |
|---|---|---|
| Picasso **painted** *Guernica* in 1937. | → | *Guernica* **was painted** in 1937. |

**An intransitive verb cannot have a direct object. With an intransitive verb, there is no "receiver" of an action. An intransitive verb cannot be used in the passive voice.**

The drawing **arrives** next week.
*Guernica* **will stay** at the Reina Sofía Museum.
That new painting **looks** like a Mondrian.

**Remember:**
The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

**Common intransitive verbs**

| | | |
|---|---|---|
| arrive | happen | sit |
| come | laugh | sleep |
| die | live | stand |
| fall | rain | stay |
| go | seem | walk |

**A** Check (✓) each sentence that has an intransitive verb.

- ☑ 1 Hayao Miyazaki's new film arrives in theaters next spring.
- ☒ 2 An Australian art collector has bought two of da Vinci's drawings.
- ☒ 3 Someone stole Fernando Botero's sculpture *Maternity* in 2017.
- ☑ 4 The painter Pablo Picasso lived in the south of France for many years.
- ☒ 5 The Museum of Modern Art in New York sent *Starry Night* by van Gogh on a world tour.
- ☑ 6 The traveling collection of the Chinese Terracotta Army is coming to London this year.
- ☒ 7 The Louvre opened a new gallery last month.

## The passive voice: other tenses

**Form the passive voice with a form of be and the past participle of a verb.**

| | Active voice | Passive voice |
|---|---|---|
| **Simple present tense** | Film festivals **show** films from all over the world. | Films from all over the world **are shown** at film festivals. |
| **Present continuous** | The International Film Center **is showing** Pablo Larraín's films. | Pablo Larraín's films **are being shown** at the International Film Center. |
| **Present perfect** | Sebastián Lelio **has directed** some of my favorite films. | Some of my favorite films **have been directed** by Sebastián Lelio. |
| **Simple past tense** | Frank Gehry **designed** the Guggenheim Museum in Bilbao. | The Guggenheim Museum in Bilbao **was designed** by Frank Gehry. |
| **Past continuous** | In 2018, the museum **was showing** contemporary Chinese art. | In 2018, contemporary Chinese art **was being shown** by the museum. |
| **Modal can** | Visitors **can take** pictures in the museum. | Pictures **can be taken** by visitors in the museum. |
| **Modal should** | Everyone **should see** this show. | This show **should be seen** by everyone. |
| **Modal could** | One million people **could visit** the museum this year. | The museum **could be visited** by one million people this year. |
| **Future with will** | Bong Joon-ho **will direct** a new film next year. | A new film **will be directed** by Bong Joon-ho next year. |
| **Future with be going to** | The National Gallery **is going to show** Cezanne's paintings next year. | Cezanne's paintings **are going to be shown** at The National Gallery next year. |

**B** **On a separate sheet of paper, rewrite each sentence in the passive voice. Use a by phrase only if it is important to know who is performing the action.** *See page T140 for answers.*

1 Someone stole two Picasso paintings a few years ago.
2 Zaha Hadid designed this museum in 2009.
3 Someone will repair the painting if it is damaged.
4 People have paid millions of U.S. dollars for Cezanne's paintings.
5 People can see the Nazca Lines from an airplane.
6 They are showing a few new movies at the theater this weekend.
7 The Louvre is going to exhibit drawings by Leonardo da Vinci.
8 Frida Kahlo was painting these pieces while she was sick in bed.

**C** **On a separate sheet of paper, rewrite the sentences in Exercise A that have a transitive verb, changing the active voice to the passive voice.** *See page T140 for answers.*

## UNIT 9 Lesson 1

### Transitive and intransitive verbs

Suggested time: 5 minutes | Your time:

- Read the first rule and the **Remember** note. Have a volunteer read the example sentences aloud. Reiterate that transitive verbs can have a direct object. They can be used in the active or passive voice.
- To check understanding, have Ss work in pairs to create four sentences with transitive verbs. Each S in the pair writes a sentence in the active voice. They exchange sentences and then rewrite the partner's sentences but in the passive voice. Have volunteers write their sentences on the board to check with the class.
- Read the second rule. Have a volunteer read the example sentences aloud. Reiterate that intransitive verbs cannot have a direct object. With an intransitive verb, there is no receiver of an action. Have Ss read the **Common intransitive verbs** box.

### A Check (✓) each sentence . . .

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Encourage Ss to underline the verbs in each sentence.
- Have Ss check the sentences that have intransitive verbs.
- Review the answers with the class.

EXTENSION (+5 minutes) Have Ss write four sentences with intransitive verbs and then share their sentences with a partner. Have Ss write one of their sentences on the board.

### The passive voice: other tenses

Suggested time: 5 minutes | Your time:

- Read the rule. Then call on pairs of volunteers to read the active and passive voice sentences aloud.

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

Suggested time: 5 minutes | Your time:

- Remind Ss that the *by* phrase (the agent) can be omitted if it isn't important or is obvious.
- Do the first item as a class. Tell Ss to underline the verb and circle the direct object in the sentence. (verb: *stole*; direct object: *paintings*) Then ask, *What is the subject?* (Someone) *Can we omit this subject?* (yes) Tell them to follow the same procedure for the rest of the items.
- Tell Ss to do the exercise individually.
- Then have them go over the answers in small groups and take turns reading each sentence aloud.
- Review the answers with the class.

**Answers for Exercise B**

1. *Two Picasso paintings were stolen a few years ago.*
2. *This museum was designed in 2009 by Zaha Hadid. / This museum was designed by Zaha Hadid in 2009.*
3. *The painting will be repaired if it is damaged.*
4. *Millions of U.S. dollars have been paid for Cezanne's paintings.*
5. *The Nazca lines can be seen from an airplane.*
6. *A few new movies are being shown at the theater this weekend.*
7. *Drawings by Leonardo da Vinci are going to be exhibited by the Louvre.*
8. *These pieces were painted by Frida Kahlo while she was sick in bed.*

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

Suggested time: 5 minutes | Your time:

- As Ss focus on sentences 2, 3, 5, and 7, remind them to look for the performer of the action and decide if the performer is important to the meaning of the sentence (items 2 and 5) or not important (items 3 and 7). This will help them decide whether to use the *by* phrase or not.
- Tell Ss to do the exercise individually.
- Then have them go over the answers in small groups and take turns reading each sentence aloud.
- Review the answers with the class.

EXTENSION (+5 minutes) Have Ss work in pairs to write five sentences in the active voice, using different tenses. Then each pair exchanges their sentences with another pair. They then rewrite the sentences in the passive voice.

**Answers for Exercise C**

2. *Two of da Vinci's drawings have been bought by an Australian art collector.*
3. *Fernando Botero's sculpture* Maternity *was stolen in 2017.*
5. Starry Night *by van Gogh was sent on a world tour by the Museum of Modern Art in New York.*
7. *A new gallery was opened by the Louvre last month.*

## UNIT 9 Lesson 2

### Yes / no questions in the passive voice: other tenses

Suggested time: 5 minutes | Your time:

- Read the rule.
- Write on the board: *The museum will be renovated next year.* Have Ss change this to a *yes / no* question in the passive voice. (Will the museum be renovated next year?) Ask, *What word comes before the subject?* (the auxiliary verb *will*)
- Have Ss read the example questions individually.

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

Suggested time: 5 minutes | Your time:

- To help form the *yes / no* questions, first instruct Ss to underline the full verb in each sentence and circle the first auxiliary. Then tell them to work individually and follow the models in the chart if they need help.
- Have Ss compare answers in pairs and take turns reading each question aloud.
- Walk around and offer help as needed.

**EXTENSION** (+5 minutes) Write the following statements on the board and have Ss write *yes / no* questions in the passive voice.

1. *Pablo Larraín's films are being shown at the International Film Center.* (Are Pablo Larraín's films being shown at the International Film Center?)
2. *The Guggenheim Museum in Bilbao was designed by Frank Gehry.* (Was the Guggenheim Museum in Bilbao designed by Frank Gehry?)
3. *Cezanne's paintings are going to be shown at the National Gallery next year.* (Are Cezanne's paintings going to be shown at the National Gallery next year?)

## UNIT 10 Lesson 1

### Expressing purpose with in order to and for

Suggested time: 5 minutes | Your time:

**In order to**

- Read the rule aloud. Call on volunteers to read the examples in the chart. Explain that *in order to* expresses the reason you do something. It is followed by a verb.
- Write on the board: *I am taking this English class. . . .* Call on volunteers to complete the sentence with *in order to*. (For example: . . . in order to speak English better; . . . in order to study abroad; . . . in order to get a better job)

**For**

- Read the rule aloud. Call on volunteers to read the examples in the chart. Explain that *for* expresses a purpose. It is followed by a noun phrase or gerund phrase. Ask, *Which example here has a gerund?* (I use my tablet for streaming movies.)
- Read the **Be careful!** note. Have a volunteer read the example.

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

Suggested time: 5 minutes | Your time:

- Have Ss underline the infinitive of purpose in each sentence. Then have them rewrite the sentences using *in order to.*
- Have Ss complete the exercise individually and compare answers in pairs.
- Review the answers with the class.

## UNIT 9 Lesson 2

### Yes / no questions in the passive voice: other tenses

**To form yes / no questions in the passive voice, move the first auxiliary verb before the subject.**

| | |
|---|---|
| **Simple present tense** | **Are** new international films ~~**are**~~ **shown** at the Burns Film Festival? |
| **Present continuous** | **Are** Pablo Larraín's films ~~**are**~~ **being shown** at the film center? |
| **Present perfect** | **Has** your favorite artist ~~**has**~~ **been chosen** for the exhibit? |
| **Simple past tense** | **Was** the museum ~~**was**~~ **designed** by Frank Gehry? |
| **Past continuous** | **Was** Chinese art ~~**was**~~ **being discussed** in your class? |
| **Modal can** | **Can** pictures ~~**can**~~ **be taken** in the museum? |
| **Modal should** | **Should** this show ~~**should**~~ **be seen** by everyone? |
| **Modal could** | **Could** the new art museum ~~**could**~~ **be built** quickly? |
| **Future with will** | **Will** a new film ~~**will**~~ **be directed** by Bong Joon-ho next year? |
| **Future with be going to** | **Are** Cezanne's paintings ~~**are**~~ **going to be moved** to London? |

**A** **On a separate sheet of paper, rewrite the sentences as yes / no questions in the passive voice.**

1 This painting could be taken to the Prado Museum for a special show next year.
2 A new exhibit is going to be opened at the Tate Modern this week.
3 The galleries in the National Gallery should be updated to show more artists.
4 That new film about Van Gogh is being directed by Julian Schnabel.
5 The opera *The Magic Flute* was written by Mozart.
6 A rare ceramic sculpture from the National Palace Museum in Taipei will be sent to the Louvre museum in Paris.
7 Only seventeen paintings by Johannes Vermeer can be seen in museums.
8 Some new sculptures have been bought by the Metropolitan Museum of Art.

**Answers for Exercise A**

1. *Could this painting be taken to the Prado Museum for a special show next year?*
2. *Is a new exhibit going to be opened at the Tate Modern this week?*
3. *Should the galleries in the National Gallery be updated to show more artists?*
4. *Is that new film about van Gogh being directed by Julian Schnabel?*
5. *Was the opera* The Magic Flute *written by Mozart?*
6. *Will a rare ceramic sculpture from the National Palace Museum in Taipei be sent to the Louvre museum in Paris?*
7. *Can only seventeen paintings by Johannes Vermeer be seen in museums?*
8. *Have some new sculptures been bought by the Metropolitan Museum of Art?*

## UNIT 10 Lesson 1

### Expressing purpose with in order to and for

**In order to**

**You can use in order to with a base form of a verb to express a purpose. The following three sentences have the same meaning.**

I used the Internet **in order to read** the news.
I used the Internet **because I wanted to read** the news.
I used the Internet **to read** the news.

**For**

**You can use for to express a purpose before a noun phrase or gerund phrase.**

She called me **for some advice.**
They shop online **for clothes.**
I use my tablet **for streaming movies.**

**Be careful! Don't use for before an infinitive of purpose.**

He emailed me to ask a question. NOT He emailed me ~~for~~ to ask a question.

**A** **On a separate sheet of paper, rewrite the sentences with in order to.**

1 He used social media to make new friends.
2 Carla uses the Internet to order groceries online.

*1. He used social media in order to make new friends.*
*2. Carla uses the Internet in order to order groceries online.*

3 Alex uses online banking to transfer money. *3. Alex uses online banking in order to transfer money.*
4 They are using the Internet to look for new jobs. *4. They are using the Internet in order to look for new jobs.*
5 I don't use a password manager to create passwords. *5. I don't use a password manager in order to create passwords.*
6 She uses a streaming service to listen to music. *6. She uses a streaming service in order to listen to music.*

**B** **Complete each sentence with for or to.**

1 My friend emailed me .....*to*..... say he got a new job.
2 Megan shops online .....*for*..... shoes.
3 I used my smart phone .....*to*..... order food from a restaurant.
4 James uses social media .....*to*..... share pictures of his travel.
5 Sometimes I used my tablet .....*to*..... stream movies.
6 We both use the Internet .....*for*..... health information.
7 I use this program .....*for*..... screen sharing in meetings.
8 When my computer is running too slowly, I restart it .....*to*..... speed it up.

## UNIT 10 Lesson 2

### Comparatives and superlatives: review

**Comparatives**

**Use comparatives to show how two things are not equal. Use than if the second item is mentioned.**

My smartphone is **larger than** Kyle's (is). OR My smartphone is **larger**.
This GPS app is **less reliable than** that one. OR This GPS app is **less reliable**.

**Superlatives**

**Use superlatives to show how one thing is different from two or more other things. Remember to use the with the superlative.**

Forget-me-not, Memocode, and Safekeep are all good. But Safekeep is **the best.**
Flopbox is **the least expensive** cloud storage service.

**A** **Correct the error in each sentence.**

1 I checked out the three top virus scan apps, and Cleanit was definitely the ~~better~~. *best*
2 MovieMovie is ~~most~~ affordable streaming app there is. *the most*
3 My old tablet didn't have as many problems ~~than~~ my new tablet. *as*
4 Maxwell's laptops are much more expensive ~~as~~ their desktops. *than*
5 The Safekeep app isn't as ~~cheaper~~ as Macropass. *cheap*
6 Of all the smart phones I looked at, the X320 is definitely ~~larger~~. *the largest*

### Comparison with adverbs

**Comparatives**

My new laptop **runs faster than** my old one.
The Cleanit app **operates more quickly than** Anti-bug.

**Superlatives**

Of these three tablets, the Pro8 **starts up the most slowly**.

**Comparison of adverbs with as . . . as**

My new printer **works as well as** my old one.
Flopbox **doesn't run quite as efficiently as** MyCloud.

**Remember:**
Adverbs often give information about verbs.
My phone works **well**. My printer prints **fast**.
Many adjectives can be changed to adverbs by adding -ly.

| | | | | | |
|---|---|---|---|---|---|
| loud | → | **loudly** | bad | → | **badly** |
| quiet | → | **quietly** | slow | → | **slowly** |
| quick | → | **quickly** | efficient | → | **efficiently** |

**B** **On a separate sheet of paper, rewrite each pair of sentences into a single sentence using comparatives. Then write single sentences using as . . . as.**

1 The Printbox printer prints loudly. The EasyPrint doesn't print loudly.
2 Your old laptop works well. My new laptop doesn't work well.
3 My brother's tablet downloads music quickly. My tablet doesn't download quickly.
4 Cleanit doesn't run efficiently. Anti-bug runs efficiently.
5 My new computer doesn't run slowly. My old computer ran slowly.

*See page T142 for answers.*

## B Complete each sentence . . .

Suggested time: 5 minutes | Your time:

- Give Ss a few minutes to scan the sentences for a noun or gerund phrase following the blank, and mark them. (2, 6, and 7) Ask, *Which word would best complete these sentences?* (for) Then ask, *What form of the verb follows* to*?* (the base form)
- Have Ss work individually to fill in the blanks with the correct word.
- Then have them compare answers in pairs.

# UNIT 10 Lesson 2

## Comparatives and superlatives: review

Suggested time: 5 minutes | Your time:

### Comparatives

- Have a volunteer read the rule about comparative adjectives and ask another to read the examples.
- To confirm understanding, elicit more examples of comparative sentences and write them on the board.

### Superlatives

- Ask a volunteer to read the rule about superlative adjectives and have another volunteer read the example.
- To confirm understanding, write on the board: *expensive* and *phone, tablet, computer.* Ask Ss to write two sentences about the items. Tell them to use the comparative form of the adjective *expensive* in one sentence and the superlative form in the other. (For example: A tablet is more expensive than a phone. A computer is the most expensive.)
- Ask Ss to read one of their sentences. After each sentence, ask the class whether a comparative or a superlative adjective was used.

## A Correct the error . . .

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Then have them compare answers in pairs.
- Review the answers with the class. Ask, *Which sentences use the superlative?* (1, 2, and 6)

## Comparison with adverbs

Suggested time: 5 minutes | Your time:

### Comparatives and superlatives

- Call on Ss to read the examples.
- Say, *My laptop works very efficiently.* Have Ss make two more sentences with *tablet* and *phone*. (My tablet works more efficiently than my laptop. My phone works the most efficiently of all.)

### Comparisons of adverbs with as . . . as

- Call on Ss to read the examples. Ask Ss to write a sentence with *my new computer, my old computer,* and *works as fast.* (My new computer works as fast as my old computer.)
- Read the **Remember** box. Call on volunteers to suggest sentences that use the adverbs in the list. Model an example: *Please talk quietly—everyone is asleep.*
- Although many adverbs end in *-ly,* there are four adverbs that are the same as their adjective forms: *hard, fast, early,* and *late.* Their comparative forms are *harder, faster, earlier,* and *later.*

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

Suggested time: 5 minutes | Your time:

- Do the first item as a class.
- Review the answers with the class.

**Answers for Exercise B**

1. *The Printbox printer prints more loudly than the EasyPrint.*
   *The Easy Print printer doesn't print as loudly as the Printbox.*
2. *Your old laptop works better than my new laptop.*
   *My new laptop doesn't work as well as your old laptop.*
3. *My brother's tablet downloads music more quickly than my tablet.*
   *My tablet doesn't download music as quickly as my brother's tablet.*
4. *Anti-bug runs more efficiently than Cleanit.*
   *Cleanit doesn't run as efficiently as Anti-bug.*
5. *My old computer ran more slowly than my new computer.*
   *My new computer doesn't run as slowly as my old computer.*

# 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 Parallel structure

Suggested time: 20 minutes | Your time:

- Read the first rule and the example. Confirm that Ss understand the meaning of *parallel structure*. (*Parallel* means similar; *structure* is the way that the parts of something are put together or organized.)
- Write the example sentence on the board: *She likes painting, drawing, and playing the guitar.* Ask, *What parallel structure do you see in this sentence?* (All the activities that she likes to do are in gerund form: *painting, drawing, playing*.)
- Read the **Be careful!** note. Ask, *How would you correct that sentence?* (Change the infinitive *to draw* to a gerund or change the gerunds *painting* and *playing* to infinitives.)
- Read the second rule and the examples. Then read the **Remember** note. Write on the board: *Carlos worked very hard in his English class. He wanted to speak, read, and to write English very well.* Ask, *What error do you see in this sentence?* (*To* is missing before *read*.) Ask, *What's another way you could write this sentence?* (He wanted to speak, read, and write English very well.)

### A Correct the errors . . .

- Model the first item. Write the sentence on the board: *I began studying information technology and to learn engineering.*
- Have Ss say which rules apply to this incorrect sentence. (Don't combine gerunds and infinitives in the same parallel structure series.) Elicit the two correct answers.
- Have Ss circle the verb in each sentence and underline the items in the series.
- Have Ss complete the exercise. Encourage Ss to refer to the rules.
- To review, 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) Share with Ss a short article that exemplifies the correct use of parallel structure from a magazine, newspaper, or website. Have Ss underline the use of parallel structure.

### Guidance for Writing (page 11)

- Give Ss a few minutes to read the questions. Have Ss write their answers to each question. Direct their attention to the words to describe likes / dislikes in the box. Encourage Ss to use these words and phrases in their sentences, and to check them off as they use them. Remind Ss to use parallel structure.
- When Ss have finished, tell them to return to their answers and underline any series of items. Refer them to the **Be careful!** note to check for correct structure, and then ask them to make any necessary corrections.
- Finally, have Ss use the information in their answers to write their paragraphs.
- 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 parallel structure.

# 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

### Parallel structure

**When writing a series of words or phrases in a sentence, be sure that all items in the series are in the same grammatical form. This feature of good writing is called "parallel structure."**

Megan is creative. She likes **painting**, **drawing**, and **playing** the guitar. (all items in the series are gerunds)

**Be careful! Don't combine gerunds and infinitives in the same series.**

Don't write: Megan is creative. She likes painting, ~~to draw~~, and playing the guitar.

**In a series of infinitives, it is correct to use to before each item in the series or to use to only before the first item.**

✓ I wanted **to sing**, **to dance**, and **to play** the piano at the concert.
✓ I wanted **to sing**, **dance**, and **play** the piano at the concert.
✗ I wanted to sing, dance, and ~~to~~ play the piano at the concert.

**Remember: When a sentence includes a series of more than two words or phrases, separate them with commas. Use and before the last item in the series. The comma before and is optional.**

| two items (no comma) | three items (commas) |
|---|---|
| **Jenny and James** have three favorite activities: | **swimming, playing tennis, and going hiking**. |

**A** **Correct the errors in parallel structure in the sentences. In some cases, more than one answer is correct.**

1. I began studying information technology and to learn engineering.
2. They don't like playing video games or to bake.
3. The Clarks love to swim, going snorkeling, and to surf.
4. He's both hard-working and social. He prefers to study in the afternoon and going out at night.
5. Introverts don't mind being alone and to think without talking.
6. Samantha is a classic extrovert. She prefers knowing many people, talk a lot, and to be in a group.

**Guidance for Writing (page 11)** **On a separate sheet of paper, write sentences to answer some or all of the following questions about the friend or soul mate you chose. If appropriate, use verbs and phrases from the box on the right. Be careful to use parallel structure. Use the sentences in your paragraph about the person.**

- Who is the person?
- What kind of friend is he or she to you?
- Who are the people in his or her family?
- How many siblings does he or she have?
- What kind of personality does he or she have?
- What are his or her likes and dislikes?
- Are there some things he or she is excited about, bored with, angry about, or worried about right now?

**Words to describe likes / dislikes**

| | | |
|---|---|---|
| avoids | enjoys | is happy about |
| hates | expects | is excited about |
| can't stand | hopes | is bored with |
| doesn't mind | would like | is sick and tired of |

**Answers for Exercise A**

1. *I began studying information technology and ~~to learn~~ **learning** engineering. /*
   *I began ~~studying~~ **to study** information technology and to learn engineering. /*
   *I began ~~studying~~ **to study** information technology and ~~to~~ learn engineering.*
2. *They don't like playing video games or ~~to bake~~ **baking**. /*
   *They don't like ~~playing~~ **to play** video games or to bake. /*
   *They don't like ~~playing~~ **to play** video games or ~~to~~ bake.*
3. *The Clarks love to swim, ~~going~~ **to go** snorkeling, and to surf. /*
   *The Clarks love to swim, ~~going~~ **go** snorkeling, and ~~to~~ surf. /*
   *The Clarks love ~~to~~ ~~swim~~ **swimming**, ~~going~~ snorkeling, and ~~to surf~~ **surfing**. /*
   *The Clarks love ~~to~~ ~~swim~~ **going swimming**, going snorkeling, and ~~to surf~~ **going surfing**.*
4. *(. . .) He prefers to study in the afternoon and ~~going out~~ **to go out** at night. /*
   *(. . .) He prefers ~~to study~~ **studying** in the afternoon and going out at night.*
5. *Introverts don't mind being alone and ~~to think~~ **thinking** without talking.*
6. *(. . .) She prefers knowing many people, ~~talk~~ **talking** a lot, and ~~to be~~ **being** in a group. /*
   *(. . .) She prefers ~~knowing~~ **to know** many people, **to** talk a lot, and to be in a group.*

## UNIT 2

### Avoiding run-on sentences

**An independent clause is a sentence with a subject and a verb.**

| subject | verb |
|---|---|
| I | saw a picture of the pyramid. |
| It | looked very big. |

**In writing, avoid "run-on sentences." Don't combine independent clauses without using a coordinating conjunction, such as and or but.**

Run-on sentence ✗ ~~I saw a picture of the pyramid it looked very big.~~

**Correct a run-on sentence by:**

**(a) using a period to separate it into two sentences**

✓ I saw a picture of the pyramid. It looked very big.

**or**

**(b) using a coordinating conjunction to combine the two independent clauses. A comma before the conjunction is optional.**

✓ I saw a picture of the pyramid, and it looked very big.

**Be careful! Don't use a comma to combine independent clauses. Use a period to separate them.**

Run-on sentence ✗ ~~A new teacher arrived today, he is from Miami.~~

✓ A new teacher arrived today. He is from Miami.

**Remember:**
A sentence begins with a capital letter and ends with a period.

**A** **Write ✗ if the item contains a run-on sentence. Check (✓) the item if it is written correctly.**

- ☑ **1** We haven't tried Ethiopian food, but we have tried Moroccan food.
- ☑ **2** Amy and Elizabeth went out last night. They stayed up until 2:00 A.M.
- ☒ **3** They're good students they study a lot.
- ☒ **4** Some people think cities are exciting I don't agree.
- ☒ **5** Claire is French she doesn't speak Spanish.
- ☑ **6** I visited Mount Fuji in Japan, and it was really beautiful.
- ☒ **7** I have been to three foreign countries, I have never been to Egypt.
- ☒ **8** My cousin is a doctor, she lives in Lima.
- ☒ **9** I have never been to the top of the Burj Khalifa in Dubai, I have been to the top of Taipei 101 in Taipei.

**B** **On a separate sheet of paper, write each of the run-on sentences in Exercise A correctly.**

**Guidance for Writing (page 23)** **After you write about your memorable experience, check carefully to see if you have written any run-on sentences. Use a period to separate the independent clauses, or use the coordinating conjunctions and or but to combine them.**

**Answers for Exercise B**

*3. They're good students.**They** study a lot.*
*4. Some people think cities are exciting, **but** I don't agree.*
*5. Claire is American.**She** doesn't speak Spanish.*
*7. I have been to three foreign countries, **but** I have never been to Egypt.*
*8. My cousin is a doctor, **and** she lives in Lima.*
*9. I have never been to the top of the Burj Khalifa in Dubai, **but** I have been to the top of Taipei 101 in Taipei.*

## UNIT 2 Avoiding run-on sentences

Suggested time: 20 minutes | Your time:

- Read the explanation of an independent clause.
- Read the **Remember** note. Make sure Ss understand what *capital letters* means. If necessary, write uppercase and lowercase examples on the board, such as *H h, P p, L l.* Review that a *period* is a form of punctuation. Ask, *What are other forms of punctuation?* (comma, question mark, exclamation point, etc.)
- Have Ss read the rule about avoiding run-on sentences and the examples individually.
- Reiterate that a run-on sentence is incorrect because it has two (or more) independent clauses without a coordinating conjunction. Examples of coordinating conjunctions are *and, but,* and *or.*
- Write on the board: *I bought a new dress I look fantastic in it!* Ask, *What are two ways to make this sentence correct?* (I bought a new dress. I look fantastic in it! OR I bought a new dress, and I look fantastic in it!)
- Remind Ss not to use a comma to combine independent clauses. The clauses should be two separate sentences with a period.

### A Write *x* . . .

- Have Ss underline the independent clauses in each item. If necessary, refer Ss to the first point in the chart if they need to review independent clauses.
- Then tell Ss to analyze whether the independent clauses are connected correctly or if there is a run-on sentence.
- Ask Ss to complete the exercise individually.
- Then have them check answers with a partner.
- Bring the class together and ask, *Which sentences are correct? Why?* (1: The two independent clauses are connected with a comma and the coordinating conjunction *but*. 2: The two independent clauses are treated as separate sentences. 6: The two independent clauses are connected with a comma and the coordinating conjunction *and*.)

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

- Reiterate that a sentence cannot have two independent clauses in it unless they are joined by a coordinating conjunction.
- After Ss have completed the exercise, have them compare answers with a partner.
- Then bring the class together. Ask, *Did you and your partner have different answers?* If yes, invite Ss to share both possible answers. Make sure Ss understand that the coordinating conjunction *but* isn't used simply to connect two ideas like *and* is. *But* is used to express unexpected contrast. Point out the example of item 4: *Some people think cities are exciting, but I don't agree.*

### Guidance for Writing (page 23)

- Before Ss write, have Ss look at the writing sample on page 23. Ask, *What coordinating conjunction do you see?* (but)
- Tell Ss to write at least 8–10 sentences in their paragraph. Remind Ss to pay attention to independent clauses and to treat them as separate sentences or combine them with a coordinating conjunction.
- Ss can swap papers and make corrections, or you can collect work and offer feedback.

## UNIT 3 Paragraphs and topic sentences

Suggested time: 20 minutes | Your time:

- Have Ss read the information and the example paragraphs on the right individually.
- To check comprehension, ask:
  *What is a paragraph?* (It's a group of sentences about one topic or theme.)
  *What is a topic sentence?* (It's a sentence that announces the main idea of a paragraph.)
  *Where in a paragraph is the topic sentence?* (It's usually the first sentence.)
- Call on volunteers to read the topic sentences in the two sample paragraphs aloud. Ask, *What information does each topic sentence give you?* (The first paragraph is about violence in movies before the 1960s; the second paragraph is about violence in movies today.)
- Tell Ss to reread the example paragraphs individually. Then ask, *Do the supporting sentences in each paragraph support the topic sentences?* (yes)
- Have a volunteer read the **Remember** note aloud. Point out the example of an *indent* at the top of the first paragraph. Tell Ss that it is also acceptable to create paragraphs simply by leaving spaces between blocks of text instead of indenting.

### A Choose the best topic sentence . . .

- Tell Ss to read the paragraph carefully. They should think of the paragraph as one paragraph in a whole essay, not as an isolated paragraph.
- To review their answers, have Ss discuss their answers in pairs. Tell Ss to explain the reasons they circled a particular answer.
- Review answers as a class.

**EXTENSION** (+10 minutes) Have Ss find a real movie review in a newspaper, magazine, or online. Have them identify the topic sentences. Have Ss exchange movie reviews with a partner and compare the topic sentences.

## UNIT 3

### Paragraphs and topic sentences

**A paragraph** is a group of sentences that relate to a topic or a theme. When your writing contains sections about a variety of topics, it is a good idea to divide it into separate paragraphs.

When there is more than one paragraph, it is customary, though not required, to include **a topic sentence** in each paragraph that summarizes or announces the main idea of the paragraph. The other sentences in the paragraph traditionally include details or facts that support the main idea. Using topic sentences makes paragraphs clearer and easier to understand.

In the writing model to the right there are two paragraphs, each beginning with a topic sentence (highlighted in yellow).

In the first paragraph, the topic sentence informs us that the paragraph will contain details about violence in movies "before the 1960s."

In the second paragraph, the topic sentence informs us that the paragraph will shift focus. The word "Today" lets the reader know what the focus of the paragraph will be.

Without the topic sentences, the ideas would run together and be difficult to follow.

**Remember:** Indent the first word of each new paragraph so readers know that a new section of the writing is beginning.

Indent

[ ]Before the 1960s, most movies did not show much graphic violence. When fighting or shooting occurred on the screen, it was clean: Bang! You're dead! The victim fell to the ground and died, perhaps after speaking a few final words. The viewer never saw blood or suffering. But in the late 1960s, filmmakers such as Arthur Penn and Sam Peckinpah began making movies with more graphic violence, such as *Bonnie and Clyde* and *The Wild Bunch*. They believed that if audiences could see how truly horrible real violence was, people would be less violent in their own lives.

Today, special-effects technology has made it possible to create very realistic images of bloodshed and violence. Steven Prince, author of *Savage Cinema: Sam Peckinpah and the Rise of Ultraviolent Movies*, describes the difference between early movies and the movies of today: ". . . filmmakers can create any image that they can dream up." So, Prince believes, because of technology, movies today are more and more violent and bloody.

**A** **Choose the best topic sentence for each paragraph.**

**1**

..... Some people are worried that viewing a lot of violence in movies and video games can be dangerous. They feel that it can make violence seem normal and can cause people to imitate the violent behavior, doing the same things themselves. Other people disagree. They believe that showing violence is honest and can even be helpful.

**a** Many people say violence in movies can be harmful.
**b** People have different opinions about how violence can affect viewers.
**c** People imitate violent behavior they see in movies.

**2**

..... This 1967 Arthur Penn movie is about a real gang of violent bank robbers who terrorized the U.S. Southwest in the 1930s. Bonnie (Faye Dunaway) and Clyde (Warren Beatty) and their gang were believed to be responsible for thirteen deaths and many robberies before they were finally killed.

**a** *Bonnie and Clyde* is an example of a violent movie based on a true story.
**b** Arthur Penn is one of the most famous directors of the 1960s.
**c** There were a lot of bank robberies in the 1930s.

**3**

..... The film shows the kind of real violence that was common in the wild west. Peckinpah thought showing this kind of graphic violence would disgust audiences and make them less likely to celebrate it in movies. He later admitted he was wrong, and that audiences seemed to enjoy the violence rather than being horrified by it.

**a** *The Wild Bunch* was one of Martin Scorsese's favorite movies.
**b** Audiences reacted negatively to Sam Peckinpah's film *The Wild Bunch.*
**c** In 1969, Sam Peckinpah made the controversial violent film *The Wild Bunch.*

**B** On a separate sheet of paper, write a paragraph of three to five sentences about a time you (or others) were late to meet someone for an event. Include a topic sentence and details about what happened.

**Guidance for Writing (page 33)** On the notepad, write notes about a movie you've seen. Use your notes as a guide for your two paragraphs about the movie. Include a topic sentence for each paragraph to summarize your main idea.

Title of movie:
Who's in it:

What it's about:

My opinion:

## UNIT 4

### Avoiding sentence fragments with because or since

**Remember: You can use the subordinating conjunctions because or since to give a reason. Because and since answer a Why question. A clause that begins with because or since is called a dependent clause. A dependent clause gives information about an independent clause.**

independent clause — dependent clause

I prefer bed and breakfasts **because** (or **since**) they're very comfortable.

**A dependent clause with because or since can also come at the beginning of a sentence. If it comes first, use a comma.**

**Because** they're very comfortable, I prefer bed and breakfasts.

**In writing, a dependent clause alone is an error called a "sentence fragment." It is not a sentence because it does not express a complete idea.**

sentence fragment

I prefer bed and breakfasts. ~~Because they're very comfortable.~~

**To correct a sentence fragment with because or since, make sure it is combined with an independent clause. Another way to correct a fragment is to rewrite the sentence without because or since, making it an independent clause.**

✓ I prefer bed and breakfasts **because** they're very comfortable.
✓ I prefer bed and breakfasts. They're very comfortable.

**A** In the following paragraph, underline four sentence fragments with because or since.

Last summer, I went on a great vacation. I wanted to go to the beach. Because it was summer. I stayed in a hotel. Since it was located very close to the water. It was very comfortable and convenient. It was more expensive than a hostel or short-term rental. Because it has a lot more amenities. There was a spa, a fitness center, and a great restaurant. I would definitely stay there again. Since I had such a great experience.

**B** On a separate sheet of paper, write the paragraph again. Correct all the sentence fragments. Combine the dependent clauses with independent clauses to make complete sentences.

**Guidance for Writing (page 47)** In your review about one kind of accommodation, include at least three sentences that contain because or since. Then check carefully to make sure that there are no sentence fragments.

**Answers for Exercise B**

*Last summer, I went on a great vacation. I wanted to go to the beach* ***because it was summer****. I stayed in a hotel. Since it was located very close to the water,* ***it was very comfortable and convenient****. It was more expensive than a hostel or short-term rental* ***because it has a lot more amenities****. There was a spa, a fitness center, and a great restaurant. I would definitely stay there again* ***since I had such a great experience****.*

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

- Tell Ss to work individually to brainstorm ideas about a time they (or someone else) were late to meet someone for an event.
- Have Ss write their paragraphs. They should write one paragraph of 3–5 sentences. The paragraph should have a very clear topic sentence and supporting details about what happened. Tell them to refer to their brainstormed lists for the supporting details.
- Write on the board: *Does your paragraph have a topic sentence? Does it summarize or announce the main idea of your paragraph?* Ask Ss to read the questions on the board and then reread their paragraphs.
- To review their answers, have Ss exchange paragraphs and comment on each other's use of topic sentences and supporting sentences.

### Guidance for Writing (page 33)

- Once Ss have chosen a movie, have them work individually to write notes about it on the notepad. Tell them to add reasons for their opinion.
- As Ss write their two paragraphs, move around the room and help them as needed. The first paragraph could give the title, the genre, the actors, and what it's about. The second paragraph could describe the film with adjectives and give an opinion about it.
- Have pairs share their paragraphs. Encourage Ss to read their topic sentences carefully and suggest ways to improve them.
- Collect Ss' writing and offer feedback.

## UNIT 4 Avoiding sentence fragments with <u>because</u> or <u>since</u>

Suggested time: 20 minutes | Your time:

- Review the concept of independent and dependent clauses. Write on the board: *I prefer the Hotel Casablanca because it looks interesting*. Explain that *I prefer the Hotel Casablanca* is an independent clause because it can stand by itself as a sentence. Then ask, *What is the dependent clause?* (because it looks interesting) Ask, *Can the dependent clause stand by itself?* (no)
- Ask Ss to study the rules and examples in pairs.
- To confirm understanding, write on the board: *I love classical music. Because it is so relaxing.* Have Ss identify which is a dependent clause and which is an independent clause. (*I love classical music:* independent clause; *because it is so relaxing:* dependent clause)
- Ask, *Are both sentences correct?* (No, the second sentence is a sentence fragment.) Have Ss work in pairs to combine the sentences correctly:
  *Because it is so relaxing, I love classical music.*
  *I love classical music because it is so relaxing.*

**A** **In the following paragraph, . . .**

- Reiterate that a sentence fragment is a dependent clause that stands alone but does not express a complete idea.
- Have Ss work individually to find the four sentence fragments with *because* or *since* and underline them.
- Review by asking volunteers to read the sentence fragments aloud.

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

- Have Ss work individually to rewrite the paragraph, correcting all the sentence fragments. Have them combine the dependent clauses with the independent clauses to make complete sentences. Tell Ss that they should not change the order of the clauses in the new paragraph.
- Move around the room and help Ss as needed.
- After Ss have completed the exercise, have them take turns reading the corrected sentences in the paragraphs with a partner.

**OPTION** (+5 minutes) To extend the lesson, have Ss rewrite the sentences with the clauses in a different order. Remind them to include commas. (Because it was summer, I wanted to go to the beach. The hotel was very comfortable and convenient since it was located very close to the water. Because it has a lot more amenities, it was more expensive than a hostel or a short-term rental. Since I had such a great experience, I would definitely stay there again.)

### Guidance for Writing (page 47)

- Tell Ss that their accommodation review should include at least three sentences that contain *because* or *since*. For example: *Because it had a kitchen, we could make our own breakfast instead of going to a restaurant.*
- Have Ss outline their review by writing notes under these headings: *Amenities*, *Upsides*, and *Downsides*. Have them write their review and then check it to make sure there are no sentence fragments. Ss should write at least ten sentences in their paragraph.
- Have Ss exchange writing with a partner and check their writing.
- Collect Ss' writing and offer feedback. You can also bring the class together and invite Ss to share.

## UNIT 5 Writing a formal letter

Suggested time: 20 minutes | Your time:

- Have Ss read the rules for writing a formal letter. Then have Ss read the example letter on the right.
- Point out that different countries may have slightly different formal letter conventions: These guidelines are applicable to the U.S.
- To review Ss' understanding of the conventions, ask the following:
  *Where do you write the date of the letter?* (under your contact information)
  *Does Eleanor Bridge know the name of the person she's writing to?* (no)
  *What does she write about in the first paragraph?* (details of why she liked the service at the spa)
  *What does she write about in the second paragraph?* (that she's recommending the spa to other people)
- Ask, *What is her complimentary close?* (Sincerely,) Have Ss read the **Other common complimentary closes** note. Explain that these are all appropriate to use in formal letters.

### A Imagine you visited . . .

- Write the services from Lesson 2 on page 54 (a haircut, a manicure, a pedicure, a shave, a massage, a facial, a massage) and Lesson 3 on page 56 (get a tattoo, pierce my ears / eyebrow / nose / lip, shave my head, have a hair transplant, dye my hair, have cosmetic surgery) for Ss to refer to.
- Tell Ss to refer to the **Ideas for adjectives** list for help as they write their notes on the notepad.

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

- Have Ss work individually to write their letters using their notes in Exercise A. Tell them to refer to the letter in the chart as a model.

### Guidance for Writing (page 59)

- Have Ss review the points to include and add them to the letter if they're missing.
- Have Ss swap their writing with a partner and give each other feedback. Then collect Ss' writing and offer individual feedback.

## UNIT 5

### Writing a formal letter

**There aren't many rules for informal social communication such as emails, text messages, and handwritten notes. There are, however, important rules and conventions for formal written communication, such as business letters. For these, be sure to include the following elements:**

- your contact information
- the recipient's name, position, and mailing address
- the date
- a salutation
- a complimentary close
- your handwritten signature above your full name

**Note: When business correspondence is an email, it's not necessary to include street addresses or a handwritten signature.**

**If you know the recipient's name, the salutation should use the following format: Dear [title + last name]. It's common in a formal letter to use a colon (:) after the name. In less formal letters, a comma is appropriate.**

Dear Mr. Clark: Dear Sarah,

**If you don't know the recipient's name or gender, you can use this neutral salutation:**

To whom it may concern:

**If you are writing to a person who occupies a position such as a manager and you don't know the person's name or gender, it's polite to use this traditional salutation:**

Dear Sir / Madam:

**Follow the layout and punctuation in the writing model to the right.**

**your contact information**
324 Hampton Boulevard
Ocean View, Maryland
email: ebridge@vmail.gr

**date** December 29, 2021

Manager
The Pine View Spa
Pine View Hotel
875 Alpine Lane
Mount Lofty, Vermont

**recipient's address**

Dear Sir / Madam: **salutation**

I'm writing to tell you that I was very happy with the service provided by the staff of the Pine View Spa when I was in Mount Lofty last week. The manicurist gave me a wonderful manicure, and the masseur was fantastic. I particularly enjoyed the relaxing music that played in the spa. Finally, the prices were fair, the staff were very friendly, and I left the spa feeling great.

I want you to know that I am recommending the Pine View Spa to all my friends and have told them that they should visit you even if they are staying in another hotel or if they are only in Mount Lofty for a day. In fact, I have told them that it's worth traveling to Mount Lofty just to visit the spa.

Sincerely, **complimentary close**
Eleanor Bridge **handwritten signature**
Eleanor Bridge **your full name**

**Other common complimentary closes**

| | |
|---|---|
| Regards, | Sincerely yours, |
| Cordially, | Best regards, |

**Ideas for adjectives:**

| | |
|---|---|
| fair | relaxing |
| affordable | good |
| excellent | safe |
| fantastic | effective |

**A** **Imagine you visited a salon or spa and received three services, like the ones from Lessons 2 and 3. On the notepad below, write notes about the three services and your experience.**

name of the salon / spa:
services you received:
names of staff:

adjectives to describe the experience:

**B** **On a separate sheet of paper, write a letter of thanks to the manager of the salon or spa in Exercise A. Explain what you like about the services. Use your notes and the writing model as a guide.**

**Guidance for Writing (page 59)** **In your letter, be sure to include:**

- the date
- a salutation
- a complimentary close

**Whether your letter is printed or handwritten, include:**

- your contact information
- your handwritten signature above your full name

## UNIT 6

### Connecting ideas: subordinating conjunctions

**A subordinating conjunction connects a dependent clause to an independent clause.**

| independent clause | dependent clause |
|---|---|
| I'm eating more vegetables these days | **because** I want to stay healthy. |
| I'm not crazy about chocolate | **even though** I'm a dessert lover. |

**A dependent clause can also come at the beginning of a sentence. Use a comma after the dependent clause when it comes first.**

| dependent clause | independent clause |
|---|---|
| **Because** I want to stay healthy, | I'm eating more vegetables these days. |
| **Even though** I'm a dessert lover, | I'm not crazy about chocolate. |

**Use the subordinating conjunction <u>if</u> to express a condition. Use the subordinating conjunction <u>unless</u> to express a negative condition.**

You will help protect the environment **if** you eat less meat.
You stay healthy **unless** you eat too much fast food. (= if you don't)

**Use the subordinating conjunctions <u>although</u>, <u>even though</u>, or <u>though</u> to express a contradiction.**

**Although**
**Even though**
**Though**
they knew dessert was unhealthy, people enjoyed it anyway.

**Remember: Use the subordinating conjunctions <u>because</u> or <u>since</u> to give a reason.**

**A** **Circle the best subordinating conjunction to complete each sentence.**

1 (Though / If / Unless) she drinks a lot of coffee, she won't sleep well.
2 (Even though / Because / If) he plays a lot of sports, he doesn't eat healthy foods.
3 I always order chocolate ice cream (although / because / unless) I'm a chocolate addict.
4 (Unless / Although / Since) it's hard to go running every day, I enjoy it.
5 She has to avoid salty foods (because / unless / though) they are bad for her heart.
6 I started eating less pasta and carbs (even though / if / unless) I didn't want to.
7 (Even though / Because / Unless) my grandfather is 80 years old, he is very healthy.
8 (Unless / Because / Since) I'm at a party, I usually don't eat dessert.
9 She won't eat broccoli (because / unless / although) she has to.
10 (Unless / Even though / Since) he doesn't eat most kinds of meat, he eats fish.

**B** **Read each sentence. Then, on a separate sheet of paper, write and connect a clause to the sentence, using the subordinating conjunction.**

1 Many people try different diets. (even though)
2 Avoiding specific foods is necessary for some people. (if)
3 Eating sweets is OK. (unless)
4 Some people change what they eat. (because)
5 Most people continue to eat unhealthy foods. (although)

1 Many people try different diets even though they don't want to lose weight.

**Guidance for Writing (page 71)** **Using four different subordinating conjunctions, write four sentences: two describing the typical diet in your country and two describing one or two dishes. Use your sentences in your two paragraphs.**

**Answers for Exercise B**

*Answers will vary. Possible answers will include this language:*
*1. Many people try different diets **even though** they don't want to lose weight.*
*2. Avoiding specific foods is necessary for some people **if** they're allergic to them.*
*3. Eating sweets is OK **unless** you eat too many of them.*
*4. Some people change what they eat **because** they want to protect the environment.*
*5. Most people continue to eat unhealthy foods **although** they know it's bad for them.*

## UNIT 6 Connecting ideas: subordinating conjunctions

Suggested time: 20 minutes | Your time:

- Have a volunteer read aloud the first two rules in the chart.
- To confirm understanding of subordinating conjunctions, have Ss read the examples individually. Then ask, *Are subordinating conjunctions used with the dependent clause or the independent clause?* (the dependent clause)
- Write on the board:
  *1. I want to lose weight / I'm running 2 miles every day. (because)*
  *2. I want to get into a good college / I'm not studying for my final exams. (even though)*
- Tell Ss to write each sentence in two ways. (1. Because I want to lose weight, I'm running 2 miles every day. I'm running 2 miles every day because I want to lose weight. 2. Even though I want to get into a good college, I'm not studying for my final exams. I'm not studying for my final exams even though I want to get into a good college.) Then have volunteers write their answers on the board.
- Have a volunteer read aloud the rule about *if* and *unless* and the example sentences. Review that an *if* or *unless* clause is paired with a result clause that describes what will happen under that condition. Ask, *Which clause is dependent?* (the *if* clause; It can't stand alone.) Which clause is *independent?* (the result clause; It can stand alone.)
- Have a volunteer read aloud the final rule in the chart. Read the example sentences.

### A Circle the best subordinating . . .

- Write the following on the board: *Does the sentence:*
  - *give a reason? (because, since)*
  - *express a contradiction? (although, even though, though)*
  - *express a condition? (if, unless)*
- Tell Ss to refer to the questions on the board to help them decide which subordinating conjunction to use.
- Ask Ss to complete the exercise individually.
- To check answers, bring the class together and call on Ss to read aloud the complete sentences with the subordinating conjunctions they circled.

### B Read each sentence. Then, . . .

- Call on a volunteer to read item 1 aloud.
- Have Ss skim the exercise. Ask, *Are these dependent or independent clauses?* (They're independent; they express complete thoughts.) Tell Ss to look at the context and create dependent clauses. Remind Ss that *if* and *unless* express a condition, *because* gives a reason, and *although* expresses a contradiction. 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 sharing their sentences and elicit corrections as needed.

**EXTENSION** (+5 minutes) Write on the board:
*Although* *Even though* *Though*
Tell Ss to write their own sentences about food or diet beginning with these conjunctions. Have Ss share their sentences with the class.

### Guidance for Writing (page 71)

- Have Ss write two sentences describing the typical diet in their country and two sentences describing one or two dishes. Walk around as Ss write their sentences. Make sure they are using four different subordinating conjunctions. Remind them to use a comma if the dependent clause comes first.
- Then have Ss write two paragraphs: the first on the typical diet and the second on one or two popular dishes. They should incorporate their four sentences.
- Ask Ss to swap their writing with a partner and give each other feedback, including on the correct use of the subordinating conjunctions. Then collect Ss' writing and offer individual feedback.

## UNIT 7 Connecting words and sentences: and, in addition, furthermore, and therefore

Suggested time: 20 minutes | Your time:

**And**

- Call on a S to read the first rule and example sentence aloud. Write the first example sentence on the board and have a S circle the adjectives connected by *and*. (Aggressive, dangerous) Stress that when *and* connects two words, a comma is not needed.
- Write the next example sentence on the board. Ask, *What is the subject?* (Aggressive drivers) *What is the verb?* (There are two: tailgate and weave.) Have Ss read the rules and examples individually.
- Read the third example sentence. Ask, *What does* and *connect in this sentence?* (It connects the final word in a series with the previous word in the series: speeding, honking, and texting.) Ask, *Why are there commas?* (because there are more than two words in the series) Stress that the comma after the second word is optional. Explain that it is a style preference.
- Finally, have Ss read the last rule to review that *and* can be used to connect two independent clauses.

### A Insert commas . . .

- Tell Ss to circle *and* in each sentence and underline the words it connects. Have Ss work individually to complete the exercise.
- After Ss have completed the exercise, have them compare answers in pairs.
- Bring the class together and ask, *Which sentences need commas?* (1 and 4) Ask, *Why don't the other sentences need commas?* (because *and* connects only two words)

**OPTION** (+ 5 minutes) Have Ss identify the part of speech of the words connected in each sentence. (1: present participles; 2, 3, 4, and 6: nouns; 5: present participles)

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

- Have Ss work individually to combine the sentences. Then have them check that each independent clause has a subject and verb.
- To review, have Ss compare their answers with a partner.
- It is acceptable for Ss not to include the subject pronoun in the second independent clause. However, this has not been formally taught yet in this course.

**In addition, furthermore, and therefore**

- Have Ss read the first rule and examples individually.
- Write on the board: *Talking on the phone while driving distracts you. You should not wear headphones while driving.* Ask Ss to rewrite the sentences using *in addition* or *furthermore.* Call on volunteers to come up and write the sentences. (For example: You should not talk on the phone while you drive. Furthermore, / In addition, you should not wear headphones while driving.)
- Explain that *furthermore* and *in addition* are interchangeable, but *furthermore* is a bit more formal.
- Read the second rule and the example. Ask, *Can we replace* therefore *with* in addition *or* furthermore*?* (no) *Why not?* (*Therefore* has a different meaning; it introduces a result.)
- Read the **Note** regarding the use of a comma.

### C Complete the statements . . .

- On the board write: *Does the sentence add ideas? Does the sentence introduce a result?* Tell Ss to refer to these questions when choosing the correct answer.
- Have Ss work individually to complete the sentences.
- Walk around and assist as needed.
- To check answers, have pairs compare their answers.

### Guidance for Writing (page 83)

- Read the directions. Tell Ss to include *and, in addition, furthermore,* and *therefore* in their letter or email.
- Then have Ss write their letter or email using the same format that Sophie's dad used in his letter. Encourage them to write an outline to plan their letter. The first paragraph should explain why they are writing the letter. There should be 5–6 body paragraphs, each of which covers one point, giving reasons or examples.
- 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 connecting words and sentences. Collect Ss' writing and offer individual feedback.

## UNIT 7

### Connecting words and sentences: and, in addition, furthermore, and therefore

**And**

**And connects two or more words in a series. Use commas to separate words when there are more than two in the series. (The last comma is optional.)**

**Aggressive and dangerous** driving are a big problem in my city. (no comma: and connects two adjectives.)

Aggressive drivers sometimes **tailgate and weave** through traffic while they drive. (no comma: and connects two verbs with the same subject.)

**Speeding, honking, and texting** while driving are three things you should avoid doing. (a comma is necessary: and connects more than two words in a series. The comma after honking is optional.)

**Remember: And can also combine two separate complete sentences into one sentence. In the new sentence, the two original sentences are called "independent clauses." The comma is common but optional.**

**complete sentence** – **complete sentence**
Honking your horn is aggressive. It distracts other drivers.
**independent clause** - **independent clause**
Honking your horn is aggressive, **and** it distracts other drivers.

**A** **Insert commas where necessary or optional in the sentences.**

1 He was tailgating talking on the phone and gesturing at the other drivers.
2 I don't like driving compact cars and other small cars.
3 My brother and sister-in-law are renting a car.
4 They're traveling to Montreal Toronto and Ottawa.
5 I'm taking driving lessons and studying for my driver's test.
6 This rental company has nice convertibles and sports cars.

*1. He was tailgating, talking on the phone, and gesturing at the other drivers.*
*2. (not necessary or optional)*
*3. (not necessary or optional)*
*4. They're traveling to Montreal, Toronto, and Ottawa.*
*5. (not necessary or optional)*
*6. (not necessary or optional)*

**B** **On a separate sheet of paper, combine each pair of sentences into one sentence consisting of two independent clauses. Use and.**

1 They made a call to the car rental company. They reserved an SUV for next week.
2 He was tailgating. He had a fender bender.
3 We rented a convertible. We opened the roof because it was sunny.
4 I was parking the car. I sideswiped another car.
5 We can pick up the keys in the morning. We should drop the car off tomorrow before five o'clock.

**Answers for Exercise B**

*1. They made a call to the car rental company, **and** they reserved an SUV for next week.*
*2. He was tailgating, **and** he had a fender bender.*
*3. We rented a convertible, **and** we opened the roof because it was sunny.*
*4. I was parking the car, **and** I sideswiped another car.*
*5. We can pick up the keys in the morning, **and** we should drop the car off tomorrow before five o'clock.*

### In addition, furthermore, and therefore

**Use in addition and furthermore to add to the ideas in a previous sentence. In addition and furthermore are approximately equal in meaning, but furthermore is a little more formal. You can use both in the same writing to avoid repetition.**

Good drivers should observe the speed limit. **In addition**, they should maintain a safe following distance.
I think texting while driving is very dangerous. **Furthermore**, it has been shown to cause accidents.

**Use therefore to introduce a result.**

**result**
I didn't pass my driver's test. **Therefore**, I didn't get my license.

**Note:**
It's customary to use a comma after in addition, furthermore, and therefore.

**C** **Complete the statements with in addition / furthermore or therefore.**

1 The other driver was talking on the phone. *In addition / Furthermore*, she was tailgating.
2 The accident was just a fender bender. *Therefore*, we don't have to get a new car.
3 I was traveling with my four children. *Therefore*, I rented a large minivan.
4 They want to rent a plug-in car for their trip to California. *In addition /* they want to find a pet-friendly hotel so they can bring their dog. *Furthermore*

**Guidance for Writing (page 83)** **In your letter or email, giving advice to a new driver, use and, in addition, furthermore, and therefore. Then check your letter or email carefully to see if you have used commas correctly.**

## UNIT 8

### Introducing conflicting ideas

**Use on the one hand and on the other hand to present conflicting ideas or two sides of an issue. The following two sentences present the two sides together, one right after the other.**

**On the one hand**, I want to be honest. **On the other hand**, I don't want to pay more.

**Remember: You can also present conflicting or contradictory information with even though, although, and however.**

**Even though** I'm usually a reliable person, I am sometimes late for work.
**Although** Bob is a good boss, he isn't always fair.
Tim wanted to tell the server they were undercharged. **However**, Kelly didn't agree.

**When one paragraph presents one side of an issue and the next one presents the other, writers don't usually use on the one hand in the first paragraph. Instead, they just begin the next paragraph with on the other hand to let the reader know that the conflicting idea will follow. Look at the writing model to the right.**

Being honest has many advantages. If you always tell the truth, you don't have to remember an untruth you said before. People who tell the truth don't have trouble sleeping. They can look at themselves in the mirror and feel good.

On the other hand, there are times when telling a lie makes sense. For example, your friend Andrew might ask you if you like his new jacket, and you think it's ugly. If you told him that, it would hurt his feelings. It's possible that not being absolutely truthful might be kinder.

**A** **Reread the Zoom-In on page 87. Write a summary of the story in three to five sentences. Answer the questions below.**

- Where were Peter and Layla?
- Why was Peter upset?
- Who are Chris and Pat? Who is Bob?
- What did Peter and Layla discuss?

*Answers will vary. Possible answers include:*
*Peter and Layla were talking in the breakroom at work. Peter was upset because his colleagues Chris and Pat keep talking about him. Peter's boss Bob doesn't help either. Peter and Layla talk about ways Peter can stand up to Chris and Pat.*

**B** **Answer the questions below. Write three to five sentences about Peter's choices. Then write the consequences of each choice. Use if and the unreal conditional in at least one sentence.**

- What should he do?
- What could he do?
- What would most people do?

*Answers will vary. Possible answers will include this language:*
*Peter should . . .*
*Peter could . . .*
*Most people would . . .*

**C** **Write three to five sentences about what you would do if you were Peter. Answer the questions below.**

- What would you do?
- What would happen if you did that?
- What would happen if you didn't?

*Answers will vary. Possible answers will include this language:*
*If I were Peter, I would . . .*
*If I did that . . .*
*If I didn't do that . . .*

**Guidance for Writing (page 95)** **In your paragraphs about honesty, use on the one hand, on the other hand, even though, although, and however to connect conflicting ideas.**

## UNIT 8 Introducing conflicting ideas

Suggested time: 20 minutes | Your time:

- Explain the idiom *on the one hand, . . . on the other hand. . . .* Use actual hand gestures to explain that this is an expression used when presenting two different ways of thinking about a situation. For example, say, *On the one hand* (hold out your left hand), *my new job will give me new opportunities to grow; on the other hand* (hold out your right hand), *I'll spend a lot more hours working*.
- Have Ss read the rules and the examples in the chart individually.
- Point out the use of a comma after *however*.
- Draw Ss' attention to the example paragraphs on the right. They discuss the two sides of being honest.
- To confirm understanding of the rules, write on the board:
  1. *Janet is a good worker. She is often late. (even though)*
  2. *I love coffee. I drink only one cup a day. (although)*
  3. *Tom loved the hotel. Sandy didn't agree. (however)*
- Have Ss work individually to rewrite the sentences with the words in parentheses. Have volunteers write the answers on the board:
  1. *Even though Janet is a good worker, she is often late. / Janet is a good worker even though she is often late.*
  2. *Although I love coffee, I drink only one cup a day.*
  3. *Tom loved the hotel. However, Sandy didn't agree.*
- Reiterate that when presenting two sides of an issue in an essay, only the second paragraph needs to say *on the other hand*.

### A Reread the Zoom-In, . . .

- Tell Ss to reread the Zoom-In on page 87. Have Ss answer the questions in pairs. Then have them write the summaries individually.
- To review, have Ss compare their summaries with another pair.

### B Answer the questions . . .

- Read the directions and the questions. Have Ss work in pairs to write about Peter's choices and the consequences of each choice. They should use *if* and the unreal conditional in at least one sentence.
- To review, have partners read each other's sentences. Answer any queries.

### C Write three to five sentences . . .

- Have Ss write sentences about the situation as if they were Peter.
- To check their work, have partners join another pair to share their sentences. Walk around and monitor for correct use of the unreal conditional.

### Guidance for Writing (page 95)

- Write the words to introduce conflicting ideas on the board for Ss to refer to: *on the one hand, on the other hand, even though, although,* and *however*.
- Tell Ss to write two paragraphs expressing their views about honesty in response to the Reading.
- Encourage them to write an outline to plan the points they will include in each paragraph. Paragraph 1 should state whether they found the results of the study surprising or not, with reasons. Paragraph 2 should describe one or more situations each S knows of where a person showed honesty, especially when it was surprising.
- Tell Ss to use the language they learned to introduce conflicting ideas.
- Have Ss swap their writing with a partner and offer feedback, including on the correct use of the words on the board. Then collect Ss' writing and offer individual feedback.

## UNIT 9 Providing supporting details

Suggested time: 20 minutes | Your time:

- Have Ss read the explanation of supporting details in paragraphs individually.
- Have Ss look at the example paragraph on the right. Ask, *Why are two of the sentences crossed out?* (They do not support the topic sentence.)

**EXTENSION** (+5 minutes) Have Ss identify the main idea and details in the paragraph in their own words and write a simple outline on the board. For example:

- *Main idea: The writer's favorite possession is a ceramic sculpture.*
- *Details: The sculpture is in the writer's living room. It was a gift from the writer's grandparents when she or he was 15. It used to be in the grandparents' house when the writer was a child. The writer sees it every day.*

**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 Read each topic sentence. . . .

- Have Ss circle the sentence that does not support the topic sentence in each item. Have Ss explain why the sentence doesn't support the topic sentence.
- Have Ss compare answers in pairs. Review answers with the class. Have Ss explain why one of the details does not support the topic sentence. (1. Choice *a* mentions collectors not artists. 2. Choice *c* mentions traditional art not abstract art. 3. Choice *b* does not mention the sculpture. 4. Choice *b* does not mention the painting. 5. Choice *a* does not refer to music. 6. Choice *b* does not refer to talent.)

### Guidance for Writing (page 105)

- Have Ss write their topic sentences and supporting detail sentences for the three artists they discussed. Point out that they are outlining their paragraphs by writing these notes. Then have them share ideas with a partner and write additional ideas.
- Walk around and check in with Ss. Ask:
  *Who are you going to write about?*
  *What will the topic sentence say?*
  *What details will you include?*
- Have Ss write their paragraphs. Encourage them to use connecting words to ensure their paragraphs flow logically.
- Have Ss swap their writing with a partner and give each other feedback including on the use of relevant supporting details. Then collect Ss' work and offer individual feedback.

## UNIT 9

### Providing supporting details

**Remember:** A good paragraph has a topic sentence that clearly states what the main idea of the paragraph is.

In addition, a paragraph should have sentences with appropriate supporting details—that is, information that provides support for, and is clearly tied to, the topic sentence.

**Be careful!** If a detail doesn't support the topic sentence or isn't tied to it clearly, then it may not belong in the paragraph.

In the writing model to the right, the topic sentence of the paragraph is highlighted in yellow. The sentences that follow provide supporting details.

Two of the sentences are crossed out because they do not support the topic sentence and should not be included in the paragraph. These two sentences do not provide information about the sculpture and do not indicate why the writer likes the sculpture.

The remaining sentences contain supporting details—they all support the topic sentence and are clearly tied to it. They provide more information about the sculpture and they explain why the writer likes the sculpture.

In my living room, my favorite possession is a small ceramic sculpture of a tree. My grandparents gave it to me when I was 15. ~~Sculptures can be expensive if they are very old or made of expensive materials~~. It has lots of memories for me because it was in my grandparents' house when I was a child. ~~It's important to take very good care of ceramic sculptures~~. The sculpture is beautiful, and I have it on a table where I see it every day.

**A** **Read each topic sentence. Circle the sentence that does not support the topic sentence.**

1 Many European artists of the 20th century were inspired by African art and sculpture.
   (a) Today, African art is very popular for collectors.
   b Looking at the work of modern artists, it is clear they chose to use some African elements in their paintings and sculptures.
   c A lot of European artists had collections of African sculptures.

2 I love abstract art, but my sister hates it.
   a Jackson Pollock is my favorite abstract artist.
   b My sister prefers more realistic art.
   (c) Traditional art is very popular with tourists in my city.

3 Michelangelo's statue, *David*, is one of the most famous sculptures in the world.
   a People travel from all over the world to the city of Florence to see it.
   (b) Michelangelo was born in 1475.
   c The image of *David* can be seen in popular art and advertisements.

4 On the wall in my living room, I have a painting I bought on my trip to Mexico City.
   a Its beautiful colors feature blue, green, and pink.
   (b) You should visit Frida Kahlo's house when you are in Mexico City.
   c I bought it in a small gallery from a local artist.

5 My brother has always had a lot of musical talent.
   (a) We get along well, and we like a lot of the same things.
   b He has played the piano, guitar, and drums since he was a child.
   c I think he will be a musician when he is older.

6 The designer Stella McCartney has a very talented family.
   a McCartney's father is the famous musician Paul McCartney.
   (b) She has been a vegetarian since she was a child.
   c Her mother, Linda, was a very successful photographer.

**Guidance for Writing (page 105)** **On a separate sheet of paper, write the name of one of the artists you discussed with your classmates. Create a topic sentence that states the most important thing you want to say about that artist. Write five detail sentences that each support your topic sentence. Then repeat with the other two artists you discussed.**

## UNIT 10

### Organizing ideas

**When you want to write about several aspects of a topic, there are different ways you can organize your ideas. For example, if you are writing about the upsides and downsides of smart phones, here are three approaches.**

**Approach 1: In one paragraph**

**One way is to describe all the upsides and downsides in one paragraph. Following are notes of the details that will be included in the paragraph.**

THE UPSIDES AND DOWNSIDES OF SMART PHONES
Upsides: makes it easy to keep in touch with friends, you can shop online, listen to music, and watch videos everywhere
Downsides: cyberbullying, identity theft, make people dependent

**This approach is good for a short piece of writing. However, if you want to develop those ideas in more than just a few sentences, it is easier for the reader to follow if you can organize the details in one of the following ways:**

**Approach 2: In two paragraphs**

**In this approach, you can use a first paragraph to describe all the upsides. Then you can use a second paragraph to describe all the downsides. Following are notes of the details that will be included in each paragraph.**

Paragraph 1: SMART PHONES HAVE UPSIDES
makes it easy to keep in touch with friends, you can shop online, listen to music, and watch videos everywhere
Paragraph 2: BUT THEY ALSO HAVE DOWNSIDES
cyberbullying, identity theft, make people dependent

**Approach 3: In more than two paragraphs**

**In this approach, you can use a separate paragraph to focus on each different topic. In each paragraph, you can describe both upsides and downsides. Following are notes of the details that will be included in each paragraph.**

Paragraph 1: (THEY KEEP US CONNECTED) social media makes it easy to keep in touch with friends, but enables cyberbullying
Paragraph 2: (THEY'RE CONVENIENT) you can shop online wherever you are, but identity theft is a big danger
Paragraph 3: (THEY'VE CHANGED OUR LIVES) you can listen to music and watch videos everywhere, but you can also become dependent on your phone

**A** **Using Approach 2, organize the following ideas into two paragraphs: paragraph 1, about the upsides of renting a car; paragraph 2, about the downsides. Write 1 or 2 next to each idea.**

1 It gives you the freedom to go wherever you want.
1 You can visit places you can't get to by bus or train.
2 You could have a car accident on your trip.
1 You can take as much luggage as you want.
2 There may be unfamiliar driving rules or customs where you travel.
1 If you travel with a group of people, it could be less expensive than buying bus or train tickets.
2 If you're traveling alone, the rental fees and gas could be more expensive than a bus or train ticket.
1 You can travel at the time you want to, not when a bus or train is scheduled.
2 It may not be easy to find parking everywhere you go and at your hotel.
2 Traffic can make your travel less convenient.

**B** **On a separate sheet of paper, practice using Approach 3. Organize the sentences from Exercise A by topic into three or more separate paragraphs. Don't forget to include a topic sentence.**

**Guidance for Writing (page 119)** **Use your notes on page 119 to write your paragraphs about the upsides and downsides of using the Internet in life and in work. Choose Approach 2 or Approach 3 to organize your writing.**

*See page T152 for answers.*

## UNIT 10 Organizing ideas

Suggested time: 20 minutes | Your time:

- Have a volunteer read aloud the introduction paragraph in the chart.
- Have Ss read Approach 1 and the example individually. Explain that the writing sample shows ideas that a writer would then organize into a paragraph. To confirm understanding, ask, *When is this a good approach to use?* (when you are writing just one paragraph)
- Have Ss read Approach 2 and the writing sample individually. To confirm understanding, ask, *With two paragraphs, how would you organize the essay?* (The first paragraph presents one side of the argument, and the second paragraph presents the other side.)
- Have Ss read Approach 3 and the writing sample individually. To confirm understanding, ask, *With three paragraphs, how would you organize the essay?* (Each paragraph presents both sides of a single topic within the main idea.)

### A Using Approach 2, . . .

- Read the directions. Have Ss read the sentences individually. Answer any vocabulary questions.
- To confirm understanding, ask, *What will paragraph 1 discuss?* (the upsides of renting a car) *Paragraph 2?* (the downsides of renting a car)
- Have Ss work individually to complete the exercise. Have Ss check their answers in pairs.

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

- Read the directions. Ask, *What is the difference between Approach 3 and Approach 2?* (In Approach 3, each paragraph will discuss both upsides and downsides.)
- Encourage Ss to refer to the writing samples in the chart as they complete the exercise. If Ss struggle to identify subtopics, suggest they use: *Convenience*, *Cost*, and *On the road*.
- Have Ss swap their paragraphs with a partner and give each other feedback.

### Guidance for Writing (page 119)

- Tell Ss to decide whether they will use Approach 2 (two paragraphs) or Approach 3 (three paragraphs or more).
- If Ss write two paragraphs, paragraph 1 should be about the upsides of the Internet (as in the example), and paragraph 2 should describe the downsides and state how to avoid the downsides. If they write three paragraphs, each paragraph can describe one aspect of the Internet, considering both the upsides and downsides of that aspect and how to avoid the downsides.
- They should use their notes on page 119 as a basis as they write their paragraphs. Walk around and assist as needed.
- Have Ss swap their writing and give each other feedback on whether they have presented a clear, well-structured argument. Then collect Ss' writing and offer individual feedback.

**Answers for Exercise B**

*Answers will vary. Possible answers include:*

***Paragraph 1: Convenience***

*It gives you the freedom to go wherever you want.*
*You can visit places you can't get to by bus or train.*
*You can take as much luggage as you want.*
*You can travel at the time you want to, not when a bus or train is scheduled.*
*It may not be easy to find parking everywhere you go and at your hotel.*

***Paragraph 2: Cost***

*If you travel with a group of people, it could be less expensive than buying bus or train tickets.*
*If you're traveling alone, the rental fees and gas could be more expensive than a bus or train ticket.*

***Paragraph 3: On the road***

*You could have a car accident on your trip.*
*There may be unfamiliar driving rules or customs where you travel.*
*Traffic can make your travel less convenient.*

# Soft Skills Booster

Note about the Soft Skills Booster

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

## UNITS 1–10 Soft Skills Booster teaching notes

Suggested time: 5 minutes

- Write the soft skill on the board, for example: *leadership*. Elicit or explain the meaning (see chart below).
- Elicit situations where this soft skill would be appropriate (see chart below).

### A Example and possible responses

- Call on a volunteer to read the focus of the skill, for example: *Acknowledge the contributions of others.*
- Model the example conversation with a higher-level S. Then read it again but with a different response from the chart. Have Ss read the tip individually.
- Read each possible response again and have Ss repeat. (See chart below for special considerations.)

### B Pair work

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

| Soft skill, definition, and focus | When to use the skill—example situation | Intonation tips | Example(s) of body language |
|---|---|---|---|
| **UNIT 1**<br>**LEADERSHIP**<br>Definition: *The ability to motivate others toward the completion or attainment of a goal*<br>Lesson focus: Acknowledge the contributions of others | When taking part in a team meeting | ○ Emphasize *That's* in *That's a good point* and *so* in *That's so true.*<br>○ Demonstrate understanding when saying *You make a good point.*<br>○ Emphasize *right* in *You're right.* | Nod as you listen;<br>Make eye contact |
| **UNIT 2**<br>**EMPATHY**<br>Definition: *The ability to understand other people's feelings and problems*<br>Lesson focus: Show interest in what other people say | When a friend or co-worker shares an experience | ○ Emphasize *way* in *No way!*<br>○ Say *I can't believe it!* and *That's unbelievable*! with excited interest, not in a sarcastic way<br>○ Demonstrate interest through rising intonation with *Wait, what?* and *They / She / You / It did?* | Raise your eyebrows;<br>Open your eyes wide;<br>Nod your head gently when listening |
| **UNIT 3**<br>**COMMUNICATION**<br>Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts*<br>Lesson focus: Ask someone to elaborate | When sharing your opinion about a topic | ○ Use rising intonation on the *wh-* question word and falling intonation at the end of all possible responses | Make eye contact |

| Soft skill, definition, and focus | When to use the skill—example situation | Intonation tips | Example(s) of body language |
|---|---|---|---|
| UNIT 4<br>DECISION-MAKING<br>Definition: *The ability to choose between two or more courses of action or possible solutions to a problem*<br>Lesson focus: Offer a new perspective or contrasting information | When discussing the pros and cons of a possible decision | ○ Emphasize *flip* in *On the flip side . . .*<br>○ Emphasize *other* in *But on the other hand, . . .*<br>○ Pause briefly after the comma in all possible responses | Nod as you listen;<br>Hold out your hands with palms upward—as though weighing the two sides |
| UNIT 5<br>COLLABORATION<br>Definition: *The ability to work together with others to create or produce something*<br>Lesson focus: Respond to a request for feedback | When giving your own opinion on a topic | ○ Pause briefly after the comma in all possible responses<br>○ Emphasize *my* in *In my experience, . . .* and *In my view, . . .* | Hold up your hand or raise your index finger when suggesting an idea |
| UNIT 6<br>COMMUNICATION<br>Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts*<br>Lesson focus: Ask for clarification or repetition when you're not sure you understand | When sharing your opinion about a topic | ○ Use falling intonation for *I'm sorry. I didn't catch that.*<br>○ Use rising intonation for *I'm sorry? Sorry, what was that?* and *What's that again?* | Lean towards the speaker;<br>Make eye contact |
| UNIT 7<br>CRITICAL THINKING<br>Definition: *The ability to question and reflect on your own knowledge and information presented to you by others*<br>Lesson focus: Expand on someone's argument to show support | When supporting someone's viewpoint in a discussion | ○ Use rising intonation for *And on top of that, . . .* ; *And what's more, . . .* ; *Not only that, but . . .* ; and *And besides, . . .*<br>○ Pause briefly after the comma in all possible responses | Make eye contact;<br>Nod as you listen |
| UNIT 8<br>SELF-MANAGEMENT<br>Definition: *The ability to take time before responding or acting to ensure an accurate expression of your ideas*<br>Lesson focus: Take time to think before responding | When discussing ethical choices with friends or co-workers | ○ Emphasize *question* in *That's a good question . . .*<br>○ Emphasize *tough* in *That's a tough one . . .*<br>○ Use a hesitant tone with *I'm not sure. Let me think about that . . .* and *Let's see . . . I need to think about it . . .* | Cup your chin in your fingers;<br>Speak slowly;<br>Look away while thinking of a response |
| UNIT 9<br>ACTIVE LISTENING<br>Definition: *The ability to pay attention to what someone is saying and reflect it back to them*<br>Lesson focus: Summarize another person's statements and ideas | When discussing a topic with friends or co-workers | ○ Emphasize *other* in *In other words, . . .*<br>○ Emphasize *another* in *To put it another way, . . .*<br>○ Pause briefly after the comma in all possible responses | Furrow your brow to show interest;<br>Nod as you listen |
| UNIT 10<br>TEAMWORK<br>Definition: *The ability to recognize that you are one voice of several or one among many other team members*<br>Lesson focus: Give constructive feedback | When discussing an issue with co-workers | ○ Use rising intonation with *Have you thought about . . .?*<br>○ Emphasize *my* in *In my opinion, you should think about . . .*<br>○ Use a polite tone with all possible responses | Make eye contact;<br>Have a friendly expression |

# 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: LEADERSHIP — Acknowledge the contributions of others

(For Exercise B, page 11)

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

**Acknowledge the contributions of others**

**Example**

"I agree with the proverb that says 'It takes a year to make a friend, but you can lose one in an hour.'"

**That's a good point.** It's a lot easier to lose a friend than to make one.

**Possible responses**

- **That's a good point.**
- **That's so true.**
- **You make a good point.**
- **You're right.**

**Tip:** Acknowledging someone else's idea can encourage participation.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart**

1
**A:** "I really like this quote from Euripides: 'Friends show their love in times of trouble, not in happiness.' I think a true friend is always there for you."
**B:** .....

2
**B:** "I'm not sure I agree with Ethel Barrymore, who said, 'The best time to make friends is before you need them.' I don't think it's ever too late to make a new friend."
**A:** .....

3
**A:** "I love this idea: 'A friend is someone who understands your past, believes in your future, and accepts you just the way you are.' That's why friends are so important, in my opinion."
**B:** .....

4
**B:** "I'm not crazy about the proverb that says: 'If you want to go fast, go alone. If you want to go far, go together.' I think some people are very good at doing things alone."
**A:** .....

5
**A:** "I really like Walter Winchell's statement about friendship, that 'A real friend is one who walks in when the rest of the world walks out.' I think that is what a friendship is all about."
**B:** .....

6
**B:** "The quote about friendship by David Tyson seems a little weird to me. He said that 'True friendship comes when the silence between two people is comfortable.' In my opinion, a true friendship is never silent."
**A:** .....

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 11.**

## UNIT 2 Soft skill: EMPATHY — Show interest in what other people say

(For Exercise A, page 23)

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

**Show interest in what other people say**

**Example**

"Last year I went hiking with my family and I saw a bear."

**No way!**

**Possible responses**

- **No way!**
- **I can't believe it!**
- **Wait, what?**
- **That's unbelievable!**
- **They / She / You / It did?**

**Tip:** Expressing genuine interest demonstrates that you care about the experience of others.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "My trip to Australia was very tiring. The flight took 23 hours!"
   **B:** .....
2. **B:** "I was so embarrassed! I called my boss by the wrong name."
   **A:** .....
3. **A:** "I came home on my birthday and found two round-trip tickets to Hawaii!"
   **B:** .....
4. **B:** "My brothers climbed a huge mountain last weekend. They hiked for 8 hours to get to the top."
   **A:** .....
5. **A:** "When I arrived at the airport, my passport wasn't in my bag. I left it at the hotel!"
   **B:** .....
6. **B:** "I got stuck in traffic and was 2 hours late on the first day of my new job."
   **A:** .....

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE A TALKING POINTS ON PAGE 23.**

## UNIT 3 Soft skill: COMMUNICATION — Ask someone to elaborate

(For Exercise B, page 35)

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

**Ask someone to elaborate**

**Example**

"I think Will Ferrell has made the funniest comedies."

**Which ones do you mean?**

**Possible responses**

- **Which one(s) do you mean?**
- **Which, for example?**
- **Why do you think that?**
- **What makes you say that?**
- **In what way?**

**Tip:** When you ask others to elaborate, you demonstrate respect for and interest in their point of view.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "My favorite director is Martin Scorsese. His movies are amazing."
   **B:** .....
2. **B:** "The special effects in the 'Star Wars' movies are the best!"
   **A:** .....
3. **A:** "The most talented female actor of all time is Helen Mirren. I love all the roles she plays."
   **B:** .....
4. **B:** "In my opinion, the best movies are dramas."
   **A:** .....
5. **A:** "To me, Alfonso Cuarón's movies are the most fascinating."
   **B:** .....
6. **B:** "I've always loved the movies Daniel Craig stars in."
   **A:** .....

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 35.**

## UNIT 4 Soft skill: DECISION-MAKING

Offer a new perspective or contrasting information

(For Exercise B, page 47)

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

**Offer a new perspective or contrasting information**

**Example**

"This house is right on the beach!"

**On the flip side,** it's pretty expensive.

**Possible responses**

- On the flip side, . . .
- But on the other hand, . . .
- But then again, . . .
- But at the same time, . . .

**Tip:** Offering a new perspective or contrasting information facilitates better decisions.

**ALSO**

- True, but . . .
- Good point, but . . .

**B** PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.

1. **A:** "You can't check-in to the house until 3:00 P.M."
   **B:** .....
2. **B:** "The apartment is near theaters and restaurants."
   **A:** .....
3. **A:** "This listing is in the budget category."
   **B:** .....
4. **B:** "The house has a full gourmet kitchen and an espresso machine."
   **A:** .....
5. **A:** "This listing has ultra-fast Internet and Wi-Fi."
   **B:** .....
6. **B:** "The apartment doesn't have parking."
   **A:** .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 47.

## UNIT 5 Soft skill: COLLABORATION — Respond to a request for feedback

(For Exercise B, page 57)

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

**Respond to a request for feedback**

**Example**

"Do you think it's a good idea to get a tattoo?"

**Personally,** I wouldn't get one. It's too permanent for me.

**Possible responses**

- **Personally, . . .**
- **In my experience, . . .**
- **In my view, . . .**
- **For me, . . .**

**Tip:** When asked for feedback, introducing it as your own personal view can make it sound non-judgmental.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "What do you think of unusual contact lenses?"
   **B:** .....
2. **B:** "Do you think it's a bad idea to shave your head?"
   **A:** .....
3. **A:** "What's your opinion of multiple ear piercings?"
   **B:** .....
4. **B:** "Tell me the truth: What do you think of cosmetic surgery?"
   **A:** .....
5. **A:** "Do you think it's OK to have a hair transplant?"
   **B:** .....
6. **B:** "Do you like wild hair colors, such as green and blue?"
   **A:** .....

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 57.**

## UNIT 6 Soft skill: COMMUNICATION

Ask for clarification or repetition when you're not sure you understand

(For Exercise B, page 71)

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

**Ask for clarification or repetition when you're not sure you understand**

**Example**

"My favorite local dish is chicken mole."

**I'm sorry?**

**Possible responses**

- **I'm sorry?**
- **Sorry, what was that?**
- **I'm sorry. I didn't catch that.**
- **What's that again?**

**Tip:** Asking for clarification or repetition demonstrates to others that you care about what they are telling you and want to make sure you understand.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "You should try japchae when you're in Korea."
   **B:** .....
2. **B:** "A famous dish from this region is shellfish paella."
   **A:** .....
3. **A:** "Have you tried sauerkraut? It's a sour cabbage dish from Germany."
   **B:** .....
4. **B:** "Try camote. It's made from sweet potatoes."
   **A:** .....
5. **A:** "People here are crazy about a delicious noodle dish called ramen."
   **B:** .....
6. **B:** "You have to try injera! It's a delicious kind of bread."
   **A:** .....

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 71.**

## UNIT 7 Soft skill: CRITICAL THINKING

Expand on someone's argument to show support

(For Exercise B, page 83)

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

**Expand on someone's argument to show support**

**Example**

"In my opinion, cutting another driver off is something only bad drivers do."

**And on top of that,** it often causes accidents.

**Possible responses**

- **And on top of that, . . .**
- **And what's more, . . .**
- **Not only that, but . . .**
- **And besides, . . .**

**Tip:** When you expand on someone's argument, you contribute to objective discussion.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "Weaving in and out of traffic can be very dangerous."
   **B:** .....
2. **B:** "It's important to signal, even when there aren't a lot of cars on the road."
   **A:** .....
3. **A:** "Speeding is a dangerous driving behavior."
   **B:** .....
4. **B:** "I think honking is rude and aggressive."
   **A:** .....
5. **A:** "I hate it when other drivers drive too slowly."
   **B:** .....
6. **B:** "Some people think flashing their lights is helpful, but I think it's very aggressive."
   **A:** .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 83.

## UNIT 8 Soft skill: SELF-MANAGEMENT Take time to think before responding

(For Exercise B, page 95)

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

**Take time to think before responding**

**Example**

"What would you do if you found cash at an ATM?"

Hmm. **That's a good question . . .** I would probably keep it.

**Possible responses**

- **That's a good question . . .**
- **That's a tough one . . .**
- **I'm not sure. Let me think about that . . .**
- **Let's see . . . I need to think about it . . .**

**Tip:** Taking time to think before responding ensures an accurate expression of your ideas.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "Do you think most people would return a lost wallet?"
   **B:** .....
2. **B:** "Would you keep cash you found lying on the street?"
   **A:** .....
3. **A:** "What would you do if you found a gold watch in a dressing room?"
   **B:** .....
4. **B:** "If a cashier undercharged you, what would you do?"
   **A:** .....
5. **A:** "What would you do if someone else paid for your coffee at a coffee bar?"
   **B:** .....
6. **B:** "Do you think most people are honest?"
   **A:** .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 95

## UNIT 9 Soft skill: ACTIVE LISTENING

Summarize another person's statements and ideas

(For Exercise B, page 105)

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

**Summarize another person's statements and ideas**

**Example**

"Stella McCartney is my favorite fashion designer. Her designs are beautiful, and she also cares about the environment and animal rights. She doesn't use leather or other animal products in her designs."

**In other words,** you think she has strong ethical standards.

**Possible responses**

- **In other words, . . .**
- **To put it another way, . . .**
- **So what you're saying is . . .**
- **If I understand what you're saying, . . .**

**Tip:** Summarizing what someone has said shows that you respect them and that you have been paying attention.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1
**A:** "Frida Kahlo is a great artist, and I was fascinated by the movie about her life. She had a terrible accident when she was young and had to paint in bed for a long time. She was married to another artist and knew a lot of important people. You can see a lot of her interesting life in her art."
**B:** .....

2
**B:** "I love Yayoi Kusama because her work is so original. Her Infinity Mirror Rooms really changed my perspective and made me think, and I love her sculptures too. She has a very special view of the world."
**A:** .....

3
**A:** "I'm fascinated by the photographs and work of Sebastião Salgado. He cares about the earth and, in addition to making art, he works to protect nature. His beautiful photos influence others to help protect the environment, too."
**B:** .....

4
**B:** "I'm always surprised by Alejandro González Iñárritu's films. I love movies that are weird or make me uncomfortable, like *Bird Man* and *The Revenant*. He does so much work to make his movies incredible!"
**A:** .....

5
**A:** "To me, there's no more fascinating painter than Vincent van Gogh. I love paintings that represent reality but change it—a little abstract, and with bright colors! His art really changes the way you look at things."
**B:** .....

6
**B:** "Andrea Bocelli's music is so moving! It is so relaxing, and I could listen to it every day. I heard him sing in a concert once, and the whole audience was really emotional. It's not surprising he's so popular!"
**A:** .....

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 105.**

## UNIT 10 Soft skill: TEAMWORK Give constructive feedback

(For Exercise B, page 119)

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

**Give constructive feedback**

**Example**

"I worry about identity theft on the Internet."

**Have you thought about** getting an ID protection app?

**Possible responses**

- **Have you thought about . . . ?**
- **You may want to consider . . .**
- **In my opinion, you should think about . . .**
- **I'd suggest . . .**

**Tip:** Introducing your feedback with one of these phrases softens it and makes it sound less like an instruction.

**B** **PAIR WORK | Take turns reading and responding to the statements, using possible responses from the chart.**

1. **A:** "One of my friends has a problem with cyberbullying on social media."
   **B:** .....
2. **B:** "Sometimes when I look for news online, I'm not sure the information is true."
   **A:** .....
3. **A:** "I worry about how little privacy there is now."
   **B:** .....
4. **B:** "Shopping online is convenient, but I don't want my credit card number to get stolen."
   **A:** .....
5. **A:** "I like to talk to my friends on social media, but it's not the same as seeing them face-to-face."
   **B:** .....
6. **B:** "I sometimes buy clothes online, but the sizes are not always right."
   **A:** .....

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 119.

# Student's Book Audio Script

## UNIT 1

### Page 2, Topic Warm-Up, Exercise B

**F:** extrovert
**M:** introvert

### Pages 10–11, Lesson 4, Exercises C and D

**Claire:** Hey, Todd, how are things out there in Los Angeles?
**Todd:** Hi, Claire, not so good, actually. I'm feeling a little down these days. What about you?
**Claire:** Not bad. But what's wrong?
**Todd:** Well, it's not so easy to talk about. But you know my friend Leo? My. Best. Friend. Leo?
**Claire:** Of course I do. Did something happen to him? I hope he's OK.
**Todd:** No, nothing like that. It's just that I told him something in confidence—strictest confidence—and he just went ahead and told a bunch of people! I still can't believe it.
**Claire:** What happened? Or maybe you shouldn't tell me if it's a secret.
**Todd:** Well it isn't anymore!
**Claire:** So . . . ?
**Todd:** Well, my sister Emma and her boyfriend are going to get engaged, and no one knew about it except for the two of them and me. They'd planned to invite my parents to dinner to make the announcement. It was going to be a big surprise.
**Claire:** So who did Leo tell about it—your parents?
**Todd:** No. He told his sister Anne, who's friendly with Emma—not a close friend, more of an acquaintance from the gym. And then Anne sees Emma at the gym and congratulates her. There were a lot of other people around, so everyone started congratulating Emma—who was totally shocked. She couldn't figure out how they had found out.
**Claire:** Oh, no. Then, of course it only took a minute to figure out that it was you who revealed the secret.
**Todd:** That's right. As soon as she was free, she called me up and told me she couldn't believe I would betray her. I can't tell you how awful I felt.
**Claire:** That's understandable.
**Todd:** But I trusted Leo. I told him about the engagement in confidence.
**Claire:** People make mistakes. Maybe Leo didn't realize that the information was really a secret. Is that possible?
**Todd:** I'm pretty sure I told him it was private. But now I'm wondering. I'm not really sure.
**Claire:** So what finally happened? Did your parents find out before the dinner?
**Todd:** No. I thank my lucky stars for that! But Emma's still pretty upset with me. I apologized for not keeping her secret and sent her flowers.
**Claire:** Hopefully, Emma will accept your apology. Did you say anything to Leo?
**Todd:** Not yet. But I'm going to have to. We're having lunch today.
**Claire:** Just tell him what happened. See what he says. If he feels guilty, I'm sure he'll apologize. If he *doesn't* apologize, then maybe you didn't actually tell him it was a secret.
**Todd:** You're right. And the truth is that I was the one who betrayed Emma and told her secret to Leo. . . . You know what, Claire? You're really a good friend. I don't know what I'd do without you.

## UNIT 2

### Page 13, Warm-Up, Pronunciation

**F:** bow
**M:** shake hands
**F:** kiss
**M:** hug

### Page 14, Topic Warm-Up, Exercise B

**F:** take a tour
**M:** climb Mount Fuji
**F:** try Greek food
**M:** go sightseeing
**F:** walk along the Great Wall
**M:** take pictures of the Great Pyramid
**F:** go to the top of a skyscraper
**M:** ride a cable car

### Page 16, Lesson 1, Exercise B

**M:** Hana and I met at Carla's Café last Sunday. We had lunch and ate lots of great food.
**F:** Hana and I have met at Carla's Café many times. We've had lunch and eaten lots of great food.
**M:** They've called a few times.
**F:** We haven't met them.
**M:** She's gone to the airport.
**F:** He hasn't left the office.
**M:** Have they called?
**F:** Has she gone to the airport?

### Page 18, Lesson 2, Exercise B

**M:** Have you ever been on a cruise?
**F:** No, I haven't. Have you?
**F:** Welcome to Los Angeles! Have you been here before?
**M:** Yes, I have. This is my second time.
**M:** Welcome to Japan! Have you visited Kyoto yet?
**F:** Yes, I have. I was there two days ago.
**F:** I've never tried Thai food. Have you?

**M:** No. I haven't ever tried it.
**M:** I haven't been on a bumpy flight before. Have you?
**F:** No. But I've been on some pretty bumpy bus trips before.
**F:** We've already been to the top of the Empire State Building.
**M:** Uh-oh. We haven't bought tickets for the museum tour yet.

## Page 18, Lesson 2, Exercise C

**Conversation 1**
**F1:** So is this your first time to Taipei?
**M1:** It is. What a nice city!
**F1:** So what have you done?
**M1:** Let's see. . . . On Monday I went to the National Palace Museum. It was amazing.
**F1:** That's great. It's one of my favorites.
**M1:** And yesterday I went to the top of Taipei 101. That was amazing.
**F1:** Have you gone hiking on Tiger Mountain? You can actually see Taipei 101 from there.
**M1:** Not yet. I'm going to do that tomorrow.

**Conversation 2**
**F2:** Welcome to Guatemala! Is it your first time?
**M2:** Yes, it is.
**F2:** Have you been to Antigua yet?
**M2:** Yes, I have. I *love* Antigua! But for me the best thing I've done is climb the Pacaya Volcano.
**F2:** When did you do that?
**M2:** Yesterday. It was incredible.

**Conversation 3**
**F3:** Welcome to Japan! Are you enjoying your time in Tokyo?
**M3:** Yes, I am.
**F3:** Where else have you been in Japan?
**M3:** So far, I've only been to Tokyo. But tomorrow I'm going to Osaka to do some sightseeing there.
**F3:** Well, Osaka's a lot of fun. You're going to enjoy it. Be sure to visit Osaka Castle!

**Conversation 4**
**M4:** Welcome to Ecuador! Is this your first time here?
**F4:** Actually, no. I was here two years ago.
**M4:** Really! Then have you been to the Galápagos Islands yet?
**F4:** No, I haven't. But I'd love to go.
**M4:** You should definitely take a tour there. It's fantastic.

**Conversation 5**
**M5:** Welcome to Cairo!
**F5:** Thank you! I'm excited to be here. I'm going to see the pyramids tomorrow.
**M5:** Excellent. Have you ever ridden a camel?
**F5:** A camel? Goodness, no. Do I have to ride one?
**M5:** Not at all. But be sure to take a picture of one.
**F5:** Actually, I did that yesterday!

**Conversation 6**
**F6:** This is my first time in Korea. I really want to try the food, but I hear it's very spicy.
**M6:** It's true. We like our food spicy. But there are lots of dishes that aren't hot. Have you ever tried bulgogi?
**F6:** Bulgogi? What's that?
**M6:** It's a famous Korean dish . . . grilled beef. And it's really delicious.
**F6:** That sounds great. I'd like to try it.

## Page 23, Lesson 4, Exercises D and E

**Story 1**
**N:** What's the most terrifying thing you've ever done?
**M:** The scariest? Let me think. . . . Oh, I know. This was about three years ago. So my girlfriend and I—she's American—she and I took a trip to Alaska and we did a lot of hiking. We're both pretty active, so we had a great time. But if you're going to hike in Alaska, one of the things you have to think about is bears. There are lots of them. So when you go to a park, there are signs that tell you to be careful and what to do if you see one. Apparently, if you see a *brown* bear, you shouldn't look at the bear, and you should slowly walk away. And if the bear comes towards you, you shouldn't run or move or make a sound. Anyway, one day we were hiking and what do we see? A huge brown bear in the water. It was pretty terrifying. I mean this bear was big! But it wasn't looking at us. It was too busy looking for fish to eat. So I took out my camera and started taking pictures. My girlfriend thought I was crazy, but the pictures were amazing and I didn't want to stop. Suddenly the bear looked right at us—and we didn't move . . . it looked REALLY big now. We were both terrified. We both like excitement, but this was too much. Luckily, the bear just turned and ran away. So we ran back to our car. But I got some great pictures! You know, I've always wanted to see a brown bear, and now I have.

**Story 2**
**N:** What's the most embarrassing thing you've ever done?
**F1:** The most embarrassing? Hmm . . . that's a hard one. I've done lots of embarrassing things! . . . Oh, here's a good one. . . . Years ago, I had an office job at a hospital, and our manager—her name was Susan—she planned to retire that month. Well, Susan was a really nice person . . . in her sixties . . . so some of my colleagues decided to give Susan a party . . . a surprise party, actually. They spoke with her husband, Pete, and he agreed to do it at their home. The plan was for everyone to bring a dish or two and come at about 6:00. And when Susan came home at 7:00, we'd all go "Surprise!" Well, I thought it sounded like fun. . . . So I made my chicken and rice dish—everyone loves that. And I bought a little gift for Susan. Saturday evening, I got dressed for the party, grabbed my dish and Susan's gift, and I drove over to her house. Well, Pete opens the door and he's wearing his bathrobe . . . he apparently was in the shower right before I came. And I'm like "Here I am!" And he has this funny look on his face and says, "Gee, I'm sorry. The party was yesterday." I was SO embarrassed!

Story 3

**N:** What's the most amazing place you've ever seen?

**F2:** That's a good question. Let's see. . . . Oh, of course! . . . definitely Machu Picchu. That's an amazing place in my country, Peru. It gets visitors from all over the world. Well, I've been there twice . . . once when I was a student. And the last time was two years ago with a colleague from Egypt. She planned to go back home at the end of the year, so I offered to take her to Machu Picchu before she left. You probably know this, but Machu Picchu was built by the Inca people long long ago—and the Inca architecture is amazing. If you're fairly active, you can hike for about four days along the Inca Trail, all the way to Machu Picchu. But we decided that the hike sounded too tiring, so we took the train from the city of Cuzco. It's a long trip, but it's never boring because it's really scenic. After we arrived, we took a bus to Machu Picchu and walked around for hours. There's so much to see. The next morning, we got up very early to see the sun come up over Machu Picchu. I have to say, it was not disappointing—just gorgeous. My colleague was really happy, and she took tons of pictures. Before she left Peru, she invited me to look her up in Cairo and promised to take me to see the pyramids there. But I'd love to go back to Machu Picchu again. It makes me feel really great to be Peruvian.

## UNIT 3

### Page 28, Lesson 1, Exercise B

Conversation 1

**F1:** Ryan, where have you been? Are you OK?

**M1:** I'm so sorry. I actually left my house fifteen minutes early, and it never takes me more than twenty minutes to get here. I was in the car for over an hour.

**F1:** Oh no.

**M1:** I think maybe there was an accident or something. I tried to call, but my phone wasn't working . . . it was just crazy.

**F1:** Well, you're here now.

Conversation 2

**M2:** Patty, where's Melissa? It's after nine. I'm starting to worry.

**F2:** Actually, she called me from her car about ten minutes ago.

**M2:** She did?

**F2:** Yeah. She was a little upset. She said she was here, but the garage was full, so she had to drive up and down and up and down the street. . . . I told her not to worry.

**M2:** Uh-oh. It's my fault. The garages are usually full by 8:45. I forgot to tell her to leave home early.

Conversation 3

**F3:** Andrew, where were you?

**M3:** I'm really sorry. I didn't sleep very well last night, and I didn't hear the alarm on my phone in the morning. What time is it now?

**F3:** It's 8:20. The meeting starts in ten minutes! Thank goodness you're here now.

Conversation 4

**F4:** Mark, what happened? You're so late!

**M4:** Well, when I got to the train station, I saw a train leaving and I thought, "Uh-oh. There goes the 6:15 train."

**F4:** No way. And the next train after that isn't till 7:00.

**M4:** Right. So that's what happened.

Conversation 5

**F5:** You know, we're already late.

**M5:** There goes another one! . . . Hey! . . . I wave my hand, but no one stops.

**F5:** It's been fifteen minutes.

**M5:** Well, it's raining. Everyone wants one when it's raining. Hey, there goes another one! . . .

**F5:** Forget it. The number 4 bus is coming down the street. Let's just take it.

**M5:** OK. I give up.

### Page 28, Lesson 1, Exercise D

**M:** I've worked at the bank for three years.

**F:** The documentary has been at the theater for two weeks.

**M:** We haven't seen any good musicals for a long time.

**F:** She's worked there since 2015.

**M:** I've loved animated films since I was eight years old.

### Page 30, Lesson 2, Exercise B

**F:** This is the second time we've seen *The Avengers*.

**M:** *Black Car* is the most amazing film I've ever seen.

**F:** I've always wanted to see that movie!

**M:** Have you seen any good movies recently?

**F:** We've just seen *The Lost Boat*—what a great movie!

**M:** I still haven't seen *The Angry Athlete*.

**F:** Really? I've seen it three times so far.

### Page 30, Lesson 2, Exercise E

**M:** My wife would rather watch TV than go out tonight.

**F:** I'd rather not get stuck in traffic again.

**M:** Would they rather see an action film or a romance?

**F:** What would you rather do—go out to see a movie or stay home?

**M:** Would you rather see a comedy?

**F:** Yes, I would.
No, I wouldn't.
No, I'd rather not.

### Pages 32–33, Lesson 3, Exercises C, D, and E

Review 1

**M1:** Has anyone seen the movie *The Sibling*? I have. And I have to say it's one of the weirdest movies I've ever seen. Here's what it's about. . . . This family moves into a big new house. At first, everyone is really happy. But one night the kids see a family outside the house that looks just like *their* family. Well, after that, all kinds of violent things happen and they're all totally terrified. I guess

they wanted to make the movie really scary, but for me it just wasn't. As a matter of fact, I thought it was totally confusing. Frankly, I'd rather see something a little more serious. I give it one star . . . and that's it.

**Review 2**

**F1:** I know a lot of people think, if a movie is about real people and doesn't have actors?—B . . . O . . . RING!!! They'd rather just watch something else. But I recently saw the film *Cantata*, about a Peruvian opera singer . . . and that was not true at all for this movie. It talks about his career starting from when he was really young. . . . And the music . . . what can I say? He's just a wonderful singer. This is a movie you're always going to remember.

**Review 3**

**M2:** I've just seen the movie *My Friend Keisha*. It's a little old, but WHAT . . . a GREAT film! At first, I thought the story sounded kind of weird. But I was totally wrong. Angie Thomas plays the main character, Keisha—a chef who can't find work. Every time Keisha goes on an interview, the job goes to a man. So when she hears about an opening at a nice French restaurant, she decides to dress as a man to get the job. But then her manager—a *woman*—who thinks Keisha is a *man*—begins to fall in love with her. Rather than weird, the movie is in fact very funny. And not only that, the movie really makes you think about some of the difficulties women have in their careers. If you want a good laugh, and you want to think, be sure to see this amazing movie. It's a classic. I give it five stars.

**Review 4**

**F2:** An interesting movie I just saw recently was *The Great Camel*. It's about this camel that greets tourists at the Great Wall of China. There are no actors and no real camels in the movie . . . it's all drawings . . . *beautiful* drawings—especially when you watch her walk along the Great Wall. The only problem is that the story is kind of hard to understand. One day the camel discovers that she has a special talent—when she drinks a lot of water, she can sing really well. I don't really get that. But the story is really sweet. You feel good when she surprises all the tourists with her singing. In the end, she becomes famous and everyone's happy. It's a good movie for kids.

**Review 5**

**F3:** I've always wanted to see the movie *I Need a Taxi*, so I finally streamed it last night. The movie's opening scene is pretty amazing. It's raining, and all these people are trying to get taxis, but none of the taxis are stopping for them. So they all start singing and dancing in the street . . . in the rain. It makes you want to dance, too. But after that, I didn't think the music or the dancing was very good. And it's almost three hours long! The movie's actually about a guy—an actor—who drives a taxi when he's not acting. One day, an English teacher takes his taxi and he falls in love with her. Unfortunately, you have to watch them not being able to get together for the next two hours. But you actually want to help them, and you feel kind of sad for them. Let's say it's not bad, but it's not great.

**Review 6**

**M3:** I'm not a big fan of the actor San Chi Yu, but I enjoyed him in the movie *Fists of Power*. The movie is about a doctor in San Francisco. As a child, his father teaches him how to fight with his feet and his fists. He'd rather not fight. . . . He'd rather help people. But he knows he has to. So when he grows up, he fights the bad guys. . . . *Lots* of bad guys. The only problem with this movie is that the bad guys are really, *really* bad, so the movie is just not appropriate for children. But I kind of liked it.

## UNIT 4

### Page 40, Lesson 1, Exercise B

**Call 1**

**M1:** Hello. This is the Smith household. We can't come to the phone right now. Please leave a message and we'll call you back as soon as we can. Thanks!

**Call 2**

**F1:** This is Dr. Linz's service. The office is closed right now. They'll be in after 9 o' clock. Is this an emergency?

**F2:** No, it isn't. I'll call back after nine.

**Call 3**

**F3:** Yes. Can I help you?

**M2:** Yes, please. I'd like to speak to Katherine Sellers. She's a guest in the hotel.

**F3:** Katherine Sellers. . . . Yes, I'll ring that room for you.

**Call 4**

**M3:** You have one new message.

**F4:** Hi, Judy? Megan. Just wanted you to know that I'll be a little late for the meeting. Hope that's not a problem.

### Page 40, Lesson 1, Exercise D

**F:** She'll call back tomorrow.

**M:** We won't be at the meeting this afternoon.

**F:** Will you meet us at the coffee shop?

**M:** Yes, we will. / No, we won't.

**M:** Will he go swimming when he arrives?

**F:** Yes, he will. / No, he won't.

**F:** When will the pool open?

**M:** Where will you go this afternoon?

**F:** Which hotel will they be in?

**M:** Who will Bella call when she gets here?

**F:** Who will call her parents?

### Page 41, Lesson 1, Exercise F

**Conversation 1**

**M1:** Hello. I'd like to speak with Dan Raines in Room 1602.

**F1:** One moment, please. . . . Sorry, sir. There's no answer at that extension. Would you like to leave a message?

**M1:** Yes, please. This is Martin Hall calling. That's M-A-R-T-I-N and then H-A-L-L. Please tell him I'll be at the reception at 7:00, and I'll see him there.

**Conversation 2**

**F2:** Hello. I'd like to speak to a guest named Ben Young.

**M2:** I'll ring him up for you. . . . I'm sorry. There's no answer. Would you like me to put you into his voicemail?

**F2:** Actually, no. I'd rather give you a message for him if that's OK. Please tell him Victoria Kinsley called. I'll be at 555 0877 'til 5:00. He can call me at that number.

**M2:** Kinsley? That's K-I-N-S . . . ?

**F2:** K-I-N-S-L-E-Y.

**M2:** I'll give him your message, Ms. Kinsley.

**Conversation 3**

**M3:** Hi, can I speak to Lauren Coates?

**F3:** Certainly. Who shall I say is calling?

**M3:** Jeff Maas.

**F3:** . . . Oh, I'm sorry, Mr. Maas. She stepped out. Can I take a message?

**M3:** Sure. Please tell her I called. I'll be at the Atlantic Hotel for the next two days. I'd like her to call me back.

**F3:** Does she have your number, Mr. Maas?

**M3:** Yes, she does. Oh, by the way, it's Dr. Maas.

**F3:** Certainly. Could you spell your last name for me, please?

**M3:** Of course. It's M-A-A-S.

**Conversation 4**

**F4:** Hello. This is Jane Norton calling. Is Dr. Linden in?

**M4:** No, she isn't, ma'am. She'll be out of the office until next week. If this is urgent, you can speak to Dr. Post. He's covering for her.

**F4:** Oh, thanks. No, it's not urgent. But could you please tell her that Jane Norton called? Norton is N-O-R-T-O-N. And please tell her I'll call again next week.

**M4:** Absolutely.

## Page 44, Lesson 3, Exercises C and D

**Conversation 1**

**F1:** Front desk. This is Daphne. How can I be of help, Ms. Matthews?

**F2:** I've got a serious problem in my room. I've locked my laptop in the room safe and it won't open.

**F1:** Oh, no. I'm sorry. Did you forget the code?

**F2:** No. I put in the correct numbers, but I'm getting an error message on that little window.

**F1:** Oh, I'm sorry. I'll send someone to check that right away.

**F2:** OK. But please hurry. I have to leave for an important meeting and I'll need that laptop.

**F1:** Don't worry. It sounds like the battery is dead. We'll get that safe open in a jiffy.

**Conversation 2**

**M2:** Yes. This is Charles. How can I offer you excellent service today?

**F3:** Well, it's one o'clock in the afternoon, and no one's come to make up our room. And the air conditioner. Could you please send someone up to check what's wrong with it? It sounds like a broken motorcycle and there's hot air comin' out of it.

**M2:** Oh, I'm terribly sorry.

**F3:** Hey, it's like an oven in here and the noise is ridiculous. No one could get any sleep last night.

**M2:** That shouldn't be. I'll send an electrician up right away. And if he can't fix that air conditioner immediately, we'll upgrade you to one of our best suites.

**F3:** And don't forget—please send someone to make up the room too?

**Conversation 3**

**F4:** Just a minute.

**M3:** Excuse me, ma'am. I'm here to restock the minibar. Do you need me to replace anything in there?

**F4:** Let me think. Oh, yes, a chocolate bar and a bottle of orange juice.

**M3:** OK. Let me just get those from my cart. And is everything in your room satisfactory?

**F4:** Yes, it. . . . Actually, now that you ask, I could use a couple of extra towels. Do you have those on your cart?

**M3:** No, I don't. But I'd be happy to let housekeeping know. How many do you need?

**F4:** I'd like two bath towels and a face towel, please.

**M3:** I'll let them know. I'm sure someone will bring those up shortly. Anything else?

**F4:** Actually, I'll need a wake-up call in the morning. Who should I call to request that?

**M3:** Just dial zero for the front desk. They'll arrange that call for you.

**F4:** Many thanks.

**Conversation 4**

**F5:** Yes. Housekeeping.

**F6:** We've got some dirty clothes to be washed, but I can't find a bag in the room. We're in Room 101.

**F5:** Oh, I'm sorry. Did you look in the closet? We usually hang the bags and a clothing list on one of the skirt hangers.

**F6:** Just a minute. . . . Oh, yes. There it is. Thanks.

**F5:** If you put your clothes in that bag and leave the bag outside of your room, someone will pick it up by 10:00 A.M.

**F6:** Great. And when will I get the clothes back?

**F5:** It depends. Do they need ironing, or just washing?

**F6:** Just washing. It's mostly kids' clothes—a lot of tennis shorts and T-shirts. A few pairs of jeans.

**F5:** You'll have them by the end of the day.

**N: Conversation 5**

**M4:** Hello. Front desk. Can I help you?

**F7:** Yes, thanks. I'd like to order dinner.

**M4:** Certainly. I'll connect you with the restaurant.
**M5:** Restaurant. How may I help you?
**F7:** I'd like to order dinner. But I don't have a menu. I'm in Room 223.
**M5:** I'm sorry, ma'am. I'll send you one up right away.
**F7:** Just a minute.
**M6:** You needed a menu?
**F7:** Yes. Thanks.

## UNIT 5

### Page 49, Warm-Up, Pronunciation

**M:** ear piercings
**F:** a nose ring
**M:** nail art
**F:** contact lenses
**M:** tattoos
**F:** hair colors

### Page 52, Lesson 1, Exercise B

**M:** She bought some razors. Now she has some.
**F:** He needs some sunscreen. I have some.
**M:** I don't have any nail clippers. I don't want any.
**F:** We don't want any makeup. We don't wear any.
**M:** Do you have some small combs?
**F:** Do you have any small combs?
**M:** Does she need some dental floss?
**F:** Does she need any dental floss?

### Page 52, Lesson 1, Exercise F

**F:** I have a lot of combs and brushes.
I have lots of combs and brushes.
**M:** I don't have a lot of shampoo.
I don't have lots of shampoo.
**F:** Do you have a lot of hairspray?
Do you have lots of hairspray?
**M:** The store doesn't have many brands of lotion.
**F:** It doesn't have much toothpaste either.

### Page 54, Lesson 2, Exercise C

**Conversation 1**
**M1:** Hello, Sergio's Salon. How may I assist you today?
**M2:** Hello, this is Paul Taylor.
**M1:** Hello, Mr. Taylor. How can we help you?
**M2:** Well, I've grown a beard over the last three or four days, and I look like a wild man. And tonight's date night for me and my wife. Can someone get me in today?
**M1:** Absolutely, Mr. Taylor. How would 5:30 be?
**M2:** That'd be perfect! Thanks so much. My wife will appreciate it!

**Conversation 2**
**F1:** Hello? Donna's Hair Design. This is Ritzy. How can I provide excellent client service for you today?
**F2:** Hello? This is Silvia Meltzer. I'm going crazy. My hair's a total mess. I haven't been there in two months. Is Clara available this afternoon?
**F1:** Let me put you on a brief hold while I check, Mrs. Meltzer.
**F1:** I'm sorry, Mrs. Meltzer. Clara isn't available. But Sonia is.
**F2:** Sonia? OK. I'm desperate. What time?
**F1:** 4:45.
**F2:** OK. See you then.

**Conversation 3**
**M4:** Spa City. Can I help you?
**M3:** Hello? Is there any possibility of getting an appointment with Igor today? My shoulders are killing me . . .
**M4:** Let me see if we have a table free. . . . You're in luck, we have two spots available—at eleven o'clock with Kristy or at four o'clock with Igor.
**M3:** I think I'll take the eleven with Kristy. The name's Steven Sills. I'll be right over. Keep the spot for me!

**Conversation 4**
**F3:** Good morning. Sunshine Hair and Nails, where it's always a sunny day for our clients. How can I help you?
**F4:** Hello. I hope you can help me. I'm leaving for Cancun tonight and I need a mani-pedi.
**F3:** Well, we always welcome our first-time clients with special prices—10% off on your first visit.
**F4:** Great. Do I need an appointment?
**F3:** It's always a good idea. We have openings this afternoon at two, three, and five. Is one of those times good for you?
**F4:** I'll take the three o'clock. While we're at it, can I get a better price because I'm getting both?
**F3:** No, I'm sorry, ma'am. But it's still 10% off for you. Would you like to come in?
**F4:** Yes, thanks. I'll be there at 3:00.

### Page 54, Lesson 2, Exercise E

**M:** Someone is at the front desk.
No one is at the front desk.
**F:** Someone is waiting for a massage.
No one is waiting for a massage.
**M:** I called someone at the salon.
**F:** Can anyone give me a pedicure?
Can someone give me a pedicure?
**M:** Is there anyone in the salon?
Is someone in the salon?
**F:** Did you see anyone waiting for a shave?
Did you see someone waiting for a shave?
**M:** There isn't anyone calling.
**F:** I didn't see anyone at the front desk.

### Pages 56–57, Lesson 3, Exercises C and D

**Conversation 1**
**F1:** Catelyn, can you talk?
**F2:** Sure. What's up? . . . Mia . . . why are you whispering?

**F1:** I've got a problem. I don't know what to do.
**F2:** What's wrong? Something serious?
**F1:** Totally. You're not gonna believe this. I read you could get these really great hair colors with Cool Made.
**F2:** Cool Made? What are you talking about? Cool Made, the juice drink? No way.
**F1:** Yeah. I saw pictures of kids with multi-colored hair online. And 'cause Cool Made is so cheap, I thought I'd try it. You just mix the Cool Made with water in a dish and dip your hair in. I saw it on YouTube and it looked pretty easy. And it seemed so cool.
**F2:** Right. Maybe that's why they call it *Cool* Made.
**F1:** Well, it's. Not. Cool, Catelyn. You should see the mess. I didn't realize how ridiculous I'd look with red and green hair! It's awful!
**F2:** Well, have you tried to wash it out? It can't be permanent.
**F1:** I washed it like three times, but it *didn't* come out. And we're having dinner in an hour. My mom'll kill me! What should I do?
**F2:** Hold on. Let me go online and check how to get it out. Yeah! Here! You need baking soda. Do you have any?
**F1:** Baking soda! Totally. My mom uses it for cakes. But she's in the kitchen, so I can't go down there to get it!
**F2:** Hold on. Let me check. . . . OK. . . . It only takes a couple of minutes and then you shampoo your hair. If you get the baking soda, you can do the whole thing and then wash your hair before dinner's ready.
**F1:** But how will I get the baking soda?
**F2:** I've got an idea. We've got baking soda in our kitchen, too. I'll just put it in my purse and run over to your house. I'll tell your mom I'm dropping off a book for you, and I'll bring the baking soda upstairs. No one'll know. I'll help you wash the stuff out of your hair. I'll be right over.
**F1:** Thanks so much, Catelyn. I owe you one.

Conversation 2

**M1:** Hey, Jayden, what's happening?
**M2:** You're not going to believe this. It's my grandma Trudie. She went on vacation a couple of weeks ago, and she came back with this ridiculous tattoo of the Eiffel Tower. In red.
**M1:** Way to go, Trudie!
**M2:** But, the tattoo's on her wrist, where everyone can see it! My grandmother is a distinguished university professor. And I mean *distinguished*. She teaches French. That's probably why she got a tattoo of the Eiffel Tower.
**M1:** That's cool. I always liked your grandma.
**M2:** Dylan, this isn't even funny. Tattoos are permanent. You can't wash them off. Next week is graduation, and Grandma Trudie's giving a speech to our class. What's everyone gonna think?
**M1:** What do your mom and dad think?
**M2:** I don't actually know. They haven't said anything.
**M1:** Jayden, chill. No one's even gonna notice Trudie's tattoo. It can't be that big. And if they do, they'll think she's awesome.

Conversation 3

**M3:** Oh, pick up, Emilie! Come on!
**F3:** This is Emilie. Please leave a message.
**M3:** Honey, please call home—as soon as you can. It's not an emergency. . . . Everyone's OK. You're not gonna believe what Tyler's done. Call me back, OK?
**M3:** Emilie? Thank goodness. I'm going batty here.
**F3:** What happened?
**M3:** Tyler got a nose ring, Emilie.
**F3:** He did? When did he get it?
**M3:** Oh, I don't know. Yesterday I guess. And he wasn't even embarrassed to show it to me! He just came into the kitchen and told me he needed some ice because it hurt. I almost fell down when I saw it. He was actually surprised at my reaction.
**F3:** But who pierced his nose?
**M3:** Someone at the mall.
**F3:** But I thought kids needed permission from their parents for anyone to do that. It's technically surgery, isn't it?
**M3:** Apparently not. I checked. If you're 18, you don't need permission. He says this was his "18th birthday present to himself."
**F3:** How bad does it look?
**M3:** Are you kidding? It's horrible. What are we gonna do?
**F3:** I'm not making light of it, but I don't think there's much we CAN do. Maybe convince him to remove the ring?
**M3:** I don't think that's going to work, Em. At least not right away. He thinks it's great.
**F3:** James. A reality check: Did you ever do anything stupid when you were 18?
**M3:** Yeah, I guess I did. I shaved my head.
**F3:** You did? That totally doesn't sound like you.
**M3:** Well, it's true. I thought it was cool, but my parents didn't agree. They were pretty angry, as a matter of fact. But hair grows back, so it wasn't permanent.
**F3:** James. The nose ring isn't permanent, either. He can take it out. And the hole will close up after a couple of weeks. Let him enjoy it for a while and let's not make a big deal about it, OK?
**M3:** I guess you're right. It's not the end of the world. He's a great kid. And you're a wise mom!

## UNIT 6

### Page 62, Topic Warm-Up, Exercise B

**F:** grains
**M:** protein foods
**F:** fruits
**M:** vegetables
**F:** dairy foods

### Page 64, Lesson 1, Exercise B

Conversation 1

**M1:** Lee, you're not eating the noodles. Don't you like pasta?
**F1:** I love pasta. That's the problem. I'm on a diet.
**M1:** Well, then have some extra veggies. They're good for you.

**Conversation 2**

**M2:** Thank you for making such a beautiful dinner. And what a nice dessert!

**F2:** But uh-oh: Jake's not eating the dessert. Doesn't he eat fruit salad?

**M2:** Actually, he can't. It has kiwi in it, and he can't eat kiwi. When he eats it, his skin gets red all over.

**F2:** Oh, I'm sorry. I didn't know that.

**M2:** No worries. He'll have a plain banana instead.

**F2:** OK! That makes me feel better.

**Conversation 3**

**M3:** Everything on the buffet looks awesome.

**F3:** Hmm. There's an awful lot of seafood, though—grilled fish, seafood stew, fried shrimp . . .

**M3:** Don't you like seafood, Nora?

**F3:** Actually, I'm not *crazy* about it.

**M3:** Well, there's some grilled chicken over there. It looks great.

**F3:** Now that's more like it. I'm a big chicken eater.

**Conversation 4**

**F4:** Isn't Suzanne going to have some roast beef? It looks gorgeous.

**M4:** Actually, Suzanne doesn't eat meat.

**F4:** Really? She doesn't eat any kind of meat?

**M4:** No.

**F4:** Never?

**M4:** Nope. Never.

**Conversation 5**

**M5:** Those french fries look so good . . . , but no thanks.

**F5:** No? Don't you like french fries?

**M5:** Well, I do. Who *doesn't* like them? But my doctor says I should eat less salt and oil.

**F5:** Well, OK. I guess fries just aren't for you!

## Page 64, Lesson 1, Exercise E

**M:** Isn't Ruby a big meat eater?

**F:** Didn't they stop eating pasta?

**M:** Don't you love seafood?

**F:** Wasn't that an awful restaurant?

**M:** Don't you want to go out to dinner tonight?

**F:** Hasn't he tried the tofu?

## Pages 70–71, Lesson 4, Exercises C, D, and E

1

**F1:** In Ethiopia they serve a special bread with almost every meal. It's called injera. The bread is delicious! It's slightly sour and it's soft and chewy. I was surprised to see people eating with their hands, but then I realized that they were using the injera to pick up the food and put it in their mouths. In my country, England, adults almost never eat with their hands, but soon I was using the injera just like the Ethiopians. Ethiopian stews with injera are like love and marriage. They always go together!

2

**M1:** I'm from Puebla, a town not far from Mexico City, and we have special soft sweets here called camotes. Camotes have the same name as the sweet potato, camote, and that's because they are sweet potato candies. They're delicious—so sweet and chewy. And they're beautiful. They come in lots of colors. When we have visitors to Puebla, we always give them a box of camotes as a present.

3

**M2:** When I was growing up, I ate peanut butter on toast for breakfast or in a sandwich for lunch. Peanut butter comes in a jar and you can choose it one of two ways—smooth or crunchy. In my family, we all loved crunchy peanut butter. It's so delicious. It's both salty and sweet at the same time.

4

**M3:** Three years ago, my company sent me to Georgia in Eastern Europe. I have to tell you that I fell in love with the food there. My favorite food was khachapuri—I think I pronounced that right.—In any case it's a bread sort of like pizza bread. It's baked in an oven and when it's ready, they put a lot of cheese and an egg onto the hot, hot bread. The cheese melts and gets very soft and the bread is slightly salty and very chewy and delicious.

5

**F2:** Sauerkraut is a sour cabbage dish we love in Germany. But people now believe Genghis Khan brought sauerkraut to Europe from Asia in the 12th century! In any case, we eat a lot of it in Germany. It's salty, sour, and crunchy. I love it! Sometimes we cook it for a long time, and then it gets nice and soft. I like it both ways.

6

**M4:** I love japchae! Japchae is a combination of a special kind of stir-fried noodles and vegetables. The noodles are made with a kind of sweet potato starch and they have a special flavor and they're usually chewy. How can I describe the taste of this dish? Well it depends on the vegetables, but the dish is always salty and sweet—a great combination, right? If you come to my country, we will definitely serve you japchae.

# UNIT 7

## Page 76, Lesson 1, Exercise D

**M:** They've been driving since they were teenagers.

**F:** She's been looking for a convertible for a month.

**M:** I've been in this car for three hours!

**F:** He's needed a new car since he changed jobs.

**M:** She's taught English for six years.
She's been teaching English for six years.

**M:** I've been driving my kids to school all week.

**F:** My son's been studying for his driver's test.

## Pages 78–79, Lesson 2, Exercises B and H

**Conversation 1**

**M1:** Marie, you look awful.
**F1:** I *feel* awful. I was in an accident.
**M1:** Oh, no! What happened?
**F1:** The taxi driver was talking on a cell phone, and we hit a stop sign.

**Conversation 2**

**F2:** My uncle had an accident.
**M2:** Your uncle in Italy?
**F2:** Yeah. Uncle Alfonso.
**M2:** What happened?
**F2:** Well, he was speeding, and his brakes weren't great, and he rear-ended another car.
**M2:** That's terrible. Was anyone hurt?
**F2:** No. He can thank his lucky stars for that!

**Conversation 3**

**M3:** Look! Remember that red car?
**F3:** The one that was weaving through traffic a few seconds ago?
**M3:** Yes! Look, he sideswiped that other car.
**F3:** Right!
**M3:** And that's not just any car. It's a police car!
**F3:** Well, that's what he gets for driving like that.

**Conversation 4**

**F4:** Did you hear about that accident on Third Avenue?
**M4:** No. What happened?
**F4:** So a car stopped for a red light, and the car behind it was tailgating.
**M4:** Oh, no. I know—and the guy in the second car rear-ended the driver who stopped.
**F4:** It did. And the driver of the first car was hurt. And so was her friend. But that's not all.
**M4:** The driver who hit them just drove off!
**F4:** Right. But, listen—just after he drove off, the guy had a head-on collision with a parked car! The car was parked on the wrong side of the street! Luckily no one was hurt. He was going pretty slowly and the driver of the parked car was getting coffee. Thank goodness, right?

**Conversation 5**

**F5:** I just saw on the local news that there was a huge pileup on Highway 6.
**M5:** Really? How huge?
**F5:** They say more than twenty cars.
**M5:** Wow. Do they know what caused it?
**F5:** They say this driver was texting and a bunch of cars behind her were tailgating. She didn't notice that a car in front of *her* slowed down and she rear-ended it. Then none of the tailgating cars could stop in time, especially on the wet road. It was a big mess.

**Conversation 6**

**F6:** You're not gonna believe what I saw today.
**F7:** What?
**F6:** This food truck driver was passing in a no-passing zone and he didn't notice that the car in front was making a left turn. They had a collision right near the corner.
**F7:** Well, it's his fault.
**F6:** But it turns out that the car he hit didn't signal, so it's partially the second driver's fault, too.
**F7:** I don't know. Sounds like two bad drivers if you ask me.
**F6:** And you know what happened? The food truck sells all kinds of soup so there was soup all over the road!
**F7:** Crazy.

## Page 78, Lesson 2, Exercise D

**M:** The brakes were making a weird sound before the collision.
**F:** Was she talking on the phone while she was driving?
**M:** Who were you walking with this morning when I saw you?
**F:** Who was driving the blue minivan?
**M:** It was raining hard when she sideswiped the other car.

## Page 80, Lesson 3, Exercise D

**Conversation 1**

**F1:** Good morning. Galaxy Rentals. This is Aayla. How may I help you today?
**M1:** Good morning. I'm calling from Guayaquil. I'm going to need a rental car in Quito.
**F1:** In Quito, you say?
**M1:** Yes, that's right.
**F1:** Where will you be picking up the car?
**M1:** At the airport, hopefully. I know it's very last minute, but do you have a car available this afternoon around 5:00?
**F1:** Let me check. . . . Yes, you're in luck. What kind of vehicle were you thinking about renting?
**M1:** Something with four-wheel drive. We're going to drive to Cotopaxi.
**F1:** So for a four-wheel drive vehicle, we have two options for you—a large SUV, or a full-size sedan.
**M1:** And the sedan has four-wheel drive?
**F1:** Yes, it does. And it's quite a bit more economical than the SUV.
**M1:** Great. We'll take the sedan. And we'll return the car to the airport on the 17th.

**Conversation 2**

**M2:** Galaxy Rentals. This is Hugh. Can I help you?
**F2:** Good morning. I'd like to rent a car.
**M2:** And we'd love to rent you one. Who am I speaking to?
**F2:** Mildred Wilson. That's Miss Mildred Wilson.
**M2:** Thank you, Miss Wilson. What location would you like?
**F2:** Portland, Oregon? You have an agency here, isn't that right?
**M2:** Yes, we do. Are you in Portland now?

**F2:** Yes, that's right. I live here, but I don't own a car. Bad for the environment, you know.

**M2:** I understand. What kind of car were you looking for?

**F2:** A plug-in. I only drive electric cars.

**M2:** Oh, I'm sorry, Miss Wilson. We don't rent hybrids or plug-ins.

**F2:** You don't? I think that's surprising in this day and age.

**M2:** But I can tell you that we have some models that get excellent gas mileage.

**F2:** I'm sorry. I'll only rent a hybrid. Thank you for your time.

**M2:** I'm sorry we weren't able to meet your needs.

**Conversation 3**

**F1:** Good morning. Galaxy Rentals. This is Aayla. How may I help you today?

**M3:** Hello. I'll be in Seoul on February 11th and I'll need a car. I checked your site on line, but I'd rather just talk to someone.

**F1:** Certainly, sir. I'll need to ask you a few questions. Can I start with your name?

**M3:** Sure. It's Robert Liddle. That's Liddle with double d in the middle.

**F1:** And what kind of car were you thinking of, Mr. Liddle?

**M3:** A small sedan or a compact car.

**F1:** For how many days?

**M3:** Let's see. We're arriving on the 10th and leaving on the 14th. But we don't need the car until the 11th.

**F1:** Will you want to pick up the car at the airport?

**M3:** Actually, no. We'd like to pick it up downtown near our hotel. We'll be at the Imperial. I think you have an agency near there, right?

**F1:** Yes, we do. There's a Galaxy office right in the Imperial hotel garage. It's very convenient. I'm checking now. . . . Oh, good. We'll have a nice 4-door compact at that location on the 11th. Morning or afternoon? I can confirm that for you today.

**M3:** Morning, please.

**F1:** And will you be dropping the car off on the 14th at the same location?

**M3:** No, actually, could I drop the car off at the airport?

**F1:** Absolutely. No problem.

**M3:** Do you need anything from me to guarantee the reservation?

**F1:** Yes. I can take that now over the phone or you can do that online.

**Conversation 4**

**M2:** Galaxy Rentals. Rent a car. Rent a bus. Rent a pickup. This is Hugh. How can I provide you with excellent service today?

**F3:** Hello. I'm calling from Sydney, Australia, and I'd like to reserve a car in Riyadh.

**M2:** Riyadh?

**F3:** Yes, that's right.

**M2:** Very good, ma'am. By the way, do you have an international driver's license? It's required for foreign nationals.

**F3:** Yes, my husband and I both do. We travel internationally all the time. But this is our first visit to the Kingdom.

**M2:** Good, then. What kind of car are you interested in renting?

**F3:** We'd like an SUV, a large one if that's possible.

**M2:** That's definitely possible. We have several Ultra 2000s and one or two XL100s. The price is the same for them all. When you get here you can pick out the one you like. Can you please give me your travel dates?

**F3:** Sure. We're arriving on February 20th and we'll need the car until the 27th.

**M2:** Good. I can confirm that reservation. Where would you like to pick up the car?

**F3:** At the airport.

**M2:** And dropping off?

**F3:** At the airport.

**M2:** OK. That's good. When you arrive at the airport on the 27th, just drive into the express return and drop off the keys and the forms with the agent at the gate.

**F3:** That's all?

**M2:** Yes. That's all. Actually, no. I didn't get your name or email address. I'll need that to confirm your reservation.

**F3:** Sure. My name is Abigail Ritter, and my email address is aritter45@hipster.net.

## UNIT 8

### Page 88, Lesson 1, Exercise C

**M:** Whose bag is this?

**F:** It's my daughter's.

**M:** And whose umbrella is this?

**F:** That's also hers.

**F:** Which is Jim's suitcase?

**M:** The one over there is his.

**F:** And which backpack is Anne's?

**M:** This one is hers.

**F:** Those are my sunglasses.
They're mine.

**M:** Your ring is nice.
Yours is nice.

**F:** Are these his gloves?
Are these his?

**M:** She took her books back.
She took hers back.

**F:** These are our newspapers.
These are ours.

**M:** They found their suitcase.
They found theirs.

### Page 92, Lesson 3, Exercise C

**Conversation 1**

**M1:** You know that guy who just got the job as the boss's administrative assistant?

**F1:** Ed something?

**M1:** That's right. Well, he makes it hard to get in to talk to the boss.

**F1:** What do you mean? How does he have that power?

**M1:** Well, if you're his friend and you want to see the boss, no problem. But if he doesn't like you, he'll say the boss is in a meeting.

**F1:** Does the boss know about this?

**M1:** I'm not sure. But Ed definitely plays favorites.

**F1:** If I were you, I'd tell him to cut it out.

Conversation 2

**F2:** Hey, Sarah, I need a reality check.

**F3:** About what?

**F2:** Kate ordered a bunch of stuff online—actually a tablet, some headphones, and a printer.

**F3:** OK . . .

**F2:** Right. So when she opened the box, there was fitness tracker in there.

**F3:** Did they charge her for the fitness tracker?

**F2:** No. But she says she's just gonna keep it.

**F3:** No way.

**F2:** Yup. I was just shocked. I thought Kate had good values. Am I wrong to disapprove?

**F3:** No. You're right.

Conversation 3

**F4:** Why so glum, Ken?

**M2:** You're not going to believe what my friend, Rob did. Well, I thought he was my friend.

**F4:** What did he do?

**M2:** He knew there was an opening in the marketing department. And he didn't tell me about it.

**F4:** Well, did Rob apply for the job?

**M2:** No, he didn't. He told Chris about it—and Chris got the job! That's what gets me. He knew I wanted that job—and that I'm qualified.

**F4:** Hmm. And you thought Rob was a friend?

Conversation 4

**M3:** This is ridiculous. I took my rug to Jack's Rug Cleaners a month ago! Jack said it would take a week.

**F5:** How long did you say it's been? A month? That is a long time. Have you called Jack?

**M3:** I have. And he just says it'll be ready in a couple of days. But then it isn't.

**F5:** If I were you, I'd tell him that if you don't get your rug, clean, by the end of the week, you'll post something about Jack's Rug Cleaners on social media.

**M3:** Right. Time for me to stand up for myself!

## Page 92, Lesson 3, Exercises D and E

**F:** Listen to a talk by Dr. James Murray, author of the bestseller *Your Character Is in Your Hands*. This was recorded at Downtown Books. There will be a Q & A after Dr. Murray's recording.

**M:** Good evening. So what kind of person are you? What makes you different from other individuals? In other words, what makes you *you*? Two important aspects of that individuality—in other words, what makes you *you*—are your personality and your character. Both are a collection of behavioral traits typical of you.

Many people think the words personality and character are synonyms, and they use them interchangeably. But, in fact, they describe different kinds of behavioral traits, and they come from different origins, so their meaning is not the same.

The main difference between personality and character is that character is learned, but personality is not. For example, most people are born with a set of personality traits that remain with them throughout their lives. Some people are born introverts, and others are born extroverts. Some are easygoing, while others are quick to anger. Parents often observe that their children's personalities have remained consistent since birth.

Character, on the other hand, doesn't exist at birth. No one is born honest or dishonest, loyal or disloyal, and so on. The character traits of honesty, loyalty, reliability, and even fairness are patterns of behavior that develop over time. They come from our parents, teachers, friends, and life experiences as we grow. Good parenting consists of teaching good values to children—just so they know the difference between right and wrong. How? This important responsibility of parenting can be achieved in more than one way. One is simply for parents to tell their children what's right and what's wrong—often. Another is to ask children to imagine what it feels like when a friend is disloyal, for example—so they develop the understanding that other people have feelings and can be hurt. Another, which is just as important, is for parents to model good ethical behavior every day through their own actions. Show children that *you* are truthful, loyal, reliable etc. Children watch what their parents do and imitate them. Children develop character both from explanation and from example.

But what if children don't get the support they need as they grow up, or suppose their parents model bad behavior instead of good behavior? Is there no hope for such children? Will they imitate their parents' bad behavior? Some people say "the apple doesn't fall far from the tree." In other words, the family we come from always has a big impact on who we become. However, in truth, we are all free to change—to decide to be honest, telling the truth and behaving with honor. We can decide to be reliable. When we tell a friend we're going to do something, we can just do it. The traits that demonstrate good character are within our control and we can choose to have a good character even if we received bad training early in life.

So while character and personality are related, the most important differentiating factor is that personality is inborn and difficult to alter, while we are all free to decide what kind of character we want to have.

## UNIT 9

## Page 100, Lesson 1, Exercise B

**M:** My wife took this photo in San Francisco.
This photo was taken by my wife in San Francisco.

**F:** Vincent van Gogh's paintings are loved by everyone.

**M:** The Guggenheim Museum in Spain was designed by architect Frank Gehry.

**F:** Naotaka Hiro's drawings have been bought by a number of museums.

**M:** The Mona Lisa was painted in the sixteenth century by Leonardo da Vinci.

**F:** The Mona Lisa was painted in the sixteenth century.

**M:** Beautiful handicrafts are sold in street markets in many countries.

**F:** This sculpture was found in Egypt.

### Page 102, Lesson 2, Exercise D

**M:** Was that pitcher made in Japan?

**F:** Are these bowls used for cooking?

**M:** Were these wallets designed by Gucci?

**F:** When was the museum built?

**M:** Where were those figures made?

**F:** How are those bags cleaned?

### Pages 104–105, Lesson 3, Exercises C and D

**M1:** People around the world have always been moved and inspired by the arts and by the great artists we love—painters, performers, sculptors, filmmakers, photographers. . . . We asked people to tell us about the artists who have had an impact on *their* lives and why.

**F1:** I'm a huge fan of the artist Vincent van Gogh. I mean here's a guy who really lived an artist's life. He painted *all* the time—I don't think he ever had *any* time off and he *never* really earned any money from his work. As a matter of fact, they say he only sold one painting during his short life. Sadly, he died young at 37. But today he's considered to be one of the greatest artists of all time—and he's one of the most popular too. His works are shown in museums all over the world. His art has inspired so many young artists like me because of the way his fascinating paintings have helped everyone see the world in a different way.

I actually visited the town in France where he painted during the final three months of his life. You can visit his room at the inn where he lived. And you can see the places where he actually did some of his painting. I was really moved by that—to be able to walk in the same places he did. I'm really fascinated by both his life and work.

**M2:** As everyone knows, the fashion designer Stella McCartney is the daughter of Paul and Linda McCartney—Paul McCartney is the famous singer-songwriter from the rock band the Beatles, and Linda McCartney was a professional photographer. And check this out. . . . Stella actually designed her first jacket when she was just thirteen years old! After working for some of the big name designers in London, she started her own fashion line, designing clothes for women, and later adding fashions for men as well.

McCartney has been a life-long vegetarian and has strong opinions about the treatment of animals. Both of her parents were vegetarians, so she was no doubt influenced by them when she was growing up—and clearly it influenced her designs. In her clothing, she only uses "vegan leather"—that is, a material that *looks* like leather—but she never uses materials that are produced from the skins of animals—they're all animal-free. Personally, I'm inspired by her strong ethics. She has strong beliefs that we can see in her life and work—that we don't have to hurt animals in the production of food or clothing.

**M3:** I'm a huge fan of the Mexican film director, Alejandro González Iñárritu. And I'm sure young people who are thinking about film careers are totally influenced by his work. I've loved all the films of his that I've seen so far, but especially his two Oscar-winning movies *Birdman* and *The Revenant*. I think sometimes he tries to make the audience uncomfortable. His movies are really thought-provoking, and sometimes violent and not easy to watch.

Iñárritu's movies don't just entertain—they tell surprising stories. For example, in the movie *Babel*, the main characters live in four different countries and speak four different languages. These characters don't know each other . . . but in the end, they've had a huge impact on each other's lives. I read that when Iñárritu was younger, he got jobs working in Europe and Africa . . . and I think it's interesting that some of his movies—like *Babel*—revisit his experiences living in other cultures. I'm trying to become a writer, and my writing is definitely inspired by the storytelling in his films.

**F2:** One of my favorite artists is Yayoi Kusama. She's a mixed media artist—that is, she works in a variety of art forms. She creates sculptures, but she also draws and paints. And she also does performance art—that's when the artist does something in the form of a live performance with people watching. And she uses unusual media in some of her work such as lights, music, and mirrors. I just love the bright colors she uses in her art—they're truly amazing.

I read that Kusama had a very difficult childhood. I also read that she went to live in New York City and got to know many of the artists there at that time. Some were influenced by her work and went on to become successful artists. However, even though she produced a lot of artwork, it took many years for her to achieve her own success. In an interview, she said her art had helped her deal with some of the problems from her childhood. I was really moved by that—to think that art could be so important in someone's life. Today, she's quite famous and is paid lots of money to create art all over the world.

## UNIT 10

### Page 110, Topic Warm-Up, Vocabulary

**M:** There's no sound.

**F:** The screen is frozen.

**M:** This thing is running so slowly.

**F:** There's no Wi-Fi connection.

**M:** The battery's dead.
**F:** It's overheating.
**M:** I think I have a virus.
**F:** My file didn't save.

## Page 112, Lesson 1, Exercise D

**M:** I contacted Online Support to get some help with my laptop.
**F:** We checked the cables to make sure they were plugged in.
**M:** I got a new practice app to improve my English pronunciation.
**F:** Why should he run a virus scan?
**M:** To see whether the problem is a virus.
**M:** Why should I delete these apps?
**F:** To speed up your computer!
**F:** Why did she install Remembo?
**M:** To get help managing her passwords.

## Pages 116–117, Lesson 3, Exercises B and C

1

**F1:** Tell us some of the ways you use the Internet.
**M1:** Han-bin. So I'm a young guy living in Seoul, and like a lot of people my age, I pretty much use the Internet for everything. What I like about it is the speed. For example, tonight I used my food delivery app to order in from one of my favorite restaurants. I got my dinner superfast because I didn't have to discuss the order on the phone with the restaurant owner and also because the app already has my credit card information. That means that when dinner arrives, I don't have to fool around with cash or a credit card. I actually use this delivery app several nights a week. I have to say, so do almost all my friends and colleagues.

But that's not all: I use another app on my phone to buy groceries. It's great. You can get meat, fruit, vegetables. Pretty much anything you can buy at the store you can order online. And the delivery charge isn't too bad.

Oh. And another thing. I order clothes online too. Don't get me wrong. I still like to go to the mall and look around. But you can get great deals online. And if you don't like something, they make it easy to return it to the company. I guess that's it.

2

**M2:** Tell us some of the ways you use the Internet.
**F2:** Lisa Ginowitz. I'm what they used to call a cybercommuter—now we call it working remotely—living in Los Angeles. I work full-time for a company that's about an hour and a half drive from my home. Los Angeles traffic is famous, right? And that morning and evening traffic was killing me. The commute could sometimes take as long as two hours one way. So, two years ago, I started working two days a week out of my home—I have a small office I've set up here. In fact it worked out so well that I now work from home five days a week and I only go into the company office occasionally, like for a business lunch with my manager.

People ask me how the Internet makes cybercommuting possible. So here goes. Whenever I need to do some research or check facts or get information, I can do that pretty quickly. When I need to have a meeting with my colleagues or my clients, we usually connect through a video conferencing program so we can see each other as we talk. One of the best things, though, is screen sharing. So if I want to discuss a document with someone, I can just make my computer screen visible to the others in the conference—all with one click. It's almost as good as being in the same room, even though we can be anywhere in the world—Canada, Mexico, Japan. It's a real win-win for everyone.

And in my non-work life? I've been banking online for years. I pay all my bills electronically. And I can check my bank balance every day if I want. Old-style banking wasn't nearly as easy or efficient. I've even got my bank's app on my phone so I can bank from anywhere.

Oh. One more thing. I use an e-wallet for some of my everyday spending, like those ridiculously expensive coffees I can't live without. I just swipe my phone and it's all paid for.

3

**F1:** Tell us some of the ways you use the Internet.
**F3:** Isabel Bernal. I live in La Paz, high in the mountains of Bolivia. I have my own online handicrafts business. We distribute beautiful authentic handmade rugs, cloth bags, and woven wall hangings from a cooperative of artists near La Paz. We couldn't exist without the Internet. We advertise online and have customers from all over the world. Most of our customers these days are from Europe, and our reputation in Europe is growing by word of mouth. But now we're ready to grow. Here's a plug for the business: our name is Andean Weavers.met. If you put that into your search engine, you'll find our website. . . . People ask me how I got started. I'll make a long story short. I wanted to find a traditional job in marketing, so I took an online course. But some friends convinced me that I didn't have to work for a company, and that I could use my skills independently. One thing led to another, and I decided to just market the product to customers myself on the Internet. And online banking makes international distribution really easy, so here I am! We're doing quite well, because our products are ones people can't easily find in stores—especially our international customers. . . . One downside of having my own business is that I never stop working! I just thank my lucky stars for my meal delivery app! We've got some spectacular food here just a few clicks away.

# *Keep Talking* Video Script

## Unit 1, Page 5, Lesson 1, Exercise D

**A:** So tell me about yourself.
**B:** Sure! What would you like to know?
**A:** Well, for example, do you have any hobbies?
**B:** Hobbies? Actually, yes. I repair mountain bikes.
**A:** Wow. Really? I love mountain biking.
**B:** Me, too! And what about other interests?
**A:** Well, I love cooking dinner for friends, but I don't like baking.
**B:** Really? Why not? I love baking. Is there anything else you definitely don't enjoy?
**A:** Let me think. Oh, yeah! I don't like dancing.
**B:** Me, neither!
**A:** So is baking a hobby?
**B:** Not really. It's just an interest. I love to bake on the weekends.
**A:** What a coincidence! I love to cook on the weekends.
**B:** We have a lot in common!

## Unit 1, Page 7, Lesson 2, Exercise C

**A:** Hey, Jules, what's up? You look blue.
**B:** Just some minor problems at home. Thanks for asking. It's nothing serious.
**A:** Are you sure?
**B:** Well, actually, I'm sick and tired of housework, and Bill doesn't help. I believe in sharing chores.
**A:** Does he object to cooking and cleaning?
**B:** Well, he doesn't mind cooking, but he's not crazy about cleaning. He always apologizes for not doing much at home.
**A:** How about agreeing to clean the house if Bill cooks every day? If he says yes, that might cheer you up.
**B:** That's a good suggestion.
**A:** Is there anything I can do?
**B:** Probably not, but I appreciate your concern.

## Unit 2, Page 17, Lesson 1, Exercise C

**A:** Petra! It's been years! How have you been?
**B:** Corey! Great to see you again! I've been fine, thanks. And you?
**A:** Pretty good. So what have you been up to?
**B:** Actually, I've gotten married. I got married two years ago, and I have a baby daughter!
**A:** That's wonderful.
**B:** And what about you?
**A:** Well, I'm changing careers. I'm studying to be a teacher at Teacher's College. I'm going to graduate next month.
**B:** Wow. So when did you decide to be a teacher?
**A:** About three years ago. I just didn't like working in tourism. Hey, Petra, I'd love to catch up, but I have a meeting at 9:00. I've got to go.
**B:** OK! But let's get together sometime.
**A:** Great!

## Unit 2, Page 19, Lesson 2, Exercise D

**A:** I hope you don't mind my asking, but where are you from?
**B:** Me? I'm from Seattle.
**A:** Welcome to Miami! Have you been here before?
**B:** Actually, it's my second time. But the first time I was here I was ten years old.
**A:** Have you been to South Beach yet?
**B:** No, I haven't.
**A:** Well, it's awesome. It's great for people watching, and the beach is beautiful.
**B:** What about the restaurants?
**A:** There are tons of great restaurants right next to the beach.
**B:** Nice. So what other tourist activities do you suggest?
**A:** Have you ever gone to the Miami Seaquarium?
**B:** No. But that sounds like a great idea.
**A:** You should go.
**B:** Well, thanks for the suggestions!
**A:** My pleasure.

## Unit 3, Page 29, Lesson 1, Exercise C

**A:** Sorry I'm late. I missed the train. Have you been here long?
**B:** For about fifteen minutes. But no worries.
**A:** Have you checked the showtimes?
**B:** Yes. Unfortunately, the 7:20 show for *Agent 367* is sold out. But *Mount Fuji Traveler* is playing at 7:30.
**A:** What kind of film is that?
**B:** It's a musical.
**A:** I'm sorry, but that's not for me. How about *Cristina's Castle*? I've heard it's pretty good.
**B:** What's it about?
**A:** It's about an architect from France who falls in love with an engineer from Spain.
**B:** That sounds interesting.
**A:** Great. Let me get the tickets.
**B:** That's really not necessary.
**A:** I insist. My treat.
**B:** Well, thanks. Hey, do you want to have dinner after the movie?
**A:** Definitely!
**B:** Let's go to the Kringle Café. It's right on the corner. Dinner's on me.

## Unit 3, Page 31, Lesson 2, Exercise D

**A:** How about a movie tonight?
**B:** That works for me. What are you in the mood for—an exciting action movie?

**A:** No offense, but I just can't stand action movies. I think I'd rather see a comedy. *What the Heck* is playing at the Cine Mall. What do you think?
**B:** Who's in it?
**A:** I really don't know. It's about a car that talks. It sounds weird, but good.
**B:** It sounds too weird for me. Any other ideas?
A: How about *Singin' in the Rain*? It's a classic. Have you ever seen it?
**B:** Seriously? Who hasn't? It's great.
**A:** Well, I actually never have, and I've always wanted to.
**B:** OK! Let's see that. You're going to love it.

## Unit 4, Page 41, Lesson 1, Exercise C

**A:** Hello. Hotel Regency.
**B:** Hello? I'd like to speak to Melissa Black in Room 116.
**A:** I'll ring that room for you. . . . I'm sorry. She's not answering. Would you like to leave a message?
**B:** Yes. Please tell Ms. Black that John Pyne called.
**A:** Could you spell your last name for me?
**B:** Sure. It's P-Y-N-E. And please tell her I'll be on the 4:40 flight, too.
**A:** Is that all?
**B:** Oh! Actually, no. Please tell her I'll meet her at 2:00 in the lobby of the hotel.
**A:** Did you say in the lobby?
**B:** Yes, that's right.
**A:** In any particular place in the lobby?
**B:** Sure. I'll be near the concierge's desk.
**A:** At the concierge's desk. Thank you, Mr. Pyne. I will give her your message.
**B:** Thanks so much. Bye-bye.
**A:** Good-bye, sir.

## Unit 4, Page 43, Lesson 2, Exercise C

**A:** Good morning. I'm checking in. The name's Ellsworth. E-L-L-S-W-O-R-T-H.
**B:** Do you have a reservation?
**A:** Yes. For a single room with a king-size bed.
**B:** Oh, yes. Here it is. May I have your credit card?
**A:** Here you go. Oh, by the way, is the Clark Building far from here?
**B:** No, ma'am. It's just down the street.
**A:** Thanks so much. What time does the pool open in the morning?
**B:** At 6:00.
**A:** Good. Thanks again.
**C:** Good morning. I'm checking out of Room 332. Here's the key.
**B:** Thank you. How was your stay?
**C:** It was fine, thank you.
**B:** Did you have anything from the minibar?
**C:** No, I didn't. Actually, the minbar was broken. All of the drinks were warm.
**B:** I'm very sorry about that, ma'am. Would you like to put this on your credit card?
**C:** Yes, please. Oh. Where can I get a taxi?
**B:** Just step outside the front door. The taxi stand is just to the right.
**C:** Thanks.

## Unit 5, Page 53, Lesson 1, Exercise C

**A:** Excuse me. I'm looking for nail files.
**B:** Nail files? Those should be in aisle 2.
**A:** I looked and there weren't any.
**B:** Oh, I'm sorry. Let me get you some from the back. Anything else?
**A:** Actually, yes. I need sunscreen.
**B:** No problem. There's some right over there.
**A:** Thanks.
**B:** I'll be right back with some nail files. . . . Here you go, ma'am.
**A:** Two questions: How much is this sunscreen?
**B:** It's $3.99.
**A:** And can I get this nail polish in black?
**B:** I think so. I'll check.
**A:** Thanks so much. I appreciate it.
**B:** You're welcome.

## Unit 5, Page 55, Lesson 2, Exercise C

**A:** Hello. Jewel Salon and Spa.
**B:** Good afternoon. This is Margo Stevens. I'd like to make an appointment for a facial.
**A:** When would you like to come in, Ms. Stevens?
**B:** Tomorrow, if possible.
**A:** Let me check. . . . Donna has an opening at 11:00.
**B:** Actually, that won't work. I have to be somewhere at 11:30. Is someone available earlier?
**A:** Yes. Andrea can see you at 8:30. Is that too early?
**B:** Not at all.
**A:** OK, Ms. Stevens . . .
**B:** Oh. While we're at it, I'd like to make an appointment for a haircut next Tuesday. Is Sonia available in the afternoon after 3:00?
**A:** No, I'm sorry. Sonia's on vacation. But Iris is available at 4:00 on Tuesday.
**B:** That's fine. . . . By the way, how much is the facial?
**A:** The spa facial is $50.
**B:** Is the tip included?
**A:** No, it isn't.
**B:** Do you accept credit cards?
**A:** Of course.
**B:** OK. Thanks so much. See you tomorrow morning.
**A:** Bye.

## Unit 6, Page 65, Lesson 1, Exercise C

**A:** Valerie, please help yourself.
**B:** Thanks, but I'll pass on the broccoli.

**A:** Don't you eat broccoli?
**B:** Actually, I'm not crazy about green vegetables. But no worries. There are lots of other things on the table I can eat.
**A:** How about you, Ben?
**C:** Thanks. I'll pass. I'm not a big broccoli eater.
**A:** How about some potatoes?
**C:** Thanks!
**A:** Valerie?
**B:** Actually, I'm on a diet. I'm avoiding starchy vegetables these days.
**A:** Oh, I'm sorry. I didn't know that.
**B:** Not a problem. Hey, that looks delicious.
**A:** It's a tomato salad.
**B:** I love tomatoes.
**A:** Ben?
**C:** Actually, I'm allergic to tomatoes, so no thanks.
**A:** Would you like something to drink? There's iced tea and orange juice.
**B:** Iced tea for me, please.
**A:** And how about you, Ben?
**C:** Actually, I think I'll have the orange juice.

## Unit 6, Page 67, Lesson 2, Exercise C

**A:** Look at those awesome cakes!
**B:** They are gorgeous. But I don't eat cake anymore.
**A:** Really? Don't you like desserts?
**B:** Well, I used to love desserts, but I've decided to avoid them. I'm cutting calories, and I just don't think sugar is good for you.
**A:** Seriously? I couldn't live without it. What about those gorgeous cookies?
**B:** I think I'll pass. I've also stopped eating cookies.
**A:** Really? How about those donuts?
**B:** No. I used to be crazy about donuts. But they're really not good for you.
**A:** Are you sure?
**B:** Mmm. . . . Well, they do look pretty good.
**A:** I won't tell anyone.
**B:** Well . . .
**A:** I really won't.
**B:** Well, OK. I'll have just one.
**A:** And it's my treat!
**B:** OK. Thanks.

## Unit 7, Page 77, Lesson 1, Exercise C

**A:** I was driving home from our class last night, and my car went off the road.
**B:** No way! What was wrong?
**A:** This time? The steering was making a weird sound, and then I couldn't turn left or right. Enough is enough. It's time for a new car.
**B:** Maybe you should get a used car with low mileage this time.
**A:** Actually, I don't think I want a used car again. I've had it.
**B:** You know, I've been thinking of getting a new car, too. I've been having a lot of engine trouble. Sometimes it just stops cold, and then it won't turn on again.
**A:** That's too bad. So what kind are you going to get?
**B:** An SUV, I think. New, if we can find an affordable one.

## Unit 7, Page 79, Lesson 2, Exercise D

**A:** Kyla and I were in an accident.
**B:** I'm so sorry to hear that! Are you both OK?
**A:** I'm fine. But Kyla had a bad backache after the accident.
**B:** Oh, no!
**A:** But her doctor said it was nothing serious.
**B:** Thank goodness. How did it happen?
**A:** Well, we stopped at a red light, but the other driver was texting, and he rear-ended our car.
**B:** No way! Where did it happen?
**A:** On Main Street and Third.
**B:** Near the mall?
**A:** Yeah. Right around the corner from the mall.
**B:** So was there much damage?
**A:** Actually, it was just a fender bender, so not too bad. But the other driver's car looked terrible.
**B:** Well, I'm glad you're both OK.

## Unit 8, Page 89, Lesson 1, Exercise C

**A:** Excuse me? Ma'am? Are these keys yours?
**B:** They are! I guess I left them behind.
**A:** No problem. Here you go.
**B:** Thanks so much! That's so nice of you. Where did you find them?
**A:** They were on the counter. . . . By the way, are these gloves yours, too? They were on the floor.
**B:** No, actually they aren't. Those are really beautiful gloves.
**A:** They are. I'll leave them with the manager.
**B:** Good idea. Thanks again. I really appreciate it.
**A:** My pleasure.

## Unit 8, Page 91, Lesson 2, Exercise C

**A:** Uh-oh. I ordered one book, and they sent me two.
**B:** Really? Are you sure you only ordered one?
**A:** Yes, I'm very sure. Here.
**B:** Let me have a look. You're right. You only ordered one.
**A:** I think I should call them.
**B:** Are you sure? If you didn't, no one would know.
**A:** Well, I would know. If I didn't tell them, I'd feel pretty guilty.
**B:** But you'd have an extra book. It wouldn't be the end of the world.
**A:** You have a point. But I couldn't live with myself if I did that.
**B:** Then you should definitely call them. You'll feel better.
**A:** I'm going to call them now.

## Unit 9, Page 101, Lesson 1, Exercise C

**A:** I love this painting, don't you?
**B:** Not really. I'm not crazy about abstract art.

**A:** Well, I like the colors. I think they're really beautiful.
**B:** Who's the artist?
**A:** Willa Watson.
**B:** Never heard of her. Have you?
**A:** Actually, I haven't either.
**B:** It says she's British. . . . Hey, check this out. It was painted by the artist when she was ten.
**A:** No way! That's amazing.
**B:** It is.
**A:** Hey, what do you think of these photographs?
**B:** They're pretty interesting.
**A:** And very thought-provoking. I like them.
**B:** Me, too. . . . Wow! Believe it or not, someone paid $2,000 for that one.
**A:** Really? That's crazy.
**B:** It is.

## Unit 9, Page 103, Lesson 2, Exercise C

**A:** I love that bowl. Where was it made?
**B:** The glass one?
**A:** Yes.
**B:** Oh, that was made in Mexico.
**A:** Mexico? It's fantastic. Can I take a closer look?
**B:** Absolutely. Here you go.
**A:** Thanks. How much is it?
**B:** Let me have a look. It's sixty dollars.
**A:** And what about those earrings? What are they made of?
**B:** These?
**A:** No, the other ones.
**B:** Oh, these. They're made of silver. Would you like to see them?
**A:** Please. Thank you. How much are they?
**B:** Those are thirty dollars. They're from Portugal.
**A:** They're nice. I think my daughter would love them. I'll take them.
**B:** And how would you like to pay: cash or credit?
**A:** Credit, please. Here's my card.

## Unit 10, Page 113, Lesson 1, Exercise C

**A:** Good morning, Rona. Got a minute?
**B:** Sure. Is something wrong?
**A:** So, I'm at home, and I can't get online.
**B:** Have you tried restarting your router?
**A:** No, I haven't. Should I do that now?
**B:** It's worth a try. Yes. Just turn it off and wait about ten seconds. Then turn it on again. I'll wait.
**A:** OK. I'm doing that now.
**B:** Did it work?
**A:** No.
**B:** OK then. Make sure the cables are plugged in.
**A:** Let me have a look. OK, I checked.
**B:** Try turning the router off and on again. OK?
**A:** OK. Oh, that's better! It's working now. Thanks so much!
**B:** My pleasure.

## Unit 10, Page 115, Lesson 2, Exercise C

**A:** I think it's about time I got a new anti-virus program.
**B:** What's wrong with your old one?
**A:** It's just not reliable. It's time to replace it with a more secure one.
**B:** Do you have a particular one in mind?
**A:** Well, I've looked online and none of them are cheap. But the AVP30 isn't quite as pricey as the other ones.
**B:** I've heard that's an excellent program. Speaking of which . . . I need to get a new password manager.
**A:** What's wrong with the one you have now?
**B:** For starters, it's just not easy to use, and it's not very reliable.
**A:** It sounds like it's time to replace it.
**B:** Suppose we go to Tech World together tomorrow and talk to one of their experts.
**A:** That's a great idea.

# *Connect TV* Video Script

## UNIT 1

**PRISHA:** Hi, Andy.
**ANDY:** Hi, Prisha. Hey Britt.
**BRITT:** Are you okay?
**ANDY:** I'm just . . . feeling a little blue about my . . . love life.
**PRISHA:** Ah, you need a girlfriend.
**ANDY:** Yeah.
**BRITT:** Are you interested in anyone?
**ANDY:** Well, I kind of like . . . Amanda.

(. . .)

**BRITT:** Oh, she's cute!
**ANDY:** She works upstairs from us, on the third floor. We talk while we're waiting in line for coffee sometimes.
**PRISHA:** You should ask her out! Invite her to dinner!
**ANDY:** What if she says no? I see her here almost every day.
**BRITT:** She won't say no.
**ANDY:** Really?
**BRITT:** Andy, you're a great guy!
**ANDY:** I am?
**BRITT:** Of course. You're sweet.
**PRISHA:** You're creative.
**BRITT:** You're handsome.
**ANDY:** You think so?
**PRISHA:** And you have lots of interests.
**BRITT:** You like to travel.
**ANDY:** I love eating at good restaurants.
**PRISHA:** You enjoy going to museums and plays.
**ANDY:** I'm crazy about collecting coins!
**BRITT:** Yeah, maybe you should talk about museums and plays and restaurants first.
**PRISHA:** Ask her out right now.
**ANDY:** What?
**BRITT:** Just say, "How about getting together after work sometime?"
**PRISHA:** Or "I'm thinking of going to a movie on Friday? Would you be up for that?"
**BRITT:** You can do this.
**ANDY:** I can do this.

(. . .)

**ANDY:** Um, hi. Amanda, right?
**AMANDA:** Hi, Andy!
**ANDY:** What a coincidence, huh?
**AMANDA:** What?
**ANDY:** We're both drinking coffee. Here. At the same time.
**AMANDA:** I see you here every day!
**ANDY:** That's true. So, I, uh, have a question for you.
**AMANDA:** Yes? . . .
**ANDY:** Are you using the salt?
**AMANDA:** What? Oh. No. Here you go.
**ANDY:** I love salt. Thanks.
**AMANDA:** You're welcome.

(. . .)

**BRITT:** Salt?
**PRISHA:** Really?
**BRITT:** What are you thinking?
**AMANDA:** Andy?
**ANDY:** Yes?
**AMANDA:** I'm, uh, thinking about going to a play on Friday. It's called The First Born. I know it's short notice, but would you like to go with me?
**ANDY:** Friday? Let me check my calendar—I mean, sure. That sounds great.
**AMANDA:** Wonderful. Do you feel like having dinner first? There's a great Italian place across the street—
**ANDY:** Costellos! Sure. That'd be nice.
**AMANDA:** How about 6 P.M.?
**ANDY:** Okay great. I'll see you then.
**AMANDA:** Okay. Bye.

## UNIT 2

**MAGGIE:** Dusty? Dusty Hargrove?
**DUSTY:** Hi.
**MAGGIE:** I can't believe it's you! It's been such a long time!
**DUSTY:** Yes . . . it has. Do I—?
**MAGGIE:** A handshake?! Is that how you greet an old friend? Come on, give me a hug.
**DUSTY:** How about a fist bump instead?
**MAGGIE:** Oh, Dusty!
**DUSTY:** If you don't mind my asking, do we know each other?
**MAGGIE:** You are so funny! . . . Hi, I'm Maggie.
**PRISHA:** Hi, I'm Prisha.
**BRITT:** Britt.
**DUSTY:** They're my colleagues.
**MAGGIE:** Nice to meet you both!
**BRITT:** How do you know each other?
**DUSTY:** I don't think we—
**MAGGIE:** We've been friends a long time. The last time I saw you was in college. And you never write.
**DUSTY:** Yeah . . . well . . . you haven't written me either . . . have you?
**MAGGIE:** Dusty and I have traveled all over the world together with our group of friends.
**PRISHA:** Really! Where have you gone?
**DUSTY:** Yeah, where have we gone?
**MAGGIE:** Remember that trip to Alaska?
**BRITT:** I'd like to go to Alaska!
**MAGGIE:** Remember the bear?

**DUSTY:** I do remember the bear, but I don't remember—

**MAGGIE:** The bear was terrifying. You were so scared!

**DUSTY:** I was terrified.

**MAGGIE:** So what have you been up to? Ah! You've gotten married! Congratulations!

**DUSTY:** Three years ago. To a wonderful woman named Megan. She's going to be here any minute, so, maybe . . .

**BRITT:** Here she is!

**MEGAN:** Hi, Dusty. Who is this?

**DUSTY:** This is . . . Marjorie.

**MAGGIE:** Maggie!

**MEGAN:** And how do you know each other?

**DUSTY:** I DON'T KNOW!

**MAGGIE:** So good to see you!

**DUSTY:** What's happening?

**MEGAN:** Maggie's my friend from college.

**DUSTY:** Wait. Your friend? Not my friend? We haven't met before?

**MAGGIE:** I've heard so much about you, I feel like we're friends.

**MEGAN:** She called this morning when she arrived at the airport and I asked her to meet us here. She wanted to introduce herself to you in a "fun" way . . .

**DUSTY:** Oh, that was fun.

**MEGAN:** . . . and I agreed to help.

**MAGGIE:** I hope I didn't scare you!

**DUSTY:** Actually, that was more terrifying than the bear in Alaska.

## UNIT 3

**BRITT:** Thanks for a great dinner, Dusty!

**DUSTY:** You're welcome. What are you guys in the mood for now?

**ANDY:** Should we go see a movie?

**MEGAN:** Or would you all rather stream an old movie on TV?

**DUSTY:** That sounds better. There are lots of old movies I haven't seen yet.

**MEGAN:** Let's see what's on PicFlix. Would you rather watch a comedy, a musical . . .

**ANDY:** NO MUSICALS, PLEASE. I've hated musicals since I was a kid.

**MEGAN:** How about *The Traveler*? It's an action movie about a vacation where everything goes wrong.

**BRITT:** It's unforgettable! At the end, the main character gets on the wrong plane and never sees his family again . . .

**ANDY:** I guess we don't need to see that movie.

**MEGAN:** Here's one I've always wanted to see.

**DUSTY:** *The Red Hospital?*

**MEGAN:** It's a horror film.

**BRITT:** That's the most terrifying movie I've ever seen. You think the doctor is the bad guy, but in the end, it's this violent little grandmother.

**ANDY:** Britt!

**BRITT:** What?

**ANDY:** That's a spoiler!

**BRITT:** Really?

**DUSTY:** You can't just tell someone the end of a movie.

**BRITT:** Sorry!

**DUSTY:** It spoils the ending for other people. We haven't seen the movie yet!

**ANDY:** Yeah. We don't want to know what's going to happen.

**DUSTY:** We like surprises.

**MEGAN:** If you're going to tell people the ending, you really should say "spoiler alert" first.

**ANDY:** So we can stop listening!

**BRITT:** Okay, sorry. I just get so excited about movies.

**MEGAN:** Here's another one. Has anyone ever seen Mrs. Green? It's a science fiction movie.

**BRITT:** That's the one where—spoiler alert! She thinks she's getting married to a man, but he's really a robot.

**MEGAN:** No. You're thinking of *The Perfect Husband.*

**BRITT:** Oh, yeah. . . . Wait! Is that the one about a woman who gets married to a photographer?

**MEGAN:** Yeah, that's it.

**BRITT:** And in the end, she discovers he has an identical twin! . . . Whoops. Spoiler alert.

**ANDY:** Too late.

**DUSTY:** Maybe we should just watch the soccer game instead. Britt, don't tell us you know how the game is going to end!

**BRITT:** Actually I do! The winner is—spoiler alert! Brazil, 2 to 1.

**MEGAN:** How could you possibly know that?

**DUSTY:** IS SHE DONE YET?

**BRITT:** I'm kidding! But you know what? Spoiler alert! . . . Oh, this is going to be so much fun.

## UNIT 4

**MEGAN:** Hi, Prisha!

**PRISHA (on the phone):** Megan?

**MEGAN:** Did you arrive in Denver?

**PRISHA:** Yes! But I need a little help.

**MEGAN:** Sure. What's wrong?

**BRITT:** Is that Prisha? Prisha. It's Britt! I have some messages for you.

**PRISHA:** Not now Britt!

**BRITT:** What's the matter?!

**PRISHA:** My accommodations are awful!

**MEGAN:** Really?! I'm so sorry. The hotel room looked so nice online. And there was a pool, a gift shop and a concierge . . .

**PRISHA:** There's definitely no concierge.

**BRITT:** That's not so bad, is it?

**PRISHA:** And there's no Wi-Fi.

**BRITT:** WHAT?! THAT'S TERRIBLE!

**PRISHA:** I wanted to save a little money for the company. So, I changed my reservation and booked a short-term rental apartment.

**BRITT:** AND THERE'S NO WI-FI?!

**PRISHA:** Here—I'm texting you a picture of the place. There's only a rollaway bed, and the room wasn't made up when I got here. And the air conditioner won't turn on.

**BRITT:** Well, at least you're in the mountains. It'll be pretty cool there at night. But, Prisha, there's really no wi-fi?

**PRISHA:** That's not the worst part. The windows won't close! Here's another picture. There are these huge . . . things everywhere.

**BRITT:** That's a huge mosquito.

**MEGAN:** Let me look for another hotel for you.

**PRISHA:** If you find anything, I'll take it.

**BRITT:** Prisha, Mrs. Clancy called . . . What?!

**PRISHA:** There's a scary dog outside. Here—look. It's looking right at me . . .

**BRITT:** That's a wolf, Prisha.

**PRISHA:** Can it climb through a third-floor window?

**MEGAN:** Prisha, there's one room open at the hotel I reserved originally, but it's a suite with two bedrooms. It'll cost you an arm and a leg.

**PRISHA:** What am I going to do?

**BRITT:** Prisha. Listen to me. Mrs. Clancy—your business contact—left you a voicemail. She said if you need a hotel room, she can get you a room at the Palace Hotel.

**MEGAN:** The Palace? That's a five-star hotel.

**BRITT:** And she said her company can pay for the room. You don't have to pay for it.

**MEGAN:** Woo-hoo! Get out of there, Prisha!

**PRISHA:** I can't leave now. There's a spider in front of the door. Look.

**MEGAN:** If you're careful, you can probably step over it.

**PRISHA:** Would you step over that?

**MEGAN:** ACK!

**BRITT:** But, Prisha, you're just kidding about the wi-fi, right?

**PRISHA:** NO!

**BRITT:** It's like a horror movie.

## UNIT 5

**MEGAN:** Ack! What's going on?!

**BRITT:** Oh, hi, Megan!

**PRISHA:** We're having a personal care party!

**ANDY:** Want to join us?

**MEGAN:** Britt—are you having cosmetic surgery?!

**BRITT:** Yes! And Andy's my doctor!

**MEGAN:** Is that safe?! And Prisha—you've never had any piercings before.

**PRISHA:** I got them this morning! Do you like them?

**MEGAN:** I—I don't know. It's so—you look so different. And Andy, your hair is—

**ANDY:** Red! I know! Like tomato sauce! I've always wanted to dye my hair a wild color!

**MEGAN:** Dusty!! Is that a facial?!

**DUSTY:** Yep! Next, Britt's going to give me a manicure!

**BRITT:** Did we bring any nail polish?

**PRISHA:** Let me check. There's some right here. But I don't see any nail files.

**MEGAN:** I'm sorry. I don't think I have a good handle on what's going on here . . .

**PRISHA:** Andy. Are you ready for your haircut?

**ANDY:** Go for it!

**MEGAN:** That's too much hair!!!!

**ANDY:** Could you hand me some hair gel?

**MEGAN:** You guys, this is just too weird! You all look so . . . unusual. Aren't you worried about your appearance?

**BRITT:** Oh Megan. We don't care about outer beauty.

**DUSTY:** It's inner beauty that counts!

**PRISHA:** Our identities aren't based on our appearance.

**ANDY:** More hairspray please!

**BRITT:** Ready for your tattoo, Dusty?

**MEGAN:** NO!!!!

**BRITT:** Actually, you know what, Megan? I think you'd look really good with a tattoo.

**PRISHA:** While we're at it, let's shave her head!

**ANDY:** Or we could give her a hair transplant!

**DUSTY:** With Andy's hair!

**BRITT:** Come on Megan! Take the plunge!

**MEGAN:** Nooooo!

(. . .)

**MEGAN:** Oh wow.

**DUSTY:** Did you have a good nap?

**MEGAN:** I had the weirdest dream. It was like a horror movie! You were there, and Andy and Britt and—Ack! What have you done with my husband!?

**DUSTY:** Megan. It's me.

**MEGAN:** Stay back! I have a comb!

**DUSTY:** Oh this? I'm just trying that facial Britt gave me for my dry skin. It's kind of cool! Hey, do you want steak or pasta with tomato sauce for dinner tonight?

**MEGAN:** NO TOMATO SAUCE!

**DUSTY:** I'll make steak then.

## UNIT 6

**MEGAN:** So, Dusty, what's for dinner?

**BRITT:** Yeah, I'm getting really hungry!

**DUSTY:** How does this sound: Dusty's Awesome and Amazing Seafood Stew.

**ANDY:** Wow! What's in it?

**DUSTY:** Imagine this. Soft, slightly chewy clams, lots of shrimp, squid and fish, all stewed in milk and cream and butter, with onions, potatoes, corn, spices, lots of salt AND pepper, and my special ingredient: a little bit of hot pepper.

**ANDY:** Oh Dusty, I'm so sorry, but I can't eat that.

**DUSTY:** Don't you love seafood?

**ANDY:** I'm crazy about most seafood, but I just learned yesterday I'm allergic to shrimp.

**DUSTY:** Really?!

**ANDY:** It doesn't agree with me at all.

**DUSTY:** Not a problem. We'll just have Dusty's Awesome and Amazing Seafood Stew—without the shrimp . . .
**ANDY:** That's great, Dusty, thanks.
**BRITT:** Actually, Dusty, I'm afraid I'll have to pass on the stew.
**DUSTY:** What!? You've always been a seafood addict!
**BRITT:** I used to eat a lot of seafood, it's true. But I've decided to try a vegetarian diet for a while. We talked about it the other day, don't you remember?
**DUSTY:** Yeah. But don't vegetarians eat fish?
**BRITT:** No! I feel a little guilty eating any animals . . . and I want to protect the environment.
**MEGAN:** Good for you Britt.
**DUSTY:** No worries . . . So, we'll save the seafood for another day—when Britt is not here. . . . And we'll cook up a delicious pot of . . . Dusty's Awesome and Amazing . . . Potato, Corn and Onion Soup!
**BRITT:** Great!
**MEGAN:** Well . . .
**DUSTY:** What! I know you're a big potato soup eater.
**MEGAN:** You know, I used to love your potato soup. But Dusty, all that milk and butter? You know I'm trying to avoid fatty foods, right?
**DUSTY:** Right.
**BRITT:** You don't need to lose weight, Megan.
**MEGAN:** I know. I'm just trying to stay healthy and avoid disease. But . . .
**DUSTY:** I, on the other hand, am on a diet. My doctor said I shouldn't eat high-fat foods like . . . potato soup with a lot of milk and cream and butter.
**MEGAN:** Sorry Dusty.
**DUSTY:** Nah, it's okay.
**ANDY:** So, what should we make for dinner?
**DUSTY:** Well, I could make a salad with potatoes, corn and onions.
**THE OTHERS:** Yeah.
**DUSTY:** Or I could make . . .
**THE OTHERS:** Yeah?
**DUSTY:** A call to a local restaurant and order food.
**THE OTHERS:** Yeah!
**DUSTY:** How about the hamburger shop?
**BRITT:** Well . . .
**DUSTY:** Right! Not vegetarian. The sandwich place?
**MEGAN:** I don't know if that's—
**DUSTY:** A healthy choice, right. The German restaurant?
**ANDY:** I'm not much of a sauerkraut eater.
**DUSTY:** The French restaurant? Actually, that's not on my diet. What about . . .

## UNIT 7

**DUSTY:** What?!
**ANDY:** You're kidding!
**BRITT:** Nope.
**ANDY:** That's ridiculous!
**DUSTY:** You really don't know how to drive?!
**BRITT:** I've been living in big cities since I was a kid. I've never needed to drive. But, now that I'm 25, I feel like I should learn.
**ANDY:** It's easy.
**DUSTY:** We'll teach you.
**BRITT:** What? No. You don't have to—
**ANDY:** Come on. It'll be fun.
**BRITT:** What are you—?
**DUSTY:** First, we have to pick out a vehicle.
**ANDY:** How about this one?
**DUSTY:** That looks like a compact car. . . . Nope. It's a full-size sedan.
**ANDY:** And a convertible! . . . I've been looking for a car like this for years!
**DUSTY:** Here's your steering wheel. . . . This is your gas pedal. Step on that to go. . . . And these are your brakes. Step on those to stop.
**ANDY:** Ok. No one's coming now.
**DUSTY:** Turn left on Sixth Street.
**ANDY:** Red light ahead.
**DUSTY:** And let's stop at that red light in one block.
**BRITT:** How am I doing?
**DUSTY:** Well you didn't use your turn signal when we were making that last turn.
**ANDY:** RED LIGHT!
**BRITT:** Huh? Oh. Sorry.
**ANDY:** Now the most important things to remember are to control your speed . . .
**ANDY:** The light's green.
**DUSTY:** . . . and to watch out for other drivers.
**ANDY:** There's a car weaving in and out of traffic.
**DUSTY:** Pay attention now. Here comes a bad driver.
**ANDY:** He's cutting you off!
**BRITT:** What an aggressive driver!
**DUSTY:** Turn right.
**BRITT:** OK. I can go faster on this street, right?
**DUSTY:** Yes but—observe the speed limit! TOO FAST!
**ANDY:** Flat tire!
**DUSTY:** We went off the road.
**ANDY:** There's a police officer.
**DUSTY:** Uh-oh. I think we're gonna get a ticket. End of lesson.

## UNIT 8

**MEGAN:** Hi, Britt. We ordered you an iced coffee.
**ANDY:** Whose bag is that?
**BRITT:** I don't know. I found it outside. I thought maybe someone inside the coffee shop lost it, but we're the only ones here.
**ANDY:** Maybe there's money in it!
**BRITT:** Let me have a look.
**ANDY:** If we can't figure out whose bag it is, can we keep the money?
**BRITT:** Well, there is money in it . . .
**ANDY:** Yes!
**BRITT:** But it's only a coin.

**ANDY:** Whoa! I've been looking for one of these for my coin collection! It's from 2007. It's actually worth a lot of money.
**BRITT:** Interesting.
**ANDY:** If it were mine, I could sell it for hundreds of dollars. What else is in there?
**BRITT:** There's a pen . . .
**MEGAN:** That's not just a pen. That's a Black Mountain pen. It's one of the best in the world.
**ANDY:** If I were a writer like you, I'd want a pen like that.
**ANDY:** What's that?
**MEGAN:** It's a little blender—for making soup. If Dusty were here, he wouldn't want to give this back.
**BRITT:** And look—earbuds.
**MEGAN:** Those look like yours, Britt.
**BRITT:** I lost mine last week, but these are much nicer.
**MEGAN:** There's no information about the owner?
**BRITT:** No, but he or she has great taste.
**ANDY:** We don't have to give it back, do we?
**MEGAN:** If you left a bag full of expensive stuff outside, wouldn't you want someone to try to get it back to you?
**BRITT:** I think we should leave it at the counter with the manager, in case someone comes back for it.
**MEGAN:** I'm with you.
**ANDY:** Okay.

(. . .)

**PRISHA:** Hi, everyone.
**ANDY:** Hi, Prisha!
**BRITT:** What's that?
**PRISHA:** It's a bag I lost. I think I left it outside when I was here earlier. Some honest person found it and returned it to the counter.
**ANDY:** What's in it?
**PRISHA:** Just some gifts for some friends. Where's Dusty?
**MEGAN:** He went home early to start cooking.
**PRISHA:** Well, tell him to be sure to be on time for our morning meeting tomorrow. I have a surprise for you all—you've been doing such a good job. See you tomorrow!
**MEGAN:** Good thing we returned the bag!
**BRITT:** I can't wait for the meeting tomorrow!
**ANDY:** Wait! Do you think those gifts might be for us?
**BRITT:** No. I think she has four other friends who love coins, blenders, pens and earbuds.
**ANDY:** Yeah. I guess everybody has friends like that.

## UNIT 9

**DUSTY:** I love these monthly art exhibits.
**ANDY:** Me too. So many different styles of art. Sculpture last month. Paintings tonight.
**DUSTY:** Who's the artist this month?
**ANDY:** Michael Thompson, abstract painting.
**BRITT:** Ugh. I'm not a big fan of abstract art.
**MEGAN:** I can't stand it.
**ANDY:** Really?
**MEGAN:** I much prefer realistic art or photography.
**PRISHA:** I'm with you.
**DUSTY:** Hey check this out.
**ANDY:** Very cool. That's amazing.
**DUSTY:** That is a great piece of art.
**BRITT:** It's just a bunch of circles.
**DUSTY:** I know! I'm fascinated by the lines and the contrast of colors.
**ANDY:** It's like a big plate of fruit!
**DUSTY:** Or maybe a room full of eyes and faces!!
**ANDY:** Whoa!
**BRITT:** It looks like it was painted by an eight-year-old.
**DUSTY:** That's why abstract art is so popular. It makes you laugh. It makes you uncomfortable. It makes me think.
**ANDY:** It makes me see the world differently.
**MEGAN:** It makes me want to see a different art exhibit.
**DUSTY:** I wouldn't mind having this in the living room.
**ANDY:** How much is it?
**MEGAN:** Dusty, it costs an arm and a leg.
**DUSTY:** But it's great art!
**MICHAEL:** Thank you.
**DUSTY:** Hey, you're the artist!
**ANDY:** Michael Thompson!
**BRITT:** It's so nice to meet you!
**PRISHA:** Such a pleasure!
**MEGAN:** We're big fans!
**DUSTY:** You are?
**MICHAEL:** If you don't mind my asking, what do you think of this one? I think maybe it doesn't inspire you.
**BRITT:** Oh no, I am very inspired! I'm fascinated by the lines and the contrast of colors.
**DUSTY:** Hey!
**PRISHA:** It's like a big plate of fruit.
**ANDY:** What?!
**MEGAN:** Or maybe a room full of eyes and faces!
**MICHAEL:** It's a self-portrait, actually.
**WOMEN:** Whoa!
**MICHAEL:** I was very influenced by an artist named Kandinsky. Some of my most important paintings were inspired by his art.
**MEGAN:** I love it.
**PRISHA:** I'm absolutely fascinated by it.
**BRITT:** Me too!
**MICHAEL:** Tell you what . . . maybe I can join you and you can tell me what you think of my other works. This one over here is one of my favorites . . .
**DUSTY:** Self-portrait?
**ANDY:** I don't see it.
**DUSTY:** It just looks like a bunch of circles.
**ANDY:** I'm not moved by it at all.
**DUSTY:** It kind of looks like it was painted by an eight-year-old.
**MEGAN:** Dusty! Believe it or not I bought a painting! It cost an arm and a leg, but it's great art! Michael told me it was inspired by the Mona Lisa!" . . .

## UNIT 10

**PRISHA:** Hey everybody! Got a minute? I have some great news!

**MEGAN:** Can't talk right now, Prisha. We have to post our new articles in a few minutes.

**PRISHA:** But listen to this. There's a story about us in the newspaper today.

**ANDY:** That's nice. Britt! I think my computer might have a virus.

**BRITT:** You didn't click on an attachment, did you?

**ANDY:** Well, yeah.

**BRITT:** No!!!

**PRISHA:** I'll read it for you. . . . "We can't imagine life without Connectivity."

**DUSTY:** Megan. I finished my blog, but I don't think the file saved.

**MEGAN:** Let me check with the online backup service.

**PRISHA:** "This website is as good as any in the city for local news, arts and culture."

**BRITT:** Dusty, I need the password to our photo sharing service.

**DUSTY:** Why?

**BRITT:** To download a photo for this article.

**DUSTY:** Did you check the password manager?

**BRITT:** Good idea!

**PRISHA:** "The weekly blogs discussing politics are as intelligent as the blogs in national newspapers."

**MEGAN:** My screen is frozen!

**ANDY:** Did you check the cables?

**MEGAN:** Why?

**ANDY:** To make sure they're all plugged in.

**PRISHA:** "Connectivity's staff isn't as big as many other sites. . . . But the writing is terrific . . . "

**DUSTY:** I can't get online. Is the Wi-Fi working?

**PRISHA:** " . . . the design is excellent . . . "

**MEGAN:** Move closer to the hotspot.

**PRISHA:** " . . . and their social media is awesome."

**DUSTY:** Ah, there it is. Nope, it's gone again.

**PRISHA:** "That's why Connectivity is our Local Website of the Year."

**ANDY:** Britt . . . I clicked on an attachment again.

**BRITT:** NOBODY CLICK ON ANY MORE ATTACHMENTS!

**PRISHA:** You guys! We're the Website of the Year!

**ALL:** That's unbelievable! / Congratulations to us! / That's amazing! / No kidding?

**MEGAN:** Only 5 minutes left!

**ANDY:** Back to work everybody!

**PRISHA:** That's why we're the best.

**BRITT:** Prisha—got a minute? There's no Wi-Fi connection and we have to post our new stuff in 5 minutes.

**PRISHA:** I'll reset the router.

**Answers for Exercise E on page 100**

1. *Those photos were taken by my son in Beijing five years ago. / Those photos were taken in Beijing five years ago by my son. / Those photos were taken five years ago by my son in Beijing.*
2. *This dress was designed by Donatella Versace for the actor Angelina Jolie. / This dress was designed for the actor Angelina Jolie by Donatella Versace.*
3. *The comic book Yawara! was created in 1986 by Japanese artist Naoki Urasawa. / The comic book Yawara! was created by Japanese artist Naoki Urasawa in 1986.*
4. *This small sculpture was found by my brother at a market near São Paulo, Brazil. / This small sculpture was found at a market near São Paulo, Brazil, by my brother.*
5. *The 17,000-year-old Lascaux cave paintings were discovered in 1940 by four teenagers. / The 17,000-year-old Lascaux cave paintings were discovered by four teenagers in 1940.*
6. *This drawing of a house was made by me when I was three years old.*

# PHOTO CREDITS

**Frontmatter**

Page viii (accountant): Andrey_Popov/Shutterstock; viii (teller): YinYang/E+/Getty Images; viii (salesperson): Iakov Filimonov/Shutterstock; viii nurse): Shutterstock; viii (lawyer): RichLegg/E+/Getty Images; viii (mechanic): Wavebreakmedia/Shutterstock; viii (secretary): Elena Elisseeva/Shutterstock; viii (tour guide): SolStock/E+/Getty Images; ix (mobile top): Brovko Serhii/Shutterstock; ix (image on mobile top): Poznyakov/Shutterstock; ix (image on mobile top): Nataliya Arzamasova/Shutterstock; ix (image on mobile left): Original photography by Sharon Hoogstraten, David Mager and Libby Ballengee/TSI Graphics/Pearson Education; ix (image on mobile left): Mentatdgt/Shutterstock: ix (image on mobile right): Iakov Filimonov/Shutterstock: ix (desktop bottom): Evgeny Karandaev/Shutterstock; xix (image on mobile top): Mentatdgt/Shutterstock; xix (image on mobile bottom): Iakov Filimonov/Shutterstock.

**Unit 1**

Page 1 (TR, man): Ion Chiosea/123RF; 1 (at school): Prostock-studio/Shutterstock; 1 (at a party): Luis Alvarez/Getty Images; 1 (on a trip): Akhenaton Images/Shutterstock; 1 (at work): G-Stock Studio/Shutterstock; 1 (on a service project): Robert Kneschke/Shutterstock; 2: Fizkes/Shutterstock; 4: ESB Professional/Shutterstock; 5 (TR): Sjenner13/123RF; 5 (motorcycle mechanic): LightField Studios/Shutterstock; 5 (gardening): Alexander Raths/Shutterstock; 5 (video games): REDPIXEL.PL/Shutterstock; 5 (baking): Mikhailkayl/123RF; 5 (collecting coins): Sergey Ryzhov/Shutterstock; 6 (angry): Fizkes/Shutterstock; 6 (excited about): Shutterstock; 6 (upset about): Syda Productions/Shutterstock; 6 (afraid of): Goncharov_Artem/Shutterstock; 6 (crazy about): Nataliia Budianska/Shutterstock; 6 (sick and tired of): Marcos Mesa Sam Wordley/Shutterstock; 6 (bored with): Stokkete/Shutterstock; 7: Mangostar/Shutterstock; 8: Shutterstock; 9 (TL): Logoboom/Shutterstock; 9 (TR): Shutterstock; 9 (B): New Africa/Shutterstock; 10: Sam Wordley/123RF; 11: Dmitrii Shironosov/123RF.

**Unit 2**

Page 13 (TR, man): AJR_photo/Shutterstock; 13 (L, bow): Smile photo/Shutterstock; 13 (R, bow): Recep-bg/E+/Getty Images; 13 (L, shake hands): Antonio Diaz/123RF; 13 (R, shake hands): Michaeljung/Shutterstock; 13 (L, hug): Rawpixel/123RF; 13 (R, hug): Yurakrasil/Shutterstock; 13 (T, kiss): Yellow Dog Productions/Getty Images; 13 (B kiss): Oneinchpunch/Shutterstock; 14 (Greek food): Evgenii mitroshin/123RF; 14 (Japan): MADSOLAR/Shutterstock; 14 (London): I Wei Huang/Shutterstock; 14 (New York): Haye Kesteloo/Shutterstock; 14 (China): Dutsadee/Shutterstock; 14 (Egypt): Pesky Monkey/Shutterstock; 14 (Dubai): Kritsana Laroque/Shutterstock; 14 (Colombia): EGT-1/Shutterstock; 15 (B): Cathy Yeulet/123RF; 16: Mladen Mitrinovic/123RF; 17 (TL): Shutterstock; 17 (CR): StockLite/Shutterstock; 18 (Taipei): Elwynn/Shutterstock; 18 (Guatemala volcano): Byron Ortiz/Shutterstock; 18 (Osaka): Luciano Mortula - LGM/Shutterstock; 18 (Korean food): Thamkc/123RF; 18 (Great Pyramids): Daily Travel Photos/Shutterstock; 18 (Galapagos): Jo Reason/123RF; 19 (shaking hands): Asia Images Group/Shutterstock; 19 (Ginza, Tokyo): Sean Pavone/Shutterstock; 20 (fit bump): Andriy Popov/123RF; 20 (hug): Fizkes/Shutterstock; 20 (wave): Antonio Guillem/123RF; 20 (kiss): Creatas Images/Getty Images; 20 (wai greeting): Anek Suwannaphoom/123RF; 21: Gulf eye/Shutterstock; 22: G-Stock Studio/Shutterstock; 23 (1): Dean Drobot/Shutterstock; 23 (2): Kate Kultsevych/Shutterstock; 23 (3): StockLite/Shutterstock.

**Unit 3**

Page 25 (movie theatre): Dean Drobot/Shutterstock; 25 (TV): Drazen Zigic/Shutterstock; 25 (tablet): Tero Vesalainen/Shutterstock; 25 (mobile): Daisy Daisy/Shutterstock; 25 (BR): El Nariz/Shutterstock; 26 (action): Devon Strong/Stone/Getty Images; 26 (horror): Sergiy Tryapitsyn/123RF; 26 (sci-fi): Tithi Luadthong/Shutterstock; 26 (animated): Benchart/Shutterstock; 26 (comedy): Orbon Alija/E+/Getty Images; 26 (drama): Fizkes/Shutterstock; 26 (musical): Syda Productions/Shutterstock; 26 (documentary): Richard Whitcombe/123RF; 28: Lev radin/Shutterstock; 29: Stock-Studio/Shutterstock; 30 (T): Antonio Diaz/123RF; 30 (B): Viachaslau Govorkov/Shutterstock; 31 (L): Wavebreak Media Ltd/123RF; 31 (R): Nicolas Menijes Crego/123RF; 33: Daniel Ernst/123RF; 34 (TR): Herschel Hoffmeyer/Shutterstock; 34 (BL): Tinseltown/Shutterstock.

**Unit 4**

Page 37 (hotel): Igor Ostapchuk/Shutterstock; 37 (hostel): Elnur Amikishiyev/123RF; 37 (B&B): Patti McConville/Alamy Stock Photo; 37 (campground): Crotonoil/Shutterstock; 37 (short-term rental): FG Trade/E+/Getty Images; 37 (BR, man): Luna Vandoorne/Shutterstock; 38 (fitness center): August_0802/Shutterstock; 38 (pool): Edvard Nalbantjan/Shutterstock; 38 (sauna): Bulentumut/Shutterstock; 38 (restaurant): Haireena/Shutterstock; 38 (business center): Christian Heinz/Shutterstock; 38 (gift shop): Cathy Yeulet/123RF; 38 (concierge): Eric Audras/ONOKY/Getty Images; 38 (towels): Africa Studio/Shutterstock; 38 (hangars): Jiradet ponari/123RF; 38 (skirt hangars): Wandeaw/Shutterstock; 38 (bathrobe): Viktor Prymachenko/Shutterstock; 38 (hair dryer): Cristi180884/Shutterstock; 38 (safe): New Africa/Shutterstock; 38 (mini-fridge): Uatp2/Getty Images; 38 (iron and ironing board): Levent Konuk/Shutterstock; 38 (BR, woman): David Prado Perucha/Shutterstock; 39 (L): Fizkes/Shutterstock; 39 (R): F8 studio/Shutterstock; 40: MindStudio/Pearson Education Ltd; 41 (woman): Dean Drobot/123RF; 41 (man): Dinis Tolipov/123RF; 42: Billion Photos/Shutterstock; 43: Jacob Lund/Shutterstock; 44: Erwinova/Shutterstock; 45: Gabriel Georgescu/Shutterstock; 46 (house): Karamysh/Shutterstock; 46 (bathroom): Pics721/Shutterstock; 46 (kitchen): Ppa/Shutterstock; 46 (bedroom): Artazum/Shutterstock; 46 (wi-fi icon): Redfish_rgb/Shutterstock; 46 (washer icon): Aleshin_Aleksei/Shutterstock; 46 (ironing board icon): Iconvectorstock/Shutterstock; 46 (parking sign): Arcady/Shutterstock; 46 (hangar icon): MStudio Vector/Shutterstock; 46 (lock icon): Pambudi/Shutterstock; 46 (couple): Antoniodiaz/Shutterstock; 46 (Raymond avatar): Goodluz/Shutterstock; 46 (City Girl avatar): Fotoluminate LLC/Shutterstock; 46 (Gourmet Gary avatar): StockLite/Shutterstock; 47 (L): Jonathan Park/Shutterstock; 47 (R): Phuphat Pongsanon/123RF; 47 (kitchen, inset): Omid Nakhjavani/123RF.

**Unit 5**

Page 49 (TR): Fizkes/Shutterstock; 49 (ear piercings): Yasemin G/Shutterstock; 49 (nose ring): Luma creative/Shutterstock; 49 (nail art): Dany2703/Shutterstock; 49 (contact lenses): Tcareob72/Shutterstock; 49 (hair color): Focus and Blur/Shutterstock; 49 (tattoo): Studio Peace/Shutterstock; 50 (comb): Winai Tepsuttinun/Shutterstock; 50 (brush): Africa Studio/Shutterstock; 50 (toothbrush): Oksana2010/Shutterstock; 50 (nail clipper): Darak77/Getty Images; 50 (nail file): Glovatskiy/Shutterstock; 50 (razor): cifotart/123RF; 50 (soap): Antonio Gravante/123RF; 50 (deodorant): Anton Starikov/Shutterstock; 50 (shaving cream): Mile Atanasov/Shutterstock; 50 (aftershave): Aigars Reinholds/123RF; 50 (toothpaste): Israel Mckee/Shutterstock; 50 (shampoo): Alhovik/123RF; 50 (hairspray): Showcake/Shutterstock; 50 (hair gel): Gabor Balazs/Shutterstock; 50 (sunscreen): Stephen Coburn/Shutterstock; 50 (dental floss): MBI/Getty Images; 50 (lotion): Sandra Besic/Shutterstock; 50 (mascara): Ronstik/Shutterstock; 50 (lipstick): Yellow Cat/Shutterstock; 50 (eye shadow): Jon Barlow/Pearson Education Ltd; 50 (powder): Luisa Leal Photography/Shutterstock; 50 (nail polish): elitsa/123RF; 51: Shutterstock; 52 (T): Kzenon/Shutterstock; 52 (B): Olga Yastremska/123RF; 53 (1): Dmitry Kalinovsky/Shutterstock; 53 (2): Weedezign/Shutterstock; 53 (3, L): InnerVisionPRO/Shutterstock; 53 (4, R): Pressmaster/Shutterstock; 53 (B): Jovan Mandic/123RF; 54 (haircut): Dmitry Kalinovsky/Shutterstock; 54 (manicure): Rido/Shutterstock; 54 (pedicure): Serezniy/123RF; 54 (shave): Antoniodiaz/Shutterstock; 54 (facial): tomwang/123RF; 54 (massage): Sir Chopin/Shutterstock; 55 (woman): VGstockstudio/Shutterstock; 55 (man, inset): Sam Wordley/123RF; 56 (tattoo): Sergei Aleshin/Shutterstock; 56 (pierced ears): Iryna Kalamurza/Shutterstock; 56 (pierced eyebrow): Microgen/Shutterstock; 56 (shaved head): SoleilC/Shutterstock; 56 (hair transplant): Satyrenko/Shutterstock; 56 (hair dye): Voyagerix/Shutterstock; 56 (cosmetic surgery): Anzhelika Voloshyna/Shutterstock; 57 (L): Plotulit/123RF; 57 (C): Cathy Yeulet/123RF; 57 (R): F8 studio/Shutterstock; 57 (background): Jag_cz/Shutterstock; 58 (man in glasses): Diana Bargan/123RF; 59 (white cellphone): Skoda/Shutterstock; 59 (woman's picture on cellphone): Tetsu/amanaimagesRF/Getty Images; 59 (woman using cellphone): Leungchopan/Shutterstock; 59 (black cellphone): Skoda/Shutterstock; 59 (man's picture on cellphone): Gareth Boden/Pearson Education Ltd; 59 (man using cellphone: Jules Selmes/Pearson Education Ltd.

**Unit 6**

Page 61 (woman): WAYHOME studio/Shutterstock; 61 (man): Rachata Teyparsit/123RF; 61 (food background): RomarioIen/Shutterstock; 61 (lobster in speech bubble): WStudio/Shutterstock; 61 (cooked fish in speech bubble): Africa Studio/Shutterstock; 62 (whole grains left): Yulia Mladich/Shutterstock; 62 (whole grains right): Olga Popova/Shutterstock; 62 (refined grain left): Somchai Som/Shutterstock; 62 (refined grain right): Sai0112/123RF; 62 (seafood, prawns): Amenic181/Shutterstock; 62 (seafood, fish): Funny face/Shutterstock; 62 (meat, left): Jean-Paul/123RF; 62 (meat, right): Sedneva/123RF; 62 (beans): Svetlana Kuznetsova/123RF; 62 (soy products): Gayvoronskaya_Yana/Shutterstock; 62 (eggs): Grafvision/Shutterstock; 62 (poultry left): Jiri Hera/Shutterstock; 62 (poultry right: Nito/SHutterstock; 62 (nuts and seeds): Aleksandr Belugin/123RF; 62 (grapes): Tim UR/Shutterstock; 62 (mango): Tatiana Popova/123RF; 62 (berries): Victor69/123RF; 62 (melons): Margouillat/123RF; 62 (broccoli): Jiang Hongyan/Shutterstock; 62 (potatoes): Nattika/Shutterstock; 62 (corn): Steven Cukrov/123RF; 62 (carrots): Nattika/Shutterstock; 62 (red pepper): Evgeni_S/Shutterstock; 62 (milk): Utima/123RF; 62 (cheese): Aleksandr Strela/123RF; 62 (yogurt): Anastasios71/Shutterstock; 62 (custard dessert): Alp Aksoy/Shutterstock; 63 (man left): Eurobanks/Shutterstock; 63 (woman right): Dean Drobot/123RF; 64: Poznyakov/Shutterstock; 65 (T): Nataliya Arzamasova/Shutterstock; 65 (B): Original photography by Sharon Hoogstraten, David Mager and Libby Ballengee/TSI Graphics/Pearson Education; 66: Jules Selmes/Pearson Education Ltd; 67 (TR): Nd3000/123R; 67 (bread): Danny Kosmayer/123RF; 67 (tofu): Norman Chan/Shutterstock; 67 (lamb chops): Decius/123RF; 67 (cake): Unpict/Shutterstock; 67 (broccoli): Jiang Hongyan/Shutterstock; 67 (donuts): Nikoneri/Shutterstock; 67 (grapes): Tim UR/Shutterstock; 67 (chicken cutlet): HandmadePictures/Shutterstock; 67 (cookies): Sally Scott/Shutterstock; 67 (beans): Elyrae//123RF; 67 (cheese): All-stock-photos/Shutterstock; 68 (Earth melting with thermometer): Grmarc/Shutterstock; 69 (woman eating pizza): Ivanko80/Shutterstock; 69 (pasta on scale): Africa Studio/Shutterstock; 69 (fruit and vegetables): Aleksandar Mijatovic/Shutterstock; 70 (japchae): Diesel K/Shutterstock; 70 (sauerkraut): Dani Vincek/Shutterstock; 70 (cabbage): Monticello/Shutterstock; 70 (camotes): WaltonCreative/Alamy Stock Photo; 70 (sweet potato): Sommai Larkjit/123RF; 70 (peanut butter): New Africa/Shutterstock; 70 (khachapuri): Timolina/Shutterstock; 70 (injera): Magicbones/123RF; 71: Original photography by Sharon Hoogstraten, David Mager and Libby Ballengee/TSI Graphics/Pearson Education; 72 (cake): Africa Studio/Shutterstock; 72 (tacos): Joshua Resnick/Shutterstock; 72 (sushi): Rido/Shutterstock; 72 (pea pods): Peter Zijlstra/123RF; 72 (pepper): Evgeni_S/Shutterstock; 72 (pineapple): Viktar Malyshchyts/Shutterstock.

**Unit 7**

Page 73 (orange compact): Dimitris Leonidas/Shutterstock; 73 (red sedan): Vladimir Kramin/123RF; 73 (blue convertible): Rawpixel/123RF; 73 (red pickup truck): Artem Konovalov/123RF; 73 (blue sports car): Rawpixel/123RF; 73 (grey minivan): Rawpixel/123RF; 73 (black SUV): Vladimir Kramin/123RF; 73 (white plug-in car): Nerthuz/123RF; 73 (background): ABCDstock/Shutterstock; 73 (woman, bottom): Wizdata/Shutterstock; 76 (engine): Charanipat Samchimchom/Shutterstock; 76 (steering): Andrey_Popov/Shutterstock; 76 (battery): Igor Golovnov/123RF; 76 (brakes): Wachira W/Shutterstock; 76 (man): RobinE/Shutterstock; 77: Dmytro Zinkevych/Shutterstock; 79: Antonio Guillem/123RF; 78: Antonio Guillem/Shutterstock; 80 (fill out): Rawpixel.com/Shutterstock; 80 (pick out): Rawpixel.com/Shutterstock; 80 (pick up): Thitiphat Khuankaew/123RF; 80 (fill up): Kaspars Grinvalds/123RF; 80 (drop off): Korkut kazcin/Shutterstock; 81 (1): Ximagination/123RF; 81 (2): Marc Romanelli/Getty Images; 81 (3): Kurhan/123RF; 81 (4): Milatas/Shutterstock; 81 (5): Atic12/123RF; 83: ARENA Creative/Shutterstock.

**Unit 8**

Page 85 (main image): Pressmaster/Shutterstock; 85 (BR): WAYHOME studio/Shutterstock; 89 (man and woman): Zoranm/E+/Getty Images; 89 (blue umbrella): Blanscape/123RF; 89 (sunglasses): Nattika/Shutterstock; 89 (headphones): Breaking The Walls/Shutterstock; 89 (credit card): Volodymyr Krasyuk/123RF; 89 (glove): Mazzzur/Shutterstock; 89 (phone): Denys Prykhodov/Shutterstock; 89 (jacket): Elenovsky/Shutterstock; 89 (cap): Aleksandar Kamasi/Shutterstock; 90: Fizkes/Shutterstock; 91 (counting cash): Juanmonino/E+/Getty Images; 91 (couple): Miljana and Igor Sinkov/Shutterstock; 93 (Heraclitus): Classic Image/Alamy Stock Photo; 93 (Confucius): Josse Christophel/Alamy Stock Photo; 93 (Roosevelt): World History Archive/Alamy Stock Photo; 93 (Austen): incamerastock/Alamy Stock Photo; 93 (Einstein): IanDagnall Computing/Alamy Stock Photo; 94 (pick up wallet): Happy_Nati/Shutterstock; 94 (keys): Marslander/Shutterstock; 94 (coins): David Long/Shutterstock; 94 (dollars): Temastadnyk/Shutterstock; 94 (phone): Bignai/Shutterstock; 94 (list): Conejota/Shutterstock.

**Unit 9**

Page 97 (bottom right): AJR_photo/Shutterstock; 97 (sculpture): Gilmanshin/Shutterstock; 97 (painting): Rubtsov/Shutterstock; 97 (drawing): Chepurko Ekaterina/Shutterstock; 97 (photography): Josu Ozkaritz/Shutterstock; 97 (black frame): Photomaster/Shutterstock; 97 (gold frame): LiliGraphie/Shutterstock; 97 (sketch pad): OHishiapply/Shutterstock; 97 (pencil): Korkeng/Shutterstock; 97 (watercolors): Melodist/Shutterstock; 98 (realistic): Artifexorlova/123RF; 98 (abstract): Ekaterina Roo/Shutterstock; 98 (traditional): D_odin/Shutterstock; 98 (modern): Zhang YuanGeng/123RF; 98 (digital): Kindersps/Shutterstock; 98 (handcrafted): NightEyez/Shutterstock; 99 (Kahlo): Vintage_Space/Alamy Stock Photo; 99 (Rivera): Everett Collection Inc/Alamy Stock Photo; 99 (B): RobinE/Shutterstock; 100 (man): Kues/Shutterstock; 100 (gold frame): Stevemart/Shutterstock; 100 (cable car): Holbox/Shutterstock; 101 (man and woman): Konstantin Pelikh/123RF; 101 (landscape painting): Denis Kuvaev/Shutterstock; 101 (gulls sculpture): TeleMakro Fotografie/Shutterstock; 101 (rock sculpture): Marko Cerovac/Shutterstock; 101 (tree drawing): Torky/123RF; 101 (abstract painting): Mayaartworks/Shutterstock; 101 (B/W abstract): Anastasia Korolko/Shutterstock; 102 (wood): Kariphoto/123RF; 102 (glass): Krailurk Warasup/123RF; 102 (ceramic): Africa Studio/Shutterstock; 102 (leather): Morganka/Shutterstock; 102 (cloth): Wilawan Khasawong/123RF; 102 (stone): Winnond/Shutterstock; 102 (steel): Evgeny Karandaev/Shutterstock; 102 (silver): Fotosoroka/Shutterstock; 102 (gold): Tobik/Shutterstock; 102 (pitcher): Bogdan ionescu/Shutterstock; 102 (plate): Mark R Coons/Shutterstock; 102 (bowl): Hj90cheon/Shutterstock; 102 (necklace): Titima Ongkantong/Shutterstock; 102 (earrings): Raresirimie/Shutterstock; 102 (bracelet): Alikosina/Shutterstock; 102 (figure): Nova Attack/Shutterstock; 102 (man and woman): Original photography by Sharon Hoogstraten and David Mager/Pearson Education; 103 (matryoshka dolls): Mikhail Olykainen/Shutterstock; 104 (Kusama): Jeremy Sutton-Hibbert/Getty Images; 104 (van Gogh): Everett Collection/Shutterstock; 104 (McCartney): S_bukley/Shutterstock; 104 (Inarritu): Vera Anderson/Contributor/WireImag/Getty Images; 105: Mehaniq/Shutterstock; 106 (Mona Lisa): GL Archive/Alamy Stock Photo; 106 (Louvre): Anna Ivanova/123RF; 106 (Mana Lisa): From The Museum Of Bad Art: Masterworks by Michael Frank and Louise Reilly Sacco; used with permission of MOBA, www.MuseumOfBadArt.org; 107: Elbud/Shutterstock.

**Unit 10**

Page 109 (cell phone center): Mongkol Chuewong/123RF; 109 (video call app): Zeljkodan/Shutterstock; 109 (GPS app): Tommaso79/SHhutterstock; 109 (social media app): LookerStudio/Shutterstock; 109 (ride sharing app): Zapp2Photo/Shutterstock; 109 (gaming app): Dean Drobot/Shutterstock; 109 (music streaming app): Duet PandG/Shutterstock; 109 (bottom center): ArkHawt/Shutterstock; 111: fizkes/123RF; 112 (woman): Shutterstock; 112 (phone): Skoda/Shutterstock; 113 (man): Margo Kl/Shutterstock; 113 (woman): CandyBox Images/Shutterstock; 114: Dean Drobot/Shutterstock; 115: Wavebreakmedia/Shutterstock; 116 (1): Fizkes/Shutterstock; 116 (2): Ventdusud/Shutterstock; 116 (3): Dolgachov/123RF; 116 (4): Antonio Guillem/123RF; 116 (5): Shutterstock; 116 (5, inset): Sculpies/Shutterstock; 116 (6): 58667/Shutterstock; 116 (7): Maroke/Shutterstock; 116 (7, inset): RDaniel/SHutterstock; 116 (screen sharing): Gorodenkoff/Shutterstock; 116 (man on screen left): Rido/123RF; 116 (woman on screen, center): Fabio formaggio/123RF; 116 (woman on screen, right): Marctran/123RF; 116 (video conference): Fizkes/Shutterstock; 116 (phone with banking app): Bloomua/Shutterstock; 116 (phone with grocery app): georgejmclittle/123RF; 116 (e-wallet): Wavebreakmedia/Shutterstock; 116 (laptop with food delivery app): DenPhotos/Shutterstock; 116

(online clothes shopping): Zilu8/Shutterstock; 117: Dean Drobot/Shutterstock; 118 (hacker): BeeBright/Shutterstock; 118 (man with phone): Oleg Golovnev/Shutterstock.

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