# Connectivity
## LEVEL 3

CONNECTING PEOPLE THROUGH ENGLISH

# TEACHER'S BOOK AND LESSON PLANNER

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

**Connectivity 2**

Copyright © 2022 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 221 River Street, Hoboken, NJ 07030 USA

**Text composition:** Straive

Library of Congress Cataloging-in-Publication Data: A catalog record for the print edition is available from the Library of Congress.

Printed in the United States of America

ISBN-13: 978-0-13-683460-1

ScoutAutomatedPrintCode

pearsonenglish.com/connectivity

# CONTENTS


Learning Objectives ..... iv

Components ..... viii

Key to Icons in the Student's Book ..... x

To the Teacher ..... xi

About the Authors/Acknowledgments ..... xiii

Using the Teacher's Book and Lesson Planner ..... xiv

Using the Presentation Tool ..... xvi

Online Practice ..... xvii

The Global Scale of English ..... xviii

Pearson Practice English App ..... xix

Assessment ..... xx

Printable Resources ..... xxi

Warm-Up Activity Bank ..... xxii

Lesson Planner

- Unit 1 Becoming Culturally Literate ..... T1
- Unit 2 Getting Help ..... T13
- Unit 3 What We Read ..... T25
- Unit 4 Taking Care of Yourself ..... T37
- Unit 5 Coping with Disasters and Emergencies ..... T49
- Unit 6 Plans and Choices ..... T61
- Unit 7 Holidays and Traditions ..... T73
- Unit 8 Innovations ..... T85
- Unit 9 Discussing Global and Local Issues ..... T97
- Unit 10 The Natural World ..... T109

Reference Charts ..... 122

Grammar Expander ..... 126

Writing Handbook ..... 144

Soft Skills Booster ..... T153A

Student's Book Audio Script ..... 163

*Keep Talking* Video Script ..... 179

*Connectivity TV* Video Script ..... 183

Photo Credits ..... 190

# LEARNING OBJECTIVES

| Unit | COMMUNICATION GOALS | VOCABULARY | GRAMMAR |
|---|---|---|---|
| 1<br>**Becoming Culturally Literate**<br>page 1 | • Introduce people who may have something in common<br>• Make small talk<br>• Develop cultural awareness<br>• Discuss gender and culture | • Manners and etiquette | • Modals must, may, and might<br>• Tag questions: use and form<br>**GRAMMAR EXPANDER**<br>• Expressing possibility with maybe<br>• Drawing conclusions with probably and most likely<br>• Modals: common errors<br>• Can and be able to: present and past<br>• Be able to: present perfect<br>• Tag questions: short answers (expansion) |
| 2<br>**Getting Help**<br>page 13 | • Ask for and offer to do favors<br>• Arrange to get something done<br>• Recommend service providers<br>• Persuade someone to use your services | • Services<br>• Service businesses | • The causatives have and get<br>• Passive causatives<br>**GRAMMAR EXPANDER**<br>• The causative make to indicate obligation<br>• Let to indicate permission<br>• The passive causative: by phrases (review) |
| 3<br>**What We Read**<br>page 25 | • Recommend a good book<br>• Talk about a newspaper or magazine article<br>• Describe tastes in leisure reading<br>• Discuss formats of educational materials | • Genres of books<br>• Ways to describe a book<br>• Some formats for reading | • Noun clauses that function as direct objects<br>• Noun clauses: embedded questions<br>**GRAMMAR EXPANDER**<br>• Verbs followed by noun clauses (expansion)<br>• Adjective complements<br>• Embedded questions with whether<br>• Embedded questions: usage and common errors<br>• Embedded questions: punctuation |
| 4<br>**Taking Care of Yourself**<br>page 37 | • Explain why you can't come to work or class<br>• Express wishes and regrets<br>• Recommend treatments and medications<br>• Compare approaches to health care | • Medical procedures<br>• Symptoms and conditions<br>• Types of medications | • The past perfect<br>• Wish to express regrets and desires<br>**GRAMMAR EXPANDER**<br>• Verb usage: present and past (overview)<br>• Wish versus hope |
| 5<br>**Coping with Disasters and Emergencies**<br>page 49 | • Warn of a dangerous situation<br>• Start a conversation about a disaster in the news<br>• Discuss epidemics<br>• Prepare for an emergency | • Emergency supplies<br>• Disasters<br>• Natural disasters<br>• Emergency readiness and supplies | • Indirect speech: imperatives<br>• Indirect speech: say and tell—tense changes<br>**GRAMMAR EXPANDER**<br>• Direct speech: punctuation rules<br>• Indirect speech: optional tense changes |

| CONVERSATION STRATEGIES | LISTENING / PRONUNCIATION | READING | WRITING / SOFT SKILLS BOOSTER |
|---|---|---|---|
| • Express enthusiasm for a happy discovery<br>• Express pleasure to discover a connection with "What a coincidence!"<br>• Acknowledge a minor error<br>• Politely introduce a correction to someone's assumption with "Actually, ..."<br>• Ask about proper address<br>• Talk about the weather to begin a conversation with someone you don't know<br>• Use question tags to encourage someone to make small talk<br>• Answer a "Do you mind ...?" question with "Absolutely not" to indicate agreement | **Listening Skills**<br>• Listen for main ideas<br>• Listen to summarize<br><br>**Pronunciation**<br>• Rising intonation of tag questions<br>• Falling intonation of tag questions | **Texts**<br>• A questionnaire about formality<br>• An illustrated conversation<br>• A questionnaire about your culture<br>• Letters asking for advice<br>• A graph about paid and unpaid work<br><br>**Skills / Strategies**<br>• Understand from context<br>• Activate language from a text | **Task**<br>• Write a formal and an informal email message telling someone about your country<br><br>**WRITING HANDBOOK**<br>• Formal email etiquette<br><br>**SOFT SKILLS BOOSTER**<br>• Creativity: Provide a hypothetical scenario to stimulate imagination |
| • Introduce a request for a favor with "I'm sorry to bother you"<br>• Politely turn down a request or favor<br>• Express gratitude for an offer to help with "I'd appreciate that"<br>• Check if something's possible with "I'm wondering if ..."<br>• Politely insist<br>• Make a tentative promise with "Let me see what I can do" | **Listening Skills**<br>• Listen to infer<br>• Listen to summarize<br><br>**Pronunciation**<br>• Emphatic stress to express enthusiasm | **Texts**<br>• A questionnaire about solving problems<br>• An illustrated conversation<br>• A section of an employee training manual<br><br>**Skills / Strategies**<br>• Identify main idea<br>• Understand from context | **Task**<br>• Write recommendations for businesses and services<br><br>**WRITING HANDBOOK**<br>• Supporting an opinion with personal examples<br><br>**SOFT SKILLS BOOSTER**<br>• Communication: Use verbal cues to focus attention |
| • Express strong surprise by beginning a question with "You mean ...?"<br>• Introduce statements of common belief<br>• Say "I actually don't know" to admit that perhaps you should<br>• Use actually to express a surprising fact<br>• Say "Duh" to admit you should have thought of something earlier<br>• Acknowledge someone's good idea with "Why didn't I think of that?" | **Listening Skills**<br>• Listen for main ideas<br>• Listen to take notes<br>• Paraphrase<br><br>**Pronunciation**<br>• Sentence stress in short answers with so and not | **Texts**<br>• A self-test<br>• An illustrated conversation<br>• A questionnaire about reading tastes<br>• An article about the formats of educational materials<br><br>**Skills / Strategies**<br>• Understand main idea<br>• Understand details | **Task**<br>• Write a review of something you've read<br><br>**WRITING HANDBOOK**<br>• Summarizing<br><br>**SOFT SKILLS BOOSTER**<br>• Active listening: Encourage others to elaborate |
| • Agree to do what someone suggests with "Will do"<br>• State your willingness to help with "Don't hesitate to ask"<br>• Express remorse for an error with "I could kick myself"<br>• Reassure someone who regrets a mistake<br>• Encourage someone to look on the bright side with "It's not the end of the world" | **Listening Skills**<br>• Listen for main ideas<br>• Listen for details<br><br>**Pronunciation**<br>• Intonation of lists | **Texts**<br>• A questionnaire about medical procedures<br>• An illustrated conversation<br>• An article about alternative options for health care<br><br>**Skills / Strategies**<br>• Find supporting details<br>• Apply real-world knowledge | **Task**<br>• Write a comparison of two approaches to health care<br><br>**WRITING HANDBOOK**<br>• Comparisons and contrasts<br><br>**SOFT SKILLS BOOSTER**<br>• Teamwork: Be supportive while politely offering alternatives |
| • Introduce shocking information with "You won't believe ..."<br>• Ask someone to wait<br>• Express shock with "Oh, wow!"<br>• Express disbelief with "No way!"<br>• Begin a conversation about something<br>• Express extreme dismay with "What a horror!"<br>• Ask for confirmation of someone's shocking information with "You're kidding"<br>• Ask to see something with "Let me have a look"<br>• Say "Here you go" to indicate you're handing something to someone | **Listening Skills**<br>• Listen to infer<br>• Listen for details<br>• Listen for main ideas<br>• Listen for instructions<br>• Paraphrase<br><br>**Pronunciation**<br>• Direct and indirect speech: rhythm | **Texts**<br>• An emergency checklist<br>• An illustrated conversation<br>• An article about deadly outbreaks<br><br>**Skills / Strategies**<br>• Understand from context<br>• Confirm facts | **Task**<br>• Write about how to prepare for an emergency<br><br>**WRITING HANDBOOK**<br>• Organizing detail statements by order of importance<br><br>**SOFT SKILLS BOOSTER**<br>• Decision-making: Politely ask others to explain their reasoning |

| Unit | COMMUNICATION GOALS | VOCABULARY | GRAMMAR |
|---|---|---|---|
| 6<br>**Plans and Choices**<br>page 61 | • Express resolutions for creating a better life<br>• Examine past actions<br>• Discuss factors that promote success<br>• Prepare for a job interview | • Making resolutions<br>• Employment qualifications | • The future as seen from the past: was / were going to and would<br>• Perfect modals<br>**GRAMMAR EXPANDER**<br>• Expressing the future (review)<br>• The future with will and be going to (review)<br>• Regrets about the past: should have, ought to have, and wish + the past perfect |
| 7<br>**Holidays and Traditions**<br>page 73 | • Exchange holiday greetings<br>• Ask about local traditions<br>• Compare holidays<br>• Describe wedding customs | • Types of holidays<br>• Ways to celebrate or commemorate a holiday<br>• Describing the purpose of an event | • Adjective clauses with relative pronouns who and that<br>• Adjective clauses: subject and object relative pronouns<br>**GRAMMAR EXPANDER**<br>• Adjective clauses: common errors<br>• Reflexive pronouns<br>• By + reflexive pronouns<br>• Reciprocal pronouns: each other and one another<br>• Adjective clauses: whom in formal English |
| 8<br>**Innovations**<br>page 85 | • Describe new kinds of products<br>• Imagine a different past outcome<br>• Describe inventors and their inventions<br>• Consider the impact of historical inventions | • Adjectives for describing products, processes, or ideas<br>• Archaeology | • The unreal conditional (review and expansion)<br>• The past unreal conditional<br>**GRAMMAR EXPANDER**<br>• Real and unreal conditionals (review)<br>• Unless in conditional sentences<br>• The unreal conditional: variety of forms |
| 9<br>**Discussing Global and Local Issues**<br>page 97 | • Agree and disagree politely<br>• Ask about political views<br>• Debate different sides of an issue<br>• Discuss solutions to global and local problems | • Controversial issues<br>• Stating a position on an issue<br>• Political points of view<br>• Political and governmental systems | • Verbs followed by an object + an infinitive<br>• Non-count nouns that represent abstract ideas<br>**GRAMMAR EXPANDER**<br>• Infinitives and gerunds (review)<br>• Infinitives: passive forms<br>• Count and non-count nouns (review and expansion) |
| 10<br>**The Natural World**<br>page 109 | • Ask about a location on a map<br>• Warn about possible dangers in the outdoors<br>• Recommend a destination of natural beauty<br>• Describe a country's geography | • Adjectives for warnings<br>• Compass directions<br>• Dangers in the outdoors<br>• Geographical features | • Some geographical features<br>• Warnings with had better<br>**GRAMMAR EXPANDER**<br>• Prepositions of place (expansion)<br>• Proper nouns: capitalization<br>• Proper nouns: use of the<br>• Suggestions and advice with could, should, ought to, and had better |

Reference Charts ..... page 122
Grammar Expander ..... page 126

| CONVERSATION STRATEGIES | LISTENING / PRONUNCIATION | READING | WRITING / SOFT SKILLS BOOSTER |
|---|---|---|---|
| • Start a new topic of conversation asking a question with "So, ...?"<br>• Encourage someone's effort with "I wish you luck"<br>• Express empathy that someone didn't reach a goal with "I'm sorry"<br>• Encourage someone to persevere<br>• Introduce a statement of regret with "I should have ..."<br>• Suggest someone isn't to blame with "You couldn't have known that"<br>• Say "Maybe so" to gently acknowledge someone's regret about an action<br>• Agree to consider a suggestion with "I'll give that some thought" | **Listening Skills**<br>• Listen to infer<br><br>**Pronunciation**<br>• Reduction of have in perfect modals | **Texts**<br>• A job aptitude test<br>• An illustrated conversation<br>• An article about factors that promote success<br><br>**Skills / Strategies**<br>• Understand from context<br>• Activate language from a text<br>• Summarize | **Task**<br>• Write a profile of yourself<br><br>**WRITING HANDBOOK**<br>• Dividing an essay into topics<br><br>**SOFT SKILLS BOOSTER**<br>• Enthusiasm: Validate others' contributions |
| • Exchange holiday greetings<br>• Say "I wonder if I could ask you ..." to introduce a question that might be sensitive<br>• Respond warmly to a request with "Of course"<br>• Acknowledge the value of information with "That's really helpful"<br>• Reassure someone that it's OK not to know about local customs | **Listening Skills**<br>• Listen for main idea<br>• Listen to compare and contrast<br><br>**Pronunciation**<br>• Thought groups | **Texts**<br>• A self-test about holidays<br>• An illustrated conversation<br>• An article about wedding customs<br><br>**Skills / Strategies**<br>• Understand from context<br>• Relate to personal experience | **Task**<br>• Describe two holidays that are celebrated in your country<br><br>**WRITING HANDBOOK**<br>• Descriptive details<br><br>**SOFT SKILLS BOOSTER**<br>• Leadership: Suggest a new perspective for consideration |
| • Change an opinion after giving it more thought with "Now that I think about it, …"<br>• Admit you're having a change of heart about a decision with "I guess not"<br>• Introduce a new possibility or idea with "So what about this?"<br>• Introduce an interesting fact with a question beginning with "You know what ...?"<br>• Introduce a probable cause with "Apparently, …" | **Listening Skills**<br>• Listen for main idea<br>• Listen for details<br>• Summarize<br><br>**Pronunciation**<br>• Contractions with 'd in spoken English | **Texts**<br>• A survey about new inventions<br>• An illustrated conversation<br>• An article about a famous inventor<br><br>**Skills / Strategies**<br>• Understand from context<br>• Find supporting details | **Task**<br>• Write about the advantages, disadvantages, and historical impact of an invention or discovery<br><br>**WRITING HANDBOOK**<br>• Summary statements<br><br>**SOFT SKILLS BOOSTER**<br>• Collaboration: Express strong agreement with others' opinions |
| • Buy time to construct an answer to a personal question with "Me?"<br>• Reveal a personal view with "To be honest, ..."<br>• Soften a statement of strong opinion with "I have to disagree" or "I'm not sure I agree"<br>• Soften a statement of disagreement with "Do you think so?"<br>• Begin a statement of strong opinion with "In my view, ..."<br>• Respond willingly to "Would you mind" or "I hope you don't mind" with "Not at all"<br>• Soften a refusal with "Actually, as a general rule, ..."<br>• Say "I hope you don't mind" when refusing to answer a question | **Listening Skills**<br>• Understand point of view<br>• Listen to summarize<br><br>**Pronunciation**<br>• Emphatic stress | **Texts**<br>• A survey about controversial issues<br>• An illustrated conversation<br>• A quiz about political literacy<br>• On-the-street interviews<br><br>**Skills / Strategies**<br>• Understand from context<br>• Paraphrase<br>• Critical thinking | **Task**<br>• Write about the pros and cons of a suggested solution to a global or local problem<br><br>**WRITING HANDBOOK**<br>• Contrasting ideas<br><br>**SOFT SKILLS BOOSTER**<br>• Problem-solving: Confirm the value of someone's idea |
| • Recommend enthusiastically<br>• Express disappointment<br>• End a request informally with "OK?"<br>• Begin a conversation with someone you don't know with "Excuse me"<br>• Express shock with "Are you serious?"<br>• Show appreciation for a warning with "Thanks for the heads-up!" | **Listening Skills**<br>• Listen for details<br>• Listen to classify<br><br>**Pronunciation**<br>• Voiced and voiceless th | **Texts**<br>• A self-test about warnings<br>• An illustrated conversation<br>• An article about different environments<br><br>**Skills / Strategies**<br>• Classify<br>• Understand details<br>• Understand from context | **Task**<br>• Write a description of your country<br><br>**WRITING HANDBOOK**<br>• Organizing by spatial relations<br><br>**SOFT SKILLS BOOSTER**<br>• Communication: Lend support by sharing what you have in common |

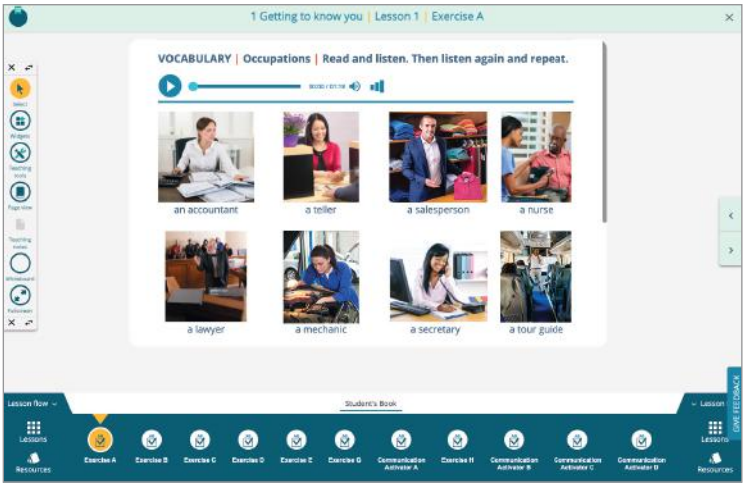
**Writing Handbook** ..... page 144
**Soft Skills Booster** ..... page 153

## 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:

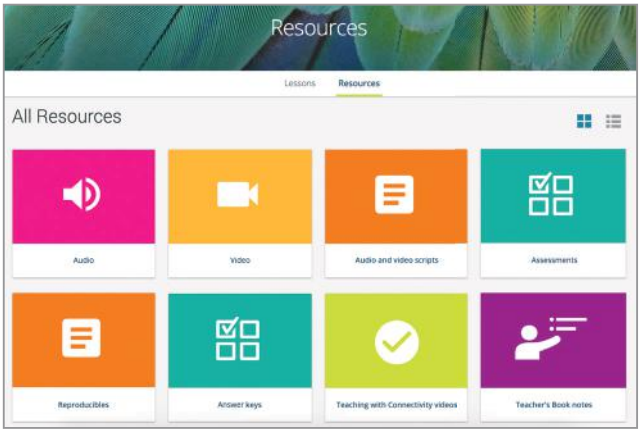
- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious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

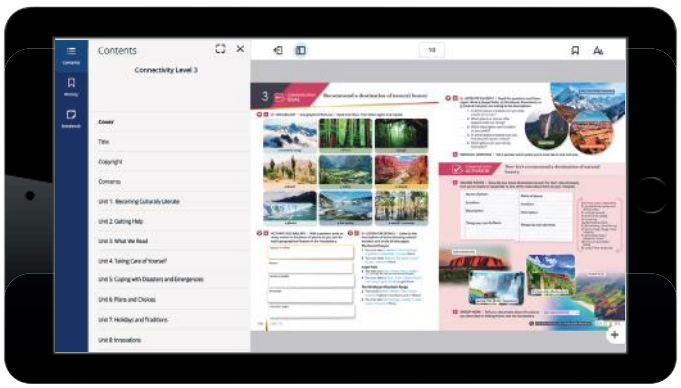
## For the Student

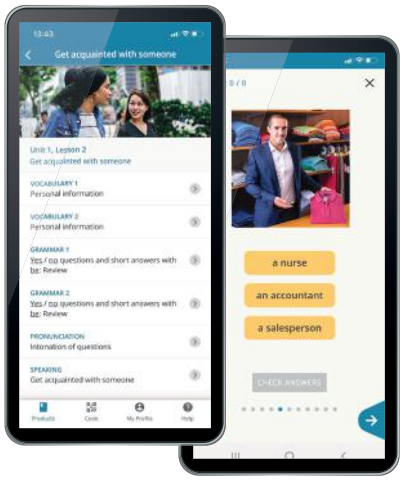
**A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.**

### 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.**

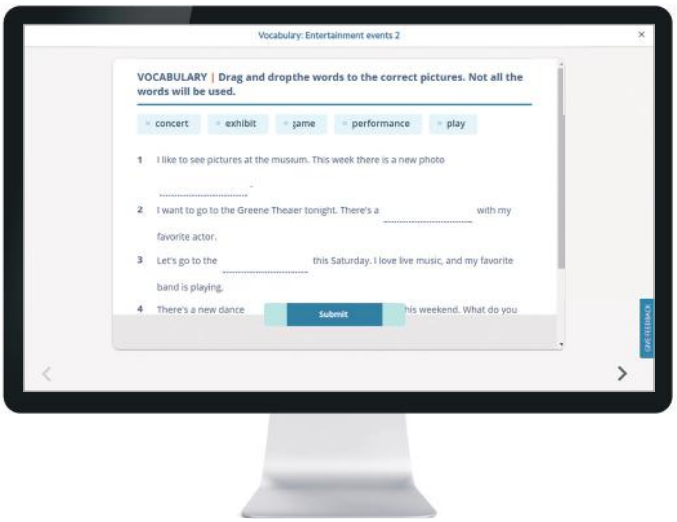
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

### 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.**

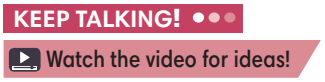
Offers:

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

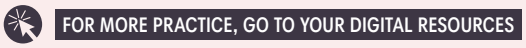
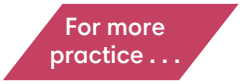
# KEY TO ICONS IN THE STUDENT'S BOOK

**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 | 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: Back-of-the-book exercises for extra listening comprehension and language practice<br>• Practi-Chant: Fun lyrics set to a beat<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*.

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

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

## Allen Ascher

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

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

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

## AUTHORS' ACKNOWLEDGMENTS

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions during the development of *Connectivity*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

**Jorge Aguilar**, Centro de Estudio de Idiomas, Universidad Autónoma de Sinaloa, Mexico • **Manuel Wilson Alvarado Miles**, Quito, Ecuador • **Cris Asperti**, CEL LEP, São Paulo, Brazil • **Edwin Bello**, PROULEX, Guadalajara, Mexico • **Mery Blum**, CBA, Cochabamba, Bolivia • **Sandra Vargas Boecher Prates**, Programa Cursos de Línguas-UFES, Brazil • **Pamela Cristina Borja Baltán**, Quito, Ecuador • **Jorge Braga**, IBEU, Brazil • **Esther María Carbo Morales**, Quito, Ecuador • **Jorge Washington Cárdenas Castillo**, Quito, Ecuador • **Luis Angel Carrillo**, UNID, Mexico • **Angela de Alencar Carvalho Araújo**, Colégio Militar de Fortaleza, Fortaleza, CE, Brazil • **Angélica Chávez Escobar**, Universidad de León, Mexico • **Gemma Crouch**, ICPNA Chiclayo, Peru • **Mrs. Elizabeth Cruz Flores**, Tecnológico de Monterrey, Cuernavaca, Mexico • **Martin Del Castillo Palomino**, CIVIME Language School, Lima, Peru • **Ingrid Valverde Diaz del Olmo**, ICPNA Cusco, Peru • **Edith Espino Inadeh**, ITSE, Panama • **María Amparo García**, ICPNA Cusco, Peru • **Octavio Garduño Ruiz**, IPN Escuela de Turismo, Mexico • **Martha Angelina González Párraga**, Guayaquil, Ecuador • **Michael Hood**, Nihon University College of Commerce, Tokyo, Japan • **Zoe Hsu**, National Tainan University , Taiwan • **Segundo Huanambal Díaz**, ICPNA Chiclayo, Peru • **Jesse Huang**, National Central University, Taiwan • **Sara Iza Pazmiño**, Universidad Técnica de Ambato, Ecuador • **David Jiménez Huarhua**, CIVIME Language School, Lima, Peru • **Eleanor S. Leu**, Soochow University, Taiwan • **Yihui Li (Stella Li)**, Fooyin University, Taiwan • **Chi-Fan Lin**, Shih Hsin University, Taiwan • **Linda Lin**, Tatung Institute of Technology, Taiwan • **Patricio David López Logacho**, Quito, Ecuador • **Patricia Martins**, IBEU, Rio de Janeiro, Brazil • **Patricia McKay**, CEL LEP, São Paulo, Brazil • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Maria Helena Meyer**, ACEU, Salvador, Brazil • **Johana Melo**, Centro Colombo Americano, Bogotá, Colombia • **José Manuel Mendivil**, CBA, La Paz, Bolivia • **José de Jesús Mendoza Rivas**, Universidad Tecnológica de León, Mexico • **José Minaya Minaya**, CIVIME Language School, Lima, Peru • **Hiroko Miyake**, Tokyo Kasei University, Japan • **Luis Fernando Morales Severiche**, CBA, Santa Cruz Bolivia • **Andy Morera Calzada**, B-able-2 Academy, Quito, Ecuador • **Jason Moser, PhD**, Kanto Gakuin University, Japan • **Adrián Esteban Narváez Pacheco**, Cuenca, Ecuador • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Jaime Núñez**, Universidad Católica de Honduras, Honduras • **Tania Elizabeth Ortega Santacruz**, Cuenca, Ecuador • **Juan Camilo Ortegón**, Colombo, Cali , Colombia • **Lcdo. Javier Ortiz**, Project Santo Domingo de los Tsachilas (PUCESD), Ecuador • **Joselineth Padrón López**, Charlotte English School, Quito, Ecuador • **Martha Patricia del Carmen Páez**, Universidad Politécnica Salesiana, Quito, Ecuador • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristóbal, Ecuador • **Luis Antonio Paredes**, Universidad Central de Ecuador, Ecuador • **Tarik Preston**, Saudi Arabia • **Leni Puppin**, Programa Cursos de Línguas-UFES, Brazil • **Allen Quesada-Pacheco, Ph.D**, University of Costa Rica, San José, Costa Rica • **MA Rocío Isabel Rivera Cid**, Pontificia Universidad Católica de Valparaíso, Viña del Mar, Chile • **Luis Rodriguez Amau**, ICPNA Chiclayo, Peru • **Llilyan Rodríguez Conesa**, Charlotte English School, Quito, Ecuador • **Amalia Elvira Rodríguez Espinoza De Los Monteros**, Guayaquil, Ecuador • **Rolando Rodríguez Serra**, CIVIME Language School, Lima, Peru • **Melany Rodríguez-Cáceres**, Bogotá, Colombia • **Majid Safadaran Mosazadeh**, ICPNA Chiclayo, Peru • **Abutarab Saleem**, Hampson English, China • **Héctor Sánchez**, PROULEX, Guadalajara, Mexico • **Mónica Alexandra Sánchez Escalante**, Quito, Ecuador • **Jorge Mauricio Sánchez Montalvan**, Quito, Ecuador • **Cinthia S. Schmiedl Cornejo**, CBA, La Paz, Bolivia • **Judith Silva**, Universidad Técnica de Ambato, Ecuador • **Anamarija Skoda**, Pontificia Universidad Católica de Valparaíso, Santiago de Chile, Chile • **Silvia Solares**, CBA, Sucre, Bolivia • **María Julia Suárez**, CBA, Cochabamba, Bolivia • **Mercedes Tapia Avalos**, CIVIME Language School, Lima, Peru • **Prof. Matthew Taylor**, Kinjo Gakuin University, Nagoya, Japan • **Eric Anthony Tejeda Evans**, PROULEX, Guadalajara, Mexico • **Blanca Luz Terrazas Zamora**, ICPNA Cusco, Peru • **Christian Juan Torres Medina**, Guayaquil, Ecuador • **Raquel Torrico**, CBA, Sucre, Bolivia • **Ana María de la Torre Ugarte**, ICPNA Chiclayo, Peru • **Magdalena Ullauri**, Universidad Nacional del Chimborazo, Riobamba, Ecuador • **Universidad Galileo**, Guatemala City, Guatemala • **Juan Omar Valdez**, DR-TESOL, Santo Domingo, Dominican Republic • **Susana Valdivia Marcovich**, URP, CIDUP and Euroidiomas, Lima, Peru • **Erika Valdivia de Souza**, CIVIME Language School, Lima, Peru • **Jay Veenstra**, Toyo University, Japan • **Solange Lopes Vinagre Costa**, SENAC, São Paulo, Brazil • **Magno Alejandro Vivar Hurtado**, Universidad Politécnica Salesiana, Cuenca, Ecuador • **Dr. Wen-hsien Yang**, National Kaohsiung Hospitality College, Kaohsiung, Taiwan • **Holger Zamora**, ICPNA Cuzco, Peru

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

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

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

On pages xvi–xxiii you will find information about: Using the **Presentation Tool**, Online Practice, the **Global Scale of English**, the **Pearson English Practice App**, **Assessments**, and **Printable Resources**. There is also a bank of **Warm-Up Activities** that can be selected from at the start of Student's Book units. Beginning on page 163 of the Teacher's Book and Lesson Planner, you will find complete **audio** and **video scripts** for each unit.

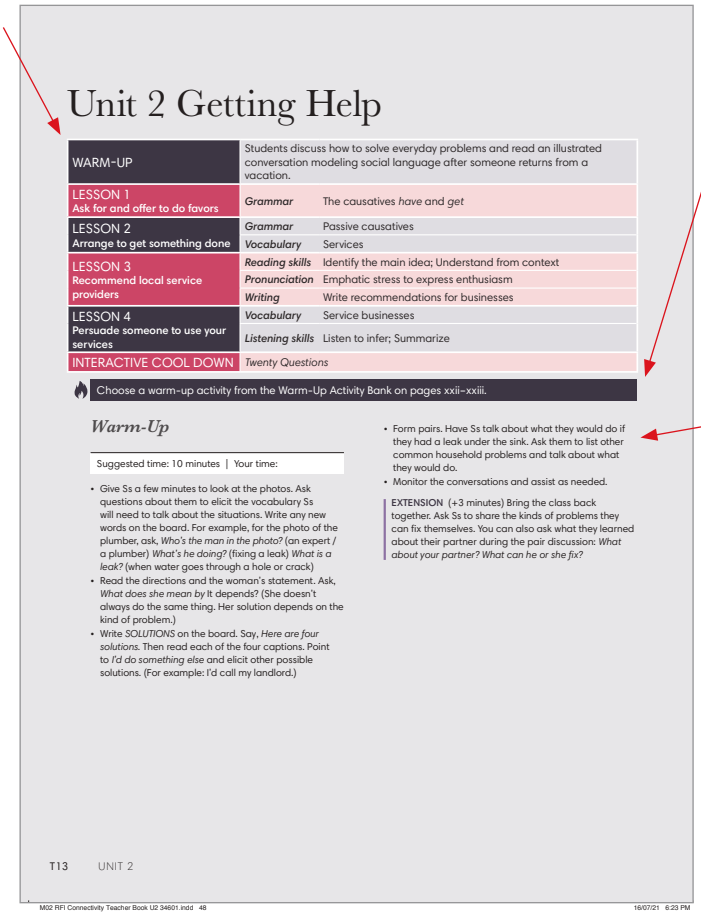
Designed for both new and experienced teachers, the information in the teacher's notes provides ideas and plans for each exercise on each Student's Book page as well as language notes and options and extensions for each class session. Using each of the suggested techniques will create a class of 60 minutes.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

| | | |
|---|---|---|
| WARM-UP | Students discuss how to solve everyday problems and read an illustrated conversation modeling social language after someone returns from a vacation. | |
| LESSON 1<br>Ask for and offer to do favors | *Grammar* | The causatives *have* and *get* |
| LESSON 2<br>Arrange to get something done | *Grammar* | Passive causatives |
| | *Vocabulary* | Services |
| LESSON 3<br>Recommend local service providers | *Reading skills* | Identify the main idea; Understand from context |
| | *Pronunciation* | Emphatic stress to express enthusiasm |
| | *Writing* | Write recommendations for businesses |
| LESSON 4<br>Persuade someone to use your services | *Vocabulary* | Service businesses |
| | *Listening skills* | Listen to infer; Summarize |
| INTERACTIVE COOL DOWN | *Twenty Questions* | |

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

*Warm-Up*

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the photos. Ask questions about them to elicit the vocabulary Ss will need to talk about the situations. Write any new words on the board. For example, for the photo of the plumber, ask, *Who's the man in the photo?* (an expert / a plumber) *What's he doing?* (fixing a leak) *What is a leak?* (when water goes through a hole or crack)
- Read the directions and the woman's statement. Ask, *What does she mean by* It depends? (She doesn't always do the same thing. Her solution depends on the kind of problem.)
- Write *SOLUTIONS* on the board. Say, *Here are four solutions.* Then read each of the four captions. Point to *I'd do something else* and elicit other possible solutions. (For example: I'd call my landlord.)
- Form pairs. Have Ss talk about what they would do if they had a leak under the sink. Ask them to list other common household problems and talk about what they would do.
- Monitor the conversations and assist as needed.

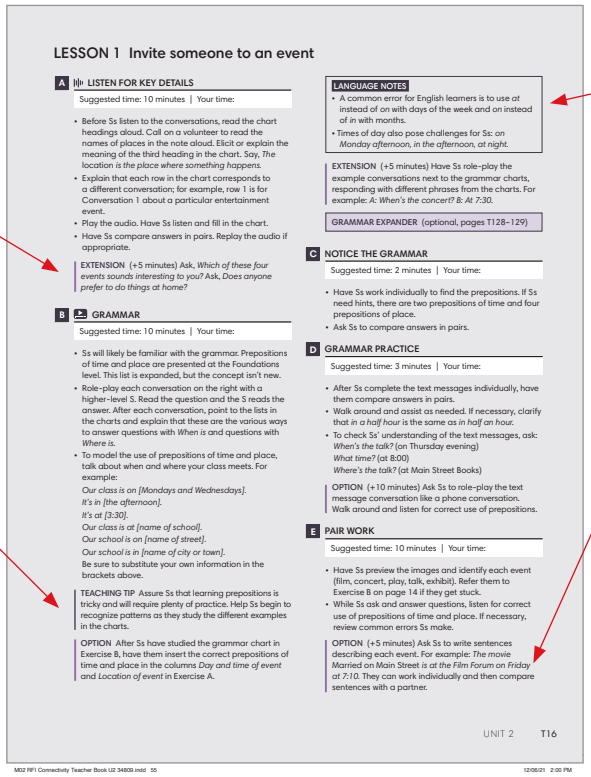
**EXTENSION** (+3 minutes) Bring the class back together. Ask Ss to share the kinds of problems they can fix themselves. You can also ask what they learned about their partner during the pair discussion: *What about your partner? What can he or she fix?*

T13 UNIT 2

M02 RFI Connectivity Teacher Book U2 34601.indd 48 16/07/21 6:23 PM

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

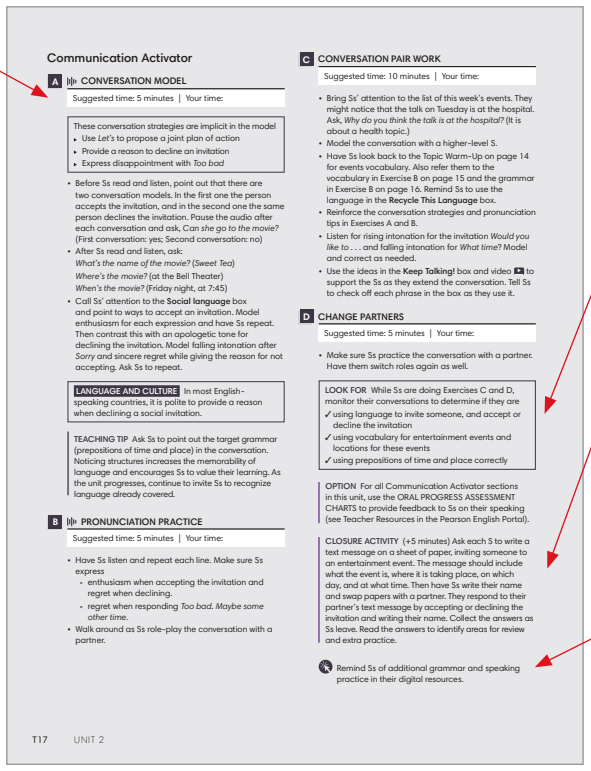
Suggested time: 10 minutes | Your time:

- 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

M02 RF1 Connectivity Teacher Book U2 34809.indd 55 12/06/21 2:00 PM



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

M02 RF1 Connectivity Teacher Book U2 34809.indd 56 12/06/21 2:00 PM

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

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

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

**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).

**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, such as:

- 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

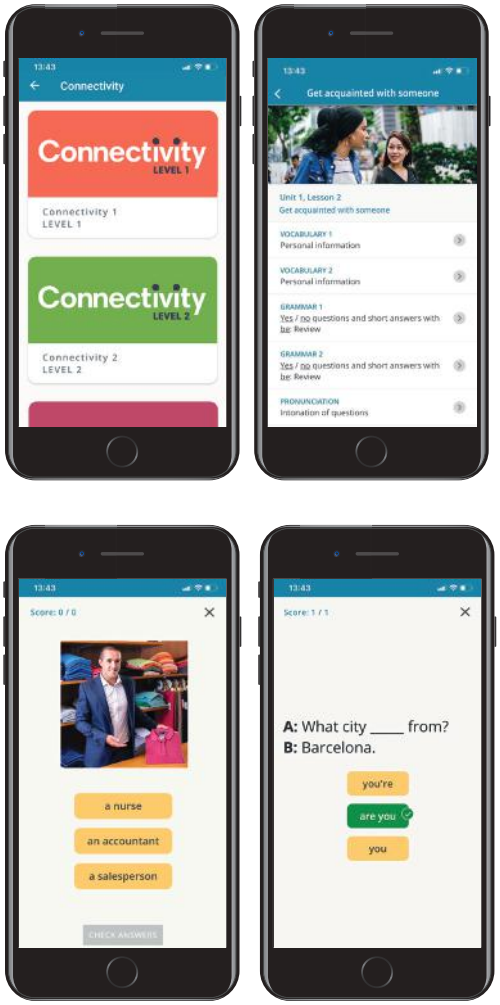
First, download the app from the Google Play store or the App store.

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 tasks. |
| 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 Becoming Culturally Literate

| | | |
|---|---|---|
| WARM-UP | Students react to photos of people's behaviors, deciding if they are appropriate in their own culture. They discuss levels of formality in how people prefer to be addressed. They read a conversation modeling workplace interactions between acquaintances. | |
| LESSON 1<br>**Introduce people who may have something in common** | ***Grammar*** | Modals *must*, *may*, and *might* |
| LESSON 2<br>**Make small talk** | ***Grammar*** | Tag questions: Use and form |
| | ***Pronunciation*** | Rising intonation of tag questions |
| LESSON 3<br>**Develop cultural awareness** | ***Vocabulary*** | Manners and etiquette |
| | ***Listening skills*** | Listen for main ideas; Listen to summarize |
| | ***Writing*** | Write email messages |
| LESSON 4<br>**Discuss gender and culture** | ***Reading skills*** | Understand from context; Activate language from a text |
| INTERACTIVE COOL DOWN | *To Tell the Truth* | |

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

## *Warm-Up*

Suggested time: 10 minutes | Your time:

- Point to the photo of the woman and the dog. Ask, *What do you see?* Elicit answers. (For example: The woman is in bed with the dog.) Repeat for the other photos.
- Read the directions. Then point to the dog photo again and read the man's statement. Ask, *Do you agree? Is this woman doing anything wrong?* Have volunteers share their reactions. (See Teaching Tip below.)
- Form pairs. Have Ss discuss their reactions to the rest of the photos.

**TEACHING TIP** When discussing controversial topics as a class, ask for volunteers rather than calling on Ss to give their opinions. Some Ss may be reluctant to criticize other people's behavior or express their opinions. They may be more willing to respond when they see that others agree with them.

**OPTION** (+3–6 minutes) While Ss work in pairs, draw a three-column chart on the board with the headings *Behavior, OK,* and *Not OK.* In the *Behavior* column, write what's happening in each photo. For example: *putting on makeup in public.* Bring the class back together. Have Ss raise hands to vote on whether each behavior is *OK* or *Not OK.* Count the votes and write them in the chart.

**LANGUAGE AND CULTURE**

- In many countries, dogs are considered part of the family. They get on furniture and sleep in beds with people.
- The act of sitting with legs spread apart, especially in a public seating area, in a way that intrudes on the space of others is called *manspreading.*

**Possible answers for Warm-Up**

1. *People shouldn't take up a lot of space by spreading their legs while sitting on public transportation. They should leave room for other people to sit.*
2. *Dogs shouldn't sleep in beds with people. Dogs are dirty.*
3. *People shouldn't put on make-up in public places. That should be done at home.*
4. *People shouldn't put their bare feet on public seating. Feet can be dirty, and other people have to sit there.*
5. *People shouldn't eat on public transportation. It can make a mess and smell bad.*

# Becoming Culturally Literate

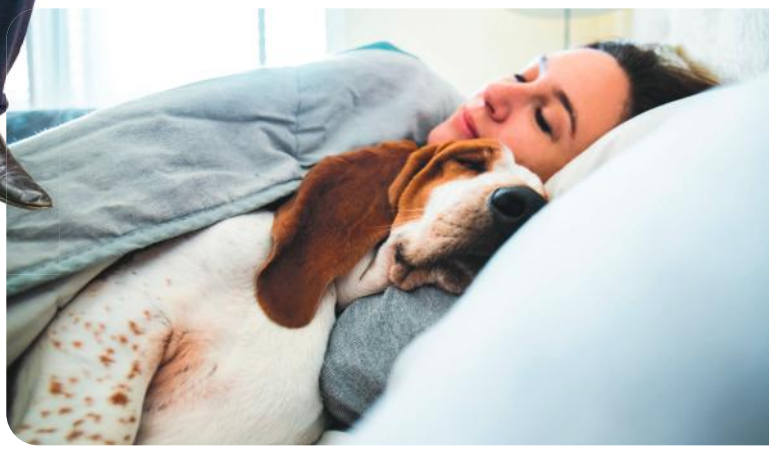
UNIT 1

## *Warm-Up*

**Are these people doing anything wrong? If so, what?**











UNIT 1 COMMUNICATION GOALS

**Lesson 1**
Introduce people who may have something in common

**Lesson 2**
Make small talk

**Lesson 3**
Develop cultural awareness

**Lesson 4**
Discuss gender and culture

## Topic Warm-Up

**A** MEETING AND GREETING | Complete the questionnaire.

# How formal are you?

## What would you like to be called in these situations?

### At school

| I'd like to be called by my . . . | Always | Sometimes | Never |
|---|---|---|---|
| title and family name. | ◯ | ◯ | ◯ |
| first name. | ◯ | ◯ | ◯ |
| nickname. | ◯ | ◯ | ◯ |



### At work

| I'd like to be called by my . . . | Always | Sometimes | Never |
|---|---|---|---|
| title and family name. | ◯ | ◯ | ◯ |
| first name. | ◯ | ◯ | ◯ |
| nickname. | ◯ | ◯ | ◯ |



### At social events

| I'd like to be called by my . . . | Always | Sometimes | Never |
|---|---|---|---|
| title and family name. | ◯ | ◯ | ◯ |
| first name. | ◯ | ◯ | ◯ |
| nickname. | ◯ | ◯ | ◯ |



### When I travel

| I'd like to be called by my . . . | Always | Sometimes | Never |
|---|---|---|---|
| title and family name. | ◯ | ◯ | ◯ |
| first name. | ◯ | ◯ | ◯ |
| nickname. | ◯ | ◯ | ◯ |



**B** PAIR WORK | Compare responses. If you checked "Sometimes," explain what those situations are. Explain why you prefer one form of address over another.

I'd like to be called by my title and family name at work when I'm introduced on the first day.

Me too. But after that, I'd prefer to be called by my first name. I like an informal work situation.

# Topic Warm-Up

## A MEETING AND GREETING

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the questionnaire. Ask, *What does it mean to be formal with someone?* (very polite, for example, because you don't know the person, or he or she is very important) *What is the opposite of* formal? (informal)
- Point to the part of the questionnaire that says *At work*. Elicit examples of titles. (Mr., Ms., Mrs., Miss, Dr.) Ask, *What's another way to say* family name? (*last name* or *surname*) Elicit examples of nicknames. (For example: *Bill* and *Billy* are nicknames for *William.*) Ask if anyone in the class has a nickname.
- Model your own response to one of the situations. For example, say: *At school, when I'm with students, I'd like to be called [Ms. Lee]. But when I'm with colleagues, I'd like to be called by my first name. Only my family and close friends use my nickname.*
- Give Ss a minute to complete the questionnaire individually.
- Ask for 1–2 volunteers to explain what they would like to be called in different situations.

**LANGUAGE AND CULTURE**

- In English-speaking countries, the order for names is first name (or *given name*), middle name, and then last name. Some people use their spouse's last name after they marry; their former last name is then called their *maiden name*.
- A nickname is a shorter version of your name. It can also be a silly name or an endearing name used by your friends or family.
- Some women prefer the title *Ms.* because it does not draw attention to whether they are married or single. Use *Ms.* when you don't know which title a woman prefers or if you don't know whether she is married or not.
- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional or formal situation.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and the example conversation.
- Form pairs. Give Ss a few minutes to compare their responses to the questionnaire. Monitor so you are available to answer Ss' questions and encourage conversation.
- Bring the class back together. Call on volunteers to share their answers with the class.
- Say, *It's polite and respectful to ask people what they would like to be called. How do you ask that question?* Write on the board *What would you like to be called?* Elicit other ways to ask this question and add them on the board. (For example: *What should I call you? Should I call you ____?*)

**EXTENSION** (+5 minutes) For further practice, have Ss write their first and last names in large print on a folded sheet of paper and place it in front of them so other Ss can read it. On the board, write *My name is [Nancy Lee]. Please call me [Nancy].* Then walk around the classroom and introduce several Ss. Use the S's first name and family name. Ask the S, *What would you like to be called in class?* Prompt the S to reply, *Please call me* or *I'd like to be called [Nicole / Niki / Ms. Stavos].*

**EXTENSION** (+3–5 minutes) Begin a class discussion about culture. Ask, *How formal are most people in [our national / local] culture? What do people like to be called in different situations?* Elicit answers. Then say, *When we meet people whose customs are different, we sometimes feel uncomfortable about using the names they prefer.* Ask Ss if this has ever happened to them. Tell Ss about your own experience. For example, say, *I had a job when I was a teenager. The boss told me to call her by her first name but that felt disrespectful.*

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Elicit guesses about who the people might be.
- Point to the note about accents. (See Teaching Tip below.) Ask, *Who in this conversation has an American accent?* (Leslie and Minsoo)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *Where are these people?* (in Miami, at a company called Galaxy)
  *Where is Antonio from?* (Mexico City)
  *Who is meeting in person for the first time?* (Leslie and Antonio)
  *How do you know they're meeting for the first time?* (Leslie says "You must be Antonio" and introduces herself.)
  *Who used to work together in Los Angeles?* (Antonio and Minsoo)
  *Why is Antonio in Miami?* (for orientation and training)
  *What is orientation?* (a time of preparation for a new employee or new student)
  *What does Leslie ask Minsoo to do?* (help Antonio get settled)
  *How can you help someone new at work get settled?* (show them where things are, introduce them to other people)
  *What does Antonio ask Minsoo about?* (company culture, what to call co-workers and clients)
- Ask, *How does Antonio respond when Leslie introduces herself?* (So nice to meet you in person.) Elicit similar phrases and write them on the board. Tell Ss that *Good to meet you* and *Pleased to meet you* are also common ways to greet someone, but *Nice to meet you* is by far the most frequent of the three in spoken American English.
- If Ss ask about the phrases underlined in blue, explain that you will discuss them in Exercise B.

**TEACHING TIP** The **Understand a Variety of Accents** box indicates that the people speaking English in the audio have different accents. English is a language for communication between people from a variety of language backgrounds. There are more than two billion English speakers in the world, but only about 20% are native speakers. It's important to remind Ss that they must learn to understand both standard and regional spoken "native" accents as well as "non-native" accents. Tell Ss, *When you have trouble understanding someone's accent, don't pretend to understand. Politely ask the person to repeat himself or herself or to write what he or she is trying to say.*

## B UNDERSTAND FROM CONTEXT

Suggested time: 15 minutes | Your time:

- Draw Ss' attention to the heading. Ask, *How do we understand from context? What is the context of a word*? (the words and sentences that come before and after it) Say, *When you don't know a word, look at its context to help you understand its meaning.* (See Teaching Tip below.)
- Do item 1 with the class as an example. In the Zoom-In conversation, read Antonio's first turn, ending with the underlined phrase *in person*. Elicit the answer to the question.
- Have Ss work in pairs to read the rest of the underlined phrases in context and answer the questions. Point out that the expressions are underlined in the text in the order that they appear in the exercise.
- Go over the answers with the class.

**TEACHING TIP** To teach Ss how to understand new vocabulary from context, have them first scan the text to find the new word(s). Then have them read the text before and after the word(s). Ask questions to confirm Ss' understanding of this context and to help them figure out the meaning of the vocabulary.

**LANGUAGE AND CULTURE** Another way to say *in person* is *face-to-face.* People also use the expression *in real life* (in contrast to events that happen online).

## SPEAKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the man's statement.
- On the board, write: *1. Search online. Search terms: [name of city or country] + cultural do's and don'ts.* Elicit other possible search terms Ss could use and write them on the board.
- Have Ss continue the discussion in pairs. Monitor and assist as needed.
- Bring the class together. Elicit more examples of how to learn about local customs and add them to the list on the board. (For example: *ask friends who have been there; ask people who live there*)

**CHALLENGE** (+15–45 minutes) Have Ss do online research outside of class into the local customs of a place they have never visited. Invite them to work independently or in pairs. Tell them to keep track of their sources. When Ss return to class, ask for volunteers to share what they have learned and give the sources of their information.

## Language Warm-Up

**A** ZOOM-IN | **Read and listen to a conversation in the Miami office of an international company. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Leslie** = American English (regional)
**Antonio** = Spanish
**Minsoo** = American English (standard)









**Leslie:** You must be Antonio, from the Mexico City office! How nice to meet you! I'm Leslie Reed, the sales director.

**Antonio:** Leslie! I was in your video conference last week. So nice to meet you in person.

**Leslie:** Same here! You're planning to be here in Miami for the whole month, aren't you?

**Antonio:** Yes, that's right. But I may take a couple of vacation days here before heading back.

**Antonio:** Minsoo? What are *you* doing here?

**Minsoo:** Antonio? I can't believe it! I thought you were at Éxito, in Mexico City?

**Antonio:** I was, until about two weeks ago. But I was offered a position at Galaxy. I'm here for orientation and training.

**Minsoo:** Leslie, this is unbelievable. Antonio and I used to work together for Éxito in Los Angeles!

**Leslie:** Small world! . . . Minsoo, would you be nice enough to help Antonio get settled? He'll be in Jack's old office.

**Antonio:** So, I need to get a handle on company culture here. . . . Is everyone on a first-name basis?

**Minsoo:** Absolutely. Except when there are clients present, in which case we tend to be a little more formal—you know, suits and ties, etc. With visitors we usually start with titles and last names, unless they suggest otherwise.

**Antonio:** Good to know.

**B** UNDERSTAND FROM CONTEXT | **Look at the featured words and phrases in Zoom-In. Then answer the questions with a partner.**

1. What's the difference between meeting someone in a video conference and meeting someone "in person"?
2. Where is Antonio "heading back" to after his short vacation?
3. Why does Minsoo say "I can't believe it!" when he sees Antonio?
4. Why do you think Leslie says "Small world!" when Minsoo tells her he and Antonio know each other?
5. When Antonio says he "needs to get a handle on" company culture, what kind of information does he want Minsoo to give him?
6. If you're "on a first-name basis" with people in the office, what do you avoid calling them by?
7. If you call people by their title and last name and they "suggest otherwise," what will you probably call them?

**SPEAKING** PAIR WORK | **Discuss ways to get a handle on local customs and expected behavior in an unfamiliar culture. Provide examples of how to do this.**




**Answers for Exercise B**

1. *When you meet someone in a video conference, you're not in the same place. When you meet someone in person, you are.*
2. *He's going back to Mexico City.*
3. *He's surprised that Antonio is at the office in Miami.*
4. *She says "small world" because it's surprising that Antonio and Minsoo already know each other.*
5. *He wants to know about formality and informality in the office, such as how to address people and what clothing is appropriate.*
6. *You avoid calling them by their titles and last names.*
7. *You will probably call them by their first name or whatever else they ask you to call them.*

1 COMMUNICATION GOAL

# Introduce people who may have something in common

COACH

## A GRAMMAR | Modals must, may, and might

**Use must + a base form to draw a conclusion or to indicate that you think something is probably true.**

**A:** I got home from the movie after midnight last night.
**B:** Wow. You **must be** really tired this morning!

**A:** Where's Ed? He should be here by now.
**B:** He **must not know** that the schedule changed.

**Use may or might + a base form to express an uncertain possibility.**

I **may** (or **might**) **be** a little late tomorrow. I have to take my daughter to school.
I **may not** (or **might not**) **recognize** Kate. I haven't seen her in years.

**Combine may, might, or must with be able to + a base form to express possibility or to draw a conclusion.**

You **might be able to get** an appointment today.
We **must be able to park** here. I don't see a no parking sign.




**GRAMMAR EXPANDER** p. 126

- Expressing possibility with maybe
- Drawing conclusions with probably and most likely
- Modals: common errors
- Can and be able to: present and past
- Be able to: present perfect

**Be careful!**
**Don't follow may, might, or must with can.**
Don't say: I might ~~can~~ get an appointment today.
Don't say: We must not ~~can~~ park here.

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

## C GRAMMAR PRACTICE | Complete the statements by using must or must not to draw conclusions.

1 If you've been running every morning for a month, you *must be* (be) a terrific runner.
2 Shelly was going to meet us here at 6:30. It's 6:45, and she isn't here. She *must be* (be) lost.
3 Lisa's son is getting married. She *must feel* (feel) so happy.
4 Why are they wearing running shorts? They *must not be aware* (be aware) it's going to snow.
5 Oh, no, Sam! Did you just burn your finger? That *must hurt* (hurt) a lot!
6 You haven't had lunch? It's 3:00. You *must be* (be) hungry.
7 Oh, no! Jake is on his way to the airport. He *must not know* (know) that the flight was canceled.
8 Stacie, the new manager, asked one of my colleagues for a ride home today. She *must not drive* (drive).

# LESSON 1 Introduce people who may have something in common

## A GRAMMAR

Suggested time: 12 minutes | Your time:

- Point to the lesson title. Ask, *What does it mean to have something in common with another person*? (to have the same interests, attitude, experience, etc., as that person). Refer Ss back to the Zoom-In conversation on page 3. Ask, *What did Antonio and Minsoo have in common?* (They used to work together in Los Angeles.)
- Have Ss read the *must* rule and examples in the chart. To clarify further, draw a two-column chart on the board with these heads: *Situation / Conclusion.* Identify the situation and the conclusion in the first example. (Situation: Speaker A got home very late. Conclusion: He or she must be tired.) Write them in the chart.
- Have Ss identify the situation and conclusion in the second example and add them to the chart. (Situation: Ed is late. Conclusion: He must not know about the schedule change.)
- Draw Ss' attention to the photo of the man at the window. Read the man's statement. Elicit the situation and the conclusion. (Situation: He sees heavy coats. Conclusion: It must be cold outside.) Add them to the chart.
- Add another situation to the chart: *Someone is absent from class.* Ask, *What conclusion would you draw?* List Ss' answers on the board. Say, *Use* must *when you are almost sure that something is true. If you are* not *that sure, you can use* maybe.
- On the board, write *Maybe I will be late.* Cross out *Maybe I will be* and above it, write *I may be / I might be.* Have Ss repeat both sentences after you. Then cross out *late* and write *on time.* Ask, *Where do I add* not? (after *may* and *might)*
- Have Ss read the *may* and *might* rule and examples in the chart.
- Have Ss read the *may / might / must + be able to* rule and examples. Then draw Ss' attention to the **Be careful!** box. On the board, write: *I ____ get an appointment today.* Say, *Maybe I can get an appointment today. How do I complete the sentence?* Elicit the answers (might be able to, may be able to) and write them on the board. Then ask, *What about* might can? Use exaggerated negative gestures (head shaking and / or arm waving) to make sure Ss understand that *might can* is not correct.

**TEACHING TIP** If Ss ask about using *must, may,* and *might* in questions, tell them that this grammar will be covered in Level 4.

**LANGUAGE AND CULTURE**

- *Must, may,* and *might* aren't commonly used in *yes / no* questions in American English.
- The contraction of *must not (mustn't)* is used only for prohibiting, not for drawing a conclusion: *You mustn't touch that. It's hot!*

**GRAMMAR EXPANDER** (optional, pages T126–127)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat the examples in the chart.
- Monitor to make sure Ss stress *might* and *may* in the examples with *be able to*.

## C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Draw Ss' attention to the background photo. Say, *We don't know anything for sure about this person or this place, but we can draw some conclusions.* Ask questions to elicit statements with *must*. For example, ask, *What time of day is it?* (It must be early morning or near sunset because of the color of the sky.) *Who is this person?* (He or she must be an athlete.) *What else can you conclude?*
- Do item 1 with the class as an example.
- Have Ss work individually to complete the exercise.
- Have Ss compare answers in pairs. Then go over the answers as a class. Read the first part of each sentence and have Ss supply the missing word(s) and complete the sentence.

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Point out that Ss can use only the modals listed in the directions to complete this exercise.
- Do item 1 with the class as an example. Ask, *Why does Speaker B use* might not? (He or she is drawing a conclusion about the situation.)
- Have Ss work individually to complete the exercise.
- Go over the answers with the class. For each conversation, ask, *Who's talking?* (1. two friends, 2. a customer and a salesperson, 3. two friends or family members, 4. a customer and a receptionist at a hair salon)

## E PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs. Have Ss practice the conversations in Exercise D. Have them switch roles and repeat the conversations.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 10 minutes | Your time:

These conversation strategies are implicit in the model
- Say *Meet (name)* to introduce someone very informally
- Ask *Did you say . . . ?* to confirm understanding

- Have Ss look at the photo and say what they see.
- Have Ss read and listen. Pause the audio after Speaker B says, *I can't wait to tell Jim I met you today.* Say, *Now listen to a different ending for the conversation.* Play the rest of the audio.
- Have Ss underline the phrases with *may* and *must*. Ask Ss how their meanings are different. (In *You may already know Kate*, Speaker A is uncertain but is suggesting the possibility that Ben knows Kate. In *You must be Jim's brother!* Kate is drawing a conclusion she's pretty sure is true.)
- Draw Ss' attention to the **Social language** box. Have Ss repeat the expressions after you. Use emphatic stress to express enthusiasm: Stress *maz* in *That's amazing!*, *cred* in *That's incredible!*, and *tast* in *That's fantastic!* Tell Ss to use *Oops* only when they make small mistakes in informal situations. A more serious mistake requires *I'm sorry.*
- Have Ss underline these expressions in the conversation. Ask, *Why does Ben say,* That's amazing? (He is surprised that Kate worked with his brother.) *Why does Kate say,* Oops. My mistake? (She was wrong to conclude that Ben and Jim were brothers.)

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. Make sure Ss use rising intonation in *yes / no* questions, falling intonation in information questions, *and* emphatic stress for *maz* in *That's amazing!*
- Monitor as Ss practice the conversations in groups of three. Have Ss switch roles and repeat so each S plays Speakers A, B, and C.

## C CONVERSATION GROUP WORK

Suggested time: 8 minutes | Your time:

- Say, *Now you're going to introduce people. What language do you think you'll need to use*? Refer Ss to the Language Warm-Up on page 3, the grammar chart on page 4, and Exercises A and B above.
- Model the exchange with two higher-level Ss.
- Form groups of three. Have Ss personalize the conversation.
- Go over the phrases in the **Keep Talking!** box and show the video to support Ss as they extend their conversations.

**TEACHING TIP** The purpose of the **Keep Talking!** box and video is to encourage Ss to personalize the conversation by asking more questions and providing more information.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using phrases for introducing and greeting people
✓ using *may / might* to express possibilities
✓ using *must* to state conclusions

**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** (+3–5 minutes) Form pairs. Tell Ss, *Look at the photos on page 2. Take turns making guesses about the people and places using* may, might, *and* must. To model the activity, tell Ss to look at the Social Events photo. Say, *They must be in a restaurant or café. They might be friends, or they might work together, or they might be classmates.* Monitor Ss' conversations to identify areas for review and extra practice.

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

**D** GRAMMAR PRACTICE | **Complete each conversation with might, might not, might be able to, or must not be able to and the base form.**

1 **A:** Anne just sent me a text that she's on her way to the CineArt theater. Didn't that place close last month?
**B:** Yes, it did. She ..... *might not know* ..... (know).

2 **A:** Excuse me, do you have this sweater in a size small?
**B:** We ..... *might have* ..... (have) one in the back. Let me check.

3 **A:** I've been calling Isabel for over an hour. I'm sure she's there, but no one's answering.
**B:** She ..... *must not be able to hear* ..... (hear) the phone. She has problems with her hearing, and they're doing construction on the street outside her house.

4 **A:** I need a haircut today. Is anyone available this afternoon?
**B:** I'm not sure, but I think Sean ..... *might be able to see* ..... (see) you at 2:30. Does that work for you?

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

## COMMUNICATION ACTIVATOR

### Now let's introduce people who may have something in common.

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

**A:** Ben, you may already know Kate, but in case you don't, meet Kate Sykes.
**B:** Hi, Kate. I'm Ben Tanner.
**C:** Nice to meet you. Did you say "Tanner"?
**B:** Yes, that's right.
**C:** You must be Jim's brother! You look just like him.
**B:** I *am* Jim's brother! What a coincidence. How long have you known Jim?
**C:** Actually, for years. We used to work together.
**B:** That's amazing! I can't wait to tell Jim I met you today.

**OR If you have no previous connection . . .**
**C:** You must be Jim's brother. You look just like him.
**B:** Actually, I don't have a brother.
**C:** Oops. My mistake.



**Social language**
**To express enthusiasm for a happy discovery, say:**
That's amazing / incredible / fantastic!
**To acknowledge a minor error, say:**
Oops. My mistake.

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

**C** CONVERSATION GROUP WORK | **Role-play a conversation in which someone introduces two classmates to each other. Then change roles.**

**A:** ....., you may already know ....., but in case you don't, ..... .
**B:** Hi, ..... . I'm ..... .
**C:** Nice to meet you. Did you say " ..... "?
**B:** Yes, that's right.
**C:** You must be ..... . . .
**B:** . . .

**KEEP TALKING!** ●●●
**Draw other conclusions.**
You must be [from out of town / a new student].
You look familiar. Aren't you ___ ?
You look familiar. You must be ___ .
Watch the video for ideas!

**D** CHANGE PARTNERS | **Introduce two other classmates to each other.**

# 2 COMMUNICATION GOAL Make small talk




## A GRAMMAR | Tag questions: Use and form

**You can use a tag question when you want to confirm information you believe is true or to encourage someone to make small talk with you.**

The number 6 bus leaves from here, **doesn't it?** (confirms information)
Beautiful day, **isn't it?** (encourages small talk)

**When the statement is affirmative, the tag question is negative. When the statement is negative, the tag question is affirmative. Use the same verb tense or modal in the tag question as in the statement.**

| affirmative statements | (negative tags) | negative statements | (affirmative tags) |
|---|---|---|---|
| You're Amy, | **aren't you?** | You're not Tom, | **are you?** |
| He speaks Arabic, | **doesn't he?** | I don't know you, | **do I?** |
| She's going to work, | **isn't she?** | We're not going to stay, | **are we?** |
| They'll call back, | **won't they?** | It won't start late, | **will it?** |
| There are a lot of cars, | **aren't there?** | There aren't any job openings, | **are there?** |
| There's enough salt, | **isn't there?** | There isn't any traffic, | **is there?** |
| You were here, | **weren't you?** | She wasn't teaching, | **was she?** |
| They went home, | **didn't they?** | We didn't eat there, | **did we?** |
| It's been really cold, | **hasn't it?** | He hasn't been home long, | **has he?** |
| Ben would like La Paz, | **wouldn't he?** | You wouldn't say that, | **would you?** |
| They can swim, | **can't they?** | She can't speak Portuguese, | **can she?** |
| They have to be here by 6:00, | **don't they?** | We don't have to be early, | **do we?** |

**Be careful!**
**Use pronouns, not names or other nouns, in tag questions.**
Ron is in New York, **isn't he**?
NOT Ron is in New York, ~~isn't Ron~~?
**Use aren't I for negative tag questions.**
I'm on time, **aren't I?** BUT I'm not late, **am I?**

**GRAMMAR EXPANDER** p. 128
Tag questions: short answers (expansion)

## B PRONUNCIATION | Rising intonation of tag questions | Rising intonation indicates that the speaker is asking someone to confirm information or an opinion. Read and listen. Then listen again and repeat.

1 People use first names here, don't they?
2 That meeting was great, wasn't it?
3 It's a beautiful day for a walk, isn't it?

## C PRONUNCIATION | Falling intonation of tag questions | Falling intonation usually indicates that the speaker expects the listener to agree. Read and listen. Then listen again and repeat.

1 People use first names here, don't they?
2 That meeting was great, wasn't it?
3 It's a beautiful day for a walk, isn't it?

## D GRAMMAR PRACTICE | Circle the correct tag question.

1 You're taking the train, (don't you / aren't you)?
2 She's not going to make lunch today, (isn't she / is she)?
3 You've used all the milk, (didn't you / haven't you)?
4 Sam will be late for the play, (will he / won't he)?
5 Adam can't eat strawberries, (can't he / can he)?
6 I'm going to pass this test, (aren't I / are I)?
7 There aren't any eggs for breakfast, (are they / are there)?
8 They didn't want coffee, (didn't they / did they)?
9 Martha speaks great English, (doesn't she / doesn't Martha)?
10 She doesn't have to buy milk, (has she / does she)?

# LESSON 2 Make small talk

## A GRAMMAR

Suggested time: 12 minutes | Your time:

- Point to the lesson title. Ask, *What does* make small talk *mean?* (to have a friendly conversation about things that are not important)
- Have Ss read the first rule. Then read the first example question, using rising intonation. Read the second example question, using falling intonation.
- Point to the photo. Ask, *Are they friends?* (No, they're meeting for the first time.) Read the woman's question, pausing after *You're Tina,* and then say *aren't you?* with rising intonation. Have the class repeat. Then read the reply. Say, *We answer* yes / no *tag questions using short answers. For example:* Yes, I am *or* No, I'm not.
- Have Ss read the second rule. Copy on the board the first examples from the affirmative and negative columns. Say, *The verb* be *is used in both statements, so we need* be *in the tag questions.* Circle all four *be* verbs.
- Copy on the board the second examples from the affirmative and negative columns. Say, *The verbs in the statements are not the verb* be, *so we need* do *in the tag questions.* Circle *speaks, doesn't, don't know,* and *do.*
- Read the remaining affirmative statements and have Ss read aloud the tag question, using rising intonation.
- Draw Ss' attention to the negative statements. Read the third statement, *We're not going to stay,* and pause, gesturing for the class to say the tag. Ask Ss to cover the list of tags with a sheet of paper. Read the rest of the negative statements, pausing to let Ss say the tags. (Do not worry about the intonation they use. Either rising or falling could be correct, depending on the context.)
- Have Ss read the **Be careful!** box. To confirm understanding, write on the board:
  *I'm going to use tag questions today, ____ I? (aren't / am)*
  *Jane went shopping yesterday, didn't ____? (Jane / she)*
  Elicit the answers. (aren't; she) Read the complete sentences and have Ss repeat.

**TEACHING TIP** When teaching pronunciation, wave your arm like a music conductor to give visual cues for rising and falling intonation patterns.

**LANGUAGE AND CULTURE**

- In British English, people sometimes use an affirmative tag question after an affirmative statement to confirm information. For example: *You're here on business, are you?*
- In American English, the modals *may, might*, and *must* are rarely followed by a question tag.

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

## B PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the information about rising intonation. Have Ss read and listen, and then listen again and repeat.
- Form pairs. Have Ss work individually to write two questions to confirm information. Then have pairs ask and answer their questions. Monitor to make sure that Ss are using rising intonation.

## C PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the information about falling intonation. Have Ss read and listen, and then listen again and repeat. Point out that the questions in Exercises B and C are the same. The intonation is different because the speaker's purpose is different.
- Form pairs. Have Ss work individually to write two questions to make small talk. Then have the pairs ask and answer their questions. Monitor to make sure that Ss are using falling intonation.

**TEACHING TIP** Do not expect Ss to completely master the distinction between rising and falling intonation in tag questions and apply it as they speak. Ss at this level only need to be aware that differing intonation can carry social purpose.

**LANGUAGE AND CULTURE** Tag questions with falling intonation are not always used to make small talk, but they are very common in social interactions. The person making a statement with the tag question isn't asking for information. Instead, he or she is building rapport and seeking agreement.

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Why is* aren't you *the answer?* (because of the verb *be* in *You're taking the train)*
- Have Ss complete the exercise individually.
- Go over the answers with the class. Say each statement and have the class provide the correct tag question. Do not worry about Ss' intonation: Either rising or falling could be correct.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to complete the exercise and then compare answers in pairs.
- Go over the answers as a class. Elicit corrections or provide feedback as needed.

## F ACTIVATE GRAMMAR

Suggested time: 10 minutes | Your time:

- Read the directions. Then draw Ss' attention to the example conversation. Say, *This is one way to complete item 1.* Read the question, stressing the falling intonation on *isn't it.* Invite the class to read aloud the response. Add another sentence to extend the small talk. For example: *It's so windy.*
- Form pairs. Have Ss complete item 1 in another way and then the rest of the questions and answers. Ss may find it helpful to write their questions and answers on a sheet of paper before role-playing them.
- Monitor, listening for falling intonation on the tag questions.
- Bring the class together and invite volunteers to perform the conversations.

**TEACHING TIP** When Ss present a role play to the class, have them do it standing, preferably at the front of the room, so that their classmates can hear them better.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model
- Respond to an introduction
- Encourage small talk by asking tag questions and expressing agreement

- Have Ss look at the picture and ask, *Are these people friends saying hello, or are they meeting for the first time?* (Because they are English speakers, the handshake probably means they're meeting for the first time.)
- Have Ss listen and read the conversation. Point out that Speaker B drops the *I'm* before his name. Tell Ss that people often do this in informal introductions.
- Have Ss underline the tag question in the conversation. Point out that Speak B intentionally drops *It's a* before *Beautiful day.*
- Read the questions in the **Social language** box and have Ss listen and repeat. Model asking each question, replacing the names on the page with the names of Ss and directing your questions to those Ss. Encourage them to answer the questions.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Play the audio again. Have Ss listen and repeat each line. Make sure they
  - use falling intonation for *Beautiful day, isn't it?*
  - use rising intonation for *Do you mind if I call you Jack?*
  - stress *ab* in *absolutely not* and *do* in *Please do.*
- Have Ss practice in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Say, *Now you're going to make small talk. What language do you think you'll need to use*? Refer Ss to the grammar chart on page 6 and Exercises A and B above.
- Model the exchange with a higher-level S. For fun, pretend you're a famous person. For example, say, *Good morning. I'm [Ariana Grande].*
- Form pairs and have Ss personalize the conversation.
- To support Ss as they continue to make small talk, have Ss read the phrases in the **Keep Talking!** box and show them the video. Point out that *So* in *So are you married?* signals that you are about to introduce a new subject.
- Have Ss switch roles and role-play new conversations. Then form new pairs and repeat.

**LOOK FOR** While Ss are doing Exercise C, monitor their conversations to determine if they are
✓ using tag questions to initiate small talk
✓ responding with agreement

**CLOSURE ACTIVITY** (+5 minutes) Tell Ss to write three opinions about learning English, the school, or the class on a blank sheet of paper. Then have them add a tag question to each of their statements. Write an example on the board: *Learning English is a lot of work, ____?* Elicit the correct tag (*isn't it*) and add it. Form pairs, and have Ss ask and answer each other's questions. Collect Ss's questions to identify areas for review and extra practice.

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

**E** GRAMMAR PRACTICE | **Complete each tag question.**

1 They serve dinner until 11:00, ...don't... they?
2 Your brother would never eat dairy, ...would... he?
3 English is your first language, ...isn't... it?
4 People don't drive as well as they used to, ...do... they?
5 I'm late, ...aren't... I?
6 I won't have to be there before Tuesday, ...will... I?
7 Some people are so rude, ...aren't... they?
8 You don't have to speak Japanese at the office, ...do... you?
9 Beth and Larry aren't going out for dinner tonight, ...are... they?
10 You can't play tennis today, ...can... you?

**F** ACTIVATE GRAMMAR | **Complete each statement and tag question. Then take turns responding to your partner. Make small talk. Use falling intonation.**

Awful weather today, isn't it?

It really is.

1 ..... weather today, ...isn't it... ?
2 The ..... game last ..... was great, ...wasn't it... ?
3 ..... 's movies are hilarious, ...aren't they... ?
4 ..... 's Restaurant has gotten really popular, ...hasn't it... ?
5 There's too much traffic on ..... , ...isn't there... ?
6 The ..... about ..... on TV last ..... wasn't very interesting, ...was it... ?
7 I think the actor ..... is really ..... , ...isn't he / isn't she... ?

## COMMUNICATION ACTIVATOR

### Now let's make small talk.



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

**A:** Good morning. I'm John Boyce.
**B:** Jack Kelly. Nice to meet you.
**A:** Nice to meet you, too.
**B:** Beautiful day, isn't it?
**A:** It really is. By the way, do you mind if I call you Jack?
**B:** Absolutely not. Please do.
**A:** And please call me John.

**Social language**
**To ask about proper address, say:**
Do you mind if I call you [Ron]?
Is it OK if I call you [Will]?
Can I call you [Kate]?

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

**C** CONVERSATION PAIR WORK | **Personalize the conversation. Ask each other how you would like to be addressed. Make small talk. Then change partners.**

**A:** Good ..... . I'm ..... .
**B:** ..... . Nice to meet you.
**A:** Nice to meet you, too.
**B:** ..... ?
**A:** ..... . By the way, ..... ?
**B:** . . .

**KEEP TALKING!** ●●●

**Continue making small talk.**
Our teacher's great, [isn't he / she]?
Learning English is fun, isn't it?
You were in my class last year, weren't you?
There's no class next week, is there?

**Get to know your new acquaintance better.**
So are you married?
Where are you from?
Do you have any children?

Watch the video for ideas!

# 3 COMMUNICATION GOAL Develop cultural awareness

**A** VOCABULARY | **Manners and etiquette** | **Read and listen. Then listen again and repeat.**

**etiquette** rules for polite behavior in society or among a particular group

**cultural literacy** knowing about and respecting the culture of others

**table manners** rules for polite behavior when eating with other people

**punctuality** the habit of being on time

**impolite** not polite, rude

**offensive** extremely rude or impolite

**customary** usual or traditional in a particular culture

**taboo** not permitted because of very strict cultural or religious rules

**B** VOCABULARY PRACTICE | **Circle the correct word or phrase.**

1 People who are accustomed to interacting with others from many places around the world develop their (cultural literacy / punctuality). As a result, they are able to get along with people with diverse traditions.
2 In some places, eating with one's hands is an example of bad (cultural literacy / table manners).
3 When planning to visit a country with an unfamiliar culture, it's good to learn some of the (taboos / etiquette).
4 (Cultural literacy / Punctuality) is considered very important in some cultures, and arriving late is rude.
5 In more conservative cultures, it's (taboo / impolite) to address someone by his or her given name without being invited to, but it isn't considered truly offensive.
6 In some cultures, it's (offensive / customary) to take pictures of people without permission, so few people do it.
7 Eating pork is (taboo / bad table manners) for people of certain religious traditions.
8 In some cultures, it's (offensive / customary) to name children after a relative who is no longer alive, so many people observe that tradition.

**C** LISTEN FOR MAIN IDEAS | **Read the cultural topics in the chart. Listen to three episodes of a radio show. After each episode, check the topics that are discussed. Then compare answers with a partner. Listen again to confirm your choices.**

| Topics | 1: Farid and Hoshi | 2: Kulap and Sonia | 3: Alisha and Silvio |
|---|---|---|---|
| table manners | | | × |
| greetings | | × | |
| dress and clothing | × | | × |
| male / female behavior | × | | |
| taboos | × | × | × |
| offensive behavior | × | × | |
| punctuality | | | |
| language | × | × | |





**Answers for Exercise D**

*Episode 1: Women should dress modestly. Don't take pictures of women. Ask for permission before taking pictures of anyone else.*
*Episode 2: Don't cross your legs in such a way that others can see the bottom of your foot. Don't touch or pat people's or children's heads. Put the palms of your hands together on your chest and bow slightly. Women say "Sawatdee– Kaa" to greet someone; men say "Sawatdee Khrab" to greet someone.*
*Episode 3: Eat with your right hand. Don't eat beef. Don't wear shoes or leather into a temple. (Sandals are acceptable.) Check if it's OK to enter a religious temple if you do not practice that religion. Ask for permission before taking pictures in a religious place.*

**D** LISTEN TO SUMMARIZE | **Take notes as you listen again to the tips given in each episode. Then work with a partner to write a summary of the tips given in each one.**

# LESSON 3 Develop cultural awareness

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Elicit the meaning of *manners and etiquette*. (polite ways of behaving towards other people)
- Play the audio as Ss follow along. Then have them listen again and repeat.

**EXTENSION** (+5–10) Personalize the vocabulary by using each word or phrase in a question about Ss' own lives. Call on volunteers to answer. For example, ask:
*What's one rule of* etiquette *for using your cell phone?*
*Why do you need* cultural literacy*?*
*Who taught you* table manners*? How old were you?*
*Is* punctuality *important?*
*Is it always* impolite *to interrupt someone who's speaking?*
*Do people ever say* offensive *things to you?*
*What's* customary *for a guest who's invited to someone's home?*
*What topics can be* taboo *when talking to someone you don't know well?*

**TEACHING TIP** Helping Ss relate new vocabulary to their own lives will deepen their understanding of word meanings and help them remember the new words. Use the vocabulary repeatedly to give Ss more exposure to the words and familiarize them with the pronunciation.

## B VOCABULARY PRACTICE

Suggested time: 7 minutes | Your time:

- Do item 1 with the class as an example. Elicit the meanings of *be accustomed to* (to be used to something, after lots of experience with it), *interact with* (to talk with, work or play with, etc.), *get along with* (to spend time together without problems), and *diverse* (varied, different).
- Have Ss complete the exercise individually, referring to the definitions in Exercise A.
- In pairs, have Ss compare answers. Then bring the class together to go over any questions.

## C LISTEN FOR MAIN IDEAS

Suggested time: 15 minutes | Your time:

- Read the directions. Say, *Look at the chart. How many topics are in the list?* (8) Tell Ss to read the topics. Then draw their attention to the photos. Ask what topic(s) they think each photo relates to. (greetings, table manners) If appropriate, tell Ss that one topic on the list will not be discussed in any of the three episodes. (punctuality)
- To familiarize Ss with the format and purpose of the radio show, first have them listen to the radio announcer introducing the show and the guests. Ask, *How many guests are there in the studio?* (3) *Where are they from?* (United Arab Emirates, Thailand, and Nepal) If there is a map in the room, point out these three countries.
- Have Ss listen to episode 1 and check the boxes in the first column of the chart. Ask them to compare answers with a partner. Then go over the answers with the class.
- Have Ss listen to episodes 2 and 3, each time comparing their answers with a partner before you go over answers as a class.

## D LISTEN TO SUMMARIZE

Suggested time: 15 minutes | Your time:

- To help Ss focus on key information as they listen, write the following questions on the board (or to save time, you can write the questions on a sheet of paper and make copies for Ss before class):
  1. *Whose clothing does Farid talk about? What does he say is offensive in Dubai?*
  2. *What does Kulap say about feet? What does she say is taboo in Thailand? What does it mean to do the* wai*?*
  3. *What are some taboos to know about when in Nepal?*
- Have Ss listen for the answers to the questions and work individually to take notes about them. (1. Female visitors should dress modestly. Visitors should not take pictures of Muslim women, and they need to ask a man for permission to take his picture. 2. Visitors should not show the bottoms of their feet or touch people's heads. Thais appreciate it when foreigners do the *wai* [bow with hands together at the chest]. 3. It's taboo to eat with your left hand and to eat beef. When visiting a temple, people should not take leather things inside. You should ask permission before you take a picture of someone.)
- In pairs, have Ss use their notes to write summaries of the tips given in each episode. To check answers, have them switch papers with another pair and compare what they have written.

**OPTION** To save class time, instead of having pairs compare summaries, collect their work and check that Ss have included the most important tips in their summaries.

## Communication Activator

### A TALKING POINTS

Suggested time: 7 minutes | Your time:

- First have Ss quickly scan the questionnaire and ask them if there are any questions.
- Form pairs. Draw Ss' attention to the conversation at the top and read it. Tell Ss they do not need to write complete sentences like these. They can write notes instead. Have them complete the questionnaire with their partner.
- Bring the class together and ask volunteers to share their answers. Encourage Ss to use the vocabulary in Exercise A on page 8 whenever possible. For example: *It's customary for men in [our country] to shake hands when meeting for the first time.* Write key words and phrases on the board so other Ss can refer to them during the Exercise B discussion. Check for differences of opinion by asking, *Does anyone have a different answer for this question?*

**LANGUAGE AND CULTURE** In English-speaking cultures, it is generally considered polite to acknowledge another person's opinion before disagreeing with it, using phrases like *You have a good point about ____ , but. . . .* English speakers may also introduce their opinions with an apology: *I'm sorry, but I disagree.* They may also soften their disagreement by pretending to be less sure of their opinion than they really are: *I'm not sure I can agree with you.* When someone feels that further discussion would not be useful, they may say *Let's agree to disagree* as a way of moving the conversation on to another subject.

**TEACHING TIP** Your approach to discussions about culture will vary depending on the makeup of the class. You and all Ss may belong to the same culture, but there may still be differences of opinion about it, and you may need to model respect for such differences. When Ss belong to diverse cultural groups, acknowledge the diversity and give all Ss a chance to speak, but avoid requiring any S to be a spokesperson for his or her culture.

### B DISCUSSION

Suggested time: 5 minutes | Your time:

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

- Have students read the directions and the conversation.
- Read the first question in the directions. Elicit ideas from volunteers. Encourage Ss to refer to the notes on the board from Exercise A. Then read the second question and elicit ideas from volunteers.

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

- ✓ effectively discussing cultural traditions and the importance of cultural awareness
- ✓ incorporating vocabulary related to etiquette and manners

### WRITING

Suggested time: 8 minutes | Your time:

- Read the first two sentences of the directions. Tell Ss to use their responses to the questionnaire in Exercise A to help them choose topics. They can choose a different topic for each email or use the same one. Then read the directions for the formal and informal emails.
- Have Ss work individually to complete the task. Encourage Ss to include vocabulary in Exercise A on page 8 in their emails.
- If appropriate, have Ss swap emails with a partner and offer each other feedback. To support peer review, write these instructions on the board:
  1. *Ask about anything that is not clear.*
  2. *Say what information you agree with in each email.*
  3. *Say if you disagree with any information and explain why.*
  4. *Thank your partner for reading your emails and for sharing his or hers.*
- Collect Ss' writing and offer feedback. For informal emails, there are almost no rules, but the message must be clear. For formal emails, check for an appropriate salutation and closing as well as correct grammar, sentence structure, and mechanics.

**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. Write on the board: *greeting people, using appropriate table manners, making small talk*. Tell Ss to choose one of these situations and write a few sentences about what people do when they are in this situation in their own or in another culture. Collect the papers and read them to identify areas for review and extra practice in later lessons.

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

## Now let's develop cultural awareness.

**A** TALKING POINTS | Complete the questionnaire with a partner. When you have finished, compare responses with other classmates. Were there a lot of differences of opinion?

KNOW YOUR OWN

# CULTURE

When we meet someone for the first time, we shake hands.

But when we see someone we already know, we kiss.



### GREETING CUSTOMS

1 How do people greet each other when meeting for the first time?

2 How about when they already know each other?

3 How are greeting customs different for men and women?

### FORMS OF ADDRESS

1 When and how do people address each other in formal situations?

2 What about in informal situations?

### TABLE MANNERS

1 What are some do's?

2 What are some don'ts?

3 What (if any) foods are taboo?

4 What (if any) beverages are taboo?

### CONVERSATION TOPICS

1 What are good small talk topics?

2 What topics are offensive or taboo?

### PUNCTUALITY

1 If you were invited to a social event at 7:00, what time would you arrive?

2 If you had a class, an exam, or a doctor's appointment at 2:00 P.M., what time would you arrive?

### CLOTHING (FOR MEN OR WOMEN)

1 What clothes are always appropriate?

2 What clothes are never appropriate?

3 What clothes are sometimes appropriate? Provide details.

**B** DISCUSSION | Why might it be valuable to know about the culture of a place you are visiting for the first time? What could the consequences be of not knowing anything about cultural traditions?

If you know how to greet people, you'll feel comfortable and confident.

True. When you don't know the local etiquette, you might be embarrassed.

SOFT SKILLS BOOSTER p. 153

## WRITING

Write two email messages—one formal and one informal—explaining the cultural traditions in your country. Review the questionnaire in Talking Points for topics.

- Formal email: Imagine you are writing to a businessperson who is coming to your country on business.
- Informal email: Imagine you are writing to a friend who is coming to your country as a tourist.

WRITING HANDBOOK p. 144
- Formal email etiquette
- Guidance for this writing exercise

# 4 COMMUNICATION GOAL Discuss gender and culture

*Both letters are about gender and cultural issues.*

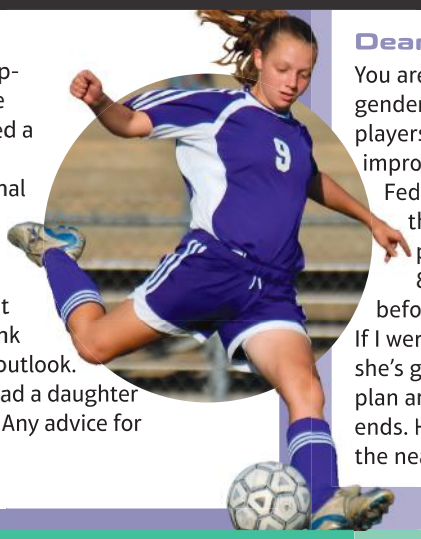
**A** READING | Read letters asking for advice. What do the two letters have in common?

## SOCIAL Q AND A'S

**Dear Culture Guru,**

I'm writing about my daughter Lily, who's a top-notch soccer player and who wants to become a professional player. She has just been offered a scholarship to study at a U.K. soccer academy that combines academic study with professional soccer training and the promise of helping her launch a professional career. My concern is that the financial outlook for professional female soccer players is very poor. I don't want to stand in the way of her happiness, but I think she should prepare for a career with a better outlook. Having grown up male, I didn't realize until I had a daughter the consequences of sexism in women's lives. Any advice for me—or for her?

**Loving Dad in Dallas**



**Dear Loving Dad in Dallas,**

You are indeed right to be concerned. The gender pay gap between male and female players is enormous. Although there are signs of improvement, a 2018 study by the International Federation of Professional Footballers reported that 49% of professional female soccer players do not even earn a salary and that 87% of female players finish their career before they're 25 due to low pay or lack of pay. If I were you, I'd encourage Lily to play soccer since she's got her heart set on it, but to have a backup plan and prepare for the years after her career ends. Hopefully, we'll see a reduction in sexism in the near future, but I wouldn't hold my breath.

**Dear Culture Guru,**

I'm the CEO of a nationwide, family-owned tire business that's been in operation for almost a hundred years. My dad used to run the company, but he retired last year and I took the reins. My husband is a stay-at-home dad, an amateur cook, and a pretty successful food blogger. I work long hours—as does my husband, who takes care of our house and three children! The problem is my dad. He's embarrassed that my husband doesn't have a high-powered career. Dad makes little comments and jokes about him, especially when we're with other people. Any ideas that could help us?

**Happy in Honolulu**



**Dear Happy in Honolulu,**

No matter how much progress we think we've made, many people still have a double standard when it comes to traditional gender roles. Even though most people now accept the idea of women's professional success, many still hold on to the idea that a man should be the breadwinner of the family. I'd suggest you take your dad aside and tell him that you love him but that his comments and jokes are hurtful to you and your husband. He needs to understand that he made his lifestyle choices and you have the right to make yours. Hope that helps!

**B** UNDERSTAND FROM CONTEXT | Complete the statements, according to the Reading.

1 A "financial outlook" is ..... .
- (a) the expected earnings from future work
- b the earnings one gets from working outside the home

2 "Sexism" is the belief that men and women ..... equal.
- a are
- (b) are not

3 A "gender pay gap" is ..... .
- (a) the difference in the pay men and women receive for the same job
- b the amount of money women make

4 A "backup plan" is ..... .
- a the last thing you think of before making a decision
- (b) an alternative choice in case a preferred one is not successful

5 An example of a "double standard" is ..... .
- a the practice of paying men double what women earn
- (b) when there is one set of rules for men and another set for women

6 An example of "traditional gender roles" is when ..... .
- a men and women have the same roles at home and at work
- (b) men earn the money and women take care of the house and children

7 A "breadwinner" is someone who ..... .
- (a) earns most of the money that supports a family
- b takes care of the children while his or her spouse earns money

# LESSON 4 Discuss gender and culture

## A READING

Suggested time: 15–20 minutes | Your time:

- Write the lesson title on the board. Ask, *What do you think you will read about in this lesson?*
- Tell Ss they are going to read letters asking for advice. Say, *First, let's preview the Reading, to get an idea of what to expect.* (See Teaching Tip on this page.)
- Draw Ss' attention to the title *Social Q and A's.* Elicit the meaning of *social.* (relating to people and relationships) Ask, *What does* Q and A *stand for?* (questions and answers)
- Draw Ss' attention to the salutation *Dear Culture Guru.* Explain that a *guru* is a Hindu religious leader or teacher, but in American English, it often refers to anyone who knows a lot about a subject and can advise other people about it.
- Have Ss look at the photos and the signatures *Loving Dad in Dallas* and *Happy in Honolulu.* Ask, *What do the two letters have in common?* (They are asking for advice.)
- Play the audio for the first letter and response as Ss read along silently.
- To check comprehension, ask:
  *Why does Loving Dad want advice?* (He's worried about his daughter.)
  *What does his daughter have the chance to do?* (go to the U.K. to study and get professional soccer training at the same time)
  *What is his opinion about this?* (He wants her to prepare for a career where she has a better chance of making a living.)
  *What advice does the Culture Guru give?* (Support your daughter's dream, but encourage her to have a backup plan in case she can't make money from playing soccer.) *Do you agree with this advice? Why or why not?*
- Play the audio for the second letter and response as Ss read along silently. Ask them to underline the vocabulary they don't know.
- To check comprehension, ask:
  *Who is the letter-writer?* (the CEO of a tire business her family owns)
  *Why does she want advice?* (Her father disrespects her husband because he is doing work that is traditionally women's work.)
  *What advice does the Culture Guru give?* (She should tell her father how much his comments and jokes hurt her and her husband.) *Do you agree with this advice? Why or why not?*

**TEACHING TIP** Previewing is a prereading strategy that helps readers anticipate what an article will cover. Ss can preview reading texts by looking at titles, headings, photos, illustrations, graphics, and captions. They can preview longer articles by reading the first paragraph and then the first sentence of each paragraph that follows.

**EXTENSION** (+5 minutes) In pairs or small groups, have Ss take turns reading the letters aloud. Ask Ss to take short turns, reading just one sentence at a time.

**TEACHING TIP** Listening to classmates read aloud can be very boring, although it can be useful practice for the S. Set up read-aloud tasks so that Ss take short turns, to involve more Ss and to make the activity more interesting.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. First, have Ss underline *financial outlook* in the Reading. (In the middle of Loving Dad's letter.) Then read the sentence. Ask, *What is he concerned about?* (his daughter's ability to make money as a soccer player in the future) *So, which answer is correct?* (a)
- Have Ss work individually to underline each word or phrase in the Reading before choosing their answers. Then have them compare answers with a partner.
- Bring the class together to go over the answers and any questions.
- Invite Ss to ask about any other new words and phrases in the Reading. Have the class look at the context of the word or phrase before having another S explain the meaning or doing so yourself.

## C ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 10 minutes | Your time:

- Have Ss read the directions. Make sure Ss understand that questions 1 and 4 are asking for their personal opinions, while questions 2 and 3 are about people or society in general. To model the activity, have Ss look at question 3. Write on the board:
  *Cultural Double Standards Based on Gender*
  *[Men / Women] are free to ____, but [men / women] are not.*
  *[Women / Men] should ____, but [women / men] don't have to.*
  Model how to use the sentence frames. For example, say: *Women are free to cry, but men are not.* Invite Ss to contribute 1 or 2 more examples of double standards.
- Have Ss work in pairs to discuss the questions.
- Monitor and encourage Ss to use words and phrases in Exercise B on page 10. Assist as needed with ways to introduce an opinion and respectfully disagree.

**EXTENSION** (+5–10 minutes) Form pairs. Have Ss write more questions for class discussion, using a different sheet of paper for each one. Each question should use a word or phrase in Exercise B on page 10. For example: *Do you have a backup plan for your career?* Collect the questions and put them into a bag or envelope. Choose one or more questions and read them so that Ss can discuss them as a class or in pairs.

**TEACHING TIP** Quiet or shy Ss need encouragement to participate in class discussions. Pair- and small-group discussions give them a chance to rehearse before speaking to the whole class. When you monitor these discussions, ask quiet Ss questions to draw them out. If you hear a S make a good contribution, acknowledge it. Then, if a class discussion follows, call on that S: *I heard [Maria] make an interesting point. [Maria], would you repeat what you said?*

# Communication Activator

## A TALKING POINTS

Suggested time: 3 minutes | Your time:

- Give Ss a minute to study the graph. Then say, *This graph shows the numbers of hours that men and women spend doing paid and unpaid work every day in different parts of the world.*
- Have Ss work individually to check the true statements.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Form pairs. Tell Ss to point to information in the graph that supports their answers in Exercise A. For example: *It's not true that men work more hours than women. The bars in the chart show the number of hours that men and women work. In every region, the bar for women is longer than the bar for men.*
- Bring the class back together and go over the answers.

## C GROUP WORK

Suggested time: 12 minutes | Your time:

- Read the directions. Then have Ss read the man's statement. Ask, *Is he stating facts shown in the graph or giving his opinion?* (He's giving his opinion.)
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use these terms from the Reading in their discussion.
- If appropriate, have Ss read the **Optional** note and give them a minute to find and underline other words and phrases in the Reading that they can use in their discussion.
- Form groups. Tell Ss to choose one person from their group to report to the class afterwards. Have Ss work together to answer the questions.
- Monitor Ss' conversations, encouraging them to use language from the Reading. Assist as needed.

**OPTION** (+5 minutes) Choose one of the questions in Exercise C. Ask for a volunteer to report on the discussion their group had. Invite other Ss to explain whether or not they agree and why.

**LOOK FOR** While Ss are doing Exercises B and C, monitor their conversations to determine if they are
✓ talking about gender differences in work hours
✓ referring to the graph to support their answers
✓ reflecting on cultural factors that may prevent change

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Tell them to choose a word or phrase from the **Recycle This Language** box and write one or more sentences that include it. Tell them their sentences should (1) make it clear that they understand the meaning of the word or phrase and (2) express an opinion. To model the activity, write on the board: *Sexism: I think sexism is a problem in our society because women make less money than men.* Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

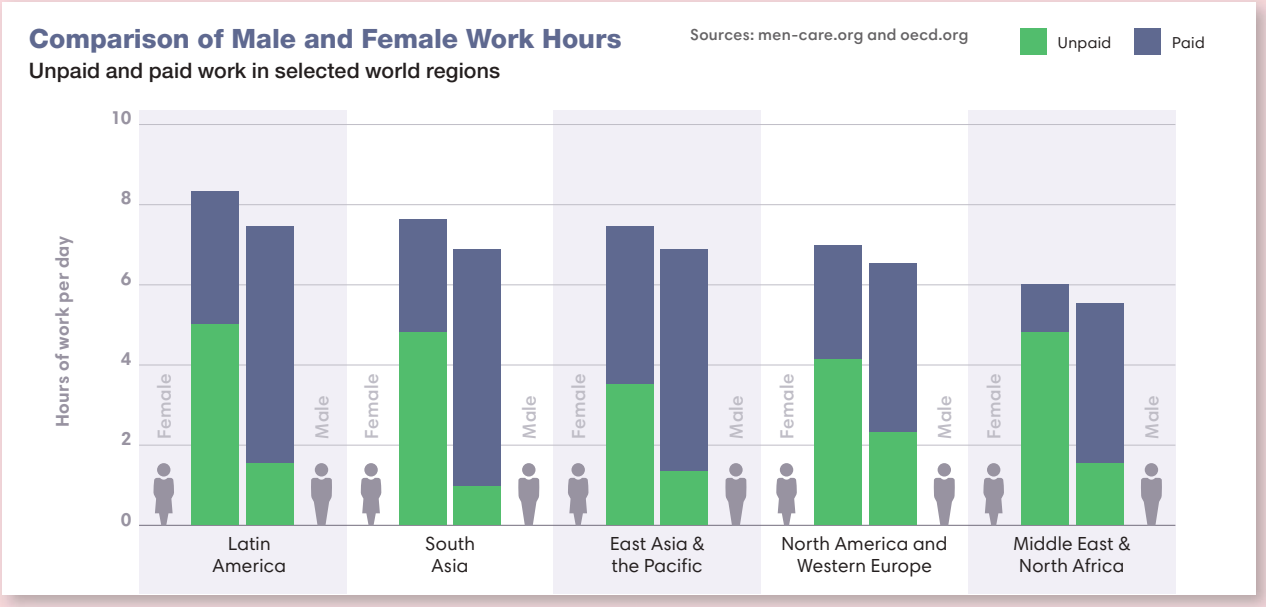
**C** **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, discuss the questions, using the words and phrases from Exercise B when possible.**

1 Do you think you might be a sexist? Why or why not?
2 Why is it important to have a backup plan when making a choice of career or occupation?
3 Can you think of an example of a double standard based on gender?
4 Do you have an opinion about who should be the breadwinner in a family? Can there be more than one?

## COMMUNICATION ACTIVATOR

## Now let's discuss gender and culture.

**A** **TALKING POINTS** | **Study the graph about paid and unpaid work. Check the statements that are true, according to the graph.**




The graph indicates that . . . in these regions.

- ☐ men work more hours than women
- ☑ men do more paid work than women
- ☑ men work fewer hours than women
- ☑ men do less unpaid work than women

**B** **PAIR WORK** | **Discuss and support your answers with information from the graph.**

**C** **GROUP WORK Answer the questions to discuss gender and culture.**

1 Does your experience or knowledge support or contradict the information in the graph? Provide examples.
2 What, in your opinion, has caused the differences in paid and unpaid work shown in the graph?
3 Do you think the differences in paid and unpaid work might change in the future? How? If not, what cultural factors will prevent change?

**OPTIONAL** In the Reading, underline new words or phrases you can use in your Group Work.
Example: "Although there are signs of improvement, . . . "



Trends are changing. In the future, I think men and women will be more equal, and they will be able to share the work that traditionally has been done by only one gender.

**RECYCLE THIS LANGUAGE**

sexism
double standard
financial outlook
gender pay gap
traditional gender roles
breadwinner

# To tell the truth

Complete the ten statements. Five statements should be true and five should be false.

Take turns reading one of your statements to your partner. Your partner guesses whether the statement is true or false and asks a tag question to confirm. (Use falling intonation if you're confident the guess is correct, or rising intonation if you're not sure.)

**I think it's true. You were born in Paris, weren't you?**

**I don't think that's true. You weren't born in Paris, were you?**

Tell your partner if his or her guess was correct. Your partner writes a checkmark for each correct guess. (Option: Then have a short discussion, asking for more information about your partner's statement.)

**The partner with the most checkmarks wins.**

## My Statements

I was born in _____

I grew up in _____

I've never been to _____

I'm really afraid of _____

Tonight I'm going to _____

My favorite sport is _____

My favorite food is _____

I never _____

My best friend is _____

On my last vacation, I went to _____

| My partner's statement is . . . | A checkmark = a correct guess |
|---|---|
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |
| True False | ○ |

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Introduce people who may have something in common.
- ☐ Make small talk.
- ☐ Develop cultural awareness.
- ☐ Discuss gender and culture.

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

# *Interactive Cool Down*

## TO TELL THE TRUTH

Suggested time: 30–45 minutes | Your time:

- Read the name of the game and the first two sentences of the directions about completing ten statements. Say, *First, choose which five statements are going to be lies. Think of believable lies.* Suggest that Ss use pencil so that they can more easily erase and replace information if they need to.
- Monitor as Ss work individually to complete the statements in the chart. Assist as needed.
- Read the rest of the directions and the example questions. Make sure you stress *were* in the first example question.
- Form pairs. Assign one S to be Partner A and the other S to be Partner B. Say, *You must decide whether your partner is telling the truth or telling a lie. What you believe will determine the question you ask.*
- To model the activity, write a lie on the board, but don't tell Ss it's a lie. For example: *I grew up in [South Korea].* Write *True / False* on the board next to your statement. Ask, *Who thinks this is true? You should ask: You grew up in [South Korea], didn't you?* Write the question on the board. Then ask, *Who thinks my statement is a lie? You should ask: You didn't grow up in [South Korea], did you?* Write this question on the board, too.
- Call on a S to ask you one of the questions on the board. Encourage him or her to use the appropriate intonation to show how sure he or she is about how you will answer. Answer with the truth. On the board, circle *False*, and say, *I didn't grow up in [South Korea]. I grew up in [China].* If the S guessed correctly that your statement was false, draw a checkmark after *False*.
- Draw Ss' attention to the *True / False* column in the chart. Say, *Circle* true *or* false *after each of your partner's statements.* Then draw Ss' attention to the third column. Say, *Check here if your guess is correct.*
- Monitor as Ss play the game. Check that they are using tag questions correctly. Assist as needed.

**EXTENSION** Have each pair of Ss join another pair. One S makes a statement to the other pair about his or her partner. For example: *My partner is really afraid of spiders.* The other pair must decide if they think the statement is true or false, turn to the partner, and ask the appropriate tag question. For example: *You aren't really afraid of spiders, are you?* They get 1 point if they guess the truth. Have Ss continue taking turns.

**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 thespeaking 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 Getting Help

| | | |
|---|---|---|
| WARM-UP | Students discuss how to solve everyday problems and read an illustrated conversation modeling social language after someone returns from a vacation. | |
| LESSON 1<br>**Ask for and offer to do favors** | ***Grammar*** | The causatives *have* and *get* |
| LESSON 2<br>**Arrange to get something done** | ***Grammar*** | Passive causatives |
| | ***Vocabulary*** | Services |
| LESSON 3<br>**Recommend local service providers** | ***Reading skills*** | Identify the main idea; Understand from context |
| | ***Pronunciation*** | Emphatic stress to express enthusiasm |
| | ***Writing*** | Write recommendations for businesses |
| LESSON 4<br>**Persuade someone to use your services** | ***Vocabulary*** | Service businesses |
| | ***Listening skills*** | Listen to infer; Summarize |
| INTERACTIVE COOL DOWN | *Twenty Questions* | |

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

## *Warm-Up*

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the photos. Ask questions about them to elicit the vocabulary Ss will need to talk about the situations. Write any new words on the board. For example, for the photo of the plumber, ask, *Who's the man in the photo?* (an expert / a plumber) *What's he doing?* (fixing a leak) *What is a leak?* (when water goes through a hole or crack)
- Read the directions and the woman's statement. Ask, *What does she mean by* It depends? (She doesn't always do the same thing. Her solution depends on the kind of problem.)
- Write *SOLUTIONS* on the board. Say, *Here are four solutions.* Then read each of the four captions. Point to *I'd do something else* and elicit other possible solutions. (For example: I'd call my landlord.)
- Form pairs. Have Ss talk about what they would do if they had a leak under the sink. Ask them to list other common household problems and talk about what they would do.
- Monitor the conversations and assist as needed.

**EXTENSION** (+3 minutes) Bring the class back together. Ask Ss to share the kinds of problems they can fix themselves. You can also ask what they learned about their partner during the pair discussion: *What about your partner? What can he or she fix?*

UNIT 2

# Getting Help

## *Warm-Up*

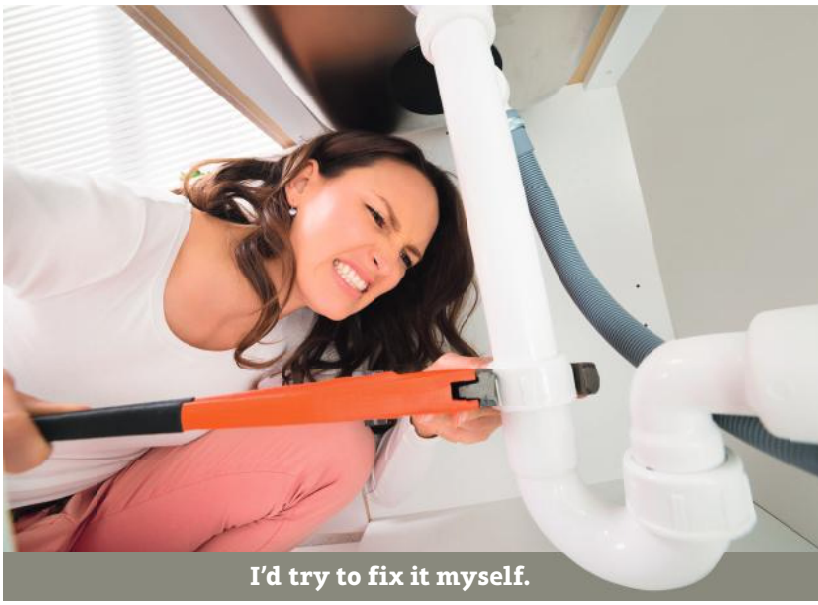
**If you had a problem in your home, what would you typically do?**



It depends. If I couldn't fix it myself, I'd call an expert right away.



I'd immediately call an expert.



I'd try to fix it myself.



I'd ask a friend or a relative for advice.



I'd just wait until it got worse.

I'd do something else.

UNIT 2 COMMUNICATION GOALS

**Lesson 1**
Ask for and offer to do favors

**Lesson 2**
Arrange to get something done

**Lesson 3**
Recommend local service providers

**Lesson 4**
Persuade someone to use your services

## Topic Warm-Up

**A** SOLVING PROBLEMS | Complete the questionnaire.

# HOW WOULD YOU SOLVE EACH PROBLEM?



**PROBLEM 1**

**Your favorite shoes are getting old.**

- I'd buy a new pair.
- I'd take them to a shoe repair shop.
- Other: .....



**PROBLEM 2**

**You're going on a two-week trip, and you have a pet cat.**



- I'd ask a friend or a relative to drop by my home and feed the cat.
- I'd pay someone to take care of the cat.
- Other: .....

**PROBLEM 3**

**Your laptop or tablet has stopped working just when you need it to finish a class project.**

- I'd ask if I could use a friend's device.
- I'd take it to a tech support store right away.
- Other: .....



**PROBLEM 4**

**You've been really busy lately, and you've had no time to do the laundry.**

- I'd pay someone to do it for me at a laundry service.
- I'd think about buying more clothes so I could do laundry less frequently.
- Other: .....



**PROBLEM 5**

**Someone gave you a nice pair of pants as a gift. But they're too long.**

- I'd ask a tailor to shorten them.
- I'd give them to a tall friend.
- Other: .....

**B** PAIR WORK | Compare your responses to the questionnaire. Explain your choices.

> "When my shoes get old, I always take them to a shoe repair shop. It's cheaper than buying new ones."

# Topic Warm-Up

## A SOLVING PROBLEMS

Suggested time: 10 | Your time:

- Read the title. Tell Ss there are five problems. They need to choose a solution for each one.
- Read Problem 1 as an example. Have Ss raise their hands if they would (1) buy a new pair of shoes, (2) take them to a shoe repair shop, or (3) choose *Other*. Invite the Ss who would choose *Other* to talk about their solutions.
- Have Ss complete the questionnaire individually. Answer any questions about vocabulary. Write any new words on the board to go over with the class once they finish.

**TEACHING TIP** Ss often ask the teacher about the meaning of words while they are doing individual or pair work. The words they ask about may well be new to other Ss as well. Instead of interrupting the task to explain to the class, make a mental note of the word or write it down. After Ss finish the task, list words Ss have asked about on the board, each one followed by the abbreviation for its part of speech as it was used in the text (*n, v, adj,* etc.). Elicit volunteers to explain each word. Add further explanation or examples as needed.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and have a volunteer read the example. Form pairs. Have Ss compare responses and explain their choices to their partners.
- Monitor and assist with vocabulary as needed.
- Bring the class together and call on volunteers to report on one of their solutions and the reason(s) for their choice. For Problems 2–5, ask, *Did anyone choose* Other*?* Call on Ss to find out what their own solutions would be.

**OPTION** (+5 minutes) Lead a more detailed discussion of Problem 2. Ask the class, *How many of you have a pet?* If many Ss raise their hands, take a poll. Ask, *Who has a [cat / dog / bird /* etc.*]? Any other kinds of pets?* If only few hands go up, ask each of those Ss, *What kind of pet do you have?* Then ask, *What do you do when you go away? Who takes care of your pet?*

**EXTENSION** (+5 minutes) Lead a class discussion about solutions to Problems 1, 3, and 5. Point out that for all three problems, you might need an expert. Ask if Ss can recommend any experts in the area. For example, ask, *Where do you go when you need to have your shoes repaired / have a computer repaired? Where do you go when you need a tailor or a seamstress?* Write Ss' recommendations in a chart on the board, under the headings *Shoe repair, Tech Support,* and *Tailoring.*

**TEACHING TIP** Avoid situations where Ss are waiting for classmates to finish. In pair work situations, you can have each of the pairs who finish early join another pair to compare answers or ideas, but skip that step for the pairs who finish later. Don't wait for all pairs to finish a task if it means higher-level Ss are wasting time. You can also assign Ss who finish early extra tasks, such as quizzing each other on recently-learned vocabulary.

**LANGUAGE AND CULTURE** The man shown at work in the photo in Problem 5 is a tailor, a man who makes or, more often, alters men's clothes. A woman who does the same work on women's clothes may be called a *seamstress* or *dressmaker*. However, as women's clothing, has changed over time, especially for business, the divisions are no longer so sharp between who does which job, and women may also be called *tailors*.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- To begin, say, *The first conversation is between Mia and Cody, the people in the first two pictures. The second conversation is between Mia and Ed, the people in the third picture.*
- Point to the note about accents. Ask, *Which people in the conversation have a standard American accent?* (Mia and Ed) Tell Ss that Cody has a New York accent.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What are Cody and Mia talking about?* (her vacation)
  *What does Mia ask Cody about?* (what she missed at work)
  *Why does Cody say "Don't ask!"?* (He has bad news.)
  *What changed while Mia was away?* (The sales meeting is going to happen sooner.)
  *Who fed Mia's cat?* (her brother Ed)
  *What problem did Mia have at the airport?* (Her luggage wasn't there.)
  *What was the solution to her problem?* (The airline sent it to her house later.)
- Have Ss underline words and phrases in the conversation that are new to them. Tell them not to worry about the phrases underlined in blue as you will discuss them in Exercise B. Invite questions about other words and their meanings.

**TEACHING TIP** When Ss ask about word meanings, do not immediately give them a definition or synonym unless you are very pressed for time. Instead, ask other Ss to define the word and / or give another example of its use. Sharing their knowledge with classmates gives Ss confidence. If no Ss can explain, have Ss look at the context of the word for clues to its meaning. Guessing meaning from context is an important reading skill.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Say, *All these expressions, a–f, are in the Zoom-In conversation. Let's figure out what they mean.* Have Ss look at Exercise A. Read each sentence with an underlined expression. Ask what the speaker means. Remind Ss to use the context to guess the meaning. For example, ask, *Why does Mia say "I owe you one"?* (Her brother did something nice for her, feeding her cat, and she is grateful.)
  - If Ss guess the meaning correctly, say, *Good guess* or *That's it.*
  - If Ss can't figure out the meaning or make a poor guess, say, *We'll come back to that.*
- Have Ss work individually to match the situations with the appropriate expressions.
- Go over the answers with the class. If there were any expressions Ss were unable to guess from context earlier, go back to the conversation to see them in context once more.
- Say, *There is one more common expression of thanks in the conversation.* Ask Ss to find it. (Thanks a million . . . )

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the first question in the directions. Tell Ss they are going to read about six different favors. Say, *Choose an answer from 0 (not difficult at all) to 3 (very difficult).* Draw Ss' attention to the man's statement. Ask a volunteer to read it aloud.
- On the board, write *pick up something* and *drop off something.* Ask Ss what these phrases mean. (pick something up: to get something from somewhere, like a store; drop off something: to take something and leave it somewhere) If necessary, give examples: *Today I need to pick up bread on my way home. This morning, I dropped off a present at my mother's house.* If Ss ask, tell them you can pick up or drop off a person as well as a thing.
- Have Ss work individually to circle their responses. Then form pairs and have Ss compare their answers.
- Bring the class together. Ask, *Which favor did you and your partner have different responses to?* Call on volunteers to report.

**OPTION** (+5 minutes) While Ss are working, make a chart on the board with three columns. Write these headings, from left to right: *Favor, Easiest, Hardest.* List the six favors in the first column. Bring the class back together. Ask Ss to vote: *Which is the easiest favor to ask of someone? Which is the hardest?* Mark the numbers of votes in the chart. Invite volunteers to explain the reasons for their opinions.

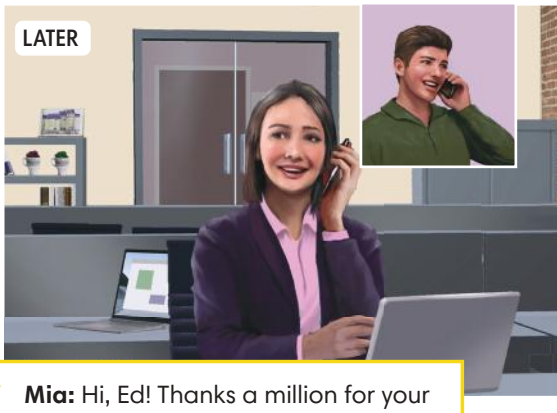
## Language Warm-Up

**A** ZOOM-IN | **Read and listen to two conversations. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Cody** = American English (regional)
**Mia and Ed** = American English (standard)








**Cody:** Mia! How was your vacation?

**Mia:** Great! So did I miss anything while I was gone?

**Cody:** Don't ask!

**Mia:** Uh-oh. What's been happening?

**Cody:** They decided to move the sales meeting up a month.

**Mia:** No way! A month earlier?

**Cody:** Right. You're going to have a lot on your plate this week. I'd suggest you check your email ASAP*.

**Mia:** Thanks for the heads up.

*ASAP = as soon as possible

**Cody:** So I'll bet your cat's happy you're back.

**Mia:** Totally. Thank goodness I was able to get my brother to drop by every day to feed her.

**Cody:** That was nice of him.

**Mia:** Ed's a lifesaver. I don't know what I would have done otherwise. Listen . . . I won't keep you any longer. I'm sure you have a lot to do too.

**Mia:** Hi, Ed! Thanks a million for your help. Sorry it was so last minute. I owe you one.

**Ed:** My pleasure. How was the flight back?

**Mia:** Fine, till the airline lost my luggage.

**Ed:** No way! Did they find it?

**Mia:** Not right away. But they had it delivered to my house this morning, so no harm done.

**Ed:** Glad that worked out.

**B** UNDERSTAND FROM CONTEXT | **Choose what you would say in each situation. (One item has two answers.)**

1 f Say this to indicate that something wasn't a problem.
2 a, d Say this to thank someone for his or her help.
3 c Say this when you don't want to bother someone who is very busy.
4 b Say this to explain that you are very busy.
5 e Say this to thank someone for calling your attention to a problem.

**a** I owe you one!
**b** I've got a lot on my plate.
**c** I won't keep you any longer.
**d** You're a lifesaver!
**e** Thanks for the heads-up.
**f** No harm done.

**SPEAKING** PAIR WORK | **Is it difficult for you to ask someone to do you a favor? On a scale of 0 to 3 (with 3 being "very difficult"), how difficult is it for you to make these requests? Then compare responses with your partner.**

0 1 2 3 Ask someone to take care of my pet
0 1 2 3 Ask someone to water my plants
0 1 2 3 Ask someone to pick up or drop off something for me
0 1 2 3 Ask someone to drive me somewhere
0 1 2 3 Ask someone to fix something for me
0 1 2 3 Ask someone to give me advice about a problem



# 1 COMMUNICATION GOAL Ask for and offer to do favors




## A GRAMMAR | The causatives have and get

**The causative indicates that one person "causes" another person to do something.**

**Use a form of have + an object and a base form to indicate the action of asking or telling someone to do something.**

| | object | base form | |
|---|---|---|---|
| I'll have | my assistant | call | you. |
| We had | someone | deliver | sandwiches at noon. |
| Have we had | anyone | confirm | the time the meeting starts? |

**Use a form of get + an object and an infinitive to indicate the action of persuading someone to do something.**

| | object | infinitive | |
|---|---|---|---|
| I'll get | my brother | to help | you. |
| We finally got | someone | to open | the door. |
| Did you get | anyone | to feed | your cat? |

**Be careful!**

**Don't use an infinitive with the causative have.**
Don't say: I'll have my assistant ~~to call~~ you.

**Don't use a base form with the causative get.**
Don't say: I'll get my brother ~~help~~ you.

**GRAMMAR EXPANDER** p. 129
- The causative make to indicate obligation
- Let to indicate permission

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

## C NOTICE THE GRAMMAR | Find an example of the causative get in Zoom-In on page 15.

*Thank goodness I was able to get my brother to drop by twice a day to feed her.*

## D LISTEN TO ACTIVATE GRAMMAR | Listen to six conversations. Complete the causative in each statement.

1 He's going to have Max ..*order*.. lunch.
2 She's going to get Rosa ..*to pay*.. for the dinner.
3 He tried to get Karen ..*to sing*.. at the party the night before.
4 They're going to get someone ..*to take*.. their picture.
5 She's going to have her husband ..*pick up*.. the kids.
6 He's going to have the front desk ..*send*.. someone up to his room.

## E GRAMMAR PRACTICE | Complete each sentence.

1 Thank goodness Diana was able to get her friends (help / **to help**) her move to her new apartment!
2 What a mess! Why don't you get someone (clean / **to clean**) up this room?
3 If your neighbor's too sick to go out, can't she get someone (go / **to go**) shopping for her?
4 You haven't eaten anything? Why don't you have someone at the front desk (**recommend** / to recommend) a nice restaurant?
5 We're running late. Let's have the server (**bring** / to bring) us the check right away.



# LESSON 1 Ask for and offer to do favors

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the causative and *have* rules in the chart. Say, *The object in a causative sentence is always a person.*
- Write on the board: *have + [PERSON] + BASE FORM.* Say, *This means ask or tell someone to do something.* Then read the examples with *have,* pointing out how they follow the formula.
- Draw Ss' attention to the photo and read the man's statement, pointing out how it follows the formula.
- Ask, *Why do we use* someone *in the second example but* anyone *in the third example?* (We use *someone* in affirmative statements, and *anyone* in questions and negative statements.)
- Have Ss read the *get* rule.
- Write on the board: *get + [PERSON] + INFINITIVE.* Say, *This means to persuade someone to do something.* Then read the first example with *get,* pointing out how it follows the formula. Ask, *How would you get your brother to help someone?* (explain the situation and give him reasons to help) Repeat with the second and third examples.
- Draw Ss' attention to the **Be careful!** box. Have Ss read the rule about *have*. Say, *Look at the example. What should I say? I'll have my assistant. . . .* Pause to elicit *call you* from the class. Repeat this process with the rule about *get*.

**LANGUAGE NOTE** The difference between the causatives *have* and *get* is linked to the relationship between the two people. *Have* usually implies authority. For example, you can have someone who works for you do things: *I had my assistant do some research. Get* implies persuasion, talking or perhaps tricking someone into doing something: *I got my boss to give me a raise.* Neither *have* nor *get* is as forceful as *make someone do something*: *She made the children put on sunscreen.*

**GRAMMAR EXPANDER** (optional, pages T128–129)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure Ss say *to* in sentences with *get* and not in sentences with *have*.

## C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have a volunteer write the example of the causative with *get* on the board. Ask, *What was Mia able to get her brother to do?* (drop by every day to feed her cat) Point out that *my brother* is an object.

**OPTION** For more practice with *get [someone] to*, tell a story about someone you persuaded to help you. For example, say, *Last weekend, my kids helped me clean the house.* On the board, write *my son* and *vacuum.* Then write *my daughter* and *clean the bathroom.* Then have Ss tell you what you got your kids to do. (You got your son to vacuum. You got your daughter to clean the bathroom.)

## D LISTEN TO ACTIVATE GRAMMAR

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to listen to six conversations between different people in different locations.
- Have Ss look at statements 1–6. Ask, *Which causative verbs do you see in the statements?* (*have* and *get) Will you need infinitives or base forms?* (both)
- Play the audio. Have Ss complete the exercise individually.
- Pause after each conversation to give Ss time to write.
- Have pairs compare answers. Then go over the answers as a class. Replay the audio if appropriate.

## E GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer. Ask, *Why is* to help *correct?* (We use the infinitive form after the causative *get*.)
- Have Ss do the exercise individually.
- Go over the answers with the class. For item 5, point to the photo of the couple. Ask, *What's the man trying to do?* (have the server bring him the check)

**CHALLENGE** (+5 minutes) Write a list of people on the board. For example: *your father, a friend, your teacher* Then write a list of actions. For example: *wait for you, bring you coffee, lend you money.* Next to the lists, write *LIKELY* and *NOT LIKELY*. Have Ss make sentences beginning with *I had* or *I* got and words from each list. For each sentence, have the class say whether the situation sounds likely (for example: *I had the waiter bring me coffee*) or unlikely (for example: *I got my teacher to lend me money*). Some sentences may spark debate.

## F GRAMMAR PRACTICE

Suggested time: 6 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer and write it on the board. Circle *give.* Ask, *What form of the verb is this?* (the base form) Ask Ss to explain why the base form is necessary here (because it follows the causative *have,* not *get).*
- Have Ss do the exercise individually. Go over the answers as a class.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a request for a favor with *I'm sorry to bother you*
- Politely turn down a request or favor
- Express gratitude for an offer to help with *I'd appreciate that.*

- Have Ss read and listen. To check comprehension, ask:
  - *What does Diana want Jake to do, and why?* (pick up some lunch for her because she's going to be on a conference call)
  - *Is Jake going to pick up some lunch for her?* (No, because he has a doctor's appointment.)
  - *How does he offer to help?* (He says maybe he could try to get Gavin to pick up something for her)
- Have Ss identify the example of the causative with *get* in the conversation.
- Call Ss' attention to the **Social language** box. Model each expression and have Ss repeat. Tell Ss that it is usually considered polite to give a reason for turning down a request for a favor.

**TEACHING TIP** When modeling pronunciation, particularly in conversations, make sure you use the appropriate tone. Explain to Ss that tone is as important as the words they use to convey meaning. For example, *gee* can be used to express surprise, enthusiasm, or regret. In this conversation, it expresses regret.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs and have Ss practice the conversation. Monitor to make sure Ss convey regret with their tone of voice.

## C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Form pairs. Tell Ss to decide who will be Speaker A and who will be Speaker B.
- Have Ss read the **Some possible favors** and **Some possible reasons** boxes. Say, *Speaker A: You are asking for a favor and giving a reason why you need it. You can use these suggestions or your own ideas.*
- Say, *Speaker B: You need to politely turn down the request and give a reason. You can use the* ***Some possible reasons*** *box or your own reasons.*
- Model the exchange with a higher-level S.
- Monitor as Ss role-play their conversations. Have Ss switch roles and role-play again, using new ideas and trying out new expressions.
- Draw Ss' attention to the **Keep Talking!** box. Say, *Speaker B: You can offer other ideas such as these.* Read the first two sentences. Then say, *Speaker A: You can also thank someone for an idea as follows.* Read the remaining sentences. Show the **Keep Talking!** video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

✓ using polite phrases and tone of voice to ask for and turn down favors

✓ using the causatives *have* and *get* appropriately

**OPTION** (+3 minutes) Invite pairs of Ss to role-play their conversations for the class.

**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) Form pairs. Have Student A tell Student B about a problem. Student B promises to either get someone to solve the problem or have someone solve it. Ss can imagine they are a customer and a manager, an employee and a supervisor, and so on. Model the activity with an example from a restaurant:

*A: I'm sorry to bother you, but my soup is cold.*

*B: I'll have your server bring you some hot soup.*

Have Ss write their conversations on cards for you to collect and review.

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

**F** GRAMMAR PRACTICE | Complete each sentence with the causative have or get.

1 Why don't you ..... have (have) ..... Amy ..... give (give) ..... our visitors a ride to the meeting?
2 She should ..... get (get) ..... her kids ..... to wash (wash) ..... the dishes this week.
3 We could ..... have (have) ..... someone ..... make (make) ..... our hotel reservations for us.
4 I might be able to ..... get (get) ..... my sister ..... to buy (buy) ..... us tickets for the show.
5 ..... Have (have) ..... your friend ..... call (call) ..... me if he's interested in a position at our company.
6 You can ..... get (get) ..... the taxi driver ..... to wait (wait) ..... for you while you're shopping.

## COMMUNICATION ACTIVATOR

**Now let's ask for and offer to do favors.**



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

**A:** I'm sorry to bother you, Jake, but could you possibly do me a favor?
**B:** Sure, Diana. What do you need?
**A:** Well, I'm going to be on a conference call for the next hour. Could you pick up something for me for lunch?
**B:** Gee, I'm afraid I can't. I'm leaving for a doctor's appointment in ten minutes. But maybe I could try to get Gavin to do that for you.
**A:** Could you? I'd appreciate that.

**Social language**
**To politely turn down a request for a favor, say:**
I'm afraid I can't.
I'm sorry. I wish I could.
Sorry, I won't be able to.

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

**C** CONVERSATION PAIR WORK | Change the conversation, asking for a different favor.

**A:** I'm sorry to bother you, ....., but could you possibly do me a favor?
**B:** Sure, ..... . What do you need?
**A:** Well, ..... . Could you ..... ?
**B:** Gee, ..... . I ..... . But maybe I could try ..... to do that for you.
**A:** ..... ? I'd appreciate that.

**Some possible favors**
- drive [me] to ___
- pick up someone
- pick up something
- give someone a message
- other: .....

**Some possible reasons**
- have an important meeting
- have an appointment
- am too busy
- have to pick up my kids from school
- am working late
- am not feeling well
- other: .....

**KEEP TALKING!** ●●●

**Offer other ideas.**
How about asking [Kate]?
Maybe [Tom] can help.

**Show appreciation.**
You're a lifesaver!
I owe you one!
Thanks! I won't keep you any longer.

Watch the video for ideas!

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

# 2 COMMUNICATION GOAL Arrange to get something done




COACH

## A GRAMMAR | Passive causatives

**Use a past participle after causatives get or have to give the action a passive meaning, focusing on the object instead of the subject.**

| | object | past participle |
|---|---|---|
| My sister **had** | her kitchen | **painted** last week. |
| She**'ll get** | the forms | **completed** by her students. |
| **Did** you **have** | the car | **washed** yesterday? |
| They**'d like to have** | the package | **sent** today. |
| When **will** Amy **get** | her hair | **cut**? |

**GRAMMAR EXPANDER** p. 129
The passive causative: by phrases (review)

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

## C NOTICE THE GRAMMAR | Find an example of a passive causative in Zoom-In on page 15.

*But they had it delivered to my house this morning, so no harm done.*

## D VOCABULARY | Services | Read and listen. Then listen again and repeat.



**repair** [a clock]



**deliver** [a package]



**dry-clean** [a suit]



**shorten / lengthen** [a pair of pants]




**renew** [a passport]




**make** [new keys]

## E LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR | Listen to each conversation. Using the passive causative, complete each statement with the item and the service.

1 She needs to get her ..... *brakes repaired / car repaired* .....
2 He wants to have a(n) ..... *birthday cake made* .....
3 She needs to get her ..... *passport renewed* .....
4 He needs to have his ..... *car washed* .....
5 She needs to have her ..... *dress dry-cleaned* ..... and her ..... *skirt lengthened* .....
6 He needs to get a(n) ..... *package delivered* ..... fast.
7 He wants to get his ..... *hair cut* .....

# LESSON 2 Arrange to get something done

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the rule and the first example in the grammar chart. Write on the board:
  *1. My sister painted her kitchen.*
  *2. My sister had her kitchen painted.*
  Say, *The first sentence is active, and the second sentence is passive. What's the difference in meaning between them*? (1. My sister painted her kitchen herself. 2. Someone else painted it because she asked them to.)
- Write on the board:

| *have / get* | + *OBJECT* | + *PAST PARTICIPLE* |
|---|---|---|
| *My sister had* | *her kitchen* | *painted.* |

- Have Ss read the rest of the examples. Ask, *Which of these past participles are regular verbs?* (painted, completed, washed) *Which are irregular?* (sent, cut)
- Direct Ss' attention to the photo and read the woman's statement. Then point out the different forms of *get* and *have* in the examples. Point to the formula on the board and say, *This formula can be used with different sentence types and tenses.* Add beneath the formula:

| | | |
|---|---|---|
| *Could I get* | *this package* | *sent?* |
| *You had* | *this package* | *sent.* |
| *I will have* | *this package* | *sent.* |

  Say, *The past participle,* sent, *remains the same.*
- Point out the use of *by* in *She'll get the forms completed by her students.* Ask, *Who will complete the forms?* (her students)
- Ask, *Can you guess who painted the kitchen?* (probably a professional painter) *Where was the car washed?* (probably at a car wash) *Who will send the package?* (maybe the postal service) *Where will Amy's hair be cut?* (probably at a hair salon). Explain that the *by* phrase isn't necessary in these sentences because the information about who performed the action is obvious or unimportant.

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

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read, listen, and repeat the examples.
- Monitor Ss' pronunciation of the past participles.

## C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss work individually to find the example of a passive causative on page 15. Go over the answer with the class.

## D VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *services* (things we pay people to do for us)
- Play the audio. Have Ss listen and read. Play it again and have Ss listen and repeat.

**EXTENSION** (+3 minutes) Elicit the occupations shown in the pictures and write them on the board. (a watchmaker or repairperson; a delivery person; an employee at a dry cleaner's; a tailor; a clerk; a key maker, most likely a hardware store employee) Tell Ss that words for occupations that end in *-man,* such as *repairman,* are now often replaced by gender-neutral terms like *repairperson.*

## E LISTEN TO ACTIVATE VOCABULARY AND GRAMMAR

Suggested time: 9 minutes | Your time:

- Read the directions. Tell Ss they should write the item and the service in the form of object + past participle.
- Do item 1 with the class as an example. Then play the rest of the audio, pausing after each conversation to allow Ss time to complete their answers.
- Have Ss compare answers in pairs. Replay the audio if appropriate.

**EXTENSION** (+15 minutes) Draw the chart below on the board. Say, *Some of these activities we do for ourselves; some we pay to have done.*

| *Activity* | *Me* | *Partner / family* | *Services* |
|---|---|---|---|
| *Clean the house* | | | |
| *Do my taxes* | | | |
| *Cut my hair* | | | |
| *Wash my car* | | | |
| *Other:* | | | |

Ask Ss to add another activity for *Other:* and then complete the chart. Have each S check who does which activities. In the last column, Ss can write the name of a service. Form pairs. Have Ss tell their partner which activities they do themselves and which they use services for. Model the activity: *I clean my apartment myself, but I have a hairstylist cut my hair.* Monitor and assist as needed. Have Ss share information about themselves and their partners with the class.

## F GRAMMAR PRACTICE

Suggested time: 6 minutes | Your time:

- Have Ss complete the exercise individually. Monitor and assist as needed.
- Ask individual Ss to write the sentences on the board. Then go over the answers with the class.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Check if something's possible with *I'm wondering if . . .*
- Politely insist
- Make a tentative promise with *Let me see what I can do.*

- Have Ss look at the photos. Elicit where the woman works. (at a florist's) Have Ss predict what the conversation will be about.
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What does the man want to have done?* (He wants flowers delivered to his mother today.)
  *What's the problem?* (It's late to be making such a request, and the shop is closing early.)
  *What's the man's excuse for calling so late?* (He forgot his mother's birthday.)
  *What's the woman going to do?* (She'll check and call the man back.)
- Have Ss identify examples of the passive causative in the conversation.
- Call Ss' attention to the **Social language** box. Read the expressions, using a polite tone of voice. Have Ss repeat after you.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen to the conversation and repeat each line.
- Form pairs and have Ss practice the conversation. Monitor to make sure that Ss use a polite tone of voice.

## C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Form pairs. Have Ss decide who will be Speaker A and who will be Speaker B.
- Ask, *What language do you think you'll need to use in this conversation*? Brainstorm services Speaker A might request and write them on the board. For example: *get shoes repaired.* Point out the past participles in the phrases. Refer Ss back to Exercises A and D on page 18.
- Brainstorm reasons that Speaker B might give for initially refusing the request and write them on the board. For example: *We're very busy at the moment.*
- Model the exchange with a higher-level S.
- Have pairs role-play their conversations. Monitor and assist as needed. Then have Ss switch roles and practice again, using new ideas and trying out new expressions.
- Go over the information in the **Keep Talking!** and **Recycle This Language** boxes, and show the **Keep Talking!** video to support Ss as they extend their conversations.
- To help Ss use the language in the **Recycle This Language** box appropriately, ask, *Which phrases can Speaker A use to negotiate the time the service will be ready?* (Can I get it [by 3:00]? How about [Tuesday]?) *Which phrases can Speaker B use to say he or she can't do the service?* (Gee, I'm sorry. I'm afraid I can't. I wish I could.) *Which phrases can Speaker A use if Speaker B agrees to do the service?* (I know you've got a lot on your plate. I owe you one! You're a lifesaver! Thanks a million!)

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play another version of the conversation with new partners. Make sure they switch roles.

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

✓ using the passive causative correctly
✓ providing reasons for refusing requests
✓ being polite but persistent

**CLOSURE ACTIVITY** (+5 minutes) On the board, write the frequency expressions *every week, about twice a month, once in a while,* and *never.* Then have the class brainstorm common services. On blank sheets of paper, have Ss write their names. Have them write three statements with passive causatives about services they use and how often they use them. For example, *I get pizza delivered about once a week.* Collect the papers and read them to identify areas for review and extra practice.

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

**F** GRAMMAR PRACTICE | **Write statements and questions, using passive causatives.**

1 Can I make an appointment to / my teeth / clean / next week?
*Can I make an appointment to have / get my teeth cleaned next week?*

2 She / her hair / cut / very short last year.
*She had / got her hair cut very short last year.*

3 They want to / their luggage / bring up / to their room.
*They want to have / get their luggage brought up to their room.*

4 How many pages / would you like to / copy?
*How many pages would you like to have / get copied?*

5 I need to / those photos / scan / ASAP.
*I need to have / get those photos scanned ASAP.*

6 Can I / my hair / dye / too?
*Can I have / get my hair dyed, too?*

## COMMUNICATION ACTIVATOR

### Now let's arrange to get something done.



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

**A:** Hello? I'm wondering if it's too late to get some flowers delivered today. I know it's really last minute.
**B:** Oh. That might be difficult. We close early today.
**A:** I understand, but it's pretty urgent. It's my mother's birthday, and it totally slipped my mind.
**B:** Let me see what I can do. Can I call you back in a few minutes?
**A:** Sure. I'm at 476-0193.
**B:** OK. I'll get back to you ASAP.

**Social language**
**To politely insist, say:**
I understand, but . . .
I'm sorry, but . . .
Forgive me, but . . .

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

**C** CONVERSATION PAIR WORK | **Change the conversation, using other objects and services. Provide a reason why the request is urgent. Then change roles.**

**A:** Hello? I'm wondering if it's too late to ..... today. I know it's really last minute.
**B:** Oh. That might be difficult. ..... .
**A:** ..... it's pretty urgent. ....., and it totally slipped my mind.
**B:** Let me see what I can do. Can I call you back in a few minutes?
**A:** Sure. I'm at ..... .
**B:** OK. I'll get back to you ASAP.

**KEEP TALKING!** ●●●
- **Negotiate the time it will take.**
- **Add another request.**

Watch the video for ideas!

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

**RECYCLE THIS LANGUAGE**

Can I get it [by 3:00]?
How about [Tuesday]?
Gee, I'm sorry. I'm afraid I can't.
I wish I could.
I know you've got a lot on your plate.
I owe you one!
You're a lifesaver!
Thanks a million!

# 3 COMMUNICATION GOAL Recommend local service providers

**A** READING | Read suggestions for good customer service. Which are the most important?

## Customer Service: The True View Way

At True View Appliances and Repair, we treat our customers as if they are the most important people in the world—because they are! We all know our products are awesome and our repair service first rate, but customer satisfaction depends on the quality of the relationships we build. A loyal True View customer is one who will recommend our products and service to family, friends, and colleagues—and come back for more. Great customer service is crucial to our success.



**BE KNOWLEDGEABLE** Customers are going to be counting on you for product information and advice, so be sure you know our products well. Sometimes you won't know the answer to a question. But don't just say "I don't know." Say "I'll find out." Your expertise about the Robo-Clean Vacuum will have even more value if you can get the customer to believe that the Robo-Clean is exactly what he or she has always wanted.

**BE RELIABLE** Our customers always remember what you do more than what you say, so don't let them down. If you promise to have a Zip Hot Microwave delivered to the customer in 24 hours, but then it isn't, that's what the customer will remember. It's always better to promise less but do more. If you make a mistake, apologize immediately and offer a solution ASAP. Research shows that 70% of customers who have their complaints successfully addressed are likely to come back again.

**BE ATTENTIVE** Be an active listener. When you get a complaint, summarize the problem in your own words; for example: "So the dryer stops before your laundry is dry?" This shows customers that you're paying attention.

**BE HELPFUL** Take the extra step to help customers get what they need. Respond quickly to requests. If our customers don't believe we're being helpful, they'll go elsewhere to find a company that will.

So let's treat our customers right and get them to keep coming back to **True View.**

True View Appliances and Repair — Employee Training Manual

**B** IDENTIFY MAIN IDEA | What's the main purpose of this section of the True View Employee Manual?

a to make sure customers are knowledgeable about the company
(b) to teach employees how to respond to customer needs
c to develop employees' loyalty to the company

**C** UNDERSTAND FROM CONTEXT | Complete each statement with one of these words from the manual.

attentive satisfaction knowledgeable expertise loyal

1 A customer experiences *satisfaction* with a company's services when his or her needs are met.
2 If a company has *knowledgeable* employees, it can be sure customers will be provided with up-to-date product information and advice.
3 *Loyal* customers will keep coming back and recommend your company to others.
4 If your employees really know about the products they sell, customers will be thankful for their *expertise*.
5 Customers believe that an employee is a good listener when he or she is *attentive* to their needs.

# LESSON 3 Recommend local service providers

## A READING

Suggested time: 15 minutes | Your time:

- Read the title of the article. Ask Ss to guess what True View is. (a business that serves customers) Have Ss look at the photo and elicit what it shows. (a customer service representative helping a customer)
- Preview the rest of the article with the class. Read the four headings. Ask, *Where do you think this article comes from?* Draw Ss' attention to the small print at the bottom of the article. Ask, *What's an employee training manual?* (a guide to help new employees learn how to do their jobs)
- Have Ss read the article. Have them raise their hands when they have finished.
- Play the audio and have Ss listen and read along silently. As they listen, ask them to underline any vocabulary they don't know. Then clarify the vocabulary or have Ss look up the words in a dictionary. (See Teaching Tip below.)
- Read the question in the directions. Call on volunteers to share their opinions.

**OPTION** (+5 minutes) After Ss have both read and listened to the Reading, form pairs or small groups. Tell Ss to take turns reading the article aloud. Ask Ss to switch roles section by section.

**TEACHING TIP** During a reading lesson, avoid spending too much class time on questions about word meanings. Instead, encourage Ss to use context clues to figure out the meaning of the words in the text and follow up later with their dictionaries. You can also cut off vocabulary questions by saying, *Let's move on. We'll cover more word meanings as we do the next exercises.*

## B IDENTIFY MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions. Ask, *What does* the main purpose *mean?* (the main goal the writer of the article wants to achieve)
- Have Ss work individually to circle the main purpose. Then have them compare answers with a partner.
- Bring the class together and ask which answer they chose. If there is any disagreement, invite Ss who chose the correct answer to explain their choice.

**OPTION** Have Ss underline the place in the article where they found support for their answer choice. This will prepare them to explain their choice when you bring the class together.

**OPTION** (+4–5 minutes) To check comprehension, ask questions about each section of the Reading. For example, direct Ss' attention to the first paragraph and ask:
*What two services does True View provide?* (They sell and repair appliances.)
*What does the company say their success depends on?* (customer satisfaction, great customer service)

**CHALLENGE** (+5–10 minutes) Put Ss in charge of asking comprehension questions about the Reading. Divide the class into five groups, one for each paragraph. (For large classes, if any group has four or more Ss, divide that group into several smaller groups.) Have each group write at least three information questions about their paragraph and agree on the answers. (If more than one group has written questions on the same paragraph, have them form one large group and combine their questions before you bring the whole class back together.) Then have volunteers from Group 1 ask the class their questions about the first paragraph. Continue with the rest of the groups.

## C UNDERSTAND FROM CONTEXT

Suggested time: 7 minutes | Your time:

- Say, *Look through the article quickly to find these five words. Circle them.* (See Teaching Tip below.) Ask if Ss have any questions about these words. If a S asks about a word you discussed during Exercise A, ask for a volunteer to explain the word. If you did not previously discuss the word, draw Ss' attention to the context of the word and help Ss see what the context tells them about its meaning.
- Have Ss work individually to complete the statements.
- Bring the class together and go over the answers.

**TEACHING TIP** Encourage Ss to scan when they need to find specific words, numbers, facts, or other information in a reading. When you scan, you move your eyes across the page and look for specific words or numbers. The point is not to read everything but to look for something in particular. Reading techniques like scanning can save time.

## D PERSONALIZE

Suggested time: 7 minutes | Your time:

- Read the directions and items 1–3. After each item, ask, *How can a company do this?* Brainstorm with the class.
- Form pairs. Encourage Ss to talk about both their face-to-face experiences with local businesses and online interactions with companies.
- Bring the class back together for a follow-up discussion. Start with a discussion of local businesses. Then expand the discussion to big corporations.

**OPTION** Instead of pair work, have Ss have the discussion in groups of 3–4. After Ss have discussed for a few minutes, ask each group to send one person to the board to list the names of the businesses they've talked about. Bring the class together to look at the names and discuss: *Are there any surprises? How can this information be useful?*

## E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss they can use extra stress on certain words to show enthusiasm, for example, when they recommend a company.
- Have Ss read and listen to the examples and then listen again and repeat.
- Have Ss read the statements aloud to themselves or to a partner. Monitor to make sure they use emphatic stress to express enthusiasm.

# Communication Activator

## A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Give Ss a minute to look at the chart. Then have Ss read the directions and the list of services in the first column. Brainstorm with Ss other types of services they could list as *other*.
- Go over the sample answer with the class. Direct Ss' attention to the **Reasons** box. Explain that Ss can use these reasons when they fill out the last column in the chart. Tell Ss they can write full sentences or just words and phrases.
- Have Ss work individually to complete the chart. Monitor and assist as needed. If Ss know nothing about a service, tell them they can skip it.

## B PAIR WORK

Suggested time: 7 minutes | Your time:

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

- Have Ss read the directions. Then write on the board:
  *ACTIVE CAUSATIVES: get + someone + to (do something)*
  *PASSIVE CAUSATIVES: get + object + past participle*
- Read the woman's statement. Ask Ss to find and underline an example of a causative in the statement. (get my groceries delivered) Ask, *Is this an active or a passive causative?* (passive) Add it to the board under *PASSIVE CAUSATIVES*.
- Ask, *What does this woman get Fresh Stuff to do?* On the board, under *ACTIVE CAUSATIVES*, add the answer: *She gets Fresh Stuff to deliver groceries.*
- Point out the expressions in the **Recycle This Language** box. Ask Ss for ideas on when to use each one.
- Have Ss read the **Optional** box and underline words and phrases in the Reading to use in their discussion.
- Form pairs. Monitor Ss' discussions and assist as needed.

**LOOK FOR** While Ss are doing Exercise B, monitor their conversations to determine if they are
- ✓ evaluating service providers based on their experiences with them
- ✓ talking about customer service
- ✓ using causatives correctly

## WRITING

Suggested time: 8 minutes | Your time:

- Read the directions. Say, *Choose 2–3 businesses that you like. Imagine that you are writing online comments to recommend them. Use active and passive causatives.*
- Have Ss work individually to write their recommendations. Then collect Ss' writing so you can offer feedback.

**WRITING HANDBOOK** (optional, page T145)

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

**CLOSURE ACTIVITY** (+5 minutes) Have Ss ask and answer questions with active and passive causatives about the local services they use. To model the activity, elicit one active and one passive causative question and write them on the board. For example:
*ACTIVE: Who do you get to deliver pizza?*
*PASSIVE: Where do you get copies made?*
Have Ss work individually to write their questions on sheets of paper. Then have them walk around the room, asking three different classmates their questions. Monitor and assist as needed. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

**D** PERSONALIZE | With a partner, discuss and name companies and businesses that you think . . .

1 are attentive to customer needs.
2 create a high level of customer loyalty.
3 have employees with a high level of expertise.

COACH

**E** PRONUNCIATION | Emphatic stress to express enthusiasm | Read and listen. Then listen again and repeat. Finally, read each statement aloud on your own, paying attention to emphatic stress.

1 They're REALly knowledgeable.
2 They're SO helpful.
3 They're exTREMEly reliable.
4 They're inCREDibly attentive.

## COMMUNICATION ACTIVATOR

### Now let's recommend local service providers.

**A** TALKING POINTS | Use the chart to list services you use—or that someone you know uses. For each service, name a service provider and reasons you would recommend it.

| Type of service | Name of business | Reasons for recommendation |
|---|---|---|
| repair | *Bob's Bike Shop* | *I like Bob's high-quality work.* |

| Type of service | Name of business | Reasons for recommendation |
|---|---|---|
| repair | | |
| delivery | | |
| personal care | | |
| cleaning | | |
| printing and copying | | |
| pet care | | |
| other: | | |

**Reasons**
- attentiveness
- expertise / knowledge
- friendliness
- helpfulness
- location
- quality
- price
- reliability
- other: .....



**B** PAIR WORK | Recommend a service provider from Talking Points. Discuss why you or other customers use their services, and provide personal examples. Use active and passive causatives when possible.



I always get my groceries delivered by Fresh Stuff. They're incredibly professional and very dependable. Last month, I ordered at the last minute for a party and . . .

SOFT SKILLS BOOSTER p. 154

**OPTIONAL** Underline new words or phrases in the Reading to use in your discussion. Example: "come back for more"

**RECYCLE THIS LANGUAGE**
I owe them one!
It worked out.
[He's / She's] a lifesaver!
They always have a lot on their plate.
It depends.

**WRITING** Write recommendations for the businesses and services that you think are the best in your neighborhood or town. Use active and passive causatives when possible.

WRITING HANDBOOK p. 145
- Supporting an opinion with personal examples
- Guidance for this writing activity

# 4 COMMUNICATION GOAL Persuade someone to use your services

**A** VOCABULARY | Service businesses | Read and listen. Then listen again and repeat.




catering




organizing




translating



babysitting



dog grooming

**B** PAIR WORK | Would you ever want to have a business that provides any of the services in the Vocabulary? Discuss and explain your reasons.

> "A babysitting service would be very interesting. I love kids and I'm reliable. But organizing isn't for me. I'm not good at that."

**C** LISTEN TO INFER | Listen to five ads for professional services. Infer the service each is offering.

1 *catering*
2 *dog grooming*
3 *translating*
4 *organizing*
5 *babysitting*

**D** SUMMARIZE | With a partner, listen to each ad again and take turns summarizing the main message of the ad. Each summary should be at least three sentences long and use one of the words in the word bank. Listen again, if necessary.

attentive warm experienced professional reliable

# LESSON 4 Persuade someone to use your services

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Give Ss time to look at the illustrations and captions.
- Play the audio. Have Ss listen and read. Then have them listen again and repeat.
- To check understanding, ask volunteers to explain what each service does. For example: *A catering service makes food for parties.*

**EXTENSION** (+5 minutes) Write two headings on the board: *Services* and *Service providers.* Write *catering* under *Services.* Ask, *Who's the man in the kitchen in the first picture?* Write *a caterer* under *Service providers.* Then, under *Services*, list the remaining businesses. Elicit the terms for the service providers and write them on the board (a professional organizer, an interpreter or translator, a babysitter, a dog groomer).

**LANGUAGE AND CULTURE** A translator generally works with written material, while an interpreter translates as people are speaking. However, "translation services" can include both translating and interpreting, and people often use *translator* in place of *interpreter*.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example.
- Form pairs. Monitor the discussion to make sure Ss give reasons for their answers.
- Bring the class together. Invite Ss to share some of their responses.

**EXTENSION** (+5–15 minutes) Ask, *Who has had experience working with customers?* Ask the Ss who raise their hands if the class can interview them about their experience. Brainstorm interview questions and write them on the board. For example: *What was your job? Some people say "The customer is always right"—do you agree?* Have Ss conduct their interviews in groups, or as a class.

## C LISTEN TO INFER

Suggested time: 7 minutes | Your time:

- Tell Ss that the people in the ads don't say exactly what their services are. Ss need to listen and try to infer, or guess, which service it is. (See Teaching Tip on this page.)
- Play the audio and pause after the first ad. Ask, *What service is the ad offering?* Replay if appropriate.
- Repeat with the rest of the ads. After Ad 5, say, *Babysitters do not typically clean their clients' houses or groom their dogs. Why do you think this babysitter is offering these services?*

**TEACHING TIPS**

- *Inferring* means using the information we have to make a guess we think is true. For example, if the streets are wet in the morning, we might infer that it rained during the night. When you ask Ss to infer information, make sure they understand that they have to make a guess.
- For listening tasks that focus on general comprehension, encourage Ss to listen for the gist rather than specifics. Point out that some information is found "between the lines," not stated explicitly.

## D SUMMARIZE

Suggested time: 15 minutes | Your time:

- Have Ss read the directions. Write the word bank words on the board. Ask volunteers to define each word. For example: Warm *means friendly and welcoming.*
- Form multi-level pairs. Tell higher-level Ss (Student A) to summarize Ads 1, 3, and 5 and lower-level Ss (Student B) to summarize Ads 2 and 4. Encourage both Ss to take notes as they listen to each ad so that they can check each other's summaries.
- Play the audio for the first ad. Have Student A summarize the ad for Student B. Ask Student B to check that Student A has used at least three sentences and included a word from the word bank.
- Play the audio for the second ad and have Ss switch roles. Replay the audio for Student B if appropriate and allow more time for note-taking. Have Student B summarize the ad for Student A. Ask Student A to check that Student B has used three sentences, included a word from the word bank, and stated the main point of the ad.
- Repeat this process with the rest of the ads. Monitor and assist as needed.
- Bring the class back together. Ask for volunteers to summarize each ad for the class.

**OPTION** Form similar-level pairs and have both partners write summaries of each ad and then compare them.

**EXTENSION** (+5 minutes) Have Ss listen to the ads one more time and write down the part of the ad they think will be most effective at attracting business. Have volunteers share their answers after each ad.

## Communication Activator

### A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Direct Ss' attention to the sample answer of a dog walking service and the reason that it would be successful.
- Have Ss read the **Some services** box. Tell Ss they can add these services or other types of services they know about to their lists.
- Have Ss work individually to create their lists. Monitor and assist as needed.

### B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss that instead of writing in their books, they can use a large sheet of paper. They can also choose a service that's on only one partner's list.
- Direct Ss' attention to the sample answer for *Happy Healthy Dogs*. Answer any questions they have about any of the four tasks.
- Form pairs and have Ss complete the task with their partners. Monitor and assist as needed.
- If some Ss finish ahead of others, you can have pairs of Ss form groups of four. Tell each pair to share the plans for their company with the other pair.

### C PRESENTATION

Suggested time: 10 minutes | Your time:

- Read the directions and the woman's question. On the board, list the points for Ss to cover in their presentations: *company name, company logo, services, slogan, advertising strategy*.
- Invite volunteers to make their presentations, starting with higher-level Ss. Tell Ss to display their logos as they present.
- Encourage the audience to ask questions. Encourage the presenters to ask for suggestions for their business and / or their advertising strategy.

**OPTION** To maximize the number of Ss who can present in the time available, divide the class into small groups. Have Ss present to their group instead of to the whole class. Monitor the groups and encourage questions.

**OPTION** After Ss complete their presentations, have them attach their papers / posters to a bulletin board or classroom wall, or spread them out on a large table or desktops so all Ss can walk around and see them.

**LOOK FOR** While Ss are doing Exercise C, monitor their presentations to determine if they are
✓ incorporating vocabulary for services
✓ discussing people's needs for local services

**CLOSURE ACTIVITY** (+5 minutes) Tell Ss to imagine that they own a business that provides a service. On a sheet of paper, have them write a paragraph about the company. They should introduce it, describe the services it provides, and explain why people should use its services. Monitor and assist as needed. Collect the papers. Read them to identify areas for review and extra practice.

**TEACHING TIP** One way to respond to Ss' writing and provide encouragement without actually writing feedback on papers is to select several to read to the class. First, ask the writers' permission to do so. Introduce the samples by saying there were many good responses to the assignment and you are going to read just a few. After reading each one, you can say something specific about it (*Nice details!* or *Clever ideas!)* or just make a general comment *(Good work).*


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

# Now let's persuade someone to use your services.

**A** **TALKING POINTS** | Create a list of at least three services that would be successful in your neighborhood and write your reasons.

**Some services**
- a dry cleaner
- a copy or print shop
- a delivery service
- an appliance repair shop
- a shoe repair shop
- a tailor

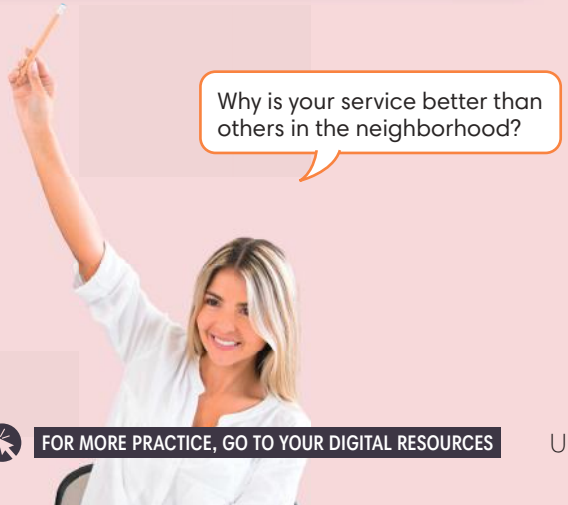
| | Type of service | Reasons it would be successful |
|---|---|---|
| | *a dog walking service* | *Many people are too busy to walk their own dogs.* |
| 1 | | |
| 2 | | |
| 3 | | |

**B** **PAIR WORK** | Choose one of the services you each listed in Talking Points. Then create an advertisement to market that service.

| | |
|---|---|
| Invent a name for your company.<br>*Happy Healthy Dogs* | Design a company logo.<br>  |
| Provide a slogan for your company message.<br>*"We're never too busy for your dog!"* | Create an advertising strategy.<br>*Put ads on social media* |

| | |
|---|---|
| Invent a name for your company. | Design a company logo. |
| Provide a slogan for your company message. | Create an advertising strategy. |

**C** **PRESENTATION** | Present your company and service to your classmates. Ask questions about your classmates' services.

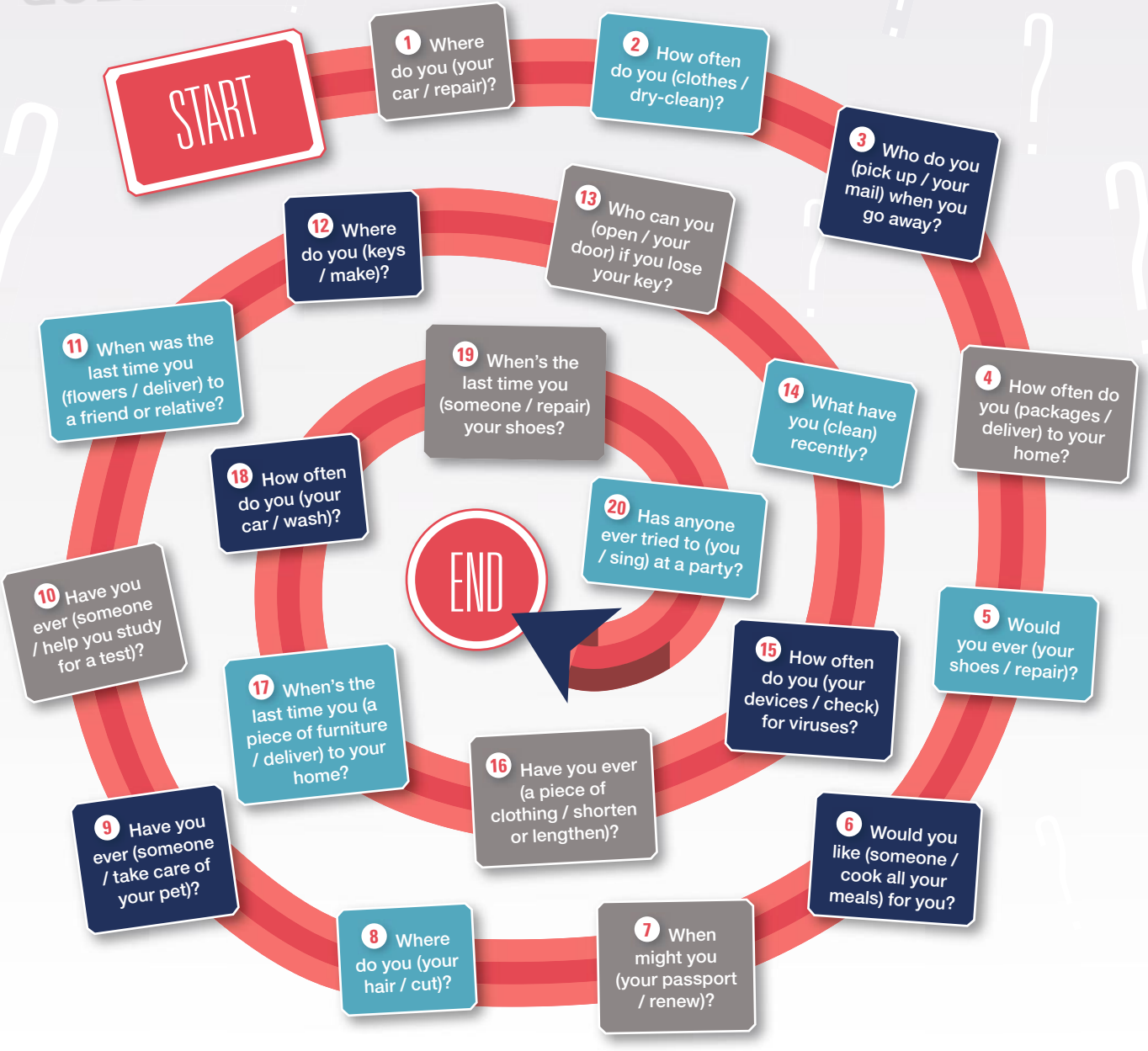


# TWENTY QUESTIONS

- You and your partner place two coins on START. Flip a third coin to decide who goes first and to move on the board. Heads = Go two spaces. Tails = Go one space.
- Use the prompt on your space to ask your partner a question, correctly using either an active or passive causative. Your partner answers the question and takes the next turn.
- If your question is grammatically incorrect, go back one space. Your partner takes a turn.

**The first partner to get to END is the winner.**

*See page 189 for answers.*




## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask for and offer to do favors.
- ☐ Arrange to get something done.
- ☐ Recommend local service providers.
- ☐ Persuade someone to use my services.

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

# *Interactive Cool Down*

## TWENTY QUESTIONS

Suggested time: 30–45 minutes | Your time:

- Have Ss read the first paragraph of the directions. Form pairs and check that each pair has a coin to toss. If Ss don't have coins to use as markers, they can use paper clips, small pieces of paper, or similar.
- Have Ss read the rest of the directions. To model the activity, have Ss look at the first space. On the board, write: *Where do you. . . .* Ask the class to complete the question using the information in the prompt. On the board, write: *PASSIVE CAUSATIVE.* Then write the complete questions: *Where do you get your car repaired? Where do you have your car repaired?*
- On the board, write: *ACTIVE CAUSATIVE*. Ask, *How do we say this using* who *and the active causative? Who do you . . . ?* (Who do you get to repair your car? / Who do you have repair your car?) Add the questions to the board.
- Draw Ss' attention to the third space on the game board. Say, *Who do you . . .* and ask the class to complete the question. On the board, write:
  *Who do you get to pick up your mail when you go away?*
  *Who do you have pick up your mail when you go away?*
  Say, *Use active causatives in your questions with* Who *or when the object is a person*—someone *or* you. *Use passive causatives in your questions with* Where *or when the object is a thing*—your car, your clothes, *and so on.* Leave the examples on the board if you feel that Ss need that support.
- Call on a pair of higher-level Ss to demonstrate how to play the game. Have the class watch as the Ss each take their first turn. Invite the class to judge whether the Ss have asked their questions correctly. Encourage Ss to answer the questions with full sentences so that they are getting more practice using causatives.
- Monitor as pairs play the game. Assist as needed, especially in determining if Ss have formed their questions and answers correctly.

**EXTENSION** (+5–10 minutes) After Ss complete the game, tell them they are going to play a memory game with the same partner. Have each S take a sheet of paper and write as many sentences as they can about their partner, using active or passive causatives and reporting information they learned during the game. For example: *[Nora] gets her car repaired at a Toyota dealer. She has a neighbor pick up her mail when she goes away.* When both Ss have finished, have them exchange papers and check each other's sentences for content and grammar. The partner who has more sentences wins. If there's time, have each pair join another and exchange papers. As a group of four, have Ss ask questions to confirm the facts. For example: *Hiro, Miki writes that you never get your clothes dry-cleaned. Is that true?*

**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 What We Read

| | | |
|---|---|---|
| WARM-UP | Students discuss their reading preferences and read an illustrated conversation modeling the social language of talking about books and reading habits. | |
| LESSON 1<br>**Recommend a good book** | ***Vocabulary*** | Ways to describe a book |
| | ***Grammar*** | Noun clauses that function as direct objects |
| | ***Pronunciation*** | Sentence stress in short answers with *so* and *not* |
| LESSON 2<br>**Talk about a newspaper or magazine article** | ***Grammar*** | Noun clauses: embedded questions |
| LESSON 3<br>**Describe tastes in leisure reading** | ***Vocabulary*** | Some formats for reading |
| | ***Listening skills*** | Listen for main ideas; Listen to take notes; Paraphrase |
| LESSON 4<br>**Discuss formats of educational materials** | ***Reading skills*** | Understand main idea; Understand details |
| | ***Writing*** | Write a review |
| INTERACTIVE COOL DOWN | *The "Do You Know?" Game* | |

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

## *Warm-Up*

Suggested time: 8 minutes | Your time:

- Read the question in the directions and the man's statement. Have Ss look at the photos and captions while you list the five types of reading materials on the board.
- Poll the class. Ask about each type of reading material. For example, ask, *Who reads books the most?* Tally Ss' responses on the board.
- On the board, circle the most popular type of reading material and ask for details. For example, ask, *Which newspapers do you read? Whose posts do you read on social media?*

**OPTION** Instead of polling the whole class, have Ss interview each other to find out which type of reading material is most popular. Have Ss walk around the room, interviewing their classmates, and recording their names and answers on a sheet of paper. Tell Ss to start by asking what their classmate reads the most, and then ask follow-up questions to find out more details. Brainstorm possible follow-up questions with the class and write them on the board. For example: *Which blogs do you read?* Tell Ss to interview at least four classmates. Then bring the class back together to discuss their findings.

UNIT 3

# What We Read




## *Warm-Up*

**Which of these do you read the most?**
















UNIT 3 COMMUNICATION GOALS

**Lesson 1**
Recommend a good book

**Lesson 2**
Talk about a newspaper or magazine article

**Lesson 3**
Describe tastes in leisure reading

**Lesson 4**
Discuss formats of educational materials

## Topic Warm-Up

**A** GENRES OF BOOKS | Take the self-test.

Browse category

Search Book

Menu

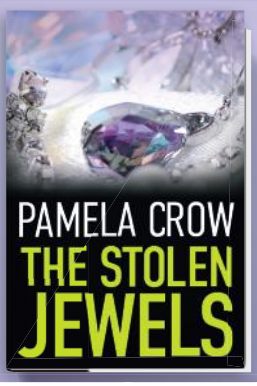
# Reading Habits Self-Test

Which genres do you like? Which books look interesting to you?

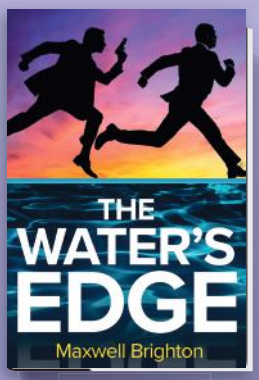
### Fiction




a novel




crime fiction / a mystery



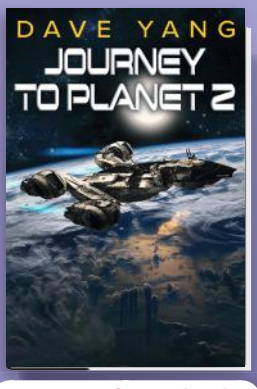

a thriller




a fantasy

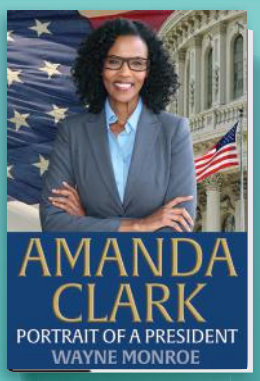



a romance

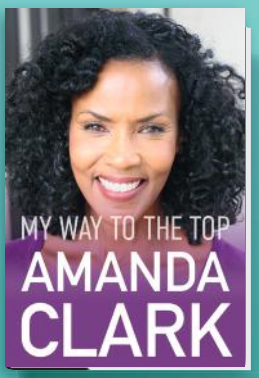



a science fiction book

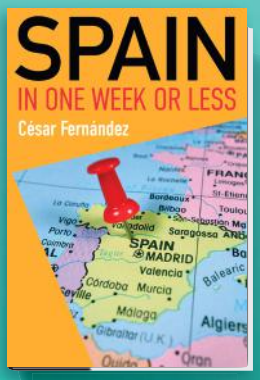
### Non-Fiction




a biography




an autobiography




a travel book




a self-help book




current events

**B** VOCABULARY | Genres of books | Read and listen. Then listen again and repeat.

**C** DISCUSSION | Compare your responses. Discuss your favorite genres and your favorite books.

# Topic Warm-Up

## A GENRES OF BOOKS

Suggested time: 8 minutes | Your time:

- Read the heading of the exercise. Elicit the meaning of *genre.* (kind, type) If Ss don't know, encourage them to guess from the context. Say the word again and have the class repeat it.
- Elicit the difference between *fiction* and *non-fiction.* (Fiction is about imaginary people and events. Non-fiction is about real people and actual events.) Elicit the meaning of *a novel.* (a long fictional story) Point out that the other five books under *Fiction* are all types of novels.
- In pairs, have Ss preview the pictures and captions and try to guess the meaning of the different genres. Have them copy each caption onto a sheet of paper and use the picture to write 1–2 sentences describing the genre. For example: *Crime fiction / a mystery: The books in this genre are about murder or other crimes. There is often a detective who solves the crime.*
- Have a few volunteers read aloud their definitions of the genres. Elicit corrections or additional information from the class and clarify as necessary.
- Read the questions in the self-test directions and have Ss answer them by taking the self-test.
- Have Ss choose one book that attracted their attention. Ask Ss to explain why they like it. Model a response. For example, say, *I picked* The Stolen Jewels *because I like crime fiction. I like following the detective while he or she tries to figure out what's going on. I like how the bad guys always lose in the end.* Call on volunteers to tell which book they chose and why.

**OPTION** To check comprehension, tell Ss that you are going to describe different kinds of books. For each book, Ss should tell you what genre it is. For example, say:
*A book about life on another planet.* (science fiction)
*A book about visiting a foreign country.* (travel)
*A book about tips to stay healthy.* (self-help)
*A book about a person who discovers a killer.* (crime fiction / a mystery)
*A book about people in love.* (a romance)
*A book about the life of an important person.* (a biography)
*A book about the writer's own life.* (an autobiography)
*A book with a very exciting story.* (a thriller)
*A book about political changes happening in the world.* (current events)
*A book about an island controlled by a society of women warriors.* (fantasy)
*Any book about imagined people and events.* (a novel)

**LANGUAGE AND CULTURE**

- *Genre* is used only when referring to types of writing, music, films, art, and so on. It is most often used in writing or more formal speech.
- There are many compound nouns with *book.* For example: *a self-help book, a science-fiction book.* These compounds are formed with a non-count noun + *book*. We do not add *book* when we say *a novel, a biography, an autobiography, a thriller,* or *a mystery.*
- The title of the romance in Exercise A is *Love Triangle.* A *triangle* in this context is a complicated relationship in which one person in a couple is also in love with someone else.
- *Biography* and *autobiography* are frequently followed by the preposition *of* (a biography of Mahatma Gandhi, *The Autobiography of Nelson Mandela).*

## B VOCABULARY

Suggested time: 4 minutes | Your time:

- Play the audio and have Ss listen and read. Play it again and have them listen and repeat.

## C DISCUSSION

Suggested time: 10 minutes | Your time:

- To prepare, ask Ss to write the titles of some of their favorite books and label them *fiction* or *non-fiction.* Tell Ss that if they don't like to read and don't have favorite books, they can write the titles of their favorite movies and their genres.
- Form pairs. Tell Ss to compare and discuss their favorite genres and books or movies. Monitor and assist as needed.
- Bring the class back together. Ask, *Who likes the same kind of [books] as their partner?* Call on volunteers to talk about what they and their partner have in common. If no pairs like the same kind of books or movies, have volunteers describe their differences.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures of Abbie and Diana and guess where they are. (at a café)
- Direct Ss' attention to the note about accents. Ask Ss who has an American accent. (Abbie) Ask where Diana is from. (a Spanish-speaking country)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What's the relationship between Diana and Abbie?* (They're friends.)
  *What does Abbie need?* ("a good read" = a good book)
  *Do Abbie and Diana like the same kind of books?* (No. Diana likes thrillers. Abbie prefers non-fiction.)
- Draw Ss' attention to the footnotes. Ask, *Who belongs to Generation Z?* (Gabi) *How old is she?* (16) *Who's a millennial?* (both Diana and Abbie)
- On the board, write Abbie's first question, *Any suggestions?* Ask what words Abbie has left out. (Do you have) Ask Ss to find another question with missing words. (Abbie: Any good non-fiction to recommend?) Tell Ss that this is a common way of asking *yes / no* questions informally.

## B UNDERSTAND FROM CONTEXT

Suggested time: 8 minutes | Your time:

- Read the underlined expressions in Exercise A and have Ss repeat.
- Form pairs. Read the directions. Tell Ss to try to use different words to express the meaning of each phrase when they answer these questions. To model this, write on the board:
  *Diana: I just can't put it down.*
  *Diana told Abbie that . . .*
  Ask, *What did Diana mean?* Use Ss' suggestions to complete the sentence, or write: *The book was so good that Diana couldn't stop reading it.*
- Have Ss answer the questions with their partners. Then go over the answers with the class.

**LANGUAGE AND CULTURE**

- In American English, when people use the expression *be big on something* (meaning: to like it), they usually use it in the negative*: I'm not big on spicy foods*.
- *Hooked on*, similar to *addicted to*, can have both a positive and a negative meaning.

**EXTENSION** (+3–4 minutes) Tell Ss you are going to describe a situation and ask a question. They should answer using one of the underlined phrases from the Zoom-In conversation. For example, say:
*[Name of a S] always used to buy one kind of yogurt, but now [he] buys a different brand. What did [he] do?* (He switched over to a new brand.)
*My mother knows all the news about everybody in the neighborhood. What would you say about her?* (She's up on all the neighborhood news.)
*[Name of a S] stayed up too late reading a book because it was so fascinating. How did [she] feel about it?* (She couldn't put it down.)

**Answers for Exercise B**

1. *Diana means that Tania Nelson's thriller is very interesting and exciting, and she can't stop reading it.*
2. *Abbie means she doesn't really like them.*
3. *Diana means that Liz would be able to give Abbie a better, more informed recommendation because Liz reads non-fiction books often. Diana isn't able to give Abbie a good recommendation, because Diana doesn't read many non-fiction books.*
4. *It means that Liz has current, up-to-date information about the topic.*
5. *Diana means that she read a lot; reading was a favorite pastime for her when she was younger.*
6. *Abbie means she has not stopped reading print books and started reading digital books.*
7. *Abbie means that she loves holding and reading from a book made out of real paper; there's no better way to read, in her opinion.*

## C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Read the directions. Discuss the questions as a class. Make sure Ss find support for their answers in the Zoom-In conversation.
- Ask, *Do you agree or disagree with Abbie's description of Gen-Zs?* Ask Ss to explain their answers.

## SPEAKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example statement.
- Form pairs. Monitor to make sure Ss use language from the Zoom-In conversation, and assist as needed.
- Bring the class together. Write on the board: *Generation Z; Millennials; Older generations.* Point to each heading and ask, *What do these people like to read?* Write Ss' suggestions on the board.

**LANGUAGE AND CULTURE** The generations of the XX and XXI century are often referred to by their English nicknames. For example: *Generation Z* (born between the mid-1990s and 2010s); *millennials* (1981 to mid-1990s); *Generation X* (mid-1960s to 1980); *baby boomers* (mid-1940s to mid-1960s); *the silent generation* (1920s to mid-1940s).

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Abbie** = American English (standard)
**Diana** = Spanish





**Abbie:** I'm looking for a good read. Any suggestions?

**Diana:** Definitely! This Tania Nelson thriller. Did you know she wrote a new one? I just can't put it down. You'd love it.

**Abbie:** Actually, I'm not big on thrillers. The plots are way too complicated. I get distracted for one second, and then I'm lost. Any good non-fiction to recommend?

**Diana:** You know, you'd be better off asking my sister Liz about non-fiction. She's always up on the latest best-sellers.

**Abbie:** I'll do that. Not to change the subject—but how's your daughter Gabi doing?

**Diana:** Pretty good, but speaking of reading, I'm kind of concerned that I never see her reading a book. When I was her age I was totally hooked on reading.

**Abbie:** Well, just because you don't see her reading traditional books doesn't mean she's not reading. She's 16—a Generation Z*, right? Those kids were all born with a cell phone in their hands.

* Generation Z (or "Gen-Z") are people born between the mid-1990s and 2010s.

**Abbie:** They're all digital natives—they do all their reading on a screen.

**Diana:** You're right. And you know what? We millennials** aren't all that different. Just look at me with my tablet!

**Abbie:** Interesting. You and I *are* both millennials, but I've never switched over to reading on a screen. To my mind, nothing beats the feeling of real paper in my hands.

** Millennials were born between 1981 and the mid-1990s.

**B** UNDERSTAND FROM CONTEXT | **With a partner, answer the questions about the featured language.**

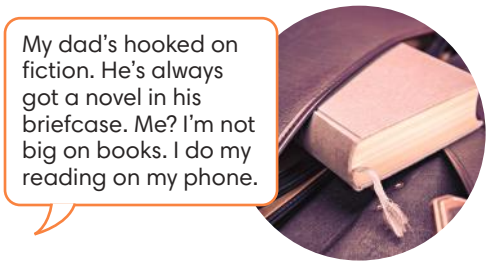
1 When Diana says about Tania Nelson's thriller, "I can't put it down," what does she mean?
2 When Abbie says she's "not big on thrillers," what does she mean?
3 When Diana says Abbie would "be better off" asking Liz for a recommendation, what does she mean?
4 When Diana says that Liz is always "up on" the latest best-sellers, what does she mean?
5 When Diana says she was "totally hooked on reading" when she was younger, what does she mean?
6 When Abbie says she's never "switched over to" reading on a screen, what does she mean?
7 When Abbie says "nothing beats" the feeling of real paper in her hands, what does she mean?

*See page T27 for answers.*

**C** THINK AND EXPLAIN | **Discuss the questions. Support your answers with information from Zoom-In.**

1 Why is Diana worried about her daughter Gabi?
2 What does Abbie mean when she says Gen-Zs are born with cell phones in their hands?

**SPEAKING** PAIR WORK | **Do you think that your generation has different reading habits from other generations'? In what ways are they different? In what ways are they the same? Use language from Zoom-In in your discussion.**




**Answers for Exercise C**

1. *Diana is worried that her daughter isn't interested in reading books because Diana loved reading books when she was Gabi's age.*
2. *Abbie means that Gen-Zs start using cell phones at a very young age.*

# 1 COMMUNICATION GOAL Recommend a good book

**A** VOCABULARY | Ways to describe a book | Read and listen. Then listen again and repeat.

| | |
|---|---|
| It's a **best-seller**. | It's very popular and lots of people are buying it right now. |
| It's a **page-turner**. | It's so interesting that you want to keep reading it without stopping. |
| It's a **cliff-hanger**. | It's so exciting that you can't wait to find out what will happen next. |
| It's a **fast read**. | It's enjoyable and easy to finish in a short period of time. |
| It's **hard to follow**. | It's difficult to understand. |
| It's **trash**. | It's very poor quality or contains offensive material. |



**B** PAIR WORK | What kind of book do you most enjoy reading? Use the Vocabulary.

I like best-sellers. If everyone's buying and reading a book, it must be good.

I actually disagree. I think best-sellers are usually trash.

COACH

**C** GRAMMAR | Noun clauses that function as direct objects

**A noun clause functions as a noun within a sentence. Noun clauses are frequently direct objects. The use of that is optional.**

| | direct object |
|---|---|
| I hear | **(that) Dan Brown is writing a children's book.** |
| She thinks | **(that) travel books are a waste of time.** |
| Did you know | **(that) Robert Ludlum just published a new thriller?** |

**Affirmative short answers**
**Use so to replace a noun clause after the verbs think, believe, guess, and hope.**
**A:** Does James Patterson have a new book out?
**B:** I think **so**. / I believe **so**. / I guess **so**. / I hope **so**.
[so = (that) James Patterson has a new book out]

**Negative short answers**
**Use not . . . so with think and believe. Use not after guess and hope.**
I don**'t** think **so**. / I don**'t** believe **so.**
I guess **not**. / I hope **not**. NOT I ~~don't guess so~~. / I ~~don't hope so~~.

**Verbs that often introduce noun clauses**

| | | |
|---|---|---|
| agree | guess | say |
| believe | hear | see |
| doubt | hope | suppose |
| feel | know | think |
| forget | remember | understand |

**GRAMMAR EXPANDER** p. 130
- Verbs followed by noun clauses (expansion)
- Adjective complements

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

**E** NOTICE THE GRAMMAR | Find and underline an example of a noun clause functioning as a direct object in Zoom-In on page 27.

*Did you know she wrote a new one? / I'm kind of concerned that I never see her reading a book.*

**F** GRAMMAR PRACTICE | Use the prompts to write statements and questions with noun clauses. Use that.

1 I didn't know / American songwriter and author Bob Dylan / win / the Nobel Prize for Literature in 2016.
2 Did you forget / Indian author Aravind Adiga / write / *The White Tiger* in 2008?
3 She says / her favorite book by Malaysian novelist Tan Twan Eng / be / *The Gift of Rain*.
4 Did you know / U.S. author Philip Roth / write / twenty-seven novels during his life?
5 I believe / Mexican novelist Carlos Fuentes / be / born in Panama, not in Mexico.
6 I think / South Korean writer Han Kang's novel *The Vegetarian* / receive / what is now called the Booker International Prize for fiction.
7 No offense, but I thought / the new Lisa Owen thriller *Mama's Boy* / be / just plain trash.

*See page T28 for answers.*

**G** PAIR WORK | Take turns reading the statements and questions from Exercise F, omitting that.

# LESSON 1 Recommend a good book

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss read and listen to the audio.
- Play the audio again and have Ss listen and repeat.

**EXTENSION** After Ss listen and repeat, write the vocabulary on the board. Form pairs. Have Ss decide who is Student A and who is Student B. Say, *Student A, close your book and listen. Student B, read a definition from the book. Student A, match the definition with a word or phrase on the board.* Tell Ss that after three definitions, they should switch roles.

## B PAIR WORK

Suggested time: 3 minutes | Your time:

- Read the directions and the conversation. If appropriate, refer Ss to the book genre vocabulary on page 26.
- Form pairs. Have Ss discuss the kinds of books they most enjoy.

**OPTION** If it is clear that some Ss do not enjoy books, begin Exercise B by asking, *Who likes to read books?* Form pairs of book-lovers to discuss the books they like best. Form pairs of Ss who do NOT love books and have them answer these questions: *Why don't you like to read books? What kind of movies do you enjoy? What movies can you name that were based on books?* Monitor the conversations to keep Ss on topic.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and the examples in the chart. To clarify how a noun clause functions as a noun, write on the board:
  *I know [something]. (direct object)*
  *that he is an author. (direct object = noun clause)*
  Tell Ss, *The underlined noun clause is the direct object of the verb. It expresses the information you know, believe, think, and so on.*
- Have Ss look at the first example sentence in the chart. Ask, *Why are there parentheses around* that? (to show we can omit *that*) Say, *When a noun clause is a direct object of the verb, the word* that *is often omitted, especially in spoken English.*
- Draw Ss' attention to the words in the **Verbs that often introduce noun clauses** box. Say, *These are called "mental activity" verbs.* To check comprehension, ask Ss to form sentences using *I* + a verb from the list. Write their sentences on the board as additional examples.
- Have Ss read the information about affirmative and negative short answers and repeat the model sentences.

GRAMMAR EXPANDER (optional, page T130)

## D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat the example sentences.
- Monitor. Make sure Ss do not stress *that*.

## E NOTICE THE GRAMMAR

Suggested time: 2 minutes | Your time:

- Have Ss turn to the Zoom-In conversation on page 27 and raise their hands when they've found the example of a noun clause direct object.
- Have a volunteer dictate the sentence to you to write on the board. Ask, *Where could you add the word* that? (after *Did you know)*

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read the directions. Do item 1 with the class as an example. Elicit the answer and write it on the board. Include *that.*
- Have Ss complete the task individually and then compare answers with a partner.
- Go over the answers. If there is confusion about the sequence of tenses, point out the specific time references. Tell Ss, *After a past tense mental-activity verb, you also use the past tense in the noun clause.*

**Answers for Exercise F**

1. *I didn't know that American songwriter and author Bob Dylan won the Nobel Prize for Literature in 2016.*
2. *Did you forget that Indian author Aravind Adiga wrote* The White Tiger *in 2008?*
3. *She says that her favorite book by Malaysian novelist Tan Twan Eng is* The Gift of Rain.
4. *Did you know that U.S. author Philip Roth wrote twenty-seven novels during his life?*
5. *I believe that Mexican novelist Carlos Fuentes was born in Panama, not in Mexico.*
6. *I think that South Korean writer Han Kang's novel* The Vegetarian *received what is now called the Booker International Prize for fiction.*
7. *No offense, but I thought that the new Lisa Owen thriller* Mama's Boy *was just plain trash.*

## G PAIR WORK

Suggested time: 2 minutes | Your time:

- Form new pairs. Have partners read the sentences in Exercise F aloud. Monitor Ss' verb tenses and make sure they omit *that*.

### H PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Read the directions. Have Ss listen and read the examples, and then listen and repeat.
- Form pairs. Have Ss take turns asking and answering the questions, using rising intonation for the questions.

### I PAIR WORK

Suggested time: 3 minutes | Your time:

- Have Ss read the directions and the conversation. To help Ss generate ideas for questions, write *Weekend Activities* on the board. Have the class brainstorm activities and list them on the board.
- Model the exchange. Have a S ask you about your plans.
- Have Ss work individually to write their questions.
- Form pairs and have Ss ask and answer their questions. Monitor and assist as needed.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Express strong surprise by beginning a question with *You mean . . .*
- Introduce statements of common belief with *They say . . .* or *I've heard . . .*

- Have Ss read and listen to the conversation.
- Have Ss underline the four noun clauses in the conversation. Call on volunteers to read them aloud. Point out that none of the clauses starts with the optional *that.*
- Call Ss' attention to the **Social language** box. Ask, *What is a statement of common belief?* (a statement about what many people think is true) Read the expressions and have Ss repeat.

**LANGUAGE NOTE** In American English, *fracas,* meaning a short, noisy fight involving several people, is pronounced /'fræ-kəs/.

### B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs. Have Ss practice the conversation, switch roles, and repeat.

### C TALKING POINTS

Suggested time: 3 minutes | Your time:

- Read the directions. Refer Ss to the vocabulary on pages 26 and 28. Tell Ss not to worry if they can't remember a title or an author's name, or if appropriate, suggest they look it up online.

**OPTION** If some of your Ss don't read books, give the class the option of writing about a movie. If they choose to do this, remind them to write about actors or directors instead of authors and to avoid book-related phrases like *best-seller*, *page-turner*, and *copy*.

### D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Direct Ss' attention to the **Recycle This Language** box. Tell Ss to use these adjectives to describe the book.
- Model the exchange with a higher-level S who likes to read. Play the role of Speaker B.
- Form pairs. Monitor as Ss role-play their conversations. Have Ss switch roles and role-play again, using new ideas and vocabulary.
- 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:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

✓ using book-related vocabulary
✓ asking questions to extend the conversation
✓ using noun clauses after *they say* and *I've heard*

**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 them write three sentences about books or movies, using *I* and three different verbs from the list on page 28. Also have them use noun clauses as direct objects. To model the activity, write on the board: *I think there are a lot of book-lovers in this class. I hear that [J. K. Rowling] is a good writer.* Collect the papers. Read them to identify areas for review and extra practice.

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

COACH

**H** PRONUNCIATION | Sentence stress in short answers with so and not | Read and listen. Notice the stress on the verb. Then listen again and repeat.

1 Are there a lot of characters in the story? I THINK so.
2 Has she read that book yet? I don't THINK so.
3 Do you think this thriller will be good? I HOPE so.
4 Does the story have a happy ending? I beLIEVE so.
5 Will this be Grisham's last novel? I HOPE not.

**I** PAIR WORK | Write five yes / no questions about your partner's future plans. Then read your questions aloud. Your partner responds with short answers, using think, hope, believe, or guess.

Are you going to read anything this weekend?

I **think** so.

## COMMUNICATION ACTIVATOR

# Now let's recommend a good book.



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

**A:** I'm looking for a good read. Any suggestions?
**B:** Have you read anything by Odette Sorell?
**A:** Odette Sorell? No, I haven't, but they say her mysteries are great.
**B:** You mean you haven't read *Fracas in Caracas*? It's a best-seller.
**A:** I didn't know she wrote that. I've heard it's a real page-turner.
**B:** It is. Would you like to borrow my copy? I have it at home.
**A:** I definitely would. Thanks so much.

**Social language**
**To introduce statements of common belief, say:**
They say . . .
I've heard . . .

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

**C** TALKING POINTS | Write notes about a book you've read. Use the Vocabulary in your description.

Title:
Genre: Author:
What's it about?

Your opinion of it:

**D** CONVERSATION PAIR WORK | Personalize the conversation, using the Vocabulary and your notes from Talking Points. Then change roles.

**A:** I'm looking for a good read. Any suggestions?
**B:** Have you read anything by ……. ?
**A:** ……. ? No, I haven't, but they say ……. .
**B:** You mean you haven't read ……. ? It's ……. .
**A:** I didn't know ……. wrote that. I've heard it's ……. .
**B:** . . .

**KEEP TALKING!** ●●●
**Ask questions about the book.**
What's it about?
Where does the story take place?
Why did you decide to read it?
Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
**Positive adjectives**

| | |
|---|---|
| amazing | funny |
| awesome | hilarious |
| excellent | inspiring |
| exciting | interesting |
| fantastic | thought-provoking |

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

# 2 COMMUNICATION GOAL Talk about a newspaper or magazine article




COACH

## A GRAMMAR | Noun clauses: embedded questions

**GRAMMAR EXPANDER** p. 130
Embedded questions:
- with whether
- usage and common errors
- punctuation

**An embedded question is a kind of noun clause.**
**Use if to begin an embedded yes / no question.**

| Yes / no questions | Embedded yes / no questions |
|---|---|
| Did you like the article? | Tell me **if you liked the article**. |
| Was the story hard to follow? | My husband would like to know **if the story was hard to follow**. |
| Have you read anything good lately? | Could you tell me **if you've read anything good lately**? |

**Use a question word to begin an embedded information question.**

| Information questions | Embedded information questions |
|---|---|
| What's the article about? | I can't remember **what the article's about**. |
| Why have you decided not to read it? | I can't understand **why you've decided not to read it**. |
| Whose magazine is this? | We're not sure **whose magazine this is**. |
| When was it written? | No one knows **when it was written**. |
| Where is the author from? | Do you know **where the author is from**? |
| Where does he live? | Can you tell me **where he lives**? |
| Who wrote the book? | I don't know **who wrote the book**. |
| Who did she speak to? | They don't know **who she spoke to**. |

**Be careful!**
**Use normal word order (not question word order).**
Don't say: Do you know ~~where is the author from~~?

**Punctuation If an embedded question is . . .**
- **within a statement, use a period.**
  I wonder what her name is.
- **within a question, use a question mark.**
  Do you know what her name is?

## B GRAMMAR PRACTICE | Change the questions to embedded questions.

1 Do their parents like any news websites?
I wonder *if their parents like any news websites.*

2 Where can I buy a copy of this month's *SportsToday Magazine*?
Do you know *where I can buy a copy of this month's* SportsToday Magazine?

3 Who's the author of the *Out and About* blog?
I can't remember *who the author of the* Out and About *blog is.*

4 Why don't you read a digital newspaper?
I just don't understand *why you don't read a digital newspaper.*

5 When does next month's issue of *Good Cooking* come out?
I'd like to know *when next month's issue of* Good Cooking *comes out.*

6 Is this today's *San Antonio Times*?
Could you tell me *if this is today's* San Antonio Times?

## C GRAMMAR PRACTICE | List some print and digital publications you like and don't like to read. Then discuss your lists with a partner, using embedded questions.

"Tell me why you're so interested in travel blogs."

| My favorite websites or blogs | My favorite print or digital magazines | My favorite print or digital newspapers |
|---|---|---|
| | | |
| | | |
| | | |
| Some websites or blogs I don't like | Some print or digital magazines I don't like | Some print or digital newspapers I don't like |
| | | |
| | | |
| | | |

**Ways to introduce embedded questions**
Tell me . . .
I'd like to know . . .
Can you tell me . . . ?
I can't understand . . .
I don't know . . .
I wonder . . .
I can't remember . . .

# LESSON 2 Talk about a newspaper or magazine article

## A GRAMMAR

Suggested time: 12 minutes | Your time:

- Have Ss read the first rule and examples in the chart. Write on the board:
  *1. Did you like the article?*
  *2. Tell me if you liked the article.*
  Point to the underlined phrase and say, *An embedded question is part of a larger sentence.* Then point to sentence 1 and ask, *Is this a* yes / no *or an information question?* (a *yes / no* question) Point to sentence 2 and say, *Embedded* yes / no *questions can start with* if.
- Point to *Did you like* in sentence 1. Say, *In embedded* yes / no *questions, use* if + *statement word order.* Circle *Did you like* and *if you liked* on the board.
- Say, *An embedded question is a direct object noun clause. It's the object of the verb in the introduction to the embedded question.* Read the three example introductions from the chart (*Tell me,* etc.).
- Have Ss read the second rule and examples. On the board, write:
  *3. What's the article about?*
  *4. I can't remember what the article's about.*
  Point to sentence 3 and ask, *Is this a* yes / no *or an information question?* (an information question) Point to sentence 4 and say, *Embedded information questions start with a question word.* Point out the underlined information. Ask, *Is the word order the same or different?* (It's different. Embedded information questions use statement word order.)
- Have Ss underline the question words in the rest of the embedded questions. Point out the different word order used with *who* as the subject (I don't know who wrote the book.) and *who* as the object (They don't know who she spoke to.).
- Have Ss read the **Be careful!** note. Have Ss find examples of questions with *where* in the chart. Read them.
- Have Ss look at the **Punctuation** note. Have Ss read the first rule and example. Ask, *What's the statement?* (I wonder) Have Ss read the second rule and example. Ask, *What's the question?* (Do you know) Say, *The punctuation depends on the introductory clause.* Then read the woman's question. Ask, *Why is there a question mark here?* (because the introductory clause is a question, *Can you tell me*)

**TEACHING TIP** If Ss ask about questions with *whether,* tell them *whether* can take the place of *if* in embedded *yes / no* questions. *If* is more commonly used.

**LANGUAGE AND CULTURE** Embedded questions sound less direct than *yes / no* and information questions. People often use them to be polite.

**GRAMMAR EXPANDER** (optional, pages T130–131)

## B GRAMMAR PRACTICE

Suggested time: 8 minutes | Your time:

- Do item 1 with the class as an example. Elicit the embedded question and write it on the board.
- Have Ss complete the sentences individually.
- Go over the answers with the class. Have Ss explain why they chose a period or question mark for each item.
- Have Ss look at item 2. Say, *The speaker wants one specific* SportsToday Magazine. *Which one?* (a copy of this month's magazine) *What other words in these sentences refer to one specific magazine or newspaper?* (next month's issue of, today's)

**EXTENSION** (+3–4 minutes) To practice embedded questions in a fun way, form groups of four. Have the groups decide who will be Students A, B, C, and D, and have them sit in that order in a circle. Then say, *Student A, turn to Student B. Ask a* yes / no *or information question. Student B, no matter what Student A asks, answer with an embedded question beginning with* I don't know. *Then ask Student C a question, and repeat.* To model the activity, ask a higher-level S a question and elicit the answer. For example, ask, *Who are you?* (I don't know who I am.)

## C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions and the example. Draw Ss' attention to the **Ways to introduce embedded questions** box and tell them they can use these phrases in their discussion.
- Have Ss work individually to write their lists. For the materials they don't like, tell them they can list types of publications rather than specific titles.
- Form pairs and have Ss discuss their lists. Monitor to make sure they form embedded questions correctly.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I actually don't know* to admit that perhaps you should
- Use *actually* to express a surprising fact
- Say *Duh!* to admit you should have thought of something earlier
- Acknowledge someone's good idea with *Why didn't I think of that?*

- Have Ss look at the photo and ask what they can see. (two men talking as they walk)
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What is Speaker A's problem?* (He can't find a newspaper he wants.)
  *Why doesn't Speaker B give Speaker A the paper with the article?* (He doesn't have it.)
  *What is Speaker A probably going to do next?* (read it online)
- Have Ss underline the embedded question in the conversation. (Do you know where I can get a copy of the *Newton Times*?) Ask, *Does Speaker A use question word order in this sentence?* (no) Ss often make mistakes with word order in embedded questions, and pointing out the correct word order will help Ss to avoid this.
- Respond to any questions Ss have about vocabulary.
- Direct Ss' attention to the **Social language** box and read it, stressing *I* in the question. Have Ss repeat.

**LANGUAGE AND CULTURE** *Duh* is very informal and can be insulting. People sometimes use it to laugh at their own words or actions and label them stupid, but it is also used to express contempt or ridicule for someone they think is being stupid.

### B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen to the conversation and repeat each line.
- Form pairs and have Ss practice the conversation.

### C TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the directions. Have Ss turn back to page 30 to choose a publication they like. It must be a print publication. If Ss listed only digital publications, have them think of a print newspaper or magazine that also appears online.
- Have Ss work individually to write notes about the article they've read (or are inventing). Tell Ss that they do not need to write complete sentences, but they should write clearly so that another reader can understand their notes.

### D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Have Ss decide who will be Speaker A and who will be Speaker B.
- Ask Ss to identify language from the unit that they will need to use in this conversation. (the grammar chart on page 30 and Speaker A's notes in Exercise C)
- Point out that the sentence *Maybe at . . . ?* must be a suggestion of where to buy, not borrow, the publication (because of *sold out).*
- Have Ss personalize the conversation. Then have Ss switch roles and repeat the conversation.
- 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:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises D and E, monitor their conversations to determine if they are
✓ using embedded questions correctly
✓ making helpful suggestions

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. On the board, write:
*What's / Who's your favorite ____?*
*Where do you read ____?*
*Are you big on reading ____?*
Tell Ss to decide how to complete these questions and then rewrite them as embedded questions in sentences. For example:
*Who's your favorite author?*
*I don't know who your favorite author is.*
Collect the questions and read them to identify areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's talk about a newspaper or magazine article.



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

**A:** Do you know where I can get a copy of the *Newton Times*?

**B:** I actually don't know. Maybe at the newsstand on the corner?

**A:** I tried there, but they were sold out. There's an article about a doctor for a soccer team in there I'm dying to read.

**B:** Oh, it was great. If I had the paper, I'd give it to you, but I always read it online.

**A:** Duh! Why didn't I think of that?

**Social language**
**To acknowledge someone's good idea, say:**
Why didn't I think of that?

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

**C** TALKING POINTS | **Choose a print publication from Exercise C on page 30. Think about one article you read in that publication (or invent one). On the notepad, write what the article was about.**

Name of publication:

What the article was about:

**D** CONVERSATION PAIR WORK | **Change the conversation, using your information from Talking Points. Then change roles and use the article from your partner's notepad.**

**A:** Do you know where I can get a copy of ……?

**B:** I actually don't know. Maybe at ……?

**A:** I tried there, but they were sold out. There's an article in there about …… I'm dying to read.

**B:** Oh, it was …… . If I had the ……, I'd give it to you, but I always read it online.

**A:** …… Why didn't I think of that?

**KEEP TALKING!**

- **Say more about the article.**
- **Explain why you want to read it.**
- **Suggest other ways to find the article.**

Watch the video for ideas!

**E** CHANGE PARTNERS | **Change the conversation again, using other articles.**

# 3 COMMUNICATION GOAL Describe tastes in leisure reading

**A** VOCABULARY | Some formats for reading | Read and listen. Then listen again and repeat.




**B** PAIR WORK | Check the times and places you like to read. Compare your ideas. Explain why.

- ☐ while I'm driving in a car
- ☐ while I'm in bed before I go to sleep
- ☐ while I'm taking a bath
- ☐ while I'm commuting on public transportation
- ☐ while I'm eating lunch
- ☐ other: .....

**C** LISTEN FOR MAIN IDEAS | Listen to the speakers talk about their tastes in reading. Then circle the correct answers.

1 What's Edgar Wilson's favorite kind of book?
   a a traditional print book  (b) an audiobook
2 What's Coumba Diallo's favorite kind of book when she travels?
   (a) a digital book on her tablet  b a traditional print book
3 What's Seth Milgrom's favorite kind of book?
   a an actual print book  (b) a digital book on a phone
4 What's Marcela Sebastian's favorite thing to read?
   (a) news and current events  b novels

**D** LISTEN TO TAKE NOTES | Read the questions. Then listen again. Write notes about what each speaker says.



**What's a disadvantage of print books for him?**

*Edgar: A disadvantage of print books for him is that he gets distracted easily when he reads them.*

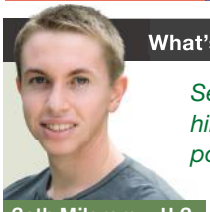
Edgar Wilson U.S.

**What's a disadvantage of paperbacks for her?**

*Coumba: A disadvantage of paperbacks for her is that she can't travel easily with them because they take up too much space.*



Coumba Diallo Senegal



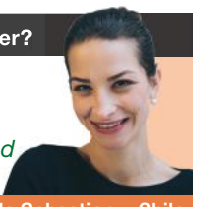
**What's a disadvantage of print books for him?**

*Seth: A disadvantage of print books for him is that they're not as convenient or portable as his phone.*

Seth Milgrom U.S.

**What's a disadvantage of print books for her?**

*Marcela: A disadvantage of print books for her is that they are bad for the environment because so many trees need to be cut down to make the paper.*



Marcela Sebastian Chile

# LESSON 3 Describe tastes in leisure reading

## A VOCABULARY

Suggested time: 4 minutes | Your time:

- Have Ss look at the pictures and captions to see which words are new to them.
- Play the audio. Have Ss listen and read. Replay the audio and have Ss listen and repeat.

**OPTION** (+5 minutes) On the board, write *print format.* Under that, write *digital format,* and then *audio format.* Form pairs. Have Ss decide who is Student A and who is Student B. Say, *Student A, close your book and listen. Student B, say one of the vocabulary words. Student A, say what format it is.* (For example: hardcover = print format) After four turns, have Ss switch roles.

**LANGUAGE AND CULTURE** An e-reader is a device that people can use to read texts in a digital format. A common term for books in an electronic format is *e-book*.

## B PAIR WORK

Suggested time: 6 minutes | Your time:

- Read the directions. Tell Ss to check all the answers that are true for them when they read.
- Have Ss complete the exercise individually.
- Form pairs and have Ss compare answers with their partner. Monitor and listen for Ss' reasons.
- Bring the class back together. Take a poll to find out Ss' favorite times and places to read. Invite volunteers to give their "other" answers and explain the reasons for their reading choices.

**OPTION** (+5 minutes) Instead of a full class discussion, have each pair join another pair for a small-group discussion. Have each pair tell the other pair what the two partners have in common and how they are different in the ways they like to read. Monitor the group discussions to make sure that all Ss are taking turns speaking and explaining their reasons.

## C LISTEN FOR MAIN IDEAS

Suggested time: 8 minutes | Your time:

- Read the directions. Draw Ss' attention to the photos in Exercise D. Tell Ss that these are the speakers they will hear.
- Do item 1 with the class as an example. Read the question-and-answer options. Then play the audio. Pause at the end and ask Ss to call out their answer.
- Continue with the next three segments, reading each question first.

## D LISTEN TO TAKE NOTES

Suggested time: 10 minutes | Your time:

- Have Ss preview the four questions so they will know what kind of information to listen for. Tell Ss to take notes on paper instead of in their book if they prefer. Remind them to note down all the major points each speaker makes because they will need their notes for this exercise and for Exercise E.
- Play the audio for conversation 1. Pause at the end to let Ss complete their notes. Read the first question and ask a volunteer to answer it. If details are missing or more could be said, ask, *Does anyone have anything more to add?*
  - If the Ss' answer is correct, confirm it.
  - If it's not correct, replay the audio, pausing after Edgar says, *. . . I get distracted.* Ask, *What does* distracted *mean?* (unable to pay attention) Continue with the audio. Repeat the item 1 question.
- Play the rest of audio as Ss work individually to take notes and answer the questions.

**OPTION** If Ss have difficulty with listening exercises, do the following:

- For conversation 2, replay the audio, pausing after Coumba says, *I just can't fit two or three books in my carry-on luggage.* Repeat the second question.
- For conversation 3, replay the audio, pausing after Seth says, *It's portable, convenient, and always ready.* Ask, *Why does he read on his phone?* (It's always available.) *Is the same thing true about print books?* (no)
- For conversation 4, replay the audio, pausing after Marcela says, *. . . I would like to preserve them.* Repeat the fourth question.

## E PARAPHRASE

Suggested time: 7 minutes | Your time:

- Read the directions and the example. Form pairs and have partners decide who is Student A and who is Student B.
- Say, *Student A, you go first. Paraphrase what else the first person, Edgar Wilson, said. Student B, add any information that is missing.* Have Ss switch roles to paraphrase the next person. Tell Ss to refer to their notes from Exercise D on page 32.
- Monitor as pairs complete the task and assist as needed. Play the audio again if appropriate.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss compete the questionnaire individually. Tell them they can write either complete sentences or notes. For questions 5, 8, and 9, explain that Ss can either choose one format or check all the formats they like.
- If appropriate, refer Ss to the vocabulary on pages 27 and 28 and the list of reading materials in the **Recycle This Language** box in Exercise B.
- Monitor and assist as needed.

**OPTION** If you have Ss who do not read for pleasure, have them cross out questions 3, 4, and 6 on the questionnaire. On the board, write: *3. When do you read for information? 4. What do you read about? 6. Where can you read information you trust?* Have Ss copy and answer these, and then complete the rest of the questionnaire.

## B GROUP WORK

Suggested time: 15 minutes | Your time:

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

- Read the directions and the conversation. Tell Ss that they can choose questions from the questionnaire to ask or write their own questions.
- Draw Ss' attention to the **Recycle This Language** box. Encourage Ss to use the phrases *Any suggestions?, Could you tell me if . . . ?,* and *I'd like to know if . . .* in their interviews.
- Form groups. Tell Ss to take turns playing the role of interviewer. Give Ss a time limit for the whole activity and a time for each S's turn as interviewer. Have Ss take turns being timekeeper for their group. (See Teaching Tip below.)
- Have each S prepare his or her own list of interview questions. Then have Ss role-play their interviews. Monitor the groups and assist as needed.

**OPTION** Instead of having each S write his or her own interview questions, brainstorm questions with the class and write them on the board. Ss can refer to them during their role plays. The Ss who are conducting the interview should sit facing the board so they can see the questions easily.

**EXTENSION** (+3 minutes) While you monitor the groups, take notes about individual Ss' reading preferences and habits. Use them to write questions to ask the whole class after Ss complete their interviews. Bring the class back together and ask, *What did you learn about the people in your group?* Read your questions. For example, *Who is a big reader? Who has a favorite author of fiction? Who prefers non-fiction? Who listens to audiobooks?* Have Ss call out other Ss' names to answer the questions.

**TEACHING TIP** When Ss work in groups, it's often good to set a time limit for the activity. Have one S in each group be timekeeper, or have Ss take turns in that role. The timekeeper can set up a timer on his or her phone and signal when the group has 30 seconds or a minute left to complete the task. This helps keep Ss on task and moving towards completion. The timekeeper can also help make sure Ss keep to their individual time limits if, for example, each one is presenting.

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

✓ incorporating vocabulary for reading formats
✓ asking questions to draw out the interviewee
✓ covering the pluses and minuses of each format

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Write on the board: *Choose one format: print, digital, or audio.* Tell Ss to write at least four sentences about that format. They should explain how people read or listen to texts in the format and how they have used it recently. Collect the sentences and read them to identify areas for review and extra practice.

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

**E** PARAPHRASE | With a partner, briefly paraphrase what each person says about his or her favorite format for reading. Listen to one or more of the speakers again if necessary.

> "Edgar loves audiobooks because he likes to listen to someone reading to him."

## COMMUNICATION ACTIVATOR

**Now let's describe tastes in leisure reading.**

**A** TALKING POINTS | Complete the questionnaire.

# What are your reading tastes?



**1** Are you a big reader? Why or why not?

_____

_____

_____

**2** How often do you read for pleasure?

_____

**3** Check what you read for pleasure. Then write the types you like; i.e. science fiction, self-help books, etc.

- ☐ fiction _____
- ☐ non-fiction _____
- ☐ other: _____

**4** Do you have any favorite authors of fiction? If so, who are they?

_____

_____

**5** If you read fiction, which is your favorite format?

☐ print ☐ digital ☐ audio ☐ I don't read fiction.

**6** Do you have any favorite authors of non-fiction? If so, who are they?

_____

_____

**7** Do you have any favorite news journalists that you like to read? If so, who are they?

_____

_____

**8** If you read non-fiction, which is your favorite format?

☐ print ☐ digital ☐ audio ☐ I don't read non-fiction.

**9** What's your favorite format for news and current events?

☐ print ☐ digital ☐ audio ☐ TV

**10** Write one advantage and one disadvantage of each format.

**print:** advantage _____
disadvantage _____

**digital:** advantage _____
disadvantage _____

**audio:** advantage _____
disadvantage _____

**11** Is there anything else you want to say about about your reading habits?

_____

_____

**B** GROUP WORK | Write a list of interview questions, using Talking Points for ideas. Role-play an interview show, with one classmate using the interview questions to interview the others.

So, I understand you're big on biographies. Tell us what you've been reading lately.

You're right. I'm crazy about biographies. I just picked up one about the fashion designer, Valentino, and started reading it this morning.

SOFT SKILLS BOOSTER p. 155

**RECYCLE THIS LANGUAGE**

a mystery
a thriller
a fantasy
a romance
a science fiction book
a biography
an autobiography
a travel book
a self-help book
a magazine
a blog
fashion
sports
entertainment
travel
technology
I [think / guess / hope] so.
Any suggestions?
I can't put it down
I'm better off with ___
I'm hooked on ___
I've switched to ___
Nothing beats ___
Could you tell me if . . .
I'd like to know if . . .
Duh!
Why didn't I think of that?

4 COMMUNICATION GOAL

# Discuss formats of educational materials

**A** READING | Read an article about the role of reading in learning. Do most students prefer print or digital sources?

## PRINT OR DIGITAL? WHAT THE RESEARCH TELLS US



Today, educational publishers offer students and teachers an array of digital educational materials that are attractive and less expensive than traditional print materials. Additionally, a growing number of students use random websites for study as well, although these can be less trustworthy than materials created by established educational publishers. High school and college students, who are all digital natives, believe they can read faster from a digital source than from a traditional print textbook. However, when they are asked which kind of materials they prefer to learn from, surprisingly, many prefer print.

Studies have shown that students are correct about speed. And speed would seem to be an advantage because an education requires a vast amount of reading. Unfortunately, however, there are recent indications that speed doesn't necessarily improve learning outcomes. As an example, one recent study of ninety university students found that when students read a text longer than one page, their comprehension of main ideas was equally good from print and digital sources. But when the students were tested on key details or specific information, they performed better when they had learned from print.

What could account for this difference? Some believe that identifying details in a text longer than one page requires more focus than simply understanding its main ideas. Researchers believe that the reason comprehension of key details is lower when students learn from a digital source is distraction. It has been found that the act of scrolling through digital material (as opposed to turning the pages of a book) disrupts students' attention. Another theory is that online sources contain numerous hyperlinks that distract students by drawing their focus away from the original article. Clicking on links and reading them makes it hard for students to remember what they had been reading.



So is the trend towards digital learning a good thing? In many ways it is. Nevertheless, in spite of the advantages of cost and convenience (and the fact that students can read digital texts faster), several recent studies have indicated that when students are given a choice between print and digital course materials, a majority of them choose print. Some say that it's easier to underline or highlight important points and then find them again when they need to study. Others say that they want to keep their book after the course is finished. Many e-textbooks are only available for one semester and then students lose access.

One study of more than 500 U.S. college students found that, of students who had used both print and digital texts, 57% preferred print, although 21% liked a mixture of both. A newer study found that 92% of college students say they preferred physical books.

We know that digital educational materials are here to stay, and their use is growing. Over time, students' preferences may change, especially if publishers can offset some of the things students say they don't like about digital materials.

**B** UNDERSTAND MAIN IDEA | Which represents the main idea of this article?

a Students believe that they can read an e-textbook faster than a traditional print textbook.

b Digital textbooks are less expensive and more convenient than traditional printed textbooks.

c While there are advantages and disadvantages to both print and digital formats of educational materials, a majority today still prefer print.

# LESSON 4 Discuss formats of educational materials

## A READING

Suggested time: 15–20 minutes | Your time:

- Read the directions. Say, *Before we read, let's try to predict the answer to this question.* Take a poll. Ask, *How many think print textbooks are more popular with students? How many think digital materials are more popular?*
- Have Ss preview the article. (See Teaching Tip below.) First, have Ss look at the photos and tell you what they see. Make sure Ss notice that the young woman in the top photo is marking up, or highlighting, her book and that she has used sticky notes to mark certain pages. Ask Ss if they use these tools.
- Read the title of the article. Point out that it's not a complete sentence and that titles usually aren't. Elicit ideas from the class about what the complete question would be. Then read *What the research tells us.* Tell Ss that this is the subheading of the article. Write *subheading* on the board.
- Tell Ss that the main idea of an article is often found in the introduction, especially in the first or last sentence. Read those two sentences from the text. Ask, *So, what is the answer to the question at the top of the page? Do most students prefer print or digital resources?* (print) *How many of you guessed the right answer?*
- Have the Ss read the article for general understanding. Tell them not to underline, make notes, or look up words. They should just read.
- Have Ss reread the article, with pencil in hand, while you play the audio. Tell them to underline any new words they hear. Afterwards, elicit questions about vocabulary and deal with them as a class or have Ss use their dictionaries to answer their own questions.

**OPTION** (+5 minutes) In pairs or small groups, have Ss read the article aloud. Tell them to take turns, reading just two sentences at a time.

**TEACHING TIP** Predicting and previewing help to engage Ss and make sure they are thinking actively about what they are reading. If possible, always have Ss predict the content of a reading. First, have them guess the answer to questions about it before they read. Then have them look at titles, subheadings, and photos, or skim the text quickly to see if they had the right idea.

## B UNDERSTAND MAIN IDEA

Suggested time: 4–6 minutes | Your time:

- Read the directions and the three options. Have Ss work individually to choose their answer.
- Elicit the correct answer. Have Ss raise their hands if they got it right. Call on these Ss to explain how they knew. Have them point out the parts of the article that indicate the main idea. (For example: the last sentence in paragraph 1 starting with *However*, . . . ; the third sentence in paragraph 4 starting with *Nevertheless*, . . . )

**EXTENSION** (+5 minutes) Form pairs. Draw a two-column chart on the board with the headings *Reading to Learn* and *Reading for Pleasure.* Write on the board: *How is reading to learn different from reading for pleasure?* Tell Ss to draw a chart in their notebooks and take notes in the chart about each type of reading during their discussion. Bring the class back together and call on Ss to give their ideas. Start with lower-level Ss so they have the chance to state the easiest points. Make notes of Ss' answers in the chart on the board.

## C UNDERSTAND DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss circle their answers individually and then compare with a partner.
- Bring the class together and go over the answers. For each statement, ask Ss where in the article they found support for their answer. Turn back to the Reading to confirm.
- Ask additional questions to check comprehension. For example: *According to the article, which cost less, digital or print materials?* (digital) *Why doesn't reading faster always mean reading better?* (Readers don't remember details as well when they read fast.)

**OPTION** (+5–7 minutes) After checking answers, return to item 1. Read the statement and ask, *Who believes this? Why do you think it's true?* Then read the rest of the items and elicit Ss' personal reactions to them.

# Communication Activator

## A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Read the directions, question 1, and the sample answer. Tell Ss they don't have to write complete sentences.
- Ask Ss to answer the questionnaire individually. Monitor and assist as needed.

## B DISCUSSION

Suggested time: 7 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Ideas** box and encourage them to talk about the topics listed.
- Tell Ss to read the **Optional** box and underline useful vocabulary in the Reading on page 34.
- Form pairs. Monitor Ss' discussions and assist as needed. (See Teaching Tip on this page.)

**EXTENSION** (+5 minutes) After the pair discussion, bring Ss together for a class discussion about the questions in Talking Points.

- Ask about online sources Ss use. Write the sources on the board if you know and trust them. If you do not trust a source, explain why Ss should avoid using it.
- Ask about distractions Ss face when using online sources for schoolwork. Ask, *What helps you stay focused?* (Possible answers: using ad-blocking software, setting a timer for a study session, and ignoring distractions until it's break time)
- Ask the last question, about which textbook format is more convenient, and take a poll. Invite volunteers to give their reasons.
- Ask Ss to raise their hands if they have ever taken an online course. If a few Ss raise hands, ask them, *Did you enjoy the course? How was it different from learning from a print or digital textbook?*

**TEACHING TIP** When you do pair discussions, there may be pairs that struggle with the task. Have them join another pair, preferably of higher-level Ss. There may also be pairs that finish the task well ahead of the rest of the class. Have each pair that finishes early join another pair and take turns reporting on the discussion they had with their partner.

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

- ✓ reflecting on their own learning experiences
- ✓ talking about different formats for educational materials
- ✓ making comparisons

## WRITING

Suggested time: 10 minutes | Your time:

- Have Ss read the directions. Tell them that their summary of the book or article should be one paragraph. Write *SUMMARY* on the board and list the information the summaries should include: *title, genre (book) / source (where the article comes from), writer name, topic, main points about the topic.*
- Remind Ss they must also say (1) whether they liked it and why or why not and (2) whether they recommend it and why or why not.
- If Ss cannot complete their paragraph in the time available, have them finish it for homework.
- Collect Ss' writing and offer 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. Write on the board: *Do you prefer to learn from print or digital materials? Why?* Tell Ss they can refer to what they wrote in their Talking Points in Exercise A, as well as the **Ideas** box. Have them write at least three sentences. Collect the sentences and read them to identify areas for review and extra practice.

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

**C** UNDERSTAND DETAILS | Circle the correct word or phrase.

1 Students believe they can read a text faster when it's in (digital / print) format.
2 A recent study has discovered that when students read texts longer than a page, their comprehension of (main ideas / key details) is the same from either print or digital sources.
3 When students study from a digital text, their comprehension of key details is (better / worse) than when they study from print.
4 Researchers have suggested some reasons why some types of comprehension suffer when students read from (print / digital) texts.
5 When students are asked which kind of textbook they like better, print or digital, several studies report that most choose (print / digital).

## COMMUNICATION ACTIVATOR

## Now let's discuss formats of educational materials.

**A** TALKING POINTS | Answer the questions about the best ways for you to learn. Explain your answers.

1. What online sources do you use for your studies?
*Wikipedia. I trust the information, and it's easy to use.*

1. What online sources do you use for your studies?

2. What are some differences between learning from a digital textbook and from a website?

3. What distractions do you face, or do you think you would face, when you learn from online sources?

4. Which kind of source (a printed textbook or a digital textbook) makes comprehension easier for you?

5. Which is more convenient, in your opinion: a printed textbook or a digital textbook?

**B** DISCUSSION | With a partner, compare your opinions of the value of digital and print sources in your studies. Discuss how different formats affect your learning.

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion. Example: ". . . (are) here to stay."

**Ideas**
speed
comprehension
concentration
focus

## WRITING

Write a review of something you've read—a book or an article from a print or digital magazine or newspaper. It can be something you liked or didn't like.

- Summarize what it was about.
- Explain why you thought it was good or not good.
- Tell the reader whether you recommend it or not.

**WRITING HANDBOOK** p. 146
- Summarizing
- Guidance for this writing exercise

# THE DO YOU KNOW? GAME

**TO PLAY** Play with a partner. Place your coins at START outside of the circle.

**PLAYER 1:** Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Change the question on the space where you land to an embedded question.

**PLAYER 2:** Respond to the embedded question or say, "I don't know." If the answer is incorrect or if you say, "I don't know," Player 1 goes again and asks you another question. If the answer is correct, take your turn.

**TO SCORE POINTS** You get one point for each correct embedded question. For each correct answer, you get the number of points indicated on the board. To determine if a response is correct, check the answer key on page 121.

**TO WIN** The first player to get ten points or reach the end is the winner.

**EXAMPLE:** What's the capital of France?

Tell me what the capital of France is.

Paris.




## PROGRESS SELF-CHECK

NOW I CAN

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

- ☐ Recommend a good book.
- ☐ Talk about a newspaper or magazine article.
- ☐ Describe tastes in leisure reading.
- ☐ Discuss formats of educational materials.

# *Interactive Cool Down*

## THE "DO YOU KNOW?" GAME

Suggested time: 15–20 minutes | Your time:

- Read the name of the game and the first line of the directions. Tell Ss to use two coins as markers. They can use bits of paper if they don't have coins.
- Form pairs. Have Ss decide who is Player 1 and who is Player 2. Read the directions for Player 1 and the example question, embedded question, and answer. Elicit a few alternatives to the introductory clause *Tell me* and write them on the board. (For example: *Do you know, Can you tell me*)
- Read the directions for Player 2. Have two higher-level Ss model the first move of the game for the class. After Player 1 asks and Player 2 answers the question, ask the class, *How many points do they get? Let's look at the rules.* Read the directions *To Score Points* and *To Win*. Tell Ss that both players need to keep score, so everyone needs pen and paper. Elicit the numbers of points earned by Players 1 and 2 for the first move.
- Ask, *Whose turn is it now?* A correct answer means it's Player 2's turn. If the answer was incorrect, or Player 2 said *I don't know*, then Player 1 goes again. To make sure Ss understand this rule, ask Ss to explain when a player gets to take another turn.
- Tell Ss to begin playing. Monitor as Ss play the game, listening for the correct use of embedded questions. Assist as needed.

**EXTENSION** (+8–10 minutes) After Ss complete the game, tell them to play again, but this time, they need to write their own questions. They will need 16 strips of paper. Each S takes eight strips and writes eight questions, either information questions or *yes / no* questions with *Do you know*. The questions should be factual. (For example: *Do you know the capital of Mongolia?* not *Would you like to visit Mongolia?)* Also, the writer must know the answer. Monitor as Ss write their questions, checking that they focus on facts and are appropriate for the game. The completed questions can go in an envelope or a hat or be placed upside down on the desk. When a player lands on a space, the player closes his or her eyes and draws a question to change into an embedded question.

**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 Taking Care of Yourself

| | | |
|---|---|---|
| WARM-UP | Students discuss types of pain and routine medical procedures, and read illustrated conversations about illness between colleagues and between a doctor and patient. | |
| LESSON 1<br>**Explain why you can't come to work or class** | ***Vocabulary*** | Symptoms and conditions |
| | ***Grammar*** | The past perfect |
| LESSON 2<br>**Express wishes and regrets** | ***Grammar*** | *Wish* to express regrets and desires |
| LESSON 3<br>**Recommend treatments and medications** | ***Vocabulary*** | Types of medications |
| | ***Listening skills*** | Listen for main ideas; Listen for details |
| | ***Pronunciation*** | Intonation of lists |
| LESSON 4<br>**Compare approaches to health care** | ***Reading skills*** | Find supporting details; Apply real-world knowledge; Relate to personal experience |
| | ***Writing*** | Write a comparison of two approaches to health care |
| INTERACTIVE COOL DOWN | *Lights! Cameras!* | |

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

## *Warm-Up*

Suggested time: 6 minutes | Your time:

- Give Ss time to look at the photos. Ask, *What's the difference between a pain and an ache?* (Both hurt people, but a pain hurts more than an ache.)
- Point to the prompt *some other kind of pain?* Ask Ss what other kinds of pain they can think of. (For example: elbow)
- Direct Ss' attention to the woman's statement at the bottom and read it. Ask, *What type of pain is she talking about?* (knee pain) Say, *She's explaining why she has knee pain.* Encourage Ss to give more details about their pain as they discuss it.
- Form pairs. Have Ss take turns asking and answering the questions. Monitor and assist as needed.
- Bring the class together. By a show of hands, find out how many Ss have experienced the different types of pain.

**OPTION** To check understanding, have Ss close their books. Clutch your shoulder, grimace, and ask, *What kind of pain do I have?* (shoulder pain) Continue acting out pain in your neck, lower back, ankle, and knee, and having Ss call out the kind of pain.

**LANGUAGE AND CULTURE** A person can *be a pain in the neck* (a person who causes trouble for someone else) or *have a pain in the neck* (a symptom of something wrong with the person's neck).

UNIT 4

# Taking Care of Yourself

*Warm-Up*

**Have you ever had . . .**
















SOME OTHER KIND OF PAIN?




UNIT 4 COMMUNICATION GOALS

**Lesson 1**
Explain why you can't come to work or class

**Lesson 2**
Express wishes and regrets

**Lesson 3**
Recommend treatments and medications

**Lesson 4**
Compare approaches to health care

## Topic Warm-Up

**A** MEDICAL PROCEDURES | Complete the questionnaire.

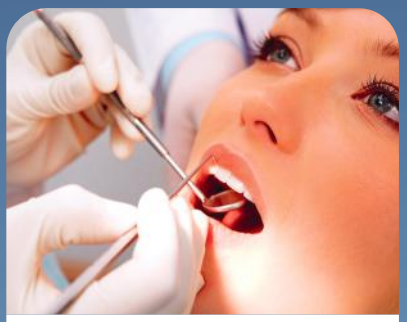
### WHICH OF THESE **PROCEDURES** SCARE YOU?

**Rate each procedure as follows:**

Doesn't scare me at all. | I'm not sure. | Makes me a little nervous. | Terrifies me!



a medical checkup



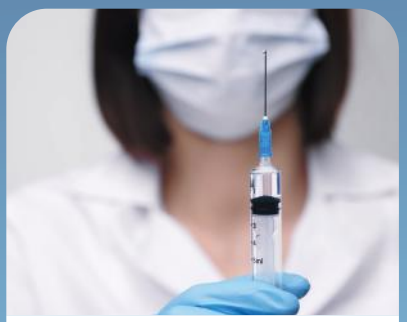
a dental examination



an eye test



an X-ray



a shot



a blood test



a filling



surgery

**B** VOCABULARY | Medical procedures | Listen and repeat.

**C** PAIR WORK | Compare your responses to the questionnaire. Explain your responses.

> "Most of the procedures don't scare me. But, to be honest, surgery terrifies me. I hope I never need that!"

**D** GROUP WORK | Which procedures made the most group members nervous or terrified? Why?

# Topic Warm-Up

## A MEDICAL PROCEDURES

Suggested time: 7 minutes | Your time:

- Read the exercise heading. Elicit the meaning of *procedure*. (a series of steps in a definite order to accomplish something)
- Give Ss time to look through the photos and captions. If appropriate, ask questions to confirm understanding of the procedures shown. For example, ask:
  *What's the difference between a medical checkup and a dental examination?* (In a medical checkup, a doctor checks your health. In a dental examination, a dentist checks your teeth.)
  *What does an X-ray show?* (bones and organs inside your body)
  *Why do people get shots?* (to protect them from illness)
  *What happens in a blood test?* (A medical worker takes some of your blood to check it.)
  *When do you have to get a filling?* (when you have a cavity in your tooth)
- Have Ss read the title and the directions of the questionnaire. Point to the rating scale and tell Ss to circle one of the feelings for each procedure.
- Have Ss work individually to complete the questionnaire.

**LANGUAGE AND CULTURE**

- A *checkup* and an *examination* (or *exam*) are basically the same. However, the term *checkup* would more likely be used for an annual routine visit to the doctor, while *examination* would be used for any visit to a doctor in which the doctor observes your current condition.
- You can use the verbs *get* or *have* with most of these medical procedures. Common collocations include: *get / have a checkup; get / have an examination*; *have an eye test; get / have an X-ray; get / have a shot; get / have a blood test; get a filling; have surgery*
- You can say *I'm having surgery* or *I'm having an operation*. In spoken American English, *surgery* is used more frequently.

## B VOCABULARY

Suggested time: 2 minutes | Your time:

- Play the audio and have Ss listen and repeat the names of the medical procedures.

## C PAIR WORK

Suggested time: 7 minutes | Your time:

- Read the directions and the example. To expand on this response, ask, *Does surgery terrify anyone else?* If Ss raise their hands, ask them to explain why. Alternatively, say, *Surgery terrifies me, too,* and explain why.
- Form pairs. Tell Ss to find out what they do and don't have in common. Monitor the conversations to check that Ss are explaining their responses.

## D GROUP WORK

Suggested time: 7 minutes | Your time:

- Have the pairs from Exercise C join two other pairs to form a group of six. Have each group discuss which procedures from Exercise A scared them the most.
- Bring the class together. Call on each group to say which procedure they find the scariest and why.

**EXTENSION** (+4 minutes) Write questions on the board to encourage the groups to extend their conversations. For example:
*Which procedures are the least scary?*
*Which are the least painful?*
*Who in the group has had the fewest of these procedures?*

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Tell them they are going to listen to two conversations. The first one is between Mick and Nora, who are at a meeting in a hotel. The second one is between a doctor and Nora. Ask, *Where are the doctor and Nora?* (in the doctor's office)
- Point to the note about accents. Ask, *Who has an American accent?* (Mick) *Where's Nora from?* (a Spanish-speaking country) *Where's the doctor from?* (India) If appropriate, explain that Hindi is a language spoken in India.
- Play the audio and have Ss read and listen. To check comprehension, ask:
  *What's Nora's problem?* (an upset stomach)
  *Who is supposed to give a presentation today?* (Nora)
  *What does Mick suggest?* (Nora should do the presentation tomorrow and see a doctor today.)
  *What does the doctor say?* (She has a fever and probably a virus.)
  *What city are they in?* (New Orleans)
- Have Ss underline new vocabulary in the conversation. Remind them the phrases underlined in blue will be discussed in Exercise B. Invite questions about other words and their meanings.

**LANGUAGE AND CULTURE**

- The phrase *Better safe than sorry* is a shortened form of the saying *It's better to be safe than sorry.* It is used to advise someone not to take a risk that could lead to later regrets.
- The verbs *run* and *have* both go with *fever* and mean the same thing.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss look at the Zoom-In conversation and find the first underlined expression. Elicit the meaning of *come down with.* (to get or experience) Say, *This is a phrasal verb that we use when we talk about an illness.*
- Form pairs and have Ss work together to guess the meanings of the underlined expressions. Monitor and assist as needed.
- Go over the answers with the class.

**Answers for Exercise B**

1. *Nora means she got or feels sick. She caught an illness.*
2. *Nora means that she couldn't sleep. She was moving around in the bed a lot.*
3. *Nora means that she was awake. It's an exaggerated expression that means her eyes didn't even "wink" (which means to close briefly).*

**TEACHING TIP** If Ss have access to dictionaries, encourage them to look up words and phrases they don't know when they cannot guess the meaning from the context. Tell Ss the following:

- Phrasal verbs, like *come down with*, do not usually have their own entries in a print dictionary but can be found at the end of the entry for the verb. In an online dictionary, Ss may need to scroll down to the end of the entry or type the phrasal verb into the search field.
- The definition of a phrase is usually found in the entry for its first content word (noun, verb, or adjective), but if Ss don't find it there, they should try another content word in the phrase. For example, *didn't sleep a wink* might be found in the entry for *sleep* or *wink.*

For practice, have Ss look up the phrasal verb *get over* and find the meaning that relates to illness.

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and the example. Have Ss work individually to circle their answers in the chart.
- Form pairs. Have partners compare their responses. When partners have different responses, have them explain their reasons to each other.
- Monitor the conversations and assist as needed.
- Bring the class together. Ask, *What did you and your partner have in common? When did you and your partner respond differently?* Call on volunteers to respond and explain.

**EXTENSION** (+5 minutes) Ask Ss to raise their hands if they have ever had health problems in a foreign country. Depending on the number of hands raised, continue as follows:

- No hands raised: Form small groups. Tell each group to choose a country they're going to travel to. Ask, *What should you do to prepare? What medical supplies would you take with you? What would you do if you got hurt or sick there?* Write the questions on the board for Ss to refer to.
- One or a few hands raised: Ask, *Can you tell us more?* If they are willing, have the S or Ss describe their experiences. Encourage questions from the class.
- Several or many hands raised: Form as many small groups as there are Ss willing to tell their stories. Monitor the discussions and encourage questions.

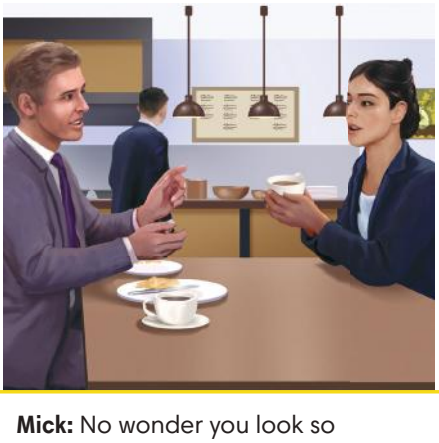
4. *Mick means that she shouldn't do the presentation now. Instead, she should see a doctor as soon as possible.*
5. *The doctor means that she probably got the virus from someone else. Viruses are contagious, so they can pass from one person to the next.*
6. *The doctor means that many people have been getting sick with the virus.*
7. *The doctor doesn't think it was the food that caused Nora to feel sick.*
8. *The doctor means that Nora will be feeling better soon. She'll have more energy and be able to live as she usually does.*

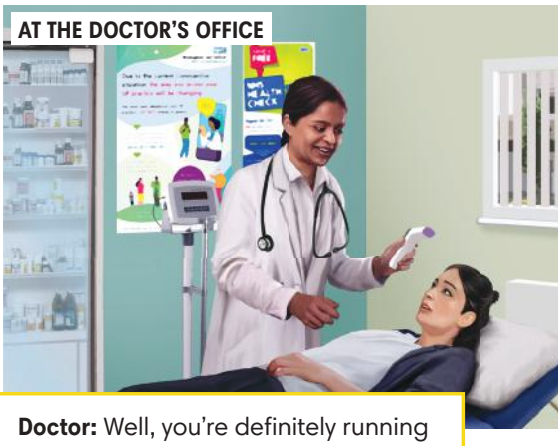
## Language Warm-Up

**A** ZOOM-IN | **Read and listen to a conversation at an international meeting at a hotel. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Mick** = American English (standard)
**Nora** = Spanish
**Doctor** = Hindi








**Mick:** Good morning. . . . Nora, you don't look so well. Are you OK?

**Nora:** I woke up with an upset stomach. I think I've come down with some sort of virus . . . or maybe it was something I ate last night.

**Mick:** You mean, food poisoning? What did you have at the dinner?

**Nora:** The "New Orleans Catfish" special. Ugh . . . I can't even think about it . . .

**Mick:** Did you get any sleep?

**Nora:** Not really. I just tossed and turned in bed all night. And when the alarm went off, I realized I hadn't slept a wink.

**Mick:** No wonder you look so tired! Look, let's put off your presentation till tomorrow so you can go see a doctor instead, OK?

**Nora:** Oh, I don't think that's necessary. It's probably nothing serious.

**Mick:** Maybe. But better safe than sorry. I'm sure someone at the front desk can help you make an appointment.

**Nora:** You're probably right. I'll go talk to someone after I finish my tea.

**Doctor:** Well, you're definitely running a fever. I think you probably picked up a virus. There's been one going around lately.

**Nora:** So it wasn't anything I ate?

**Doctor:** I doubt it. A fever is usually a sign of a virus.

**Nora:** That's a relief. But I wish I hadn't gotten sick on my first trip to New Orleans!

**Doctor:** No worries. I'll give you something to settle your stomach. This bug usually lasts about twelve hours. So you'll be up and about in no time. But please call me if you aren't.

**B** UNDERSTAND FROM CONTEXT | **With a partner, answer the questions about the featured language.**

1 When Nora says she thinks she's "come down with something," what does she mean?
2 When Nora says she "tossed and turned all night," what does she mean?
3 When Nora says she didn't "sleep a wink," what does she mean?
4 When Mick suggests that Nora "put off" her presentation, what does he mean?
5 When the doctor says that Nora probably "picked up" a virus, what does she mean?
6 When the doctor says something's been "going around," what does she mean?
7 When the doctor says "I doubt it," what does she mean?
8 When the doctor says that Nora will be "up and about in no time," what does she mean?

*See page T39 for answers.*

**SPEAKING** PAIR WORK | **If you had these health problems in a foreign country, would you see a doctor (or dentist) there? Complete the chart and compare responses.**

| | | | | | |
|---|---|---|---|---|---|
| hurting an ankle | YES | NO | coming down with the flu | YES | NO |
| eating something that made you sick | YES | NO | having a bad headache | YES | NO |
| having a runny nose | YES | NO | having a bad cough | YES | NO |
| running a fever | YES | NO | breaking a tooth | YES | NO |

> "If I broke a tooth but I didn't have pain, I'd put off going to a dentist until I was home."

# 1 COMMUNICATION GOAL

## Explain why you can't come to work or class

**A** VOCABULARY | Symptoms and conditions | Read and listen. Then listen again and repeat.



[feel / be] short of breath


[feel / be] dizzy


[feel / be] nauseous


throw up / vomit



sneeze


have a swollen [foot]


have a rash



have an itch


have a bruise

**Also**
have a stomachache
have a headache
have an earache
have a toothache
have a backache
have a sore throat
have a fever
have a cough
have a runny nose

**B** PAIR WORK | Have you ever had any of the symptoms and conditions in the Vocabulary? Tell your partner about it.

> "Last month, I was very sick. I felt really nauseous, and I couldn't come to class."

COACH

**C** GRAMMAR | The past perfect

**Use the past perfect to clarify the time sequence of two events in the past. Form the past perfect with had + a past participle.**

When Lou's wife called him, he **had** already **seen** the doctor.



*(First, Lou went to the doctor for a checkup.)*



*(Then Lou's wife called him.)*

**The past perfect is often used with time markers such as by, already, and yet.**

I **had forgotten** my doctor's instructions by the end of my checkup.
The assistant **had** already **taken** the patient's X-rays when the dentist arrived.
When I called the hospital, my dad's surgery **hadn't begun** yet.

**Note: In informal speech, you can use the simple past tense instead of the past perfect when the order of events is clear.**

Eva **had** (OR **had had**) lots of dental problems before she started seeing the dentist regularly.

**GRAMMAR EXPANDER** p. 132
Verb usage: present and past (overview)

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

**E** NOTICE THE GRAMMAR | Find an example of the past perfect in Zoom-In on page 39.

*And when the alarm went off, I realized I hadn't slept a wink. / But I wish I hadn't gotten sick on my first trip to New Orleans!*

# LESSON 1 Explain why you can't come to work or class

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *symptom* (something wrong with your body that shows you have an illness) and *condition* (an illness that affects you for a long time). Ask, *What are some symptoms of a cold?* (sore throat, stuffy nose, cough)
- Give Ss time to look at the pictures and read the captions.
- Play the audio and have Ss read and listen. Have them listen again and repeat. Ask if there are questions about word meanings.
- Direct Ss' attention to the **Also** box. Read the phrases and have Ss repeat. If Ss do not remember them, you can act the phrases out or use the digital vocabulary flashcards from Unit 3 of TNAC Level 1.

**LANGUAGE AND CULTURE** A *condition* is not always an illness. For example, pregnancy is a condition. *Condition* is also used to report someone's state of health; hospital patients can be in good, fair, serious, or critical condition.

## B PAIR WORK

Suggested time: 7 minutes | Your time:

- Read the directions and the example. Remind Ss not to forget the symptoms and conditions in the **Also** box.
- Form pairs. Monitor and assist as needed.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the rule about how the past perfect is formed. Write on the board:

  *When Lou's wife called him,*
  *had + PAST PARTICIPLE*
  *he had already seen the doctor.*

  Ask, *Which verb is in the past perfect?* (had seen) *What about the verb* called? (It's in the simple past.)
- Write on the board:

  *PAST ←----------•----------•--------X--------→ FUTURE*
  *9 A.M. 10 A.M. NOW*

- In the grammar chart, point to the illustration on the left. Say, *First, Lou saw the doctor.* Point to the illustration of the phone call. Say, *Then Lou talked to his wife.* Point to 10 A.M. on the board and say, *When Lou's wife called him;* point to 9 A.M. and continue, *he had already seen the doctor.*
- Under 9 A.M. on the board, write *earlier event,* and below it, write *Past perfect.* Under 10 A.M., write *later event,* and below it, write *Simple past.*
- Have Ss read the second rule and the example sentences with *by, already,* and *yet.* Tell Ss to use *by* + a point in time (a time, a day of the week, etc.). *By* means *before.*
- Circle *already* in the example sentence on the board. Say, Already *follows* had *in affirmative statements.*
- Explain that *yet* shows that an action is not yet complete. It can follow *hadn't* or go at the end of a negative statement.
- Have Ss read the **Note**. Write the example on the board, underlining *Eva had* and *she started.* Ask, *Which happened first?* Write *1* above *Eva had.* Write *2* above *she started.* Tell Ss that the order of the events in this sentence matches the order of events in time. The order is clear to the listener, and the past perfect isn't necessary.

**EXTENSION** (+5 minutes) Have Ss draw a timeline of their own life and mark several past events on it. Tell them to write three sentences about their own lives using the past perfect and the simple past. They can use *when* or *by the time* to introduce the later event. Form pairs and have Ss share their timelines and sentences. Monitor and check Ss' sentences for accuracy.

**GRAMMAR EXPANDER** (optional, pages T132–133)

## D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat the examples in the chart.

## E NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss turn to the Zoom-In conversation on page 39, find the first example they see of the past perfect, and raise their hands when they're done. Meanwhile, draw a timeline on the board with two dots marking two past actions.
- Ask, *What's the first example of the past perfect?* (hadn't slept) *What are the other verbs in the sentence?* (went off, realized) Point to the earlier dot on the timeline and ask, *What happened first?* (Nora didn't sleep)
- If Ss point out that the past perfect also occurs in the sentence *I wish I hadn't gotten sick*, say, *We'll study the past perfect with* wish *in Lesson 2.*

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually.
- Bring the class together and go over the answers. To clarify, draw a timeline on the board, marking dots for two past actions. For each item, ask, *What happened first?* Point to the correct dot for each action.

## G LISTEN TO ACTIVATE GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss that all the conversations take place in a doctor's office.
- Play the audio, pausing after each conversation. Have Ss complete the exercise individually.
- Bring the class together, elicit the answers, and write them on the board. Replay conversations if appropriate.

**LANGUAGE AND CULTURE**

- *What brings you in?* is a more polite way to ask a patient *Why are you here?* or *What's wrong with you?*
- In the U.S., many people react to a person sneezing by saying *Bless you.* The sneezer responds, *Thank you.*

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Agree to do what someone suggests
- State your willingness to help with *Don't hesitate to ask.*

- Have Ss look at the photos and predict what the conversation will be about.
- Have Ss read and listen to the conversation. To check understanding, ask:
  *Why is Mark calling?* (He's sick and won't be able to go to work.)
  *Is he going to see a doctor?* (Maybe. He'll decide in an hour or two.)
  *What does Evelyn want him to do?* (text her later)
- Direct Ss' attention to Mark's first words: *Evelyn? Mark.* Point out this is short for *Hello, is this Evelyn? This is Mark.* Point out that Mark's greeting is very informal.
- Call Ss' attention to the **Social language** box. Read the rule and expressions. Have Ss repeat each expression.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs. Monitor as Ss practice the conversation. Have them switch roles.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Clarify the roles for Ss: Speaker A calls in sick and Speaker B takes the call.
- Ask Ss to identify language from the unit that they will need to use in this conversation. (the vocabulary on page 40 and Exercises A and B above) Read the sentences in the **Recycle This Language** box. For each sentence, ask, *Who would say this, Speaker A or Speaker B?*
- Model the exchange with a higher-level S. Play Speaker A. Ask the S to pretend to be the administrator of your school. If appropriate, model a more formal greeting than Mark's.
- Have pairs role-play their conversations. Monitor and assist as needed. Have Ss change roles and practice again, using new ideas.
- To support Ss as they extend their conversations, go over the information in the **Keep Talking!** box and show them the **Keep Talking!** video.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using vocabulary for symptoms and conditions
✓ offering advice and stating a willingness to help

**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) On blank sheets of paper, have Ss write their names. Tell them, *You got a call from a classmate who's sick and can't come to class. Write a message explaining what he or she said.* Have them write at least three sentences and use one or more past perfect verbs. Write an example on the board: *Luis called. He said he'd tossed and turned all night. He told me he had developed a sore throat, and it was so bad he couldn't come to class. He's going to call his doctor.* Collect the sentences and read them to identify areas for review and extra practice.

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

**F** GRAMMAR PRACTICE | **Check the correct meaning for each statement.**

1 Bob realized that he couldn't call his dentist because he had left his phone in his car.
- ☐ First, Bob realized he couldn't call his dentist. Then he left the phone in his car.
- ☑ First, Bob left the phone in his car. Then he realized he couldn't call his dentist.

2 I called my doctor, but he had gone home.
- ☐ First, I called my doctor. Then my doctor went home.
- ☑ First, my doctor went home. Then I called him.

3 My shoulder started to hurt after I had finished my workout.
- ☐ First, my shoulder started to hurt. Then I finished my workout.
- ☑ First, I finished my workout. Then my shoulder started to hurt.

**G** LISTEN TO ACTIVATE GRAMMAR | **Listen to each conversation. Then complete each statement, using the past perfect.**

1 The nurse asked him if he ..... *had taken* ..... any medication before coming to see the doctor.
2 By the time she got out of bed, she realized that she ..... *hadn't slept a wink* ..... all night. *(or: had tossed and turned)*
3 He told the doctor that he fell after he ..... *had gotten up* ..... too quickly.
4 She told the nurse that this was the first time she ..... *had had* ..... a condition like this.
5 Before his ankle started hurting, he ..... *had gone running* ..... .

## COMMUNICATION ACTIVATOR

**Now let's explain why you can't come to work or class.**



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

**A:** Evelyn? Mark. I'm sorry, but I won't be able to come in today.
**B:** Is something wrong?
**A:** Probably nothing serious, but I woke up with a bad sore throat. And I've been coughing all morning.
**B:** Oh, no. Do you think you should call a doctor?
**A:** I'm not sure. I think I'll give it an hour or two and see what happens.
**B:** Well, please text me later and let me know if you're OK.
**A:** Will do. Thanks.
**B:** And if there's anything I can do, don't hesitate to ask.

**Social language**
**To agree to do what someone suggests, say:**
Will do.
I will.

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

**C** CONVERSATION PAIR WORK | **Role-play the conversation, describing other symptoms. Say what you won't be able to do, and explain what you were doing when the symptoms began.**

**A:** ..... ? ..... . I'm sorry, but I won't be able to ..... .
**B:** Is something wrong?
**A:** Probably nothing serious, but ..... .
**B:** ..... . Do you think you should ..... ?
**A:** . . .

**KEEP TALKING!** ●●●

**Ask about other symptoms.**
Are you in a lot of pain?
Do you have [a sore throat]?
Are you running a fever?

**Make other suggestions and offer to help.**

**Ask for a favor.**
Could you [pick up something from the pharmacy]?

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
- I've come down with something.
- I tossed and turned all night.
- I realized I hadn't slept a wink.
- Don't put off seeing a doctor!
- You probably picked up a virus.
- Something's been going around.
- Better safe than sorry.

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

# 2 COMMUNICATION GOAL Express wishes and regrets




COACH

## A GRAMMAR | Wish to express regrets and desires

**Use wish + a noun clause to describe a condition you would like to be different. The use of that is optional.**

- **For present conditions, use the simple past tense or were / weren't.**
  I feel awful today. I wish (that) I **felt** better!
  He wishes (that) he **weren't** so sick today.
- **For present and future conditions, use would, could, or were / weren't.**
  That's a terrible cough! I wish (that) you**'d see** a doctor.
  Karen wishes (that) she **could stop** coughing and get some sleep!
  He wishes (that) he **weren't having** surgery tomorrow.
- **For past conditions, use the past perfect.**
  I wish (that) my dad **had had** a checkup last year.
  Derek wishes (that) he **hadn't canceled** his appointment yesterday.

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

**GRAMMAR EXPANDER** p. 133
Wish versus hope

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

## C NOTICE THE GRAMMAR | Find an example of wish + a noun clause in Zoom-In on page 39. Is it a present, future, or past condition?

*But I wish I hadn't gotten sick on my first trip to New Orleans!*
*It's a past condition.*

## D GRAMMAR PRACTICE | Complete the wishes for present or future conditions, using contractions when possible.

1 I'm worried about being late. I really wish ..... *you'd drive* ..... (you / drive) faster so we can get to the appointment on time.
2 I wish ..... *there were* ..... (there / be) a good dentist near my home. I hate having to travel so far to get my teeth cleaned!
3 My dad still has that awful cough. I wish ..... *he'd stop* ..... (he / stop) smoking cigarettes.
4 That guy keeps coughing with his mouth open. I wish ..... *he wouldn't do* ..... (he / not do) that. He's going to make everyone sick!

## E GRAMMAR PRACTICE | Complete each statement to describe a past condition, using wish and the prompts. Use contractions when possible.

1



"I cut my finger while I was making dinner. I ..... *wish I'd been* ..... (I / be) more careful!"

2



"My husband is so tired today. I think he ..... *wishes he hadn't stayed* ..... (he / not stay) up so late last night."

3



"I told her not to touch the stove. I ..... *wish she'd listened* ..... (she / listen) to me."

# LESSON 2 Express wishes and regrets

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Point out the lesson title. Elicit the meaning of *regrets* (feelings of sadness about something in the past that you did or failed to do)
- Have Ss read the first rule about using *wish.* Tell Ss that the word *condition* in this context means situation, not illness. Point out that the noun clause is the direct object of the verb *wish.* Remind Ss that we often omit *that* before a noun clause.
- Read the woman's statement. Then write on the board:

  *WISH* *REAL-LIFE SITUATION*

  *She wishes she didn't have a headache.*

  Ask, *What tense is* didn't have? (simple past) *Is the headache in the past, or does she have it now?* (She has it now.) Write *She has a headache.* under *Real-Life Situation*.
- Have Ss read the rule and examples for present conditions. Say, *I have a sore throat. What do I wish?* (You wish you didn't have a sore throat.)
- Have Ss read the rule and examples for present and future conditions. For each example sentence, point to *wish* on the board and read the wish. Elicit the real-life situation. (Somebody won't go to the doctor; Karen can't stop coughing; He's having surgery tomorrow.)
- Have Ss read the rule and examples for past conditions. Say, *These people have regrets.* For each example, point to *wish* on the board and read the wish. Elicit the real-life situation. (The person's dad didn't have a checkup; Derek canceled his appointment yesterday.)
- Draw Ss' attention to the **Be careful!** box. Have Ss look at the examples and point out what's different about the verb *feel* in the noun clause. (It's in the simple present after *hope* but the simple past after *wish.*) Say, Wish *is often used to say we want a situation to change even though such a change is unlikely or impossible.* Write on the board: *I wish I could go to [the beach] tomorrow. (But I can't because I have to work.)* Say, *We use* hope *when we think there's a chance a situation could change.* Write: *I hope I can go to [the beach] tomorrow. (I might finish work earlier.)*

**GRAMMAR EXPANDER** (optional, page T133)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Point out that in sentences with *wishes (that) + he,* the *h* on *he* is silent. Play the audio for Ss to listen and repeat.

## C NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss find the example on page 39 and identify the kind of condition it is. Ask them to explain why it is a past condition. (*hadn't gotten* is in the past perfect)
- Write under the *wish* heading you wrote on the board in Exercise A: *I wish I hadn't gotten sick.* Ask, *What actually happened?* Write under the *Real-Life Situation* heading: *She got sick.*

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Elicit answers with and without *that.* Ask, *What's actually happening?* (The driver isn't driving fast enough.)
- Have Ss complete the exercise individually and then compare answers with a partner.
- Go over the answers as a class. For each item, ask what's actually happening or happened. Write the answers with contractions on the board.

## E GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Point out that the exercise continues on page 43.
- Have Ss work individually to complete the exercise and then compare answers in pairs.
- Go over the answers as a class. Elicit corrections or provide feedback as needed. For item 3, write on the board: *I wish she had listened to me.* and *I wish she would listen to me.* Say, *The mother might say either of these. How are they different?* (With the past perfect, the mother is talking about one past event; with *would,* the mother is implying the child doesn't ever listen.)

**EXTENSION** (+3 minutes) On the board, write: *I'm unhappy that . . .* and *I regret that . . . .* Tell Ss to write two sentences about things they wish were different. Model the activity with one present and one past regret. For example: *I'm not a millionaire. I lost my keys.* Ask, *What do I wish?* (You wish you were a millionaire; You wish you hadn't lost your keys.) Form pairs. Have Ss write their sentences, exchange papers, and express their partner's wishes. Monitor and assist as needed.

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers with a partner.
- Bring the class together to go over the answers.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Reassure someone who regrets a mistake
- Express remorse for an error with *I could kick myself.*
- Encourage someone to look on the bright side with *It's not the end of the world.*

- Have Ss read and listen. To check comprehension, ask:
  *What does Mimi mean by* I could kick myself? (She's angry with herself.)
  *What is she upset about?* (missing an appointment)
  *What does she wish?* (that she had set a reminder on her phone)
  *What does her friend tell her?* (not to be so upset; she can reschedule)
- Have Ss identify an example of a statement with *wish* in the conversation.
- Call Ss' attention to the **Social language** box and read the heading. Model each item for Ss to listen and repeat. Tell Ss to be careful with the expression *It's not the end of the world.* Sometimes it doesn't communicate empathy or reassurance; instead, it implies that the problem doesn't matter and the other person is overreacting. Tone of voice is key.

## B PRONOUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. Direct Ss' attention to the tone of each speaker's voice.
- Form pairs and have Ss practice the conversation. Monitor to make sure that Speaker A sounds upset and that Speaker B conveys empathy and reassurance.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (the grammar on page 42 and the vocabulary on page 38) Point out the **Ideas** box. Elicit ideas for what other kinds of medical appointments Speaker A could have missed. (For example: eye doctor's appointment, dentist appointment, lab appointment) Write them on the board.
- Have Ss look back at Speaker A's first turn in the model conversation. Ask, *What's the first thing she says?* (Oh, no!) Elicit other mild expressions Speaker A might use to show sudden regret, such as *Darn it! Oh brother! Oh, for crying out loud!*
- Model the exchange with a higher-level S.
- Monitor as Ss role-play their conversations. Have Ss switch roles and role-play again, using new ideas and trying out new expressions.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend their conversations.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play the conversation with new partners. Make sure they switch roles.

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

- ✓ using vocabulary for medical procedures
- ✓ using a variety of expressions to reassure the other speaker
- ✓ expressing regret and reassurance with their tone of voice

**CLOSURE ACTIVITY** (+5 minutes) Have Ss close their books and write their names on blank sheets of paper. Have them write three statements with *I wish* to express regret about something in the past and about things they wish they could change about the present or future. Collect the statements and read them to identify areas for review and extra practice.

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




4 "This cold is awful. I wish I hadn't gone (I / not go) skiing yesterday."



5 "Wow! These really help! I wish I'd gotten (I / get) glasses years ago."




6 "My dad's so out of shape! I'm sure he wishes he'd exercised (he / exercise) more when he was younger."

**F** **GRAMMAR PRACTICE** | **Complete the sentences, using wish with could.**

1 This headache is killing me. And there's a test tomorrow. I *wish I could* get some sleep.
2 You're going to be late for your dentist's appointment. I *wish you could* leave work earlier.
3 It's too bad Mary doesn't feel well. I *wish she could* join us for dinner.

## COMMUNICATION ACTIVATOR

**Now let's express wishes and regrets.**



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

**A:** Oh, no! I could kick myself. I missed my doctor's appointment!
**B:** Was it for something urgent?
**A:** Sort of. I need an X-ray. . . . I just forgot.
**B:** Mimi, that could happen to anyone.
**A:** Well, I feel bad about it. I wish I had set a reminder on my phone!
**B:** Don't be so hard on yourself. It's not the end of the world. Just call the office and reschedule.

**Social language**
**To reassure someone who regrets a mistake, say:**
That could happen to anyone.
It's not the end of the world.
Don't be so hard on yourself.
These things happen.

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

**C** **CONVERSATION PAIR WORK** | **Change the conversation, using the ideas below or other procedures from Topic Warm-Up on page 38. Say what you wish you had or hadn't done. Then change roles.**

**A:** .....! I could kick myself. I missed my ..... appointment!
**B:** Was it for something urgent?
**A:** ..... . I need ..... . I just forgot.
**B:** ..... .
**A:** Well, I feel ..... about it. I wish .....!
**B:** ..... . Just ..... .

**Ideas**
a shot
a blood test
a filling

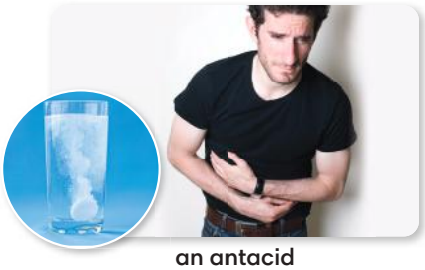
**KEEP TALKING!** ●●●
- **Ask your partner for more details.**
- **Tell your partner about a time *you* missed an appointment.**

Watch the video for ideas!

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

# 3 COMMUNICATION GOAL Recommend treatments and medications

**A** VOCABULARY | Types of medications | Read and listen. Then listen again and repeat.


an antacid


an antibiotic


an antihistamine


a cold tablet


cough medicine


an ointment


a vitamin


eye drops


a painkiller


a nasal spray / a decongestant

**a prescription:** a medication a doctor orders
**an over-the-counter medication:** one you can buy without a prescription

A medication label

**dosage:** Take two tablets in the morning before a meal.
**warnings:** Do not drive a vehicle after taking.
**side effects:** May cause dizziness or nausea.

**B** PAIR WORK | Discuss how you would use each medication.

"I might use an ointment if I burned my hand while I was cooking."

**C** LISTEN FOR MAIN IDEAS | Listen to each conversation with a doctor. Complete each patient's chart.

**Envin González**

What are the patient's symptoms?

*back pain*

Is the patient currently taking any medications? ☑ Yes ☐ No
If so, which ones?

*painkillers*

**Sara Kincaid**

What are the patient's symptoms?

*headache, nausea*

Is the patient currently taking any medications? ☑ Yes ☐ No
If so, which ones?

*painkiller and antacid*

**Kumiko Tanaka**

What are the patient's symptoms?

*red, itchy eyes*

Is the patient currently taking any medications? ☑ Yes ☐ No
If so, which ones?

*eye drops*

# LESSON 3 Recommend treatments and medications

## A VOCABULARY

Suggested time: 8 minutes | Your time:

- Give Ss time to look at the pictures and read the types of medications.
- Direct Ss' attention to the box with definitions of *a prescription* and *an over-the-counter medication.* Ask, *What kind of medicine do you need a prescription for?* (For example: strong pain killers) *What are some common over-the-counter medications?* (For example: aspirin)
- Direct Ss' attention to the medication label. Have Ss read it. On the board, write:
  *1. symptoms a medication might cause =*
  *2. information about what you shouldn't do =*
  *3. how much medicine to take and when =*
  Ask, *What are symptoms a medication might cause?* (side effects) *What is information about what you shouldn't do?* (warning) *What is the word for how much medicine to take and when?* (dosage) Write the three answers on the board.
- Play the audio for Ss to follow along. Then have them listen again and repeat. Check whether Ss have any questions about word meanings.

**LANGUAGE AND CULTURE**

- The abbreviation *OTC* is often used for the term *over-the-counter*.
- In the U.S., some OTC medications are better known by their brand names than by their generic names. For example, people often refer to the pain reliever acetaminophen (paracetamol) by the brand name *Tylenol*.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions and the example. Write on the board: *I might use ____ if I had / felt ____.* and *I would use / take ____ for a ____*. Refer Ss to the vocabulary for symptoms on page 40.
- Model the activity by questioning 1–2 higher-level Ss about their use of medications. For example, *When would you use eye drops*? *How often do you take vitamins?* Tell Ss that if they've never used a medication, they can talk about how, when, and why other people use it.
- Form pairs. Monitor Ss' conversations and assist as needed.
- Bring the class together. Call on volunteers to describe how they use one or more of the medications.

**OPTION** (+4 minutes) To prepare Ss for this discussion, form pairs and have Ss match symptoms with medications. On the board, write this list of symptoms and conditions: *an allergy to tree pollen, a cold, a cough, dry eyes, a headache, an infection, a rash, a stuffy nose, an upset stomach.* Student A chooses a symptom or condition and says, *What should I do about ____?* Student B chooses a medication from the Exercise A Vocabulary and responds, *Take / Use ____*. Model the exchange with a higher-level S. After five turns, have Ss switch roles.

**TEACHING TIP** While discussing symptoms, treatments, and medications, remind Ss that certain symptoms can be signs of more serious illnesses and that they should visit a doctor if their symptoms persist or do not respond to medications.

## C LISTEN FOR MAIN IDEAS

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and look at the three charts. Ask, *What two things do you need to listen for?* (symptoms and current medications)
- Play the audio for the first conversation. Elicit the information about Envin's symptoms and current medication. Replay the audio if appropriate. Have Ss complete the first chart. If Ss raise questions about aspects of the conversation other than symptoms and current medication, tell them that they will talk about that when they do Exercise D.
- Play the audio for the second conversation. Pause to let Ss fill in the chart. Have them compare answers with a partner. Repeat the process with the third conversation. Then go over the answers for both conversations. Replay the audio if appropriate.
- Ask Ss if they noticed any different accents in the conversations. Have them identify where each speaker is from (Conversation 1: Envin: Spanish accent / from Ecuador, Dr. Awad: British accent / from U.K.; Conversation 2: Sara: Texan accent / from U.S., Dr. Lima: Portuguese accent / from Brazil; Conversation 3: Kumiko: Japanese accent / from Japan, Dr. Meade: standard American accent / from U.S.)

## D LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions. Ask, *What should you listen for this time?* (dosages, any other instructions, and possible side effects)
- Play the audio, pausing after each conversation. Have Ss complete the charts individually.
- Have Ss compare answers in pairs. Replay each conversation if needed. Then go over the answers with the class.

**OPTION** (+5 minutes) Tell Ss to take a sheet of paper. Have them listen again and make notes on any details that aren't included in Exercises C or D. Then play the audio, pausing after each conversation. Form pairs. Tell Ss to ask each other questions about the details they noted. They should not let their partner see their paper. Ss get 1 point for every question they ask and 1 point for every correct answer.

## E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read the directions. Then tell Ss to look at you. Read the first item, gesturing with a hand to mark the rising and falling intonation as you speak.
- Play the audio. Have Ss listen and read. Replay the audio for Ss to repeat the sentences.

## F PAIR WORK

Suggested time: 3 minutes | Your time:

- Read the directions and the example.
- Have Ss turn to page 38. Call on a higher-level S to provide a model statement with a list of two or more procedures. Make sure the S demonstrates correct intonation. Then have Ss turn to page 40. Call on another S to provide a model statement with a list of symptoms. Remind Ss they can find treatments and medications on page 44.
- Form pairs. Monitor Ss' statements for correct intonation.

# Communication Activator

## A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Point out that Ss should complete the patient form with imaginary information. Remind them to look at the list in the **Also** box on page 40 for symptoms to write in the "other symptoms?" box on the form.

## B ROLE PLAY

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the scenes. Elicit ideas about where the conversation in Scene 1 might take place. Tell Ss that Scene 2 is in a doctor's office.
- Draw Ss' attention to the **Recycle This Language** box. Read the first expression and have Ss repeat it. Ask, *Who would say this: the patient, the doctor,* or *a friend?* Continue through the list, having Ss repeat and tell you who would use each expression.
- Model Scene 1 with a higher-level S, taking the role of the concerned friend.
- Form pairs. Tell Ss to do each role-play twice with their partner, switching roles. Monitor the conversations for appropriate collocations. (For example: *have + a cough / fever*, *pick up + a cold / virus)* Assist as needed.

**OPTION** (+3 minutes) Invite volunteers to perform one of their role plays for the class. Have each pair come to the front of the room and introduce their role play by explaining who and where they are.

**TEACHING TIP** When Ss perform role plays for the class, encourage the use of props. For example, two friends might pretend to be drinking coffee (from actual or imaginary cups) or riding on a bus or subway holding on to an overhead strap or bar. A doctor or nurse might be holding a clipboard. For the role plays in Exercise B, if possible, have the "patients" sit on a table as though it were a doctor's examination table.

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

- ✓ incorporating vocabulary for symptoms, conditions, and medications
- ✓ using correct intonation in lists
- ✓ effectively discussing how they feel and what they should do

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write three medications from Exercise A, page 44, on a blank sheet of paper. Tell Ss to exchange papers with a partner and write their names on the new sheet of paper. Then they should write three sentences telling how, when, or why they would use the medication. Refer Ss to the example in Exercise B on page 44 and / or write on the board: *I would take ____ for ____*. Tell Ss they can use their books to look up any vocabulary they need. Collect the sentences and read them to identify areas for review and extra practice.

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

**D** LISTEN FOR DETAILS | Listen to the conversations again. Complete the information about the medications the doctors prescribe.

PATIENT: Envin González
DOSAGE: One tablet twice a day with food
SIDE EFFECTS? ☑ YES ☐ NO
IF SO, WHAT ARE THEY? nausea

PATIENT: Sara Kincaid
DOSAGE: One tablet three times a day
SIDE EFFECTS? ☑ YES ☐ NO
IF SO, WHAT ARE THEY? dizziness

PATIENT: Kumiko Tanaka
DOSAGE: Apply to eyes twice a day and wash your hands several times a day
SIDE EFFECTS? ☐ YES ☑ NO
IF SO, WHAT ARE THEY? _____

COACH

**E** PRONUNCIATION | Intonation of lists | Use falling intonation on the last item in a list. Use rising intonation on each item before it. Read and listen. Then listen again and repeat.

1 I feel dizzy and nauseous.
2 I've been taking an antacid, painkillers, and cough medicine.
3 I have a headache, a backache, a rash, and a sore throat.

**F** PAIR WORK | Take turns using the Vocabulary on pages 38, 40 and 44 to make statements with lists of symptoms, medical procedures, or medications. Practice correct intonation.

"I had a checkup, an X-ray, and a blood test."

## COMMUNICATION ACTIVATOR

### Now let's recommend treatments and medications.

**A** TALKING POINTS | Imagine you're visiting a doctor. Complete the patient information form.

**B** ROLE PLAY | Imagine you're in another country, and you don't feel well. With a partner, role-play the two scenes, using the information from Talking Points.

**Scene 1**
Your partner is a friend, colleague, or relative traveling with you. Include these topics:
- how you feel
- when and how you began to feel bad
- what you should do

**Scene 2**
Your partner is a doctor. Include these topics:
- your symptoms
- medications you've taken
- medications or procedures you need
- dosages, warnings, and side effects

Astoria Medical Center

Last name _____ First name _____

Your symptoms
coughing | dizziness | pain Where? | itching | swelling Where? | a bruise Where? | a rash Where? | shortness of breath | sneezing | nausea | vomiting | other symptoms?

How long have you had these symptoms? _____

Are you currently taking any medications?
No | Yes, prescription. (Which ones?) | Yes, over-the-counter. (Which ones?)

Are you allergic to any medications?
No | Yes (Which ones?)

**RECYCLE THIS LANGUAGE**

I've come down with [something].
I think I picked up a [cold / virus].
It's been going around.
Are you running a fever?
When I went to bed, I'd already [started coughing].
I tossed and turned all night.
[I haven't] slept a wink.
I wish [I'd gotten more sleep].
I could kick myself!
These things happen.
[It] could happen to anyone.
Why don't you [make an appointment]?
You might need [a shot].
Please [text / call] me later and let me know if you're OK.
If there's anything I can do, don't hesitate to ask.
Will do. Thanks.
I hope you feel better soon.

**A** READING | **Read about some alternatives people choose for their own health care. Which is closest to your own approach?**

CHOOSING FROM

# THE OPTIONS

Conventional Western medicine has made great progress over the last century in the development of medications, surgical techniques, and treatments for many diseases, conditions, and injuries. However, the United Nations World Health Organization reports that a majority of the world's population uses some form of alternative approach to health care. This includes therapies that claim to maintain good health rather than fight disease, such as Ayurveda (from India), Chinese traditional remedies, and homeopathy (which originated in Germany), as well as mind and body practices such as meditation, tai chi, and yoga.



Acupuncture

While conventional treatments are scientifically tested, people tend to claim success with alternative approaches based on personal experience. For example, someone takes the herb echinacea to avoid catching colds and, if that person doesn't come down with one, he or she is convinced that echinacea works. According to a 2012 survey, about 30% of U.S. adults choose to use alternative remedies—instead of conventional medicine—for the treatment of a variety of conditions such as depression, neck and back pain, and the common cold. In both the U.S. and the U.K., use of alternative approaches has been increasing in recent years.

A growing number of patients, however, choose to take a "complementary" approach to their health care in which they see a doctor who practices conventional medicine but choose to supplement that treatment with another approach. For example, a patient taking conventional medications to fight cancer may choose acupuncture or massage to ease side effects of cancer medications such as stomach pain or nausea.



Meditation

Some doctors and clinics offer an "integrative" (or "holistic") approach to health care—one that, in addition to conventional therapies, considers treatment of all patient needs, including physical, emotional, and social needs. For example:

- Pain relief (meditation, acupuncture, or massage therapy)
- Psychological support (social support groups, in which patients can share experiences)
- Exercise (physical therapy, tai chi, yoga)
- Dietary support (advice about food choices and vitamin supplements)

Most conventional doctors support their patients' use of other therapies that complement conventional treatments. However, they request that their patients keep them informed because there are some herbs and supplements that can cause certain conventional medications to stop working. And there are some exercises and diets that can be dangerous in certain situations. Open communication allows doctors to support their patients' choices while keeping their patients safe.



Tai chi

**B** FIND SUPPORTING DETAILS | **Look at the four health care approaches. Then read each situation and write the letter of the health care approach it illustrates. Explain your reasons.**

**a** a conventional approach
**b** a complementary approach
**c** an alternative approach
**d** an integrative approach

b **1** Tom is taking the medications his doctor prescribed for his heart. However, he has also decided to search online for ways to improve his diet.

d **2** Pam's doctor prescribed medication for her severe arthritis. He also suggested she join an online support group so she can chat with other people dealing with the same issues.

a **3** Jim has taken prescription painkillers for his severe back pain, but his doctor says she thinks surgery will correct the condition.

c **4** Ned's doctor suggested an over-the-counter medication for his cold. However, Ned has decided instead to drink a lot of orange juice, have chicken soup, and take vitamin C to treat it.

# LESSON 4 Compare approaches to health care

## A READING

Suggested time: 12 minutes | Your time:

- Read the directions and the title of the Reading. Elicit the meaning of *approach.* (a way to do things)
- Have Ss look at the photos and captions. Ask, *Does anyone have personal experience with meditation? Acupuncture? Tai chi?* Invite volunteers to talk briefly about their experiences or to come to the next class prepared to talk about them.
- Remind Ss that it's always a good idea to preview a reading. Explain that one way to preview is to read the first sentence of each paragraph. This will give Ss an idea of what to expect. Have Ss read and listen while you read the first sentence of each of the five paragraphs.
- Play the entire audio and have Ss follow along and read the article.
- On the board, draw a chart with two columns. In the left, under the heading *APPROACHES,* write:

  *1. conventional (Western) medicine*

  *2. alternative approaches to health care*

  *3. a complementary approach*

  *4. an integrative or holistic approach*

  On the right, under the heading *DEFINITIONS,* write:

  *a. therapies developed to maintain good health*

  *b. treating physical, emotional, and social needs with multiple therapies*

  *c. conventional medicine + another approach*

  *d. scientifically-tested medications, surgical techniques, and treatments*

  Have Ss work individually to match each approach with its definition. Tell them to mark up the parts of the article where they find support for their answers. Then go over the answers and the support for them with the class. (1. d, 2. a, 3. c, 4. b)
- Direct Ss' attention back to the directions for Exercise A. Read the question. Point to the list of four approaches on the board and poll the class on which ones they prefer.
- Elicit additional questions about vocabulary and / or pronunciation. Deal with them as a class or have Ss use their dictionaries to answer their own questions.

**OPTION** (+3 minutes) Direct Ss to page 45, Exercise E, Intonation of lists. Call on a higher-level S to read aloud item 2 or 3 as a reminder of the intonation pattern. Then have Ss return to page 46 and listen as you replay the audio for the first paragraph. Have Ss read aloud to themselves the first and last sentences of the first paragraph in the Reading.

**TEACHING TIP** When Ss read in English, they may often come across words they don't know how to pronounce. One way to find out, of course, is to ask you or another English speaker. Make sure they also know that they can look up pronunciation information online. Many online dictionaries have an icon Ss can click on to hear the word pronounced.

## B FIND SUPPORTING DETAILS

Suggested time: 7 minutes | Your time:

- Read the directions. Form pairs of similar-level Ss. Have Ss work individually to choose their answers. Then have them join their partners and take turns reading aloud each situation, comparing answers, and explaining their reasons.
- Bring the class together and check answers. Call on volunteers to explain their reasons.

**OPTION** (+5–10 minutes) After checking answers, discuss each patient's options and choices. Read each situation or call on volunteers to do so. Ask questions to elicit Ss' opinions and information about their own experiences with health care providers. For example, for item 1, ask, *Is Tom doing the right thing? Do you think his doctor talked to him about his diet? Does your doctor talk to you about yours?*

## C APPLY REAL-WORLD KNOWLEDGE

Suggested time: 7 minutes | Your time:

- While Ss discuss, draw a mind map on the board. (See Teaching Tip below). Write the question in the directions in the circle at the center of the mind map. Draw a line radiating from the circle. Write *family custom* at the end of the line.
- Bring the class together. Point to the mind map and say, *Family custom is one reason people use alternative approaches to health care*. Elicit other reasons and write each reason at the end of a line radiating from the circle in the map.

**TEACHING TIP** A mind map is a graphic organizer. It's useful for generating ideas that relate to a central theme or problem. Write the theme in the center of the board, circle it or draw a cloud around it, and then draw lines radiating out from it. At the end of each line, add a concept that relates to the theme.

## D RELATE TO PERSONAL EXPERIENCE

Suggested time: 7 minutes | Your time:

- Form groups of three. Tell Ss to use the vocabulary from pages 38 and 40, as well as ideas from the Reading on page 46, in their discussions.
- For item 1, encourage Ss to make a list of the treatments they or their family have tried.
- For item 2, encourage Ss to use their own experiences to talk about the effectiveness of treatments. Brainstorm ways to describe how treatments helped or didn't help. Write Ss' ideas on the board.

**OPTION** (+3 minutes) After the group discussion, call on volunteers to share their experiences with a type of treatment and say why they think it is or is not effective. Encourage the class to ask follow-up questions and share their own experiences.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

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

- Have Ss read the directions, the chart, and the sample answer. Read the example conversation and tell Ss to use it as a model for their discussion.
- Form pairs. Tell Ss to complete the chart individually and then join their partner to discuss and compare their treatments and remedies for each ailment. Monitor and assist as needed.

## B DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the directions and the **Optional** box. Have Ss turn to the Reading on page 46 and underline useful words and phrases.
- Draw Ss' attention to the example and read it. Call on volunteers to report on what they learned about their partner. Begin with lower-level Ss so they can choose the easiest topics to report on. Encourage the class to ask the partner follow-up questions about the treatments he or she prefers.

**OPTION** (+5 minutes) Look at the list of ailments and choose the one that you are most interested in learning new remedies for. Write it on the board. Elicit ideas on how to treat it and write them on the board. Poll the class to find out which treatment is the most popular.

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

✓ using the vocabulary for conventional and alternative health care approaches
✓ speaking from personal experience
✓ talking about the effectiveness of treatments

## WRITING

Suggested time: 12 minutes | Your time:

- Read the directions. Suggest that Ss write one paragraph explaining how the two approaches are similar and how they are different. Then, in their second paragraph, they can discuss the next two questions. Explain that they can also choose to organize their ideas differently. The important thing is to compare and contrast the two approaches.
- Have Ss work individually. Monitor and assist as needed. If appropriate, refer Ss to pages 147–148 of the **Writing Handbook** to review the language for comparisons and contrasts.
- If Ss cannot complete the assignment in the time available, have them finish it for homework.
- Collect Ss' writing so you can offer feedback.

**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 cards. Tell Ss to choose one ailment from the list in Exercise A and describe the best way to treat it. Tell Ss to say whether their approach is conventional, alternative, complementary, or integrative. Collect the answers and read them to identify areas for review and extra practice.

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

**C** APPLY REAL-WORLD KNOWLEDGE | Why do you think so many people around the world choose to use alternative approaches to health care? Discuss with a partner.

**D** RELATE TO PERSONAL EXPERIENCE | Discuss the questions.

1 Have you or someone in your family ever tried a non-conventional treatment? Was the approach one of the ones in the Reading? Was it helpful?
2 What kinds of treatments have been the most effective for you or someone in your family?

## COMMUNICATION ACTIVATOR

**Now let's compare approaches to health care.**

**A** TALKING POINTS | Describe the treatments or remedies you think are the best for each ailment. Then, with a partner, discuss and compare your approaches and the experiences you've had with each treatment.

| Ailment | My treatments and remedies |
|---|---|
| a cold | *I usually just rest and drink a lot of tea. But for a bad cold, I prefer an over-the-counter medication.* |

| Ailment | My treatments and remedies |
|---|---|
| a cold | |
| a headache | |
| nausea | |
| pain | |
| a fever | |
| a cough | |
| a sore throat | |
| a stomachache | |
| a bruise | |

It sounds like you take a conventional approach for a bad cold. Is that right?

I guess so. But I've had success with some alternative cold remedies, like drinking lemon juice in hot water. What about you?

SOFT SKILLS BOOSTER p. 156

**B** DISCUSSION | As a class, compare the kinds of treatments you and your classmates listed. Tell the class what you learned about your partner.

**OPTIONAL** Underline new words or phrases in the Reading to use in your Discussion. Example: "based on personal experience"

"My partner prefers conventional treatments. But he wishes he'd tried my lemon juice remedy the last time he had a cold."

## WRITING

In two paragraphs, compare two approaches to treating health conditions. Consider the following questions:

- How are they similar or different?
- Which do you think is more effective?
- Why might someone choose each treatment?

WRITING HANDBOOK p. 147
- Comparisons and contrasts
- Guidance for this writing activity

# LIGHTS! CAMERAS!

With a partner, choose one of the situations in the pictures. Work together to create a movie scene script, expanding on the situation in the picture, including what happened before and afterwards. Use your imagination and write as much as you can. Rehearse and then memorize your script. When you're ready, perform – without reading – your movie scene for the class.

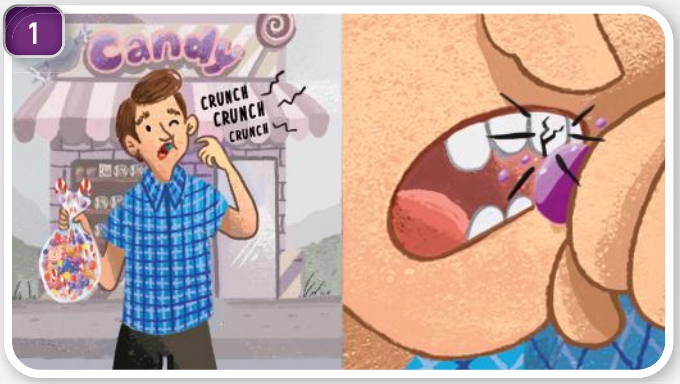
**The class votes and awards three prizes:**

The best use of language from Unit 4!

The most interesting scene!

The most hilarous scene!

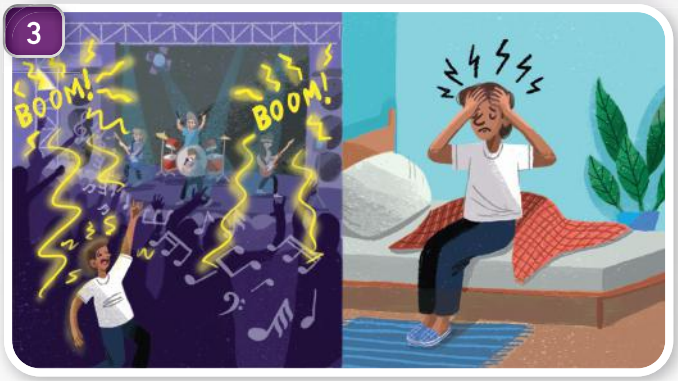
1




2



3




4



5



6



## PROGRESS SELF-CHECK

NOW I CAN

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

- ☐ Explain why I can't come to work or class.
- ☐ Express wishes and regrets.
- ☐ Recommend treatments and medications.
- ☐ Compare approaches to health care.

# *Interactive Cool Down*

## LIGHTS! CAMERAS!

Suggested time: 30–45 minutes | Your time:

- Have Ss read the directions and the information about the three prizes. Tell Ss to think about the conversations in Unit 4 and the language they've studied. Elicit ideas for who the two characters in a script could be (for example: doctor and patient, other health practitioner and patient, two friends) and where a scene could take place.
- Have Ss preview the six different situations, consisting of two pictures each. Ask questions to make sure they understand the situations. For example: *What happened to the man's tooth? How did the woman get a rash?*
- Form pairs. Have Ss work with their partners to choose one of the six situations in the boxes and write a script. Make sure Ss understand that they have to include the information shown in both the "before" and "after" pictures that illustrate each situation. Encourage Ss to think of props to use and plan their actions as well as their words. Monitor and assist as needed. On the board, write the three categories of prizes.
- Give Ss time to rehearse. When it's time for Ss to perform their scenes, encourage them to improvise if they forget their lines, but have them give you their scripts so you can prompt them if necessary.
- Have Ss perform at the front of the classroom. Move to the far side of the classroom from the performers to listen and to make sure their voices can be heard there. Have Ss introduce their scene by explaining which situation they chose, who they are, and where their scene takes place.
- After all scenes have been performed, have Ss raise hands to vote to award the three prizes. You can create a fourth category, Honorable Mention, and award a prize to one or more other pairs for anything you think they've done well.

**TEACHING TIP** Some Ss love to see themselves in videos; others hate it. No S should be videotaped unless there is some pedagogical necessity and the S agrees. In the case of "Lights! Cameras!" tell the class that each pair of Ss can choose to have their performance recorded if they wish. They should discuss it with their partner. If appropriate, set up rules for recording the performances in class. Ss who wish to can ask classmates to record it on the Ss' own smart phones. No one else in the class should record anything without the Ss' express permission.

**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 Coping with Disasters and Emergencies

| | | |
|---|---|---|
| WARM-UP | Students discuss disasters and preparing for emergencies, and read an illustrated conversation modeling discussion of bad weather and a possible evacuation. | |
| LESSON 1<br>**Warn of a dangerous situation** | ***Vocabulary*** | Other disasters |
| | ***Grammar*** | Indirect speech: imperatives |
| | ***Pronunciation*** | Direct and indirect speech: rhythm |
| LESSON 2<br>**Start a conversation about a disaster in the news** | ***Vocabulary*** | Natural disasters |
| | ***Listening skills*** | Listen to infer; Listen for details |
| | ***Grammar*** | Indirect speech: *say* and *tell*—tense changes |
| LESSON 3<br>**Discuss epidemics** | ***Reading skills*** | Understand from context; Confirm facts |
| LESSON 4<br>**Prepare for a local emergency** | ***Vocabulary*** | Emergency readiness and supplies |
| | ***Listening skills*** | Listen for main ideas; Listen for details; Listen for instructions; Paraphrase |
| | ***Writing*** | Explain how to prepare for an emergency |
| INTERACTIVE COOL DOWN | *Say and Tell* | |

Choose a warm-up activity from the Warm-Up Activity Bank on pages xii-xiii.

## *Warm-Up*

### PRONUNCIATION

Suggested time: 8 minutes | Your time:

- Read the directions. Play the audio. Have Ss listen and read. Play it again and have Ss listen and repeat.
- Have Ss work individually to check their answer for each type of disaster.
- Form pairs. Have Ss compare their answers and explain the reasons for their choices. Monitor and assist as needed.
- To go over the answers with the class, draw a two-column chart on the board with the headings *Disaster* and *Cause*. List the four types of disasters in the column on the left side of the chart.
- Bring the class back together. Start the discussion with the topic of volcanic eruptions. Read the man's statement. Ask Ss if they agree.
- Point to each type of disaster on the board, and ask, *Is this a natural disaster? A human-made disaster? A combination of both?* Have Ss raise their hands. Call on volunteers to explain their choices. Try to reach a consensus on the cause and write it in the chart.

**OPTION** If any of these disasters are distressing topics for Ss to discuss—for example, if they have recently experienced them personally—limit the discussion or avoid it altogether.

**EXTENSION** Ask volunteers to list places they associate with the four types of disasters and, if appropriate, to describe specific disasters they have heard about.

# Coping with Disasters and Emergencies

UNIT 5

## *Warm-Up*

**Which of these disasters are caused by humans? Which are natural disasters? Which might be a combination of both?**

PRONUNCIATION | Listen and repeat.



A volcanic eruption is a natural disaster. No one can cause one or prevent one.

### A volcanic eruption

- a natural disaster
- a human-made disaster
- a combination of both



### A famine

- a natural disaster
- a human-made disaster
- a combination of both



### A forest fire

- a natural disaster
- a human-made disaster
- a combination of both



### A shipwreck

- a natural disaster
- a human-made disaster
- a combination of both



UNIT 5 COMMUNICATION GOALS

**Lesson 1** Warn of a dangerous situation

**Lesson 2** Start a conversation about a disaster in the news

**Lesson 3** Discuss epidemics

**Lesson 4** Prepare for a local emergency

## Topic Warm-Up

**A** EMERGENCY CHECKLIST | Read the checklist of things to have on hand for an emergency.




**B** VOCABULARY | Emergency supplies | Read and listen. Then listen again and repeat.

**C** PAIR WORK | Discuss the purpose of each item on the checklist.

You need blankets to stay warm if you have to sleep outside in an emergency and the weather is cold.

And you need scissors if you have to cut sterile gauze if someone has an injury.

# Topic Warm-Up

## A EMERGENCY CHECKLIST

Suggested time: 5 minutes | Your time:

- Give Ss a minute to look at the photos and captions. Read the two questions in the title. Tell Ss to check the items they have, including the items in the box.
- Bring the class together. Take a poll. Read each item and ask Ss to raise their hands if they have it.

## B VOCABULARY

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read and listen. Replay it and have Ss listen and repeat.

## C PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the directions. Remind Ss to include the six items in the box in Exercise A.
- Read the example conversation and encourage Ss to use it as a model for their discussion.
- Form pairs and have them complete the task. Monitor and assist as needed.
- Bring the class together and go over each item on the checklist, calling on volunteers to explain its purpose. For each item, check that the rest of the class agrees with the explanation. Then ask, *What else could you use this item for?* Write Ss' suggestions on the board.

**CHALLENGE** (+5 minutes) Conduct the discussion of purposes as a game. Start by making a chart on the board. Write a different purpose at the top of each column in the chart. For example:

| *Keep warm* | *Make light* | *Treat medical problems* | *Talk to people* | *Eat and drink* |
|---|---|---|---|---|
| | | | | |

Tell Ss you are going to play the A–Z game. Call out a letter of the alphabet. In pairs, have Ss try to write down emergency supplies that begin with that letter for each purpose listed in the chart. They should include any emergency supplies they can think of, not just the words in Exercise A. (For example: For the letter C: Keep warm: coat; Make light: candle; Treat medical problems: cough medicine; Talk to people: cell phone; Eat and drink: can opener) Repeat with 3–4 other letters. Once the game is finished, elicit Ss' answers and write them on the board. Give 1 point for each correct answer. Have Ss add up their points and see which pair is the winner.

**EXTENSION** (+7–12 minutes) Elicit types of disasters that could happen in your area and write them on the board. Ask, *Which of these disasters is most likely to happen here?* Take a vote and underline the most likely disaster on the board. Then ask, *What emergency supplies should every household have on hand for this kind of disaster?* Form groups and have each group write their own checklist of supplies and tips for what to do. Bring the class back together and ask volunteers to report for their group. Write a single list on the board of all the items mentioned and of all the tips.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures of Jack and Sarah and try to predict what their conversation will be about.
- Point out the note about accents. Encourage Ss to listen for differences between Jack's and Sarah's accents.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *Where is the Midwest?* (12 states in the northern central part of the U.S.)
  *What's happening there?* (a big storm with heavy rain)
  *How do Jack and Sarah know about it?* (Jack saw it on TV; Sarah read about it online.)
  *Why does it concern Jack and Sarah?* (The storm may be heading their way.)
  *What are they going to do?* (wait until tomorrow for more news, but pack the car now; maybe go to Sarah's mother's house)
  *Why is Sarah's mother's house a safer place?* (She's "up in the hills," safer from flooding.)
- Clarify any new vocabulary for Ss.

**LANGUAGE AND CULTURE** Because Earth's climate is changing in a number of different ways, the phrases *climate change* or *climate crisis* are considered to be more accurate than *global warming*.

## B UNDERSTAND FROM CONTEXT

Suggested time: 8 minutes | Your time:

- Read the underlined expressions in Exercise A and have Ss repeat.
- Read the example. Elicit the difference between *news* and *breaking news*.
- Form pairs. Have Ss complete the exercise in pairs. Monitor and assist as needed.
- Go over the answers with the class.

**EXTENSION** (+5 minutes) Lead a discussion about how to stay informed about important breaking news. Point out that Jack got breaking news from the TV. Sarah got it from the Internet. Ask the class how they get breaking news. (For example: smart phone apps, friends)
Then ask how Ss stay informed about the weather specifically. For example, ask, *How often do you check the weather? How do you get warnings about extreme weather?*

**Answers for Exercise B**

1. *"News" is information about something that has happened recently, but "breaking news" is happening right now and is usually a developing story.*

**LANGUAGE AND CULTURE**

- The expression *What do you say . . . ?* is used to introduce a suggestion, as in *What do you say we pack up the car now?* You can also use *What do you say to* + noun phrase to make a suggestion: *What do you say to a cup of coffee?*
- A common variation on the expression *on a moment's notice* is *at a moment's notice.*

## SPEAKING | PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Read the directions and the conversation. Tell Ss they can write their lists in their books or on paper.
- Write on the board: *What would you do if you were Sarah and Jack? What would you have in the car?* Underline the verbs. Remind Ss that we use the unreal conditional when we are imagining a situation that doesn't exist.
- Have pairs complete their lists. Monitor and assist as needed.
- On the board, write: *If we were Sarah and Jack, we would. . . .* Have pairs compare their ideas with another pair, using this structure.
- Bring the class back together. On the board, write: *TO DO*. Invite volunteers to call out actions from their lists. Write them on the board. Next, write on the board: *TO HAVE IN THE CAR*. Invite Ss to call out items that Sarah and Jack should pack. Write them on the board. Remind Ss to consider both supplies to have during the drive and things they'll need while they're away from home. Also point out that some things depend on whether Sarah and Jack live in an apartment or a house and whether they have children or pets. To illustrate this, ask, *Do they need to prepare the house and yard for the storm? Do they need to pack clothes and toys for the children? Food for the pets?*

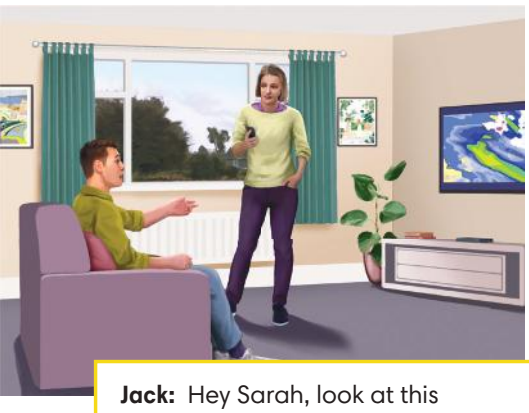
**EXTENSION** (+5–10 minutes) Say, *Imagine that there is a forest fire and you may lose power soon. This means your refrigerator and stove won't work. You still have time to go food shopping. What would you buy to eat for a week?* Form pairs, but have Ss work individually to write their lists. Then in pairs, have them share their plans.

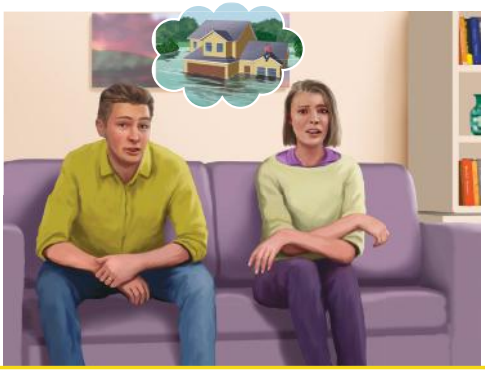
2. *"It's raining cats and dogs" and "It's coming down in buckets."*
3. *He calls it a "monster storm" and says "What a catastrophe!" when he sees images of the damage it has caused.*
4. *She's wondering if the same thing is going to happen where they live—if they are going to experience the same catastrophic weather.*
5. *The weather service meant that this is a very real and very serious storm; it's not something to ignore or joke about.*
6. *You're OK for just right now.*
7. *He means that they can leave very quickly or immediately—without needing to take extra time to prepare or get ready.*

## Language Warm-Up

**A** ZOOM-IN | **Read and listen to a conversation about preparing for a storm. Notice the featured words and phrases.**

**UNDERSTAND A VARIETY OF ACCENTS**
**Jack** = American English (regional)
**Sarah** = American English (standard)







**Jack:** Hey Sarah, look at this breaking news! You know that monster storm in the Midwest?

**Sarah:** I just read about it online. They say it's going to hit here late tomorrow or early Wednesday. And it's already raining cats and dogs now!

**Jack:** Yeah. This is like the third huge storm in two months. What is going on with the weather?

**Sarah:** Who knows? They say it's global warming.

**Jack:** Look at those pictures! Everything's underwater! And the people in boats! And that guy on the roof! What a catastrophe!

**Sarah:** And it's still coming down in buckets there. Man oh man. Is that what's in store for us?

**Jack:** Let's hope not. But everything's already so wet here from the last two storms. Mud everywhere.

**Sarah:** You know, Jack, this is serious. The weather service said not to take it lightly.

**Jack:** They're right. Should we go to your mom's? She's up in the hills.

**Sarah:** We're OK for the time being. We won't know until tomorrow. Maybe let's wait till morning to decide. We've got a tank full of gas, and lots of emergency supplies.

**Jack:** OK. What do you say we pack up the car now so we can leave on a moment's notice if necessary tomorrow?

**Sarah:** Good idea. Then let's get a good night's sleep!

**B** UNDERSTAND FROM CONTEXT | **Find the featured words and phrases in the conversation. Answer the questions with a partner.**

> "Breaking news is news that's happening right now."

*See page T51 for answers.*

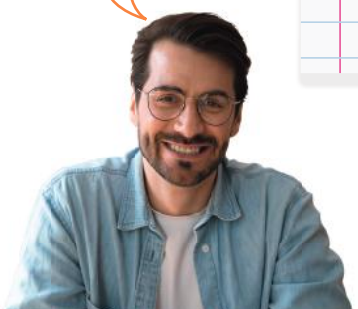
1 What's the difference between "news" and "breaking news"?
2 What are two ways to tell someone that it's raining really hard outside?
3 How does Jack express the fact that the storm in the Midwest is a disaster?
4 What's Sarah wondering when she says, "Is that what's in store for us?"
5 What did the weather service mean when it said "not to take (the storm) lightly"?
6 If you're OK "for the time being," how long are you OK for—a long time or just right now?
7 When Jack says they can leave "on a moment's notice" if necessary, what does he mean?

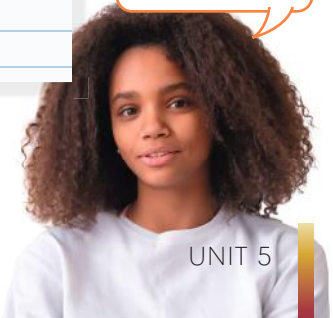
**SPEAKING** PAIR WORK | **If you and your partner were Sarah and Jack, what would you put on your to-do and to-have lists for the next morning?**

We would turn on the radio or the TV to see the forecast.

| To do | To have in the car |
|---|---|
| | |
| | |
| | |
| | |

We would have lots of food in the car!





# 1 COMMUNICATION GOAL Warn of a dangerous situation

**A** VOCABULARY | Other disasters | Read and listen. Then listen again and repeat.


an explosion


an oil spill


a bridge collapse


a plane crash


a train wreck

**B** ACTIVATE THE VOCABULARY | Tell your partner about a disaster you've heard of. Say when and where it was.

> "There was an oil spill near the beaches last year. It was terrible. It caused the deaths of a lot of birds and fish."

**C** GRAMMAR | Indirect speech: imperatives




**You can report what someone says, using direct or indirect speech.**

**Direct speech records exactly what another person says, using quotation marks.**
Jeanette said, **"Turn on the news."**

**Indirect speech reports what someone says without quoting his or her exact words.**
Jeanette said **to turn on the news**.

**An imperative in direct speech becomes an infinitive in indirect speech.**
He said, "**Bring** a flashlight." → He said **to bring** a flashlight.
The announcer said, "**Don't take** the warning lightly." → The announcer said **not to take** the warning lightly.

**Change the pronouns in indirect speech as necessary for logic.**
Eric said, "Tell **me** when **you** hear the news." → Eric said to tell **him** when **I** hear the news.
He told her, "Please text **me** when **you** get back." → He told her to text **him** when **she** gets back.

**Note:**
The speech reported in direct and indirect speech is a noun clause. It functions as the direct object of a reporting verb such as say, tell, or ask.

**GRAMMAR EXPANDER** p. 134
Direct speech: punctuation rules

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

**E** NOTICE THE GRAMMAR | Find and underline three examples of indirect speech in Zoom-In on page 51.

1. *They say it's going to hit here late tomorrow or early Wednesday.*
2. *They say it's global warming.*
3. *The weather service said not to take it lightly.*

**F** GRAMMAR PRACTICE | Rewrite each statement in indirect speech. Make necessary changes to the pronouns.

*1 Martha told them not to go out until the danger is over.*

1 Martha told them, "Don't go out until the danger is over."
2 The newspaper says, "Get emergency supplies of food in case the roads are closed."
3 Mark told me, "Call me when you find out what's going on with the oil spill."
4 My sister is saying, "Leave home before the fire spreads to this neighborhood."
5 The radio news just said, "Keep your doors and windows closed."

*2. The newspaper says to get emergency supplies of food in case the roads are closed.*
*3. Mark told me to call him when I find out what's going on with the oil spill.*
*4. My sister is saying to leave home before the fire spreads to this neighborhood.*
*5. The radio news just said to keep our doors and windows closed.*

# LESSON 1 Warn of a dangerous situation

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read and listen and then listen again and repeat.

**OPTION** Ask, *Are any of these disasters natural disasters?* If Ss see them all as the result of human error, ask, *Could any of these result from extreme weather? An earthquake?*

## B ACTIVATE THE VOCABULARY

Suggested time: 3 minutes | Your time:

- Read the directions and the example.
- Form pairs and have Ss complete the task. Encourage them to also explain how they learned about the disaster.
- Bring the class together. Invite volunteers to talk about disasters they've heard about.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first sentence and the rules about direct and indirect speech.
- Write on the board:
  *DIRECT SPEECH: Steve said, "Ask my wife."*
  *INDIRECT SPEECH: Steve said to ask his wife.*
  Ask, *Which kind of speech uses someone's exact words?* (direct speech) Point out the quotation marks and where they go in direct speech: before the first quoted word and after the period at the end. Also point out the comma right before the first quotation mark.
- Read the woman's statement. Ask, *Is this direct or indirect speech?* (Direct speech; quotation marks aren't needed inside a speech balloon.) Point out that the woman is reporting what the weather service said. On the board, write: *The weather service said, "Take the warning seriously."*)
- Have Ss read the **Note.** On the board, circle "*Ask my wife"* and *to ask his wife*. Say, *These are noun clauses*.
- Have Ss read the rule about imperatives and the examples. On the board, point to *Ask* in the direct speech example and say, *Here's an imperative*. Point to *to ask* in the indirect speech example on the board and say, *It becomes an infinitive.*
- To check comprehension, have Ss change these sentences to indirect speech, starting with *The teacher said*:
  *Do the homework*. (The teacher said to do the homework.)
  *Come to class on time*. (The teacher said to come to class on time.)
  *Don't be late*. (The teacher said not to be late.)
- Have Ss read the last rule and the examples. Point out the pronoun changes. Say, *Possessive adjectives may also change*. Point to the examples on the board and the change from *my wife* to *his wife*.

**OPTION** (+3 minutes) Point out other words that often change when using indirect speech. For example: *here* changes to *there*. On the board, write: *Tom said, "Be here at 4:00." / Tom told me to be there at 4:00.*

**LANGUAGE NOTES**

- When a sentence presents a situation that hasn't happened yet, the verb can be in the simple present or simple past even when the reporting verbs (*said, told*) are in the past tense. For example: *Eric said to tell him when I hear the news. / Eric said to tell him when I heard the news*. Both are both correct. This will be covered in more detail in Lesson 2.
- In British English, the quotation marks around direct speech could be single quotation marks (' ') or, as in American English, double quotation marks (" ").

**GRAMMAR EXPANDER** (optional, page T134)

## D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Tell Ss they will hear the five examples of indirect speech from the grammar chart.
- Play the audio. Have Ss listen and repeat.

## E NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss work individually to find the examples on page 51. Tell them that the reporting verb isn't always *said* or *told*. It can be a simple present verb.
- In pairs, have Ss compare answers. Then go over the answers with the class.

## F GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Read the directions. Then go over the sample answer for item 1. Ask, *Is the danger over?* (no) Remind Ss to change pronouns, possessive adjectives, and other words as needed.
- Have Ss work individually to write their statements on sheets of paper.
- In pairs, have them compare their sentences. Go over the answers with the class. Tell Ss to keep their papers handy; they will need them for Exercise I on page 53.

## G PAIR WORK

Suggested time: 4 minutes | Your time:

- Read the directions, item 1, and the example.
- Form pairs and have Ss take turns saying the speakers' original words.

**OPTION** On the board, write the example: *She said, "Please call me when the trains are running again."* Point out the punctuation. Say, *Change items 2–6 to direct speech.* Have Ss write their sentences individually and then compare with a partner.

**Answers for Exercise G**

1. *She told him, "Call me when the trains are running again."*
2. *They told their daughter and son-in-law, "Read the emergency instructions in the newspaper."*
3. *Dan told me, "Call the local police for information about the explosion."*
4. *My grandparents called to tell me, "Turn on the TV to see pictures of the oil spill."*
5. *Rob told me, "Don't wait until the fire gets too close."*
6. *They told the passengers, "Don't get off the bus."*

## H PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss listen to the audio and read. Replay the audio and have Ss listen and repeat. Raise your hand in a stop gesture to signal each pause.

## I PAIR WORK

Suggested time: 4 minutes | Your time:

- Read the directions. Have Ss turn to Exercise F on page 52 and take out the sentences they wrote.
- Model the activity, read item 1 and the rewritten sentence in the example. Have Ss repeat.
- Form pairs. Tell Ss to go through the sentences twice, switching items so that each S reads all the sentences. Monitor for correct rhythm.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce shocking information with *You won't believe . . .*
- Ask someone to wait
- Express shock with *Oh, wow.*
- Express disbelief with *No way.*

- Have Ss look at the picture and predict what the conversation will be about.
- Have Ss read and listen. Then have them identify the example of indirect speech in the conversation.
- Call Ss' attention to the **Social language** box. Read it. Point out that this is informal language. Elicit more polite ways to ask someone to wait. For example: *I'm sorry, but could you wait a moment?*

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Form pairs. Have Ss practice the conversation, switching roles.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (the vocabulary on pages 49 and 52)
- Draw Ss' attention to the **Ideas** box. Say, *Here are things that someone might call or text to tell you to do.*
- Form pairs. Have Ss plan and role-play the conversation. Monitor to make sure Ss use an infinitive after *to tell us* and practice indirect speech (instead of using *about* + noun phrase). Remind Ss to switch roles.
- Go over the information in the **Keep Talking!** and **Recycle This Language** boxes. Show the **Keep Talking!** video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

✓ using phrases to express shock and disbelief
✓ using vocabulary for disasters
✓ using indirect speech 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) On the board, draw two stick figures, one with a speech balloon. Write names under them, for example, *Omar* and *me*. In the speech balloon, write the imperative *Turn on the news*. Then write, *Omar said*, ". . ." and *Omar told me. . . .* Have Ss complete the examples orally. Tell Ss to take a sheet of paper and draw a similar cartoon. Have them write two sentences, one with direct speech and one with indirect speech. Collect the papers and read them to identify areas for review and extra practice.

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

**G** PAIR WORK | For each sentence, say what you think the speaker's original words were. Take turns.

1 She told him to call her when the trains are running again.
2 They told their daughter and son-in-law to read the emergency instructions in the newspaper.
3 Dan told me to call the local police for information about the explosion.
4 My grandparents called to tell me to turn on the TV to see pictures of the oil spill.
5 Rob told me not to wait until the fire gets too close.
6 They told the passengers not to get off the bus.

> "Please call me when the trains are running again."

*See page T53 for answers.*

COACH

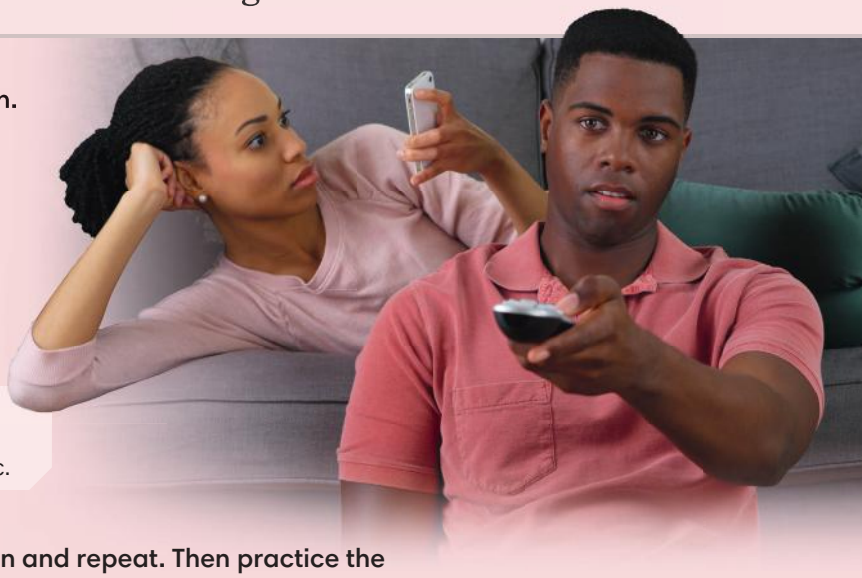
**H** PRONUNCIATION | Direct and indirect speech: Rhythm | Read and listen. Then listen again and repeat.

1 She said, [*pause*] "Be home before dark." → She said to be home before dark.
2 I told my classmates, [*pause*] "Don't go out until the teacher says it's safe." → I told my classmates not to go out until the teacher says it's safe.

**I** PAIR WORK | Take turns reading aloud sentences from Exercise F on page 52. Read both the original sentences and the sentences you wrote, using correct rhythm for direct and indirect speech.

## COMMUNICATION ACTIVATOR

### Now let's warn of a dangerous situation.



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

**A:** John! You won't believe what's going on.
**B:** What?
**A:** An explosion and a fire downtown. Your dad just texted to tell us to turn on the TV.
**B:** OK. . . . Just a second.
**A:** Oh, wow. Look at that!
**B:** No way. Let's hope no one got hurt!

**Social language**
**To ask someone to wait, say:**
Just a second. One second / minute. Hold on a sec.

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

**C** CONVERSATION PAIR WORK | Change the conversation, using another disaster. Change what you've been told to do, using an infinitive. Then change roles.

**A** ..... ! You won't believe what's going on.
**B:** What?
**A:** ..... . ..... just ..... to tell us ..... .
**B:** OK. . . . ..... .
**A:** Oh, wow. Look at ..... !
**B:** ..... . . . .

**Ideas**
- turn on the TV
- look out the window
- go online
- look in the newspaper
- call [George]

**KEEP TALKING!** ●●●
**Say more about what you see or hear.**
That looks awful, doesn't it?
There must be a lot of injuries.
I wonder what caused it.

Watch the video for ideas!

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

**RECYCLE THIS LANGUAGE**

| | |
|---|---|
| What a catastrophe! | I'd like to know if . . . |
| I can't believe it! | Let's hope not. |
| I'm wondering if . . . | Thanks for the heads-up. |

# 2 COMMUNICATION GOAL

## Start a conversation about a disaster in the news

**A** VOCABULARY | Natural disasters | Read and listen. Then listen again and repeat.


a hurricane / a typhoon


a tornado


an earthquake


a flood


a landslide


a drought


a tsunami / a tidal wave

**B** LISTEN TO INFER | Listen to the news reports. Write the kind of event each report describes.

1 *a flood (a hurricane / a typhoon also possible)*
2 *a hurricane / a typhoon*
3 *a drought*
4 *a tsunami / a tidal wave*
5 *an earthquake*
6 *a landslide*
7 *a tornado*

**C** LISTEN FOR DETAILS | Listen again. Write T (true) or F (false) about each statement. Then, with a partner, correct the false statements.

F **Report 1:** It hasn't rained in fourteen days.
T **Report 2:** It will continue to rain for at least the next six hours.
F **Report 3:** The rain has damaged the corn and vegetable crops.
T **Report 4:** He said the water had come in during the night.
F **Report 5:** Tall buildings outside the city were damaged the most.
T **Report 6:** Mud and stones began to move suddenly down the mountain.
T **Report 7:** People should go to their basements to avoid danger.

*1. It **has been raining for** fourteen days.*

"False. It's been raining for fourteen days."

*3. The **dry weather** has damaged the corn and vegetable crops.*

*5. Tall buildings **downtown** were damaged the most.*

COACH **D** GRAMMAR | Indirect speech: say and tell—tense changes

**In indirect speech, use tell when you mention the listener. Use say when you don't.**
I **told my children** to close the windows. (listeners mentioned)
I **said** to close the windows. (listeners not mentioned)

**When the reporting verbs say and tell are in the simple past tense, the verb in the indirect speech statement will often shift to a past form if the statement is reporting a past event.**
She told me, "Tom **is** here." → She told me (that) Tom **was** there.
I said, "It**'s raining** cats and dogs." → I said (that) it **was raining** cats and dogs.
Ana said, "We **forgot** the key." → Ana said (that) they **had forgotten** the key.
Bob said, "I**'ll be** home soon." → Bob said (that) he **would be** home soon.
She told me, "They **can leave**." → She told me (that) they **could leave**.

**Backshifts in indirect speech**
Present becomes past.
Present continuous becomes past continuous.
Past becomes past perfect.
Present perfect becomes past perfect.
Will becomes would.
Can becomes could.
May becomes might.

**Be careful!**
If the reporting verbs are in the present tense, the verbs don't usually change: She **says**, "**I'm arriving** at 3:00." → She **says** she**'s arriving** at 3:00.

**GRAMMAR EXPANDER** p. 134
Indirect speech: optional tense changes

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

**F** GRAMMAR PRACTICE | Circle the correct verbs.

1 They (said / told) the drought was terrible.
2 We (said / told) everyone in the family to just stay home until after the hurricane.
3 No one (said / told) us there was a flood downtown.
4 The newspaper (said / told) that public transportation wasn't working today.
5 She (said / told) she thanked her lucky stars that the firefighters had been able to put out the fire quickly.

# LESSON 2 Start a conversation about a disaster in the news

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the illustrations. Ask if they have seen images of natural disasters like these on TV.
- Play the audio and have Ss read the captions. Play it again and have Ss repeat.

**LANGUAGE AND CULTURE** *Typhoon* is used to refer to a hurricane happening in Asia.

## B LISTEN TO INFER

Suggested time: 4 minutes | Your time:

- Read the directions. Tell Ss that they have to infer, or guess, what kind of natural disaster is described. They will not hear the vocabulary words from Exercise A, but those are the words they should write.
- Play the audio, pausing after each report.
- Go over the answers with the class.

## C LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. For Report 1, read the item and play the audio. Then read the example answer.
- Play the rest of the audio, pausing after each report. Have Ss work individually to choose *true* or *false* for each sentence and correct it if necessary. In pairs, have them compare their answers.
- Go over the answers with the class, replaying the audio if appropriate.

## D GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and examples in the chart. To check comprehension, write on the board:
  *1. She ___ to look it up online.*
  *2. He ___ us to listen to the news.*
  *3. They ___ John to buy the newspaper.*
  *4. Pete ___ to go to the basement.*
  For each sentence, ask, *Is there a listener?* Then ask Ss to complete the sentences with *said* or *told*. Go over the answers. (1. said, 2. told [us], 3. told [John], 4. said)
- Have Ss read the second rule and examples. To help clarify, ask Ss questions and then report their answers to the class. For example:
  *T: What kind of music do you like?*
  *S: I like pop music.*
  *T: [Maria] told me that [she] liked pop music.*
- Read the **Backshifts in indirect speech** box. Elicit example sentences for each backshift. (For example, for *Past becomes past perfect*: She said, "I saw a tornado." / She said [that] she'd seen a tornado.) Remind Ss that *'d* is the contracted form of both *had* and *would*.
- Have Ss read the **Be careful!** box.

**OPTION** On the board, draw a stick figure with a speech balloon. Write *Sam* under the figure. In the balloon, write: *I work*. Ask, *What did Sam say?* Write the sentence with indirect speech: *Sam said that he worked*. Erase the words in the balloon, replace them with *I worked*, elicit the new sentence with indirect speech, and write it on the board. Repeat the process with *have worked, am working, can work,* and *will work.*

**LANGUAGE NOTE** When the reporting verb is in the simple past tense, backshifts in the verbs in the indirect speech are often not made when something hasn't yet occurred or occurred very recently. It's also common to preserve the tense in the indirect speech when reporting a general or scientific fact. For example: *She said, "Water boils at 100 degrees."* → *She said water boils at 100 degrees.*

**GRAMMAR EXPANDER** (optional, page T134)

## E PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Monitor as Ss listen and repeat. Listen for *that* (when it's used).

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Why use* said? (There's no listener.)
- Have Ss work individually to complete the exercise.
- Tell Ss to compare their answers in pairs. Then go over the answers as a class. Elicit corrections or provide feedback as needed.

## G GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss read the directions, item 1, and the sample answer.
- Have Ss work individually to complete items 2–7 on a sheet of paper.
- Check the work of the first Ss who finish. Have these Ss write one revised sentence each on the board while the other Ss finish. Then go over the answers with the class.

**TEACHING TIP** When Ss write on the board and you or other Ss notice a mistake, turn to the S who wrote on the board and give him or her the first opportunity to correct it. This can help reduce Ss' fears about writing on the board.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Express extreme dismay with *What a horror.*
- Ask for confirmation of someone's shocking information with *You're kidding.*
- Ask to see something with *Let me have a look.*
- *Say Here you go* to indicate you're handing something to someone

- Have Ss listen and read the Conversation Model. Ask questions to check comprehension. For example, ask, *What does she mean by* I wish I were? (She wishes the news were not true.)
- Have Ss find the sentence with indirect speech in the conversation and underline the verbs. (It says thousands of people have been killed.) Tell Ss that *have been killed* is in the present perfect because no specific time is mentioned. In these cases, a simple present verb can shift to the present perfect in indirect speech, although the simple past form *were killed* is also correct here.
- Make sure Ss know Albania is in Europe, northwest of Greece.
- Read the **Social language** box. Point out that the word *Do* is missing.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line. In *Let me have a look*, encourage Ss to imitate the elision in *Let me*.

## C TALKING POINTS

Suggested time: 6 minutes | Your time:

- Have Ss read the directions, the sample answer, and the headlines. Clarify any vocabulary questions.
- On a sheet of paper, have Ss write two sentences for each newspaper using *says* + indirect speech.
- To check answers, write the beginning of each sentence on the board and elicit the answers. For example: *The* North India Journal *says that* ___. (heavy rain caused / has caused severe floods and landslides, and thousands of houses are underwater) Remind Ss that more than one tense is possible for some sentences.

**OPTION** In the sentences on the board, change *says* to *said*. Call on volunteers to make any needed changes to the verbs in the clauses with indirect speech.

## D CONVERSATION PAIR WORK

Suggested time: 6 minutes | Your time:

- Make sure Ss understand that after *Would you believe*, Speaker A should add more details from the headline or source they chose.
- Draw Ss' attention to the **Recycle This Language** box. Ask, *When do you respond with concern?* (when you hear bad news) *When do you respond with relief?* (when you find out that something bad didn't happen or wasn't as bad as expected)
- Form pairs and have Ss role-play the conversation. Remind Ss to switch roles.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

## E CHANGE PARTNERS

Suggested time: 3 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

✓ using phrases to show concern

✓ using correct verb tenses in indirect speech

**CLOSURE ACTIVITY** (+5 minutes) Tell Ss to think of news they recently read or heard and what the source was. On a sheet of paper, have them write one sentence with [*Source*] *said* + reported news, and another sentence reporting further details. For example: *The local TV news said that an apartment building had burned down. They said that eight families lost their homes.* Collect the papers and read them to identify areas for review and extra practice.

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

**Answers for Exercise G**

*2. She went on to say (that) it had caused a tremendous tsunami as well.*
*3. I called to tell my family (that) our house had escaped damage.*
*4. I also said (that) no one had been hurt.*
*5. They said on TV (that) there would be a hurricane within a day and a half.*
*6. The newspaper article said (that) people could find shelter in the high school gym.*

**G** GRAMMAR PRACTICE | Change each statement from direct speech to indirect speech. Change the verb tense in the indirect speech statement.

1 She said, "The earthquake in Chile was one of the worst in history."
2 She went on to say, "It caused a tremendous tsunami as well."
3 I called to tell my family, "Our house escaped damage."
4 I also said, "No one was hurt."
5 They said on TV, "There will be a hurricane within a day and a half."
6 The newspaper article said, "People can find shelter in the high school gym."
7 They told us, "People may be stuck in traffic because of the train wreck."

*She said the earthquake in Chile had been one of the worst in history.*

*7. They told us (that) people might be stuck in traffic because of the train wreck.*

## COMMUNICATION ACTIVATOR

**Now let's start a conversation about a disaster in the news.**



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

**A:** You know that earthquake yesterday in Albania?
**B:** Yeah. I'm reading about it right now. What a horror.
**A:** Would you believe there was just another one?
**B:** You're kidding.
**A:** I wish I were. I just saw it in the *Post Online*. It says thousands of people have been killed.
**B:** Let me have a look.
**A:** Sure. Here you go.

**Social language**
**To begin a conversation about something recent in the news, say:**
You know that ___ ?

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

**C** TALKING POINTS | Read the headlines. To prepare for Exercise D, rewrite each one, using indirect speech.

*The Post says thousands of people have been killed.*

*See page T56 for answers.*

**NORTH INDIA JOURNAL**
Heavy rain causes severe floods and landslides
Thousands of houses underwater

**DAILY TIMES**
Severe drought in Catalonian region of Spain
Barcelona has to import water by ship from France for the second time in ten years

**Digital News**
People flee monster storm in Caribbean Islands
Tornados touch down at multiple locations

**HOUSTON HERALD**
Hurricane hits Florida coast
Winds reach 200 kilometers per hour
Storm will continue for the next two days

**Weekly Gazette**
15,000 killed in huge earthquake and tsunami
More than 80,000 homeless on Pacific coast

**D** CONVERSATION PAIR WORK | Change the conversation, using one of the headlines. Then change roles and headlines.

**A:** You know ..... in .....?
**B:** Yeah. I'm ..... What a ..... .
**A:** Would you believe .....?
**B:** You're kidding.
**A:** I wish I were. I just saw it in the ..... . It says ..... .
**B:** . . .

**KEEP TALKING!** ●●●
- Discuss other disasters in the news.
- Express your reaction to the news.

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**

**Respond with concern**
Oh, no!
How awful!
I'm sorry to hear that.
That's terrible.

**Respond with relief**
Thank goodness.
What a relief!

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

3 COMMUNICATION GOAL

# Discuss epidemics

**Answer for Exercise A**
*An epidemic is an outbreak of a virus or disease that spreads within a smaller group of people, such as a neighborhood or region. A pandemic, on the other hand, spreads more widely to many different countries throughout the world.*

**A** READING | Read the article. What's the difference between an epidemic and a pandemic?

## CONTAGION: THE DEADLIEST OUTBREAKS

Everyone catches one or two colds or minor stomach viruses in a year, and these are, for the most part, more of an inconvenience than a true health threat. And most people over 50 remember local epidemics of contagious childhood diseases like measles, mumps, or chicken pox that seemed to spread to every child in their school or neighborhood. These are now largely prevented by routine vaccinations. Though some of these diseases, especially measles, can cause life-threatening complications, most people survive them with no long-term ill effects. Contagion is generally limited to local areas, not spread all over the world in a short period of time

Throughout history, however, outbreaks of some deadly contagious diseases, such as Ebola, have begun locally and then spread to create a regional epidemic. Others, such as influenza, SARS, MERS, and COVID-19, have spread more widely, reaching people in countries all over the world. Epidemics of this size are referred to as pandemics. Pandemics have occurred periodically for thousands of years.

There is evidence that one such deadly contagious disease, smallpox, afflicted Egyptians 3,000 years ago, but it's believed that it has infected humans for at least 10,000 years. In the twentieth century alone, smallpox killed between 300 and 500 million people before a vaccine eradicated it worldwide in 1980. Over the centuries, smallpox was responsible for repeated epidemics and pandemics on all continents of the globe, killing on average 30% of people infected.

Attempts to prevent smallpox have existed since the late tenth century. At that time, Chinese doctors "inoculated" people with material taken from the skin of sick patients, hoping it would make healthy people immune so they would be unable to get the disease. Inoculation with smallpox virus, however, was dangerous because in some cases, patients developed the actual disease from it. In 1796, Edward Jenner discovered that inoculation with material from a related less serious



Jenner administering the first safe smallpox vaccine

disease, cowpox, could safely make a person immune to smallpox without the risk of causing smallpox. Jenner called inoculation with cowpox "vaccination," from the word *vacca*, which is Latin for *cow*. Modern vaccinations for smallpox are made from another related virus—vaccinia, not cowpox.

Although there are successful vaccines against measles and smallpox (among others), epidemics and pandemics of other diseases continue to occur. Until there are vaccines or effective treatments for contagious diseases, public health measures can limit their spread. Some, such as these, have been used with success for hundreds of years.

- ✓ careful and frequent handwashing
- ✓ wearing face masks
- ✓ quarantining of sick people away from others
- ✓ social (physical) distancing

**B** UNDERSTAND FROM CONTEXT | Circle the answers, according to the article.

1 Which is more serious, a threat or an inconvenience?
   (a) a threat
   b an inconvenience
2 What's a contagious disease?
   (a) a disease people can catch from each other
   b a serious disease
3 Who usually got measles, mumps, and chickenpox before there was a vaccine?
   a people over 50
   (b) children
4 What does a vaccination do?
   a It treats a disease.
   (b) It prevents a disease.
5 What are complications?
   (a) symptoms
   b remedies
6 What's another way to say someone is infected with a disease?
   (a) He or she has gotten it.
   b He or she has died from it.
7 If a disease has been eradicated worldwide what happens?
   a It has spread worldwide.
   (b) No one in the world gets it anymore.
8 What does a treatment do?
   a It prevents a disease.
   (b) It fights a disease.

# LESSON 3 Discuss epidemics

## A READING

Suggested time: 10 minutes | Your time:

- Read the directions and the question. Write *epidemic versus pandemic* on the board. Elicit the meaning of versus (against) and remind Ss that we can use it when we compare two ideas.
- To preview the article, read the title. Have Ss look at the picture and read its caption. Ask, *Based on the painting, how long ago was the first safe smallpox vaccine administered?* Accept all guesses.
- Have Ss read the first sentence of each paragraph. Then draw a mind map on the board. Write the article's title in the center of the mind map. Say, *Close your books and tell me some key words you remember.* Add Ss' suggestions to the mind map, linking them to the title with lines. Say, *Now we have an idea of what to expect when we read this article.*
- Have Ss read the article silently. Tell them not to look up words or mark up their books. Then play the audio for Ss to listen and reread.
- Point to the mind map on the board. Ask Ss if their predictions about the article were correct.
- Point to *epidemic versus pandemic* on the board. Elicit the difference between *epidemic* and *pandemic*. If Ss can't remember, tell them to scan the article to find it. Elicit where the answer can be found. (in the second paragraph)
- Ask Ss, *What does the writer call the actions listed at the end of the article?* (public health measures) *Why are they in a yellow box?* (to draw attention to them) *Why are public health measures important?* (to limit the spread of diseases we don't have vaccines or treatments for)
- If Ss ask questions about vocabulary, tell them you'll return to those questions after you do Exercise B. If Ss ask questions about content, tell them you'll discuss them after you do Exercise C.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss scan the article to find *inconvenience* (in paragraph 1). Then have Ss look at the context. Ask, *What word is the opposite of* serious? (minor) *What other words help you answer the question?* (colds)
- Have Ss complete the exercise individually. Tell them to highlight where they find each answer in the article.
- Have Ss compare answers with a partner. Bring the class together to go over the answers. Say each word or phrase for the class to repeat.
- Invite Ss' questions about other new words in the article. If no other S can answer a question, have the class examine the context of the word and make guesses about the meaning before you define it or have Ss look it up.

**TEACHING TIP** Before Ss can use new words, they need to notice, understand, and remember them. The learning process usually requires multiple exposures to a new word, seeing it and hearing it in a variety of contexts over time. When you have a moment to spare at the end of a class, you can use that time to review vocabulary recently studied, with a few quick questions about word meanings and / or with some choral pronunciation practice.

**EXTENSION** (+5–10 minutes) Form small groups for discussion. Say, *Let's imagine it's 1796. Edward Jenner wants to try a new treatment on you. Would you let him? What about today? Would you agree to take part in a trial of a new drug?* On the board, write: *Yes, No, Maybe.* When you bring the class back together, take a poll. Ask who would agree to take part in a drug trial. Record the answers on the board. Call on volunteers to give their reasons.

**Answers for Exercise C on page 55**

*The* North India Journal Online *says (that):*
*- heavy rain caused / has caused severe floods and landslides.*
*- thousands of houses are underwater.*
*The* Daily Times *says (that):*
*- there's a severe drought in the Catalonian region of Spain.*
*- Barcelona has had to import water by ship from France for the second time in ten years.*
*The* Digital News *says (that):*
*- people fled / have fled a monster storm in the Caribbean Islands.*
*- tornados touched down / have touched down at multiple locations.*
*The* Houston Herald *says (that):*
*- a hurricane hit / has hit the coast of Florida.*
*- winds reached / have reached 200 kilometers per hour.*
*- the storm will continue for the next two days.*
*The* Weekly Gazette *says (that):*
*- 15,000 people were killed / have been killed in a huge earthquake and tsunami.*
*- more than 80,000 people are homeless on the Pacific coast.*

### C CONFIRM FACTS

Suggested time: 10 minutes | Your time:

- Read the directions, item 1, and the sample answer. Point out that item 4 is going to be a long sentence. To help Ss with its structure, write on the board: *The article said that ___ is an example of ___.*
- Have Ss complete the exercise individually and then compare answers with a partner. Go over the answers with the class.
- Ask questions to confirm other facts in the article. For example:
  *Which childhood disease can have life-threatening complications?* (measles)
  *How many people died of smallpox between 1900 and 1980?* (300–500 million)
  *Where and when did people first experiment with inoculating people against smallpox?* (in China before the year 1000 CE)

**OPTION** (+5–10 minutes) Rather than asking the class further questions, form five groups. (If you have a large class, form ten groups.) Have Ss write a number next to each paragraph in the article, 1–5. Assign each group (or two groups, if the class is large) one of the paragraphs and have them write two questions based on the facts in their paragraph. They should also write the answers, beginning *The article said that*. Then bring the class together. Beginning with paragraph 1, call on groups to pose their questions to the class. Elicit the answers.

## Communication Activator

### A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the directions. Draw Ss' attention to the *Plague of Justinian* fact sheet and read the example. Then point out the asterisk following the title and the corresponding footnote. Write *asterisk n.* and *footnote n.* on the board. Read the footnote and say, *This is true for the dates of all three events.*
- Point out that BCE (*before the common era*) and CE (*common era*) are year notations (from the Gregorian calendar, the official calendar in most of the world).
- Form groups of three and have Ss divide up the fact sheets. Give Ss time to read their fact sheet and look up any new words.
- Monitor as Ss give their reports and encourage them to look at their partners while they're speaking. Tell them they can refer to their fact sheet, but they shouldn't read it aloud. Tell the listening Ss to ask the presenter follow-up questions without looking at the fact sheets.
- Bring the class back together. Draw Ss' attention to the picture next to the small pox fact sheet. Ask, *What is the purpose of this sign?* (to encourage parents to get their children vaccinated) *When do you think it was made?* (early or mid-twentieth century) *How do public health departments communicate today?* (TV, social media, etc.)

### B RESEARCH

Suggested time: 10 minutes | Your time:

- To model the activity, draw a fact sheet on the board. Change *Other fact* to *Other facts* and leave plenty of space. Say, *Let's work together to create a fact sheet for Covid-19*. Elicit facts and write them on the board. Some facts Ss will already know; others, they will need to look up. When Ss are ready to begin their own fact sheets, tell them to choose an epidemic other than Covid-19.
- Tell Ss to write their fact sheets on a sheet of paper clearly so that others can read them. Monitor and assist as needed. If Ss need more time, have them finish for homework.

### C PRESENTATION

Suggested time: 12 minutes | Your time:

- Read the directions. Draw Ss' attention to the **Optional** box. Encourage them to underline useful words and phrases in the Reading on page 56 as they plan how to write their scripts.
- Have Ss work individually to write their scripts. As they finish, have them pair off with another S who researched the same epidemic and practice their presentations.
- Have only one S present on each topic. As each S finishes, invite other Ss who researched the same epidemic to stand and add other facts. Encourage questions from the rest of the class.

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their name on a sheet of paper. Say, *Compare the epidemic you talked about in Exercise A with the one you researched in Exercise B. Write at least three sentences about what was similar and / or different.* Collect the papers and read them to identify areas for review and extra practice.

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

Answers for Exercise C
*2. The article says that measles can cause life-threatening complications.*
*3. The article says that a modern vaccine for smallpox is made of vaccinia.*

**C** **CONFIRM FACTS** | **Answer the questions, according to information in the article. Use indirect speech. Begin each answer with "The article says that . . . "**

1 What do most people over the age of 50 remember?
2 What can measles cause?
3 What is a modern vaccine for smallpox made of?
4 What is an example of a public health measure that has been successful in limiting the spread of contagious diseases?

*The article says that most people over 50 remember epidemics of childhood diseases.*

*4. The article says that washing hands carefully and frequently, wearing face masks, quarantining sick people, and maintaining physical distance from one another have been successful in limiting the spread of contagious diseases.*

## COMMUNICATION ACTIVATOR

## Now let's discuss epidemics.

**A** **TALKING POINTS** | **Work with two partners. Each partner reads one fact sheet below and tells the others about it.**

"The Plague of Justinian occurred between 541 and 750. It was spread by rats . . . "

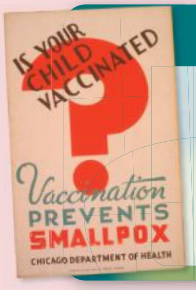


**EVENT:** PLAGUE OF JUSTINIAN*

**Date:** 541–750 CE
**Place:** Byzantine Empire: Constantinople and port cities around the entire Mediterranean Sea
**How it was spread:** Rats carrying fleas on merchant ships, probably also person to person
**Deaths:** 25–50 million people
**Other fact:** At the time of the first outbreak, the plague killed approximately 13% to 26% of the world's population.

**EVENT:** BLACK DEATH

**Date:** 1347–1352 CE
**Place:** Mostly Europe, but also China, India, Persia, Syria, and Egypt
**How it was spread:** Rats carrying fleas, also person to person
**Deaths:** 50 million people
**Other fact:** In five years, it killed approximately 60% of the population of Europe.




**EVENT:** SMALLPOX

**Date:** 10,000 BCE to 1979 CE
**Place:** Throughout the world
**How it was spread:** Sneezing and contact with infected clothing
**Deaths:** 500 million people in the last 100 years of its existence
**Other fact:** Smallpox has been eliminated since 1980 by vaccination.

* All dates and death rates are rough estimates and vary widely since these occurred so long ago and details are difficult to confirm.

**B** **RESEARCH** | **With a partner, choose an epidemic. Find information about it. Create a fact sheet like the ones above.**

**EVENT:**
**Place:** **Date:**
**How it was spread:**

**Deaths or people affected:**
**Other fact:**

**Epidemics and pandemics**
- Leprosy epidemic of the 11th century
- Fiji measles epidemic of 1875
- Polio epidemic, 1940s and 1950s
- Ebola epidemic of West Africa, 2014–2020
- Seventh Cholera Epidemic, 1961–1975
- Covid-19 pandemic, 2019–

**C** **PRESENTATION** | **Just for fun, write an imaginary newscast about the epidemic you researched. Present it to your class.**

**OPTIONAL** Underline new words or phrases in the Reading to use in your Presentation. Example: "There is evidence that . . . "

# 4 COMMUNICATION GOAL Prepare for a local emergency

**A** VOCABULARY | Emergency readiness and supplies | Read and listen. Then listen again and repeat.

| | |
|---|---|
| **evacuate** | remove all people from an area that has or will become too dangerous |
| **a shelter** | a safe place where people can go when they have been evacuated from their homes |
| **a power outage** | an interruption in the flow of electrical power over a large area |
| **a generator** | a battery- or gasoline-powered machine that can provide electrical power in a power outage |
| **a first-aid kit** | a portable box or package containing supplies to treat minor injuries or illnesses |
| **non-perishable food** | food that doesn't need refrigeration, such as canned or dried food |

**B** PAIR WORK | Discuss the questions about possible emergencies in your local area. Use the Vocabulary.

1 If people had to be evacuated from your neighborhood, what would be a good shelter for them?
2 What would happen if there were a power outage in your city or community? What could people do or use to help them cope with the situation?

**C** LISTEN FOR MAIN IDEAS | Listen to the broadcast. Write one or two sentences to describe the emergency the broadcast is reporting.

*Answers may vary. Possible answers include:*
*The broadcast is reporting a tropical storm that is heading for the area. It has caused flooding, landslides, and tornadoes in other places nearby.*

**D** LISTEN FOR DETAILS | Listen again and circle the emergency supplies the broadcaster mentions.

| | | | | |
|---|---|---|---|---|
| a generator | matches | burn cream | bandages | non-perishable food |
| flashlights | scissors | bottled water | painkillers | cell phone chargers |
| batteries | cash | a can opener | antibiotics | a hand-cranked radio |
| candles | blankets | a first-aid kit | antiseptic | |

**E** LISTEN FOR INSTRUCTIONS | Correct each of the false statements, using indirect speech. Listen again if necessary.

Example: She said people should turn off their refrigerators and freezers.

She said to turn them to very cold and not open them unless necessary.

1 She said people should cover broken windows with wooden boards.
2 She said that you should read the newspapers for the location of shelters in the area. *2. She said to **listen to the radio or go online** for the location of shelters in the area.*
3 She said people should put valuable documents near the door in case of flooding. *3. She said **to** put valuable documents **in a waterproof container on the highest floor of your home** in case of flooding.*

*1. She said **to** cover **all** windows with wooden boards.*



**F** PARAPHRASE | With a partner, answer each question by paraphrasing what the announcer said. Use indirect speech. Listen again if necessary.

1 What should you do to get your car ready for a possible evacuation?
She said *to put gas in your car*
2 What should you do with outdoor furniture?
She said *to bring outdoor furniture inside*
3 What should you buy for flashlights and portable radios?
She said *to buy batteries for them*
4 What should you take with you if evacuation becomes necessary?
She said *to take important documents, essential medications, cell phone chargers, emergency supplies, warm clothing, and blankets*

# LESSON 4 Prepare for a local emergency

## A VOCABULARY

Suggested time: 4 minutes | Your time:

- Read the lesson title and vocabulary topic. Give Ss a minute to read the words and definitions.
- Point out that the direct object of *evacuate* can be people or a place. For example: *The police evacuated everyone. The police evacuated the area.* It can also be used without a direct object. For example: *We had to evacuate.*
- Play the audio for Ss to listen and read and then listen again and repeat.

**OPTION** (+3–4 minutes) Write the six vocabulary items on the board. Form pairs. Have Student A close his or her book while Student B asks, *Which word means . . . ?* and reads a definition. Student A replies. After three turns, have them switch roles.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Brainstorm with Ss the kinds of emergencies that might affect your local area; for example: a power outage, a hurricane, or a wildfire.
- Form pairs. Monitor the conversations and assist as needed.
- Bring the class back together. Invite volunteers to report on their answers to each question.

## C LISTEN FOR MAIN IDEAS

Suggested time: 5 minutes | Your time:

- Read the directions. Play the audio. Give Ss time to write their sentences.
- To go over the answer, ask, *What's happening?* Accept all reasonable answers.

## D LISTEN FOR DETAILS

Suggested time: 5 minutes | Your time:

- Tell Ss to listen for the emergency supplies listed as they hear the broadcast again.
- Play the audio and have Ss circle their answers. Then go over the answers with the class.

**OPTION** Have Ss compare their answers with a partner before you go over the answers with the class. Tell them to underline the emergency supplies they have at home and then consider the other items on the list. Ask, *Is there anything you think you should buy to have at home in case of an emergency?*

## E LISTEN FOR INSTRUCTIONS

Suggested time: 6 minutes | Your time:

- Read the directions, the example item, and the sample answer. Before they listen again, give Ss a minute to read the statements and correct them if they can.
- Play the audio. Have Ss work individually to correct each statement.
- Go over the answers with the class. When you go over item 1, draw attention to the photo. Ask, *What are they doing?* (They're covering the outside of a large window or glass door with a board.) *Why?* (to protect the window from a storm)

**OPTION** If the Ss in your class have difficulty with listening activities, pause the audio at the points where Ss will hear information that will help them correct the sentences (after procedures 4 and 11 and evacuation tips 2 and 3). Give them time to make corrections before you continue playing the audio.

## F PARAPHRASE

Suggested time: 4 minutes | Your time:

- Read the directions. Remind Ss that *paraphrasing* means using their own words.
- Form pairs. Give Ss time to work on all items before asking, *Who wants to listen again?* If appropriate, replay the audio.
- Have Ss compare answers with another pair. Bring the class back together. Call on volunteers to give the answers, using *She said to. . . .*

## Communication Activator

### A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Have Ss read the directions, the notepad, and the sample answers. Tell Ss to write on a separate sheet of paper if they prefer.
- Draw Ss' attention to the **Kinds of emergencies** list and review the pronunciation by saying each phrase for Ss to repeat.
- To review the vocabulary for emergency supplies, ask Ss to name the objects they see in the photo. Point to items in the photo and have Ss call out their names. If appropriate, refer Ss to the vocabulary on page 50.
- Form small groups and have Ss complete the task. Monitor and assist as needed.

### B PRESENTATION

Suggested time: 12 minutes | Your time:

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

- Have Ss read the directions, option 1, and the example. Tell Ss that they will not remain with their group in Exercise A, Talking Points. They'll work with a new partner or group. Then have them read the directions for option 2. Tell them they can work individually or with a partner to create the broadcast.
- Have Ss choose an option. Ask them to raise their hands if they choose option 2. Point out that they can use the Government Weather Service announcement from page 58 as a model. Ask who wants to work with a partner on their presentation. If possible, form pairs of Ss who prepared for the same emergency in Exercise A.
- Organize the rest of the class who chose option 1 into small groups based on which emergency they prepared for in Exercise A. Have each group compare plans and combine them into one.
- Monitor and assist as Ss prepare their presentations.
- Call on a volunteer who chose option 1 to present their group's plans. If possible, follow with a broadcast by a S who chose option 2, announcing the same type of emergency. Continue with presentations, pairing plans with announcements, in the time available.

**CHALLENGE** (+5–7 minutes) Have pairs of Ss plan role plays of phone calls. They play the parts of two people who live together, but one is at home, the other at work. One has just heard an emergency broadcast and is reporting it to the other. Together, they make plans for what to do. Have Ss practice their role plays and then present them to the class.

**LOOK FOR** While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using indirect speech correctly
✓ using correct pronunciation of unit vocabulary

### WRITING

Suggested time: 12 minutes | Your time:

- Read the directions. Tell Ss to start by writing a list of supplies. They can use this list to write their paragraph.
- With the class, brainstorm ideas for a topic sentence to open their paragraph. If Ss are unfamiliar with the term *topic sentence*, say, *A topic sentence lets the reader know the topic of the paragraph and the main idea about it in that paragraph. It's often the first sentence of the paragraph.* Write examples on the board. For example:
  *Here is what you should do to prepare for a(n) ___.*
  *If you learn that there is (going to be) a(n) ___, then follow this plan.*
- Monitor and assist as needed. Collect Ss' writing and offer feedback.

**WRITING HANDBOOK** (optional, page T148)

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

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on sheets of paper. Tell them to write a short email to a friend. They should use indirect speech to tell the friend that a hurricane is coming and how they found out about it. They should also describe what they have done to prepare. Collect Ss' emails and read them to identify areas for review and extra practice.

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

# Now let's prepare for a local emergency.

**A** **TALKING POINTS** | **In a small group, choose an emergency from the list. Write some plans for the emergency on the notepad. Provide a reason for each plan.**



**Kinds of emergencies**
a bridge collapse
a drought
an earthquake
an epidemic
an explosion
a famine
a fire
a flood
a hurricane or typhoon
a landslide
an oil spill
a tornado
a train wreck or shipwreck
a volcanic eruption

Type of emergency: *a hurricane*

| Plans | Reasons |
|---|---|
| *Get candles and matches* | *To provide light in case of a power outage* |

Type of emergency:

| Plans | Reasons |
|---|---|
| | |

**B** **PRESENTATION** | **Choose one of the options.**

1 Form a group with others who prepared for the same emergency in Talking Points. Combine the plans you made. Tell the class what type of emergency you planned and present your plans to the class.

> "Our group prepared for a possible flood. We said to be sure to charge our cell phones because a power outage might occur. . . ."

SOFT SKILLS BOOSTER p. 157

2 Create an emergency radio broadcast announcing the emergency and providing instructions to the community. Make your broadcast to the class.

**WRITING** **Write about how to prepare for an emergency. Choose an emergency and include information about what supplies to have and what preparations to make.**

WRITING HANDBOOK p. 148
- Organizing detail statements by order of importance
- Guidance for this writing exercise

## Say and tell

- Play with a partner. Place your coins at START. Player 1: Flip another coin to move. Heads = 1 space; Tails = 2 spaces. Take turns.
- To play: When you land on a square, your partner chooses one of the direct quotes and reads it aloud. You then change the quote to reported speech two times, once with said and once with told.
- If both your statements are correct, stay on that square; then it's your partner's turn. If only one is correct, move back one square. If neither is correct, move back two squares.

*Note: Cross out each direct quote after it is used.*

**The first partner to reach END wins.**

"A big storm is coming."

Lisa told Tony a big storm was coming. / Lisa said a big storm was coming.

**Start**



**1 Lisa ▶ Tony**

**2 Mr Cox ▶ his wife**



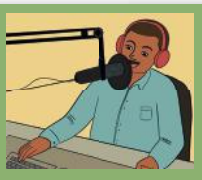
**3 Amy ▶ you**

**4 He ▶ her**



**5 The police officer ▶ the people**

**6 Katie ▶ her brother**



**7 The radio announcer ▶ listeners**

**8 My father ▶ me**



**9 I ▶ Charlotte**

**10 Mr Wilson ▶ us**

**End!**

"People were buying lots of supplies at the store."

"We don't have electricity because of the storm."

"The water from the flood is two meters high."

"The main road out of the city is flooded."

"Don't try to leave the house."

"You need to change your travel plans."

"Get extra food and water before the storm arrives."

"A lot of houses were destroyed by the hurricane."

"Move away from all windows during a tornado."

"I'm surprised by the speed of the wind."

"I'm looking at the latest information available."

"Don't believe everything you hear about the storm."

"The landslide didn't cause any injuries."

"Watch TV to find out about the storm."

"Luckily, there won't be a tsunami."

"I haven't heard about any deaths."

"Don't touch any electrical wires or cables on the road after the storm."

"It hasn't rained for over five months."

"A big storm is coming."

"I'm reading the emergency instructions in the newspaper."

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Warn of a dangerous situation.
- ☐ Start a conversation about a disaster in the news.
- ☐ Discuss epidemics.
- ☐ Prepare for a local emergency.

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

# *Interactive Cool Down*

## SAY AND TELL

Suggested time: 30–45 minutes | Your time:

- Form pairs. Read the first bullet in the directions. Check that each pair has a coin to flip and two coins or other items (paper clips, earrings, etc.) to use as markers.
- Read the second bullet in the directions and the examples of direct and indirect speech. Tell Ss to find "A big storm is coming" on the gameboard and cross it out.
- To explain the scoring, read the third bullet. Then have two higher-level Ss model the first move of the game. First, have them flip a coin to decide who will be Player 1. Have the class determine if Player 1's statements are correct. Ask, *What happens now?* (Player 1 either takes another turn, moves back one square, or moves back two squares.)
- To help Ss with sentences requiring multiple changes, provide another example. Draw Ss' attention to the sentence "You need to change your travel plans." Say, *Let's imagine we're on square number 10. Mr. Wilson is speaking to us.* On the board, write: *Mr. Wilson told. . . .* Elicit the rest of the sentence from the class: *. . . us* (*that*) *we needed to change our travel plans.* Underline the changes (*we*, *needed*, *our*) and remind Ss that *that* is optional. Draw a box around *told us* and write *said* inside the box, above or below *told us*.
- Consider leaving the example on the board to provide more support.
- Have the pairs play the game. Monitor and assist as needed. Remind them to cross out each direct quote after it is used.

**LANGUAGE AND CULTURE** Coin tossing, or flipping a coin, is a common way to settle a dispute or decide which of two sports teams or players in a game gets to go first or gets some other advantage. Begin by choosing a coin and agreeing which side is the front (Heads) and which is the back (Tails). One person gently tosses the coin into the air so that it rotates several times. Before it lands, his or her opponent calls *Heads* or *Tails*. The person can either let the coin land on the ground or catch it in mid-air, close his or her fist around it, and place it on a surface where both can see it at the same time. If the side the opponent called is facing up when the coin lands, the opponent wins the toss.

**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 Plans and Choices

| | | |
|---|---|---|
| WARM-UP | Students talk about regrets they may have, complete a self-test to find out their ideal career, and read an illustrated conversation about someone changing his mind about his career. | |
| LESSON 1<br>**Express resolutions for creating a better life** | ***Vocabulary*** | Making resolutions |
| | ***Grammar*** | The future as seen from the past: *was / were going to* and *would* |
| LESSON 2<br>**Examine past actions** | ***Grammar*** | Perfect modals |
| | ***Pronunciation*** | Reduction of *have* in perfect modals |
| LESSON 3<br>**Discuss factors that promote success** | ***Reading skills*** | Understand from context; Activate language from a text; Summarize |
| LESSON 4<br>**Prepare for a job interview** | ***Vocabulary*** | Employment qualifications |
| | ***Listening skill*** | Listen to infer |
| | ***Writing*** | Write a profile about yourself |
| INTERACTIVE COOL DOWN | *The "Shoulda, Coulda, Woulda, Musta, Mighta" Game* | |

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

## *Warm-Up*

Suggested time: 5 minutes | Your time:

- Point to each photo. To check understanding, read the caption and ask:
  *"I broke up with my [boyfriend]." Are we together now?* (no)
  *"I posted something hurtful." Where do you think this girl posted something?* (on social media) Explain that if something is hurtful, it makes us feel bad. Ask, *What hurtful things do people sometimes say on social media?*
  *"I never played on a sports team." What are some benefits of playing on a sports team?* (exercise, making friends)
  *"I chose the wrong career." What's the difference between a job and a career?* (A job is something a person does to earn money. A career is a chosen profession that involves long-range planning and makes use of special skills, training, and education.)
- Read the directions and have Ss answer the question in pairs. To model the activity, point to the photo of the woman with the ball and read the man's statement at the top. Encourage Ss to explain why they feel the way they do. (For example: I wish I hadn't broken up with my girlfriend because I still love her.)
- Model the sentence *I'd rather not talk about it.* Encourage Ss to use it where necessary.

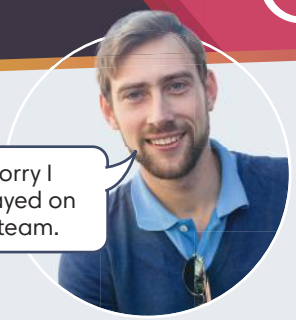
**TEACHING TIP** Some topics may be sensitive for Ss to discuss, so it is important to point out they don't need to answer the question if they prefer not to.

UNIT 6

# Plans and Choices

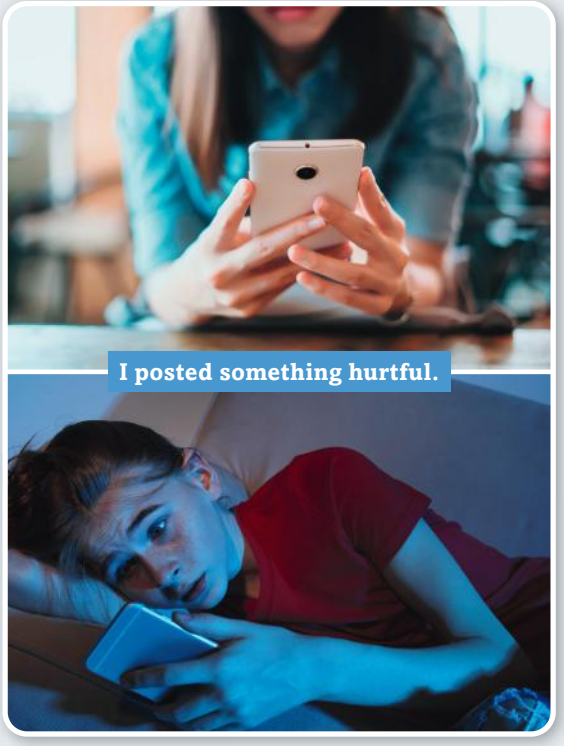
## *Warm-Up*

**Are you sorry about any of these things?**
















UNIT 6 COMMUNICATION GOALS

**Lesson 1**
Express resolutions for creating a better life

**Lesson 2**
Examine past actions

**Lesson 3**
Discuss factors that promote success

**Lesson 4**
Prepare for a job interview

## Topic Warm-Up

**A** CAREER FIELDS | Take the job aptitude self-test.

# Are you training for the right career?

**On a scale from 0 to 5, how much do these activities interest you?**



## Business

| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| starting a new company | ● | ● | ● | ● | ● | ● |
| planning a way to increase sales | ● | ● | ● | ● | ● | ● |
| planning a marketing strategy | ● | ● | ● | ● | ● | ● |
| updating a company's information technology | ● | ● | ● | ● | ● | ● |



## Science

| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| doing scientific experiments in a laboratory | ● | ● | ● | ● | ● | ● |
| helping people improve their health | ● | ● | ● | ● | ● | ● |
| developing new medical technology | ● | ● | ● | ● | ● | ● |
| finding a cure for a dangerous disease | ● | ● | ● | ● | ● | ● |



## Social Work

| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| helping families or couples with problems | ● | ● | ● | ● | ● | ● |
| teaching adults how to read | ● | ● | ● | ● | ● | ● |
| running a program to support new parents | ● | ● | ● | ● | ● | ● |
| helping elderly adults who are widowed or alone | ● | ● | ● | ● | ● | ● |

## Arts & Entertainment



| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| creating visual arts | ● | ● | ● | ● | ● | ● |
| performing in front of an audience | ● | ● | ● | ● | ● | ● |
| writing articles, books, or plays | ● | ● | ● | ● | ● | ● |
| directing movies or plays | ● | ● | ● | ● | ● | ● |



## Crafts

| | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| creating handicrafts | ● | ● | ● | ● | ● | ● |
| making rugs or weavings | ● | ● | ● | ● | ● | ● |
| restoring antique furniture or cars | ● | ● | ● | ● | ● | ● |
| building houses | ● | ● | ● | ● | ● | ● |

**B** GROUP WORK | Poll the class. Which career field had the most interest? Which had the least?

"In our class, most students were interested in business and science."

# Topic Warm-Up

## A CAREER FIELDS

Suggested time: 10 minutes | Your time:

- Read the question at the top of the self-test. Tell Ss that if they have already started a career, they can answer this question instead: *Did you choose the right career?*
- Have Ss read through the self-test and underline any vocabulary they don't understand. Go over any questions they have with the class.
- To model the activity, write *0–5* on the board and point to the first item in the *Business* section. Say, *Starting a new company. Hmm, how much does this interest me? The number 0 means it doesn't interest me at all. The number 5 means that I find it very interesting. I'll mark [4].*
- Give Ss a few minutes to mark their answers to the self-test. Monitor and assist as needed.
- Have Ss add up their scores to see which area they are most interested in. In pairs, have Ss share their results.

**LANGUAGE AND CULTURE** Job aptitude tests can help people get a better understanding of what their job or career options are. These tests are designed to measure someone's interests or skills, indicate personality preferences, and identify work-related and life values. Career guidance companies and some schools use these tools to help people make successful career choices.

**EXTENSION** (+10 minutes) To review vocabulary related to jobs, elicit jobs or professions for each career field in Exercise A. (For example: Business: manager, accountant; Science: scientist, doctor; Social work: teacher, social worker; Arts and entertainment: musician, fashion designer; Crafts: carpenter, architect.) Then write on the board: *What are some jobs or professions in <u>your</u> area of interest?* In pairs, have Ss discuss the question.

## B GROUP WORK

Suggested time: 15 minutes | Your time:

- Say, *Let's find out which career field most people in this class are interested in.* Draw a five-columned chart on the board with the headings from the self-test. Have each S copy the chart on a separate sheet of paper. Tell them they will use this chart to poll their classmates and mark their answers.
- Call on a S and ask which career field from the self-test he or she is most interested in. Write a checkmark in the column for this career field on the board. Encourage Ss to do the same on their papers.
- Have Ss walk around the classroom and ask their classmates about the career fields they are most interested in. Remind them to record the responses with checkmarks on their papers so they can count the number of people interested in each field at the end of the activity.
- Once Ss have had time to speak to most of their classmates, have them sit down and add up the checkmarks to find out which career field was the most popular.
- Read the example. Form small groups. Have Ss compare their findings from the poll and come to a conclusion about which career fields are most and least popular overall. As Ss discuss, write some follow-up questions on the board:
  *Were you surprised by the results of the poll?*
  *Why do you think these career fields were the most popular?*
  *Do you think the results would be different with different age groups or nationalities?*
- Ask groups to continue the discussion, talking about any of the questions on the board they find interesting.
- Have some groups share what they found out with the class.

**OPTION** To save time in a larger class, instead of having Ss walk around and poll each other, conduct the poll as a class. Read each career field and have Ss raise their hands if they are interested in that area.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures and try to guess where the people are and what they are doing. (on a bench in the park, having lunch and chatting)
- Point to the note about accents. Ask, *Who has an American accent?* (both Scott and James)
- After Ss read and listen to the conversation, check comprehension. Ask:
  *What is Scott studying at the moment?* (law)
  *Is he going to continue studying law?* (no)
  *Why doesn't he like studying law?* (It's too competitive, and he doesn't like arguing.)
  *What do Scott's parents think?* (They aren't happy.)
  *What does Scott want to study instead?* (social work)

**LANGUAGE AND CULTURE** In the U.S. and Canada, the main meal is generally in the evening. Lunch is usually a short, less heavy meal eaten around noon. Often, colleagues or classmates meet for lunch outside their office or school and pick up a sandwich or salad. They may eat it outdoors if the weather is good.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 as an example. Have Ss scan the Zoom-In conversation to find *mulling it over*. Ask, *What is Scott talking about?* (his decision to drop out of law school) *What did James just ask him?* (if it was a sudden decision) *What is Scott's answer?* (Actually, no.) Elicit the meaning of *mulling it over.*
- Have Ss work individually to find the remaining expressions in the conversation and read them in context.
- In pairs, have Ss explain to each other what each person means.
- Bring the class together and go over the answers.

**EXTENSION** (+10 minutes) Have Ss write definitions of the expressions from Exercise B in their notebooks, along with personalized examples to help them remember the expressions.

**Answers for Exercise B**

1. *Scott means he has been thinking about it for a long time and considering his options.*
2. *James means that lawyers earn a lot of money.*
3. *Scott means that a career in law wasn't a good fit for him; it didn't match his interests or strengths.*
4. *James is asking if Scott has told his parents about the big decision.*
5. *Scott means that his parents tried to convince him to stay in law school. They tried to change his mind.*
6. *In this context, "Shoot" means "Go ahead and tell me."*

## C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Form pairs and have Ss identify the relevant parts of the Zoom-In conversation and discuss the questions. Monitor and assist as needed.
- Go over the answers as a class.

**CHALLENGE** (+10 minutes) Have Ss imagine they are Scott and they have to give their parents reasons for dropping out of law school. In pairs, have them write down their reasons and then role-play the conversation between Scott and his parents.

**Answers for Exercise C**

1. *Scott thinks that lawyers have to argue a lot, and he doesn't like conflict. James thinks that lawyers can have very successful careers and earn a lot of money.*
2. *Scott prefers social work because he wants to help people and make a meaningful difference in their lives.*

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the chart headings. Focus on the list of areas that people change their life plans about. As a class, brainstorm topics for the category *Other* and write them on the board. (For example: *buying a car / house, taking a trip*)
- Read the man's statement. Point out that he is talking about his career and that he answers all three questions in the chart.
- Have Ss work individually to complete the chart.
- In pairs, have Ss compare the notes in their charts and talk about their experiences. Encourage Ss to ask follow-up questions about each other's life plans.
- Have a few volunteers share information about what they heard from their partner with the class.

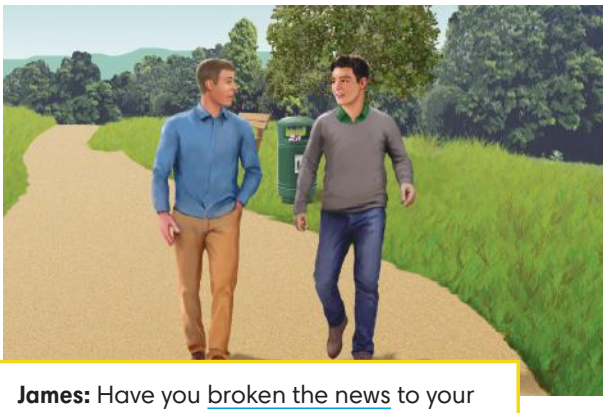
**CHALLENGE** (+10 minutes) Write this quotation on the board:
*"In the end, we only regret the chances we didn't take, the relationships we were afraid to have, and the decisions we waited too long to make."*
Say, *This is a quote from an English author named Lewis Carroll. What does he mean? Do you agree with him?* Have Ss discuss the quote in pairs and have some volunteers share their ideas. For example: *He means that we should always try things because we only regret the things we don't do. I agree with him because if you don't try something, you'll never know what would have happened.*

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Scott** = American English (standard)
**James** = American English (regional)





**Scott:** So I've decided I'm dropping out of law school.

**James:** Whoa. That's a pretty drastic change! Was it a sudden decision?

**Scott:** Actually, no. I've been mulling it over for a while.

**James:** Wow. I had no idea you weren't enjoying law school. What happened?

**Scott:** It wasn't just one thing. But mainly I don't think I'm competitive enough. Winning isn't everything to me.

**James:** But law's a really good profession. Lawyers make a good living. You could earn a lot of money.

**Scott:** That's true, but I realized that I just wasn't cut out for it. I hate conflict.

**James:** I don't get it. What does conflict have to do with it?

**Scott:** Every case is just one big argument with "the other side." You've got to win if you want to be successful.

**James:** Have you broken the news to your parents yet?

**Scott:** Yeah. They're not happy. They tried to talk me out of it. . . . I probably should have thought about this sooner, but better to make the change now before it's too late.

**James:** Have you given any thought to what you'd like to do instead?

**Scott:** Actually yes. . . . Are you ready?

**James:** Shoot.

**Scott:** I've decided to go into social work. I'd like to do something that makes a difference—instead of just a lot of money.

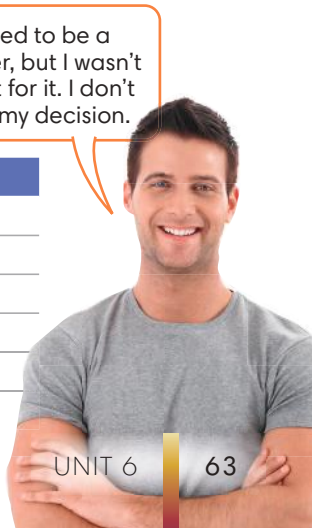
**B** UNDERSTAND FROM CONTEXT | **With a partner, explain what each person means.**

1 What does Scott mean when he says he's been "mulling it over" for a while?
2 What does James mean when he says that lawyers "make a good living"?
3 What does Scott mean when he says he realized that he "wasn't cut out for" a career in law?
4 What does James mean when he asks if Scott has "broken the news" to his parents?
5 What does Scott mean when he says his parents tried to "talk him out of" dropping out of law school?
6 What does James mean when he says "Shoot"? *See page T63 for answers.*

**C** THINK AND EXPLAIN | **With a partner, discuss the questions.**

1 How are Scott's and James's opinions about a career in law different?
2 Why does Scott prefer social work to law? *See page T63 for answers.*

**SPEAKING** PAIR WORK | **Complete the chart with notes about one or more important life plans you have changed. Then compare charts with a partner.**




| | What change did you make? | What was the reason? | Do you regret it? |
|---|---|---|---|
| In my studies | | | |
| In a job | | | |
| In my career | | | |
| In a relationship | | | |
| In my marital status | | | |
| Other | | | |

# 1 COMMUNICATION GOAL Express resolutions for creating a better life

**A** VOCABULARY | Making resolutions | Read and listen. Then listen again and repeat.
















**Others**
- eat a healthier diet
- exercise regularly

**B** ACTIVATE VOCABULARY | Listen. Complete the resolutions with the Vocabulary.

1 She's going to *spend less money*.
2 She's going to *limit her screen time / start spending . . .*.
3 He's going to *start spending more time with his family*.
4 He's going to *stop smoking*.
5 She's going to *get more sleep*.

COACH **C** GRAMMAR | The future as seen from the past: was / were going to and would

**Describe intentions, resolutions, and plans for the future that we had in the past with was / were going to + a base form. We often use was / were going to for intentions, resolutions, or plans that changed or weren't successful.**

I **was going to stop** smoking, but I never did.
They **were going to join** a gym, but it was too expensive.
**Weren't** you **going to visit** your parents last night? (Yes, I was. / No, I wasn't.)
Who **was** she **going to invite** to the party? (Adam and Lyn, but they were out of town.)
BUT Who **was going to graduate** in December? (Ken's twins, but they took a year off.)

**Another way to express past intentions and plans is with would + a base form. Use would in a noun clause after thought, believed, felt, was / were sure, guessed, or imagined.**

Clare **thought** her painting **would win** first prize. Unfortunately, it didn't.
We always **believed** Mike and Liz **would divorce**. Happily, they didn't.

**Note: You can use was / were going to in a noun clause after the verbs above.**

She **was sure** she **was going to study** graphic design (but she didn't).

**GRAMMAR EXPANDER** p. 135
- Expressing the future (review)
- The future with will and be going to (review)

**Be careful!**
**Would + a base form can only be used in a noun clause.**
Say: He **was going to be** a writer.
Don't say: He ~~would be~~ a writer.

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

# LESSON 1 Express resolutions for creating a better life

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the lesson title. Elicit the meaning of *resolution.* (an intention we have for the future)
- Have Ss look at the pictures and read the sentences.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.
- Direct Ss' attention to the **Others** box and read it. Elicit additional resolutions and write them on the board.
- Ask, *Have you ever made any resolutions similar to these?* Point to each picture and ask Ss to raise their hands if they have made the resolution.

**LANGUAGE AND CULTURE**

- In many cultures it's traditional to make resolutions at the beginning or end of a year. The tradition dates back to the ancient Babylonians who are said to have been the first people to make New Year's resolutions, some 4,000 years ago.
- Since resolutions express a future intention, they usually use *be going to* and not *will*. *Will* is more commonly used for predictions.

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the pictures and captions in Exercise A as they listen and decide which resolution corresponds to each conversation.
- Play the audio and have Ss work individually to complete the exercise. Replay the audio if appropriate.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

## C GRAMMAR

Suggested time: 12 minutes | Your time:

- Have Ss read the first rule in the grammar chart. Ask, *Do we use* was *and* were going to *to talk about plans that were successful or not successful?* (plans that were not successful)
- Have Ss read the *was / were going to* examples. To check comprehension, point to the first example and ask, *What plans did this person have?* (to stop smoking) *Did he or she stop smoking?* (no)
- To clarify the structure, write on the board: *was / were going to + base form of the verb.*
- To provide practice, have Ss work in small groups and say one thing they wanted to do, but didn't. Ask them to give a reason why they didn't. Encourage Ss to ask each other follow-up questions using the future in the past. For example:

  *Student A: We were going to go on vacation, but my sister broke her leg.*

  *Student B: Where were you going to go?*
- Have Ss read the second rule and the examples. Ask, *When do we use* would *followed by a base form?* (to talk about plans and intentions that changed)
- Direct Ss' attention to the **Be careful!** box. Ask, *Which verbs can come before* would *in a noun clause?* (thought, believed, felt, was / were sure, guessed, imagined)
- Have Ss read the note at the end of the chart. Write on the board:

  1. *She thought he was going to the party.*
  2. *They imagined they were going to be late.*

  Have Ss rewrite these sentences using *would* + base form. (1. She thought he would go to the party. 2. They imagined they would be late.)

**TEACHING TIP** If appropriate, point out to Ss that, among its other uses, *would* is the past form of *will*. Remind them that *will* shifts back to *would* in indirect speech: *She said, "I will be there." → She said she would be there*.

**GRAMMAR EXPANDER** (optional, page T135)

## D PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss read and repeat the examples in the chart. Monitor to make sure they pronounce *was* as /wəz/ and *going to* as /gʌnə/.
- Point out that although *would* is not contracted in formal writing, in spoken language it often sounds like *'d*.

**OPTION** In pairs, have Ss take turns saying the sentences.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Form pairs. Have Ss discuss what they think is happening in each photo.
- Remind Ss to use *was going to* for sentences in the first- and third-person singular, and *were going to* for any other sentences.
- Have Ss work individually to complete the exercise.
- Have Ss compare answers in pairs. Then go over the answers with the class.

## F GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Remind Ss that for the first verb in parentheses, *think*, they need to use the simple past form. For the second verb, *be*, they need to use *would* + base form.
- Have Ss work individually to complete the exercise.
- Have Ss compare answers in pairs. Then go over the answers with the class.

**OPTION** (+5 minutes) Have Ss look back at the people in the pictures in Exercise A on page 64. Point at the first picture and say, *She said she was going to stop smoking. How can we say that another way?* (She said she would stop smoking.) In pairs, have Ss take turns saying what each person's intention or plan was, using indirect speech.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Start a new topic of conversation by starting a question with *So, . . . ?*
- Encourage someone to persevere with *I wish you luck.*
- Express empathy that someone didn't reach a goal with *I'm sorry.*

- To preview, have Ss describe the scene in the photo.
- Have Ss read and listen to the conversation. To check understanding, ask:
  *What's the woman's resolution?* (to run every morning)
  *What was the man's resolution last year?* (the same)
  *Was he successful?* (no)
- Have Ss underline examples of *was / were going to* and *would* in the conversation.
- Call Ss' attention to the **Social language** box and Speaker B's last turn. Ask, *What other expressions can we use to mean* don't give up*?* (Don't lose heart, Keep trying). Have Ss repeat the expressions after you.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Make sure they use an encouraging tone of voice.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (vocabulary for changing plans on page 63, the resolutions vocabulary and the grammar chart on page 64, and Exercises A and B on this page)
- Remind Ss that if they don't make New Year's resolutions, they can say *recently* or some other phrase in the first line of the conversation.
- Model the exchange with a higher-level S.
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- 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:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

- ✓ using phrases for talking about resolutions that were successful or unsuccessful
- ✓ using *was / were going to* and *would* to talk about past resolutions

**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 a resolution they didn't keep on a sheet of paper and the reason why. For example, *I was going to give up chocolate, but then someone gave me a chocolate bar!* After Ss write their names on their papers, have them exchange papers with a partner. Have them respond to their partner's resolution with encouraging words. For example: *Don't lose heart!* Read the resolutions to identify areas for review and extra practice.

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

**E** GRAMMAR PRACTICE | Look at the pictures and complete each statement, using was / were going to.

1 MY PLAN? "I'm going to marry a prince and live happily ever after."



WHAT HAPPENED? I ..... a prince, but instead I married Wayne.
*was going to marry*

2 OUR PLAN? "We're going to be world-class race car drivers."



WHAT HAPPENED? We thought we ..... race car drivers, but then we realized how dangerous it was.
*were going to be world-class*

3 MY PLAN? "I'm going to study medicine and be a great doctor!"



WHAT HAPPENED? I ..... a doctor, but I became an engineer instead.
*thought I was going to study medicine and be*

**F** GRAMMAR PRACTICE | Write sentences about the reasons the people changed plans, using would + a base form.

1 Ken (think / be) a photographer, but he found it hard to make a living as a photographer. *thought he would be*
2 My daughter (believe / study) law, but unfortunately, she didn't do well on the entrance exam. *believed she would study*
3 Charles (be sure / divorce) Talia, but his family talked him out of it. *was sure he would divorce*
4 They (imagine / get married), but they changed their mind. *imagined they would get married*

## COMMUNICATION ACTIVATOR

**Now let's express resolutions for creating a better life.**

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

**A:** So, have you made any resolutions for the new year?
**B:** Yes, I have. I'm going to start running every morning before breakfast.
**A:** I wish you luck. I was going to do that last year, but it was just too hard.
**B:** I'm sorry. But just because you haven't yet doesn't mean you never will.
**A:** That's true, but I was really sure I would.
**B:** Well, don't give up. Change can be hard.



**Social language**
**To encourage someone to persevere, say:**
Don't give up. Don't lose heart. Keep trying.

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

**C** CONVERSATION PAIR WORK | Role-play a new conversation. Encourage your partner to persevere. Then change roles.

**A:** So, have you made any resolutions for the new year?
**B:** Yes, I have. I ..... .
**A:** I wish you luck. I was going to ..... .
**B:** ..... .
. . .

**KEEP TALKING!** ●●●

- Ask your partner why he or she made the resolution.
- Say more about the difficulty of achieving it.

Watch the video for ideas!

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

# 2 COMMUNICATION GOAL Examine past actions

## A GRAMMAR | Perfect modals




**Remember: Modals add meaning to the base form of a verb.**
**A perfect modal is used to talk about past actions.**

**Regrets or judgments: should have + past participle**
I **should have gone** to the early show. But unfortunately, I didn't.
They **shouldn't have turned** left there. But unfortunately, they did.

**Possibility: may have / might have + past participle**
She **may** (or **might**) **have left** her purse at home. It isn't in the car.
I **may** (or **might**) **have called** the wrong number. A person I don't know answered.

**Ability (or possibility): could have + past participle**
You **could have gotten** a better job. You decided too fast.
She **couldn't have known** he was my cousin. No one ever told her.

**Certainty: would have + past participle**
Why didn't you buy those red shoes? They **would have been** perfect for the party.
I'm glad you didn't order the clam soup. You **wouldn't have liked** it.

**Conclusions: must have + past participle**
Ben didn't get off the plane. He **must have missed** it.
He didn't take the job. The salary **must not have been** high enough.

**GRAMMAR EXPANDER** p. 135
Regrets about the past: should have, ought to have, and wish + the past perfect

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

## C GRAMMAR PRACTICE | Choose the modal that logically completes each sentence. Write it and the verb in the perfect modal form.

1 I always loved science, but my parents convinced me to study law. Now I think I ..*might have chosen*.. (might / should) choose the wrong career.
2 We ..*should not have bought*.. (must not / should not) buy the SUV. It uses too much gas.
3 I'm so sorry you didn't meet Tom when he was here. You ..*would have liked*.. (could / would) like him a lot.
4 Doug ..*must not have been*.. (would not / must not) be ready to take his driver's test. He didn't pass.
5 Martha ..*could not have known*.. (could not / should not) know that they had canceled the party. Her phone was turned off.
6 She ..*should have sold*.. (could / should) sell her house years ago. It's really too big for one person living alone.
7 Duh! We ..*could have eaten*.. (could / must) eat at George's Café when we were in the neighborhood! Why didn't I think of that?

## D PAIR WORK | Take turns providing a possible explanation for each fact, using the modal shown.

1 Jenna quit her job. (must)
2 My cousin Jim decided not to marry Ellen. (may not)
3 They invited only eight people to their wedding. (might not)
4 I decided to take the train across the U.S. (could not)
5 Lisa arrived more than two hours late to work. (may)

"She must have hated it."

*Answers will vary. Possible answers include:*
*2. He may not have really loved her.*
*3. They might not have wanted to spend a lot of money on it.*
*4. I couldn't have driven because I don't have a car.*
*5. She may have forgotten to set her alarm clock.*

# LESSON 2 Examine past actions

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first two sentences of the chart. While they read, write on the board:

| PERFECT MODAL | = | MODAL | + | have | + | PAST PARTICIPLE |
|---|---|---|---|---|---|---|
| | | *should* | | | | |
| | | *may / might* | | | | *been* |
| | | *could* | | *have* | | *gone* |
| | | *would* | | | | *called* |
| | | *must* | | | | |

  Say, *A perfect modal is a modal followed by* have *and a past participle.*
- Have Ss read the first rule and examples. Then read the woman's statement. Ask, *Which way did she turn?* (right) *Which was the correct way to turn?* (left) *If she could change the past, which way would she turn?* (left)
- Have Ss read the second rule and examples. To clarify, write on the board: *I can't find my key. I may have left it at home.* Ask, *Is it possible that I left the key at home?* (yes) Be sure Ss understand that *may* and *might* have the same meaning and can be used interchangeably.
- Have Ss read the third rule and examples. To clarify, write on the board: *I was good at science. I could have been a scientist.* Ask, *Am I a scientist now?* (no) *Was it possible in the past?* (yes)
- Have Ss read the fourth rule and examples. To clarify, write on the board: *Why didn't I take the exam? I would have passed.* Ask, *Did I take the exam?* (no) *If I could change my decision in the past and take the exam, am I certain I would pass?* (yes)
- Have Ss read the last rule and examples. To clarify, write on the board: *Susan didn't call back. She must have forgotten.* Ask, *How sure am I that Susan forgot to call back?* (very sure)
- To explain how the negative is formed, say, *We form the negative by adding* not *after the modal.* Point out the negative examples in the chart. Explain that we do not usually use contractions with the negative forms of *might*, *may*, and *must*. For example: *I might not have passed the exam.*

**TEACHING TIP** It's a good idea to encourage Ss to recognize connections between new grammar points and grammar they have already learned. For perfect modals, you can remind Ss that another way to express regrets in the past is to use *wish* conditionals, which they learned in Unit 4. For example, *I should have gone to the early show = I wish I had gone to the early show.*

**GRAMMAR EXPANDER** (optional, pages T135–136)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio and have Ss listen and repeat.

## C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read the directions. Tell Ss they have to understand the full context of the sentence in order to complete it correctly.
- Do item 1 with the class as an example. Ask, *What is this person studying?* (law) *Is it possible that this person chose the wrong career?* (yes) *So which modal do we use,* might *or* should? (might) *What form do we use for* choose? (the past participle: *chosen*)
- Point out the initials *SUV* in item 2. Elicit its meaning. (a big car that uses a lot of gas)
- Have Ss work individually to complete the sentences and then compare their answers with a partner.
- Go over the answers with the class.

## D PAIR WORK

Suggested time: 4 minutes | Your time:

- To model the task, read the fact in item 1 and the example. Elicit other reasons that someone would quit his or her job.
- Have Ss read the other sentences. Point out that they should use the modals in parentheses in their explanations.
- In pairs, have Ss brainstorm possible explanations for each fact. Monitor to make sure Ss are taking turns to speak and using the modals in parentheses.
- Have volunteers share their ideas with the class.

**TEACHING TIP** Recording speaking tasks can help Ss improve their pronunciation and speaking fluency. Encourage Ss to record themselves on their phones and then play back the recordings to evaluate their own pronunciation, fluency, and use of the target grammar and vocabulary. If Ss are comfortable, you can also use your phone to record volunteers when they do a speaking task. Play the recording for Ss or the class, and elicit feedback. Highlight and review errors that you hear many Ss in the class make.

## E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss listen and read the sentences. Point out the reduced (or weak) form of *have* (/əv/). To check understanding, direct Ss' attention to item 1 and ask, *Is* should have *pronounced as two words or just one word?* (one) Call attention to item 4 and ask, *Is* not have *pronounced as two words or just one word?* (one)

**EXTENSION** (+10 minutes) In pairs, have Ss take turns reading their explanations with perfect modals from Exercise D on page 66. Monitor to listen for the correct reduction of *have*.

# Communication Activator

## A TALKING POINTS

Suggested time: 7 minutes | Your time:

- Have Ss read the directions and the sample answer in the chart. Elicit more ideas about what the person could have done instead of not studying psychology and write them on the board. Encourage the use of different perfect modals. For example: *I should have thought about it more carefully. I could have asked a teacher for advice. I might have become a psychologist.*
- Have Ss add three more regrets to the chart. Encourage them to use the **Ideas** list to think about regrets they might have. Tell them the regrets can be real or imaginary.
- Remind Ss to use perfect modals to express how things might have been different as they complete the second column in the chart. Monitor and provide help as needed.

## B CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a statement of regret with *I should have . . .*
- Suggest someone isn't to blame with *You couldn't have known that.*
- Say *Maybe so.* to gently acknowledge someone's regret about an action

- Ask Ss to describe what they see in the photo. (a man and a woman in a car)
- Have Ss listen and read the Conversation Model. To check understanding, ask:
  *Is the man happy he bought the car?* (no) *Why not?* (It is expensive to maintain.) Elicit the meaning of *it costs an arm and a leg.* (It is very expensive.)
  *What does the woman think the man should do?* (sell the car)
- Have Ss underline statements with past modal verbs in the conversation.
- Have Ss read the **Social language** box. Model the example and have Ss repeat it.

## C PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss repeat each line. Make sure Ss are
  - using a reduced form of *shouldn't have* /ʃʊdnəv/, *couldn't have* /kʊdnəv/, and *should have* /ʃʊdəv/.
  - using a reassuring tone of voice for Speaker B.

## D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit that they will need to use in this conversation. (the grammar on page 66, the talking points from Exercise A)
- Model the exchange with a higher-level S.
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Go over the information in the **Keep Talking!** and **Recycle This Language** boxes, and show the **Keep Talking!** video to support Ss as they extend their conversations.

## E CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises D and E, monitor their conversations to determine if they are
✓ using perfect modals
✓ pronouncing *have* as /əv/ where appropriate
✓ showing empathy
✓ offering advice

**CLOSURE ACTIVITY** (+5 minutes) Show Ss funny pictures from magazines or the Internet of people in situations they might regret. For example, a person who looks like he or she has just eaten too much food or a person caught in the rain. Have Ss work in pairs to say what the people in the pictures might regret. For example: *He shouldn't have eaten that cake.* Monitor and take notes on areas for review and extra practice.

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

COACH

**E** PRONUNCIATION | Reduction of have in perfect modals | Notice the reduction of have. Read and listen. Then listen again and repeat.

/ʃʊdəv/
1 I should have married Marie.
/maɪʈəv/
2 They might have left.
/mʌstəv/
3 She must have missed the bus.
/naʈəv/
4 We may not have seen it.

## COMMUNICATION ACTIVATOR

**Now let's examine past actions.**

**A** TALKING POINTS | Write some regrets you have about your past actions. Write what you think you should, might, or could have done instead.

| Regret | What should / might / could you have done instead? |
|---|---|
| *I didn't study psychology.* | *I could have taken one class to see if I liked it.* |

| Regret | What should / could / might you have done instead? |
|---|---|
| | |

**Ideas**
a field of study
a job / career choice
a purchase
a marriage / divorce
a boyfriend / girlfriend choice
a breakup
a move
a vacation
an argument
other: .....

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

**A:** I shouldn't have bought this car!
**B:** Why do you say that?
**A:** Well, it costs an arm and a leg to maintain.
**B:** You couldn't have known that.
**A:** I'm not so sure. I should have read the reviews.
**B:** Maybe so. . . . Why don't you just try to sell it and buy a more reliable one?
**A:** I'll give that some thought.

**Social language**
**To agree to consider a suggestion, say:**
I'll give that some thought.



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

**D** CONVERSATION PAIR WORK | With a partner, use your Talking Points to personalize the conversation. Discuss and explain your regrets and what you should, might, or could have done instead. Reassure your partner and offer advice. Then change roles.

**A:** I (should / shouldn't) have .....!
**B:** Why do you say that?
**A:** Well, ..... .
**B:** You couldn't have known that.
**A:** I'm not so sure. I ..... .
**B:** Maybe so. . . . Why don't you just .....?
**A:** I'll give that some thought.

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

**KEEP TALKING!** ●●●

**Ask your partner more questions about his or her regrets.**
Could / Couldn't you have [studied medicine] instead?
**Express empathy.**
I'm sorry to hear that.
You must feel [awful].
**Offer more advice.**
Why don't you [get married]?
Maybe you could [get some training in another field].

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
[You'd] be better off ___ .
I can't believe it!
Don't put it off.
What a catastrophe!
Too many downsides.
Don't ask.
Better safe than sorry.

3 COMMUNICATION GOAL

## Discuss factors that promote success

**A** READING | Read the article about factors that promote success. Which do you think is the most important?

# FIVE KEYS TO SUCCESS *in almost everything*

**No matter what you do—study for a career, work at a job or a profession, care for a home or a business, or nurture a family—these principles are often the keys to success.**

### 1 AVOID DISTRACTIONS

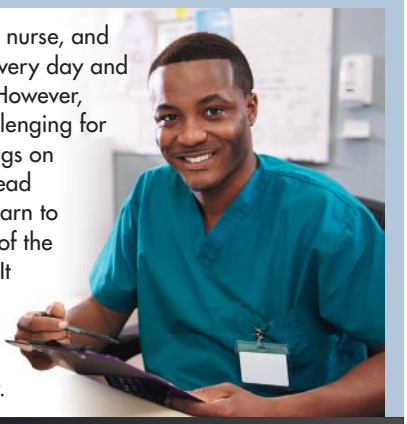
I was promoted into my current position after my boss suddenly quit. My first assignment was to plan a sales meeting for seventy-five employees on short notice: meals, rooms, transportation, you name it. It was all on my shoulders. To avoid distractions, I turned off my personal phone and screened my office calls to see if they were urgent. What ordinarily might have taken me a week to plan took only two days!



**Theresa Bowles / Houston, U.S.**

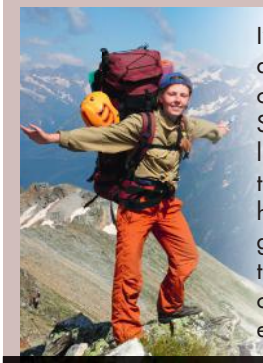
### 2 PRIORITIZE

I'm an emergency room nurse, and I love my job because every day and every case is different. However, nursing school was challenging for me. I had too many things on my plate. To keep my head above water, I had to learn to prioritize—to take care of the most urgent things first. It turns out this was great training for the ER, where prioritizing patients' cases is a must.



**Paul Boucher / Montreal, Canada**

### 3 PERSEVERE



I'm a teen tour guide in the American West. On a recent trip, one girl, Lucie, had to deal with conditions that were personally difficult for her. She had always been afraid of snakes, and as luck would have it, she saw a snake outside her tent on the very first night. She wanted to go home, saying the trip "wasn't worth it." The other girls convinced her to stay for one more day, and then one more day, and then just one more. Lucie could have gone home, but persevering till the end will be a key to her future success.

**Alix Moore / Boulder, U.S.**

### 4 MAINTAIN BALANCE

So, I've got a high-pressure job in the financial industry. Some traders in the office work all night long. I was recently offered a promotion to the Asia desk, which could have doubled how much money I made. Because of the time difference, Asia trades take place in the middle of our Chicago night, and I started thinking about my two-year-old twins, and, hey, sometimes you just have to say no. In the end, I decided that no amount of money was worth losing that work-life balance for, so I turned it down.

### 5 PRESENT A GOOD IMAGE

I'm a casual kind of guy, so I wore nice jeans and a gray tee every day to my entry-level job. Before long, though, I noticed my co-workers were moving up and I wasn't. My work was as good as theirs, so what was *that* about? An older colleague took me aside and said: "You should dress for the *next* job you want, not the one you have." Dressing (and behaving!) like a manager made all the difference in the world. Look at me now—on the fast track to a job in management.



**Ethan Mark / Charleston, U.S.**



**Peter Choi / Chicago, U.S.**

# LESSON 3 Discuss factors that promote success

## A READING

Suggested time: 15 minutes | Your time:

- Ask Ss to close their books. Tell them they are going to read an article entitled *Five Keys to Success in Almost Everything.* Ask, *What do you think the five keys might be?* In pairs, have Ss discuss the question. Ask each pair to share one idea. Write Ss' ideas on the board.
- Have Ss open their books and skim the text for the numbered heading above each paragraph. Elicit the headings and write them on the board next to Ss' initial guesses about the five keys. Clarify the meaning of *persevere.* (to keep trying and not give up) Then ask Ss to compare the article headings to the list of their guesses to see how accurate their predictions about the content of the article were.
- Have Ss look at the photos and describe each person. Ask, *What do you think this person's job might be?*
- Play the audio and have Ss read the article.
- To check understanding, have Ss work in pairs to answer these questions:
  - *Who had to plan a meeting in a short amount of time?* (Theresa Bowles)
  - *Who decided his or her family was more important than a chance to make more money?* (Peter Choi)
  - *Who changed the way he or she dressed to get noticed at work?* (Ethan Mark)
  - *Who uses a skill at work that he or she first learned as a student?* (Paul Boucher)
  - *Who noticed an important skill in a young person he or she was working with?* (Alix Moore)
- Read the question in the directions. Have Ss work individually to read the article again and make notes to answer the question. Point out there isn't one correct answer.
- In pairs, have Ss discuss their opinions about the most important factor that promotes success.
- Call on volunteers to share their ideas with the class. Ask them to support their choices. For example: *I think the most important thing is to persevere, because if you give up at the beginning, you will never know what you could have achieved.*

**EXTENSION** (+10 minutes) Have Ss work in groups of four to rank the five keys to success in order of importance. Encourage them to argue their points and come to an agreement. Then assign each group member a number from 1 to 4. Have all the "1" Ss leave their groups and come together in a new group. Do the same with the other numbers so that the class forms four new groups numbered 1, 2, 3, and 4. In these groups, have Ss present their lists and explain why they chose the order they did.

**EXTENSION** (+10 minutes) Write on the board: *Which job in the article sounds most interesting to you? Why? What skills do you need for each of the jobs?* In pairs, have Ss discuss the questions.

**TEACHING TIPS**

- When you have Ss read texts that include difficult language, reassure them that they will be able to understand the main idea without understanding all the words. They can also guess the meanings of some new words from the context.
- Before Ss start speaking, make sure they know how to pronounce key vocabulary words they are likely to use, especially when these words appear in the headings. You can point it out as Ss listen to the Reading, or model the pronunciation yourself, for example: *nurture* /ˈnɚtʃ ɚ/, *prioritize* /praɪˈɔːrətaɪz/, *persevere* /pɚsəˈvɪr/.

**LANGUAGE AND CULTURE** Teen tours have become popular in recent years. For example, teens can experience outdoor adventures in nature or spend time with communities in different countries to learn about language and culture.

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. If appropriate, elicit the meanings of *urgent* (very important) and *your responsibility* (something you have to do). Then have Ss find *all on your shoulders* in the text and ask, *What did the woman have to do?* (plan a sales meeting for seventy-five people) *Did she have any help?* (no) *So, it was all her . . . ?* (responsibility)
- Have Ss work individually to find the remaining expressions and complete the definitions.
- Bring the class together and go over the answers.

**CHALLENGE** (+5 minutes) Ask Ss to write a sentence about themselves for each expression. Make sure that they change the pronoun *your* to *my* in the first two expressions. For example: *In my family, no one likes to cook except me, so cooking is all on my shoulders.*

## C ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 10 minutes | Your time:

- Have Ss close their books. Write the five terms to be defined on the board.
- In pairs, have Ss write a definition for each term on separate sheets of paper. Ss can write their definitions in any form that makes sense to them. For example: *If you maintain balance, you pay attention to all the important things in your life, not just to one thing, such as work.*
- As Ss are writing their definitions, tape up five cards around the room with each of the five terms written on them. When Ss finish, have them come and stick their definitions under the corresponding term.
- Have Ss walk around the room and read the definitions. Draw Ss' attention to 1–2 of the best ones.

## D SUMMARIZE

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes make notes on the important facts in each story on page 68. When Ss finish, have them close their books.
- In pairs, have Ss take turns summarizing each story. Remind them to look at their notes for support, but not the text. (See Teaching Tip below.)
- Monitor as Ss talk and listen for good examples. Ask 1–2 of these Ss to share their summaries with the class.

**TEACHING TIP** Ss should always close their books before summarizing something they have read. It is very difficult for Ss to summarize something when they have the exact words in front of them. When Ss do this, they often just read most of the text instead of choosing the most important points and putting them into their own words.

# Communication Activator

## A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Have Ss read the directions and the sample answer. Tell Ss they can also talk about other people if they prefer. Remind them to write about three or more keys to success mentioned in the Reading.
- Tell Ss they can write about something else that made them successful next to *Another thing I did.*
- Have Ss work individually. Encourage them to include both information about what they did and why they were successful.
- Have them compare responses with a partner.

## B DISCUSSION

Suggested time: 12 minutes | Your time:

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

- Have Ss read the directions and the woman's statement.
- Direct Ss' attention to the **Optional** box and give them time to look back at the Reading on page 68 for new words or phrases to use in their discussion.
- In groups, have Ss discuss the experiences they wrote in Exercise A. Encourage them to provide additional details and ask their classmates follow-up questions.
- Make sure all Ss have time to talk about their experiences.

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

✓ referring to some of the five keys to success
✓ giving specific examples
✓ showing interest in what their classmates say and asking questions

**CLOSURE ACTIVITY** (+5 minutes) Write on the board one interesting example that you heard Ss discuss in Exercise B. On a sheet of paper, have Ss write a short summary of something interesting that they learned about a classmate's use of keys to success during the discussion. Collect the papers to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

**B** **UNDERSTAND FROM CONTEXT** | **Complete each statement. Use the article to help you determine the meaning of the phrases in quotation marks.**

1 When something is "all on your shoulders," it's ..... .
**a** urgent **(b)** your responsibility

2 When you "keep your head above water," you ..... failure.
**(a)** avoid **b** cause

3 If something is "urgent," it ..... immediate attention.
**(a)** requires **b** prevents

4 Another word for "takes place" is ..... .
**a** moves **(b)** happens

5 When you "turn down" an opportunity, you choose to ..... it.
**a** accept **(b)** not accept

6 Something that "makes all the difference in the world" is something that has ..... impact.
**(a)** a huge **b** no

**C** **ACTIVATE LANGUAGE FROM A TEXT** | **With a partner, write a definition for each of these five terms.**

1 "Avoid distractions" means . . .
2 "Prioritize" means . . .
3 "Persevere" means . . .
4 "Maintain balance" means . . .
5 "Present a good image" means . . .

*See below for possible answers.*

**D** **SUMMARIZE** | **With a partner, take turns summarizing each person's story.**

## COMMUNICATION ACTIVATOR

**Now let's discuss factors that promote success.**

**A** **TALKING POINTS** | **On the notepad, write an example of how you have used at least three of the keys to success. Your examples can come from your studies, your work, or your relationships with friends or family.**

I avoided distractions — *Last night my sister had a problem and wanted to talk, so I turned off my phone and paid complete attention to her. Because I listened to her, I was able to suggest a solution.*

I avoided distractions.

I prioritized.

I persevered.

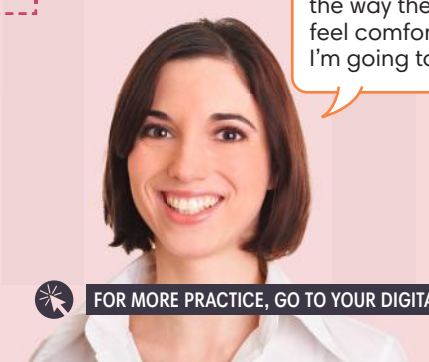
I maintained balance.

I presented a good image.

Another thing I did:

**B** **DISCUSSION** | **Use your Talking Points to discuss the ways you have been successful. Provide specific details. Ask about your classmates' experiences.**

**OPTIONAL** Underline new words or phrases in the Reading to use in your Discussion.
Example: " . . . , you name it."




SOFT SKILLS BOOSTER p. 158

**Possible answers for Exercise C**
*1. to concentrate and focus on something without getting interrupted.*
*2. to put things in order of importance.*
*3. to continue working toward something despite challenges.*
*4. to have time spent on work and leisure (for example) be about the same, without too much focus on one over the other.*
*5. to look good, attractive, professional.*

# 4 COMMUNICATION GOAL Prepare for a job interview

**A** VOCABULARY | **Employment qualifications** | **Read and listen. Then listen again and repeat.**

**skill** an ability that you have to learn, such as using a software program or driving
*Video editing is an essential skill for a job in social media.*

**talent** an ability that you seem to have been born with
*Ben's parents became aware of his musical talent when he was 4.*

**experience** time spent working at something, such as teaching
*Margot has three years' experience teaching yoga.*

**training** time spent learning how to do something and practicing it
*This company provides management training to all new managers.*

**B** ACTIVATE VOCABULARY | **Explain the following in your own words. Use specific examples from your life to support your explanation.**

- the difference between a talent and a skill
- the difference between experience and training

**C** LISTEN TO INFER | **Listen to eight people being interviewed for employment at an international job fair. Stop after each interview and match the interviewee with his or her main strength. Listen again if necessary.**



| | Interviewee | | Strength |
|---|---|---|---|
| c | 1 Carolina Soto | a | common sense |
| f | 2 Carlo Angelini | b | creativity |
| h | 3 José Alves | ~~c~~ | flexibility |
| g | 4 Mia Kim | d | leadership |
| e | 5 Bonnie Kells | e | listening |
| b | 6 Katherine Cummings | f | problem solving |
| a | 7 Tom Mayor | g | willingness to learn |
| d | 8 Marjorie Clark | h | being a team player |

**D** PAIR WORK | **With a partner, decide whether each of the strengths identified in Exercise C is a skill or a talent. Agree or disagree. Support your opinion with reasons and examples.**

| Skill | Talent |
|---|---|
| | |

I think you're born a team player. Some people get along well with others and like working towards the same goal.

I don't agree. You learn to be a team player through experience.

**E** PAIR WORK | **Which of the strengths from Exercise C do you think you have? Discuss, providing examples from your own life.**

# LESSON 4 Prepare for a job interview

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss listen and read the words and definitions. Then have them listen and repeat the words.
- To check comprehension, write these statements on the board and have Ss fill in the blanks with the vocabulary words:
  1. *He has done this kind of job before, so he has ___.*
  2. *She types fast and is familiar with our software. She has the ___ we need for this position.*
  3. *She has many ___. For example, she sings just as well as her mom does.*
  4. *When I started the job, I didn't know how to do it, but the company gave me ___ and now I can do it very well.*

  (1. experience, 2. skills, 3. talents, 4. training)

**OPTION** (+5 minutes) Write these questions on the board:
*Which job skill(s) do you have?*
*Do you or anyone else in your family have a talent? What is it?*
*Do you have experience in working as part of a team?*
*What was the most useful training you have done?*
In pairs, have Ss discuss the questions using the new vocabulary.

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- To help Ss give correct examples, point out the prepositions that usually follow the words. If appropriate, write on the board:
  *have skills in / to be skilled at*
  *have a talent for / to be talented at*
  *have experience with / in*
  *have training in*
- Elicit example sentences that use these phrases and add them to the board. For example: *I'm skilled at managing people. I have a talent for singing. I have experience in working in restaurants. I have training in customer service.*
- Have Ss work in pairs to explain the differences between the words. Encourage them to take notes and to contribute examples from their own lives.

## C LISTEN TO INFER

Suggested time: 8 minutes | Your time:

- Ask, *What is a job fair?* (an event where employees and people looking for a job can meet) Have Ss compare the interview shown in the photo with a standard job interview.
- Have Ss listen to the first interview and go over the sample answer. Ask Ss to identify the information that supports the answer. (She is considering teaching adults instead of children. This means she can change easily and has flexibility.)
- Tell Ss to listen for the words the speakers use to describe their strengths and take notes. Explain that they may not hear the exact words that are in the answer choices. They will have to listen for synonyms or other forms of the words, as they did in item 1.
- Play the rest of the audio. Pause after each interview to give Ss time to write the correct letter.
- In pairs, have Ss compare answers. Then replay all the interviews to let Ss check their answers.
- Go over the answers as a class. Invite Ss to share what they heard in the interviews to make them choose the correct answers. If possible, print out copies of the audio script on pages 171–172 for Ss and have them identify specific words that helped them do this. Replay sections of the interviews if appropriate.
- Tell Ss that these "strengths" have been identified as highly desirable "soft skills" for employability and for success in a job or career.

**LANGUAGE AND CULTURE**

- A *job fair* is an event where employers can meet with potential employees. Usually employers speak to potential employees for just a couple of minutes and collect résumés so they can decide later which people they would like to contact for further interviews.
- *U.K.* stands for the United Kingdom (of Great Britain and Northern Ireland).

## D PAIR WORK

Suggested time: 5 minutes | Your time:

- Review the difference between a *talent* and a *skill* by asking, *Which one is an ability you learn?* (skill) *Which one is something you are usually born with?* (talent)
- Read the example conversation. Point out that it's not necessary to agree with your partner.
- Have pairs complete the task. Monitor, encouraging Ss to give reasons for their opinions.
- To go over the answers, have volunteers express their opinions.

## E PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss tell each other their strengths and give examples. For example: *I'm very good at listening. I think it's because I don't like talking very much! My friends always come to me with their problems.*
- Invite volunteers to share with the class one strength their partner has.

## Communication Activator

### A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss skim the skills inventory. Ask, *What is a skills inventory?* (a list of skills) *What is it used for?* (to prepare you for a job or school interview) *What kind of information can you use to complete the inventory?* (your background, your qualifications, and your experience)
- Next, have Ss decide what kind of opportunity they are interested in applying for.
- Draw Ss' attention to the last section about experience, skills, talents, and training. Point out that here they should include only examples that are relevant to the job or school they have chosen to apply for. For example, if they are applying for a management position in a company, then a talent for soccer may not be a relevant piece of information.
- As Ss work individually to complete the inventory, monitor and assist as needed.

### B PAIR WORK

Suggested time: 8 minutes | Your time:

- In pairs, have Ss choose one role play from the list. If Ss are young and not yet thinking about looking for a job, suggest they choose the interview for career advice.
- Read the examples. Ask, *Who would say these things?* (the interviewer)
- Go over the language in the **Recycle This Language** box. Ask, *Who would say these things?* (the interviewee)
- Model the activity with a higher-level S. Read one of the examples and have the S give you an appropriate reply from the **Recycle This Language** box.
- Have lower-level Ss write their conversations down before role-playing them. Higher-level Ss can make notes to plan their conversations, but encourage them not to look at their notes while they are role-playing.
- Encourage Ss to use their imagination as well as the language from this unit. Remind them to include relevant information from their skills inventory in Exercise A.

### C GROUP WORK

Suggested time: 4 minutes | Your time:

- To model the activity, read the man's statement.
- Have pairs from Exercise B join another pair to form groups of four.
- Have Ss share what they learned about their partners. If their partners already have a job or are enrolled in a school or college, ask them to explain why their partners think they have or don't have the right job / are or aren't enrolled in the right school or college.

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

- ✓ using language related to qualifications and skills
- ✓ using language to talk about strengths and weaknesses
- ✓ giving a professional impression

### WRITING

Suggested time: 10 minutes | Your time:

- Have Ss read the directions, choose a topic from the list, and make notes about it.
- In pairs, have Ss compare their notes and help each other think of more ideas.
- Have Ss work individually to write their profiles. Monitor and assist as needed.
- Have Ss exchange profiles with a partner and offer each other feedback. Encourage them to look for correct use of the vocabulary from the lesson as well as grammar from the unit, such as regrets with perfect modals.
- Collect Ss' writing and offer 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).

**EXTENSION** (+5 minutes) If Ss are willing, have them cross their names out on their profiles and display the profiles around the room. Have the class walk around and guess which profile belongs to which S. At the end, have each S stand next to his or her profile so everyone can see which ones they guessed correctly.

**CLOSURE ACTIVITY** (+5 minutes) Have Ss line up by the door. As each S leaves, ask them an interview question using some of the vocabulary from the lesson. For example, ask, *Do you have any special skills*? Ss must respond to be able to leave the class. If Ss don't object, record the mini-interviews so that you can listen to them later to identify areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's prepare for a job interview.

**A** **TALKING POINTS** | **Take the skills inventory to prepare your thoughts for an interview for a job or for entrance into a school, program, or university.**

**My background**

Check the fields you are knowledgeable about or have skills, talents, experience, or training in.

- ☐ business
- ☐ education
- ☐ languages
- ☐ arts
- ☐ management
- ☐ athletics
- ☐ science
- ☐ finance
- ☐ other: _____

**My qualifications**

- ☐ I have common sense.
- ☐ I'm flexible.
- ☐ I'm a good listener.
- ☐ I'm a team player.
- ☐ I'm creative.
- ☐ I have leadership skills.
- ☐ I'm a problem solver.
- ☐ I'm willing to learn new things.
- ☐ other: _____

**Experience**

Briefly note relevant experience, skills, talents, and training that you feel would make you a good candidate for admission or employment. Provide one example. If you need more space, continue on a separate sheet of paper.

Experience: _____

Skills: _____

Talents: _____

Training: _____



**B** **PAIR WORK** | **Use the information from Talking Points to role-play one of the interviews. Use the examples you provided when you discussed your strengths in Exercise E on page 70.**

- Role-play an interview for a job.
- Role-play an interview for career advice.
- Role-play an interview for entry into a professional or other kind of school.

"Please come in. Have a seat."

"What kind of work experience do you have?"

"Tell me something about yourself."

"Do you have any special skills?"

"Is there anything you think you should have done differently?"

**RECYCLE THIS LANGUAGE**

I have experience in [banking].
I don't have much experience, but ___ .
I have talent in [art].
I've had some [management] training.
I avoid distractions.
I'm good at [prioritizing].
I can persevere.
I try to present a good image.

**C** **GROUP WORK** | **Tell your classmates what you learned about your partner in the interview.**

My partner has experience working with children. She's a good problem solver.

## WRITING

**Write a profile of yourself. Divide your profile into paragraphs, choosing from the topics below, and give each paragraph a heading. Include your successes and, if you'd like, some failures, as well as the factors that may have led to them. If you have any regrets, express them, using perfect modals.**

your childhood
your family
your studies
your job
your career
your strengths and weaknesses

**WRITING HANDBOOK** p. 149
- Dividing an essay into topics
- Guidance for this writing exercise



# The SHOULDA COULDA WOULDA MUSTA MIGHTA GAME

With a partner, choose one of the conversation starters. Develop a complete conversation in which you guess what happened, using the perfect modals on the list.

Here's an example of Conversation Starter 1:



You have 10 minutes to prepare your conversation and write it on a separate sheet of paper.

Present your conversation to the class.

**The winner is the longest conversation that used all the required perfect modals.**

A: So here's a surprise. Marie didn't get the position as the orchestra director.
B: That's unbelievable. She had great qualifications.
A: I can't imagine what happened. She must have been having a bad day.
B: Well, I've heard she couldn't play three instruments. That was one of the qualifications for the job.
A: Really? Why is it necessary to play three instruments if you're the director?
B: She should have asked them why. And she might not have told them about all her other experience.
A: That's not possible. I'm sure it was on her application. She wouldn't have forgotten to include her experience.
B: Maybe. But I've heard Marie doesn't have a lot of common sense . . .

## CONVERSATION STARTER 1




*might not have / wouldn't have / must have / should have

## CONVERSATION STARTER 2




*should have / couldn't have / must not have / I wish he had

## CONVERSATION STARTER 3




*might have / must have / shouldn't have / would have

## CONVERSATION STARTER 4




*must not have / shouldn't have / might not have

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Express resolutions for creating a better life.
- ☐ Examine past actions.
- ☐ Discuss factors that promote success.
- ☐ Prepare for a job interview.

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

# *Interactive Cool Down*

## THE "SHOULDA, COULDA, WOULDA, MUSTA, MIGHTA" GAME

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Ask, *Why do you think the modal verbs are written like this?* (These are spoken forms. We can't usually write modals like this. It is OK, however, to use these forms as a game name.) If necessary, remind Ss of the pronunciation of modal verbs with *have.*
- Have Ss read the directions. Direct their attention to the example script. Say, *This script is based on the conversation and prompts in Conversation Starter 1.* Have Ss look at the picture in Conversation Starter 1. Ask, *What do you think is the relationship between these two women?* (They're friends or colleagues.) *Where are they?* (in an office) Then read the womens' conversation. Say, *These statements are in the example script. Your job is to write the rest of the script.* Point out the list of perfect modals below the picture. Say, *Use these modals in your script.* Point out how the modals are shaded in yellow in the example script.
- Elicit from the class what language they will need to play this game. If appropriate, refer them to information on perfect modals (page 66). Point out that their conversations should be informal and the people involved in them are making small talk.
- Form pairs. Have partners choose one of the conversation starters. Tell them they have 10 minutes to write their conversation. Encourage higher-level Ss to make notes rather than writing out the whole conversation. Remind them they need to use each of the perfect modals at the bottom of the conversation they have chosen.
- As Ss are working, monitor, checking that each pair has chosen a situation and knows what to do. Then continue to monitor and assist as needed. Warn Ss when they have 2 minutes left.
- Have each pair present their conversation to the class. Ask the Ss listening to tick off the perfect modals they use in their conversation. Check that each pair has used them all.

**OPTION** Have Ss vote on the best or funniest conversations. Encourage them to give reasons for their opinions.

**EXTENSION** (+5 minutes) Have Ss play the game again, but this time with a different partner and without preparation. Student A starts the conversation, choosing whichever situation he or she likes, and Student B continues. Monitor and listen for funny conversations to share with the class. You can also listen for errors with the perfect modals and highlight them on the board for Ss to correct at the end of 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 7 Holidays and Traditions

| | | |
|---|---|---|
| WARM-UP | Students talk about different types of holidays in their countries and complete a self-test. They read an illustrated conversation modeling a discussion about holidays and local customs. | |
| LESSON 1<br>**Exchange holiday greetings** | ***Vocabulary*** | Ways to celebrate or commemorate a holiday |
| | ***Grammar*** | Adjective clauses with relative pronouns *who* and *that* |
| LESSON 2<br>**Ask about local traditions** | ***Grammar*** | Adjective clauses: subject and object relative pronouns |
| | ***Pronunciation*** | Thought groups |
| LESSON 3<br>**Compare holidays** | ***Vocabulary*** | Describing the purpose of an event |
| | ***Listening skills*** | Listen for main idea; Listen to compare and contrast |
| LESSON 4<br>**Describe wedding customs** | ***Reading skills*** | Understand from context; Classify; Relate to personal experience |
| | ***Writing*** | Describe two holidays that are celebrated in your country |
| INTERACTIVE COOL DOWN | *The Clause Wheel* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the photos and captions. Play the audio and have Ss listen and repeat.
- Elicit the differences between the types of holidays shown in the photos. Listen to Ss' ideas, and if appropriate, clarify that national holidays usually celebrate important dates in a country's history. Religious holidays celebrate important religious events. Family holidays are occasions when people get together with their families. Seasonal holidays are always celebrated at a certain time of year.
- Read the question in the directions and then point to the four different headings. To model the activity, read the woman's statement. Point out that some holidays can be described as more than one type.
- In pairs, have Ss answer the question for each type of holiday. Have them give more details to describe the different types of holidays in their country.
- Bring the class together and ask volunteers to share an example of each type of holiday.

**LANGUAGE AND CULTURE** The photos show holiday traditions from around the world. Some of the holidays pictured in the photos include:

- Mexican Independence Day ("*National Holidays*" caption). On September 16th, Mexican citizens celebrate the independence of Mexico from Spain with fireworks, parties, and folk dancing.
- A Catholic holiday; Ramadan ("*Religious Holidays*" caption). Some Catholic religious holidays involve street processions. During the month of Ramadan, Muslims fast from sunrise to sunset and pray.
- The Hanami Cherry Blossom Festival ("*Seasonal Holidays*" caption). When cherry trees blossom from late March to early May, many Japanese enjoy having a picnic to enjoy the pretty flowers and welcome the spring season.
- Chinese New Year ("*Family Holidays*" caption). This holiday lasts for 15 days. Families eat special meals together and practice customs like cleaning the house to drive away bad luck.

UNIT 7

# Holidays and Traditions

## *Warm-Up*




**Can you name a holiday from your country for each type below?**

PRONUNCIATION | Types of holidays | Listen and repeat.




UNIT 7 COMMUNICATION GOALS

**Lesson 1**
Exchange holiday greetings

**Lesson 2**
Ask about local traditions

**Lesson 3**
Compare holidays

**Lesson 4**
Describe wedding customs

## Topic Warm-Up

**A** HOLIDAY CUSTOMS | Complete the self-test.

### Write the name of a holiday in which . . .

most offices, businesses, and schools are closed.




people do a lot more shopping than usual.



it's traditional to do a lot of cleaning.



people give gifts.



people travel to get together with their families.



people fast—that is, they stop eating.



people visit or clean the graves of their loved ones.




people sing traditional songs.



people wear a traditional type of clothing.



**B** PAIR WORK | Compare your responses on the self-test. What are some other typical holiday customs you are familiar with?

# Topic Warm-Up

## A HOLIDAY CUSTOMS

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the pictures and captions. Explain that these are all customs people have for different holidays in different parts of the world.
- Ask if Ss have any questions about vocabulary. If necessary, explain that when people fast, they stop eating for an extended period of time, usually for religious or medical reasons.
- Do the first item in the self-test with the class as an example. Point to the picture. Say, *Write the name of a holiday in which most offices, businesses and schools are closed.* Have Ss write their own answer in the space below the picture.
- Have Ss work individually to complete the rest of the self-test. Tell them they can write names of holidays from their own country or religion, or other ones that they know about from other countries and religions.

**LANGUAGE AND CULTURE** *Loved ones* is a general term that can refer to family members or dear friends. It is often used to describe such people who have died although it is also used for people who are still alive.

**EXTENSION** (+5 minutes) After Ss complete the self-test, have them take out a sheet of paper. For each of the holidays they wrote in their answers on the test, have them write down any other customs they practice. Point out that some customs are unique to families, but we can still call them *customs*. For example: *In my family, at Christmas, we all draw a name out of a hat and that is the name of the person we should buy a present for.*

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss compare their answers to the self-test. Encourage them to tell their partner which of the holidays they celebrate themselves and whether or not they observe the customs mentioned in the self-test. They should also talk about other customs for each holiday they mention.
- Bring the class together and elicit an example holiday for each custom. Write the names of the holidays on the board. Have Ss tell you what type of holidays they are, using the vocabulary from page 73.

**OPTION** (+5 minutes) If you have any Ss in your class from another country, or different cultural background, make sure they explain a little about the holidays they mention to their partner. Have Ss note holidays where they do similar things. For example: *I am Mexican and my partner is Korean. We both have a holiday in our countries where we visit the graves of our relatives or ancestors. In Mexico, it is called Dia de los Muertos. and in Korea, it's called Chuseok.*

**EXTENSION** (+10 minutes) In pairs, have Ss choose 1–2 of the customs from this page and use their smart phones to find out if there are holidays from other countries that have a similar custom. They don't need to research in detail about the holiday as they will learn more about different countries' holidays later in the unit, but they can find out the name. Have Ss share the names of the holidays they found.

**TEACHING TIP** If you have a multicultural or multinational class, this unit is a perfect opportunity to encourage Ss to learn from each other about their different holidays and customs. Be sensitive to your Ss' preferences. If they feel comfortable sharing information about their celebrations, encourage them to do so. Remember that some Ss may prefer not to highlight the fact they are from a different country or culture if they are the only one in the class.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Have Ss preview the illustrations and the first two lines of the conversation. Ask, *What do you think these people are talking about? What day is it? Where are they?*
- Direct Ss' attention to the note on accents. Ask, *Who has a Japanese accent?* (Mieko) *Since Leon speaks Spanish, where might he be from ?* (Spain or almost any Latin American country)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *Who has already celebrated the New Year?* (Mieko)
  *Who is going to celebrate after the video call?* (Leon)
  *Why did Mieko get up early?* (To see the sunrise—it's a Japanese tradition.)
  *Who spent New Year's Eve with family?* (Mieko)
  *Who is going to spend New Year's Eve with friends?* (Leon)

**LANGUAGE AND CULTURE**

- New Year is a very important holiday in Japan and is called *Shogatsu*. January 1st is believed to represent the whole year ahead, so it is very important to have a stress-free day. Nobody works. Everything also needs to be very clean. It is tradition to visit a temple or shrine during Shogatsu. On December 31st, as Mieko describes, it is tradition to spend the evening at home with family and eat *soba*. In Spanish-speaking countries, most people also spend New Year's Eve at home with family (even though Leon is going out with his friends). In many Latin American countries, it is thought to be good luck to wear yellow underwear on New Year's Eve. People also eat twelve grapes at midnight, one each time the clock chimes, for each month of the year. This tradition originated in Spain and is common in Spanish-speaking countries.
- *Middle school* is a term that describes the grades students attend at the ages of about 12-14 in U.S. school systems. In some school systems, however, there is no separate "middle school."

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Have Ss scan the conversation to find the expression. Ask, *Has Leon already celebrated New Year, or is he going to celebrate soon?* (He's going to celebrate soon.) Elicit the correct answer.
- Have Ss work individually to find the remaining expressions and read them in context.
- In pairs, have Ss explain to each other what each person means.
- Bring the class together and go over the answers.

## C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions.
- Bring the class together. Elicit the answers from 1–2 volunteers. Focus on item 1 and ask, *Do you think Leon is in Spain or Latin America?* Have Ss check the time difference in January between Japan and Spain (8 hours) and between Japan and different Latin American countries (12–15 hours, depending on the country).

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss choose the holiday they would like to talk about and write it at the top of the chart. Ask Ss to think about what they and others usually do on this holiday and write their ideas in the chart. Tell them that it is OK if they cannot think of more than 3–4 customs.
- Give Ss a few minutes to work individually to write their ideas. Monitor and help with vocabulary where necessary.
- When Ss are ready, read the woman's statement. Then have Ss describe and compare their favorite holiday with a partner.
- As Ss discuss their charts, monitor and help where necessary.

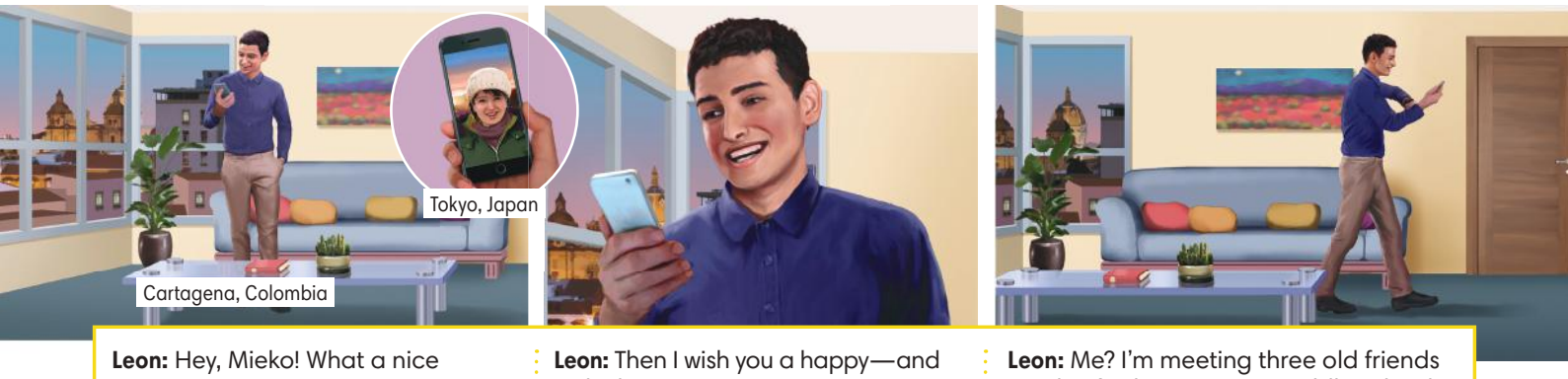
**OPTION** (+5 minutes) If Ss are all from the same country and familiar with the same holidays, have Ss add any customs they may have missed to their chart. Ss can also talk about their own specific family customs at this point and see if they celebrate the same holiday in the same way, or differently.

**EXTENSION** (+5 minutes) Have a vote to see which holiday is most popular in your class. Ask 1–2 Ss to share why they like this holiday so much.

## Language Warm-Up

**A** ZOOM-IN | Read and listen to a conversation on a video call. Notice the featured words and phrases.

**UNDERSTAND A VARIETY OF ACCENTS**
**Leon** = Spanish
**Mieko** = Japanese




**Leon:** Hey, Mieko! What a nice surprise!

**Mieko:** Happy New Year, Leon!

**Leon:** Is it already New Year's there? We still have hours to go.

**Mieko:** Actually, it's 7 A.M.

**Leon:** Wow! Have you been up all night?

**Mieko:** Ha! No. I got up super early. It's a Japanese tradition to see the year's first sunrise. It's supposed to bring you good luck for the new year.

**Leon:** Then I wish you a happy—and lucky—new year!

**Mieko:** Thanks, Leon!

**Leon:** So, what did you do on New Year's Eve?

**Mieko:** Last night? I got together with my family for the last meal of the year.

**Leon:** Is that a Japanese tradition, too?

**Mieko:** It is. We always eat *soba*, a kind of noodle. But what about you? What are your plans for tonight?

**Leon:** Me? I'm meeting three old friends who I've known since middle school. We always get together to do something fun on New Year's Eve. It's become a tradition for us.

**Mieko:** So how are you going to celebrate this time?

**Leon:** We're going to a huge street party that's pretty popular here. Oops! Sorry, Mieko. I'm late. Gotta run!

**Mieko:** No problem. I hope you have a blast!

**Leon:** Thanks! Great hearing from you!

**B** UNDERSTAND FROM CONTEXT | Circle the correct answers.

1 When Leon says, "We still have hours to go," he means ..... .
   a he celebrated the new year hours ago
   (b) the new year hasn't come yet

2 When Leon asks Mieko if she's "been up" all night, he's asking if she ..... .
   (a) ever went to sleep
   b slept well all night

3 When Mieko says seeing the sunrise is "supposed to" bring you good luck, she means ..... bring you luck.
   (a) most people believe it will
   b it will definitely

4 When Mieko says she hopes Leon "has a blast," she means she hopes he ..... .
   a doesn't arrive late
   (b) has a lot of fun

**C** THINK AND EXPLAIN | Discuss the questions.

1 Why has Mieko already celebrated the new year, but Leon hasn't?

*1. They live in different parts of the world, and there is a time difference. Tokyo, Japan, is fourteen hours ahead of Cartagena, Colombia.*

2 What's different about the traditions Mieko describes and the traditions Leon describes?

*2. Mieko seems to celebrate the new year mostly with her family, while Leon celebrates mostly with his friends. Also, while both of them do something special on New Year's Eve, Mieko has the tradition of watching the sun rise on New Year's Day. Leon goes to a huge street party.*

**SPEAKING**

PAIR WORK | Complete the chart about what people do on your favorite holiday. Then compare charts with a partner.

| My favorite holiday: | _____ |
|---|---|
| **Traditions and customs:** | |
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| 5 | _____ |



Everyone goes shopping for gifts before the holiday begins. The stores are totally packed with people.

# 1 COMMUNICATION GOAL Exchange holiday greetings

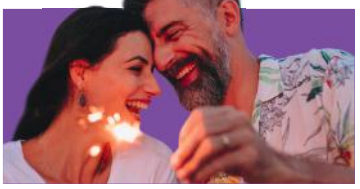
**A** VOCABULARY | Ways to celebrate or commemorate a holiday | Read and listen. Then listen again and repeat.


1 march in parades


2 put up decorations


3 remember the dead


4 set off fireworks


7 wish each other well


5 wear costumes


6 have picnics


8 pray

**B** LISTEN TO ACTIVATE VOCABULARY | Listen to three people talk about holidays. Use the Vocabulary to complete the chart.

| | What do people do to celebrate? |
|---|---|
| *Carnaval* (Brazil) | *wear amazing costumes, dance to samba music in parade, go to street parties* |
| Independence Day (U.S.) | |
| *Chuseok* (Korea) | *travel to hometown to get together with family, visit cemetery and clean graves of family members who have died, eat rice cakes* (songpyeon), *watch women perform a traditional dance in traditional clothing* |

*offices, schools, and businesses close; put up decorations with the American flag; march in or watch parades; have picnics with family and friends; watch fireworks*

**C** PAIR WORK | Discuss what people do on holidays you are familiar with.

"Everyone puts up decorations a week before the holiday."

COACH **D** GRAMMAR | Adjective clauses with relative pronouns who and that

**An adjective clause identifies or describes a noun.**
**Use that to introduce adjective clauses about nouns that describe things.**
The dishes **that are popular for Thanksgiving** are made from seasonal vegetables.
The costumes **that are worn for Carnaval** can take thousands of hours to make.

**Use who or that to introduce adjective clauses about nouns that describe people.**
France's Bastille Day's a great holiday for people **who** (OR **that**) **love fireworks**.
The man **who's** (OR **that's**) **wearing a funny hat in this photo** is my brother.

**Be careful!**
**An adjective clause should immediately follow the noun it identifies or describes.**
Don't say: The costumes can take thousands of hours to make ~~that are worn for Carnaval.~~

**Don't use a subject pronoun after the relative pronouns who or that.**
Don't say: The man ~~who he's~~ wearing . . . .

**GRAMMAR EXPANDER** p. 136
- Adjective clauses: common errors
- Reflexive pronouns
- By + reflexive pronouns
- Reciprocal pronouns: each other and one another

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

**F** NOTICE THE GRAMMAR | Find two examples of adjective clauses in Zoom-In on page 75.

1. *I'm meeting three old friends who I've known since middle school.*
2. *We're going to a huge street party that's pretty popular here.*

# LESSON 1 Exchange holiday greetings

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the pictures and captions. Ask them to identify the celebrations and holidays they recognize.
- Have Ss read and listen, then listen again and repeat.

## B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- Draw the chart on the board and write the names of the three holidays. If there is a world map in the classroom, point out the countries listed.
- In pairs, have Ss tell each other anything they know about these holidays.
- Read the directions and point to Exercise A. Tell Ss to listen for these phrases.
- Play the audio and have Ss do the exercise individually. Pause after each description to allow Ss time to write. Replay the audio if appropriate.
- In pairs, have Ss compare their answers. Then go over the answers with the class.
- Ask Ss why they think some holidays (like *Carnaval* and *Chuseok*) occur in different months each year. (These holidays are timed to a lunar, or moon, calendar.)

**OPTION** (+5 minutes) Have Ss write down any extra information they hear. In pairs, have Ss compare their notes and list any questions about things they didn't hear properly or didn't understand. Play the audio again to see if they can resolve their questions. Clarify the answers as appropriate.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example. Encourage Ss to use the vocabulary from Exercise A in their discussion.
- Form pairs and have Ss talk about the holidays they know. Monitor and assist to make sure they are using the vocabulary correctly.

**EXTENSION** (+5 minutes) Have Ss discuss the customs they heard about in Exercise B and compare them to the customs they have just talked about.

## D GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and examples in the grammar chart. If appropriate, explain that *seasonal vegetables* are those that are harvested and eaten at a specific time of the year.
- To clarify further, write on the board: *The Harvest Moon Festival is a holiday that takes place in September or October.* Have Ss identify the adjective clause in this sentence. (that takes place in September or October) Underline it. Ask, *Which noun is the adjective clause describing?* (holiday)
- Have Ss read the second rule and examples. Write on the board: *My sister is the girl who is wearing a costume.* Have Ss identify the adjective clause. (who is wearing a costume) Underline it.
- Ask, *Who is the adjective clause describing?* (the girl) *Can* that *be used instead of* who *to introduce the clause?* (yes) Add *that* below *who* on the board. Point to the first example on the board and ask, *Can* who *be used instead of* that *here?* (no) *Why not?* (A holiday is a thing, not a person.)
- Have Ss read the first rule and example in the **Be careful!** note. Write on the board: *The costumes can take thousands of hours to make that are worn for Carnaval.* Say, *The adjective clause is in the wrong place. What should we say instead?* (The costumes that are worn for Carnaval can take thousands of hours to make.) Cross out the first sentence and write the corrected sentence below it.
- Have Ss read the second rule and example in the **Be careful!** note. Write on the board: *My brother is the boy who he is carrying the flag.* Ask, *Is this sentence correct?* (no) *Why not?* (because there is a subject pronoun after *who)*

**LANGUAGE AND CULTURE** Potatoes and sweet potatoes are two vegetables that are traditionally served at Thanksgiving.

**GRAMMAR EXPANDER** (optional, pages T136–137)

## E PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss read and listen to the examples in the chart.
- Play the audio again and have Ss listen and repeat.

## F NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss work individually to find the two adjective clauses.
- Ask Ss to compare answers in pairs and identify if both *who* and *that* can be used in each example. (*friends who I've known . . .* : yes; *party that's pretty popular . . .* : no)

## G UNDERSTAND THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Read the directions. To model the activity, copy item 1 on the board. Have Ss identify the adjective clause (the underlined part of the sentence). Then have them identify the relative pronoun (that) and the noun or pronoun it describes (rice cakes).
- Have Ss work individually to complete the activity.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

**OPTION** Have Ss identify the sentences where either *who* or *that* could be used. (items 2 and 4)

## H ERROR CORRECTION

Suggested time: 3 minutes | Your time:

- Go over the sample answer in item 1. Ask, *Why do we need to use* that? (because the relative pronoun refers to costumes, which are things, not people).
- If appropriate, refer Ss to the **Be careful** box on page 76.
- Have Ss work individually to complete the activity.
- In pairs, have Ss explain their answers to each other. Monitor and check their answers.

## I GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Have Ss read the directions and the sample answer. Remind them to use adjective clauses with the relative pronouns *who* and *that*.
- Have Ss work individually to complete the activity on a separate sheet of paper.
- To provide more support for lower-level Ss, pair them with higher-level Ss. Have them check each other's sentences for errors. Then collect Ss' papers to check answers.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Exchange holiday greetings
- Introduce a conversation topic with *So, . . .*
- Use *Well, . . .* to indicate you are deciding how to respond
- Respond positively to a description with *Sounds like fun!*

- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What do people do during the day on Independence Day in the U.S.*? (have picnics or watch parades)
  *What do people do in the evening?* (watch fireworks)
- Have Ss underline the adjective clause in the conversation.
- Call Ss' attention to the **Social language** box and read the greetings, modeling enthusiasm for each expression. Have Ss repeat.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation, making sure they sound friendly when they exchange greetings.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Have Ss identify language from the unit to use in this conversation. (the vocabulary on pages 74 and 76, the grammar on page 76, Exercises A and B on this page, and the **Social language** box)
- In pairs, have Ss choose a holiday and plan their conversations.
- Have Ss practice their role play with their partner.
- Go over the phrases in the **Keep Talking!** and **Recycle This Language** boxes, and show the **Keep Talking!** video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using language to exchange holiday greetings
✓ using vocabulary for holidays and celebrations
✓ using adjective clauses 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) On blank sheets of paper, have Ss write three sentences about how people celebrate a holiday. They should *not* include the name of the holiday. Encourage them to use adjective clauses. Form pairs and have Ss exchange papers with their partners. Have Ss guess the holidays their partners have written about. Collect the papers and read them to identify areas for review and extra practice.

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

**G** **UNDERSTAND THE GRAMMAR** | **Underline the adjective clause and circle the relative pronoun. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.**

1 In Japan, the sweet rice cakes that are eaten to celebrate the new year are called *mochi*.
2 Mardi Gras attracts visitors who come to New Orleans from all over the world.
3 Bastille Day is a national holiday that commemorates the beginning of the French Revolution.
4 People who throw water at each other during Thailand's Songkran festival also wish each other well.

**H** **ERROR CORRECTION** | **Correct the error in the adjective clause in each sentence. Explain each correction to a partner.**

1 The costumes ~~who~~ that are worn in the Mardi Gras parade in New Orleans are fun to see.
2 The experts who ~~they~~ set off the fireworks have to plan the event in advance.
3 Most of us love the traditional dishes that ~~they~~ are served on our favorite holidays.
4 The woman who is wearing that amazing dress is going to march in the parade ~~who she is wearing that amazing dress~~.

> "Only use who for people."

**I** **GRAMMAR PRACTICE** | **Write five sentences with adjective clauses about holiday traditions you know.**

*Thanksgiving is a seasonal holiday that takes place in November in the U.S. and in October in Canada.*

## COMMUNICATION ACTIVATOR

## Now let's exchange holiday greetings.



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

**A:** Did you know that there's a holiday next week?
**B:** No, I didn't. What holiday is that?
**A:** Independence Day. It's a national holiday that always takes place on July 4th.
**B:** So, what do people usually do on that day?
**A:** Well, during the day, we have picnics or watch parades. And in the evening, we set off fireworks.
**B:** Sounds like fun! Well, have a great holiday!
**A:** Thanks! Same to you!

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

**C** **CONVERSATION PAIR WORK** | **Role-play a conversation with a visitor to your country. Ask about and describe a holiday and exchange greetings. Then change roles.**

**A:** Did you know that there's a holiday .....?
**B:** No, I didn't. What holiday is that?
**A:** ..... It's a(n) ..... holiday that takes place .....
**B:** So, what do people usually do on .....?
**A:** Well, .....
**B:** Sounds .....! Well, .....!
**A:** Thanks! .....!

**D** **CHANGE PARTNERS** | **Exchange greetings for another holiday.**

**Social language**

**To exchange holiday greetings and wish each other well, say:**

- Have a [good / nice / wonderful / happy] holiday!
- Best wishes for the holiday!
- Enjoy yourself on [the Fourth of July]!
- Same to you! / You too!

**KEEP TALKING!** ●●●

**Ask and answer more questions.**

What else do people do?
Do people [give gifts]?
What kinds of food do people eat?
Where do people celebrate?

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**

It's supposed to bring you good luck.
They get together with [their families].
It's a tradition.
Have a blast!

# 2 COMMUNICATION GOAL Ask about local traditions

## A GRAMMAR | Adjective clauses: subject and object relative pronouns

**The relative pronouns who and that can function as the subject or object in an adjective clause.**

"that" = subject of the clause

It isn't customary to thank the person **that gave the gift**. (The person gave the gift.)

"that" = object of the clause

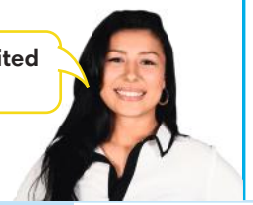
The gifts **that people give** are usually not very expensive. (People give the gifts.)

**Be careful!**

**When the relative pronoun who or that is an object, it is optional and can be omitted. However, a subject relative pronoun cannot be omitted.**

The holiday **(that) I love the most** is the Dragon Boat Festival.

Don't say: It's unnecessary to thank the person ~~gave the gift~~.




**In formal spoken and written English, whom is often used as an object relative pronoun for people. However, it is rarely used in informal speech.**

INFORMAL: The person (**who** OR **that**) you invite should bring a gift.

FORMAL: The person **whom** you invite should bring a gift.

**GRAMMAR EXPANDER** p. 137
- Adjective clauses: whom in formal English

## B UNDERSTAND THE GRAMMAR | Check the sentences that are correct. If the sentence needs a relative pronoun, add one.

- ☐ 1 Canada Day is a national holiday that takes place on July 1st and celebrates its birthday.
- ☑ 2 I paid a lot for the gifts I gave my nieces and nephews for Christmas.
- ☐ 3 The kids who / that sang the song today were practicing for the holiday party next week.
- ☐ 4 On the Day of the Dead, Mexicans clean the graves of family members who / that have died.
- ☑ 5 The purpose of the red flower everyone is wearing today is to remember the people who died in the war.

## C GRAMMAR PRACTICE | Complete the adjective clause in each sentence, using the prompts. Omit the relative pronoun when possible.

1 The traditional Korean outfit ..she's wearing.. (She's wearing it.) is called a hanbok.

2 Memorial Day is a U.S. holiday ..people celebrate.. (People celebrate it.) to remember soldiers who died in wars.

3 Tourists ..who / that plan to visit another country.. (They plan to visit another country.) should research local customs on the Internet.

4 Children ..who / that receive red envelopes.. (They receive red envelopes.) during the Chinese New Year celebration are happy to find money inside.

5 The "mooncakes" ..people eat during the Harvest Moon Festival.. (People eat them during the Harvest Moon Festival.) are best eaten with tea.


a hanbok

## D PRONUNCIATION | Thought groups | Notice how sentence rhythm clarifies how thoughts are grouped. Read and listen. Then listen again and repeat.

1 The colleagues we invited to the party were from Brazil.

2 The music they played for us this morning is from Mexico.

3 La Tomatina is a festival they celebrate in Spain by throwing tomatoes.

4 Anyone who plans to travel to another country should ask about local customs.

# LESSON 2 Ask about local traditions

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and the example with *that* as subject of the clause in the chart.
- Say, *Let's look at an example with* who *as subject*. Write on the board: *1. The friend who sent these flowers lives in Paris.* Ask, *What is the adjective clause?* (who sent these flowers) Underline it. Then ask, *What is the subject in this clause?* (who) Circle *who* and label it *subject*:

  *1. The friend (who) sent these flowers lives in Paris.*
  *SUBJECT*

- Have Ss read the example with *that* as object. Say, *Let's look at an example with* who *as object*. Write on the board: *2. The friends who we visited liked our gift.* Ask, *What is the adjective clause?* (who we visited) *What is the subject in this clause?* (we) Circle *we* and label it *subject*. Then circle *who* and label it *object*:

  *2. The friends (who) (we) visited liked our gift.*
  *OBJECT SUBJECT*

- Point out that in this sentence, the relative pronoun is not the subject; it is the object. Write on the board: *We visited friends. (who = friends)*
- Have Ss read the rule and example in which the relative pronoun is omitted. Direct Ss' attention back to the first example on the board. Ask, *Can we omit* who *in this sentence?* (no) *Why?* (because it is the subject of the clause)
- Point to the second example on the board. Ask, *Can we omit* who *in this sentence?* (yes) *Why?* (because it is the object of the clause) Read the example, omitting *who*.
- Read the woman's statement. Say, *We can also say,* The people who we invited had a lot of fun *or* The people that we invited had a lot of fun.
- Have Ss read the explanation and examples with *whom*. To clarify, write on the board:

  *The woman ___ I met at the party is from Canada. (that / no pronoun / who / whom)*

  Ask, *Which of these pronouns can we use in this sentence?* (all of them) *When do we use* whom? (in formal situations)

**LANGUAGE AND CULTURE** *That* is used much more frequently as a subject relative pronoun than *who*.

**GRAMMAR EXPANDER** (optional, pages T137–138)

## B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Go over the example in item 1. Ask, *Why is it necessary to add* that? (Because *that* refers to the subject of the sentence, Canada Day. When the relative pronoun is the subject, we can't omit it.)
- Have Ss work individually to complete the activity.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

## C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 with a class as an example. Point to the photo of the hanbok and say, *Use the prompt* She's wearing it *to make an adjective clause.* Elicit the complete sentence and write it on the board. Ask, *Can* that *be omitted?* (yes, because it's the object of the clause)
- Have Ss complete the task individually.
- In pairs, have Ss compare answers. Then go over the answers with the class. Ask volunteers to explain why they have included or omitted relative pronouns in their clauses.

## D PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen. Tell them to pay attention to the pauses between the thought groups.
- Say, *A thought group is a group of words said together before a pause. It makes the meaning of the sentence easier to understand if we pause in certain places. Adjective clauses form natural thought groups.*
- Have Ss listen again and repeat. Make sure Ss pause slightly between thought groups.

**EXTENSION** (+5 minutes) To practice forming thought groups, write on the board:

1. *The person who comes to dinner should bring a dish.*
2. *The Cherry Blossom Festival is a tradition that people observe in Japan.*

Have Ss work in pairs to divide them into thought groups. Then have volunteers come to the board and underline the thought groups in each sentence.

(1. The person who comes to dinner should bring a dish.
2. The Cherry Blossom Festival is a tradition that people observe in Japan.)

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I wonder if I could ask you . . .* to introduce a question that might be sensitive
- Respond warmly to a request with *Of course.*
- Acknowledge the value of information with *That's really helpful.*
- Reassure someone that it's OK not to know about local customs

- Have Ss look at the photo. Explain that the woman and man are from different countries. The woman recently moved to the man's country.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What does the woman want to know?* (when she should open gifts)
  *When does the man say people usually open gifts?* (later)
- Have Ss listen to the conversation again.
- Call Ss' attention to the **Social language** box. Have Ss underline the expression from the box that appears in the conversation (I wouldn't worry.) Then read the expressions, using a friendly and reassuring tone. Have Ss repeat.

### B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss role-play the conversation with a partner. Make sure Ss use a reassuring tone for *I wouldn't worry.*

**OPTION** (+5 minutes) Have Ss identify the thought groups in the Conversation Model. When they role-play the conversation, encourage them to pause in the correct places and use thought groups.

### C TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the directions. Point to item 1 and ask what the picture shows. (a holiday tradition, perhaps a celebration on New Year's Eve) Read the example. Have Ss answer the question with information about New Year's Eve in their country.
- Clarify any new vocabulary in the pictures. For example, say, Table manners *are the way we should behave when we are eating with other people. Some countries have different ideas about what is polite or not when eating.*
- Have Ss read the **Ideas** box. Encourage Ss to use these ideas in their questions. Point out that after each expression, they should use the base form of the verb.
- In pairs, have Ss complete the questions. Monitor and help as necessary.

### D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Read the directions. Point out that in the first line, Ss should add one of the categories from Exercise C. For example: *So I wonder if I could ask you a question about invitations.* Refer them back to the **Social language** box and the Conversation Model to help them decide what to write in the other spaces.
- In pairs, have Ss role-play their conversations.
- Go over the suggestions in the **Keep Talking!** box and show the video to support Ss as they extend the conversation.

### E CHANGE PARTNERS

Suggested teaching time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

- ✓ using vocabulary for talking about local customs
- ✓ responding warmly to request for information
- ✓ reassuring their partner that it's OK not to know about local customs

**CLOSURE ACTIVITY** (+5 minutes) At the end of class, write on the board:
*A: What is an important tradition that a visitor to your country should know about?*
*B: On New Year's Eve, people eat with their families.*
Have Ss think of a tradition or custom from their country. In pairs, have Ss line up in front of you. Have each pair take turns asking each other the question and answering with the tradition they thought of. Take notes on areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

# Now let's ask about local traditions.





**A** CONVERSATION MODEL Read and listen.

**A:** I'm not familiar with the way people do things here. So I wonder if I could ask you a question about gifts.

**B:** Of course. What would you like to know?

**A:** If someone gives you a gift, is it OK to open it right away?

**B:** That's not something we would normally do. We usually wait till later.

**A:** Thanks. That's really helpful.

**B:** But I wouldn't worry. Most people understand that you're not from here.

**Social language**

**To reassure someone that it's OK not to know about local customs, say:**

I wouldn't worry.
It's no big deal.
It's really not a problem.

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

**C** TALKING POINTS | Complete a question about each topic. Use the ideas.

**Holiday traditions**



1 On ..... (name of holiday), ..... ?

**Table manners**



2 If I'm in a restaurant and I have to sneeze, ..... ?

**Meeting people**



3 When I'm introduced to someone, ..... ?

**Invitations**



4 If someone invites me to dinner at a restaurant, ..... ?

**Ideas**

- is it OK to . . . ?
- should I . . . ?
- would it be better to . . . ?
- is it customary to . . . ?
- would it be offensive to . . . ?
- is it a good idea to . . . ?

> "On New Year's Eve, is it customary for people to hug at midnight?"

**D** CONVERSATION PAIR WORK | Change the conversation, using your Talking Points to ask about other traditions. Then change roles.

**A:** I'm not familiar with the way people do things here. So I wonder if I could ask you a question about ..... .

**B:** ..... . What would you like to know?

**A:** If ..... , is it OK to ..... ?

**B:** ..... .

**A:** Thanks. That's really helpful.

**B:** But ..... . Most people understand that you're not from here.

**KEEP TALKING!** ●●●

- **Ask more questions.**
- **Explain other customs.**

Watch the video for ideas!

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

# 3 COMMUNICATION GOAL Compare holidays

**A** VOCABULARY | Describing the purpose of an event | Read and listen. Then listen again and repeat.



**a celebration** (n) an event, usually a happy one, in which people do something special to acknowledge a particular occasion; **celebrate** (v)



**a ceremony** (n) a formal event that includes traditional actions and words



**a commemoration** (n) a ceremony in which words and actions remind people of the importance of an event; **commemorate** (v)

**a memorial service** (n) a ceremony for the purpose of remembering people who have died; **memorialize** (v)

**B** PAIR WORK | Provide examples you are familiar with for each type of event from the Vocabulary.

"On that day, we memorialize the people who died in the fight for our country's independence."

**C** LISTEN FOR MAIN IDEA | Listen to two holiday descriptions on a podcast. Choose the main idea.

a These are two national holidays that are very similar.
b These are two national holidays that are very different.
c These are two similar holidays from two different countries.
d These are two very different types of holidays.



# LESSON 3 Compare holidays

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Give Ss a minute to look at the photos and their captions. Ask if they can identify the events they see.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.

**LANGUAGE AND CULTURE** The photos show these events from around the world:

- *A celebration:* To celebrate events like New Year's Eve, Americans gather in public places like Times Square in New York City.
- *A ceremony:* The Melasti ceremony takes place on the Hindu holiday called Nyepi. People go to a beach and fast, meditate, and pray.
- *A commemoration / memorial service:* To remember the soldiers who fought in World War I, Australia and New Zealand celebrate Anzac Day on April 25th. *Anzac* stands for Australian and New Zealand Army Corps.

## B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example. To model the activity, mention a celebration that happened recently in your community.
- In pairs, have Ss think of their examples for each vocabulary term in Exercise A.
- Ask volunteers to share their examples with the class. Write them on the board and have Ss write them down.

**TEACHING TIP** Having Ss record new vocabulary in a way that is meaningful will help them remember it. For instance, adding a personalized example to a definition will help Ss not only remember the word but also use it correctly.

## C LISTEN FOR MAIN IDEA

Suggested time: 10 minutes | Your time:

- Have Ss preview the photos and captions. In pairs, have them talk about what they see.
- Tell Ss that the first time they listen, they should identify the two holidays that are described. Play the audio all the way through. Have Ss tell you the names of the holidays. (Day of the Dead and Qingming) Then have Ss look at the photos and decide which holiday each photo represents. (The two photos on the left show the Day of the Dead, and the two on the right show Qingming.)
- Have Ss read statements *a–d* silently. Then play the audio again all the way through. Have Ss circle the main idea that they think applies to this podcast. Then, in pairs, have them compare answers.
- If appropriate, play the audio again for Ss. Then go over the answer with the class.

**LANGUAGE AND CULTURE**

- *Qingming* means "clear and bright." It is also called Tomb Sweeping Day. The tradition of flying kites is to ward off illness and bring good luck.
- The tradition of face painting is relatively new in Mexico. It's inspired by the old tradition of wearing masks to honor the dead and acknowledge the happiness they brought to others during their life.

**OPTION** (+5 minutes) In pairs, have Ss say 2–3 things they heard that made them choose the answer they did for the main idea.

**EXTENSION** (+5 minutes) Have Ss listen one more time, this time for the vocabulary from Exercise A. Have Ss shout *Stop!* if they hear one of the words as they are listening. Stop the audio, go back a bit, and play that section again for Ss to hear the word in context. Encourage Ss to write down the sentence. For an added challenge, tell Ss to listen for all forms of the word. For example: *celebrate* as well as *celebration.*

## D LISTEN TO COMPARE AND CONTRAST

Suggested time: 10 minutes | Your time:

- Have Ss preview the chart. In pairs, have them try to remember which activities are done on the two holidays, based on what they heard in Exercise C on page 80. Make sure they don't write anything in the chart at this point.
- Play the audio and pause it after the information about Day of the Dead. Give Ss time to check the correct activities in the chart. Remind them that they will hear additional information about the Day of the Dead later in the listening.
- When Ss are ready, play the second half of the audio and have them complete the rest of the chart.
- In pairs, have Ss compare their answers. Then play the audio again to go over the answers.

**OPTION** (+5 minutes) Play the audio once more. This time, have Ss shout *Stop!* if they want to hear something again or ask for clarification. Each time a S shouts *Stop!,* pause the audio, listen to the question, and answer it. If possible, have Ss do this themselves in small groups, listening to the audio on their phones. Put one of the Ss in charge of pausing the audio when asked.

## E DISCUSSION

Suggested time: 5 minutes | Your time:

- Give Ss time to read the questions and work individually to note their ideas.
- In groups, have Ss discuss the questions. Monitor and help if needed.
- Elicit volunteers to share their answers for each question.

**EXTENSION** (+5 minutes) Have Ss use their smart phones to see if they can research and find out the answers to questions 1, 2, and 4.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- In pairs, have Ss decide which four holidays they would like to talk about and write them in the chart. Encourage Ss to take notes rather than writing out full sentences as they fill in the chart.
- As pairs complete their charts, monitor and assist if needed.

**OPTION** Tell Ss they can do research on their phones if they are unsure about something or want more information.

## B PRESENTATION

Suggested time: 15 minutes | Your time:

- Read the directions. Tell Ss to choose only two holidays from Exercise A to talk about.
- Direct Ss' attention to the **Recycle This Language** box. Encourage Ss to use these phrases as well as other language they have learned in this unit in their presentations.
- In pairs, have Ss write their presentations. Monitor and assist as needed.
- Have pairs join with other pairs to form groups of four. Have each pair make their presentation to their group. Encourage Ss to ask follow-up questions about the presentations they hear and to answer each other's questions as best they can.

**TEACHING TIP** It is important to give Ss a task to do when they are listening to each other's presentations. Otherwise, many Ss will just switch off. Have Ss write down questions to ask, listen for specific vocabulary, complete a feedback questionnaire, or just note things they enjoyed when listening to their classmates' presentations.

**OPTION** (+5 minutes) Have Ss give each other feedback on their presentations and then give each pair time to improve their presentation. Form new groups and have Ss do their new and improved presentation.

**EXTENSION** (+5 minutes) After everyone has given a presentation, write on the board: *What did you do well in your presentation? What would you like to improve?* Have Ss write answers to these questions on a sheet of paper. Ask volunteers to share what they wrote with the class. Encourage Ss to keep these self-evaluations so that they can remember what they need to improve the next time they give a presentation.

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

- ✓ incorporating vocabulary about holidays
- ✓ referring to the talking points listed in the chart in Exercise A
- ✓ effectively recycling language for talking about customs on holidays

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write their names on blank sheets of paper. Then have them write 2–3 sentences about an interesting holiday that they learned about in this lesson. They should explain why they think it is interesting. Collect the papers and read them to identify areas for review and extra practice.

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

**D** LISTEN TO COMPARE AND CONTRAST Listen again and complete the chart, according to the speakers' descriptions.

| | Day of the Dead | Qingming |
|---|---|---|
| **When does this holiday take place each year?** | *late October, early November* | *April* |
| **What do people do on this holiday?** | | |
| clean their relatives' graves | ☒ | ☒ |
| fly kites | ☐ | ☒ |
| have parades | ☒ | ☐ |
| have picnics | ☒ | ☐ |
| make traditional holiday dishes | ☒ | ☒ |
| participate in sports events | ☐ | ☒ |
| place "money" on their loved ones' graves | ☐ | ☒ |
| place photos of their loved ones on their graves | ☒ | ☐ |
| pray | ☒ | ☐ |
| put up decorations | ☒ | ☐ |

**E** DISCUSSION | In small groups, answer the questions.

1 Why do you think people play in sports events and fly kites during Qingming?
2 Why do you think people—for both holidays—place food on their loved ones' graves?
3 In what ways do you think each of these two holidays is a celebration of life rather than a commemoration of death?
4 Are similar holidays celebrated in other countries? If so, where?

## COMMUNICATION ACTIVATOR

### Now let's compare holidays.

**A** TALKING POINTS | With a partner, choose four types of holidays in your country. Discuss and complete the chart together.

| Name of holiday: | ..... (a national holiday) | ..... (a religious holiday) | ..... (a seasonal holiday) | ..... (a family holiday) |
|---|---|---|---|---|
| Purpose | | | | |
| Typical food | | | | |
| Typical music | | | | |
| Typical clothing | | | | |
| Typical activities | | | | |
| Other traditions | | | | |

**B** PRESENTATION | Choose two holidays from Talking Points and present your information to your classmates. Answer their questions.

**RECYCLE THIS LANGUAGE**

remember / celebrate / commemorate
[We] get together with ___ .
It's customary to ___ .

It would be offensive to ___ .
___ is taboo.
It's traditional to ___ .

# Describe wedding customs

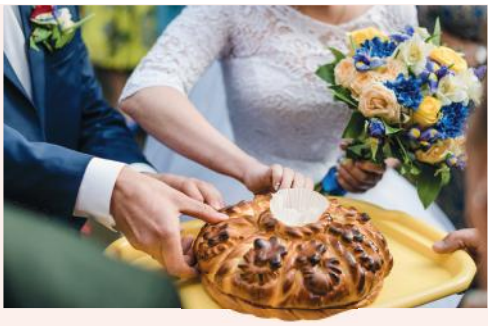
**A** READING | Read a website about wedding customs around the world. How do the Polish and Indian customs differ? How are they similar?

*See page T82 for possible answers.*

## *Some* WEDDING CUSTOMS *around the Globe*

A wedding is perhaps the most important "rite of passage" in a couple's life together, but what the bride and groom and their guests are expected to do varies greatly around the world. Compare these customs.





### POLAND

A couple can choose between a traditional wedding in a church or religious institution, or a modern ceremony at a location of their choice. Most traditional weddings in Poland begin on a Friday evening with friends and family coming to the bride's home to break glass dishes outside. The bride and groom then have to clean the glass up while everyone sings. According to tradition, the more they sweep, the happier their marriage will be.

The actual wedding is then held on Saturday. As the newlyweds leave the wedding ceremony, friends and family throw coins at the couple and take pictures as the couple pick up the coins. Then the first thing the newlyweds do is visit their parents—and new in-laws—who welcome them with bread and salt.

That evening at the wedding reception, guests are invited to eat, sing, and dance till Sunday morning. Male guests at the reception pay to dance with the bride. The maid of honor (usually an unmarried female friend or relative) collects the money, which the bride and groom use to pay for their honeymoon—their first trip together after getting married.

### INDIA

Wedding celebrations can last five days or longer. In fact, preparations begin at least a year before, when the couple get engaged. The date is chosen carefully, based on the couple's birthdays, to ensure good luck.

Two days before the wedding, musicians, relatives, and neighbors visit the groom's home, beginning as early as four o'clock in the morning. The groom is "washed" with oils, and an older relative drops by with a gift of money. At the bride's home on the day of the wedding, her relatives begin painting her face, arms, hands, and feet with red designs, which takes hours to complete.

When the bride and groom arrive for the ceremony that evening, there's lots of noise and music. Their feet are washed, and their relatives throw flowers and water on them. The couple sit beneath a wood and cloth structure, and the bride's parents "give her away." Then the couple walk for seven steps together as they recite their marriage vows, promising to support and love each other. Finally, they place flowers around each other's necks. One by one the guests come to wish the newlyweds well and throw rice grains at their heads. Then the reception begins—and everyone eats!

### *Other customs from around the globe . . .*

In the U.S., a bride throws her bouquet to the unmarried female guests. The one who catches it is supposed to be the next to get married. At the reception, the bride and groom cut the first piece of the wedding cake together.





***Click here for more.***

# LESSON 4 Describe wedding customs

## A READING

Suggested time: 10 minutes | Your time:

- Have Ss close their books. Ask, *What happens at a wedding?* Have them discuss the question in pairs. Have Ss share their ideas with the class and write them on the board to refer to later.
- Have Ss open their books and read the introduction to the text. If appropriate, clarify the meaning of *bride* and *groom* and other vocabulary. Say, *A rite of passage is a special event in someone's life. It usually marks the beginning of a new stage. Can you think of any other rites of passage?* (For example: baptisms, school or university graduation ceremonies, having children)
- Before Ss read the information about Polish and Indian weddings, have them look at the photos of the Indian couple and the bread. Ask Ss to describe what the photos show.
- Read the questions in the directions. Point to the ideas written on the board and say, *Maybe some of these customs happen in both Polish and Indian weddings.*
- Tell Ss to underline similarities and circle differences that they find as they read the text.
- When Ss have finished reading, ask, *What similarities and differences did you find between Polish and Indian weddings?* In pairs, have Ss compare their answers. Then ask each pair to tell you one similarity or difference.
- Have Ss read the information about other customs from around the globe and look at the photos. Ask Ss if they are already familiar with these wedding traditions.

**LANGUAGE AND CULTURE**

- In Polish weddings, at midnight, the bride's veil and the groom's tie or bow are officially taken off to symbolize the transition from being single to being married. The veil and tie are later thrown to guests, similar to the custom of throwing a bride's bouquet.
- The traditional Indian wedding varies according to region and religion. (The majority of people in India are Hindu but the country also has large populations of Muslims, Sikhs, and Christians.)

**EXTENSION** (+5 minutes) Write on the board: *Of the three countries mentioned in the text, where would you most like to attend a wedding? Why?* In pairs, have Ss discuss the questions. Encourage them to offer follow-up comments to explain their opinions. Model the activity by giving your own opinion. For example, say, *I'd like to attend a wedding in India because it lasts so long. I love weddings, so a long wedding would be really fun for me!* At the end of the discussion, do a quick poll to see which wedding most Ss would like to attend. Ask a few volunteers to share why they chose the wedding they did.

**Possible answers for Exercise A**

*How they differ: In Poland, weddings begin on a Friday and last until Sunday, whereas in India, the wedding date is chosen based on the couple's birthdays and can last five days or more. Before the wedding in Poland, family and friends share a meal at the bride's home and break dishes for the couple to clean up. Before the wedding in India, relatives help the groom get ready by washing him in oils, and relatives help the bride get ready by painting red designs on her.*
*How they are similar: Family and friends throw things at the newlyweds (in Poland, they throw coins; in India, they throw grains of rice). Both have wedding receptions with food, music, and dancing. In both countries, the newlyweds receive money as gifts.*

## B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Have Ss find the three answer options in the article. Elicit the meaning of each. (*in-laws*: your spouse's parents; *maid of honor*: a friend who helps the bride; *groom*: the man who is getting married) Read item 1 and have Ss complete the statement with the correct expression.
- In item 2, have Ss scan the text for the word *honeymoon*. This will help them choose the correct answer. (See Teaching Tip below.)
- Have Ss work individually to complete the exercise.
- Bring the class together and go over the answers.

**TEACHING TIP** When Ss answer comprehension questions about a text, encourage them to carefully identify words to scan for in the text. Sometimes, they need to scan for a word in the question stem instead of words in the answer choices.

## C CLASSIFY

Suggested time: 5 minutes | Your time:

- Point out that there may be more than one correct answer to each item.
- Have Ss work individually to find the answers in the text and write them in the blanks.
- Go over the answers with the class.

## D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Read the directions. Say, *Look at the list of traditions in Exercise C. Which of these customs do people follow in [your country]?*
- Have Ss work in pairs to answer the questions.
- To follow up, ask the class, *Do you think there are things that happen at all weddings everywhere?* Elicit answers and write them on the board. For example: *Friends and family always celebrate with the bride and groom.*

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and copy the chart on the board. Elicit an example of a custom for *Getting engaged.* Write it in the chart.
- In pairs, have Ss work together and complete the chart.

## B PRESENTATION

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the **Optional** box. If appropriate, give Ss time to go back through the Reading text and find expressions they would like to use. To support lower-level Ss, write some useful vocabulary on the board.
- Have Ss work individually to write presentations about wedding customs in their country, using their charts from Exercise A. Monitor and assist as needed.
- Form groups of four. Have each S present to the group.

## C DISCUSSION

Suggested time: 5 minutes | Your time:

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

- Read the directions and the example. Tell Ss to use the example as a model when they give their own opinions.
- In the same groups as in Exercise B, have Ss discuss the questions. Monitor and assist as needed.
- Ask each group to share one point with the class.

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

✓ referring to the talking points listed in Exercise A

✓ using customs and weddings vocabulary from the Reading text

## WRITING

Suggested time: 10 minutes | Your time:

- Have Ss choose two holidays to write about.
- First, have Ss take notes to answer the three questions about each holiday. Then have them write a first draft of their two paragraphs.
- When Ss finish, pair them up to check each other's first drafts. Encourage them to give each other feedback on how to improve the drafts. Monitor and assist as needed.
- Have Ss write a final draft of their two paragraphs.
- Collect Ss' writing and offer feedback.

**WRITING HANDBOOK** (optional, pages T149-150)

**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) On a sheet of paper, have Ss write a sentence about one wedding custom they don't like and another sentence about a custom they wish was popular in their country. Collect the papers and read them to identify areas for review and extra practice.

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

**B** **UNDERSTAND FROM CONTEXT** | **Circle the correct answer.**

1 A Polish bride chooses a friend or family member to be her (in-laws / maid of honor / groom) and help her during the wedding.
2 Polish newlyweds go on their honeymoon together (before / during / after) the wedding.
3 In both Poland and India, the (ceremony / reception / tradition) is a time for music and eating.
4 Marriage vows are part of a wedding (ceremony / reception / honeymoon).
5 At a wedding in the U.S., a (bride / groom / guest) tries to catch the bouquet.

**C** **CLASSIFY** | **Write the name of the country or countries in which people follow each wedding tradition.**

1 The ceremonies continue for at least three days. *Poland, India*
2 The guests throw things at the newlyweds. *Poland, India*
3 The bride throws something to some of the guests. *U.S.*
4 People visit the bride and groom before the wedding. *Poland, India*
5 The bride and groom have to clean something up. *Poland*

**D** **RELATE TO PERSONAL EXPERIENCE** | **How are the customs on the website different from the wedding customs in your country? How are they similar?**

## COMMUNICATION ACTIVATOR

### Now let's describe wedding customs.

**A** **TALKING POINTS** | **With a partner, make a list of wedding customs in your country.**

| | |
|---|---|
| Getting engaged | Preparing for the ceremony |
| At the ceremony | After the ceremony |

**B** **PRESENTATION** | **Imagine you are describing your wedding customs to a group of visitors to your country. Present your description to your classmates.**

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Presentation. Example: "The ___ is then held on ___."

**C** **DISCUSSION** | **Would you change any of your country's wedding customs if you could? What would you change?**

> "I think people spend too much money on their weddings. I would definitely change this custom."

SOFT SKILLS BOOSTER p. 159

**WRITING**

In two paragraphs, describe two holidays that are celebrated in your country. Include as many details as you can about each.

- What kind of holiday is it?
- When and how is it celebrated?
- What do people do / eat / wear, etc.?

WRITING HANDBOOK p. 149
- Descriptive details
- Guidance for this writing activity

# THE CLAUSE WHEEL

**Play with a partner. Place your coins on start. Decide who goes first.**

**Take turns. With your eyes closed, touch a key on a smartphone keypad to highlight a number. For example, if you have touched "8," move eight spaces. You have 1 minute to use the cue to create a statement using an adjective clause.**

**If your statement is correct, you get 5 points. If it's not, your partner moves to your space and tries to create a correct statement for 5 points. The player who creates a correct statement takes the next turn. (If you land on a space a second time, you must create a different adjective clause to get your points.)**

**Continue around the wheel for 30 minutes. The winner is the player who earns the most points.**



> "A microwave is an appliance you can find in most modern kitchens."




## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Exchange holiday greetings.
- ☐ Ask about local traditions.
- ☐ Compare holidays.
- ☐ Describe wedding customs.

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

# *Interactive Cool Down*

## THE CLAUSE WHEEL

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Ask Ss what grammar from the unit they will practice in this game. (adjective clauses using relative pronouns)
- Read the first paragraph of the directions. Form pairs and have Ss decide who will go first. Tell them to use coins or papers as markers.
- Have Ss read the second paragraph of the directions. Direct Ss' attention to the picture of the smart phone keypad. Then model this action using your own phone. Close your eyes and touch the number screen with your finger. Hold it up to show the Ss which number you got. Say, *I got [5], so I move my coin [five] spaces.*
- Model how to use word and picture cues to create a statement with an adjective clause. Point to the first prompt in the game and the picture of the microwave. Then point to the example and read it. Ask, *Does this sentence have a relative pronoun?* (no) *Could we add one?* (yes)
- Have Ss read the third and fourth paragraphs of the directions. To clarify the point scoring system, model the game with a higher-level volunteer. Point to the second prompt in the game. Make up a sentence for the prompt that has a small mistake. For example: *A page-turner is a book <u>who</u> is very exciting.* Ask, *Is that correct?* (no) Say, *OK, I get no points. Now it's my partner's turn to make a sentence with the same prompt.* Give the volunteer S up to 1 minute to make up a sentence. If the sentence is correct, say, *You get 5 points, and it's your turn now.* If it's not correct, say, *Now we have to keep taking turns until one of us makes a correct sentence with this prompt.* Make sure Ss understand that if they land on the same prompt multiple times, they have to create a different adjective clause each time.
- Have pairs play the game with a pen and paper ready to write their points. Monitor and assist as needed. Make sure Ss make different adjective clauses if they land on the same square more than once. Have them raise their hands if they have a conflict about whether or not a sentence is correct. Correct their sentences if necessary.
- Give Ss 30 minutes to play. At the end of the game, bring the class together. Ask Ss how many points they got and identify the winner.
- Elicit a sentence with an adjective clause for each prompt. Write the sentences on the board and correct them if necessary. Then have the class copy them down. For each sentence, ask if it is possible to add or omit the relative pronoun.

**EXTENSION** Have Ss look at each sentence they copied from the board at the end of the game and write a new, different sentence that uses the same prompt. For example: *<u>A scarf is a piece of clothing</u> you wear around your neck.* → *<u>A scarf is a piece of clothing</u> that you wear when it's cold.*

**TEACHING TIP** When playing a game in class, you can choose to have the class play for as long or short a time as you need. Ss can play part of a round or multiple rounds of the game. You can also use a pair of dice or a single die instead a smart phone keypad.

**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 Innovations

| | | |
|---|---|---|
| WARM-UP | Students talk about inventions and discoveries, complete a survey about new inventions, and read an illustrated conversation about buying a new product. | |
| LESSON 1<br>**Describe new kinds of products** | ***Grammar*** | The unreal conditional (review and expansion) |
| | ***Vocabulary*** | Adjectives for describing products, processes, or ideas |
| LESSON 2<br>**Imagine a different past outcome** | ***Grammar*** | The past unreal conditional |
| | ***Pronunciation*** | Contractions with *'d* in spoken English |
| LESSON 3<br>**Describe inventors and their inventions** | ***Reading skills*** | Understand from context; Find supporting details |
| LESSON 4<br>**Consider the impact of historical inventions** | ***Vocabulary*** | Archaeology |
| | ***Listening skills*** | Listen for main idea; Listen for details; Summarize |
| | ***Writing*** | Describe the advantages, disadvantages, and historical impact of an invention |
| INTERACTIVE COOL DOWN | *"7 Oops!"* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Give Ss a minute to look at the photos and captions. Play the audio and have Ss listen and repeat. If appropriate, remind Ss about the meaning of *BCE* in the captions.
- Point to each photo. Ask what each innovation is or was used for. (penicillin: to treat illness caused by bacteria; the printing press: to print words and make books; the wheel: to move things; the digital computer: to do math calculations) Say, *These inventions have changed a lot over the years. What can they do today?* Elicit ideas from Ss.
- Read the questions in the directions, pointing to each of the four photos. To model the activity, read the man's statement.
- In pairs, have Ss share their ideas. Then bring the class together and go over the answers.
- Ask, *Who discovered or invented these innovations?* If Ss don't know, you can have them use their phones to research the answers.

**LANGUAGE AND CULTURE**

- BCE (*Before Common Era*) and CE (*Common Era*) are year notations in the Gregorian calendar, which is used in most of the world today.
- Alexander Fleming discovered penicillin and created the first antibiotic.
- Johannes Gutenberg invented the printing press in Germany.
- No one knows who invented the wheel, but the oldest wooden wheel is believed to be more than 5,500 years old.
- Charles Babbage designed the first computer but was never able to build it. The photo shows the first programmable, digital computer, called ENIAC.

UNIT 8

# Innovations

## *Warm-Up*

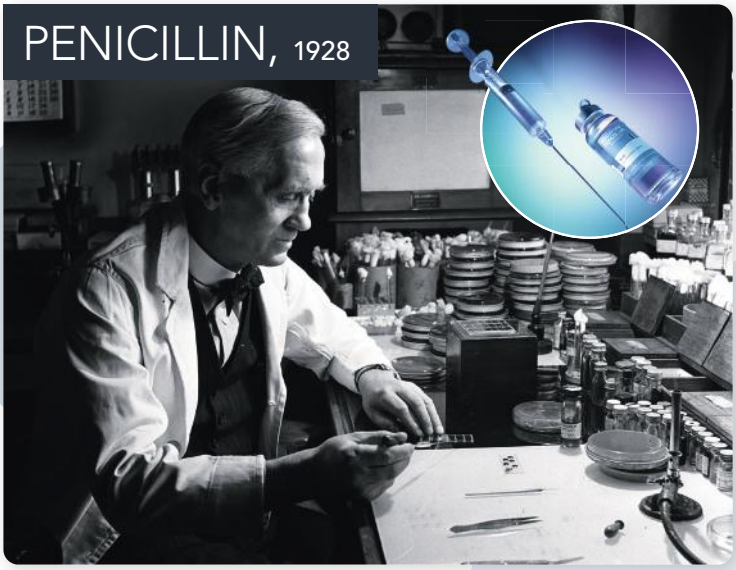
**Look at four historical innovations. Which are inventions? Which are discoveries? What's the difference?**

PRONUNCIATION | Listen and repeat.



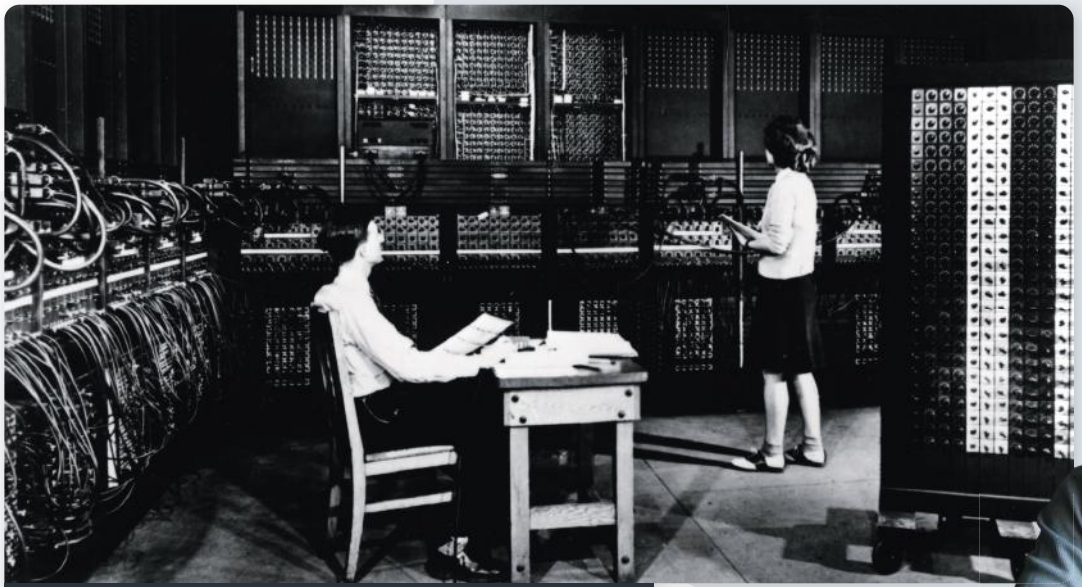
THE PRINTING PRESS, 1440

PENICILLIN, 1928





THE WHEEL, 3500 BCE



THE DIGITAL COMPUTER, 1946




UNIT 8 COMMUNICATION GOALS

**Lesson 1**
Describe new kinds of products

**Lesson 2**
Imagine a different past outcome

**Lesson 3**
Describe inventors and their inventions

**Lesson 4**
Consider the impact of historical inventions

## Topic Warm-Up

**A** INVENTIONS | Take the survey.



# NEW INVENTIONS?

**Check the activities for which you'd like to see some new inventions.**

- ☐ making cars safer
- ☐ improving home safety
- ☐ organizing things at home
- ☐ cooking and preparing food
- ☐ eating or snacking
- ☐ getting into shape
- ☐ raising children
- ☐ caring for pets
- ☐ relaxing at home
- ☐ learning or reading faster
- ☐ learning a new language
- ☐ preparing for a natural disaster
- ☐ preparing for tests
- ☐ planning and scheduling
- ☐ other activities:



**B** PAIR WORK | Choose one of the activities you checked and describe an invention you'd like to see.



# Topic Warm-Up

## A INVENTIONS

Suggested time: 10 minutes | Your time:

- Point to the picture at the top of the survey. Ask, *What do you think about this invention? What problems would it solve? Is it a useful invention?*
- Have Ss read the instructions and the list of activities. Clarify any new vocabulary in the list. Point to *making cars safer* and ask, *What inventions can you think of that have made cars safer?* (For example: seat belts) Point to *raising children.* Say, *What inventions can you think of that have made raising children easier for the parents?* (For example: baby monitors)
- Have Ss look at the pictures below the activities. Encourage Ss to say what they think each picture is and which activity in the list the picture might help people do. For example, point to the picture of the cup and cookie. Ask Ss to guess what it is. (an invention that dips a cookie into a cup of coffee or tea and then takes it out again) Then ask what activity it might help people do. (eating or snacking)
- Have Ss work individually to check the boxes and complete the survey. Point out the box at the end of the survey and encourage Ss to complete it with their own ideas for other activities.

**EXTENSION** (+10 minutes) Write these questions on the board:
*Is this invention useful? Why / why not?*
*Would you use it yourself? Why / why not?*
*How could it be improved?*
In pairs, have Ss choose one of the inventions in the photos and answer the questions on the board. Monitor and listen for good ideas for improvements. Ask the Ss who have these ideas to share them with the class.

## B PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the woman's statement. Give them a few minutes to write down the type of invention they would like to see, using the statement as a model.
- In pairs, have Ss share their ideas. Monitor and listen for good ideas.
- Write the best ideas you hear on the board. Encourage the Ss who thought of these ideas to tell the class more about the inventions they'd like to see.
- Ask, *Which of these inventions do you think you might use?* Have Ss raise their hands as you point to each one on the board. Count the votes and see which invention is the most popular.

**EXTENSION** (+10 minutes) Have Ss work with a different partner, choose another activity from the list in Exercise A, and think of another invention they would like to see. If appropriate, have them draw a prototype for a new invention in the area they chose.

**OPTION** (+5 minutes) Write these questions on the board:
*Did you find it easy to think of new inventions?*
*What personal qualities do you think an inventor should have to make him or her successful?*
*What problems do you think many inventors encounter?*
In pairs, have Ss discuss their answers. Have some Ss share their ideas with the class.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss look at the pictures. Have Ss describe what they see. (two friends in a coffee shop)
- Point to the note about accents and say, *Both of the men have American accents, but Rob has a southern accent and Dan has a standard accent. When you listen, see if you can hear the difference in their accents.*
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *What did Rob buy?* (a juicer)
  *Is he happy he bought it?* (no)
  *What is Dan surprised about?* (that you have to buy the vegetables from the company that makes the juicer)

**LANGUAGE AND CULTURE** Products like the Veg-Me-Up are often advertised and sold online in ads on websites or at the beginning of videos. A *pop-up ad* is an advertisement that may appear in a separate window when you visit a website. Many people who upload videos to YouTube make money from doing so by allowing advertisers to embed their ads into their videos.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss find the expression *wasted a lot of money* in the conversation and read the context. Ask, *Does Rob think he needs the product?* (no) *So what does* I wasted a lot of money *mean?* (I spent a lot of money for a bad purpose.)
- Have Ss work individually to find the remaining expressions, read them in context, and answer the questions.
- In pairs, have Ss compare their answers and give reasons why they chose the answer they did.
- Bring the class together and go over the answers.

**OPTION** Draw Ss' attention to Rob's final turn in the conversation. Ask, *How is Rob playing with words here?* (He uses the name of the machine as a verb, meaning to fill him up with vegetables.)

**EXTENSION** (+5 minutes) Have Ss skim the conversation to find other new vocabulary that wasn't addressed in Exercise B. Encourage them to deduce the meaning from context and / or use a dictionary to find out the meaning. Have them note the words and their meanings in their notebooks. For example: *dumb* = silly or stupid; *blender* = a kitchen device with sharp blades and a glass jar for making smoothies or sauces; *gullible* = believing things too easily without questioning; *air* = *tight*-not allowing air to get in so food stays fresh.

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Write the scale *1–3* on the board. Tell Ss that *1* means the invention is very useful and *3* means it is completely useless. Do a quick poll to find the class rating for the Veg-Me-Up from Exercise A.
- Have Ss look at the pictures and elicit a few ideas about what the inventions are for.
- Have Ss read the directions and the man's statement.
- In pairs, have Ss rate and name each gadget. Monitor and encourage Ss to give reasons for their ratings.
- Do a poll to see which inventions the class thinks are useful or useless. Have some Ss share the names that they thought of for the inventions.

**OPTION** Write all the names Ss thought of for each invention on the board. Poll the class to see which names Ss like best.

**CHALLENGE** (+15 minutes) Have Ss make up their own online ad for one of the products in this exercise. In pairs, have Ss think about how they would demonstrate the product and how they would persuade people to buy it. Have each pair present their ad to another pair and see how many pairs can persuade their listeners to buy the product.

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Rob** = American English (regional)
**Dan** = American English (standard)





**Rob:** So I've just done something dumb. I wasted a lot of money on something I didn't need.

**Dan:** What was it?

**Rob:** This special system for making juice—the Veg-Me-Up. Have you heard of it? They advertise the heck out of it.

**Dan:** Actually, I saw it online, but I didn't really see the point. Can't you just throw some fruits and veggies into a blender and get juice without a system?

**Rob:** Well, if I'd given it two seconds' thought, I would have figured that out. But I've been promising myself I was going to start eating better, and when I saw the ad, I just fell for it. I didn't realize how ridiculous the whole thing was.

**Dan:** So what's the big deal? It's only money. You can afford it.

**Rob:** I could just kick myself for being so gullible.

**Dan:** Aside from all that, how's the juice?

**Rob:** It's actually pretty good. You order everything online and they ship you the vegetables, already cleaned and cut up in this special air-tight packet. You just stick the packet into the machine, press the button, and out comes the fresh juice in a second.

**Dan:** Wait, what? You can't use your own veggies?

**Rob:** That's the kicker. If I don't buy the veggies from them, the Veg-Me-Up won't veg me up anymore!

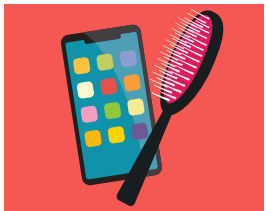
**B** UNDERSTAND FROM CONTEXT | **Read the statements with a partner. Write T (true) or F (false). If a statement is false, explain what you think it really means, based on the conversation.**

F 1 "I wasted a lot of money on something" means "I spent a lot of money for a good purpose."
T 2 "They advertise the heck out of it" means "They advertise it a lot."
T 3 "I didn't really see the point" means "I didn't understand what was so good about it."
F 4 "I just fell for it" means "I believed the Veg-Me-Up was ridiculous."
F 5 "That's the kicker" means "That's the good thing."

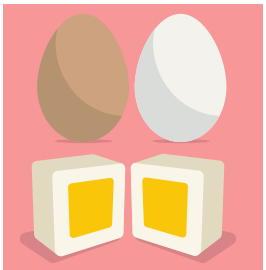
*1. It means, "I didn't spend my money in a good way."*
*4. It means, "I believed the things that were being said about it."*
*5. It means, "There is a surprise or unexpected element to it."*

## SPEAKING

**PAIR WORK | Rate the usefulness of these gadgets from 1 (very useful) to 3 (entirely useless). Explain. Then name each gadget.**


A smart hairbrush: tells you how much you've brushed and how much more brushing you need. Takes the guesswork out of brushing.

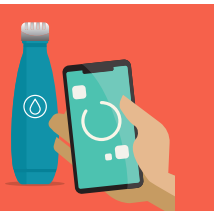
Rating .....
Name .....


Makes square eggs for neater sandwiches. A great conversation starter!

Rating .....
Name .....


Helps even the shortest pets get up on the beds and sofas they love. Kind. Humane.

Rating .....
Name .....


This smart water bottle keeps you hydrated. Doesn't let you forget to drink water and records your consumption all day, all week, or all month.

Rating .....
Name .....



# 1 COMMUNICATION GOAL Describe new kinds of products

## A GRAMMAR | The unreal conditional (review and expansion)

**Remember: Unreal conditional sentences describe unreal conditions or actions—ones that don't exist—and their results. Use the simple past tense or were in the if clause. Use would in the result clause if the result is certain.**

| if clause (unreal action or condition) | result clause |
|---|---|
| If you **took** the high-speed train, | you**'d arrive** there in an hour. |
| If this **were** the best fitness tracker, | I**'d buy** it for my husband. |

**Use could or might in the result clause if the result is not certain.**
If they **wanted** to use less fuel, they **could buy** a plug-in vehicle.
If a water bottle **were** truly "smart," I **might get** it.

**The if clause can occur first or last. When the if clause comes first, end it with a comma.**
If the car were less expensive, they might buy it. OR They might buy the car if it were less expensive.

**Questions**
If the car rental company **had** self-driving cars, **would** you **rent** one? (Yes, I would. / No, I wouldn't.)
Where **would** they **go** if someone **offered** them a free air ticket?
Who **would** you **call** if you **had** an accident?

**Contractions**
would → **'d**

**Be careful!**
**Never use would in an if clause.**
Don't say: If she ~~would be~~ here, . . .




**GRAMMAR EXPANDER** p. 138
- Real and unreal conditionals (review)
- Unless in conditional sentences

## B UNDERSTAND THE GRAMMAR | Check the statements that describe unreal conditions.

- ☐ 1 If they have high performance tires at the tire store, I'll buy them.
- ☑ 2 If they gave you penicillin for that infection, it would cure it.
- ☐ 3 If you get a wireless keyboard, you won't have to sit at your desk to work.
- ☑ 4 She would buy those new earring speakers if they didn't cost an arm and a leg.

## C GRAMMAR PRACTICE | Circle the correct words.

1 If we (had / would have) a self-driving car, we (can / could) take a nap on the way to work.
2 If someone (invented / would invent) an improved app to take a picture of food and tell you the calorie count, a lot of people (will / would) buy it.
3 If there (would be / were) a portable gadget to freeze water, I (might / would) definitely get it for my camping trip.
4 (Will / Would) you buy one of those heavy blankets if they (wouldn't be / weren't) so expensive?

## D PAIR WORK | Complete the statements. Then share your statements with the class.

1 If I were an inventor, . . . 2 People would get robots if . . . 3 I wouldn't buy a self-driving car if . . .

## E VOCABULARY | Adjectives for describing products, processes, or ideas | Read and listen. Then listen again and repeat.

| | |
|---|---|
| **high-tech** | using advanced technology<br>*A smart refrigerator is a high-tech appliance that is connected to your smart phone.* |
| **low-tech** | using simple traditional or mechanical technology<br>*A solar bottle light bulb is a low-tech light made with a plastic water bottle and a solar panel.* |
| **cutting-edge** | using the very newest stage in the development of a product or process<br>*3D printing is a cutting-edge process that allows you to create objects using a digital design.* |
| **innovative** | using a new method or idea<br>*A hamburger made with "meat" created from plants instead of animals is an innovative way to satisfy people's love of meat without killing animals.* |
| **revolutionary** | bringing about a major change<br>*The Internet was a revolutionary invention that forever changed the way we get information.* |
| **novel** | new and unlike other products, processes, or ideas<br>*A jacket with built-in reflectors is a novel way to keep pedestrians safe at night.* |

# LESSON 1 Describe new kinds of products

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- If appropriate, first review real conditionals. Write on the board:
  *If I need a car, I'll buy one.*
  Ask, *Is there a possibility I need a new car?* (yes) *What is the verb form in the* if *clause?* (simple present) *And in the results clause?* (*will* + base form) Say, *A real conditional describes a real or likely situation.*
- Have Ss read the **Remember** rule and the first two examples in the chart. Write on the board:
  *If I needed a new car, I'd buy an electric one.*
  Ask, *Do I need a new car?* (no) *Am I going to buy an electric car right now?* (no)
- Explain that the unreal conditional expresses an imagined condition and its result. In the first example on the board, there is a possibility that the speaker will buy a new car. In the second, it is an imagined situation.
- Ask, *What is the verb form in the* if *clause?* (simple past) *And in the results clause?* (*would* + base form) Make sure Ss understand that *I'd* means *I would*, not *I had*.
- Point to the woman's statement. Ask, *What is the verb form in the* if *clause?* (simple past: *were*) Say, *For the verb* be, *we use* were *with all subjects in the* if *clause*.
- Read the **Be careful!** box. Tell Ss, *We say* If she <u>were</u> here, *not* if she <u>would be</u> here.
- Have Ss read the *could / might* rule and examples. Say, *If we are not sure of the imagined result, we use* could *or* might *instead of* would. Write on the board:
  *If I needed a new car, I might buy an SUV.*
  Say, *I'm not sure about which car I would buy if I needed one.*
- Have Ss read the *if* clause rule and example. Point to the *might* example you wrote on the board. Ask, *How could we rewrite this without a comma?* (I might buy an SUV if I needed a new car.)
- Have Ss read the example questions. Point out that *who* can be either the subject or object of the sentence. Remind Ss how word order changes when *who* is the subject. For example: *Who would call you if they needed a ride?*
- Point to this sentence already on the board: *If I needed a new car, I'd buy an electric one.* Ask, *How could we change this to a question with* you? (If you needed a new car, would you buy an electric one? *or* What kind of car would you buy if you needed a new one?)

GRAMMAR EXPANDER (optional, page T138)

**LANGUAGE AND CULTURE** Many native speakers now use *was* or *were* interchangeably in the *if* clause. The common mistake in the **Be careful!** box is also sometimes made by native speakers and could become common usage in the future.

## B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Is this sentence an unreal conditional?* (no) *Why?* (because there is a possibility the tires will be in the store)
- Have Ss work individually to complete the exercise.
- Go over the answers with the class.

## C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Ask, *What verb form do we need in the* if *clause?* (simple past or *were*) *And in the result clause?* (*would, could, or might* + base form)
- Have Ss work individually to complete the exercise.
- Go over the answers with the class.

## D PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the activity, brainstorm different ways to complete item 1. For example: *If I were an inventor, I would invent a machine that does homework.*
- In pairs, have Ss write down their ideas. Encourage them to check their sentences by underlining the verb forms in each clause.
- Monitor and assist as needed.

## E VOCABULARY

Suggested time: 4 minutes | Your time:

- Play the audio. Have Ss read and listen, and then listen and repeat.
- Point out that the first three adjectives are sometimes not hyphenated, especially if they follow the noun. For example: *This solution is very high tech.*
- Remind Ss that the word *novel* in its noun form means *book*, but that here, *novel* is an adjective.

## F ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- Have Ss read the directions and the example. Ask, *Which adjective from Exercise E does this sentence use?* (innovative) *Does anyone know what RFID technology is?* If appropriate, give Ss the information in the Language and Culture box below.
- Have Ss copy the list of adjectives from page 88. In pairs, have them say a sentence for each one. Lower-level Ss can write their sentences first.
- Bring the class together and have each pair give one example. Write some good examples on the board.

**LANGUAGE AND CULTURE** RFID stands for Radio Frequency Identification. It is the wireless non-contact use of radio frequency waves to transfer data. This technology is used in access cards and product tags. A newer technology, NFC, is used for contactless payments. Some wallets have aluminum plates that block the signal to protect a credit card owner from unauthorized access.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Change an opinion after giving it more thought with *Now that I think about it, . . .*
- Admit you're having a change of heart about a decision with *I guess not.*
- Introduce a new possibility or idea with *So what about this?*
- Introduce an interesting fact with a question beginning with *You know what . . . ?*

- Have Ss look at the picture next to the two men. Ask them what they think this invention does.
- Have Ss read and listen to the Conversation Model. To check comprehension, ask:
  - *Why wouldn't the man buy the Get-U-Up?* (because he could use the alarm on his phone and put it far away from his bed)
  - *What does he like about the water purifier?* (It doesn't have complicated technology, so it's not easy to break.)
- Have Ss identify examples of the unreal conditional in the conversation.
- Call Ss' attention to the **Social language** box and have Ss repeat the expression after you. Ask, *Why does the man in the Conversation Model use this expression?* (because at first he thought the Get-U-Up alarm clock was a good idea but then changed his mind)

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Direct Ss' attention to the pictures and information about different innovative products. Tell Ss to discuss these or other products in their conversation.
- Ask Ss to identify language from the unit that they will need to use in this conversation. (vocabulary for products on page 88, language from Exercise A on this page)
- Direct Ss' attention to the **Reasons not to buy something** box. Encourage Ss to use the sentences in their conversations.
- Model the exchange with a higher-level S.
- In pairs, have Ss personalize their conversations and then switch roles. Monitor and assist as needed.
- Go over the ideas in the **Keep Talking!** box and show the video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

- ✓ using phrases for giving reasons not to buy something
- ✓ using *Now that I think about it . . .* to change their opinion after giving it more thought
- ✓ using vocabulary to describe new products

**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** (+10 minutes) On a blank card, have each S write an unreal conditional sentence about what they could do if a product existed. For example: *If someone invented a chocolate bar with no calories, I could eat lots of chocolate!* Have Ss write their name on the card and exchange cards with a partner. Ask Ss to respond to their partner's idea by writing whether or not they would buy the product and why. For example: *If someone invented that, I wouldn't buy it. I don't like chocolate!* Collect the cards and read them to identify areas for review and extra practice.

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

**F** **ACTIVATE VOCABULARY** | **With a partner, identify one product, process, or idea that can be described by each adjective.**

> "I have an innovative wallet that protects my credit cards with RFID-blocking technology."

## COMMUNICATION ACTIVATOR

# Now let's describe new kinds of products.




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

**A:** Now here's a novel idea. Look at this pressure-sensitive alarm clock.

**B:** The Get-U-Up? That's so cool. If I had one of those, I'd never oversleep.

**A:** Would you actually buy one?

**B:** Well, now that I think about it, I guess not. It's kind of silly. I could just set the alarm on my phone and put it on the other side of the room.

**A:** So what about this? The portable water purifier. It would be great on a camping trip, wouldn't it?

**B:** And you know what I like about it? It's low-tech. There's nothing to break.

**Social language**
**To change an opinion after giving it more thought, say:**
Now that I think about it . . .

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

**C** **CONVERSATION PAIR WORK** | **Change the conversation, using one of the products, or other ones you've seen. Then change roles.**

**A:** Now here's ..... idea. Look at this ..... .

**B:** The ..... ? That's ..... . If I had one of those, I ..... .

**A:** Would you actually buy one?

**B:** Well, now that I think about it, I guess not. ..... .

**A:** So what about this? The ..... . . . .

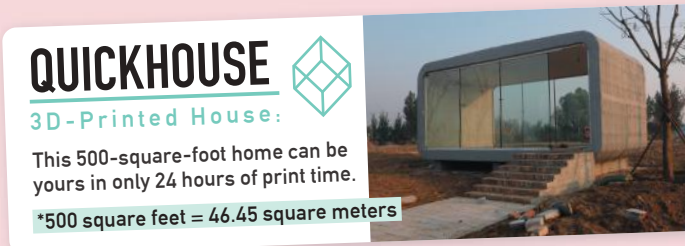
**B:** ..... .

**Reasons not to buy something**
- I don't really need that.
- I'll bet it's pretty expensive.
- I already have something like it.
- It sounds like [a waste of money / a scam].

**KEEP TALKING!**
- **Express a fuller opinion of the products in the pictures.**
- **Talk about products you have or would like to have.**
- **Explain what they're good for.**

Watch the video for ideas!













**D** **CHANGE PARTNERS** | **Change the conversation again, using other products and ideas.**

# 2 COMMUNICATION GOAL Imagine a different past outcome




## A GRAMMAR | The past unreal conditional

**The past unreal conditional describes unreal conditions or actions—ones that didn't exist—and their results. Use the past perfect in the if clause. Use would have in the result clause for a result that was certain.**

If she'd seen the weather forecast, she wouldn't have gone to the beach.
(But she didn't see the forecast.)
If there hadn't been a late flight, he would have had to wait until the next day.
(But there was a late flight.)

**Use could have or might have in the result clause for a result that wasn't certain.**

If they'd wanted a high-tech car, they could have bought the Z900.
If I hadn't decided to be a veterinarian, I might have chosen to be an inventor.

**Questions**

Could they have avoided catching the virus if they'd worn respirator masks?
(Yes, they could have. / No, they couldn't have.)
What would you have done if you'd lost your wallet?

GRAMMAR EXPANDER p. 139
• The unreal conditional: variety of forms

**Be careful!**
**In short answers, use have after would, could, or might.**
Yes, I would have.
NOT: Yes, ~~I would~~.

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

## C UNDERSTAND THE GRAMMAR | Circle the correct meaning of each past unreal conditional sentence.

1 They would have taken the high-speed train if a ticket had been available.
a They took the train. (b) They didn't take the train.

2 They might have had enough room for their friends if they'd rented the SUV.
a They rented the SUV. (b) They didn't rent the SUV.

3 If she hadn't gotten an X-ray, she wouldn't have realized that her wrist was broken.
(a) She got an X-ray. b She didn't get an X-ray.

4 If the authorities had known there would be a flood, they could have evacuated the city.
a They evacuated the city. (b) They didn't evacuate the city.

## D GRAMMAR PRACTICE | Complete the sentences with the past unreal conditional. Use would.

1 If we *had had* (have) an opportunity to fly on a supersonic helicopter, we *would have taken* (take) it.
2 If Ben *hadn't told* (not / tell) Dr. Bell that his brother had the flu, she *wouldn't have given* (not / give) Ben a flu shot.
3 Who *would* you *have called* (call) if you *had gotten* (get) a flat tire?
4 If you *had bought* (buy) the Wi-Fi-enabled pressure cooker, you *would have loved* (love) it.
5 Mark *wouldn't have had* (not / have) that interview at QuickStart if he *hadn't taken* (not / take) a course in 3D printing.

## E PRONUNCIATION | Contractions with 'd in spoken English | Notice the pronunciation of the spoken contractions of did, would, and had. Read and listen. Then listen again and repeat.

1 "Where'd /wɛrd/ you go?"
2 "Who'd /hud/ you see?"
3 "It'd /ɪt̬əd/ be OK."
4 "If we'd /wid/ known it'd /ɪt̬əd/ be so late, we'd /wid/ have called."

**Note:** Where'd, When'd, Who'd, Why'd and It'd are contracted in speech, but not in writing.

# LESSON 2 Imagine a different past outcome

## A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and examples in the chart. To clarify, write this formula on the board:

  *If CLAUSE* — *RESULT CLAUSE*

  *past perfect* — *would + have + past participle*
- Read the two examples in the chart and the man's statement, pointing out how they follow the formula.
- Say, *We use the past unreal conditional to talk about an unreal condition and the result.* Write the man's statement on the board under the formula. Ask, *What is the unreal condition in this example?* (If I'd known the car was so small) *Why is it unreal?* (because he didn't know) *What is the result?* (I wouldn't have rented it.)
- Have Ss read the *could have / might have* rule and examples. Point to the sentence on the board and ask, *Can we change* wouldn't *to* might not have? (yes) *How does it change the meaning?* (There is a possibility he would have rented the car even if he had known how small it was.)
- If appropriate, point out that we can't use *couldn't* in this example because *couldn't* doesn't have the same meaning as *might not. Couldn't* implies inability. *Could* and *might* can only be used interchangeably in the affirmative form.
- Have Ss read the example questions. Point out the contractions in the *if* clause. Have Ss restate each question in the full form to confirm they understand that the *if* clause uses *had*, not *would*. (if they had worn, if you had lost)
- Draw Ss' attention to the **Be careful!** box and read it. To confirm understanding, write these exchanges on the board:

  1. *A: If you had failed an important exam, would you have told your parents?*
     *B: (Yes, I would. / Yes, I would have).*
  2. *A: If you had left at 10 A.M., could you have gotten to the interview on time?*
     *B: (No, I couldn't. / No, I couldn't have.)*

  Elicit the correct short answers from the class. (1. Yes, I would have; 2. No, I couldn't have.)

**GRAMMAR EXPANDER** (optional, page T139)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio and have Ss listen and repeat the examples from the chart.

## C UNDERSTAND THE GRAMMAR

Suggested time: 4 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer and ask, *Why didn't they take the train?* (because there were no tickets available)
- Have Ss work individually to complete the sentences.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Ask, *Which clause do we use the past perfect in?* (the *if* clause) *Which clause do we use* would have *in?* (the result clause) Point out that the past perfect of *have* is *had had*. Remind Ss to use the contraction: *we'd had.*
- Have Ss work individually to complete the sentences.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

**EXTENSION** (+5 minutes) For more practice, write these prompts on the board:
*If I (go) to another school, I (not / take) this class.*
*I (not / meet) my teacher if I (go) to another school.*
*My English (not / be) so good if I (not / meet) my teacher.*
*If my English (not / be) so good, I (not / get) a job in the U.S.*
Ask pairs to use the verbs in parentheses to imagine past unreal conditions and say how their lives would have been different without their English class.

## E PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read the directions and the note. Tell Ss we use these contractions in spoken English only.
- Play the audio. Have Ss read and listen. Point out that *where'd, who'd,* and *we'd* are pronounced as one syllable (/wɛrd/, /hud/, /wid/), whereas there is an additional syllable in *it'd* (/ɪtəd/).
- Play the audio again. Have Ss listen and repeat.

**OPTION** (+5 minutes) Have Ss write the four sentences without contractions to be sure they understand the full forms. (1. Where did; 2. Who did; 3. It would; 4. we had / it would / we would)

### F LISTENING AND PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss read the directions. Ask, *Should you write what you hear, or the full form?* (full form) Tell Ss that they will hear contracted forms of *did, had*, and *would*.
- To model the task, play the audio, pause after item 1, and have Ss repeat what they heard. (Who'd you invite?) Ask, *What verb is the* 'd *a contraction of?* (did) Have a volunteer write the full question on the board. (Who did you invite?)
- Play the rest of the audio and have Ss listen and repeat the contracted forms and then write the full forms. Go over the full forms with the class.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model
- Ask for confirmation of someone's shocking information with *Are you kidding?*
- Introduce a probable cause with *Apparently, . . .*

- Ask, *What do you think the women in the photo are talking about?* (something surprising)
- Have Ss read and listen to the conversation. To check understanding, ask, *Why did Jack go to his boss's house on the wrong day?* (He didn't put it in the calendar on his phone.)
- If appropriate, tell Ss that when we talk about someone else like this, it's called gossip.
- Have Ss identify the past unreal conditional statement in the conversation.
- Call Ss' attention to the **Social language** box and read it. Read the example and have Ss repeat.

### B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Encourage them to contract *had* in the unreal conditional sentence (*. . . if he'd put it in the calendar . . .*) and show surprise and disbelief as they respond to the story with *Are you kidding?*

### C TALKING POINTS

Suggested time: 7 minutes | Your time:

- Have Ss read the directions and sample answer. Say, *My brother got a speeding ticket. If . . .* and encourage Ss to brainstorm more ideas about how the situation could have been avoided. For example: *If he had driven more slowly, he wouldn't have gotten a ticket.*
- Have Ss read the other prompts and clarify any questions they have. If appropriate, explain the contexts of item 3 (working on a computer) and item 5 (in a car).
- Have Ss work individually to complete the other sentences. Monitor and assist as needed.

### D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Form pairs. Have Ss choose a situation from their Talking Points list to use in their role plays. Tell them to use one partner's situation in the first role play and the other partner's situation when they switch roles.
- Refer Ss to the **Recycle This Language** box for ideas on how they can respond to what their partner is telling them. Point out that *Believe it or not* should be used by Speaker B, and it can replace *Apparently* in the Conversation Model.
- In pairs, have Ss personalize their conversations. Remind Ss to switch roles halfway through and to role-play both conversations.
- Go over the suggestions and phrases in the **Keep Talking!** box and play the video to support Ss as they extend the conversation.

### E CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises D and E, monitor their conversations to determine if they are
- ✓ using the past unreal conditional
- ✓ using contractions in past unreal conditional sentences
- ✓ using conversation strategies to keep the conversation going

**CLOSURE ACTIVITY** (+5 minutes) Tell Ss to write on a blank sheet of paper two sentences: one about something bad that happened to them or someone they know, and another about how the situation could have been avoided. Ss should model their sentences after the ones in Exercise C above. Tell Ss to use the past unreal conditional. Collect the sentences and read them to identify areas for review and extra practice.

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

**F** LISTENING AND PRONUNCIATION PRACTICE | Listen and repeat the sentences you hear. Then listen again and write the full, not contracted, forms.

1 *Who did you invite?*
2 *Where did he buy that suit?*
3 *If it had been cheaper, we would have gotten it.*
4 *If I had known it would rain, I would not have gone out.*
5 *Why did you tell him?*

## COMMUNICATION ACTIVATOR

**Now let's imagine a different past outcome.**



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

**A:** You're not going to believe what happened.
**B:** What?
**A:** Jack showed up at his boss's house for dinner on the wrong day.
**B:** Are you kidding? How did that happen?
**A:** Apparently, he thought the invitation said Tuesday.
**B:** That's so embarrassing!
**A:** Right. I told him if he'd put it in the calendar on his phone, this wouldn't have happened.
**B:** Good point.

**Social language**
**To introduce a probable cause, say:**
Apparently, . . .

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

**C** TALKING POINTS | Read each situation. On a separate sheet of paper, complete the sentence about how the situation could have been avoided. Use the past unreal conditional.

*My brother got a speeding ticket. If he'd seen the speed limit sign, he would have slowed down.*

1 Your sister lost her job. If she ....., ..... .
2 Someone stole your mother's phone on the bus. If ....., ..... .
3 You closed an important file without saving. If I ....., ..... .
4 Your father got the flu. If he ....., ..... .
5 Your friend's brakes failed and he rear-ended another car. If he ....., ..... .

**D** CONVERSATION PAIR WORK | Use your Talking Points to role-play the conversation. Then change roles.

**A:** You're not going to believe what happened.
**B:** What?
**A:** ..... .
**B:** Are you kidding? How did that happen?
**A:** Apparently, ..... .
**B:** That's ..... !
**A:** Right. I told ..... if ....., ..... .
**B:** Good point. . . .

**KEEP TALKING!** ●●●

**Ask more questions about what happened.**
Could [he] have ___ ?
What happened next?
**Provide an excuse for the person who made the mistake.**
Maybe [he] ___ .

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
That could happen to anyone.
It's not the end of the world.
No harm done.
These things happen.
Don't be so hard on [yourself].
Better safe than sorry.
Believe it or not, . . . .

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

3 COMMUNICATION GOAL

# Describe inventors and their inventions

**A** READING | Read about a famous inventor. How did his invention lead to the sunglasses we wear today?

*Answers will vary. Possible answers include: Edwin Land invented a plastic sheet polarizer which changes the direction of light waves, eliminating glares. It is used on sunglasses today to screen out glare.*



## A LENS ON Edwin Land

**Do you wear polarized sunglasses—glasses that make it possible to see even through the glare of the brightest sunlight? Did you know polarized sunglasses came from a teenager's invention?**

One dark summer night in 1922, 13-year-old Edwin Land was riding in a car that almost hit a team of horses because the car's headlights weren't bright enough. Headlights were dim in those days because of the concern that their glare would shine in other drivers' eyes, blinding them. Edwin thought that if the car he was in had had brighter headlights, the driver would have seen the horses while they were still far away.



**Edwin Land, 1909–1991**
**Seen here with Polaroid camera photo samples.**

At about the same time, at summer camp, a counselor showed Edwin and his friends a kind of trick. He told them to look at the blinding glare of the sun on a shiny tabletop, and he then put a special crystal in front of the boys' eyes. The crystal, known as Iceland spar, magically eliminated the glare, and the boys could see the tabletop clearly through the crystal. The Iceland spar was able to "polarize" the bright light by changing the direction of the light waves that caused the glare. Edwin immediately remembered the incident with the horses, wondering if there was a material such as this crystal that could polarize light coming from bright headlights.



**Tenth-century Viking sailors used Iceland spar to help them navigate by the sun, even when it was hidden behind thick clouds.**

Edwin would spend the next six years of his life experimenting with polarization, hoping to invent a practical material that could be used to polarize light. If he were successful, he thought, his first goal would be to convince automobile manufacturers to use his invention to make brighter headlights that didn't cause glare. He believed such an invention would make him rich and famous.

At the age of 19, Edwin's invention—a plastic sheet polarizer—was finally ready. He presented it to the automobile industry and tried for many years to convince them of its value. But that goal was never achieved. Other newer technologies permitted drivers to lower the direction of headlights so they wouldn't shine into other drivers' eyes. And the growth of highways with two lanes of traffic in each direction made the glare problem less serious.

But Edwin's work took him in other directions. He knew his plastic sheet polarizer had other uses as well. One was to revolutionize sunglasses, which at that time were made from ordinary dark glass that could reduce bright light but couldn't screen out glare. Edwin took his invention to American Optical, an eyeglass manufacturer, and the company began making polarized sunglasses with Edwin Land's polarized sheet.

In the end, Land achieved many successes with his inventions and did become rich and famous. He is best known for the Polaroid camera, which made and instantly printed paper photographs long before there were digital cameras and the Internet. Land's plastic polarizer is used in camera lenses today and is found in everything from car windshields to LCD screens.

**B** UNDERSTAND FROM CONTEXT | Write T (true) or F (false), based on the article.

F **1** A dim light is very bright.
T **2** Glare can make it hard to see both during the daytime and at night.
F **3** Something that blinds you makes it easier to see.
F **4** Headlights are the lights inside a car.
F **5** Land didn't believe the sheet polarizer would have other uses.
T **6** A goal is something you hope to achieve.

# LESSON 3 Describe inventors and their inventions

## A READING

Suggested time: 15 minutes | Your time:

- Ask, *Who was Edwin Land? What did he do?* In pairs, have Ss preview the title, photos, and captions and try to guess the answers to these questions. Have a few volunteers share their ideas.
- Direct Ss' attention to the title. Draw a pair of glasses on the board and elicit the meaning of *lens*. (the pieces of glass in glasses that people look through so they can see better) Tell Ss they will find out the connection between lens and Edwin Land when they read the article. Explain that a lens on also has another meaning: When we have *a lens on* someone or something, we are focusing on that person or thing.
- *Glare* is an important word in this Reading. (See Teaching Tip below.) To clarify the meaning of this word, on the board, draw a car with headlights, adding several lines before them to symbolize the "glare" of light going out. Point to the headlights and elicit the term *glare*. Ask, *What happens when headlights shine right in our eyes?* (We can't see.) *What other bright light is hard to look at and can blind us?* (the sun) Explain that headlights and the sun have a bright *glare* that can be harmful to the eyes.
- Read the directions. Ask, *Do you need to understand every word of the article to answer this question?* (no) If appropriate, remind Ss they should just read to get the main idea and not worry about unknown vocabulary they may encounter along the way.
- Have Ss read the article and note down their answer to the question in the directions. They should also check their guesses to the preview questions. Go over the answers with the class.

**TEACHING TIP** Deducing meaning of new vocabulary in a text is an important skill for Ss to learn. However, if there are a lot of new words in a text, it is helpful to pre-teach key vocabulary needed to understand the main ideas.

**EXTENSION** (+10 minutes) Individually or in pairs, have Ss write as many unreal conditional sentences about Edwin Land as they can. For example: *If the car had hit the horses, Land might have died.*

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Write these words and expressions on the board: *glare, headlights, dim, blinding, goal.*
- Have Ss scan the text to find the words and expressions and underline the sentences where they find these words. (They may appear more than once.)
- If appropriate, do item 1 with a class as an example. Read it and ask a volunteer to read aloud the second paragraph and find *dim* in context. (Headlights were dim in those days . . .) Elicit the answer.
- Have Ss work individually to find the remaining expressions and write *T* or *F*.
- Bring the class together and go over the answers.

**OPTION** (+5 minutes) Have Ss rewrite the false sentences from the exercise to make them true. (Example answers: 1. A dim light isn't bright; 3. Something that blinds you makes it harder to see; 4. Headlights are the lights on the front of a car; 5. Land believed the sheet polarizer would have other uses.)

**OPTION** (+3 minutes) Ask Ss to note the new vocabulary from this exercise in any way they like to help them remember it. They could write each word or phrase with a definition or a translation, or draw a picture.

**EXTENSION** (+5 minutes) Have Ss choose three other new words or expressions from the text. Have them use the context to guess the meanings and then use a dictionary to confirm the meanings. Have them write one true and one false definition for each new word or expression. In pairs, have them read each other's definitions and guess which is the correct one. Make sure Ss write down the correct definitions at the end.

## C FIND SUPPORTING DETAILS

Suggested time: 10 minutes | Your time:

- Emphasize that Ss should write the answers in their own words. (See Teaching Tip below.)
- Have Ss work individually to try to answer the questions from memory.
- In pairs, have Ss compare answers and then check their answers in the article on page 92.

**TEACHING TIP** It is important for Ss to understand that copying things directly from texts—that is, plagiarism—is not OK because it means they are presenting someone else's work as their own. Ss often plagiarize accidentally because they don't know how to paraphrase. Paraphrasing involves changing a writer's words but accurately reporting their ideas and giving that writer credit. When Ss answer questions about texts, encourage them to change verbs, nouns, or structures to make their sentences different from the text.

**EXTENSION** (+10 minutes) Elicit the applications for Land's plastic polarizer (item 6) and write them on the board. Ask, *Which of these applications is the most useful? Why? Can you think of any other products that might use the plastic polarizer?* In pairs, have Ss discuss the questions.

**Answers for Exercise C**

1. *Edwin Land learned how to eliminate glare when he was at summer camp at around age 13. His camp counselor showed him how the crystal Iceland spar could eliminate the glare from a shiny tabletop.*
2. *The car almost hit a team of horses because the car's headlights were very dim and didn't allow the driver to see far enough ahead at night.*
3. *If the headlights had been brighter, the car Land was in could have avoided the near collision with the horses.*
4. *Land made the connection because one of the reasons why car manufacturers didn't make the headlights brighter was because they were concerned that the bright lights would create a glare in other drivers' eyes. Polarization could eliminate that problem.*
5. *Other sunglasses could reduce bright light, but they couldn't reduce glare.*
6. *The plastic polarizer is used in sunglasses, camera lenses, car windshields, and LCD screens.*

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss close their books. Write the names of the inventors on the board. Ask, *Has anyone heard of any of these inventors?* (See Teaching Tip below.) Then have Ss open their books and look at the pictures to try to guess what each person invented.
- Read the directions. Have Ss work individually to choose one or more of the inventors and research them.
- Monitor and assist as needed. Encourage fast finishers to research another inventor.

**TEACHING TIP** When presenting material about celebrities or historical figures in class, first ask Ss to share any information they already know about the people. This can make Ss feel a personal connection to the material.

## B PRESENTATION

Suggested time: 15 minutes | Your time:

- Encourage Ss to use phrases from the **Recycle This Language** box and the Reading on page 92 in their presentations.
- Say the name of each inventor and have Ss raise their hands if they researched him or her. Form small groups of Ss who researched the same inventor.
- Have groups plan and write their presentations. Tell them not to copy information directly from the Internet. Make sure each S plays a role in the group presentation.
- If your class is small, have the groups present to the class. If it is large, have one group present to another group that researched a different inventor. Encourage Ss to ask each other follow-up questions about the presentations.
- Invite four volunteers to present each inventor to the class so that everyone hears about each inventor. (If you plan to do the closure activity, have Ss take notes as they listen.)

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

- ✓ giving relevant information about their inventor
- ✓ using the language in the **Recycle This Language** box
- ✓ using their own words

**CLOSURE ACTIVITY** (+5 minutes) On a sheet of paper, have Ss write a few sentences about one of the inventors they heard about in Exercise B but didn't research themselves. Collect the summaries and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

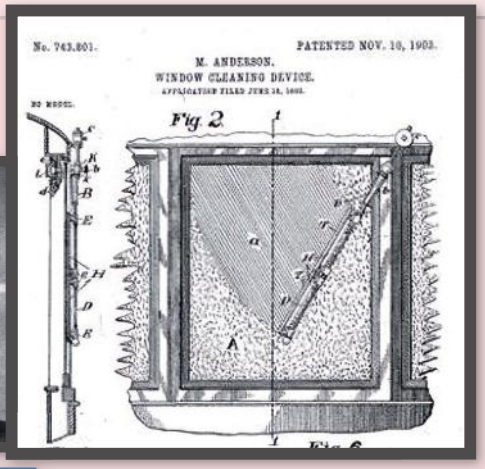
**C** **FIND SUPPORTING DETAILS** | **Answer the questions in your own words. Compare answers with a partner, explaining each answer with information from the Reading.**

1 How and when did Edwin Land understand that glare could be eliminated? *See page T93 for answers.*
2 Why did the car Land was in almost hit a team of horses?
3 What would have prevented the near collision with the horses?
4 Why did Land connect polarization with making better headlights?
5 Why did Land think polarization would improve sunglasses?
6 What are some of the applications of Land 's plastic polarizer?

## COMMUNICATION ACTIVATOR

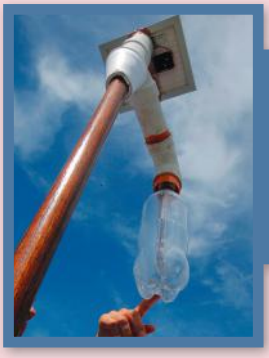
## Now let's describe inventors and their inventions.

**A** **TALKING POINTS** | **Choose one or more of the inventors. Find information on the Internet. Then write about the inventor and the invention in 50 words or less.** *See possible answers below.*




Inventor / Birth date: Mary Anderson / *1866*
Nationality: *American*
Her invention: *She was visiting New York and riding on a trolley car when she noticed that the driver couldn't see because of sleet and rain. To solve this problem, she invented windshield wipers.*





Inventor / Birth date: Alfredo Moser / *1952*
Nationality: *Brazilian*
His invention: *He invented a way of lighting up houses when there is no electricity. The method uses plastic bottles filled with liquid and fitted to the roof of a house.*

Inventor / Birth date: Deepika Kurup / *April 12th, 1998*
Nationality: *American*
Her invention: *On a visit to India, she saw children drinking dirty water. To solve this problem, she invented a water purification system that is cheap enough to use anywhere in the world.*





Inventor / Birth date: Momofuku Ando / *March 5th, 1910*
Nationality: *Japanese*
His invention: *After World War II, there were serious food shortages in Japan. To provide cheap food that was easy to prepare, he invented instant noodles. They became popular all over the world.*

**B** **PRESENTATION** | **Sit with classmates who chose the same inventor. Put together your information from Talking Points and present your inventor, his or her life, and his or her invention to the class.**

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Presentation. Example: "In the end, . . . "

**RECYCLE THIS LANGUAGE**

| | |
|---|---|
| high-tech | innovative |
| low-tech | revolutionary |
| cutting-edge | novel |

# 4 COMMUNICATION GOAL Consider the impact of historical inventions

**A** VOCABULARY | Archaeology | Read and listen. Then listen again and repeat.

1 **an archaeologist** a person who studies human history and pre-history from what was left behind



Archaeologists dig in the ground to search for tools from long ago.

2 **a fossil** the preserved remains of something that lived long ago



This is a fossil of an animal that lived millions of years ago.

3 **a cave** a natural space, either underground or in rocks, where animals and people can find shelter

4 **a campfire** a fire built by humans for cooking, warmth, or light



Early humans lived in caves and stayed warm by the heat of the campfire.

**B** LISTEN FOR MAIN IDEA | Listen to a conversation with an archaeologist. Which statement expresses her main point?

a Neanderthals are an earlier human species than Homo sapiens.
b Neanderthals were able to capture fire from natural sources.
(c) Fire enabled modern humans to develop physically and culturally.

**C** LISTEN FOR DETAILS | Listen again. Answer the questions.

1 What are two kinds of "natural" fires?
(a) ones caused by lightning and volcanoes
b ones Neanderthals used for cooking and warmth

2 What is the earliest date Homo sapiens appeared in the "fossil record"?
(a) about 45,000 years ago b millions of years ago

3 What does it mean to "control" fire?
a prevent fire from burning caves
(b) capture fire from a natural source and use it

4 How did archaeologists determine that Neanderthals could control fire?
(a) They found evidence of fire inside Neanderthal caves.
b They found tools Neanderthals used to make fires.

5 Which group is also known as "modern humans"?
(a) Homo sapiens b Neanderthals

**Possible answers for Exercise D**

1. *Fire allowed people to be more productive because they could stay awake after the sun went down.*
2. *They could also use fire to cook food, which helped vary their diet and provide them with more nutrition.*
3. *Fire also helped create a sense of community, because people could gather around the fire and use it to find their way back home.*

**D** SUMMARIZE | With a partner, summarize three ways that fire helped create the life modern humans developed. Listen again if necessary.

# LESSON 4 Consider the impact of historical inventions

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write the four vocabulary words on the board. Have Ss look at the photos without reading the captions and try to guess what the words mean.
- Have Ss listen and read the words, definitions, and example sentences to see if they guessed right. Clarify meaning as needed. Then play the audio again as Ss listen and repeat.

**LANGUAGE AND CULTURE** The words *archaeology* and *archaeologist* are derived from the Greek word *arkhaios*, meaning *ancient*. For this reason, the pronunciation of the *ch* is /k/.

**EXTENSION** (+5 minutes) To help Ss personalize the vocabulary, write these questions on the board:
*Would you like to be an archaeologist?*
*Have you ever seen a fossil? Where?*
*Have you ever explored a cave?*
*Have you ever cooked things on a campfire?*
In pairs, have Ss discuss the questions. Have volunteers share their answers with the class.

**CHALLENGE** (+10 minutes) Lead the class in a dictogloss activity:
STEP ONE: Read the following text at normal speed. Tell Ss to take notes on what they hear. Say:
*I started working as an archaeologist ten years ago. I recently did some work in a cave in France. In the cave, I saw paintings that early humans made more than 17,000 years ago. The paintings helped me imagine how early humans lived. They used to sit in caves and warm themselves by campfires. I've also seen lots of fossils. The best one was a dinosaur fossil.*
STEP TWO: Read the text again and have Ss add to their notes.
STEP THREE: Form pairs and have Ss rewrite the text, using their notes. Tell them to make their texts as similar as possible to the original. If appropriate, read the text a third time.
STEP FOUR: Write the original text on the board or print copies for the Ss. Have Ss compare their version with the original.
Dictogloss activities allow Ss to see vocabulary in context and use their grammatical knowledge to reconstruct texts from notes. They also reinforce the idea that Ss don't need to understand every word in order to take in the main idea of a listening.

## B LISTEN FOR MAIN IDEA

Suggested time: 5 minutes | Your time:

- Have Ss read the directions and the three statements. If appropriate, remind Ss that all these points could be mentioned in the audio, but only one of them is the main idea.
- Play the audio all the way through. Then, in pairs, have Ss discuss which statement they think is the main point and why.
- If appropriate, play the audio again so that Ss can check their answer. Then go over the answer with the class.

## C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Have Ss read the questions. In pairs, have them discuss if they already know any of the answers or if they can predict the right ones.
- Play the audio again. Then, in pairs, have Ss compare their answers. If appropriate, play the audio once more.

**OPTION** Have Ss look at the audio script (pages 163–177) to check their answers. You can make copies or access it using the Pearson English Portal and then show it to Ss.

## D SUMMARIZE

Suggested time: 7 minutes | Your time:

- Tell Ss that the archaeologist mentions more than three ways that fire helped create modern human life. They should focus on what they consider to be the three most important ways in their summaries.
- In pairs, have Ss write their summaries. Monitor and assist as needed. If appropriate, play the audio again, starting from *What are some ways fire altered the course of our development?*
- When Ss have finished, elicit all the ways that fire has helped create modern human life. Write them on the board. (It helped us create light and heat, which made humans more productive; it enabled us to cook animals and plants; it killed bacteria, making food safer to eat; it allowed us to bake ceramics; it helped keep dangerous animals away; it helped us to create social history; it helped group members who were away from camp to find their way back home.) Say, *It's OK to include any three of these in your summaries.*
- Have 1–2 volunteers share their summaries with the class.

## Communication Activator

### A TALKING POINTS

Suggested time: 8 minutes | Your time:

- Have Ss preview the pictures and try to identify the inventions. Then have them read the headings, captions, and chart, clarifying anything they do not understand. Model the pronunciation of *anesthesia* /ˌænəsˈθiʒə/, *anesthetizing* /əˈnesθəˌtaɪzɪŋ/, and *pasteurization* /ˈpæstʃəˌraɪzeɪʃ(ə)n/.
- Read the directions. To model the activity, write on the board:
  *Before [road maps] were invented, people couldn't . . .*
  *After [paper money] was invented, people could . . .*
- In pairs, have Ss choose one discovery or invention from each of the three categories. Have them write notes about all three innovations. Monitor and assist as needed.

**EXTENSION** (+5 minutes) Point to each invention and ask: *Have any of you used this, or do you have personal experience with it?* Then ask, *Which of these inventions do you think is the most useful? Why?*

**Possible answers for Exercise A**

*Before GPS, people had to use maps and compasses. They got lost all the time. It was very bad. If the GPS hadn't been invented, people would have continued to get lost frequently. Before pasteurization, people got sick from food. If the pasteurization process hadn't been developed, more people would have gotten sick and possibly died from food poisoning. Before paper money, people had to pay for things with large quantities of coins. They were very heavy. People could steal them because everyone could see the coins people were carrying if they had a large quantity of them. If paper money hadn't been invented, more people would have had money stolen from them. Before general anesthesia, people were in a lot of pain when they got operations. It really hurt! If anesthesia hadn't been invented, many people would have chosen to die instead of having an operation.*

### B DISCUSSION

Suggested time: 10 minutes | Your time:

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

- Have Ss read the directions and the example. Ask, *Which grammatical form is used in this example?* (past unreal conditional)
- In pairs, have Ss discuss some of the inventions or discoveries they learned about in this unit. Monitor to make sure they are using past conditional statements.
- To prepare for the writing task, encourage lower-level Ss to write down sentences from the discussion.

**OPTION** To make the discussion more dynamic, write inventions and discoveries from the unit on slips of paper. Have Ss take turns choosing a slip of paper, read aloud the invention or discovery, and then describe it to the class.

**LANGUAGE AND CULTURE** Three men (Roger Easton, Ivan Getting, and Bradford Parkinson) are often credited with developing the modern GPS system. More recently, Gladys West has come to light as one of the people whose work was instrumental in developing the mathematics behind GPS. She worked at a naval base in the U.S. state of Virginia, where she was only the second African-American female programmer to be employed at the base. No one had heard of her or knew about her role in developing GPS until a student at the university she had attended told people about her achievements.

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

✓ using language related to discoveries and inventions

✓ using the unreal past conditional to talk about how life might have been different without certain discoveries and inventions

### WRITING

Suggested time: 15 minutes | Your time:

- Have Ss work individually to choose one invention or discovery and make notes about it. If appropriate, refer them to Exercise A, and remind them to use the discussion notes they made in Exercise B.
- In pairs, have Ss compare their notes and help each other think of more ideas.
- Have Ss work individually to write 2–3 short paragraphs. Monitor and assist as needed.
- Have Ss exchange essays with a partner and offer each other feedback. Then have them revise their work.
- Collect Ss' writing and review it to offer feedback.

**WRITING HANDBOOK** (optional, pages T150-151)

**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.)

**OPTION** Use Ss' essays to create a wall display or class booklet about inventions and discoveries.

**CLOSURE ACTIVITY** (+10 minutes) Form groups of 4 with Students A, B, C, and D. On a sheet of paper, have Student A write the beginning of an unreal past conditional sentence about anything from the unit. For example: *If early humans hadn't controlled fire, . . . .* Student B completes the sentence. For example: *. . . they might not have evolved.* Students C and D complete the same sentence in different ways. Collect the papers. Read them to identify areas for review and extra practice.

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

## COMMUNICATION ACTIVATOR

**Now let's consider the impact of historical inventions.**

*See page T95 for possible answers.*

**A** TALKING POINTS | Look at some key discoveries and inventions in three categories. With a partner, choose one from each category. Write notes about: (1) what life was like before it or them and (2) what changes it or they caused.

### Navigation



**the 206 BCE: magnetic compass**

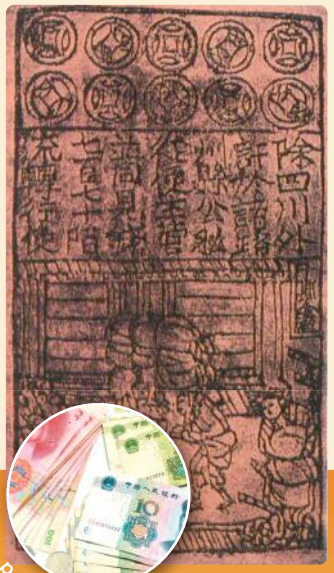


**17th century:** first commercially sold **road maps**



**1973:** first satellite-based **Global Positioning System** (or GPS)

### Currency





paper money

**11th century:** **Paper money** enabled people to pay for goods and services with paper instead of large quantities of coins.



coins

### Medicine and Science

**General anesthesia** makes surgery and dentistry painless.

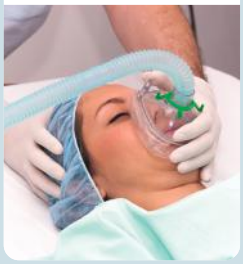
before there was anesthesia



1840s: anesthetizing a surgical patient



modern anesthesia



**1862:** Louis Pasteur discovers that **pasteurization** with heat prevents growth of bacteria, making foods safe to eat.



Louis Pasteur



bacteria in raw, unpasteurized milk

**products that can be pasteurized**

| Foods | | Liquids |
|---|---|---|
| butter | nuts | milk |
| cheese | sauerkraut | honey |
| cream cheese | eggs | vinegar |
| sour cream | crabmeat | fruit juices |
| yogurt | ice cream | lemon juice |

**B** DISCUSSION | Choose inventions and discoveries from Talking Points, or from any other part of Unit 8. Discuss their impact on history and people's lives. Be sure to make at least one statement with the past unreal conditional in your discussion.

> "After anesthesia was invented, patients could have surgery without pain. If anesthesia hadn't been invented, many people would have chosen to die instead of having an operation."

SOFT SKILLS BOOSTER p. 160

**WRITING** Choose one of the inventions or discoveries from Unit 8, or another invention or discovery. Describe its advantages, disadvantages, and historical impact.

WRITING HANDBOOK p. 150
- Summary statements
- Guidance for this writing exercise

# 7 OOPS!

Form teams of two players. Play against another team.

With your partner, read about seven imaginary situations that had bad outcomes. Together, write a past unreal conditional statement of how you could have avoided each mistake. Check each one off as you go. When you have a statement for all seven, say "7 OOPS!" The first pair to say "7 OOPS!" wins. NOTE: Only grammatically correct answers count!

When all teams are finished, winners read their statements to the class.

"If I hadn't ..."

"If I had ..."

☐ **OOPS!**

You were making strawberry jam, but you weren't paying attention. Instead of sugar, you put in salt, because, hey, sugar and salt look almost the same. You had to throw away the jam.



☐ **OOPS!**

You were invited to a party for your friend, but you didn't know it was a surprise party and you said, "See you tomorrow at your party." The surprise was ruined and your friends were angry at you.



☐ **OOPS!**

You wanted to play a game on your dad's smartphone, but your brother grabbed it from you and accidentally dropped it into a swimming pool. Your dad said you have to pay to replace the phone.



☐ **OOPS!**

You bought a VEG-ME-UP juicer as a present for your sister. You didn't know she would have to buy all her vegetables from the VEG-ME-UP company. Your sister didn't like that idea.



☐ **OOPS!**

You had tickets to a concert, but you left them in the desk at your office. You couldn't go back to get them because the office was locked and you didn't have the key. You couldn't go to the concert.



☐ **OOPS!**

You bought a lot of groceries and left them in the trunk of the car for two hours. The weather was really hot, and when you opened the trunk, a few things didn't smell very good.



☐ **OOPS!**

Your boss asked you to drive her to the airport, and you felt good that she had asked you and not someone else. But you forgot to check how much gas you had, and on the way to the airport you ran out of gas.




## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Describe new kinds of products.
- ☐ Imagine a different past outcome.
- ☐ Describe inventors and their inventions.
- ☐ Consider the impact of historical inventions.

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

## *Interactive Cool Down*

### "7 OOPS!"

Suggested time: 30–45 minutes | Your time:

- Read the title. Say, *This game is all about mistakes. If we make a mistake, we usually say* Oops!
- Write this situation on the board:
  *You made a cake for your friend and put nuts in it. However, you didn't know that your friend is allergic to nuts. She saw the nuts on top and couldn't eat the cake.*
  Ask, *What sentences can we make about this situation using the past unreal conditional?* (For example: If I hadn't put nuts in the cake, she could have eaten it. If she had eaten the cake, it would have made her sick.)
- Have Ss read the directions. *Say, You need to make a sentence about each situation you read.* Point to the examples and say, *Use* If I hadn't . . . , If I had . . . , *or other past unreal conditionals. Your sentences need to be grammatically correct, so check them carefully before you move on to the next sentence!*
- Form pairs. Have each pair give themselves a team name to promote competition. Then have them join another pair to make a group of four. Encourage the different groups to sit as far away from other groups as possible and to keep their voices down when they play the game so that other groups cannot hear their sentences.
- Say, *Go!* and have Ss start to play. Monitor and assist as needed. Make sure that pairs write their own sentences and do not copy others' sentences.
- When you hear a pair shout *7 oops!*, encourage the other pair in their group to check their sentences. If the pairs cannot agree on whether the sentences are correct or not, go over and check the sentences yourself. If any of the sentences are grammatically incorrect, tell the pair they need to rewrite them. When a pair shouts *7 oops!* and have written all their sentences correctly, declare them the winner.
- Have each pair present one sentence to the class. Write one good example on the board for each situation and encourage Ss to copy them down.

**OPTION** (+5 minutes) If a team wins the game quickly and you want other Ss to continue playing, have the winners play the game again. However, this time have them write as many different unreal conditional sentences as they can about each situation.

**EXTENSION** When all Ss have finished playing, have pairs share their sentences with the class and have the class vote on the best or funniest sentences.

**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 Discussing Global and Local Issues

| | | |
|---|---|---|
| WARM-UP | Students talk about global challenges and complete a survey. They read an illustrated conversation modeling a discussion about political elections. | |
| LESSON 1<br>**Agree and disagree politely** | ***Vocabulary*** | Discussing controversial issues |
| | ***Grammar*** | Verbs followed by an object + an infinitive |
| LESSON 2<br>**Ask about political views** | ***Vocabulary*** | Political points of view |
| | ***Grammar*** | Non-count nouns that represent abstract ideas |
| | ***Pronunciation*** | Emphatic stress |
| LESSON 3<br>**Debate different sides of an issue** | ***Vocabulary*** | Political and governmental systems |
| | ***Listening skills*** | Understand point of view; Listen to summarize |
| LESSON 4<br>**Discuss solutions to global and local problems** | ***Reading skills*** | Understand from context; Paraphrase; Critical thinking |
| | ***Writing*** | Write about the solution to a global problem |
| INTERACTIVE COOL DOWN | *"On-the-Street" Interviews* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Have Ss describe what they think is happening in each of the photos. Ask Ss where they might see headlines like these. (in a newspaper or magazine, or on a news website)
- Point to the blue headings. Play the audio and have Ss listen and repeat. Elicit an example from history of each issue. For example: *War: the Second World War.*
- Read the questions in the directions. To model the activity, read the man's statement.
- In pairs, have Ss discuss the questions. Remind them to be respectful of each other's opinions.

**TEACHING TIP** The issues in this unit could be difficult for some Ss to discuss, or could cause disagreement amongst class members. Give Ss plenty of choice as to whether or not they want to discuss certain issues. Remind them that the main goal of the class is to practice speaking English, not to bring others around to their way of thinking. If specific issues are sensitive in the country where your Ss live, omit them from the discussion.

**OPTION** (+5 minutes) Newspaper headlines use their own grammar and words that Ss may not be familiar with. Have Ss look at each headline and identify which tense it uses. (all use simple present tense; *Twenty government officials charged . . .* uses the passive form)

**LANGUAGE AND CULTURE** News headlines often use the simple present tense even if they are describing events that happened in the past. The *Corruption* headline uses the present passive, but the verb *be* is omitted. This is a common way of using the passive voice in headlines, but it cannot be written this way anywhere else.

# Discussing Global and Local Issues

UNIT 9

## *Warm-Up*

**Which of the following issues do you think present the biggest global challenges? Which are the most urgent and important to solve?**



In my opinion, poverty is the most important issue to solve right now. I think poverty makes some of the other issues worse.

PRONUNCIATION Listen and repeat.

WAR

UNITED NATIONS URGES TALKS TO END FIGHTING



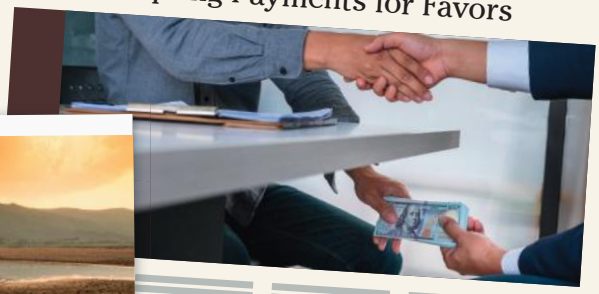
DRUG TRAFFICKING



Government Leaders Discuss Plans to Stop Transport of Drugs

CORRUPTION

Twenty Government Officials Charged with Accepting Payments for Favors



United Nations meets to discuss effects of Global Warming



CLIMATE CHANGE

Terrorists Fly Two Planes into New York's World Trade Center



TERRORISM



World Leaders Discuss Plans to Feed and House the Neediest

POVERTY

UNIT 9 COMMUNICATION GOALS

**Lesson 1**
Agree and disagree politely

**Lesson 2**
Ask about political views

**Lesson 3**
Debate different sides of an issue

**Lesson 4**
Discuss solutions to global and local problems

**A** CONTROVERSIAL ISSUES | Complete the survey.

# Check your opinion about each ISSUE.

## PROHIBITING SMOKING INDOORS

- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.

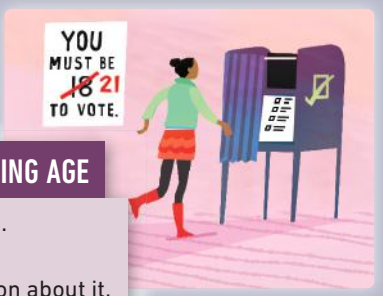



## CENSORSHIP

- ☐ It's always wrong.
- ☐ It's sometimes necessary.
- ☐ I have no opinion about it.




## RAISING THE VOTING AGE

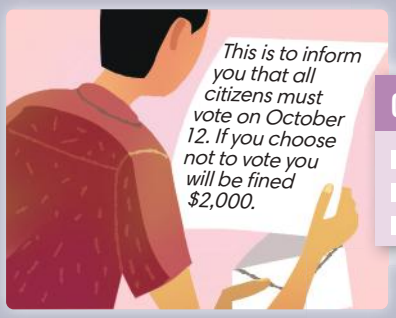



- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.

## COMPULSORY MILITARY SERVICE

- ☐ It's necessary.
- ☐ It's not necessary.
- ☐ I have no opinion about it.




## COMPULSORY VOTING

- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.

## LOWERING THE DRIVING AGE

- ☐ It's a good idea.
- ☐ It's a bad idea.
- ☐ I have no opinion about it.

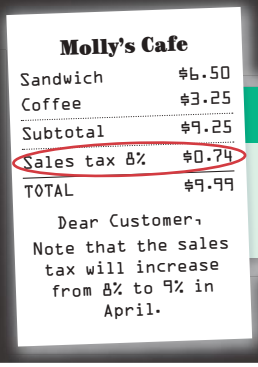






## CAPITAL PUNISHMENT

- ☐ It's sometimes necessary.
- ☐ It's always wrong.
- ☐ I have no opinion about it.



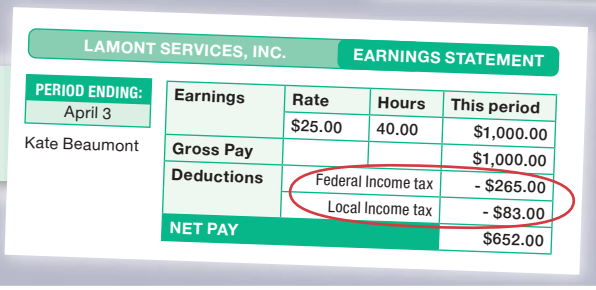
**Molly's Cafe**

| | |
|---|---|
| Sandwich | $6.50 |
| Coffee | $3.25 |
| Subtotal | $9.25 |
| Sales tax 8% | $0.74 |
| TOTAL | $9.99 |

Dear Customer,
Note that the sales tax will increase from 8% to 9% in April.

## RAISING TAXES

- ☐ It's never a good idea.
- ☐ It's sometimes a bad idea.
- ☐ I have no opinion about it.



LAMONT SERVICES, INC. — EARNINGS STATEMENT

PERIOD ENDING: April 3

Kate Beaumont

| Earnings | Rate | Hours | This period |
|---|---|---|---|
| | $25.00 | 40.00 | $1,000.00 |
| Gross Pay | | | $1,000.00 |
| Deductions | Federal Income tax | | - $265.00 |
| | Local Income tax | | - $83.00 |
| NET PAY | | | $652.00 |

**B** VOCABULARY | Controversial issues | Listen and repeat.

**C** PAIR WORK | Compare your opinions on the survey. Explain your responses.

I think censorship is sometimes necessary. Some books and ideas can be dangerous.

Really? I don't think ideas are ever dangerous. Censorship is always wrong.

# Topic Warm-Up

## A CONTROVERSIAL ISSUES

Suggested time: 10 minutes | Your time:

- Give Ss time to look at the various pictures.
- Have Ss read the survey text and ask if they have any questions. To check comprehension, ask:
  *If something is* prohibited, *are we allowed or permitted to do it?* (no)
  *If we* raise *something, does it go up or down?* (up)
  *If something is* compulsory, *do we have to do it?* (yes)
  *If we* censor *a newspaper, can the newspaper write the whole truth?* (no)
  *What is* capital punishment? (punishing someone for committing a crime by putting them to death)
- Model the activity by pointing to the *Prohibiting Smoking Indoors* item. Say, *Hmm, prohibiting smoking indoors. Do I think it's a good idea or a bad idea? Actually, I have no opinion about it.* Show Ss as you check *I have no opinion about it*. Explain that Ss can also choose this option if they simply don't feel comfortable discussing the issue.
- Have Ss work individually to complete the survey.

**TEACHING TIP** If many of these issues are controversial in your class, give individual Ss the name of a well-known famous person. Have them imagine that they are this person when they answer the survey and when they discuss their answers in Exercise C with their partner. Point out that none of the opinions they express will be their own and therefore they can argue without fear of offending each other. You could employ this technique in other activities in the unit as appropriate.

**LANGUAGE AND CULTURE** *Prohibit* and *compulsory* are formal words that are used more frequently in writing than in speech. It is more common in spoken English to say that something is *not allowed* or that someone *can't* (*do something*) than that something is *prohibited*. It is also more common to say that someone *has to (do something)* than that something is *compulsory*.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio and have Ss listen and repeat the expressions.

## C PAIR WORK

Suggested time: 10 minutes | Your time:

- To model the discussion, read the example conversation with a higher-level S.
- In pairs, have Ss discuss their opinions. Monitor and listen to their ideas and check their pronunciation of the expressions in Exercise A.
- Invite volunteers to share their opinions with the class.

**OPTION** (+5 minutes) Pose additional questions to stimulate discussion. Write them on the board or, to save time, write them on a separate sheet of paper before class and make copies to distribute to Ss. For example, ask:
*What can happen when people smoke indoors?*
*How important is it to know a lot about the candidates or issues before you vote? What happens when people who don't know much vote in elections?*
*What do people have to do when they do military service?*
*Are young people worse drivers than older people? What does the government use tax money for?*

**OPTION** (+5 minutes) For some of the less controversial issues, poll the class to see which issues they agree or disagree on and then present the findings on the board. For example, write: *Sixteen people think that prohibiting smoking indoors is a good idea, and three people think it's a bad idea.*

# Language Warm-Up

## A ZOOM-IN

Suggested time: 5 minutes | Your time:

- Have Ss preview the illustrations and Marcela's first turn. Ask Ss to guess where the people are, what their relationship is to each other, and what they are talking about.
- Point out the note about accents. Ask Ss where Marcela might be from (Spain or a Latin American country) and where Jay is from (the U.S.).
- Play the audio and have Ss read along. To check comprehension, ask:
  *Where is Marcela from?* (Peru)
  *What happens if you don't vote in Peru?* (You have to pay a fine.)
  *Does Marcela think this system works well?* (She says it has pros and cons.)

**LANGUAGE AND CULTURE**

- In the U.S., voting is not compulsory. There has been a turnout of 50–60% of adults of voting age in recent presidential elections. There are 10 Latin American countries where voting is compulsory. Some of these countries don't enforce the rule, but in Peru there are heavy fines for not voting. Peru has had a turnout of between 80 and 90% in recent presidential elections.
- Local elections in the U.S. are for choosing county and city government positions, such as sheriffs and mayors. Sometimes these elections are held at the same time as other bigger elections to increase voter turnout.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss locate the underlined expression in the conversation. Say, *Do you think Marcela can vote in the U.S.?* (It's possible, but probably not if she is a Peruvian citizen and seems not to know much about U.S. elections.) *So, is it likely that she wants to know how to vote?* (No. She wants more information.)
- Have Ss work individually to find the remaining expressions and read them in context.
- Have Ss work in pairs to complete the sentences.
- Bring the class together and go over the answers.

## SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss look at page 98 and choose an issue to ask questions about.
- Model the discussion by reading the example. Remind Ss that they are pretending to be visitors to their country, so they can ask questions they already know the answers to.
- Have Ss work individually to write down their questions. Monitor and assist as needed.
- In pairs, have Ss take turns asking and answering their questions.

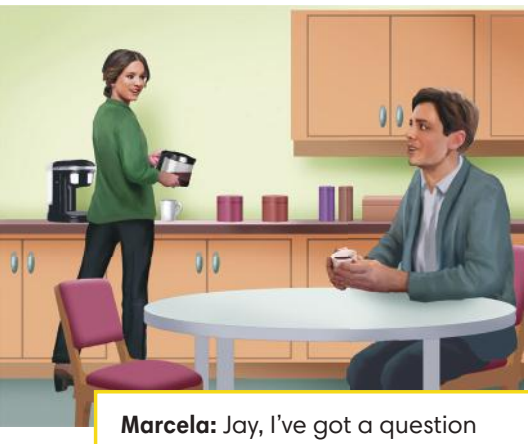
**OPTION** If Ss have questions that their partner can't answer, have them research the answers on their phones.

**OPTION** (+5 minutes) To stimulate further discussion, write guiding questions about the different issues on the board. For example, for voting, write:
*How often are there elections in your country?*
*Do you have to vote for a person or for a political party?*
*Is voting compulsory in your country?*
Have Ss discuss the questions in groups or as a class.

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Marcela** = Spanish
**Jay** = American English (standard)





**Marcela:** Jay, I've got a question about politics for you. . . . Isn't there an election coming up this month?

**Jay:** Yes, there is. We've got local elections in two weeks.

**Marcela:** So how does that work? Does everyone have to vote?

**Jay:** Not at all. You have to be 18 to vote, but it's up to you whether or not you do. Isn't it the same in Peru?

**Marcela:** Actually, no. Voting is compulsory there.

**Jay:** Really? What does that mean exactly?

**Marcela:** It means the government requires everyone over 21 to vote. If you don't, you have to pay a fine.

**Jay:** You have to vote no matter what?

**Marcela:** Well, there are exceptions, of course, like if you're sick or if there's been a death in the family.

**Jay:** Wow, interesting. I wonder if we should try something like that here.

**Marcela:** Maybe. But there are both pros and cons to it.

**Jay:** Like what?

**Marcela:** Well, on the plus side, many people take their responsibility more seriously. But on the other hand, who wants the government to tell you what to do? I've heard that a lot of people show up to vote, but they don't write anything on their ballots.

**Jay:** Wow! It never occurred to me anyone would do that! I guess there's more to it than meets the eye.

**Marcela:** That's true.

**B** UNDERSTAND FROM CONTEXT | **With a partner, complete each statement.**

1 When Marcela asks, "How does that work?" she means she ..... .
(a) wants more information **b** wants to know how to vote

2 If "something is up to you," you ..... .
(a) are free to make your own choice **b** must do it

3 If you have to do something "no matter what," it means you ..... .
**a** don't have to in certain circumstances (b) have no choice in the matter

4 When Marcela says there are both "pros and cons" to compulsory voting, she means ..... .
**a** it's always a good idea (b) it causes both positive and negative results

5 You say, "On the plus side," to introduce an argument ..... .
(a) for something **b** against something

6 If something "never occurred to you," it means you never ..... .
(a) thought about it **b** understood it

7 When "there's more to something than meets the eye," it means it may be ..... .
(a) more complicated than you had imagined **b** difficult to meet people

**SPEAKING** PAIR WORK | **Imagine one of you is a visitor to your country. Choose one of the issues on page 98 and ask about how things work.**

"I've got a question for you. . . . Isn't voting compulsory here?"

# 1 COMMUNICATION GOAL Agree and disagree politely

**A** VOCABULARY | Discussing controversial issues | Read and listen. Then listen again and repeat.

"**I'm in favor of** compulsory military service. I think it's a good idea."

## STATING A POSITION

| pro | con |
|---|---|
| • I'm in favor of ___ . | • I'm not in favor of ___ . |
| • I'm for ___ . | • I'm against ___ . |



## AGREEING

- I agree with you on that one.
- I'm with you on that.
- I couldn't agree more.
- Actually, that's exactly what I think.
- I couldn't have said it better myself.



## DISAGREEING

- To be honest, I have to disagree.
- No offense, but I just don't agree.
- Actually, I'm afraid I don't agree.
- I'm really not sure I agree.
- I guess we'll have to agree to disagree.

**B** ACTIVATE VOCABULARY | With a partner, take turns stating a position on an issue in the Topic Warm-Up survey on page 98. The other partner agrees or disagrees politely.

COACH

**C** GRAMMAR | Verbs followed by an object + an infinitive

**Remember: Certain verbs can be followed directly by an infinitive.**
Everyone **deserves to have** a happy life.

**However, these verbs must have an object before the infinitive.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| advise | cause | encourage | invite | persuade | remind | tell | warn |
| allow | convince | force | order | permit | require | urge | |

| | object | infinitive |
|---|---|---|
| She **urged** | **her friends** | **to vote**. |
| They **didn't allow** | **them** | **to take** photos. |
| The president **convinced** | **the company** | **not to move** abroad. |

**The following verbs can be followed by an object + an infinitive OR just an infinitive:**
**ask**, **expect**, **need**, **promise**, and **want**.
They **asked to see** my passport. I **asked them to explain** why.

**Be careful!**
**These verbs can be followed directly by an infinitive. But don't use an object before the infinitive:**

| | | |
|---|---|---|
| agree | deserve | plan |
| appear | hope | pretend |
| can't afford | learn | refuse |
| can't wait | manage | seem |
| decide | offer | |

**GRAMMAR EXPANDER** p. 139
- Infinitives and gerunds (review)
- Infinitives: passive forms

**D** GRAMMAR PRACTICE | Circle the correct word or phrase.

1 I don't think we should (allow / refuse) anyone to vote until he or she is 21 years old.
2 Do you think we need to (offer / encourage) young people to serve in the military?
3 The article (caused us / caused) to think about what we could do about poverty.
4 Does anyone believe that the government will (permit / decide) teens to drive?
5 We (urge / urge everyone) to write their local government officials about lowering taxes.

# LESSON 1 Agree and disagree politely

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Point out that when people discuss controversial issues, they need to state their position or say what they think about the issue being discussed. Read the example statement starting with *I'm in favor of. . . .* Point to the **Stating a Position** box, play the first part of the audio, and have Ss read and listen, and then listen and repeat.
- Direct Ss' attention to the **Agreeing** and **Disagreeing** boxes. Explain that the expressions in these boxes can be used to politely agree or disagree with someone who has stated his or her position. Play the rest of the audio and have Ss read and listen, and then listen and repeat.

## B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss choose one issue from page 98. Encourage them to choose a different one than the one they chose in the Speaking exercise on page 99.
- Have Ss work individually to write a sentence stating their position on the issue.
- In pairs, have Ss take turns stating their position on their issue and agreeing or disagreeing with their partner, using the language in Exercise A. Monitor and assist as needed.
- Encourage fast finishers to choose more issues from page 98 to discuss.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first two rules and examples in the grammar chart (up to *The following verbs . . .* ).
- To check comprehension, write on the board:
  *1. I agreed to plan the party.*
  *2. Max didn't advise him to stay at home.*
  *3. I reminded them not to be late.*
  *4. I decided to finish the project.*
  Ask, *Which verbs are followed directly by an infinitive?* (agreed, decided) *Which verbs are followed by an object before an infinitive?* (didn't advise, reminded)
- Point to item 2 on the board. Write next to it: *Max advised him not to stay at home.* Say, *These two sentences are both negative. What's the difference between them*? (In the first sentence, Max did not advise. In the second sentence, Max advised, but he advised someone not to stay at home.) Say, *Make sure you make the correct verb negative to convey the meaning you want.* Invite a volunteer to come to the board and make items 1 and 4 negative in two different ways. (1. I didn't agree to plan the party. I agreed not to plan the party. 4. I didn't decide to finish the project. I decided not to finish the project.) Make sure Ss place *not* before *to* when the second verb is negative; *not* cannot split an infinitive.
- Have Ss read the final rule and examples. Copy the examples on the board. Circle the word *passport.* Say, *If the noun,* passport, *is the object of the sentence, we don't need to add an object before the infinitive. In the second example, we need to add an object,* them, *before the infinitive.*
- Remind Ss that *would like* can also be followed by (object) + an infinitive. For example: *I'd like you to be here early. I'd like to have coffee.*
- Have Ss study the lists of verbs and the **Be careful!** box. Then, on the board, draw a chart with three columns with the heads:
  *VERB + INFINITIVE*
  *VERB + OBJECT + INFINITIVE*
  *VERB + (OBJECT) + INFINITIVE*
  Elicit verbs to complete each column. Have Ss copy the chart in their notebooks.

**GRAMMAR EXPANDER** (optional, pages T139-140)

**TEACHING TIP** In the verb + object + infinitive structure, learners across all language backgrounds often make mistakes with the verbs *advise*, *allow*, and *permit*. (For example: *I advise to go to the doctor.*) Watch out for these common errors.

## D GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Point out that Ss need to choose the verb based on whether or not it has an object after it, and not based on the meaning of the verb.
- Do item 1 with the class as an example. Point to the words *anyone to vote.* Ask, *Is this an infinitive, or an object + infinitive?* (object + infinitive) *Which verb,* allow *or* refuse, *can be followed by object + infinitive?* (allow)
- Have Ss work individually to complete the exercise.
- In pairs, have Ss compare answers. Encourage them to use the information in the grammar chart to explain their answers to their partner.
- Go over the answers with the class.

### E INTEGRATED PRACTICE

Suggested time: 8 minutes | Your time:

- Do item 1 with the class as an example. Play the audio, pausing after item 1. Ask, *Do the speakers agree or disagree?* (agree) *Which words in the conversation helped you to decide the answer?* (I couldn't agree more.) *Does the verb* allow *need to be followed by an infinitive or an object + infinitive?* (infinitive) *OK, so what should the government allow eighteen-year-olds to do?* (to vote)
- Play the rest of the audio. Pause after each item to give Ss time to write their answers.
- In pairs, have Ss compare their answers. Play the audio again if appropriate.
- Go over the answers with the class. If appropriate, refer them to the grammar box on page 100.

## Communication Activator

### A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Buy time to construct an answer to a personal question with *Me?*
- Reveal a personal view with *To be honest, . . .*
- Soften a statement of strong opinion with *I have to disagree* or *I'm not sure I agree.*
- Begin a statement of strong opinion with *In my view, . . .*
- Soften a statement of disagreement with *Do you think so?*

- Draw Ss' attention to the photo and ask if Ss think the women are agreeing or disagreeing.
- Have Ss listen and read the Conversation Model. To check comprehension, ask:
  *Do the women agree about the right age for starting to vote*? (no)
  *Do they argue about it or speak to each other in a rude way?* (no)
- Have Ss identify an example of a verb followed by object + infinitive in the conversation.
- Call Ss' attention to the **Social language** box and read the sentence, modeling rising intonation for the question. Have Ss repeat.

### B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation and make sure they use rising intonation for *Do you think so?*

### C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit they will need to use in this conversation. (the controversial issues vocabulary on page 98, the discussing controversial issues vocabulary on page 100, Exercise A on this page, and the **Social language** box)
- Have Ss look at the **Ideas** box. Refer Ss to the grammar box on page 100 to decide if the verbs in the list are followed by an infinitive or an object + infinitive. (*Allow*, *permit,* and *encourage* need an object before the infinitive. *Deserve* and *agree* are followed by an infinitive. *Expect* could be either.) Encourage Ss to use these phrases in their conversations.
- Model the conversation with a higher-level S.
- Give Ss a couple of minutes to choose their issue. Then, in pairs, have Ss role-play their conversations. Remind them to switch roles.
- Go over the ideas in the **Keep Talking!** box and show the video to support Ss as they extend the conversation.

### D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

- ✓ being polite when they disagree
- ✓ using vocabulary about controversial issues
- ✓ using an infinitive or an object + infinitive after the correct verbs

**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 a short paragraph giving their own opinion and an opposing opinion on one of the issues they discussed in the lesson. For example: *I'm for compulsory voting because I think it would be good for democracy. But some people think that refusing to vote is also a way of expressing our views.* Collect answers and read them to identify areas for review and extra practice.

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

**E** INTEGRATED PRACTICE | Listen to each conversation and circle agree or disagree. Then complete each statement, using an object and an infinitive.

1 They (agree / disagree) about whether the government should allow *eighteen-year-olds to vote* (eighteen-year-olds / vote) in elections.

2 They (agree / disagree) about whether it's OK for the government to tell *people not to smoke* (people / not smoke) in restaurants.

3 They (agree / disagree) about whether the law should permit *young people to drive* (young people / drive) before they're 21 years old.

4 They (agree / disagree) about whether someone should warn *parents to be* (parents / be) more careful.

5 They (agree / disagree) about whether to urge *people not to pay* (people / not pay) their taxes.

## COMMUNICATION ACTIVATOR

### Now let's agree and disagree politely.



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

**A:** Are you for or against lowering the voting age to 16?
**B:** I'm against it. I don't think it's a good idea.
**A:** Really? How come?
**B:** Well, in my opinion, we can't expect teenagers to be able to make important decisions. What do you think?
**A:** Me? To be honest, I have to disagree. I think most sixteen-year-olds have a good handle on how important voting is. In my view, they're ready to vote.
**B:** Do you think so? I'm not sure I agree.

**Social language**
**To soften a statement of disagreement, say:**
Do you think so?

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

**C** CONVERSATION PAIR WORK | Change the conversation to discuss other issues. Use the ones on page 98 or your own ideas. Agree and disagree politely. Then change roles.

**A:** Are you for or against .....?
**B:** I'm .....I ..... it's a(n) ..... idea.
**A:** Really? How come?
**B:** Well, in my opinion, ..... What do you think?
**A:** Me? ..... In my view, .....
**B:** ..... . . .

**KEEP TALKING!** ●●●

- **Ask your partner's opinion of more issues.**
- **Offer other arguments to support your opinion.**

Watch the video for ideas!

**Ideas**
We should allow ___ .
We can't permit ___ .
They shouldn't expect ___ .
They don't deserve ___ .
I wouldn't encourage ___ .
If they agree ___ .

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

# 2 COMMUNICATION GOAL Ask about political views

## A VOCABULARY | Political points of view | Read and listen. Then listen again and repeat.

**conservative** *adj.* generally against changes to political, social, or religious customs and traditions — **a conservative** *n.*

**liberal** *adj.* generally in favor of changes to political, social, and religious customs and traditions — **a liberal** *n.*

**independent** *adj.* not committed to any particular political view — **an independent** *n.*

**moderate** *adj.* generally in favor of ideas that most people see as neither too liberal nor too conservative — **a moderate** *n.*

**radical** *adj.* having extreme political, social, or religious ideas and beliefs — **a radical** *n.*

## B ACTIVATE VOCABULARY | Listen to each conversation. Complete the statements.

| | | | |
|---|---|---|---|
| 1 The woman thinks the man's views are too ..... . | a liberal | b conservative | (c) radical |
| 2 The woman thinks her views are more ..... than the man's. | a liberal | b conservative | (c) moderate |
| 3 The man thinks the woman's views are way too ..... . | a liberal | (b) conservative | c moderate |
| 4 The woman thinks the man's views are pretty ..... . | (a) liberal | b moderate | c conservative |
| 5 Compared to the man, the woman is more ..... . | a radical | b conservative | (c) independent |

COACH

## C GRAMMAR | Non-count nouns that represent abstract ideas

**Nouns that represent abstract ideas are always non-count nouns.**

| | | | | | |
|---|---|---|---|---|---|
| advice | education | information | peace | success | war |
| corruption | equality | life | politics | terrorism | work |
| crime | health | patience | poverty | time | |

**GRAMMAR EXPANDER** p. 140
- Count and non-count nouns (review and expansion)

**Remember:** A non-count noun is not singular or plural. Don't use a / an or the.
**Politics interests** me.
Don't say: Politics ~~interest~~ me.
Don't say: ~~The politics~~ interests me.
**Poverty is** a global problem.
Don't say: ~~Poverties are~~ a global problem.
Don't say: ~~A poverty~~ is a global problem.

## D GRAMMAR PRACTICE | Correct one or more errors in each statement.

1 Drugs are causing an increase in ~~the crime~~ crime.
2 More people are living in ~~the~~ poverty now because they can't find ~~works~~ work.
3 ~~Educations are~~ Education is important for everyone.
4 I hope the new government can establish ~~the~~ peace.
5 You can find a lot of ~~the informations~~ information online about ~~the~~ politics.

## E GRAMMAR PRACTICE | Circle the correct form of the nouns and verbs.

Experts from the State University presented their ideas for improving the system of (①(education)/ the education) in a live debate. George Marion, professor of political science, argued that the government needs to address the causes of (②(poverty)/ the poverty). He suggested a radical approach in which the government would greatly increase spending on (③ healths /(health)) and job creation. In response, professor of sociology Carrie David took a more conservative position. Her (④(advice)/ advices) (⑤(was)/ were) to continue with the way things have been done successfully in the past. However, Noor Hamadi, professor of economics, made the case that David's conservative position has not resulted in any progress. She urged government officials to keep sharing (⑥(information)/ informations) until new solutions could be found. She said, "(⑦(Politics)/ The politics) (⑧(has)/ have) no place in this discussion."

# LESSON 2 Ask about political views

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Ask Ss to listen and read the vocabulary. Then have them listen and repeat.
- Point out that these vocabulary words can be both adjectives and nouns. For example: *She has radical views. She's a radical.*
- If appropriate, to confirm understanding, elicit examples of political parties or famous people for each vocabulary word. (For example: *Boris Johnson is a conservative.*)

**LANGUAGE AND CULTURE** *Left-wing* and *right-wing* are also common ways to describe political beliefs. Conservatives are right-wing and liberals are left-wing. Radicals can be on either end of the political spectrum. Moderates are in the center.

**OPTION** Explain the dictionary style of these entries. Ask, *How are dictionary definitions laid out? What information do they give us?* (word form, meaning, other forms of the word) Elicit the meaning of *adj.* and *n.* (adj. = adjective, n. = noun) Ask, *In a dictionary, what other abbreviations are used for other types of words?* (v. = verb, etc.) Point out the definitions on the page. Ask, *What comes after each definition?* (a different form of the word—in each of these cases, a noun)

## B ACTIVATE VOCABULARY

Suggested time: 6 minutes | Your time:

- Tell Ss to read the items carefully to identify which person's opinions they are evaluating as they listen.
- Play the audio and have Ss focus on identifying the topic the people are discussing. Pause after each conversation to elicit the topic. (1. poverty; 2. corruption; 3. military spending; 4. drug trafficking; 5. elections)
- Play the audio again and have Ss circle the correct answer for each statement. If appropriate, pause the audio after each conversation.
- Go over the answers with the class. Ask Ss to give reasons for their answers.
- Point out how the speaker in conversation 5 asks permission before asking a question about politics: *Do you mind if I ask you . . . ?* Explain that it's always a good idea to ask permission before asking someone a sensitive question.

## C GRAMMAR

Suggested time: 10 minutes | Your time:

- To draw on Ss' prior knowledge, elicit non-count nouns they already know and write them on the board. (For example: butter, money, bread, love) Ask, *Do these nouns have a plural form?* (no) *Do they need singular or plural verbs?* (singular)
- Have Ss read the rule and the list of nouns in the grammar chart. Say, Concrete nouns *are physical things we can touch, such as a table or a chair.* Abstract nouns *are ideas or concepts.* Write the terms on the board, adding a few examples next to each.
- Point out that although the word *politics* looks like a plural noun, it is a non-count noun and does not have a plural form.
- Have Ss read the correct and incorrect examples in the **Remember** box. Have them explain what is wrong with each incorrect answer. (Non-count nouns must take singular verbs. They don't have *a(n)* or *the* in front of them.)
- To check understanding, have Ss write three simple sentences with nouns from the box. Have a few volunteers share their sentences with the class.

**GRAMMAR EXPANDER** (optional, pages T140-141)

**LANGUAGE AND CULTURE** Some nouns can function as a non-count abstract idea or as a count noun. For example:
*War is always painful. It was a long war.*
*Crime doesn't pay. His crimes were terrible.*

## D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- To model the activity, go over the sample answer. Ask, *Why can't we say* the crime? *(*Because in this sentence, *crime* is a non-count noun, so we don't use *the* in front of it.)
- Point out that some sentences have more than one error.
- Have Ss work individually to complete the exercise.
- In pairs, have Ss compare answers. Then go over the answers with the class. Ask volunteers to identify the errors they found and explain their corrections.

## E GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Elicit the answer and have Ss explain why it is correct. (*Education* is a non-count noun, so we don't use an article in front of it.)
- Have Ss work individually to complete the exercise. Monitor and assist as needed. If appropriate, refer Ss back to Exercise C.
- In pairs, have Ss compare answers. Then go over the answers with the class. Ask volunteers to explain their answers.

## F PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read the directions. Then play the audio as Ss listen and read. Ask Ss what the stress is emphasizing in each item. (1. expressing surprise the person is a liberal; 2, 3, and 4: correcting and using emphasis to show the right person)
- Play the audio again and have Ss listen and repeat.

**EXTENSION** (+3 minutes) To confirm understanding, read these sentences and elicit the meaning that the stress is emphasizing:

1. *Are you a conSERvative? I thought I saw you at the liberal rally last week.* (expresses surprise that the person is conservative)
2. *A: Is your daughter a MODerate?*
   *B: No, I'M a moderate. SHE'S a liberal.* (corrects information)

## G PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss practice the conversations in Exercise F.
- Monitor and listen for emphatic stress. Model the correct pronunciation if necessary.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Respond willingly to *Would you mind . . . ?* or *I hope you don't mind* with *Not at all.*
- Soften a refusal with *Actually, as a general rule, . . .*
- Say *I hope you don't mind* when refusing to answer a question

- Tell Ss that in the first conversation, the people are OK with discussing politics. In the second conversation, Speaker B prefers not to discuss politics.
- Have Ss read and listen to the conversations. To check comprehension, ask:
  *What does the woman want to know?* (the man's political views)
  *Which response shows he is happy to talk about this subject?* (Not at all.)
  *Which response shows he doesn't want to talk about it?* (Actually, as a general rule . . . )
- Have Ss identify words related to politics and one non-count noun in the conversation.
- Have Ss read the **Social language** box. Write on the board: *no ta tall*. Point out how the the /t/ sound at the end of each word gets linked to the vowel sound at the beginning of the next word. Say, *Not at all*, using a friendly and encouraging tone and linking the words. Have Ss repeat.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss repeat each line.
- Monitor as Ss practice the conversation with a partner, making sure they say the expression *Not at all* correctly.

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Ask Ss to identify language from the unit they will need to use in this conversation. (the vocabulary on page 102, Exercises A and B on this page) Have Ss read the **Recycle This Language** box and elicit where each expression could be used in the Conversation Model.
- Model the exchange with a higher-level S.
- In pairs, have Ss role-play their conversations. Monitor and assist as needed.
- Use the ideas in the **Keep Talking!** box and video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play another version of the conversation with new partners. Make sure they switch roles.

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

- ✓ responding willingly or refusing politely to talk about political issues
- ✓ using emphatic stress where appropriate
- ✓ using the vocabulary from the unit

**CLOSURE ACTIVITY** (+10 minutes) Have Ss take out a sheet of paper. Tell them to write a few sentences about a famous person who has strong political views. (Suggest a few names if appropriate.) They can explain how the person shows his or her views and, if they want to, their own opinion of the views. For example: *Beyoncé is a liberal. She believes that women and people of different races should have more power and success in society. I think she has some good ideas.* Collect the papers and read them to identify areas for review and extra practice.

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

COACH

**F** PRONUNCIATION | Emphatic stress | Use stress in a sentence to emphasize meaning. Read and listen. Then listen again and repeat.

1 **A:** Are you a **LIB**eral?
**B:** No. I'm more of a con**SERV**ative.

2 **A:** Is your **SON** a liberal?
**B:** No. **HE'S** a conservative. **I'M** a liberal.

3 **A:** Is **JACK'S** wife a liberal?
**B:** No. **MATT'S** wife's a liberal.

4 **A:** Are your **PAR**ents conservatives?
**B:** No. My **GRAND**parents are conservatives.

**G** PAIR WORK | Take turns practicing the statements in Exercise F.

## COMMUNICATION ACTIVATOR

### Now let's ask about political views.



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

**A:** Would you mind if I asked you a political question?
**B:** Not at all. What would you like to know?
**A:** Well, would you say you're more liberal or conservative?
**B:** That depends. I'm pretty independent as a general rule. What about you?
**A:** I guess I'd call myself a liberal.

**If you'd prefer not to discuss politics . . .**

**A:** Would you mind if I asked you a political question?
**B:** Actually, as a general rule, I prefer not to get into politics. I hope you don't mind.
**A:** Not at all. That's why I asked.

**Social language**
**To respond willingly to "Would you mind" or "I hope you don't mind," say:**
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, asking a different political question. Start like this:

**A:** Would you mind if I asked you a political question?
**B:** . . . . . .

**KEEP TALKING!** ●●●

**Ask about specific issues.**
Would it be OK if I asked another question?
Are you [in favor of / for / against] ___ ?

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
- Would it be [terrible / a problem / offensive / a bad idea] if . . .
- Of course not. / No problem. / Shoot.
- I think [liberals] have [good] ideas.
- best / worst / old / new / most interesting / smartest / etc.

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

# 3 COMMUNICATION GOAL Debate different sides of an issue

**A** PAIR WORK | Check the correct term for each definition. Then look at the answers.



## Are you politically literate?

COMPLETE THE QUIZ!

**1** A group of people and institutions that make decisions and enact laws
☐ a government ☐ a constitution

**2** A set of basic laws and principles that govern a country and cannot be easily changed
☐ politics ☐ a constitution

**3** A group that represents a particular set of political views
☐ a party ☐ a legislature

**4** A part of government that writes and passes laws
☐ a legislature ☐ a representative

**5** An opportunity to choose—or vote for—people to serve in government positions
☐ an election ☐ a government

**6** A member of a legislature, usually representing a particular party
☐ a government
☐ a representative

**7** A country in which a king or queen has a role in the government
☐ a monarchy ☐ a legislature

**8** A country in which its citizens vote to elect their government officials
☐ a democracy ☐ a monarchy

**9** A country in which a leader or political party has complete power
☐ a dictatorship ☐ a democracy

**10** A decision by a small group of government officials or the military to take control of the government without elections
☐ a legislature ☐ a coup



**Answer key**
1 a government 2 a constitution 3 a party 4 a legislature 5 an election
6 a representative 7 a monarchy 8 a democracy 9 a dictatorship 10 a coup

**B** VOCABULARY | Political and governmental systems | Read and listen. Then listen again and repeat.

| | | | | |
|---|---|---|---|---|
| a constitution | a democracy | an election | a legislature | a party |
| a coup | a dictatorship | a government | a monarchy | a representative |

**C** ACTIVATE VOCABULARY | Complete the statements with the Vocabulary.

1 According to the laws and principles of our country's *constitution*, the state collects taxes to support our *government*.
2 Because corruption had gotten so out of control, the government was taken over in a non-violent *coup*. The military ran the country as a(n) *dictatorship* with no voting, led by a high-ranking army general until new elections could be held and a(n) *democracy* could be restored.
3 A(n) *election* is held every four years to select thirty *representatives* to serve in the country's *legislature* and make new laws.

# LESSON 3 Debate different sides of an issue

## A PAIR WORK

Suggested time: 6 minutes | Your time:

- Read the title of the quiz. Elicit the meaning of *politically literate.* (able to understand different political terms and how politics works in general)
- Point to the photo of Queen Elizabeth II and elicit who she is. Point to the photo of the woman voting and elicit what she is doing.
- Tell Ss to cover up the answer key at the bottom of the quiz. Then give them time to read through the quiz. Explain that the point is to see which words Ss already understand. If they don't know what a word means, they should guess.
- In pairs, have Ss work together to discuss their answers and complete the quiz.
- After Ss have finished, have them check the answer key and share with the class how many answers they got right.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and read the vocabulary words, which are from the quiz. Then have them listen and repeat.
- To check comprehension, form pairs. Have Student B cover up Exercise A with a piece of paper. Student A reads a definition from the quiz, and Student B matches it with a vocabulary word from the box. Then Ss switch roles. Point out that Ss don't need to give the complete definition from the quiz. For example:
  *Student A: A country that is ruled by a king or queen.*
  *Student B: A monarchy.*

**EXTENSION** (+5 minutes) Play a memory game with the class. Have Ss look back at the quiz for 1 minute. Then ask these questions and elicit the answers:
*Which three words are systems of government?* (democracy, dictatorship, monarchy)
*Which two words are people or a group of people involved in politics or government?* (party, representative)
*Which word means a set of laws?* (constitution)
*Which word means an event where people vote?* (election)
*Which word is something unexpected that could lead to a change in government?* (coup)

## C ACTIVATE VOCABULARY

Suggested time: 8 minutes | Your time:

- Have Ss read through the sentences. Point out that when they complete the sentences, they don't need to use an article with the vocabulary.
- Have Ss work individually to complete the sentences and then compare answers in pairs.
- Go over the answers with the class.

**OPTION** (+5 minutes) Write on the board:
*Can you name a country that . . .*
*is a monarchy?*
*is a democracy?*
*is a dictatorship?*
*has had a coup in recent years?*
Elicit answers and, if appropriate, share with the class the information from the Language and Culture note below.

**LANGUAGE AND CULTURE**

- Examples of constitutional monarchies are the U.K., Denmark, and Japan. In these countries, the monarch plays a representative role and has limited political power. Some other countries have stronger monarchies, such as Brunei and Thailand. In these countries, the monarch makes many political decisions in the country.
- Many countries around the world are democracies. According to the Democracy Index compiled by the Economist Intelligence Unit (EIU), the countries with the strongest democracies are Norway, Iceland, and Sweden.
- Examples of dictatorships are North Korea and Syria.
- A famous coup took place in Spain in 1936 when General Francisco Franco took over the government.

**EXTENSION** (+10 minutes) In pairs, have Ss plan and write a short paragraph about the system of government in their own country, using the relevant words in Exercise B.

## D UNDERSTAND POINT OF VIEW

Suggested time: 8 minutes | Your time:

- Have Ss read the directions and the speakers' statements. Ask Ss what political systems are mentioned. (dictatorship, democracy)
- Say, *A debate usually starts with a statement or question. What is this debate about?* Play the beginning of the audio and pause before Paula Green starts speaking. Elicit the answer (Is a dictatorship sometimes necessary?)
- Play the rest of the audio and ask Ss to guess how each speaker would answer this question. (Paula Green: yes; Lance Bateman: no)
- Tell Ss to choose two statements for each speaker. Have them identify which sentences are pro-dictatorship and which are pro-democracy.
- Play the audio again and have Ss check their answers.
- In pairs, have Ss compare their answers.

## E LISTEN TO SUMMARIZE

Suggested time: 8 minutes | Your time:

- In pairs, have Ss say what they remember about each speaker.
- Have Ss listen to the audio again and make notes on the arguments each person gives for and against the two types of government.
- Have Ss work individually to write their six sentences. If appropriate, replay the audio.
- In pairs, have Ss compare their summaries.

**Possible answer for Exercise E**

*Green believes that sometimes a period of dictatorship is necessary before a democracy can be formed. She argues that dictatorships can work more quickly than democracies and therefore help to end conflict or respond to disasters more swiftly. She explains that elections can be expensive and that the change in political views among elected officials can cause social instability. Bateman disagrees that dictators will act in the people's best interests because dictatorships often lead to corruption. He argues that democracies can act, and have acted, quickly when necessary. He emphasizes the importance of people being able to choose their own representatives who respect and protect their rights.*

## F DISCUSSION

Suggested time: 5 minutes | Your time:

- Read the directions. Model the activity. For example, say, *I agree more with Lance Bateman, but I think the point that Paula Green made about a dictatorship being able to make quick decisions is a good one.*
- In pairs, have Ss share their opinions of the debaters' arguments.

# Communication Activator

## A TALKING POINTS

Suggested time: 5 minutes | Your time:

- Read the directions. Direct Ss' attention to the **Some issues to debate** box. Ask Ss to think of more issues they could debate as you copy the ideas in the box on the board.
- Read each issue on the board and have Ss vote for it by raising their hands. Write the number of votes next to each issue. Then underline the issues with the most votes and label them *1* and *2*.
- In pairs, have Ss write the two issues in their charts and plan their arguments for and against them.

## B DEBATE

Suggested time: 15 minutes | Your time:

- Say, *Let's get ready for our first debate which will be over Issue #1.* Have Ss read the **Recycle This Language** box. Remind Ss that in debates, it's important to state your position clearly and agree and disagree politely with others' positions.
- Divide the class into two teams. Tell the teams which side of the debate they will take. Give team members time to compare their lists in Exercise A for this issue and choose the best arguments to make. Have them decide who will say each idea.
- Say, *I am the moderator of the debate. If you want to speak, please raise your hand and wait. Please argue politely and respectfully.* Then read the issue for debate and choose one team to start.
- Have Ss take turns presenting their arguments and responding to each other's arguments. Ensure that all Ss have a chance to speak. When Ss disagree with a position, encourage them to explain why.
- Have Ss work in pairs to discuss which Ss made good points in the debate, who argued using polite language, and which Ss spoke loudly and clearly.
- Repeat the steps above for Issue #2.

**TEACHING TIP** Debates can be difficult to organize in larger classes. If necessary, split the class into smaller groups and appoint a higher-level S as the moderator of each debate.

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

✓ stating their position
✓ agreeing and disagreeing politely
✓ using vocabulary from the unit

**CLOSURE ACTIVITY** (+5 minutes) On a blank card, have Ss write one good argument they heard from each side during the debate. Collect the cards and read them to identify areas for review and extra practice.

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

**D** UNDERSTAND POINT OF VIEW Listen to the debate. Then listen again and check the two statements that express the point of view of each of the speakers.



**Paula Green**

- [x] Democracy makes it more difficult to make important decisions quickly.
- [ ] In a dictatorship, the cost of elections makes economic development more difficult.
- [x] A dictatorship can be trusted to make decisions for the good of the country's citizens.
- [ ] Elections cause people to work together peacefully to solve the country's problems.

**Lance Bateman**

- [ ] In a dictatorship, decisions are easily made for the good of the country's citizens.
- [x] Democracies can be trusted even more than dictatorships to make right decisions for the good of a country.
- [x] We should be happy to spend money on electing representatives to serve in a legislature.
- [ ] A dictatorship works best when citizens listen to each other's views and work together.



**E** LISTEN TO SUMMARIZE On a separate sheet of paper, summarize Green and Bateman's arguments for and against the debate topic in three sentences each—a total of six sentences.

*See page T105 for a possible answer.*

**F** DISCUSSION | Whose point of view do you agree with more? Did either debater make any good points? Explain your reasons.

## COMMUNICATION ACTIVATOR

### Now let's debate different sides of an issue.

**A** TALKING POINTS | As a class, vote for two issues to debate. Then, with a partner, write arguments in favor (pro) and against (con).

| | |
|---|---|
| Issue #1: | |
| Arguments in favor | Arguments against |
| | |
| | |
| | |
| Issue #2: | |
| Arguments in favor | Arguments against |
| | |
| | |
| | |

**Some issues to debate**

- Monarchies have some important advantages.
- Drivers who text while driving should be punished.
- A military coup is sometimes necessary.
- Corruption can only be stopped in a democracy.
- Your own idea: ___

**B** DEBATE | Choose an issue from Talking Points. One team argues in favor and the other team argues against. Take turns presenting your team's position and supporting arguments. Agree and disagree politely. Then debate the second issue your class chose.

**RECYCLE THIS LANGUAGE**

**Stating a position**
I'm [in favor of / not in favor of] ___ .
I'm [for / against] ___ .
I think ___ is a(n) ___ idea.
On the plus side, ___ .
But on the other hand, ___ .

**Agreeing**
I agree with you on that one.
I'm with you on that.
I couldn't agree more.
That's exactly what I think.
I couldn't have said it better myself.

**Disagreeing**
I have to disagree.
No offense, but I just don't agree.
I'm afraid I don't agree.
I'm really not sure I agree.
I guess we'll have to agree to disagree.

# 4 COMMUNICATION GOAL

## Discuss solutions to global and local problems

**A** READING | Read the on-the-street interviews. Whose views are the closest to your own?

## Q: WHAT DO YOU THINK IS THE BIGGEST GLOBAL CHALLENGE THAT THE WORLD IS FACING TODAY?

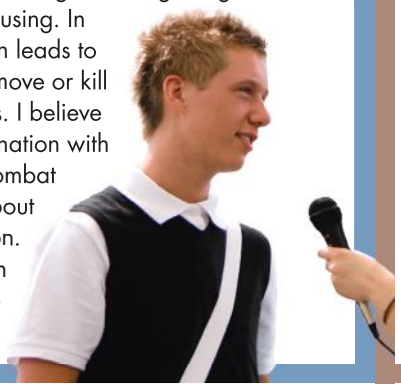
Oh, that's easy: climate change. Scientists all say that it's the number one issue today—and I couldn't agree more. The problem is that, for the last century, human activity has caused the earth to get warmer. They say there's going to be terrible flooding, which will force whole populations of people to have to move. This will have an awful impact, politically and economically. We're already seeing an increase in disasters, from forest fires to hurricanes. If something isn't done, many animals and plants are going to disappear. I know some people think climate change isn't a real threat. But I'm afraid I disagree. In my opinion, this is something that the governments of all the world's countries need to work on together to solve. No one can solve this problem alone.



The biggest challenge? I think it's poverty. I've heard that more than 1.2 billion people in the world live on less than US $1.25 a day. I find that shocking. Children go hungry and are denied a basic education and health care. In many places, corruption at the government level makes the powerful richer while the poor struggle to find food or clean water. Famine, disease, and disasters hurt the poor more than anyone else. Someone once said, "It isn't that the poor don't work hard enough. It's that the rest of us don't care enough." I couldn't have said it better myself. The solution? We've got to pay attention and start spending tax money on programs that change people's lives for the better—on improving nutrition, education, and health care. In this day and age, no one should go hungry.



Me? It's definitely racial and ethnic discrimination. The unfair treatment of anyone whose skin is a different color, or who comes from a different culture, has been a terrible problem in many places around the world for centuries. In many cases, a majority group dominates "the other," treating them unfairly—for example, not allowing them to get a good education or live in good housing. In extreme cases, discrimination leads to genocide—an attempt to remove or kill entire racial or ethnic groups. I believe we need to address discrimination with strong laws against it and combat racism through education about what people have in common. We need to learn to live with each other so we can create a more peaceful world.



I'd say it's drug trafficking. There's been a huge increase in violence lately. Tens of thousands of people have been killed by the criminal gangs that sell drugs. And, if that's not enough, government corruption has increased because there's so much money to be made from the drug trade. For the most part, drugs are produced in developing countries, and they often bring a lot of money to the local economies. The drugs are sold to addicts in developed countries, who keep the trade going strong. I hate to say it, but I think decriminalization of drugs is a novel idea that's worth thinking about. If drugs were legal, they could be sold like any other controlled medical product. You'd get a doctor's prescription, and criminal gangs would no longer be the addicts' source of drugs. And the violence would stop.



**B** UNDERSTAND FROM CONTEXT | Match each definition with the correct word.

| | | |
|---|---|---|
| ...f... **1** | an attempt to kill a whole ethnic or racial group | **a** decriminalization |
| ...e... **2** | not treating ethnic or racial groups equally | **b** force |
| ...a... **3** | changing something that's illegal into something legal | **c** gang |
| ...c... **4** | a group of criminals that work together | **d** trade |
| ...b... **5** | make people do something they don't want to do | **e** discrimination |
| ...g... **6** | have a difficult time doing something | **f** genocide |
| ...d... **7** | business | **g** struggle |

# LESSON 4 Discuss solutions to global and local problems

## A READING

Suggested time: 10 minutes | Your time:

- Tell Ss they are going to read four on-the-street interviews. Have them look at the photos and try to guess what on-the-street interviews are. (short interviews done with people who are passing by on the street)
- Have Ss close their books. Read the question in the title. In pairs, have Ss discuss which global challenges they think exist and may come up in the Reading text.
- Have Ss read the text quickly to see if they correctly guessed the issues discussed in the text. If appropriate, remind them that they don't need to understand every word; they are just reading to get a general idea. Elicit the issues that the different speakers discuss. (climate change; racial and ethnic discrimination; poverty; drug trafficking)
- Read the question in the directions. In pairs, have Ss discuss which viewpoint they agree with the most. Encourage them to give reasons for their answers. For example: *I agree with the man who says poverty is the biggest challenge. I think poverty causes a lot of the other problems or makes them worse.*

**CHALLENGE** (+10 minutes) As an alternative approach, do the Reading text as a listening activity. Ask Ss to close their books. Write on the board: *What problems does climate change cause?* Play the first part of the audio and have Ss listen for the answers. (flooding, forest fires, hurricanes, animals and plants disappearing) Repeat for poverty, discrimination, and drug trafficking. (poverty: children go hungry, they don't get education or health care; racial and ethnic discrimination: minority groups are treated unfairly; drug trafficking: violence and addiction)

**LANGUAGE AND CULTURE**

- On-the-street interviews are used to find out the opinion of "ordinary" people. They can also be called *vox pops*, which comes from the Latin *vox populi* meaning *voice of the people*.
- The U.N. Foundation has identified ensuring equity and inclusion, the climate crisis, and humanitarian crises caused by famine and conflict as among the top challenges the world is facing.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss scan the article to find the seven words (*a–g*) and underline them.
- Do item *a* with the class as an example. Have a volunteer read out the sentence from the text containing *decriminalization* and the sentence that follows it. Then have Ss look at definitions *1–7* and say which one they think is the answer. Have them write the letter *a* next to the number *3*.
- Have Ss work individually to complete the rest of the exercise.
- Bring the class together and go over the answers.

## C PARAPHRASE

Suggested time: 5 minutes | Your time:

- Read the directions. In pairs, with books closed, have Ss discuss which solutions they can remember for each problem from the text.
- Have Ss work individually to open their books, look back at the text, and find the solutions suggested. Encourage them to make notes on the solutions without copying the text word for word.
- Have Ss close their books again and write the solutions for each problem in their own words.
- In pairs, have Ss compare their answers. Then have volunteers share their paraphrases with the class.

## D CRITICAL THINKING

Suggested time: 5 minutes | Your time:

- Have Ss read the directions and questions. Have them work individually to make notes on how they would answer each question.
- Put Ss into small groups and have them discuss the questions. Monitor and assist as needed.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss read the **Global and local problems** box. Elicit more problems to add to this list and write them on the board.
- Have Ss look at the sample notes and then, working individually, choose two problems and complete the chart.
- Monitor and assist as needed.

## B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A-B)

- Read the directions and the example.
- Have Ss read the **Recycle This Language** box. Individually, have them write down 2–3 sentences from the box that they may be able to use in their discussions.
- Point out the **Optional** box and have Ss look for phrases in the Reading they can use if they choose to.
- To form groups, read the list of global and local problems in Exercise A. Pause after each problem and have Ss raise their hands if they wrote about it. If possible, group Ss who have chosen at least one of the same problems together. Have them discuss their solutions and come to a conclusion about which problem is most difficult to solve.
- As Ss are talking, monitor and note vocabulary and grammar Ss need to review.

**TEACHING TIP** If you correct errors during a speaking activity, make sure you focus on areas Ss have studied recently so that they are able to spot the error and use the correct language. When Ss try to say something using language or a structure they don't yet know well, praise them for their efforts.

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

✓ incorporating vocabulary from the unit to talk about different world problems
✓ giving their opinions in a respectful and polite manner
✓ using new words or phrases from the Reading

## WRITING

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss start by choosing more than one solution to the problem. Encourage them to think of pros and cons to each solution and then pick the best solution to write about.
- Have them write a first draft of their two paragraphs.
- After Ss finish writing, form pairs. Ask Ss to check their partner's first draft. Encourage them to say at least one thing they like about their partner's paragraphs and point out a few things that can be improved. Monitor and help with any questions or problems.
- Have Ss write a final draft of their two paragraphs.
- Have Ss exchange descriptions with a new partner and offer each other feedback.
- Collect Ss' writing and offer 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) Write some of the world problems mentioned in the unit on sheets of paper and stick them around the room. Give out sticky notes and have Ss write a solution for one or more of the problems. Have them write each solution on a different note and then stick their notes to the relevant problem. In pairs, have Ss walk around, read the solutions, and share their opinions. Read the solutions and listen to conversations to identify areas for review and extra practice.

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

*Possible answers: Climate change: The speaker says that the world's governments need to work together to solve global warming. Poverty: The speaker says that tax dollars should be spent on nutrition, education, and health care programs for the poor.*

**C** **PARAPHRASE** | **On a separate sheet of paper, paraphrase the solutions the people suggest for each of these problems. Then compare with a partner.**

| Climate change | Poverty |
|---|---|
| Racial and ethnic discrimination | Drug trafficking |

*Racial and ethnic discrimination: The speaker says that there ought to be strong laws against racism and discrimination.*
*Drug trafficking: The speaker suggests decriminalizing drugs to stop gang violence.*

**D** **CRITICAL THINKING** | **Discuss each of the questions.**

1 What do you think are the main causes of climate change? Do you think the problem can be solved?
2 What do you think are the main causes of poverty? What are some of the effects that poverty has on a country's economy?
3 Why do you think violence is associated with the drug trade? Do you think decriminalization is a good idea?
4 Why do you think some people hate other groups of people? Do you think people can change their ideas?

## COMMUNICATION ACTIVATOR

### Now let's discuss solutions to global and local problems.

**Global and local problems**
- corruption
- drug trafficking
- climate change
- poverty
- terrorism
- war
- racial or ethnic discrimination

**A** **TALKING POINTS** | **Choose two problems you think are the most important to solve. In the chart, write some possible solutions for each problem and some pros and cons of your approach.**

| Problems | Solutions | Pros and cons |
|---|---|---|
| 1 *drug trafficking* | *spend more money on drug treatment programs* | *pro: the result would be fewer people buying drugs*<br>*con: there might be less money available for police actions* |

| Problems | Solutions | Pros and cons |
|---|---|---|
| 1 | | |
| 2 | | |

**B** **DISCUSSION** | **In a small group, compare your solutions. Which of the problems do you think are the most difficult to solve? Why?**

> "I agree that climate change is the number one issue. But I think drug trafficking is the most difficult to solve. Everyone would be better off if . . ."

**OPTIONAL** Underline new words or phrases in the Reading you can use in your Discussion.
Example: "Oh, that's easy."

SOFT SKILLS BOOSTER p. 161

**RECYCLE THIS LANGUAGE**
They've wasted a lot of money on ___.
Here's a [novel / innovative / revolutionary] idea.
I wish someone had ___.
We need to get a handle on ___.
It just dawned on me that ___.
We shouldn't put it off.
For the time being, we should ___.
No matter what, they should ___.
What a [catastrophe / disaster]!
That's the kicker.
What's the big deal?
How would that work?
It never occurred to me.

## WRITING

**Choose one of your solutions to a global or local problem. Write at least two paragraphs in which you present the pros and cons of your suggested solution.**

**WRITING HANDBOOK** p. 151
- Contrasting ideas
- Guidance for this writing exercise

# "ON-THE-STREET" INTERVIEWS

Walk around the classroom and find someone who fits each description. When you find someone, use the questions to get more details. Write the answers in the chart. The first person whose questions are all answered wins. Then tell your class what you learned about your classmates.

## FIND SOMEONE WHO . . .

| | |
|---|---|
| . . . knows about someone who has experienced some kind of discrimination.  | **Interview questions**<br>Who was it?<br><br>What happened? |
| . . . is worried about climate change.  | **Interview questions**<br>What worries you about it?<br><br>What do you think people should do about it? |
| . . . has changed his or her opinion on a controversial issue.  | **Interview questions**<br>What was the issue?<br><br>How did your opinion change? |
| . . . doesn't agree with a relative about politics.  | **Interview questions**<br>What do you disagree about?<br><br>How would you describe that relative's political views? |
| . . . loves to talk about politics.  | **Interview questions**<br>Who do you discuss politics with?<br><br>What are your favorite issues? |
| . . . has a novel idea for how to fight government corruption.   | **Interview questions**<br>What's the idea?<br><br>Why do you think it could work? |
| . . . finds it difficult to explain or talk about his or her political views.  | **Interview questions**<br>Why is it difficult?<br><br>What are the most difficult topics? |
| . . . considers herself or himself to be a moderate.  | **Interview questions**<br>Why do you call yourself that?<br><br>What are the pros and cons of being a moderate? |

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Agree and disagree politely.
- ☐ Ask about political views.
- ☐ Debate different sides of an issue.
- ☐ Discuss solutions to global and local problems.

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

# *Interactive Cool Down*

## "ON-THE-STREET" INTERVIEWS

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Ask Ss if they remember what on-the-street interviews are from the Reading in Lesson 4.
- Have Ss read the directions. Then point to the first prompt. Read it, starting with *Find someone who. . . .* Say, *Look at the interview questions in the box.* Model the game with 2–3 higher-level Ss. Walk over to each of them. Ask, *Do you know about someone who has experienced some kind of discrimination?* To the S that says yes, ask, *Who was it? What happened?* Pretend to note down what you learn. If appropriate, model responses by answering the questions yourself. For example, say, *I know about someone who has experienced discrimination. My grandmother experienced sexism when she was young. She was paid less at her job because she was a woman.*
- Have Ss read through all the prompts and interview questions. Answer any questions they may have.
- Make space in the classroom so that Ss can walk around. Remind Ss to write down the answers they hear so that they can later share some of the information they found out with the class. Tell Ss to raise their hands as soon as they have answers to all the questions on the page.
- Have Ss mingle and complete their interviews. Monitor and act as an extra person where necessary so that no one is left without someone to speak to. Continue the game until one S gets answers to all the questions, raises his or her hand, and wins the game.
- For each category in the game, have a volunteer share with the class something interesting that he or she learned from the interviews.

**OPTION** Instead of having volunteers share some of information they found out with the whole class, put Ss in small groups and have them share what they learned with their group.

**TEACHING TIP** Remind Ss to be sensitive to each other's feelings and opinions. Tell Ss they do not need to share anything they do not want to. They can also invent things if they feel more comfortable. The main purpose of this activity is to speak English.

**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 The Natural World

| | | |
|---|---|---|
| WARM-UP | Students talk about different landscapes, take a self-test about their reactions to warnings about nature, and read an illustrated conversation about visiting nature spots. | |
| LESSON 1<br>**Ask about a location on a map** | ***Vocabulary*** | Compass directions |
| | ***Grammar*** | Prepositions of geographical place *on*, *in*, *of*, *to* |
| | ***Pronunciation*** | Voiced and voiceless *th* |
| LESSON 2<br>**Warn about possible dangers in the outdoors** | ***Grammar*** | Warnings with *had better* |
| | ***Vocabulary*** | Dangers in the outdoors |
| LESSON 3<br>**Recommend a destination of natural beauty** | ***Vocabulary*** | Geographical features |
| | ***Listening skills*** | Listen for details; Listen to classify |
| LESSON 4<br>**Describe a country's geography** | ***Reading skills*** | Classify; Understand details; Understand from context |
| | ***Writing*** | Write a description of your country |
| INTERACTIVE COOL DOWN | *"Had Better" Jeopardy!* | |

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

## *Warm-Up*

### PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Give Ss a minute to look at the photos. Then play the audio and have Ss listen and repeat.
- Point to the three photos at the top. To check understanding, ask, *Can we see landscapes like these anywhere near here? If not, where can we see them?*
- Point to the two photos at the bottom. Ask, *Do we live in a dry or arid place, or in a lush, green place?*
- Read the question in the directions, pointing to each of the five photos. Then, to model the activity, read the woman's statement.
- In pairs, have Ss share their opinions about the different landscapes. Encourage them to use the woman's statement as a model.
- Invite 1–2 volunteers to share their opinions with the whole class.

**EXTENSION** (+5 minutes) Have Ss think of a country or region that exemplifies each type of landscape in the photos. For example: *Switzerland is a mountainous country*. Write Ss' answers on the board so they have examples to copy down.

UNIT 10

# The Natural World

## *Warm-Up*

**Which kinds of places do you find the most appealing?**




PRONUNCIATION | Listen and repeat.
















UNIT 10 COMMUNICATION GOALS

**Lesson 1**
Ask about a location on a map

**Lesson 2**
Warn about possible dangers in the outdoors

**Lesson 3**
Recommend a destination of natural beauty

**Lesson 4**
Describe a country's geography

## Topic Warm-Up

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

# BE CAREFUL!

**Which of these warnings would make you think twice about going somewhere? Which wouldn't worry you at all? Write A, B, or C.**

A = Wouldn't be a problem.
B = I'm not sure.
C = No way I'd go there!



○ **BE CAREFUL! The road is dangerous.**



○ **WARNING: The path is very rocky.**




○ **CAUTION: THE CLIMB IS EXTREMELY EXHAUSTING.**




○ **BEWARE: The mountain path is very steep.**



○ **Watch out! The stairs can be slippery when wet**



○ **FYI: The beach can get very buggy after a rain.**



○ **Danger! The cliffs get very foggy in cool weather.**



○ **Warning: It can get very dark in the cave.**



○ **Be careful! The water can get very rough on windy days.**

**B** VOCABULARY | Adjectives for warnings | Read and listen. Then listen again and repeat.

dangerous rocky exhausting steep slippery buggy foggy dark rough

**C** PAIR WORK | Compare your responses on the self-test. Explain your choices.

"There's no way I'd go mountain biking on a road like that! It would be crazy."

# Topic Warm-Up

## A WARNINGS

Suggested time: 10 minutes | Your time:

- Tell Ss that sometimes, visiting places in nature can be dangerous. Read the heading and directions at the top of the self-test.
- Have Ss look at the pictures and read the captions. Ask them to identify the verb in each sentence. (Some warnings use the verb *be* and some use *can be*, *can get*, or *get.)* Say, *If the verb is* can be, can get *or* get, *it means that the warning is describing a temporary condition that may or may not happen.*
- Clarify the meanings of some of the words in the captions. For example:
  - Point to the illustration of the slippery stairs and ask, *What can make something slippery?* (water, ice, a banana skin)
  - Point to the illustration of the insects on the beach and ask, *Which types of bugs are annoying? Why do they come out after rain?* (Mosquitos come out to find moisture and also lay their eggs in standing water.)
  - Elicit the meaning of *FYI.* (a shortened form of *for your information*)
  - Point to the illustration of waves on the beach and ask, *If the sea is rough, what is very big?* (the waves)
- To model the activity, read the first item in the test. Say, *I think this looks dangerous. The bus could hit him. So my answer is C: No way I'd go there!*
- Have Ss work individually to write A, B, or C for each item to complete the self-test.

**EXTENSION** (+10 minutes) Have Ss write their own warning signs for the school, or for any area in town that might need a warning. Stick them up around the classroom and have Ss look at each other's signs.

## B VOCABULARY

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and read.
- Play the audio again and have Ss listen and repeat.
- Draw Ss' attention to the third example in Exercise A, *The climb is extremely exhausting*. Say, Extremely *is an adverb. What does it mean?* (very) Encourage Ss to replace *very* with *extremely* in the other examples in Exercise A and read them aloud. (For example: *The path is extremely rocky*.)

**EXTENSION** Elicit other adverbs that modify adjectives to make them more extreme. (For example: *really, so, incredibly*) Have Ss replace *very* with these adverbs in the Exercise A examples and read them aloud.

## C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example.
- Point out how the expression *no way* is used in the example. Show Ss how to include the other expressions from the self-test in sentences. Write on the board:
  *It wouldn't be a problem for me to climb a steep mountain.*
  *I'm not sure if I could go into a dark cave. I'm scared of the dark!*
- In pairs, have Ss discuss their responses to the self-test, using the example and the sentences on the board to help them. Monitor and assist as needed.
- Invite volunteers to share their responses with the class.

# Language Warm-Up

## A ZOOM-IN

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and look at the pictures. Elicit where the people are and what they might be talking about. (in a jungle or forest, talking about waterfalls and volcanoes)
- Point to the note about accents. Ask, *Who speaks English as a first language?* (Kady) *Who speaks Chinese as a first language?* (Dong Mei)
- Have Ss read and listen to the conversation. To check comprehension, ask:
  *Do you think Dong Mei and Kady live in this place?* (No, they are visiting.)
  *Who has already visited the waterfall and the cave?* (Kady)
  *Has either of them already visited the volcano?* (no)
  *Who offers to drive to the volcano?* (Kady)
- Write *five-minute hike* on the board and have Ss find it in the Zoom-In conversation. Point out that we say *five-minute* and not *five-minutes* because *five-minute* is a compound adjective. Write on the board:
  *The hike takes five minutes.*
  *It's a five-minute hike.*
  Draw a picture of a little girl on the board and say, *This girl is 6 years old. Can anyone use a compound adjective to describe her age?* (She's a six-year-old girl.)

**LANGUAGE AND CULTURE** In Jamaica, English is the official language, but there is also an unofficial oral language. Jamaicans call it Patois and linguists call it Jamaican Creole. Linguists think that around 90% of this language comes from English, but there are also words from many other languages, which make up the other 10%, making it difficult for non-Jamaicans to understand. In the Zoom-In conversation, Kady is speaking standard English with a Jamaican accent.

## B UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Do item 1 with the class as an example. Have Ss scan the Zoom-In conversation to find *worth it* and read it in context. Say, *Dong Mei asks if the falls are worth it. What does Kady reply?* (Definitely.) *Is Dong Mei asking about the cost of visiting the falls?* (no) *So, in this situation, Dong Mei isn't asking about the price. What is she asking?* (if Kady recommends it or not)
- Have Ss work individually to find the remaining expressions, read them in context, and complete the sentences.
- In pairs, have Ss compare their answers and give reasons why they chose the answers they did.
- Bring the class together and go over the answers.

## C ACTIVATE LANGUAGE FROM A TEXT

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss scan the Zoom-In conversation to find the adjectives.
- Model the three strong adjectives from the conversation for Ss to repeat. (breathtaking, spectacular, extraordinary) Point out that when we use strong adjectives like these, we can't modify them with *very*. We can use other modifiers such as *absolutely*.

## SPEAKING | PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the adjectives and have Ss repeat. If appropriate, refer Ss to page 110 to review their meaning.
- Read the directions and have Ss read the woman's statement.
- In pairs, have Ss talk about the places they have visited, using the adjectives in the box. Monitor and assist as needed.
- Have 2–3 volunteers share their stories with the class.

**OPTION** Have Ss write each of the adjectives on a separate slip of paper and place the slips face down on the table. In pairs, have them take turns choosing slips and making up sentences about places they know using the adjectives on the slips.

**CHALLENGE** (+5 minutes) Have Ss write a short paragraph about a place they have visited, using as many of the adjectives as they can.

**TEACHING TIP** Encourage Ss to personalize vocabulary by using it to talk or write about themselves soon after they are exposed to it. This will help them learn to use the vocabulary correctly and remember it better.

## Language Warm-Up

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

**UNDERSTAND A VARIETY OF ACCENTS**
**Dong Mei** = Mandarin Chinese
**Kady** = Caribbean English







**Dong Mei:** Good morning. Is this the way to the waterfall?

**Kady:** Yes. It's straight ahead . . . about a five-minute hike. Just follow the signs.

**Dong Mei:** That sounds easy enough. Thanks.

**Kady:** And I suggest you be careful. The path there can be pretty slippery.

**Dong Mei:** Thanks for the warning. Are the falls worth it?

**Kady:** Definitely. They're breathtaking. You don't want to miss them.

**Dong Mei:** I hope you don't mind my saying so, but you have a beautiful accent.

**Kady:** Thank you! I'm Kady, by the way. From Jamaica.

**Dong Mei:** I'm Dong Mei. From Beijing.

**Kady:** Nice to meet you, Dong Mei. Were you planning on going into the cave, too?

**Dong Mei:** Definitely. I've heard it's a must-see.

**Kady:** I thought it was spectacular. But it's pretty dark inside, so you'd better take a flashlight with you.

**Dong Mei:** Thanks. I always have one in my backpack. . . . Hey, have you been to the volcano yet?

**Kady:** Not yet. It's supposed to be extraordinary. But I have no clue where it's located. Do you?

**Dong Mei:** I think it's about 20 kilometers north of here. But I'm not sure how to get there without a car.

**Kady:** Actually, I rented a car for the week. If you don't have plans tomorrow, maybe we could drive up there together.

**Dong Mei:** I'd love to! That's so nice of you.

**Kady:** My pleasure! It'll be fun.

**B** UNDERSTAND FROM CONTEXT | Look at the featured words or phrases in Zoom-In. Circle the best way to complete each sentence.

1 If you ask someone if something "is worth it," you want to know if ..... .
   a it's affordable or not  (b) he or she recommends it or not
2 If you say "You don't want to miss" something, you are ..... it.
   (a) recommending  b not recommending
3 If you say something "is a must-see," you are strongly ..... it.
   (a) recommending  b not recommending
4 If you say "I have no clue," you mean ..... .
   a you don't understand  (b) you don't know

**C** ACTIVATE LANGUAGE FROM A TEXT | Find and write three strong positive adjectives from the conversation in Zoom-In that are similar in meaning to fantastic. Make a statement with each of them.

*Adjectives:*
*1. breathtaking*
*2. spectacular*
*3. extraordinary*
*Statements will vary.*

I went to Niagara Falls two years ago. The falls were breathtaking—bigger than they look in photos.

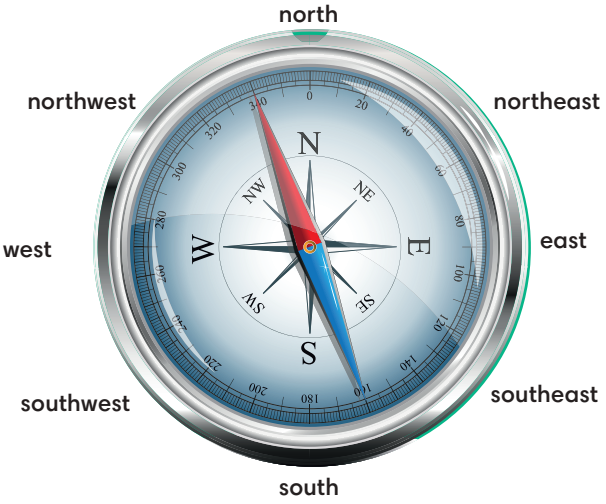


**SPEAKING** PAIR WORK | Talk about places you know, using each of the adjectives.

| | | | | | |
|---|---|---|---|---|---|
| breathtaking | buggy | dangerous | exhausting | foggy | steep |

# 1 COMMUNICATION GOAL Ask about a location on a map

**A** VOCABULARY | Compass directions | Read and listen. Then listen again and repeat.




**Adjective forms**
north → **northern** south → **southern**
east → **eastern** west → **western**

**B** VOCABULARY PRACTICE | Look at the map of Freeport and circle the correct locations.

1 (Kenna / Shetland / Maxwell) is in the west.
2 (Ludlow / Maxwell / Wade) is in the east.
3 (Newton / Tess / Baker Island) is in the southeast.
4 (Dellwood / Kenna / Maxwell) is in the north.
5 (Ludlow / Parker / Kenna) is in the southwest.




**C** ACTIVATE VOCABULARY | Take turns asking and answering questions about places and their locations in your country.

"Is Green Lake in the south?"

**Some geographical features**
an island a lake a river

COACH **D** GRAMMAR | Prepositions of geographical place on, in, of, to

**Look at the map and study the examples.**

The capital, Shetland, is **on** the western coast of Freeport.
Newton is **on** (OR **on** the northern shore of) Lake Freed.
Kenna is located **on** the James River.
Dellwood is **on** the border of Freeport and Broadpass.

The city of Parker is **in** Broadpass.
Maxwell is located **in** the central part of Freeport.
Lake Freed is **in** the north (OR **in** the northern part).

Freeport is located south **of** (OR to the south **of**) Broadpass.
Lake Freed is east **of** Shetland.
Baker Island is off the southwestern coast **of** Freeport.

Freeport is **to** the northeast of Baker Island.

**GRAMMAR EXPANDER** p. 141
- Prepositions of place (expansion)
- Proper nouns: capitalization
- Proper nouns: use of the

**E** PRONUNCIATION THE GRAMMAR | Listen and repeat the grammar examples.

# LESSON 1 Ask about a location on a map

## A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the compass. Play the audio and have them listen and read.
- Draw a simple compass on the board. Say, *Many children at school learn a phrase to help them remember the order of the compass directions.* Write on the board: *Never eat shredded wheat.* Read it as you point to north, east , south, and west on the compass. Ask Ss if they have a way of remembering the order of the compass directions in their own language.
- Tell Ss that they can also use compass directions as adjectives. Point out the **Adjective forms** box, play the audio and have Ss listen and read. To clarify, write on the board: *This town is in the north. This is a northern town.*

**OPTION** Model the pronunciation of the compass directions that aren't on the audio: *northwestern, northeastern, southeastern, southwestern.*

**LANGUAGE AND CULTURE** *North, south, east*, and *west* can be used as nouns or as adjectives. (For example: *They live in the east. / They live on the East Coast.*) *Northern, southern, eastern*, and *western* are used only as adjectives.

## B VOCABULARY PRACTICE

Suggested time: 4 minutes | Your time:

- Have Ss look at the map. Point out the **Some geographical features** box. Play the audio and encourage Ss to repeat and point out the three features on the map.
- Read the directions and point out that the area on the map outlined in orange is Freeport.
- Have Ss work individually to complete the exercise.
- In pairs, have Ss compare answers. Then go over the answers with the class.

## C ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- To model the activity, use the example to ask Ss about the location of the capital city of their country. For example, ask, *Is [Mexico City] in the south?*
- Have Ss write down the locations of 2–3 well-known places in their country.
- In pairs, have Ss ask each other about the locations of the places. If possible, have them check on a map if they're not sure (using a map on the classroom wall or on the whiteboard, or pulling up a map on their phones).
- Have 2–3 volunteers tell you the locations of the places they discussed.

## D GRAMMAR

Suggested time: 6 minutes | Your time:

- First quickly review some prepositions Ss already know. Write on the board:
  *Our class is ___ [name of your school].*
  *Our school is ___ [name of your street].*
  *Our school is ___ [name of your city or town].*
  Ask Ss which prepositions are missing from each sentence. (*at, on, in*) Tell Ss that they are going to learn some new ways of using these prepositions to talk about geography.
- Have Ss read the examples in the grammar chart and find the places on the map.
- Draw four columns on the board and write *on*, *in of,* and *to* at the top of each column. Call on volunteers to come to the board and write a phrase from a grammar chart example in one of the columns. For example: for *on: the western coast of*. Continue until all the phrases from the grammar chart have been written in the correct columns.
- To practice the prepositions, say a few sentences referring to other places on the map and elicit the correct prepositions to complete them. For example: *Wade is ___ the eastern coast of Freeport.* (on)
- Point out that the expression *off the coast of* indicates that the place is located in a body of water. For example: *Corsica is off the coast of Italy.* The expression *to the south of* is used when you name a second place in relation to it. For example: *Mexico is to the south of the U.S.*

**GRAMMAR EXPANDER** (optional, pages T141–143)

**TEACHING TIP** Learners from all language backgrounds often use *from* instead of *of* in directions. For example: *It is a small city west ~~from~~ Munich.* instead of *it is a small city west of Munich.* Watch out for this common error.

## E PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio and have Ss follow along and repeat the sentences. Encourage them to point to places on the map as they hear the locations mentioned.

## F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss work individually to complete the sentences. Refer them to the grammar chart on page 112 if appropriate.
- If possible, display a world map and have Ss point out the places mentioned in the items as you go over the answers with the class.

## G VOCABULARY AND GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Display a map of your country or have Ss look at maps on their phones. To model the activity, choose a place on the map and write a sentence describing its location on the board. For example, write: *[Guangzhou] is on the southern coast of [China].*
- In pairs, have Ss write five sentences on a sheet of paper. Collect the papers and correct them.

## H PRONUNCIATION

Suggested time: 4 minutes | Your time:

- Have Ss read and listen to the words.
- Play the audio for the words with voiced *th* (ð) again. Have Ss put their fingers to their throat and repeat the words. Ask Ss if they can feel their throat vibrating. Say, *If a sound is voiced, there is vibration. If a sound is voiceless, there is no vibration.* Play the rest of the audio and have Ss repeat the unvoiced *th* (θ) words.
- Have Ss practice saying all the words with their fingers held against their throats.

## I PRONUNCIATION PRACTICE

Suggested time: 4 minutes | Your time:

- Model the words in each row and have Ss repeat.
- In pairs, have Ss take turns saying the words. Monitor for the correct pronunciation of voiced and voiceless *th*.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model
- Recommend something enthusiastically
- End a request informally with *OK?*

- Have Ss look at the photo and guess where the men are and what they are doing.
- Have them read and listen to the Conversation Model.
- Have Ss identify a preposition of place in the conversation.
- Call Ss' attention to the **Social language** box. Elicit the meanings of *recommend* (to advise someone to do something) and *express disappointment* (to say that something is worse than expected). Read the expressions on the left in an enthusiastic tone. Read the expressions on the right in a disappointed tone. Have Ss repeat.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Make sure Ss sound enthusiastic and use /ð/ in *that's.*

## C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Have Ss turn to the map on page 112 or display a real map. Read the directions.
- Ask Ss to identify the language from the unit that they'll need to use in this conversation. (the vocabulary on page 111, the prepositions and compass vocabulary on page 112, and Exercises A and B on this page)
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Use the **Keep Talking!** box and video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

**LOOK FOR** While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary and grammar to talk about location
- ✓ recommending places enthusiastically or expressing disappointment if they are not as expected
- ✓ using adjectives to describe places

**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** (+10 minutes) Have each S write a tip for tourists on a blank card. Tell them to include compass directions and prepositions in their tip. For example: *Tulum is about 80 kilometers south west of Cancun. It's a must-see!* Collect the tips and read them to identify areas for review and extra practice.

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

**F** GRAMMAR PRACTICE | Complete the sentences with on, in, of, or to.

1 The city of Chicago is ...on... Lake Michigan in the United States.
2 Uluru, or Ayers Rock, is ...in... the central part ...of... Australia.
3 Uruguay is located ...to... the south ...of... Brazil.
4 The city of Nanjing ...in... China is approximately 900 kilometers south ...of... Beijing.
5 The city of Jeddah is located ...on... the western coast ...of... Saudi Arabia.
6 Quito is ...in... the northern part ...of... Ecuador, and Cuenca is ...in... the south.
7 The United States and Canada are ...to... the north ...of... Mexico.
8 In India, Kolkata is located ...on... the Hooghly River.

**G** VOCABULARY AND GRAMMAR PRACTICE | With a partner, use a map to choose five places in or near your country. Write sentences describing the location of those places, using the Vocabulary from page 112 and the correct prepositional phrases.

COACH

**H** PRONUNCIATION | Voiced and voiceless th | Read and listen. Then listen again and repeat.

| | | | | | | |
|---|---|---|---|---|---|---|
| Voiced th | /ð/ | this | there | the west | southern | northern |
| Voiceless th | /θ/ | thing | thanks | southwest | south | north |

**I** PRONUNCIATION PRACTICE | Take turns reading the words.

**voiced th:** weather clothes these though either
**voiceless th:** northeast lengthen thought cloth healthy

## COMMUNICATION ACTIVATOR

### Now let's ask about a location on a map.



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

**A:** So where did you say you were?
**B:** I'm at Lake Freed. It's about 25 kilometers east of Shetland.
**A:** Lake Freed? That's supposed to be nice. What's it like?
**B:** Spectacular! A must-see.
**A:** Sounds great. Be sure to send me some pictures, OK?
**B:** I'll text you some now.

**Social language**

**To recommend:**
Spectacular! / Extraordinary! / Breathtaking! / A must-see. / Don't miss it!

**To express disappointment:**
Disappointing / Overrated / A let-down / A waste of time

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

**C** CONVERSATION PAIR WORK | Change the conversation, using locations on the Freeport map on page 112 (or use a real map.) Enthusiastically recommend the place or express disappointment. Then change roles.

**A:** So where did you say you were?
**B:** I'm ..... . It's ..... .
**A:** ..... ? That's supposed to be ..... . What's it like?
**B:** ..... .
**A:** . . .

**KEEP TALKING!** ●●●

**Ask more questions about the place.**
Is it [really buggy]?
**Say more to describe the place.**
It's [so lush and hilly].

Watch the video for ideas!

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

# 2 COMMUNICATION GOAL

## Warn about possible dangers in the outdoors

You'**d better not go** swimming at North Beach. It's too dangerous.



COACH

### A GRAMMAR | Warnings with had better

**Use had better + a base form to give strong advice and warn of a possible negative consequence. Had better is stronger than should. In spoken English, had better is almost always contracted with a subject pronoun.**

Kate **had better take** a raincoat if she's going to Crater Lake. It almost always rains there.
They'**d better not go** to Perkins Park in June. It gets really buggy then.

**It is not common to use had better in yes / no questions. Use should instead. Note, however, that had better is commonly used in short answers.**

Should we bring flashlights? (We'**d better.** They say it gets pretty dark early.)
Should she pack a snack? (She'**d better not.** It might attract bears.)

**Contractions**
**'d better** = had better
**'d better not** = had better not

**GRAMMAR EXPANDER** p. 143
- Suggestions and advice with could, should, ought to, and had better

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

### C GRAMMAR PRACTICE | Complete each statement, using had better or had better not. Use contractions when possible.

1 Tom ..*had better*.. be careful near the waterfall. The rocks can be very slippery.
2 You ..*'d better not*.. take that path to the lake. It's too buggy at this time of year.
3 We could go swimming here, but we ..*'d better not*.. . The water looks a little too rough to me.
4 She ..*'d better*.. think twice before she packs any snacks for the hike. The smell might attract bears.
5 **A:** Should I check my GPS?
**B:** You ..*'d better*.. . I think we're lost.

### D VOCABULARY | Dangers in the outdoors | Read and listen. Then listen again and repeat.

**Remember:**
spiders
bears



# LESSON 2 Warn about possible dangers in the outdoors

## A GRAMMAR

Suggested time: 8–10 minutes | Your time:

- Have Ss read the first rule and examples in the grammar chart.
- Write the woman's statement on the board. Point out the information in the **Contractions** box and ask, *What does 'd mean in this example?* (had) Point out that *had better* is a fixed structure and not the past tense of *have.* Make sure Ss understand that they cannot change *had* to *have* or *has.*
- Have Ss read the second rule and examples.
- To practice short answers, write these prompts on the board:

  *take an umbrella?*

  *tell mom?*

  *call the police?*

  *have breakfast?*

  In pairs, have Ss use the prompts to write questions with *should* and short answer responses. For example:

  *A: Should we take an umbrella?*

  *B: We'd better. It looks like it's raining!*

**GRAMMAR EXPANDER** (optional, page T143)

## B PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor to make sure Ss pronounce the *'d* contraction correctly.

## C GRAMMAR PRACTICE

Suggested time: 6 minutes | Your time:

- Do item 1 with the class as an example. Elicit the correct form with the contraction and write *'d better / had better* on the board. Remind Ss that we use contractions when we speak, but not in formal writing.
- Have Ss work individually to complete the rest of the exercise.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

**LANGUAGE AND CULTURE** In spoken English, the *'d* in *'d better* often disappears completely. For example, the sentence *We'd better be careful* may sound like *We better be careful.* This is because it is difficult to pronounce a *b* sound directly after a *d* sound, so only the *b* in *better* is pronounced.

## D VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and captions. Play the audio and have them read and listen.
- Play the audio again as Ss listen and repeat.
- Have Ss read the **Remember** box. Read the words and have Ss repeat.
- Ask questions to check comprehension. For example:

  *Does anyone know the differences between crocodiles and alligators?* (For example: Crocodiles can live in salt water, but alligators can't. Alligators have shorter heads and their lower jaw teeth are hidden. Crocodiles are said to be more aggressive.)

  *What happens if you stand in quicksand?* (You sink.)
- Point to the pictures of the animals and insects. Ask, *Are you scared of any of these animals or insects? Why are they dangerous?* (For example: Sharks can bite you. Jellyfish can sting you.) Point to all the pictures and ask, *Are you allergic to any of the insects or plants?* Invite volunteers to share their answers.

**EXTENSION** (+5 minutes) Form pairs. Have Student A point to a picture, hiding its caption. Student B says the vocabulary word that the picture represents. Ss switch roles and repeat until they have practiced all the words.

**TEACHING TIP** Reviewing new vocabulary often will help Ss to remember it more easily. In order to facilitate these reviews, it is a good idea to keep a vocabulary box at the front of the classroom. New words can be written on cards with a picture, or a definition, example, and / or translation in the Ss' first language. At the beginning of each class, or when Ss finish an activity more quickly than their classmates, they can take the vocabulary box and test each other on the words.

## E ACTIVATE VOCABULARY

Suggested time: 8 minutes | Your time:

- Do item 1 with the class as an example. Play the audio and pause after Conversation 1. Elicit the animals the speakers talk about. (tarantulas and snakes) Ask, *Which animal does Maggie tell Bill to be careful with?* (snakes)
- Tell Ss to use the vocabulary in Exercise D on page 114 to complete the sentences. Tell them to listen for both this vocabulary and the names of the people in the items.
- Have Ss read the rest of the sentences. Play the rest of the audio. If appropriate, pause after each conversation to give Ss time to write.
- Have Ss compare their answers with a partner. If appropriate, play the audio again.
- Go over the answers with the class.

**EXTENSION** (+10 minutes) Divide the class into five groups. Give each group the audio script for one of the conversations in Exercise E (pages 163-177). Have Ss work together to write three questions for the other groups to answer about the conversation. Ask each group to write their questions on the board. Have the other groups listen to the conversation again and answer the questions.

## F GROUP WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example.
- In pairs, have Ss discuss dangers. Monitor and assist as needed.
- Invite 1–2 volunteers to share their ideas with the class.

# Communication Activator

## A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Begin a conversation with someone you don't know with *Excuse me.*
- Express shock with *Are you serious?*
- Show appreciation for a warning with *Thanks for the heads-up!*

- Ask Ss to look at the photo and guess what the women are talking about. (directions to a place)
- Have Ss listen and read the Conversation Model. To check comprehension, ask:
  *Does the second woman recommend the cave?* (yes)
  *Is there anything dangerous in the cave?* (yes, snakes)
- Have Ss identify a warning with *had better* in the conversation.
- Point out the expression *Better safe than sorry.* Elicit its meaning. (It's better to be careful than to take a risk and regret it because something bad happens.)
- Have Ss read the **Social language** box. Read the phrase and have Ss repeat.

## B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation in pairs. Encourage them to contract *had* in *had better*.

## C CONVERSATION PAIR WORK

Suggested time: 9 minutes | Your time:

- Ask Ss to identify the language from the unit that they'll need to use in this conversation. (the vocabulary on pages 110 and 114)
- Have Ss read the **Recycle This Language** box. Ask, *Which expressions give information about a location?* (the first two expressions) *Which expression asks for an opinion?* (Is it worth [the climb]?) *Which expressions give opinions about a place?* (the other expressions that start with *It's*) *Which expression is a warning?* (the last expression) Encourage Ss to use these expressions in their conversations.
- In pairs, have Ss role-play their conversations. Remind them to switch roles.
- Use the **Keep Talking!** box and video to support Ss as they extend the conversation.

## D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

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

✓ giving warnings using *had better*
✓ using vocabulary to talk about dangers
✓ using conversation strategies to keep the conversation going

**CLOSURE ACTIVITY** (+5 minutes) At the end of the class, as Ss prepare to leave, draw a warning sign in a red triangle on the board. Write a conversation model underneath it:
*A: Watch out for the quicksand!*
*B: Thanks for the heads up! I'd better take the other path!*
Stand at the door and have Ss line up in front of you. As each S leaves, give him or her a different warning about one of the dangers on pages 110 and 114 and have the S respond using *had better*. Monitor and note areas for practice or review.

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

**E** ACTIVATE VOCABULARY | **Listen to each conversation and complete the statements with the Vocabulary.**

1 Maggie is warning Bill about ..... *snakes* .....
2 Carla came in contact with some kind of ..... *itchy plant* .....
3 He's worried that there may be ..... *alligators* ..... near Katie's hotel.
4 Becky warns Jim to watch out for ..... *sharks* ..... and ..... *jellyfish* .....
5 Eileen warns Nick to stay on the path to avoid the ..... *thorny plants* .....

**F** GROUP WORK | **Talk about some of the dangers in places you're familiar with.**

> "They say you can find scorpions on North Mountain. I'm not going there!"

## COMMUNICATION ACTIVATOR

## Now let's warn about possible dangers in the outdoors.



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

**A:** Excuse me. Is this the way to the cave?
**B:** Yes. It's straight ahead. Just follow the signs.
**A:** Thanks. Is it worth the hike?
**B:** Absolutely. But you'd better keep an eye out for snakes.
**A:** Snakes? Are you serious?
**B:** Actually, I am. Better safe than sorry.
**A:** Thanks for the heads-up!

**Social language**
**To show appreciation for a warning, say:**
Thanks for the heads-up!

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

**C** CONVERSATION PAIR WORK | **Role-play a similar conversation with a different warning. Use the Vocabulary from this lesson and Topic Warm-Up on page 110.**

**A:** Excuse me. Is this the way to .....?
**B:** Yes. It's ..... . Just follow the signs.
**A:** Thanks. Is it worth the .....?
**B:** ..... . But you'd better keep an eye out for ..... .
**A:** .....? Are you serious?
**B:** Actually, I am. Better safe than sorry.
**A:** Thanks for the heads up!

**D** CHANGE PARTNERS | **Role-play a new conversation.**

**KEEP TALKING!** ●●●

**Ask for more information.**
Is the path very [steep]?
Are there [a lot of mosquitos]?

**Ask more about directions.**
Should I go [east or west]?

**Warn about other risks.**
Watch out for [thorns].
Be careful near [the cliffs].

Watch the video for ideas!

**RECYCLE THIS LANGUAGE**
It's down the path.
It's just north of here.
Is it worth [the climb / the drive / the time]?
It's [spectacular / extraordinary / breathtaking].
It's a must-see! / You don't want to miss it!
It's [disappointing / a let-down].
It's [overrated / a waste of time].
Watch out [for snakes].

# 3 COMMUNICATION GOAL Recommend a destination of natural beauty

**A** VOCABULARY | Geographical features | Read and listen. Then listen again and repeat.


a mountain range


a forest


a jungle


a desert


a valley


a canyon


a glacier


a hot spring


a marsh / a swamp

**B** ACTIVATE VOCABULARY | With a partner, write as many names or locations of places as you can for each geographical feature in the Vocabulary.

canyons or valleys

deserts

forests or jungles

hot springs

mountain ranges

**C** LISTEN FOR DETAILS | Listen to the descriptions of some amazing natural wonders and circle all that apply.

**The Grand Canyon**

1 You can see (a desert / a hot spring / a glacier / waterfalls / a river) there.

2 You can hear (bears / the wind / cars / music / the sun) there.

**Angel Falls**

3 The falls are (two / three / five / eight / ten) times as tall as the Eiffel Tower.

4 You can take a (bus / train / direct flight / non-stop flight / boat) to get there.

**The Himalayan Mountain Range**

5 The world's (five / fifteen / fifty / sixty / sixteen) highest mountains are in Nepal.

6 You can see (hot springs / valleys / snow / rivers / canyons) there.

# LESSON 3 Recommend a destination of natural beauty

## A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss look at the photographs and read the captions. Then have them listen and repeat.
- To check understanding, describe places. Ask Ss to call out the geographical feature you are describing. For example, say:
  *It's an arid place. It isn't lush.* (a desert)
  *It's very cold and icy.* (a glacier)
  *There are lots of trees, and it's very hot.* (a jungle)

**EXTENSION** (+5 minutes) In pairs, have Ss look at each picture and describe it in more detail, using any vocabulary they know. If appropriate, refer them to the vocabulary on pages 109, 110, and 114. For example: *The first picture shows a mountain range. It is very rocky and steep. There is a lot of snow and ice. It looks very cold and dangerous to climb.*

## B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Set a timer for 5 minutes.
- In pairs, have Ss write down as many places as they can (in their country or around the world) for each geographical feature. Allow them to use their phones to research places.
- Have Ss exchange answers with another pair. Have each pair check the answers, asking you about any they don't know. Then have them count the number of correct answers for each geographical feature.
- As a class, find out which pair had the most correct places for each feature.

## C LISTEN FOR DETAILS

Suggested time: 10 minutes | Your time:

- Read the directions and point to the heading above item 1. Ask, *Does anyone know anything about the Grand Canyon?* Elicit Ss' ideas and write them on the board.
- Have Ss read items 1 and 2 and make predictions about what the answers might be, using the ideas on the board. Remind Ss that they can circle more than one answer for each sentence.
- Play the audio and pause it after the description of the Grand Canyon. Have Ss circle their answers and then compare with a partner.
- Play the audio again and have Ss check their answers and make a final decision.
- Repeat for the other two geographical features. If appropriate, before you play the audio for the Himalayan Mountain Range, write *FIFty* and *fifTEEN* on the board to show where the stress is on each word. (See Teaching Tip below.)
- Go over all the answers with the class.

**TEACHING TIP** Some lower-level Ss might find it difficult to distinguish between numbers like *fifty* and *fifteen* in listening exercises. To give Ss additional practice, you can write number pairs like *40 / 14*, *60 / 16*, *70 / 17*, and *80 / 18* on the board. For each pair, read one of the numbers and ask Ss to identify which number you are reading. Then have Ss listen and repeat both numbers. For example: *SIXty*. *SixTEEN*.

**LANGUAGE AND CULTURE** When we use the proper name of a waterfall, we use a singular verb, even though the waterfall may consist of a series of "falls" (sections of waterfall). For example: *Niagara Falls is beautiful.* When we refer to waterfalls in general, we use a plural verb. For example: *Waterfalls are spectacular.*

## D LISTEN TO CLASSIFY

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the questions. In pairs, have them discuss if they already know any of the answers, or if they can predict the right ones by looking at the photos.
- Play the audio and have Ss work individually to choose their answers. Then, in pairs, have them compare answers.
- Go over the answers as a class. If appropriate, play the audio again, or hand out the audio script so that Ss can confirm their answers.

## E PERSONAL RESPONSE

Suggested time: 5 minutes | Your time:

- Read the directions. Model the activity by giving your own response. For example, say, *I'd like to visit Angel Falls because waterfalls are very beautiful.*
- In pairs, have Ss discuss.
- Invite 1–2 volunteers to share their answers with the class.

# Communication Activator

## A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Have Ss look at the photos. Ask Ss to share what they know about the places and if they have ever visited any of them.
- Read the directions. Tell Ss that they can describe any of the places they have learned about in this lesson, or a different place that they have visited or have always wanted to visit. Have Ss write the name of each place they chose at the top of each notepad.
- Direct Ss' attention to the **Recycle This Language** box. Read each expression and elicit which section of the notes Ss might use it in. (For example: *It's a must-see* goes in the *Description* section of the notes. *It's on [Lake Superior]* goes in the *Location* section of the notes.)
- Point out that lakes and mountains are generally named one of two ways: with *Lake / Mountain* before or after the name. For example: *Lake Superior* or *Clinton Lake*; *Mount Fuji* or *Cold Mountain*.
- Remind Ss to look back at the Vocabulary exercise on page 116 to help them with the descriptions.
- As Ss write, monitor and help with vocabulary where appropriate.

**LANGUAGE AND CULTURE**

- Iguazu Falls is the largest waterfall in the world. The falls are shared by the Iguazu National Park (Argentina) and Iguaçu National Park (Brazil). Both parks are UNESCO World Heritage Sites.
- Uluru (also known as Ayers Rock) is a sandstone formation and is 348 meters / 1,142 feet high. It is famous not only because it is one of the largest monoliths in the world, but also because at dawn and at sunset it glows red.
- The Alps are a European mountain range. They span eight countries. They cover more than 207,000 square kilometers / 80,000 square miles.
- Hawaii is the only U.S. state outside North America. It's located in the Pacific Ocean. It is made up of eight islands and a large number of smaller islets.

**OPTION** If some Ss finish very quickly, encourage them to use their phones to research more interesting information about their chosen place.

## B GROUP WORK

Suggested time: 10 minutes | Your time:

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

- Tell Ss to form groups with classmates who described different destinations than they did in Exercise A. Once groups have been formed, check to make sure no Ss plan to describe the same destination.
- Have Ss take turns telling the other group members about the place they chose.
- Monitor. Encourage Ss to ask each other questions where appropriate and share the things that the places they described have in common.

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

✓ giving all the relevant information about the place they chose

✓ using the language in the **Recycle This Language** box

✓ using the vocabulary from the lesson

**CLOSURE ACTIVITY** (+5 minutes) Have Ss write a short postcard (less than 50 words) about the place they talked about in Exercise B. To model the activity, write on the board:

*Dear [Alex],*

*I'm here at Iguazu Falls and the view is breathtaking! The trail was a little rocky and slippery, but it's a must-see. You should visit!*

*Lots of love, [Jenny]*

Collect the postcards and read them to identify areas for review and extra practice.

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

**D** LISTEN TO CLASSIFY | Read the questions and listen again. Write A (Angel Falls), H (Himalayan Mountains), or G (Grand Canyon), according to the descriptions.

G, A 1 In which place or places can you take a boat on a river?

G, A, H 2 Which place or places offer opportunities for hiking?

H, A 3 Which description warns visitors to be careful?

H 4 In which place or places can you find beautiful green valleys?

A 5 Which place can you visit by helicopter?




**E** PERSONAL RESPONSE | Tell a partner which place you'd most like to visit and why.

## COMMUNICATION ACTIVATOR

**Now let's recommend a destination of natural beauty.**

**A** TALKING POINTS | Describe two travel destinations known for their natural beauty that you've visited or would like to visit. Write notes about them on your notepad.

Name of place:

Location:

Description:

Things you can do there:

Name of place:

Location:

Description:

Things you can do there:

**RECYCLE THIS LANGUAGE**

It's located [in the southern part of] the country.
It's on [Lake Superior].
It's [north of the capital].
It's a must-see.
You don't want to miss it.
It's [breathtaking / extraordinary].
It's [rocky / foggy / buggy / steep / slippery].
It's [exhausting / tiring / dangerous / scary].
Watch out for [crocodiles / sharks].
Be careful. There are [thorns].













**B** GROUP WORK | Tell your classmates about the places you described in Talking Points. Use the Vocabulary.

SOFT SKILLS BOOSTER p. 162

**A** READING | Read about the world's variety of environments. Which do you think are the most difficult places for humans to live?

# OUR SPECTACULAR WORLD

**A variety of environments either support or discourage human settlement. Read about some of them.**

## THE CHALLENGE OF HIGH ALTITUDES



Snow-covered peak of Mount Rainier

A "tree line" is the point on a mountain above which forests cannot grow because of the cold temperatures and winds that occur at high altitudes. For example, on Mount Rainier in the U.S., the tree line is at approximately 2,000 meters above sea level. Near the tree line, trees are typically evergreens—trees that have needles instead of leaves. Above approximately 3,000 meters, humans risk severe altitude sickness. Since temperatures go down as the elevation increases, high mountain peaks are often covered with ice and snow, and their glaciers provide much of the world's drinking water. The Bolivian city of La Paz, the world's highest capital, is located in the Andes Mountains at an elevation of 3,650 meters. Visitors from lower elevations are warned that they had better take it easy for a day or two before doing anything strenuous.

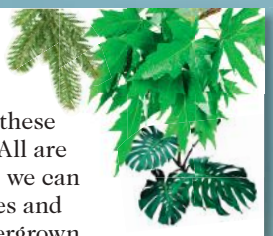
## THE APPEAL OF LIVING ON PLAINS



Colorful wildflowers and green grasses on the plains

Created by glaciers millions of years ago, the world's plains can be very flat or consist of gently rolling hills. Plains are generally located at lower elevations. Throughout history, humans have settled on plains because they offer a great environment for growing and raising food, and they are an important source of water. In spring, when the weather turns warmer, plains are often covered with native grasses and wildflowers—a beautiful landscape that continues as far as the eye can see.

## THE IMPORTANCE OF FORESTS



Evergreen needles, the leaves of a deciduous tree, and a tropical palm leaf

About 80% of the world's trees, plants, and animals live and grow in lush forests and jungles. However, these green places cover only about 7% of the Earth's surface. All are important for cooling the Earth and providing oxygen so we can breathe. In warmer tropical regions—where temperatures and rainfall are high all year—rainforests and jungles are overgrown with plant life and are often more difficult to walk through than forests in cooler climates. Forests located in northern or southern regions usually contain two kinds of trees: evergreens and deciduous trees (which lose their leaves in winter).

## THE HARSH WORLD OF DESERTS



A cactus

Depending on their location, deserts are some of the hottest places on Earth. Yet temperatures can drop to freezing at night. All deserts are arid, with little rainfall throughout the year. Some get an occasional rainstorm with flash floods. Deserts are difficult places for plants and animals to live. Plants that do survive in a dry desert environment, such as cacti, often have no leaves and require very little water. About one third of the Earth's surface is covered by deserts.

## THE BEAUTY OF COASTS



A rocky coastline

Where land meets the world's seas and oceans, coasts have always attracted human settlement. Fishing has provided food. The oceans have carried humans from one continent to another. And their natural beauty has inspired writers and artists. When warm and cold air meet, a beautiful sunny day gets very foggy. And when it's windy and the water is rough, waves pound the coastline. They change the shape of its sandy beaches and rocky cliffs—and only beach grasses and, in warmer climates, palm trees, survive.

# LESSON 4 Describe a country's geography

## A READING

Suggested time: 10 minutes | Your time:

- Have Ss preview the title and the photos and tell you what they see in each picture.
- Have Ss read the headings for each section of the article. Ask, *Which words in the headings can indicate a place that has difficult conditions for living?* (challenge, harsh, deserts) Write *challenge* on the board. Ask Ss if they have ever visited a place that is very high up or at a high altitude. Elicit the challenges of being in that place. Then write *harsh* on the board. Ask Ss if they have ever visited a desert and what makes a desert environment harsh.
- Ask, *Which words in the headings can indicate a place that has good conditions for living?* (appeal, beauty) Write *appeal* on the board. Say, *If something* appeals *to us, it sounds attractive.* Ask Ss what they think is appealing about living on plains. Write *beauty* on the board. Ask Ss if they agree that coasts have beauty. Elicit reasons that they might be good places to live.
- Read the directions. In pairs, have Ss predict the answer to the question based on their responses to the questions you asked. Then tell Ss to read the whole article and write down their final answer. When they have finished, go over the answer with the class.
- If Ss ask about new vocabulary as they read, remind them that they don't need to understand every word of the article to answer this question; you will go over new vocabulary later.
- Have Ss discuss with their partner which place from the article they would most like to live and which place they definitely wouldn't want to live.

**EXTENSION** To review some of the vocabulary from the Warm-Up on page 109 and Exercise A on page 116, ask Ss:
*Which place looks mountainous?* (Mount Rainier)
*Where might you find a glacier or a hot spring?* (in the mountains)
*Which place(s) are usually flat?* (plains)
*Where might you find a marsh or swamp?* (plains or forests)
*Which place(s) are arid?* (deserts)
*Which place(s) are lush and green?* (forests, jungles)

**EXTENSION** (+10 minutes) In pairs, have Ss imagine a day in the life of someone who lives in the desert or at high altitude. Have them research different desert or mountain-dwelling people on their phones. (For example: Bedouin people in the Middle East or Bolivians who live in La Paz) After they find out some information, have them pair up with a S who researched a different people or place and share what they discovered. Have them decide which type of person would they rather be and give reasons why.

**TEACHING TIP** Asking Ss to make predictions about a text by previewing its headings doesn't only help Ss understand the main idea. It can also make the text less overwhelming by breaking it into chunks.

## B CLASSIFY

Suggested time: 8 minutes | Your time:

- Have Ss read the questions. In pairs, have them discuss any answers they already know.
- Individually, have Ss read the article again to correct or confirm their answers. Then go over the answers.

## C UNDERSTAND DETAILS

Suggested time: 8 minutes | Your time:

- Have Ss read the article again to find answers to the questions. Encourage them to underline the information in the Reading that supports each answer.
- In pairs, have Ss compare their answers.
- Go over the answers with the class. For the false sentences, elicit corrections to make them true. (1. Evergreen forests are not able to grow above a mountain's tree line. 4. All deserts are arid.)

**Answers for Exercise C (supporting information)**

1. *F: "A "tree line" is the point on a mountain above which forests cannot grow because of the cold temperatures and winds that occur at high altitudes.*
2. *T: "Forests located in northern or southern regions usually contain two kinds of trees: evergreens and deciduous trees (which lose their leaves in winter)."*
3. *T: "Throughout history, humans have settled on plains because they offer a great environment for growing and raising food, and they are an important source of water."*
4. *F: "All deserts are arid, with little rainfall throughout the year."*
5. *T: "And when it's windy and the water is rough, waves pound the coastline. They change the shape of its sandy beaches and rocky cliffs—and only beach grasses and, in warmer climates, palm trees, survive."*

## D UNDERSTAND FROM CONTEXT

Suggested time: 8 minutes | Your time:

- Write on the board: *mountain peaks, elevation, settled, source, deciduous trees.* Have Ss scan the text and underline the sentences with the words.
- Do item 1 as an example. Have a volunteer read the sentence with the words *mountain peaks.* Then elicit the correct answer.
- Have Ss complete the definitions individually.
- Bring the class together and go over the answers.

# Communication Activator

## A TALKING POINTS

Suggested time: 6 minutes | Your time:

- Have Ss read the directions and the list of questions. Point out that some countries have a wide range of geographical features and climates.
- In pairs, have Ss choose a country and make notes. Ss can use their phones to find out more information.

## B PRESENTATION

Suggested time: 10 minutes | Your time:

- Give Ss time to organize their presentation with their partner, using their answers in Exercise A.
- When they are ready, group pairs together with 1–2 other pairs. Have each pair present their information to their group. Instruct the other Ss to take notes as they listen and prepare questions to ask at the end.
- Have Ss ask and answer the questions. Then have the other pairs give their presentations.

**OPTION** Have 1–2 pairs present to the whole class. Encourage their classmates to ask them questions.

**LOOK FOR** While Ss are doing Exercises A and B, monitor their conversations to determine if they are
✓ using language to describe a country's geography
✓ using prepositions of geographical place
✓ asking and responding to questions to show interest

## WRITING

Suggested time: 10 minutes | Your time:

- Read the directions. Ask Ss which language from the unit they can use in their descriptions. (vocabulary on pages 109, 111, 112, and 116; grammar on page 112)
- Have Ss work individually to write their descriptions.
- When finished, have each S exchange descriptions with another S and offer each other feedback. Have them make changes to their descriptions if appropriate.
- Collect Ss' writing and offer 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.)

**OPTION** (+5 minutes) Have Ss draw or find photos of the things or places they have described. Collate Ss' work together into a wall display, or a tourist brochure about their country. If you have access to a school in another country, exchange the information with them and find out more about that country.

**CLOSURE ACTIVITY** (+10 minutes) On a sheet of paper, have Ss write a short description of one place in their country without writing which place it is. Form groups. Have Ss read their descriptions aloud to their group. Their classmates guess which place is being described. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading practice in their digital resources.

**B** CLASSIFY | **Answer the questions with a partner, according to the Reading.**

1 Which two places are difficult for people to live in? *1. high altitudes, deserts*
2 Which place changes as the weather changes? *2. plains*
3 Which is probably the most comfortable environment for humans to live in? *3. plains*
4 Which three places are probably the most challenging for certain kinds of plants to live in? *4. high altitudes, deserts, coasts*
5 Which is probably the easiest place for a variety of plants to live in? *5. forests*

**C** UNDERSTAND DETAILS | **Read each statement and circle T (true) or F (false). Find information in the Reading to support your responses.**

1 Evergreen forests are able to grow above a mountain's tree line. T (F)
2 Evergreens can be found in more than one region. (T) F
3 People settled on plains because they provide food and water. (T) F
4 Some deserts are not arid. T (F)
5 Wind and water are two challenges for plant life on a coastline. (T) F

*See page T119 for information that supports the correct responses in Exercise C.*

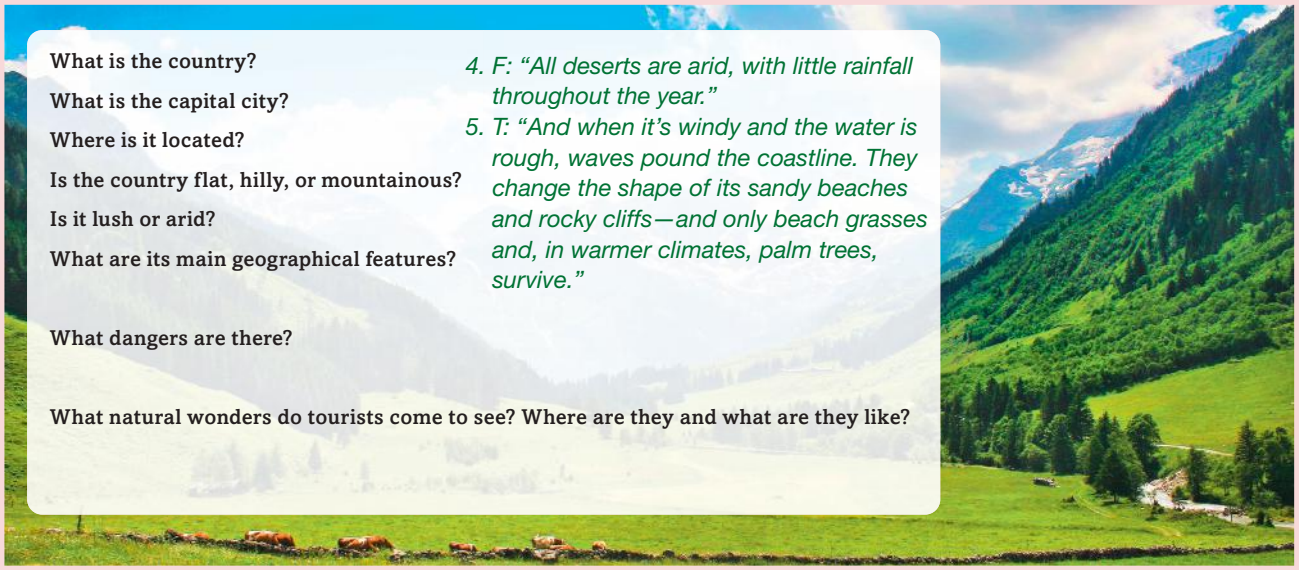
**D** UNDERSTAND FROM CONTEXT | **Complete each definition, according to the Reading.**

1 A "mountain peak" is a mountain's ..... .
**a** bottom **b** tree line **(c)** top
2 "Elevation" describes how ..... a mountain is.
**(a)** high **b** cold **c** dangerous
3 "Settled" means ..... .
**a** climbed **(b)** came to live **c** traveled
4 A "source" is a place where you can ..... something.
**a** grow **b** see **(c)** get
5 "Deciduous trees" are trees that ..... once a year.
**(a)** lose their leaves
**b** lose their needles
**c** require little water

## COMMUNICATION ACTIVATOR

## Now let's describe a country's geography.

**A** TALKING POINTS | **With a partner, choose a country to describe. Answer the questions.**




*4. F: "All deserts are arid, with little rainfall throughout the year."*
*5. T: "And when it's windy and the water is rough, waves pound the coastline. They change the shape of its sandy beaches and rocky cliffs—and only beach grasses and, in warmer climates, palm trees, survive."*

**B** PRESENTATION | **With your partner, present your information and answer your classmates' questions.**

**WRITING** **Write a description of your country. Include the location and description of major cities, geographical features, national parks, and other points of interest. Use adjectives to provide details that help the reader see and feel what the places are like.**

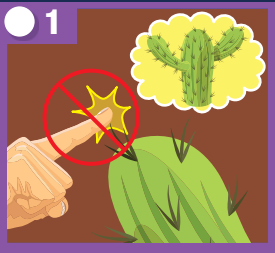
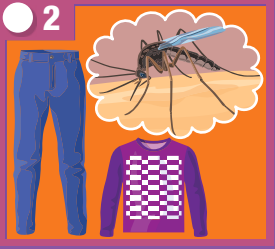
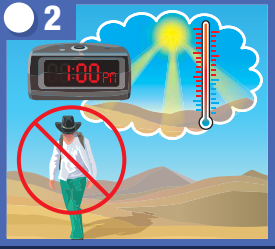
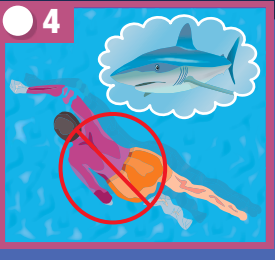
**WRITING HANDBOOK** p. 152
- Organizing by spatial relations
- Guidance for this writing exercise

# "HAD BETTER" JEOPARDY!

- Form two teams and take turns.
- Choose a category. The other team chooses the number of a square in that category for your team. Using the picture on your square, the Unit 10 Vocabulary, and your imagination, make a statement of warning, using had better or had better not. If everyone agrees the statement is correct, write a checkmark on the square and record the points on the scorecard.
- **The team with the most points after all the squares have been used is the winning team.**




**MY TEAM'S SCORECARD** TOTAL

| DANGEROUS ANIMALS FOR 10 POINTS | ANNOYING PLANTS FOR 20 POINTS | ARID PLACES FOR 30 POINTS | WET PLACES FOR 40 POINTS | DARK PLACES FOR 50 POINTS |
|---|---|---|---|---|
| 1  | 1  | 1  | 1  | 1  |
| 2  | 2   | 2   | 2  | 2  |
| 3   | 3  | 3  | 3  | 3  |
| 4  | 4  | 4   | 4  | 4   |

## PROGRESS SELF-CHECK

NOW I CAN

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

- ☐ Ask about a location on a map.
- ☐ Warn about possible dangers in the outdoors.
- ☐ Recommend a destination of natural beauty.
- ☐ Describe a country's geography.

# *Interactive Cool Down*

## "HAD BETTER" JEOPARDY!

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Say, *Jeopardy is a game show where you get points for answering questions. If you answer a more difficult question correctly, you get more points. In this game, you have to make sentences using* had better.
- Read the directions and point out the example conversation. Make sure Ss understand that their team chooses the category, but the other team chooses which square they have to form a sentence with.
- Model the game with a higher-level S. Say, *I choose the* Arid Places *category.* Have the S choose square number 1, 2, 3, or 4. Look at the picture on the square they chose and have the class help you make a sentence using *had better* or *had better not*. Encourage them to include the reason why the person had better do something. For example, for square 1: *You had better bring water because it's very hot and you will get thirsty*. Make corrections as necessary. Write the final sentence on the board and say, *OK, I got 30 points!* Pretend to write a checkmark in the square you completed and *30* in the first box of the scorecard.
- Before you start the game, give Ss a few minutes to look through all the pictures. Clarify any questions they might have.
- Put Ss into teams of 2–4 players, making sure there is an even number of teams to play against each other. Tell each team who they will play against and organize the classroom so they can sit together.
- Have Ss play the game. Monitor and help where necessary. Encourage Ss to provide details and explanations for their warnings.
- When one group finishes, have everyone stop playing and add up their scores. See which teams won.

**OPTION** Have each team present one sentence to the class. Write good examples on the board and encourage Ss to copy them down. Have Ss vote on the best pieces of advice. Encourage them to give reasons why.

**EXTENSION** (+5 minutes) Have Ss choose one situation, imagine they didn't take the advice, and write an account of what happened next. For example:

*I went cycling one day, and I wore shorts, a T-shirt, and sandals. We stopped in an area with a lot of plants and I put my feet down on the ground. Suddenly, my foot felt very itchy. I had stepped on an itchy plant!*

Have Ss share their stories with each other and give advice for next time, using *had better* and *had better not*. For example: *Next time you'd better wear socks and sneakers!*

**LANGUAGE AND CULTURE** *Jeopardy* is a popular TV quiz show featuring three participants and a board with several categories of clues. The easiest clues are worth the least money. When a clue is revealed, the participants must hit a buzzer and respond quickly in a form of question. For example: *CLUE: It's the tallest mountain in the world. RESPONSE: What is Mount Everest?*

**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.

# THE DO YOU KNOW? GAME

## ANSWER KEY

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

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

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

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

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

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

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

# REFERENCE CHARTS

## PRONUNCIATION TABLE

### Vowels

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

### Consonants

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

## IRREGULAR VERBS

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

## 1 THE PRESENT OF BE

**Statements**

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

## 2 THE SIMPLE PRESENT TENSE

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

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

**Information questions**

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

## 3 THE PRESENT CONTINUOUS

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

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

**Information questions**

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

## 4 THE PAST CONTINUOUS

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

**Information questions**

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

## 5 THE PAST OF BE

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

**Information questions**

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

## 6 THE SIMPLE PAST TENSE

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

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

**Information questions**

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

## 7 THE FUTURE WITH WILL

**Affirmative and negative statements**

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

**Yes / no questions**

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

*(The future with will–continued)*

**Affirmative and negative short answers**

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

**Information questions**

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

## 8 THE FUTURE WITH BE GOING TO

**Statements**

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

**Yes / no questions**

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

**Short answers**

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

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

**Information questions**

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

## 9 THE PRESENT PERFECT

**Affirmative and negative short answers**

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

**Yes / no questions**

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

**Affirmative and negative short answers**

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

**Information questions**

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

## 10 THE PASSIVE VOICE

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

# GRAMMAR EXPANDER

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

## UNIT 1 Lesson 1

### Expressing possibility with maybe

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

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

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

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

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

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

### Drawing conclusions with probably and most likely

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

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

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

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

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

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

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

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

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

### Modals: common errors

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

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

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

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

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

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

### Answers for Exercise B

1. *She is probably very tired. / She is most likely very tired. / Most likely she is very tired. / Probably she is very tired.*

**Remember:**
**You can also use Most likely or Probably at the beginning of a full sentence.**
**Most likely** (OR **Probably**) he went home early.
**Most likely** (OR **Probably**) she doesn't have a car.

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

# Grammar Expander

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

## UNIT 1 Lesson 1

### Expressing possibility with maybe

Suggested time: 5 minutes | Your time:

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

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

Suggested time: 3 minutes | Your time:

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

### Drawing conclusions with probably and most likely

Suggested time: 7 minutes | Your time:

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

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

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

Suggested time: 4 minutes | Your time:

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

### Modals: common errors

Suggested time: 7 minutes | Your time:

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

## C Correct the errors . . .

Suggested time: 5 minutes | Your time:

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

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

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

Suggested time: 7 minutes | Your time:

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

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

Suggested time: 3 minutes | Your time:

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

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

Suggested time: 5 minutes | Your time:

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

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

### Be able to: present perfect

Suggested time: 4 minutes | Your time:

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

## F Correct the errors . . .

Suggested time: 4 minutes | Your time:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Be able to: present perfect**

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

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

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

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

# UNIT 1 Lesson 2

## Tag questions: short answers (expansion)

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

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

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

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

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

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

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

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

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

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

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

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

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

## B Correct the error in each item.

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

1 It's a short meeting, ~~is~~ it? *isn't*
2 You're Becca's sister, ~~weren't~~ you? *aren't*
3 Bill didn't take the train, ~~didn't~~ he? *did*
4 Greg saw that movie twice, ~~hasn't~~ he? *didn't*
5 Lisa has been to Australia, hasn't ~~Lisa~~? *she*

*weren't there*
6 There were a lot of people at the meeting, ~~wasn't it~~?
7 The students don't know about the test, ~~don't~~ they? *do*
8 They'd prefer to eat in a restaurant, ~~would~~ they? *wouldn't*
9 It's very important to dress appropriately, ~~aren't they~~? *isn't it*
10 I'm late, ~~wasn't~~ I? *aren't*

## UNIT 1 Lesson 2

### Tag questions: short answers (expansion)

Suggested time: 7 minutes | Your time:

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

  *He is Canadian, isn't he?* *Yes, he is. / No, he isn't.*

  *He didn't go to Brazil, did he?* *Yes, he did. / No, he didn't.*

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

### A Complete each conversation . . .

Suggested time: 5 minutes | Your time:

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

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

### B Correct the error . . .

Suggested time: 5 minutes | Your time:

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

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

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

## UNIT 2 Lesson 1

### The causative make to indicate obligation

Suggested time: 5 minutes | Your time:

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

### A Complete the statements . . .

Suggested time: 4 minutes | Your time:

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

### Let to indicate permission

Suggested time: 7 minutes | Your time:

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

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

Suggested time: 4 minutes | Your time:

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

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

## UNIT 2 Lesson 2

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

Suggested time: 7 minutes | Your time:

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

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

Suggested time: 5 minutes | Your time:

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

## UNIT 2 Lesson 1

### The causative make to indicate obligation

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

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

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

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

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

### Let to indicate permission

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

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

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

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

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

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

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

## UNIT 2 Lesson 2

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

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

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

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

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

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

# UNIT 3 Lesson 1

## Verbs followed by noun clauses (expansion)

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

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

## Adjective complements

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

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

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

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

# UNIT 3 Lesson 2

## Embedded questions with whether

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

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

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

## UNIT 3 Lesson 1

### Verbs followed by noun clauses (expansion)

Suggested time: 7 minutes | Your time:

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

### Adjective complements

Suggested time: 5 minutes | Your time:

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

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

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

Suggested time: 5–7 minutes | Your time:

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

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

## UNIT 3 Lesson 2

### Embedded questions with whether

Suggested time: 5 minutes | Your time:

- Have Ss read the rule and examples in the chart. Write on the board:

  *Tell me* *if / whether* *that book is a page-turner.*

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

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

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

Suggested time: 5 minutes | Your time:

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

### Embedded questions: usage and common errors

Suggested time: 7 minutes | Your time:

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

  *1. I know where he is.*

  *2. I know where is he.*

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

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

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

  *T: I wonder . . .*

  *S: I wonder where the bathroom is.*

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

### Embedded questions: punctuation

Suggested time: 5 minutes | Your time:

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

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

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

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

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

Suggested time: 5 minutes | Your time:

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

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

Suggested time: 4 minutes | Your time:

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

## D Correct the wording . . .

Suggested time: 5 minutes | Your time:

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

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

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

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

### Embedded questions: usage and common errors

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

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

### Phrases that are often followed by embedded questions

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

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

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

### Embedded questions: punctuation

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

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

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

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

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

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

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

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

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

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

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

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

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

## Verb usage: present and past (overview)

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

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

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

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

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

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

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

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

**Use the simple past tense:**

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

**Use the past continuous:**

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

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

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

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

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

**Use the past perfect:**

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

### Stative (non-action) verbs

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

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

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

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

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

### Answers for Exercise A

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

## UNIT 4 Lesson 1

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

Suggested time: 20–30 minutes | Your time:

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

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

**Use the present continuous . . .**

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

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

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

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

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

**Use the simple past . . .**

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

**Use the past continuous . . .**

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

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

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

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

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

**Use the past perfect . . .**

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

### A Correct the verbs . . .

Suggested time: 7 minutes | Your time:

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

## B Check the sentences . . .

Suggested time: 7 minutes | Your time:

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

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

## C Complete each conversation . . .

Suggested time: 5 minutes | Your time:

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

# UNIT 4 Lesson 2

## Wish versus hope

Suggested time: 5 minutes | Your time:

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

## A Complete each sentence . . .

Suggested time: 5 minutes | Your time:

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

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

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

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

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

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

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

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

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

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

## UNIT 4 Lesson 2

**Wish versus hope**

**Be careful! Don't confuse wish and hope. Hope expresses optimism or encouragement, not regret. Don't use a conditional form after hope.**

I hope (that) you feel better. NOT I ~~hope (that) you felt~~ better.
I wish (that) you felt better. NOT I ~~wish (that) you feel~~ better.

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

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

## UNIT 5 Lesson 1

**Direct speech: punctuation rules**

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

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

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

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

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

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

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

They said don't take the warning lightly

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

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

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

They told us not to use public transportation.

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

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

**Answers for Exercise A**

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

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

## UNIT 5 Lesson 2

**Indirect speech: optional tense changes**

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

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

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

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

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

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

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

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

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

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

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

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

## UNIT 5 Lesson 1

### Direct speech: punctuation rules

Suggested time: 5 minutes | Your time:

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

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

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

Suggested time: 5 minutes | Your time:

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

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

Suggested time: 4 minutes | Your time:

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

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

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

## UNIT 5 Lesson 2

### Indirect speech: optional tense changes

Suggested time: 7 minutes | Your time:

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

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

Suggested time: 5 minutes | Your time:

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

## UNIT 6 Lesson 1

### Expressing the future (review)

Suggested time: 10 minutes | Your time:

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

### A Read each sentence . . .

Suggested time: 4 minutes | Your time:

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

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

Suggested time: 7 minutes | Your time:

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

### B Complete the conversations, . . .

Suggested time: 4 minutes | Your time:

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

**OPTION** (+5 minutes) To extend the activity, write on the board:
*1. A: Are you free this Friday?*
*B: No, I ___ visit my brother.*
*2. A: Let's go to the beach tomorrow.*
*B: Good idea. It ___ be sunny.*
*3. A: Can you give me a hand with this box?*
*B: Sure, I ___ help you.*
Have Ss work in pairs to complete the conversations using *will* or *be going to*. To go over the answers, ask volunteers to role-play each conversation. Have them explain their answers (1. *'m going to*—prior plan, 2. *'ll / will / 's going to / is going to*—prediction, 3. *'ll / will*—no plan, decision made at the moment of speaking)

## UNIT 6 Lesson 2

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

Suggested time: 7 minutes | Your time:

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

# UNIT 6 Lesson 1

**Expressing the future (review)**

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

**The present continuous**

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

**The simple present tense**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# UNIT 6 Lesson 2

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

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

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

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

**Wish + the past perfect**

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

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

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

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

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

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

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

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

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

## UNIT 7 Lesson 1

### Adjective clauses: common errors

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

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

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

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

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

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

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

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

### Reflexive pronouns

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

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

**Common expressions with reflexive pronouns**

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

**Reflexive pronouns**

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

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

Suggested time: 4 minutes | Your time:

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

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

*studies* *trips* *work / job*

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

*A: I wish I had started studying English when I was younger.*

*B: I should have gone to France last year.*

*C: I ought to have applied for a new job last year.*

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

Suggested time: 4 minutes | Your time:

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

## UNIT 7 Lesson 1

### Adjective clauses: common errors

Suggested time: 5 minutes | Your time:

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

  *1. Mexico is a country who is very beautiful.*

  *2. I don't like the food that it is served in that restaurant.*

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

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

Suggested time: 4 minutes | Your time:

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

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

### Reflexive pronouns

Suggested time: 5 minutes | Your time:

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

  *T: He.*

  *S: He looked at himself in the mirror.*
- Have Ss read the common expressions and examples. Answer any questions Ss may have.

## B Complete the sentences . . .

Suggested time: 4 minutes | Your time:

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

## C Complete each sentence . . .

Suggested time: 4 minutes | Your time:

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

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

### By + reflexive pronouns

Suggested time: 4 minutes | Your time:

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

## D Complete each sentence . . .

Suggested time: 4 minutes | Your time:

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

### Reciprocal pronouns: each other and one another

Suggested time: 5 minutes | Your time:

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

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

Suggested time: 4 minutes | Your time:

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

# UNIT 7 Lesson 2

### Adjective clauses: whom in formal English

Suggested time: 7 minutes | Your time:

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

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

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

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

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

**By + reflexive pronouns**

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

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

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

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

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

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

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

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

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

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

## UNIT 7 Lesson 2

**Adjective clauses: whom in formal English**

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

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

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

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

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

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

# UNIT 8 Lesson 1

## Real and unreal conditionals (review)

**Real conditionals**

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

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

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

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

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

**Unreal conditionals**

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

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

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

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

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

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

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

## Unless in conditional sentences

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

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

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

If you don't leave now, you'll be late to the airport. *Unless you leave now, you'll be late to the airport.*

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

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

## A Complete each formal sentence . . .

Suggested time: 4 minutes | Your time:

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

# UNIT 8 Lesson 1

## Real and unreal conditionals (review)

Suggested time: 12 minutes | Your time:

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

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

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

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

## A Correct the errors . . .

Suggested time: 4 minutes | Your time:

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

## Unless in conditional sentences

Suggested time: 5 minutes | Your time:

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

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

Suggested time: 3 minutes | Your time:

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

## UNIT 8 Lesson 2

### The unreal conditional: variety of forms

Suggested time: 7 minutes | Your time:

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

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

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

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

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

Suggested time: 4 minutes | Your time:

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

## UNIT 9 Lesson 1

### Infinitives and gerunds (review)

Suggested time: 12 minutes | Your time:

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

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

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

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

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

## UNIT 8 Lesson 2

### The unreal conditional: variety of forms

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

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

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

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

## UNIT 9 Lesson 1

### Infinitives and gerunds (review)

**Form**

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

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

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

discuss → discuss**ing**

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

change → chang**ing**

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

**C V C**
s i t → si**tt**ing

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

grow → gro**w**ing fix → fi**x**ing say → sa**y**ing

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

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

**Usage**

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

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

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

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

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

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

**Infinitives: passive forms**

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

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

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

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

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

## UNIT 9 Lesson 2

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

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

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

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

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

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

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

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

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

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

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

Suggested time: 5 minutes | Your time:

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

### Infinitives: passive forms

Suggested time: 5 minutes | Your time:

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

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

Suggested time: 4 minutes | Your time:

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

# UNIT 9 Lesson 2

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

Suggested time: 12 minutes | Your time:

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

### A Complete each sentence . . .

Suggested time: 4 minutes | Your time:

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

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

## UNIT 10 Lesson 1

### Prepositions of place (expansion)

Suggested time: 7 minutes | Your time:

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

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

Suggested time: 4 minutes | Your time:

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

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

### Proper nouns: capitalization

Suggested time: 7 minutes | Your time:

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

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

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

## UNIT 10 Lesson 1

**Prepositions of place (expansion)**

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

**A** **Write the correct prepositions of place, using <u>in</u>, <u>on</u>, or <u>of</u>.**

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

**Proper nouns: capitalization**

**Capitalize names of:**

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

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

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

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

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

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

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

1 i would like to visit the museum of modern art.
2 my friend works at the national stock exchange.
3 the olympic stadium in barcelona was built in 1927.
4 we loved the documentary about the ganges river.
5 my sister is studying italian.
6 california is in the western part of the united states.
7 our parents speak japanese and english fluently.
8 she's reading a book about the middle ages.
9 the tower of london is very interesting to visit.
10 their daughter was born last tuesday.
11 my aunt works for the european central bank.
12 i go to the highlight cinema every weekend.

1. *I would like to visit the Museum of Modern Art.*
2. *My friend works at the National Stock Exchange.*
3. *The Olympic Stadium in Barcelona was built in 1927.*
4. *We loved the documentary about the Ganges River.*
5. *My sister is studying Italian.*
6. *California is in the western part of the United States.*
7. *Our parents speak Japanese and English fluently.*
8. *She's reading a book about the Middle Ages.*
9. *The Tower of London is very interesting to visit.*
10. *Their daughter was born last Tuesday.*
11. *My aunt works for the European Central Bank.*
12. *I go to the Highlight Cinema every weekend.*

## Proper nouns: use of the

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

the Czech Republic | the Roman Empire | the United Kingdom

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

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

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

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

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

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

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

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

**Do not use the with acronyms.**

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

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

Suggested time: 4 minutes | Your time:

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

## Proper nouns: use of the

Suggested time: 10 minutes | Your time:

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

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

### C Correct the errors . . .

Suggested time: 5 minutes | Your time:

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

## UNIT 10 Lesson 2

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

Suggested time: 7 minutes | Your time:

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

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

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

### A Rewrite what each person . . .

Suggested time: 3 minutes | Your time:

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

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

Suggested time: 5 minutes | Your time:

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

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

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

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

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

## UNIT 10 Lesson 2

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

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

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

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

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

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

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

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

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

# WRITING HANDBOOK

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

## UNIT 1

### Formal email etiquette

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

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

**Emoticons**

☺
☹

**Abbreviations**

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

**For formal emails. . .**

**Do:**

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

**Don't:**

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

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

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

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

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

**Answers for Exercise A**

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

# WRITING HANDBOOK

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

## UNIT 1 Formal email etiquette

Suggested time: 15 minutes | Your time:

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

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

### A Circle all the formal . . .

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

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

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

## UNIT 2 Supporting an opinion with personal examples

Suggested time: 30 minutes | Your time:

**Use these expressions . . .**

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

**Use personal examples . . .**

- Have Ss read the list of personal examples. To check comprehension, write on the board:

  *Some problems require an expert.*
  *For example, . . .*
  *For instance, . . .*
  *Whenever . . .*
  *Every time . . .*
  *When I was . . .*

  Form pairs. Have Ss work together to write their sentences on sheets of paper. Encourage Ss to use personal examples.
- Call on a few volunteers to share their sentences with the class.
- Say, Such as *is different from the other example words.* Write the board:

  *It's easy to solve some problems, such as . . .*

  Elicit ideas to complete the sentence. For example: *a light bulb that doesn't work.* Point out that *such as* cannot be at the beginning of a sentence.
- Draw Ss' attention to the **Be careful!** and **Remember** notes. Tell Ss to use a period before *For example* or *For instance,* and a complete sentence afterwards. Point out that a comma is often necessary before *such as.*

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

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

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

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

- Do item 1 as an example with the class. Write on the board:

  *I don't like to ask friends and family for advice. For example, when I have a problem, I solve it myself.*

  Add to the board: *For instance. . . .* Elicit ideas for how to complete the sentence. Write Ss' answers on the board. Encourage Ss to include the example words in the chart in their personal examples.
- Have Ss work individually to complete the exercise. Monitor and assist as needed.
- To go over the answers with the class, have several Ss share their personal examples.

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

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

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

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

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

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

## UNIT 2

### Supporting an opinion with personal examples

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

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

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

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

**Note: All of these expressions for stating your opinion can be used either at the beginning of a sentence or at the end. Use a comma before the expression when you use it at the end of a sentence.**
It's usually best to get an expert's advice, **in my opinion**.
Being well-organized helps a person get more done, **I find**.

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

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

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

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

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

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

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

## UNIT 3

### Summarizing

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

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

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

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

**Some basic information questions:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## UNIT 3 Summarizing

Suggested time: 20 minutes | Your time:

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

### A Practice answering basic . . .

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

### B Practice focusing on . . .

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

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

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

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

## UNIT 4 Comparisons and contrasts

Suggested time: 30 minutes | Your time:

### Comparisons

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

### Contrasts

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

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

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

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

## UNIT 4

### Comparisons and contrasts

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

**To introduce similarities**

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

**To provide details**

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

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

**To introduce differences**

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

**To provide details**

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

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

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

**Answers for Exercise A**

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

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

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

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

## UNIT 5

### Organizing detail statements by order of importance

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

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

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

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

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

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

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

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

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

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

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

Type of emergency: .....

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

**B** **On a separate sheet of paper, make contrasts . . .**

- Do item 1 with the class as an example. Ask, *Where do we put* on the other hand *if we want to contrast these two things?* (at the beginning of the second sentence) Remind Ss to include a comma after *On the other hand*.
- Have Ss work individually to complete the exercise. Encourage them to use the examples in the chart on page 147 as models.
- Go over the answers with the class. Write on the board any part of each new sentence that shows a change in wording, capitalization, and/or punctuation.

### Guidance for the Writing Exercise (on page 47)

- Draw this chart on the board:

| | *Treatment 1:* | *Treatment 2:* |
|---|---|---|
| *Similarities* | *1.*<br>*2.*<br>*3.* | *1.*<br>*2.*<br>*3.* |
| *Differences* | *1.*<br>*2.*<br>*3.* | *1.*<br>*2.*<br>*3.* |

- Have Ss copy the chart and use it to write notes about the similarities and differences between the two treatments they chose. Ask them to use the ideas in their charts to write their sentences.
- Monitor and assist as needed. Encourage Ss to use the statements to compare and contrast their two approaches in their writing.

## UNIT 5 Organizing detail statements by order of importance

Suggested time: 12 minutes | Your time:

- Have Ss read the presentation.
- Make sure Ss understand that we can order details in two ways: by beginning with the most important one first, or placing the most important last. Ask,
  *What expressions can we use to introduce the first detail when it is the most important?* (First [of all], First and most important[ly])
  *What expressions can we use to introduce the details that come next?* (Second, Next, Then, Following that)
  *What expressions can we use to introduce the last detail when it is the least important?* (Last[ly], Finally) Tell Ss that if the last detail is the most important, they can also use the expression *Last and most importantly.*
- Have Ss read the information under **The following are two ways. . . .**
- Ask, *What is a topic sentence?* (A sentence that gives the topic of the paragraph and the main idea that the paragraph presents about the topic. It's often the first sentence of the paragraph.)
- Ask, *What are two ways to organize a paragraph that includes supporting details?* (1. We can state the main idea in the topic sentence and then explain the details in the following sentences. 2. We can state the details in order of importance in the topic sentence and then give more information about each in the following sentences.)

**A** **On a separate sheet of paper, . . .**

- To help Ss prepare, elicit expressions that help organize the importance of details. Write them on the board in a chart. For example:

| | | |
|---|---|---|
| *First (of all)*<br>*First and most important(ly)* | *Second*<br>*Next*<br>*Then*<br>*Following that* | *Last(ly)*<br>*Finally* |

- Have Ss read the paragraph for meaning. Ask, *Which sentence is the topic sentence?* (the first one)
- Point out that there is more than one way to organize the details. Remind them to insert words from the board to introduce the details.
- Have Ss work individually to rewrite the paragraph, keeping the topic sentence first.
- Have Ss compare paragraphs with a partner. To go over the answers, collect papers and give feedback, or have 1–2 volunteers share their paragraphs with the class.

**OPTION** (+5 minutes) Form small groups. Have Ss take turns telling their partners how to do something in steps. It can be a simple activity, such as starting up a car or making a sandwich. Encourage them to use *first, second*, and other words from the presentation. For example: *Making a sandwich is not difficult. First, take two slices of bread. Spread butter on one side of each slice. Next, put cheese, peanut butter, or whatever you want in your sandwich on one of the slices of bread, on top of the butter. Finally, put the two slices of bread together to form a sandwich.*

### Guidance for the Writing Exercise (on page 59)

- Tell Ss that different supplies are sometimes needed in different types of emergencies. They should think about what is needed in the particular emergency they have chosen as they complete the chart.
- Have Ss work individually to complete their charts.
- Invite Ss to share ideas with a partner who has chosen the same the emergency. Help them form pairs. Ask them to explain to their partners why they think the supplies should be ordered in the importance they have chosen.
- Monitor and assist as needed. Encourage Ss to use the charts in their writing.

## UNIT 6 Dividing an essay into topics

Suggested time: 10 minutes | Your time:

- Have Ss read the presentation.
- To provide an example, ask Ss to look at the reading on page 68. Ask, *What is the topic of the article?* (factors that promote success) *What are the topic headings?* (Avoid distractions, Prioritize, Persevere, Maintain balance, Present a good image)
- Call on a volunteer to read the five topic headings aloud. Ask, *Why are these headings useful?* (They help us see quickly what each paragraph will be about. They make the article easier to understand.)

**LANGUAGE NOTE** The title of an article can also be called a *heading*. The topic headings can also be called *paragraph headings* or *subheadings*.

### A Read the short biography . . .

- Have Ss read the biography for meaning. Answer any questions about vocabulary.
- Go over the sample answer with the class. Ask, *Why is* Childhood *a good topic heading for this paragraph?* (because it is about Van Gogh's early days—where and when he was born, his childhood, and what he did as he grew up)
- Form pairs: Have partners discuss the main ideas in each paragraph before writing their own topic headings.
- Go over the answers with the class. Elicit Ss' opinions on the main idea of each paragraph. Accept any topic headings that reflect this main idea. (For example, Paragraph 2: Early Career; Paragraph 3: Move to Paris; Paragraph 4: Move to Arles; Paragraph 5: Death)

### Guidance for the Writing Exercise (on page 71)

- Have Ss read the directions and the list of topic headings in the note. Brainstorm other possible headings with the class and write them on the board. For example, *My home, My hobbies, My friends.*
- Ask Ss to choose the topic headings they want to include in their profiles. Have them work individually to write notes for each heading they chose. Monitor and assist as needed.
- Encourage Ss to add topic headings and refer to their notes as they write their profiles.

## UNIT 7 Descriptive details

Suggested time: 20 minutes | Your time:

- Have Ss read the presentation.
- Draw Ss' attention to the structures *like*, *as . . . as*, and *so . . . that*. To check comprehension, write on the board:
  1. *This tree is ___ tall ___ a five-story building.*
  2. *That cloud looks ___ a sheep.*
  3. *The beaches are ___ beautiful ___ many tourists visit them.*
- Elicit the correct structures to complete the sentences and write them on the board. (1. as . . . as, 2. like, 3. so . . . that)
- To provide more practice, form pairs. Have Ss write their own sentence for each of the four senses. Encourage Ss to use *like*, *as . . . as*, and *so . . . that* in their descriptions.
- Call on volunteers to share their sentences with the class.

## UNIT 6

### Dividing an essay into topics

An essay is a composition, or piece of writing, on a subject. It is usually organized into a number of paragraphs. To help make the essay easy to understand, it is sometimes helpful to include **topic headings** each time a new section begins. Each topic heading signals the topic of the paragraph or section in the way a table of contents in a book tells a reader what the sections will be about.

**A** **Read the short biography of famous Dutch painter Vincent Van Gogh. Write your own topic headings to divide the biography into sections.**

*Answers will vary. Possible answers include:*

*Childhood*

Vincent Van Gogh was born in a small village in the Netherlands on March 30, 1853. He was an introverted child, and he didn't have many friends. But his younger brother, Theo, was one of them. As he grew up, Vincent became interested in drawing – and he was very good at it.

*Failures*

Before he became an artist, Vincent tried several other kinds of work. He sold paintings by other artists, was a teacher, and worked in a bookstore, but he was not successful at any of these jobs. He wanted to study at the University of Amsterdam, but he failed the exams he needed to take to get in. After all these failures, Vincent's brother Theo finally convinced him to focus on art.

*Living in Paris / Becoming a Painter*

In 1886, Vincent Van Gogh moved to Paris to live with Theo, who collected and sold paintings. In Paris, he met other artists and was influenced by their work. He also became interested in Japanese art and collected woodblock prints.

*Living in Arles / Developing His Style / Difficult Years*

In 1888, he moved to Arles, a town in southern France. While he lived there, he developed his unique style and created his most famous paintings. The artist Paul Gauguin moved there, too, and they became good friends. But they didn't have much money, and Van Gogh began to have serious mental health problems.

*A Sad Ending*

After a while, Van Gogh recovered and began to paint again. He sent some paintings to Paris, but he could not sell them. Van Gogh was respected by other important artists, but he did not become successful during his lifetime. In 1890, he died at only 37 years old. In his short, sad life, Van Gogh painted 200 paintings, but he sold only one of them.

**Guidance for the Writing Exercise (on page 71)** **Use headings like these to organize your profile by topic. Under each heading, write notes of facts that belong in that section. Then refer to those notes as you write your profile.**

**Some headings:**
My childhood
My family
My studies
My job
My career
My strengths and weaknesses
(other)

## UNIT 7

### Descriptive details

**To describe an event, be sure to provide descriptive details that express these four senses:**

| | |
|---|---|
| **sight** | The fireworks are like beautiful red and white flowers in the sky.<br>There's a huge parade with thousands of people, and everyone is dancing. |
| **sound** | In the city center, you can hear music and people singing.<br>The fireworks are so loud that you have to cover your ears. |
| **smell** | As you walk down the street, you can smell meat grilling.<br>There are flowers everywhere that smell so sweet! |
| **taste** | The cakes are as sweet as candy.<br>The dish is sour and tastes like lemon. |

**Try using these structures in some of your details:**

| | |
|---|---|
| **like** | This traditional dessert looks **like** a beautiful white cloud. |
| **as . . . as** | When it's in season, this local fruit is **as sweet as** honey. |
| **so . . . that** | The rice cakes are **so delicious that** you can't stop eating them. |

**A** **On a separate sheet of paper, write a sentence for each of the topics. Try to use like, as . . . as, and so . . . that in your descriptions.**

1 Describe a smell in someone's kitchen.
2 Describe a sound in your classroom.
3 Describe the taste of your favorite food.
4 Describe the taste of something you liked as a child.
5 Describe something you see early in the morning.
6 Describe something you hear in a park.
7 Describe something you see in a park.

**Guidance for the Writing Exercise (on page 83)** **Complete the chart with the two holidays you chose and descriptive details related to the four senses. Use these details in your writing.**

| Holiday | Sights | Sounds | Smells | Tastes |
|---|---|---|---|---|
| | | | | |
| | | | | |

## UNIT 8

### Summary statements

When a piece of writing contains several paragraphs, the ideas are often summarized in a paragraph at the end. Including a final **summary statement** reminds the reader of the main ideas that were presented. Read the short essay to the right. Notice the summary statement at the end.

If you're buying a car today, there are many more options than there used to be. In addition to traditional gas-powered cars, there's a growing variety of cars that don't run on fossil fuels. Electric cars run on batteries and are plugged in to an outlet to recharge. Hybrid cars rely on both fossil fuels as well as batteries in order to save energy. Electric cars are advertised as being the most "environmentally friendly" because they use no pollution-causing gas. However, they can only drive a certain distance before they need to be recharged, which can limit drivers' trips, and in many places, it's still much easier to find a gas station than an electric charging station. Hybrid cars allow drivers to travel farther on one tank of gas than regular cars and don't need to be plugged in. Many are smaller than regular cars, though, for maximum fuel efficiency. For this reason, they're not always the best option for larger families that need more space. Electric and hybrid cars tend to contain more digital controls than older gas-powered cars, and repairing those requires an expert mechanic. Therefore, for some people a gas-powered car is still the best option.

**With the new technology in the cars available today, drivers have more choices, but also various pros and cons to consider. It's important for drivers to think about how they will use their car and what options are best for them and their budget.**

**A** **Read the paragraphs and underline the main ideas. Then write your own summary statement.**

There are a number of excellent presentation apps available today that make giving a presentation a breeze. A few of the most popular ones are Microsoft PowerPoint, Keynote, and Google Slides. No matter which technology you use, here are some do's and don'ts that will make your presentations more successful.

First, the do's: Keep your slides concise. Keep the amount of text on them to a minimum, because it's hard for the audience to focus on your main points when there is too much text. Use only a few colors and fonts and keep them consistent throughout the presentation. If you present your slides in a bright room, light-colored text on a dark background will be easiest to read.

What should a presenter avoid? Don't use all capital letters. They are hard to read quickly. Never use dark letters on a dark background. The presentation will be too hard to read. Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.

Your summary statement: *Summary statement: Answers will vary.*
*Possible statement: In summary, to prepare a successful presentation using presentation software technology, limit the amount of information on each slide as well as the number of different colors and fonts. Avoid using all capital letters, dark letters on dark backgrounds, and distracting sound effects and transitions. Regardless of which presentation software technology you use, following these principles will help you prepare a successful presentation.*

**Answers for Exercise A**
*Main ideas:*
*. . . here are some do's and don'ts that will make your presentations more successful.*
*Keep your slides concise.*
*Use only a few colors and fonts and keep them consistent throughout the presentation.*
*Don't use all capital letters.*
*Never use dark letters on a dark background.*
*Don't use sound effects that are unrelated to the meaning of your presentation and avoid distracting transitions.*

**A** **On a separate sheet of paper, . . .**

- Do item 1 with the class as an example. Have several Ss share their ideas and write them on the board. For example: *[My aunt Sophie's] kitchen always smells like apple pie.*
- Have Ss write their sentences individually or in pairs.
- Go over the answers by having Ss share their sentences with the class.

**EXTENSION** (+5 minutes) Have pairs choose one of the pictures on page 73 and write a description of what is happening in the picture. Encourage them to use their imaginations and include descriptive details and *like*, *as . . . as*, and *so . . . that*. Call on volunteers to share their descriptions with the class.

### Guidance for the Writing Exercise (on page 83)

- Have Ss copy the chart on sheets of paper so that they have plenty of room to write. Encourage them to write as many descriptive details as they can about each holiday, and then choose the ones they want to include in their writing. Monitor and assist as needed.
- Remind Ss to use *like*, *as . . . as*, and *so . . . that* when they write sentences, including the details they chose in their descriptions.

## UNIT 8 Summary statements

Suggested time: 20 minutes | Your time:

- Have Ss read the presentation about summary statements. To check comprehension, ask, *Why is it a good idea to include a summary statement at the end of an essay?* (because it reminds the reader of the main ideas that were presented)
- Have Ss read the short essay. To check comprehension, ask, *What is the essay about?* (considering the pros and cons of new technology when buying a car)
- Have Ss read the summary statement again. Make sure Ss understand that the main idea of the essay is expressed in the summary statement.

**A** **Read the paragraphs . . .**

- Have Ss read the article for meaning, without underlining. Answer any questions about vocabulary.
- Have Ss read the article again and underline the main ideas.
- Have Ss read a third time to confirm the main ideas they underlined and cross out any sentences that are just details.
- Encourage Ss to include the main ideas in their summary statements.
- Have Ss write their summary statements individually or in pairs. Monitor and assist as needed.
- To go over the answers, have 1–2 volunteers share their summary statements with the class.

**TEACHING TIP** When Ss summarize texts, encourage them to rephrase sentences from the text if possible, without changing the meaning. Explain that their writing will be more effective if their summary statements do not simply repeat sentences that readers have already read.

### Guidance for the Writing Exercise (on page 95)

- Ask Ss to identify the main ideas in their paragraphs. Encourage them to circle 1–2 sentences in each paragraph. If they cannot find a main idea, encourage them to rewrite their paragraph so that the main idea is clear. Remind Ss that every paragraph should have a clear main idea.
- Have Ss use the information they circled to write their summary statements. Encourage them to add it to their writing as the final paragraph.

**OPTION** Form pairs and have Ss switch papers with their partners and identify the main ideas in their partner's paragraphs. If it is difficult to identify the main idea in a paragraph, encourage Ss to rewrite it.

## UNIT 9 Contrasting ideas

Suggested time: 25 minutes | Your time:

- Have Ss read the presentation and the example of pros and cons on the right.
- To check comprehension, ask, *What words can we use to tell the reader that a contrasting idea will follow?* (in contrast, on the one hand / on the other hand, however, nevertheless, even though) Write them on the board as Ss say them.
- Ask, *What are pros?* (arguments in favor of an idea) *What do we call arguments against an idea?* (cons) *How can we organize an essay that contrasts ideas?* (We can write the pros in one paragraph and the cons in another paragraph. OR We can write the pros and cons in the same paragraph, using contrasting sentences.)

**OPTION** (+5 minutes) To provide practice of the language used for contrasting ideas, form pairs and have Ss choose pros and cons from the example on the right, and write sentences using the words in the presentation or their own ideas. For example:
*On the one hand, the government should not interfere in the decisions of adults. But on the other hand, if they don't, people who don't have good judgment may make the wrong decision.*
*Some people think that wearing a helmet messes up their hair. In contrast, other people think that a helmet looks cool.*

### A Read the essay. It is organized . . .

- Make sure Ss understand that the essay includes many of the pros and cons listed in the handwritten notes next to the chart.
- Have Ss read each paragraph for meaning, without underlining. Answer any questions about vocabulary.
- Have Ss read each paragraph again and identify its main idea. Individually or in pairs, have Ss write the main ideas in the blanks.
- Refer Ss to the two ways of organizing a pros and cons essay described in the presentation. Have Ss identify which way the essay uses.
- To go over the answers, call on volunteers to read their main idea sentences aloud.

### Guidance for the Writing Exercise (on page 107)

- Have Ss work individually to write their own lists of pros and cons on sheets of paper. Tell them to use the list of pros and cons in the handwritten notes next to the chart as a model. Encourage them to write at least five pros and five cons. Remind them that they should choose only the best points to include in their essays when they start writing. Monitor and assist as needed.
- Before Ss start writing, ask them to decide if they will present the pros and cons together using contrasting sentences, or write the pros in one paragraph and the cons in the other.

**Guidance for the Writing Exercise (on page 95)** After you have completed writing about the advantages, disadvantages, and historical impact of your invention or discovery, circle the main ideas in each paragraph. Use the main ideas to write a summary statement for your final paragraph.

## UNIT 9

### Contrasting ideas

The following language helps organize information by contrasting it. It signals to the reader that a contrasting idea will follow.

- **in contrast**
- **on the one hand / on the other hand**
- **however**
- **nevertheless**
- **even though**

A technique to help organize contrasting ideas is to make two lists: **pros** (arguments in favor) and **cons** (arguments against).

To the right are handwritten notes a student made to prepare an essay that presents arguments for and against the mandatory use of a motorcycle helmet. In your notes, include everything that comes to your mind. You may not use every detail in your final writing, but it doesn't hurt to include it in your notes. The actual essay can be organized two ways:

1 The pros and cons can be presented together, using contrasting sentences within each paragraph. OR:
2 The ideas in favor can be presented in one paragraph, and the ideas against can be presented in another paragraph.

Pros
- injuries will be less serious in case of accidents
- lives will be saved
- medical costs will be lower in case of accidents
- people don't have good judgment, so the government has to make decisions for them
- they look cool

Cons
- it limits a person's freedom
- people should drive carefully to prevent most accidents
- if people think they are protected and safe from injury when they use a helmet, they might not drive carefully
- the government shouldn't interfere with adults' decisions
- they mess up your hair

**A** **Read the essay. It is organized into two paragraphs. Write the main idea of each paragraph. Which of the two ways to organize an essay does this essay use: 1 or 2?** *Answer: The essay uses method 2.*

### Should motorcycle drivers be required to wear helmets?

**Main idea:** *The benefits of requiring people to wear helmets*

Many cities and countries have laws requiring motorcycle drivers to wear a helmet. In some ways, these laws are good and effective. For example, it's well known that motorcycles can be very dangerous. If a motorcycle collides with another vehicle, the driver of the motorcycle has no protection and is often injured or killed. Most fatal injuries are caused by the driver's head hitting the pavement. On the one hand, some accidents are so severe that drivers cannot survive, even if they are wearing a helmet. But on the other hand, if a driver is wearing a helmet, the chance of fatal head injury is greatly reduced in the majority of accidents, so lives will be saved and medical costs will be lower. Unfortunately, even though drivers know that helmet use could save their lives, many think an accident won't happen to them. However, if there is a law requiring drivers to wear helmets, lack of judgment won't matter. Drivers will have no choice but to wear the helmet.

**Main idea:** *The downsides of requiring people to wear helmets*

Nevertheless, there are arguments against compulsory helmet-use laws. Some people feel that wearing a helmet causes drivers to have a false sense of security. In other words, drivers may feel that when they are wearing a helmet, they don't have to drive carefully. With a helmet, they feel that they have a justification for reckless driving. In contrast, if people don't wear helmets, they will drive more carefully. Other people object to helmet laws because they feel that the government shouldn't interfere with the adults' decision-making. They argue that if drivers get hurt, it's their own responsibility, and if they die, it doesn't hurt anyone but themselves. People who have this opinion often feel that personal freedom is very important, and the government shouldn't get involved in this kind of decision.

**Guidance for the Writing Exercise (on page 107)** Write the global or local problem and the solution you chose. Make a list of pros and cons of your suggested solution. Use your notes to organize and write your essay.

## UNIT 10

### Organizing by spatial relations

**To describe a place, organize details according to spatial relations.**

**1 Choose a starting point (for example, the capital city or the largest city). Describe its location.**

Lima is the capital of Peru. It is located **on** the west coast of the country.
The largest city in China is Shanghai. It is located **in** the southeast.

**2 Describe where things are located in relation to that point, following a logical order.**

| | |
|---|---|
| **to the [north] of** | The city of Campinas is **to the north of** São Paulo. |
| **in the [south] of** | The city of Kao-hsiung is **in the south of** the island. |
| **[east] of** | **East of** Tokyo is the city of Chiba. |
| **next to** | **Next to** Washington, D.C. is the city of Baltimore. |
| **in the middle / center of** | Madrid is **in the center of** Spain. |
| **along the [coast / river]** | **Along the coast** are the cities of Valparaíso and Viña del Mar. |
| **at the start of** | The city of Fairbanks, Alaska is **at the start of** the Pan-American Highway. |
| **at the end of** | **At the end of** the Volga River is the Caspian Sea. |

**A** **On a separate sheet of paper, write a sentence describing the location of each of these places, using the language above. Use the map on page 112.**

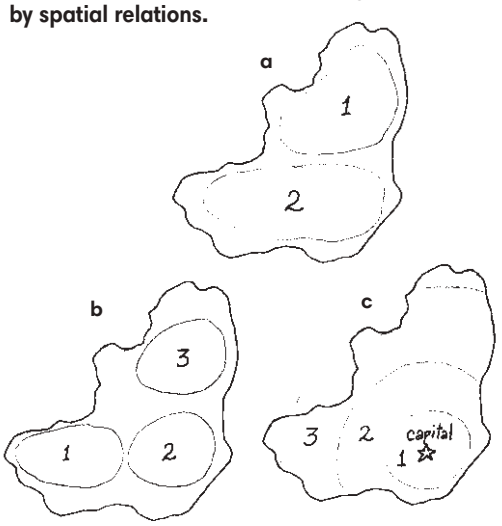
1 Maxwell
2 Shetland
3 Baker Island
4 Dellwood
5 Lake Freed
6 James River

*Answers will vary. Possible answers include:*
*1. Maxwell is **in the center of** Freeport.*
*2. Shetland is **along the** coast.*
*3. **To the southwest of** Freeport is Baker Island.*
*4. **In the north of** Freeport is Dellwood.*
*5. Lake Freed is **to the north of** Maxwell.*
*6. Lake Freed is **at the start of** the James River.*

**Guidance for the Writing Exercise (on page 119)**

**Draw a simple map of the place you chose. Write numbers on your map for at least two important places, beginning with 1 for the location you will start from, 2 for the next location, and so on. Then use your map to help you write your descriptions, using the language of spatial relations.**

**Here are three possible ways to organize details by spatial relations.**



## UNIT 10 Organizing by spatial relations

Suggested time: 25 minutes | Your time:

- Have Ss read the presentation and the examples.
- Summarize the ideas by writing on the board:
  *1. Choose a point. (For example: a city, state, or province in a country)*
  *2. Describe its location within the country. (For example: It is on the west coast.)*
  *3. Describe other things in relation to that point. (For example: To the southeast of ___ is the city of ___.)*
- Use an example from your country to give a description using the patterns on the board.
- Direct Ss' attention to the list of phrases to describe where things are located. Tell Ss that these phrases can go at the beginning or in the middle of the sentence. For example*: In the south of the island is the city of Kao-hsiung. / The city of Kao-hsiung is in the south of the island.*
- To provide practice, have Ss work in pairs to write an example sentence for each phrase. For example: *Hamburg is in the north of Germany*. Then call on volunteers to share the sentences they wrote with the class.

### A On a separate sheet of paper, . . .

- Ask Ss to find the places in items 1–6 on the map on page 112.
- Do item 1 with the class as an example. Ask, *Which phrases from the presentation can we use to describe Maxwell's location?* (in the middle / center of)
- Have Ss complete the rest of the sentences individually and then compare their answers with a partner.
- Go over the answers with the class.

### Guidance for the Writing Exercise (on page 119)

- Encourage Ss to use the simple maps on the right as models.
- Have Ss work individually to draw their own maps. Encourage Ss to include as many details as possible, such as key cities / towns, lakes, mountains, parks, and so on. Encourage Ss to divide their maps into sections and number the locations to help them organize their descriptions when they write.
- To help Ss prepare for writing, form pairs and have Ss take turns describing to their partners the places they chose, pointing to the map they have drawn. Remind Ss to use the phrases to describe spatial relations from the presentation.
- Encourage Ss to use their maps as they write their descriptions, organizing their ideas by spatial relations.

# Soft Skills Booster

Note about the Soft Skills Booster

These teaching notes are provided if you choose to use the **Soft Skills Booster** in class. The following general notes can be used with each unit, in combination with the tips in the chart below.

## UNITS 1–10 Soft Skills Booster teaching notes

Suggested time: 5 minutes

- Write the soft skill on the board. For example: *creativity*. Elicit or explain the definition (see chart below).
- Elicit situations where this soft skill would be appropriate to use (see chart below).

### A EXAMPLE AND POSSIBLE RESPONSES

- Call on a volunteer to read the focus of the lesson. For example: *Provide a hypothetical scenario to stimulate imagination.*
- Model the example conversation with a higher-level S. Then read it again but with a different response from the chart. Have Ss read the tip individually.
- Read each possible response again and have Ss repeat. (See chart below for intonation tips and other considerations.)

### B PAIR WORK

- Have Ss work in pairs. Tell them to take turns reading and responding to the sentences, using one of the possible responses in Exercise A. Clarify vocabulary as needed.
- Model body language associated with the skill, such as making eye contact when providing positive feedback (see chart below). Call on volunteers to demonstrate by role-playing item 1.
- Walk around and observe Ss' exchanges.

| Soft skill, definition, and focus | When to use the skill—example situation | Intonation tips | Example(s) of body language |
|---|---|---|---|
| UNIT 1<br>CREATIVITY<br>Definition: *The ability to use your imagination to produce new ideas*<br>Lesson focus: Provide a hypothetical scenario to stimulate imagination | When describing a specific instance in order to support or clarify a general point | ◦ Pause after *So* or *Well,* or say the word slowly to suggest careful thought<br>◦ Emphasize *let's say, suppose,* or *imagine* in the possible responses | Tilt your head to one side and look away as you imagine a scenario;<br>Make eye contact as you extend your response |
| UNIT 2<br>COMMUNICATION<br>Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts*<br>Lesson focus: Use verbal cues to focus attention | When sharing your opinion or giving advice | ◦ Use falling intonation on all the verbal cues | Make eye contact;<br>Raise your eyebrows to open your eyes wide;<br>Hold up your hand when expressing your ideas |
| UNIT 3<br>ACTIVE LISTENING<br>Definition: *The ability to pay attention to what someone is saying and reflect it back to that person*<br>Lesson focus: Encourage others to elaborate | When discussing a topic with friends or co-workers | ◦ Use rising intonation on *Can you tell me more about that?* and *Really?*<br>◦ Use falling intonation on *Interesting* and *No kidding* with emphasis on *In-* and *No.*<br>◦ Say *Interesting* and *No kidding* slowly. | Make eye contact;<br>Raise your eyebrows to show interest;<br>Nod your head gently as you listen |

| Soft skill, definition, and focus | When to use the skill—example situation | Intonation tips | Example(s) of body language |
|---|---|---|---|
| **UNIT 4**<br>**TEAMWORK**<br>Definition: *The ability to recognize that you are one voice of several or many other team members*<br>Lesson focus: Be supportive while politely offering alternatives | When discussing an issue with a friend or co-worker | ◦ Speak slowly while responding to suggest careful thought<br>◦ Use falling intonation and pause before offering an alternative with *but*<br>◦ Emphasize *That* in *That makes a lot of sense*, and *Another* in *Another thing you could try is . . .* | Make eye contact;<br>Use a friendly expression |
| **UNIT 5**<br>**DECISION-MAKING**<br>Definition: *The ability to choose between two or more courses of action or possible solutions to a problem*<br>Lesson focus: Politely ask others to explain their reasoning | When discussing a choice or decision someone made | ◦ Pause briefly after *So* in all possible responses<br>◦ Use a polite tone with all possible responses<br>◦ Use rising intonation to ask *was there a particular reason for that?*<br>◦ Use falling intonation in the questions with *why* and *what* | Make eye contact |
| **UNIT 6**<br>**ENTHUSIASM**<br>Definition: *A strong feeling of interest and enjoyment about something*<br>Lesson focus: Validate others' contributions | When a friend or co-worker shares an interesting thought or a creative idea | ◦ Use an enthusiastic tone for all possible responses | Lean toward the speaker;<br>Make eye contact and smile |
| **UNIT 7**<br>**LEADERSHIP**<br>Definition: *The ability to motivate others toward the completion or attainment of a goal*<br>Lesson focus: Suggest a new perspective for consideration | When you want to encourage further thought and discussion | ◦ Use falling intonation on all possible responses<br>◦ Pause briefly after *But*<br>◦ Emphasize *here's* in *But here's [a question / something to consider].*<br>◦ Emphasize *wonder* in *But I wonder what you think of this.* | Make eye contact;<br>Nod your head gently as you listen |
| **UNIT 8**<br>**COLLABORATION**<br>Definition: *The ability to work together with others to create or produce something*<br>Lesson focus: Express strong agreement with others' opinions | When discussing a topic with friends or co-workers | ◦ Emphasize *that* in *You can say that again.*<br>◦ Emphasize *exactly* in *That's exactly right.*<br>◦ Emphasize *That's* in *That's for sure.*<br>◦ Use an enthusiastic tone for all possible responses | Make eye contact;<br>Raise your eyebrows to open your eyes wide |
| **UNIT 9**<br>**PROBLEM-SOLVING**<br>Definition: *The ability to identify and analyze problems and then suggest and implement solutions*<br>Lesson focus: Confirm the value of someone's idea | When discussing a problem with friends or co-workers | ◦ Emphasize *That* in all possible responses<br>◦ Use falling intonation on all possible responses and the expressions of agreement in Exercise B: *Right, Exactly, I agree, Good point, True* | Make eye contact;<br>Nod your head as you listen |
| **UNIT 10**<br>**COMMUNICATION**<br>Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts*<br>Lesson focus: Lend support by sharing what you have in common | When discussing a topic with friends or co-workers | ◦ Use falling intonation on all possible responses<br>◦ Use an enthusiastic tone for these expressions in Exercise B: 1. *Wow. Sounds nice,* 2. *Thanks for the tip,* 5. *Great!* | Make eye contact;<br>Make a friendly expression |

# SOFT SKILLS BOOSTER

**The Soft Skills Booster is optional. The Booster gives students an opportunity to develop soft skills increasingly valued by employers to ensure employees' effective interaction with colleagues, management, partners, and clients in a work setting. The skills in this Booster also contribute to students' success in academic settings and in everyday life. Each unit of the Booster focuses on one key soft skill and provides communication practice linked to one Communication Activator exercise from the corresponding *Connectivity* Student's Book unit. As students accumulate new soft skills, they can apply them in other activities throughout the *Connectivity* course.**

## UNIT 1 Soft skill: CREATIVITY

Provide a hypothetical scenario to stimulate imagination

(For Exercise B, page 9)

**A** **Study the example and the possible responses.**

**Provide a hypothetical scenario to stimulate imagination**

**Example**

Why do you think it would be important to know about differences in greeting customs?

**So let's say** you're being introduced to colleagues from another country. It might be embarrassing if you did something inappropriate.

EXTEND-IT

For instance, you might think it's OK to greet with a kiss, but it isn't.

**Possible responses**

- **(So) let's say . . .**
- **(Well,) suppose that . . .**
- **(Well,) imagine that . . .**

**Tip:** Providing a hypothetical scenario allows you to be more specific in your answer, to provide clarity, and avoid misunderstanding.

**B** **Take turns. Answer your partner's question by using any of the possible responses from the chart to introduce a hypothetical scenario. Then, when you see EXTEND-IT, extend it with your own words and ideas.**

1
**A:** Why do you think it would be important to know about how to greet older people in another country?
**B:** _____. EXTEND-IT _____ . . .

2
**B:** Why is knowing about appropriate forms of address important?
**A:** _____. EXTEND-IT _____ . . .

3
**A:** Why is it a good idea to know how to explain your own culture's table manners?
**B:** _____. EXTEND-IT _____ . . .

4
**B:** Why do you think some conversation topics aren't appropriate in other countries?
**A:** _____. EXTEND-IT _____ . . .

5
**A:** Why do you think people need to know about rules for punctuality in other cultures?
**B:** _____. EXTEND-IT _____ . . .

6
**B:** Why do you think visitors need to know about dress codes in this country?
**A:** _____. EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 9.**

## UNIT 2 Soft skill: COMMUNICATION Use verbal cues to focus attention

(For Exercise B, page 21)

**A** **Study the example and the verbal cues.**

**Use verbal cues to focus attention**

**Example**

So who would you recommend in your neighborhood for getting clothes dry cleaned?

EXTEND-IT

Rose Cleaners. **Let me tell you why.** They're really fast and very reliable.

Sometimes tey can do the work in just an hour or two if you need something urgently.

**Verbal cues**

- **Let me tell you why.**
- **Here's why.**
- **Let me explain.**
- **Here's the reason.**

**Tip:** Using a verbal cue before providing a reason gives your opinion more weight and clarity and builds respect for your thinking.

**B** **Take turns answering your partner's question. Use any of the verbal cues to focus your partner's attention on your reasons. Then, when you see EXTEND-IT, extend your response with more details.**

1
**A:** So who would you recommend in your neighborhood for getting pants shortened?
**B:** _____. EXTEND-IT _____ . . .

2
**B:** Which company do you think is the best for delivering packages?
**A:** _____. EXTEND-IT _____ . . .

3
**A:** Is there a hair salon near your home that you'd recommend?
**B:** _____. EXTEND-IT _____ . . .

4
**B:** What if you needed to repair an electronic device? Where would you go?
**A:** _____. EXTEND-IT _____ . . .

5
**A:** Where would you recommend taking my dog for grooming?
**B:** _____. EXTEND-IT _____ . . .

6
**B:** My printer isn't working, and I need to get some documents copied ASAP. Any recommendations?
**A:** _____. EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PAIR WORK ON PAGE 21.**

## UNIT 3 Soft skill: ACTIVE LISTENING Encourage others to elaborate

(For Exercise B, page 33)

**A** **Study the example and the possible responses.**

**Encourage others to elaborate**

**Example**

I'm actually not a big reader. I prefer audio books and podcasts.

**Interesting. Can you tell me more about that?**

EXTEND-IT

Well, I guess I just never developed a reading habit. But I love hearing people talk about a topic.

**Possible responses**

- **Interesting. Can you tell me more about that?**
- **Really? Why do you think that is?**
- **No kidding. Why is that?**

**Tip:** Encouraging others to elaborate on their ideas demonstrates your interest and shows that you're paying attention.

**B** **Take turns listening to your partner's statement. Use any of the possible responses to encourage your partner to elaborate. Then, when you see EXTEND-IT, your partner extends the original statement with more details.**

1
**A:** I'm actually a huge reader. I can't get enough crime fiction and thrillers.
**B:** _____ ?
**A:** EXTEND-IT _____ . . .

2
**B:** I don't really have much time to read just for pleasure.
**A:** _____ ?
**B:** EXTEND-IT _____ . . .

3
**A:** I read a lot, but I guess I don't really have any favorite authors.
**B:** _____ ?
**A:** EXTEND-IT _____ . . .

4
**B:** To tell the truth, I do a lot more reading online than in print.
**A:** _____ ?
**B:** EXTEND-IT _____ . . .

5
**A:** I'm not really interested in reading about current events. As a matter of fact, I generally don't pay attention to the news.
**B:** _____ ?
**A:** EXTEND-IT _____ . . .

6
**B:** I don't see any advantages to reading in print.
**A:** _____ ?
**B:** EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 33.**

## UNIT 4 Soft skill: TEAMWORK

Be supportive while politely offering alternatives

(For Exercise A, page 47)

**A** **Study the example and the possible responses.**

**Be supportive while politely offering alternatives**

**Example**

When I catch a cold, I usually try to get some rest and drink a lot of tea.

**That makes a lot of sense, but I prefer to** take medicine right away.

EXTEND-IT

I don't like to miss class or work, and medicine usually helps me to feel better faster.

**Possible responses**

- **That makes a lot of sense, but I prefer to . . .**
- **That could work. But I . . .**
- **Another thing you could try is . . .**

**Tip:** Complimenting others on their thinking encourages them to contribute even more to the team.

**B** **Take turns listening to your partner's statement and use any of the possible responses to be supportive while politely offering an alternative. Then, when you see EXTEND-IT, extend your statement with more information or details.**

1. **A:** In my opinion, when you have a lot of pain in your back or shoulder, you should put some ice on it.
   **B:** _____. EXTEND-IT _____ . . .

2. **B:** When I have a sore throat, what I do is drink lots of tea and honey.
   **A:** _____. EXTEND-IT _____ . . .

3. **A:** If you have a really bad headache, it's a good idea to lie down for a while in a dark room.
   **B:** _____. EXTEND-IT _____ . . .

4. **B:** If I had a stomachache that didn't go away after a couple of hours, I'd call my doctor.
   **A:** _____. EXTEND-IT _____ . . .

5. **A:** Someone once told me to take a hot bath if I have a high fever. But that doesn't seem like a good idea to me. A cool bath would be better.
   **B:** _____. EXTEND-IT _____ . . .

6. **B:** If I discovered that an alternative treatment for my backache actually worked, I'd tell my friends about it.
   **A:** _____. EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE A TALKING POINTS ON PAGE 47.**

## UNIT 5 Soft skill: DECISION-MAKING

Politely ask others to explain their reasoning

(For Exercise B, page 59)

**A** **Study the example and the possible responses.**

**Politely ask others to explain their reasoning**

**Example**

Our group decided to prepare for a flood.

**So, was there a particular reason for that?**

EXTEND-IT

Yeah. We thought a flood is an emergency that could really happen here.

**Possible responses**

- **So, was there a particular reason for that?**
- **So, why did you decide that?**
- **So, what made you do that?**
- **So, what was your reasoning?**

**Tip:** Asking others to explain a decision allows them to either validate their choice of action or reflect on how to make better choices in the future.

**B** **Take turns listening to your partner's statement. Use any of the possible responses to ask him or her to explain. Then, when you see EXTEND-IT, your partner extends the conversation with her or his reasons.**

1. **A:** Our group decided that it would be important to charge our cell phones before a storm.
   **B:** _____ ?
   **A:** EXTEND-IT _____ . . .

2. **B:** We thought packing extra blankets would be a good idea.
   **A:** _____ .
   **B:** EXTEND-IT _____ . . .

3. **A:** We included listening to the news to confirm where the nearest shelters are located.
   **B:** _____ ?
   **A:** EXTEND-IT _____ . . .

4. **B:** We recommended making sure to have enough canned foods.
   **A:** _____ .
   **B:** EXTEND-IT _____ . . .

5. **A:** We decided to include picking up extra medications from the pharmacy.
   **B:** _____ ?
   **A:** EXTEND-IT _____ . . .

6. **B:** We weren't sure about a first-aid kit, but we decided to include it on our list.
   **A:** _____ .
   **B:** EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B PRESENTATION ON PAGE 59.**

## UNIT 6 Soft skill: ENTHUSIASM Validate others' contributions

(For Exercise B, page 69)

**A** **Study the example and the possible responses.**

**Validate others' contributions**

**Example**

I had way too many distractions in my office. So I decided to turn off my computer and my phone for an hour.

EXTEND-IT

**That's so smart!**

I should try doing that sometime. It would help me think more clearly.

**Possible responses**

- That's so smart!
- What a great idea!
- Good thinking!
- Makes total sense!

**Tip:** Enthusiastically acknowledging others' contributions builds their self-confidence and increases their willingness to participate more.

**B** **Take turns. Listen to your partner's statement and use any of the possible responses to validate your partner's contribution to the discussion. Then, when you see EXTEND-IT, extend your response by acknowledging how your partner's ideas might be helpful.**

1
**A:** If there are too many distractions when I'm trying to study at home, I go to a coffee shop instead.
**B:** _____. EXTEND-IT _____ . . .

2
**B:** When I have a lot on my plate, I find it helpful to prioritize the things I need to do.
**A:** _____. EXTEND-IT _____ . . .

3
**A:** Sometimes you just need to persevere. No matter how difficult it may be to do something, I just have to decide I'm going to finish it before doing anything else.
**B:** _____. EXTEND-IT _____ . . .

4
**B:** When I need to maintain balance in my life, I try to remember that work is important, but so is time with my family and friends.
**A:** _____. EXTEND-IT _____ . . .

5
**A:** I like to present a good image at my job, so I always make sure my laundry gets done on the weekend.
**B:** _____. EXTEND-IT _____ . . .

6
**B:** I've decided to take better care of my health. I've started running three times a week!
**A:** _____. EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 69.**

## UNIT 7 Soft skill: LEADERSHIP Suggest a new perspective for consideration

(For Exercise C, page 83)

**A** **Study the example and the possible responses.**

**Suggest a new perspective for consideration**

**Example**

I wouldn't change anything about our wedding customs. I think they're wonderful.

**I see what you mean. But here's a question.**

EXTEND-IT

Do you think people should continue to pay so much money for their weddings?

**Possible responses**

- **I see what you mean. But here's a question.**
- **I get that. But I wonder what you think of this.**
- **Good point. But here's something to consider.**

**Tip:** Validating others' thinking while politely suggesting a different perspective enables a leader to steer thinking in another direction.

**B** **Take turns. Listen to your partner's statement and use any of the possible responses to offer a new perspective on the issue. Then, when you see EXTEND-IT extend your response with a specific question.**

1. **A:** I think our wedding customs are way too complicated. Personally, I prefer a more casual approach.
   **B:** _____. EXTEND-IT _____?

2. **B:** Most of our wedding customs are beautiful. But I think people spend too much money on the receptions.
   **A:** _____. EXTEND-IT _____?

3. **A:** Before getting married, I think a couple should consider whether any of the wedding traditions are sexist. Then they can decide whether or not they want to change any of them.
   **B:** _____. EXTEND-IT _____?

4. **B:** I don't think any of our wedding customs or traditions should ever be changed. There are good reasons that people have followed them for so long.
   **A:** _____. EXTEND-IT _____?

5. **A:** I'd like to see shorter wedding ceremonies and fewer guests. It's all just too much!
   **B:** _____. EXTEND-IT _____?

6. **B:** I think too many of our wedding traditions have already been changed. I say, "Enough!"
   **A:** _____. EXTEND-IT _____?

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE C DISCUSSION ON PAGE 83.**

## UNIT 8 Soft skill: COLLABORATION

Express strong agreement with others' opinions

(For Exercise B, page 95)

**A** **Study the example and possible responses.**

**Express strong agreement with others' idea**

**Example**

In my opinion, if anesthesia had been invented earlier, a lot of lives would have been saved.

**That's absolutely true.**

EXTEND-IT

I can't imagine surgery without anesthesia. We're so lucky!

**Possible responses**

- **That's absolutely true.**
- **You can say that again.**
- **That's exactly right.**
- **That's for sure.**

**Tip:** Expressing strong agreement with the opinions of others demonstrates respect for their thinking and improves the quality of the work or study environment.

**B** **Take turns listening to your partner's statement and use any of the possible responses to express strong agreement. Then, where you see EXTEND-IT, add a detail to confirm your response.**

1. **A:** If vaccines hadn't been available for many common diseases over the last fifty years, a lot more people would have suffered or died.
   **B:** _____. EXTEND-IT _____ . . .

2. **B:** Here's what I think. If they hadn't made paper money available as an alternative to coins, it would have been a lot more trouble to buy things.
   **A:** _____. EXTEND-IT _____ . . .

3. **A:** I think it was very important that Louis Pasteur discovered how to prevent the growth of bacteria in milk. If he hadn't, milk wouldn't have been safe to drink.
   **B:** _____. EXTEND-IT _____ . . .

4. **B:** I'm glad archaeologists keep discovering new details about how humans used to live. It makes history so interesting!
   **A:** _____. EXTEND-IT _____ . . .

5. **A:** Who wants to carry around paper maps everywhere? Thank goodness they invented the GPS!
   **B:** _____. EXTEND-IT _____ . . .

6. **B:** Can you imagine if humans hadn't discovered how to use fire? Our lives today would be pretty different without it.
   **A:** _____. EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 95.**

## UNIT 9 Soft skill: PROBLEM-SOLVING Confirm the value of someone's idea

(For Exercise B, page 107)

**A** **Study the example and possible responses.**

**Confirm the value of someone's idea**

**Example**

If we offered more drug treatment programs for addicts, fewer of them would want to buy illegal drugs.

EXTEND-IT

Right. **That's the thing.**

We have to give addicts an alternative.

**Possible responses**

- **That's the thing.**
- **That says it all.**
- **That's it in a nutshell.**

**Tip:** Confirming the value of someone's idea brings you closer to finding a solution to a problem.

**B** **Take turns listening to your partner's statement and use any of the possible responses to call attention to your partner's main idea. Then, when you see EXTEND-IT, paraphrase your partner's solution.**

1. **A:** If we taught children about the dangers of drugs at an earlier age, I think we'd see a decrease in drug addiction among teenagers.
   **B:** Right. ____. EXTEND-IT ____ . . .

2. **B:** If we're ever going to address racial discrimination, we need to discuss the problem openly.
   **A:** Exactly. ____. EXTEND-IT ____ . . .

3. **A:** Poverty affects all of us, not just the people who are poor. That's why I think we need to spend more money to help families in need.
   **B:** I agree. ____. EXTEND-IT ____ . . .

4. **B:** If we don't do something about climate change ASAP, our children are going to have to live with the consequences. The whole world needs to come together to address this problem.
   **A:** Good point. ____. EXTEND-IT ____ . . .

5. **A:** I can't understand why anyone should have to go hungry these days. In my opinion, the government has to focus more on solving this problem.
   **B:** I agree. ____. EXTEND-IT ____ . . .

6. **B:** If we reduced the demand for illegal drugs, criminal gangs wouldn't be able to stay in business.
   **A:** True. ____. EXTEND-IT ____ . . .

NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B DISCUSSION ON PAGE 107.

## UNIT 10 Soft skill: COMMUNICATION

Lend support by sharing what you have in common

(For Exercise B, page 117)

**A** **Study the example and possible responses.**

**Lend support by sharing what you have in common**

**Example**

Lake Oberlin is definitely a must-see. The water is an amazing blue color. You just want to take a ton of pictures.

Wow. Sounds nice. **That reminds me of** Lake Sussex.

EXTEND-IT

I was there last year, and it was a must-see too.

**Possible responses**

- **That reminds me of ___ .**
- **That makes me think of ___ .**
- **That brings back memories of ___ .**

**Tip:** Supporting the ideas of others with your own experiences builds mutual confidence

**B** **Take turns responding to your partner's statement. Use any of the possible responses to introduce your own experience. Then, when you see EXTEND-IT, lend support by sharing more details.**

1
**A:** Lake Thomas was spectacular. It was just huge. And the mountains around it were breathtaking. It definitely wasn't a waste of time!
**B:** Wow. Sounds nice. _____ . EXTEND-IT _____ . . .

2
**B:** Everyone says Mount Clark is a must-see. They say it's not too difficult to climb to the top, and the views are amazing.
**A:** Thanks for the tip. _____ . EXTEND-IT _____ . . .

3
**A:** Personally, I'd say hiking to North Beach isn't worth it. You have to walk really far, it's buggy, and there isn't much to see when you get there.
**B:** That's good to know. _____ . EXTEND-IT _____ . . .

4
**B:** The waterfall is fantastic, but getting there's a little dangerous. The path is very steep and slippery, so you have to be very careful.
**A:** OK. Thanks for the warning. _____ . EXTEND-IT _____ . . .

5
**A:** Don't miss taking the train to Peterson! It's really scenic and very relaxing.
**B:** Great! _____ . EXTEND-IT _____ . . .

6
**B:** I'm not sure I'd like Hanover Cave. They say it's a must-see, but I hear it's very dark inside and a little scary.
**A:** I know what you mean. _____ . EXTEND-IT _____ . . .

**NOW APPLY THIS SOFT SKILL AS YOU DO EXERCISE B GROUP WORK ON PAGE 117.**

# Student's Book Audio Script

## UNIT 1

### Page 4, Lesson 1, Exercise B

**M1:** I got home from the movie after midnight last night.
**M2:** Wow. You must be really tired this morning!
**F1:** Where's Ed? He should be here by now.
**F2:** He must not know that the schedule changed.
**M1:** I may be a little late tomorrow. I might be a little late tomorrow.
**F1:** I may not recognize Kate. I might not recognize Kate.
**M2:** You might be able to get an appointment today.
**F2:** We must be able to park here.

### Page 8, Lesson 3, Exercises C and D

**Episode 1 (Farid = Arabic; Hoshi = Japanese)**

**DAN:** Good morning, world travelers. This is Dan Burgess in New York with today's worldwide Culturally Literate Traveler. If you're new to our show, here's the format: in each program, one of our experts takes your phone calls and answers your questions about etiquette in their countries. Today's guest is Farid in Dubai in the United Arab Emirates. Welcome, Farid.

**FARID:** Thank you, Dan. It's an honor to be your guest today.

**DAN:** OK. Let's get started. I see we have a caller on the line to speak to you. Hello, Hoshi, from Osaka, Japan. You're on the air.

**HOSHI:** Thank you, Dan. And hello, Farid. My wife and I are going to Dubai and Abu Dhabi for a mix of business and pleasure and we need to get a handle on local do's and don'ts. We're really looking forward to driving across the desert from Dubai to Abu Dhabi and seeing the scenery! In any case, my wife and I are well aware that Dubai and Abu Dhabi are quite different from Japan. So we have a few questions.

**FARID:** Hello, Hoshi. I'd be happy to answer your questions.

**HOSHI:** Thanks, Farid. So, our first questions really relate to my wife because she will be alone during the time I'm in business meetings. Basically, she's wondering about do's and don'ts for dressing, whether she can walk on the street alone or drive a car. We are planning on renting one for our visit. She remembers that when we went to Saudi Arabia a few years ago, women weren't permitted to drive. I know that's changed there recently, but what's the rule in the Emirates? Oh, and could you tell us about any expected clothing customs for women?

**FARID:** Absolutely! Your wife will have no difficulty getting around, even if she's alone. She can drive, and as long as she dresses relatively modestly, she can wear whatever she likes.

**HOSHI:** That's great. Next question: We don't speak any Arabic. That won't be a problem, will it?

**FARID:** Definitely not. As you know, Arabic is the official language of the Emirates, but English is commonly used in tourism and commerce.

**HOSHI:** You speak very good English, Farid. If you don't mind my asking, where did you learn it?

**FARID:** Thank you! As a matter of fact, I happen to be an English teacher. I learned my English in the United States, at the University of Wisconsin.

**HOSHI:** And one last question—this one's about me: I'm an amateur photographer. Are there any taboos I should know about when I'm there?

**FARID:** Well, I wouldn't say it's a taboo, but it's important to know that it's considered very offensive to take pictures of women.

**HOSHI:** Oh. I'm glad I asked. What about pictures of men?

**FARID:** Not as bad, but still problematic. But just be sure to ask permission—as you would anywhere.

**HOSHI:** I don't know how to thank you, Farid. I'm really looking forward to the trip!

**DAN:** Thank YOU, Farid and Hoshi, for a good lesson in cultural literacy. So, listeners, I hope you enjoyed learning a little bit about the culture and traditions of Dubai and the Emirates. That's all for today. Tune in next week for another conversation with Culturally Literate Traveler.

**Episode 2 (Kulap = Thai; Sonia = Spanish)**

**DAN:** Welcome back, listeners. From New York, this is Dan Burgess again with today's worldwide Culturally Literate Traveler. In each program, one of our experts takes your phone calls and answers your questions about etiquette in their countries. Today's guest expert is Kulap from Bangkok, Thailand. Welcome to Culturally Literate Traveler, Kulap.

**KULAP:** Thank you, Dan, it's great to be with you again. What's in store for us today?

**DAN:** We have Sonia from La Paz, Bolivia on the line. Welcome, Sonia.

**SONIA:** Good morning from La Paz, high up in the beautiful Andes Mountains. I have a question for Kulap in Bangkok. By the way, Kulap, what time is it there right now?

**KULAP:** It's 10:30 Wednesday morning here. What time is it there?

**SONIA:** It's 11:30 here. But it's Tuesday night! I guess you're about 11 hours ahead of us.

**KULAP:** That's right.

**SONIA:** So here's my question. I'm traveling on business to Thailand next month, and I'll be working with Thai business managers from my company. Is there anything I should know about the culture that might get me into trouble?

**KULAP:** Actually, yes. When you're seated, be sure not to cross your legs in such a way that others can see the bottom of your foot.

**SONIA:** Interestingly, I knew that. But it's good to be reminded. Another thing. After I finish working each day, I'll be socializing with the people in my company. I've heard that one of the managers may invite us to dinner in his home. Do you have any tips for me when I visit a Thai family?

**KULAP:** Let me think . . . oh, yes, definitely. There might be children in the household. If there are, be sure not to pat them on the head the way non-Thai people often do when meeting children. That's pretty taboo here.

**SONIA:** Well, I don't ordinarily do that, but if you don't mind my asking, what's the problem with touching someone's head?

**KULAP:** Well, we believe the head is where the person's soul lives. So it's very disrespectful and offensive to touch a person's head, even a child's head.

**SONIA:** Well, I'll be sure to keep that in mind. . . . Kulap, I do have one more specific question before I hang up.

**KULAP:** Sure. What's that?

**SONIA:** In Bolivia, it's customary to shake hands, and I know Thai people greet each other with the *wai*. I always like to observe local customs when I'm traveling outside of Bolivia. Would it be impolite for a foreigner to do the wai? And what happens if I don't do it right? Would that be offensive?

**KULAP:** Absolutely not! Just put the palms of your hands together on your chest and bow slightly. Say "Sawatdee-Kaa." For the men listening, YOU say "Sawatdee Khrab." You'll warm our hearts with that. Don't worry if you don't do it exactly the way Thais do it. And don't worry about the pronunciation. . . . Have a wonderful trip to Thailand. Try to do some sightseeing. And taste our wonderful food!

**SONIA:** Thanks so much.

**DAN:** Thank *you*, Kulap and Sonia, for such an interesting lesson in cultural literacy. Tune in again next week for another episode of Culturally Literate Traveler.

**Episode 3 (Alisha = Nepalese; Silvio = Brazilian Portuguese)**

**DAN:** Welcome back, listeners. This is Dan Burgess in New York with another episode of Culturally Literate Traveler. Today's expert is Alisha from Nepal in South Asia. Welcome, Alisha!

**ALISHA:** So happy to be with you again, Dan!

**DAN:** Today's caller is Silvio from Campinas, Brazil. Silvio, welcome to the show.

**SILVIO:** Hello! Thank you for taking my call. I'm going to Nepal next month on an international trek. I'll be staying with a Nepalese family for a weekend, and I want to be sure I don't offend anyone. Brazil is very different from Nepal, isn't it?

**DAN:** Well . . . let's ask Alisha to comment.

**ALISHA:** Hi, Silvio. I think the biggest cultural difference that will affect you directly is table manners. First of all, Nepalese don't usually use spoons, forks, or knives.

**SILVIO:** No? So how do the people eat? How will *I* eat?

**ALISHA:** Well, your hosts will eat with their right hand, never the left hand. But I'm sure they will provide you with spoons and forks. If they're welcoming foreigners into their home, they'll want you to be comfortable. . . . Oh. You're from Brazil, aren't you?

**SILVIO:** I am.

**ALISHA:** I've read that Brazilians eat a lot of beef. That's one thing you won't see here. Eating beef is taboo. It's strictly forbidden as a food in both Hindu and Buddhist homes. . . . But don't worry. You'll have plenty of other delicious things to eat. Our typical food is wonderful and very flavorful and healthy.

**SILVIO:** That's great, because I love to try new foods when I travel. Alisha, I'm really interested in knowing more about your culture and the religions there. I don't know much about Hinduism or Buddhism. What can you tell me?

**ALISHA:** Well, if you visit a Hindu temple or a Buddhist shrine, you must remove your shoes. Or, if you prefer, you can wear open sandals. Check first: in some Hindu temples, non-Hindus can't enter. . . . And, very important, don't bring anything made of leather, like a belt, into a temple, because leather comes from a cow. Oh. And if you want to take a picture, be sure to ask before using your camera.

**SILVIO:** Thanks so much. I feel pretty prepared now and ready for my adventure.

**ALISHA:** My pleasure.

**DAN:** Well, that's all we have time for today. Until next time, this is Dan Burgess in New York, reminding you that in today's world, cultural literacy is an essential survival skill and one that enables us to interact with people different from us all over the world.

## UNIT 2

### Page 16, Lesson 1, Exercise B

**M:** I'll have my assistant call you.

**F:** We had someone deliver sandwiches at noon.

**M:** Have we had anyone confirm the time the meeting starts?

**F:** I'll get my brother to help you.

**M:** We finally got someone to open the door.

**F:** Did you get anyone to feed your cat?

### Page 16, Lesson 1, Exercise D

**Conversation 1**

**F1:** Hi, Bill. It's eleven o'clock. Are you going to the meeting?

**M1:** Actually, could you tell Vera I'm going to be a little late? I need to go online and order lunch for everyone now so it's ready for us at noon.

**F1:** Don't be ridiculous! You've already got a lot on your plate. That's what we have an assistant for. Max can take care of it.

**M1:** You're right. I'll go speak with him now.

**Conversation 2**

**M2:** Let me just say how excited we all are to meet our visitors from the office in Brazil. It's been a very productive day. I hope you've all enjoyed dinner.

**F2:** Uh-oh.

**M3:** Is something wrong?

**F2:** I just asked the waiter for the check, but I left my wallet at home. How embarrassing!

**M3:** Oh, is that all? No harm done. Rosa has a company credit card. She can pay.

**F2:** Thank goodness. I'll ask her.

**Conversation 3**

**M4:** Good morning, Louise. We missed you at the party last night!
**F3:** I'm sorry I couldn't come! Was it fun?
**M4:** It was great. I think everyone had a good time.
**F3:** Was Karen there?
**M4:** She was.
**F3:** Did you ask her to sing?
**M4:** I did. But she said she had a cold.
**F3:** Oh, that's too bad. She's such a great singer.

**Conversation 4 (M6 = Chinese)**

**M5:** I can't believe we're in China standing on the Great Wall!
**F4:** I know. It's just amazing. Hey, let's take a selfie!
**M5:** Actually, I have a better idea. . . . Excuse me, *ni hao*. . . . Do you speak English?
**M6:** Yes, I do. Where are you from?
**M5:** We're from the United States. Los Angeles.
**M6:** Oh! Welcome to China! How can I help you?
**F4:** Could you do us a favor and take our picture?
**M6:** Of course! My pleasure.
**F4:** You're a lifesaver!

**Conversation 5**

**F5:** That was a great movie, wasn't it?
**F6:** Hilarious! I'm glad we went.
**F5:** Hey, let's get some coffee, OK?
**F6:** I'm sorry, I can't. I have to pick up the kids from the mall at 7:00.
**F5:** What about your husband? Can't he pick them up?
**F6:** You know, maybe he can. I'll give him a call right now.

**Conversation 6 (M7 = Spanish)**

**F7:** *[phone rings]* Hello?
**M7:** Hi, Myra! It's Tomás.
**F7:** You're calling from London? How's the meeting going?
**M7:** Fine.
**F7:** And how about the hotel? Is it nice?
**M7:** Don't ask!
**F7:** Why, what's wrong?
**M7:** Well, for starters, I have no Wi-Fi in my room.
**F7:** That's crazy!
**M7:** That's not all. I just got back from dinner, and they never picked up the dishes from breakfast or cleaned the room.
**F7:** No way. Can't you call the front desk and tell them to send someone up to your room A.S.A.P.?
**M7:** I will. But first let me tell you why I'm calling . . .

## Page 18, Lesson 2, Exercise B

**F:** My sister had her kitchen painted last week.
**M:** She'll get the forms completed by her students.
**F:** Did you have the car washed yesterday?
**M:** They'd like to have the package sent today.
**F:** When will Amy get her hair cut?

## Page 18, Lesson 2, Exercise E

**Conversation 1**

**F1:** I'll see you later!
**M1:** Where are you going?
**F1:** Remember? I'm taking my car in. I have a service appointment at ten.
**M1:** Oh, right! What was wrong with it again?
**F1:** The brakes are still making that funny sound. They're going to see if they can repair them today.

**Conversation 2 (M2 = Russian)**

**F2:** Can I help you, sir?
**M2:** Yes, please. It's my daughter's birthday tomorrow and I'd like to get her a nice birthday cake.
**F2:** Like maybe chocolate, with a birthday message on it?
**M2:** Definitely with a message. But she doesn't really care for chocolate. What else can you recommend?
**F2:** How about a white cake with some kind of fruit on top?
**M2:** Can you make one with berries on top?
**F2:** Absolutely. We can do berries. We can have it for you first thing tomorrow morning.
**M2:** Terrific. I'd like the message to say "Happy Birthday, Gina. With love."

**Conversation 3**

**M3:** Where'd you say you're going on vacation again?
**F3:** Italy! In three weeks.
**M3:** Well that's exciting!
**F3:** I can't wait. . . . Uh-oh.
**M3:** What's wrong?
**F3:** I just realized it might be time to renew my passport.
**M3:** No worries. Do it online. They can get it done fast.
**F3:** Good idea! You're a lifesaver!

**Conversation 4**

**F4:** Thanks for offering me a ride. Is this your car?
**M4:** Yes, it is. It's really dirty. Sorry about that!
**F4:** Oh, that's OK.
**M4:** I really need to take it in so someone can wash it—inside and out.

**Conversation 5 (M5 = Italian)**

**F5:** Good morning. I know this is really last minute, but this dress needs to be dry-cleaned and I need it tomorrow.
**M5:** By tomorrow? That might be difficult.
**F5:** I'm sorry, but it's really urgent. My best friend's getting married on Saturday.
**M5:** OK, let me see what I can do. I'll try to have it ready by 4:00 tomorrow.
**F5:** That would be great. I owe you one!
**M5:** What about the skirt? You need that by tomorrow, too?
**F5:** Oh, right, I almost forgot. . . No. I won't need it until next week. It's a little too short. Can you make it a bit longer? . . . about this much?

**M5:** Certainly. Do you need it cleaned?
**F5:** No, I don't. I just bought it.
**M5:** Is Monday OK?
**F5:** Perfect.

**Conversation 6 (F6 = Brazilian Portuguese)**
**M6:** The Singapore office is going to need this package A.S.A.P.
**F6:** You mean it hasn't been sent out yet?
**M6:** No. The medications just arrived in our office yesterday.
**F6:** Then you should use In Flight Services. If they pick up the package this morning, they can get it to Singapore pretty fast.
**M6:** Good idea.

**Conversation 7**
**M7:** Look at my hair! It's getting way too long.
**F7:** Do you want me to cut it for you?
**M7:** Actually, no. I think it's time to get a professional to do it. I'm tired of having long hair. I'll just make an appointment with someone to get it done.

## Page 22, Lesson 4, Exercises C and D

**Ad 1**
**F1:** If you're planning an event and you want it to be memorable for your guests, our attentive staff can help. Our chefs have been trained at the world's best cooking schools to use only the finest ingredients and pay attention to the smallest details. We organize everything, from menu selection to table settings. And our serving staff are attentive to all your guests' needs. Call us when you're planning your next event. And have our experts prepare an amazing meal—and an amazing experience—for your guests.

**Ad 2**
**M1:** Everyone loves their pooch! But not everyone loves giving it a bath. The solution? Get someone else to do it! We provide professional spa services that will keep your pet healthy and clean. We cater to every pet's needs. Whether your special pal needs a cut, a pedicure, or a doggie massage, we'll return your pet to you happy and beautiful. Our warm and welcoming staff will treat your best friend with love and affection. Our motto: We treat them like family . . . because you do!

**Ad 3**
**F2:** This beautiful country is full of opportunities for your growing business. But don't let communication difficulties get in your way. Whether you want to organize a marketing campaign for your personal business, get people to try your line of healthy food products, or get a local business to work together with you on a project, we can help you navigate it all in English. Each of our experienced professionals has been assisting clients for over ten years. Even if your client speaks English, having our experts on your side can help you avoid any confusion and cultural misunderstanding. We welcome you . . . and we're here to help.

**Ad 4**
**M2:** Are your bedroom closets so full that you can't find anything? Are there so many things on your kitchen counter that you'd rather just go out to eat than cook something yourself? Is it impossible for your babysitter to find a change of clothes for your kids? Got too much on your plate at work? Is the space in front of your computer so full of stuff that you can't even think? Well, it's time to call a professional! We help people transform their homes and offices so they can be more efficient and use their time well. We'll look through everything you have in your home or office and help you decide what to keep and what to throw away. Then you can have our expert plan and arrange your space so it's easier for you to get things done. Remember our motto:
Let's create a space that works for you!

**Ad 5**
**F3:** When's the last time you and your spouse went out for dinner and a movie? Too long ago to remember? Can't get a family member to take care of the kids on busy weekends? I'll come to your home and take care of your children—I'll even feed and bathe your dog—so you can go out, relax, and have a good time. Do your teens have messy bedrooms? I'll clean and organize their space so you don't have to. My clients keep coming back because I'm very reliable. I'm available seven nights a week, and last-minute requests are my specialty! I'll never cancel on you at the last minute. I have references from satisfied clients who have used my services in the past—they tell me I'm a lifesaver! I'm good with kids—and even pets—of all ages, and my rates are very affordable.

# UNIT 3

## Page 28, Unit 3, Lesson 1, Exercise D

**M:** I hear that Dan Brown is writing a children's book.
I hear Dan Brown is writing a children's book.
**F:** She thinks that travel books are a waste of time.
She thinks travel books are a waste of time.
**M:** Did you know that Robert Ludlum just published a new thriller?
Did you know Robert Ludlum just published a new thriller?
**F:** Does James Patterson have a new book out?
**M:** I think so.
I believe so.
I guess so.
I hope so.
I don't think so.
I don't believe so.
I guess not.
I hope not.

## Page 32, Lesson 3, Exercises C and D

**1 (M1 = U.S. regional)**

**M1:** Edgar Wilson from New York. I love a good page-turner, but to tell you the truth, I'm not a great reader. They say some people learn better by hearing something and other people by seeing it. Well, I'm one of the people who are better off when listening. I don't know why that is, but like they say: "it is what it is." When I heard my first audiobook, I was hooked. People like to argue that listening to a book isn't as good as reading it—that the story flies by too fast. They also say it's hard to go back to listen to something again; it's just too hard to find it. And all those things are probably true. But in spite of those disadvantages, I never put down an audiobook. I think that for me, the problem with a traditional print book is that I get distracted. I begin thinking of other things and I just get lost in my thoughts and put down the book, sometimes never go back to it. But when I'm listening to someone tell a story, I feel much more involved. It's almost as if there's a person there with me. I tend to listen and pay attention when someone is talking.

**2 (F1 = Senegalese)**

**F1:** Coumba Diallo from Senegal, West Africa. So I'm a teacher and a big reader. I've always got a book going—usually a best-seller of some sort—something you just can't put down. And I have to admit that I like the feel of a real book with real paper in my hand. But I don't object to reading on a screen. I'm likely to be reading one book in a paperback and another one on my tablet at the same time, especially if it's a cliff-hanger or a good mystery. I'm crazy about those. Or sometimes I'll get the same book in both formats so I can keep reading on my commute without having to carry a book in my purse. But when I travel—last month I took a group of students on a 14-day trip to Capetown—I just can't fit two or three books in my carry-on luggage and I just switch over to digital 100% of the time. There's no room. It's either a pair of shoes or two paperbacks. *[chuckle]* So when I'm traveling I thank my lucky stars for that tablet. Can you believe that thing can carry over a thousand books? And by the way, one of the things I like most about them is that if there's a word I don't know I can just click on it and Bingo! up pops the dictionary definition. I believe in having the best of both worlds—a paperback for the feel of the book in my hand and the ease of finding something, and the tablet when I'm on the move.

**3**

**M2:** Seth Milgrom from Washington, D.C. OK. I'm a Gen-Z—born in 2006, and I grew up with a cell phone in my pocket. And now my smartphone's where I get most of my information and that's how I connect with my friends. So for me, it's only natural to read books on my phone. I hear a lot of criticisms of older people about our constantly looking at our "screens," and I'm sick and tired of their saying we young people don't read. Maybe that's true for a lot of younger people, but I do, and my friends do, too. It's just that we're less likely to read an actual physical book, except maybe at home. Sometimes. But one thing we always have with us is the phone. It's portable, convenient, and always ready. Nothing wrong with that, is there? I know paper books have some advantages: they say they're easier on your eyes and I've heard it's easier to flip back to somewhere early in the book to check something out you want to read again—but I'll let you know what I think after I try one out.

**4 (F2 = Spanish)**

**F2:** Marcela Sebastian from Concepcion, Chile. Let me start by saying that I think print books are not great for the environment. Where I come from in Chile, we have beautiful forests and trees and I would like to preserve them. . . . Now, if you asked me if I'm a big reader, my immediate impulse would be to say no. When people ask me if I'm reading anything good right now or whether I've read any good books recently, I feel like I have to invent something. I'm actually a little embarrassed about it. And when I'm just getting to know people and they ask me what my favorite book of all time is, I panic. I can't think of anything on the spot. I'm thinking, "Do they all think I don't read?" . . . Just the other day I was talking with my husband about this and he was surprised. He said, but you read all the time! And then it hit me. Duh! I DO read all the time. I'm just not a big fiction fan. Novels bore me. I like things that are current, that are happening right now! I'm a total news addict. I get constant breaking news updates on my phone. I've bookmarked every politics website there is. I subscribe to three digital newspapers and one digital current events magazine. I even read that stuff on my phone in bed when I can't sleep at night. And when we get together with people, I'm the one who's up on all the news. So, I'm going to forget about being embarrassed. I've come to the conclusion that it's just a question of different strokes for different folks. Not everyone reads the same things in the same ways.

# UNIT 4

## Page 40, Lesson 1, Exercise D

**M:** When Lou's wife called him, he had already seen the doctor.

**F:** I had forgotten my doctor's instructions by the end of my checkup.

**M:** The assistant had already taken the patient's X-rays when the dentist arrived.

**F:** When I called the hospital, my dad's surgery hadn't begun yet.

## Page 41, Lesson 1, Exercise G

**Conversation 1**

**F1:** I'm Dr. Fox's nurse. What brings you in today?

**M1:** I've been feeling really short of breath for the last few days.

**F1:** Any other symptoms?

**M1:** Not really.

**F1:** Have you taken any kind of medication?

**M1:** No, I haven't.

**F1:** Well, Dr. Fox will be with you in a moment.

**Conversation 2 (F2 = Chinese)**

**M2:** Ms. Lee? I'm Dr. Kowalski.
**F2:** Good morning. I . . . *[sneezes]*
**M2:** God bless you. That's some cold!
**F2:** Actually. I've had a bad cold for over a week now.
**M2:** Have you been coughing, too?
**F2:** Well, yes. I started coughing yesterday.
**M2:** Runny nose?
**F2:** That too. I just tossed and turned all night. When my alarm clock went off this morning, I realized, "I didn't sleep a wink last night!" When I got up, I felt terrible.
**M2:** Well, I'm going to give you something for your cough and that runny nose.

**Conversation 3 (M3 = Spanish)**

**F3:** Hello, Mr. López. I'm Dr. Stevenson. What seems to be the problem today?
**M3:** Well, yesterday, I felt pretty dizzy, and I thought, "I should lie down." So I was lying on the sofa, and all of a sudden, I felt really nauseous, like I had to throw up. So I got up real quick . . . but then I fell because I was so dizzy.
**F3:** Are you taking any medications, Mr. López?
**M3:** No, I'm not.

**Conversation 4**

**M4:** Good morning, Ms. Bartman. I'm Barry Norton, Dr. Kochan's nurse. Dr. Kochan will see you shortly. What brings you in this morning?
**F4:** Well, I've had this rash on my right arm for the last three days.
**M4:** Are you allergic to anything?
**F4:** Not that I can think of.
**M4:** Any itching?
**F4:** Yes. It's driving me crazy. I've never had anything like this before.

**Conversation 5 (M5 = Arabic)**

**F5:** Mr. Wahab?
**M5:** That's me.
**F5:** Hello, Mr. Wahab. I'm Dr. Reeves. What brings you in this morning?
**M5:** Well, my left ankle has been bothering me a lot. It hurts all the time.
**F5:** Hmm. Can I have a look?
**M5:** Sure.
**F5:** Did you fall? Or have an accident?
**M5:** No. But you know I went running three days ago. I don't know if that caused it.
**F5:** Any pain anywhere else? In your feet? Your knees?
**M5:** No.
**F5:** I see there's a lot of swelling.
**M5:** Yeah. I just noticed that last night.

## Page 42, Lesson 2, Exercise B

**M:** I feel awful today. I wish I felt better!
I feel awful today. I wish that I felt better!
**F:** He wishes he weren't so sick today.
He wishes that he weren't so sick today.
**M:** That's a terrible cough! I wish you'd see a doctor.
That's a terrible cough! I wish that you'd see a doctor.
**F:** Karen wishes she could stop coughing and get some sleep!
Karen wishes that she could stop coughing and get some sleep!
**M:** He wishes he weren't having surgery tomorrow.
He wishes that he weren't having surgery tomorrow.
**F:** I wish my dad had had a checkup last year.
I wish that my dad had had a checkup last year.
**M:** Derek wishes he hadn't canceled his appointment yesterday.
Derek wishes that he hadn't canceled his appointment yesterday.

## Pages 44-45, Lesson 3, Exercises C and D

**Conversation 1 (F1 = British English, M1 = Spanish)**

**F1:** Mr. González? I'm Dr. Awad. I understand you're from Ecuador.
**M1:** That's right. I'm here in London on vacation with my family.
**F1:** And you're not feeling well.
**M1:** No, I'm afraid not. After we arrived, I was helping the taxi driver put our luggage in the car, and I could kick myself! I wish I hadn't done that. I have a bad back, and I've had back pain ever since.
**F1:** Let me have a look. . . . Does it hurt here?
**M1:** Not so much.
**F1:** How about here?
**M1:** Unhh!! That's it!
**F1:** Have you been taking anything for the pain?
**M1:** Just some over-the-counter painkillers I found at a pharmacy near our hotel. But they're not really helping.
**F1:** When are you going back home?
**M1:** We've got a flight next Saturday.
**F1:** Well, let's get you feeling better so you can enjoy the rest of your vacation. I'm going to give you a prescription for a stronger painkiller. It should help.
**M1:** What about side effects?
**F1:** Well, it can cause nausea in some patients. But if you take it with food, you should be fine. Call me if you have any problems, OK?
**M1:** OK. Thanks.
**F1:** The dosage is one tablet in the morning, one in the evening—with food. The pharmacist will give you a full set of instructions when you pick up your medication.
**M1:** Thanks a lot.
**F1:** And enjoy the rest of your time here.

**Conversation 2 (M2 = Brazilian Portuguese, F2 = U.S. regional)**

**M2:** Ms. Kincaid? I'm Dr. Lima.
**F2:** Thanks for making the time to see me.
**M2:** My pleasure. Where are you from?
**F2:** The U.S. Dallas, Texas. I'm here in São Paulo on business.

**M2:** *You're* a long way from home! What can I do for you today?
**F2:** Well, I've got a splitting headache, and I've been kind of nauseous since Monday.
**M2:** Have you been taking any medications?
**F2:** I've been taking an over-the-counter painkiller and an antacid.
**M2:** Are you allergic to any medications?
**F2:** I don't think so.
**M2:** OK. You can keep taking the painkiller for that headache. But stop taking the antacid. I'm going to give you a prescription for your nausea. You take it three times a day.
**F2:** Will there be any side effects?
**M2:** It might make you feel a little dizzy—nothing serious. But other than that you should feel better pretty quickly. Please call me if you don't.

**Conversation 3 (F3 = Japanese)**
**F3:** Dr. Meade? Hi, I'm Kumiko Tanaka.
**M3:** Nice to meet you. I hear you're not from around here.
**F3:** Right. I'm visiting from Japan for a few weeks.
**M3:** You've certainly come a long way to see a doctor! What can I do for you today?
**F3:** Well, my eyes have been red and itchy for about a week now.
**M3:** Have you tried any eye drops?
**F3:** Yes. I got some at the pharmacy, but they haven't helped.
**M3:** Let's have a look. . . . Uh-huh. . . . Open your eyes wide. . . . Good. . . . OK. I'm going to give you a prescription for an eye ointment. Use it twice a day, and wash your hands several times a day. . . . Avoid rubbing your eyes with your hands.
**F3:** OK.
**M3:** It's a strong medication, but there aren't any side effects you need to worry about. If you keep your hands clean, the ointment should help clear things up.
**F3:** Thanks.
**M3:** Will you still be here next week? I'd like you to make an appointment to see me again.
**F3:** Yes, I'll still be here.
**M3:** Good. You can make an appointment at the front desk on your way out.
**F3:** Thanks, Doctor Meade.

## UNIT 5

### Page 52, Lesson 1, Exercise D

**F:** Jeanette said to turn on the news.
**M:** He said to bring a flashlight.
**F:** The announcer said not to take the warning lightly.
**M:** Eric said to tell him when I hear the news.
**F:** He told her to text him when she gets back.

### Page 54, Lesson 2, Exercises B and C

**Report 1**
**F1:** It hasn't stopped raining for 14 days, and houses nearest the river are now partially underwater.

**Report 2**
**F2:** Winds reached a record 200 kilometers per hour, and the rains are expected to continue for at least six more hours. Trees are down, and the areas near the beaches are heavily damaged.

**Report 3**
**M1:** Large areas of the central U.S. are reporting damage to corn and other vegetable crops due to the dry weather that has lasted for the last month. No rain is forecast for at least the next two weeks.

**Report 4 (M2 = British English)**
**M2:** It struck with little warning after an earthquake occurred far under the Pacific Ocean. Luckily, it hit during the night when there were very few people near the beach or in the surrounding area. The water came in and went out only once—and luckily the city avoided major damage.

**Report 5**
**M3:** Most tall buildings are reported damaged throughout the downtown area, and the situation will remain dangerous for the next few days. The authorities have advised people to seek shelter with relatives outside of the city where there are fewer buildings of more than one floor.

**Report 6 (F3 = British English)**
**F3:** Terrible damage has occurred near the west end of town due to mud and stones moving quickly down the mountain. The situation occurred suddenly after the heavy rains. Many houses are covered with the mud coming down from higher elevations.

**Report 7**
**F4:** This is a warning for people throughout the Springfield area. High winds have created the typical black cloud, and it's been seen approaching very fast from the west. This is an extremely dangerous situation. If you're on the west side of town, we recommend you go immediately to the basement to take cover. Keep your radio tuned to the emergency station for updates.

### Page 54, Lesson 2, Exercise E

**M:** I told my children to close the windows.
I said to close the windows.
**F:** She told me, "Tom is here."
She told me Tom was there.
She told me that Tom was there.
**M:** I said, "It's raining cats and dogs."
I said it was raining cats and dogs.
I said that it was raining cats and dogs.
**F:** Ana said, "We forgot the key!"
Ana said they had forgotten the key.
Ana said that they had forgotten the key.
**M:** Bob said, "I'll be home soon."
Bob said he would be home soon.
Bob said that he would be home soon.

**F:** She told me, "They can leave."
She told me they could leave.
She told me that they could leave.

## Page 58, Lesson 4, Exercises C, D, and E

**(F = U.S. regional)**

**F:** This is the Government Weather Service, and we interrupt regular programming for an emergency broadcast with an update on Tropical Storm Oscar. Oscar is a quickly moving and extremely dangerous storm approaching our area.

The storm is expected to arrive sometime between the hours of noon and three o'clock tomorrow. It will bring high winds and heavy rain. Flooding is expected, and evacuation may be necessary. Do not take this storm lightly. It has caused significant flooding and landslides in Texas and Louisiana west of here. Tornados have been reported.

The following are emergency procedures that all area residents should follow:

1. Fill your car with gas now, in case evacuation is necessary. It's important to be ready on a moment's notice.
2. If you have a gas-powered generator, fill the generator with gas before the storm hits. Go for gas early. There may be long lines at gas stations.
3. ring outdoor furniture, tools, and other objects inside. They can be dangerous in high winds.
4. Close all windows and cover them with wooden boards. When the storm hits, don't go near windows in case the wind causes the glass to break.
5. Turn your refrigerator and freezer to very cold and only open when necessary in order to preserve perishable food in the event of a power outage.
6. Buy extra batteries for flashlights in case there is a power outage or an evacuation.
7. Have a supply of candles and matches for light in case the power is out for more than a day. Candles will enable you to preserve your batteries for other use.
8. Keep your phones fully charged.
9. If you don't have a portable battery-operated or hand-cranked radio, buy one today, and have a good supply of extra batteries for the radio. Listen to the radio for official instructions in case evacuation is necessary.
10. Check your first-aid kit. Be sure it contains bandages, painkillers, and antiseptic in case of minor injuries.
11. Put valuable documents in a waterproof container on the highest floor of your home in case of flooding.
12. Get a supply of non-perishable food and bottled water. Be sure you have a can opener. You may have to stay indoors for several days, and local water supplies may be contaminated by flooding.

If evacuation becomes necessary:

1. Leave as soon as possible. Avoid flooded roads. Follow radio instructions for the best and safest evacuation route.
2. Listen to the radio or stay online for the location of shelters serving your neighborhood.
3. Take your important documents, essential medications, and cell phone chargers with you.
4. Take all emergency supplies and warm clothing and blankets to the shelter.
5. Lock your home and leave.
6. Keep your radio tuned to the emergency station or check "weather service dot gov" for important updates.

# UNIT 6

## Page 64, Lesson 1, Exercise B

**Conversation 1**

**F1:** No way. I just saw my credit card bill. Did I really buy four pairs of shoes?
**F2:** You totally did. And they're all gorgeous.
**F1:** Right. But at this rate, I'll have no money to eat! Gotta stop and think before I take out that credit card. Starting today!

**Conversation 2 (M1 = Arabic)**

**M1:** Honey, got a minute to talk? I have something important to tell you.
**F3:** Hmm?
**M1:** Hello? Can you look up for a minute? I need to talk to you.
**F3:** Oh, I'm sorry! I wasn't paying attention. This sale is ending in 15 minutes.
**M1:** You know, it's getting really hard to communicate with you. You're always online.
**F3:** You're right. It's silly. We need to spend more time together . . . I mean really together, not just in the same room. The heck with the sale. I'm all ears.

**Conversation 3 (M2 = Spanish)**

**M2:** You're just sitting there looking out the window?
**M3:** I guess so. It just dawned on me that my kids are growing up so fast. In a year or two, they'll both be at the university.
**M2:** That's true. Time flies, doesn't it?
**M3:** Yes, it does. And I seem to be spending all my time at work. I feel really bad that I'm not with them more.
**M2:** Well, can you make a change?
**M3:** You know, I can. . . . And I will. Starting today, no more working on the weekend or at night.
**M2:** That sounds like a good resolution. I'm sure you won't be sorry.

**Conversation 4 (M4 = Japanese)**

**M4:** Hey, want to go running in the park this afternoon after work?

**M5:** *[Coughing]* I'd love to but it's hard to run with this cough.
**M4:** You don't have a cold, do you?
**M5:** No. It's these cigarettes. They make me short of breath.
**M4:** Can't you just cut down a bit?
**M5:** Actually, I've tried once or twice, but it was too hard. I guess for me it's all or nothing.
**M4:** Well, nothing sounds like the better choice!
**M5:** You're right. You know there's a program online that they say helps. I'm going to start that tomorrow.

**Conversation 5**

**F4:** I'm exhausted! I can't keep my eyes open.
**M6:** Didn't you sleep well last night?
**F4:** Not a wink! I've been working late and when I get home, I just can't unwind. I make dinner late and then I enjoy a movie or two. By the time I get to bed, I have only 6 hours 'til I have to get up to get ready for work again.
**M6:** That's no good. They say most adults need at least 7 hours a night and some people need 8.
**F4:** I think that's right. And I'm feeling it. Starting tomorrow, I'm going to set my alarm for bedtime so I don't just let the time pass without thinking.
**M6:** That should work.

## Page 64, Lesson 1, Exercise D

**F:** I was going to stop smoking, but I never did.
**M:** They were going to join a gym, but it was too expensive.
**F:** Weren't you going to visit your parents last night?
**M:** Who was she going to invite to the party?
**F:** Who was going to graduate in December?
**M:** Clare thought her painting would win first prize.
**F:** We always believed Mike and Liz would divorce.

## Page 66, Lesson 2, Exercise B

**M:** I should have gone to the early show.
**F:** They shouldn't have turned left there.
**M:** She may have left her purse at home.
She might have left her purse at home.
**F:** I may have called the wrong number.
I might have called the wrong number.
**M:** You could have gotten a better job.
**F:** She couldn't have known he was my cousin.
**M:** They would have been perfect for the party.
**F:** You wouldn't have liked it.
**M:** He must have missed it.
**F:** The salary must not have been high enough.

## Page 70, Lesson 4, Exercise C

**Conversation 1 (F1 = Spanish)**

**M1:** Good morning.
**F1:** Hello. I'm Carolina Soto. I'm interested in the job as band director of the children's program. The one at the music camp.
**M1:** Actually, that job is taken.
**F1:** Oh, that's too bad.
**M1:** But that's not the only possibility. I see you have experience working with teens?
**F1:** Actually, I do. I teach piano in an afterschool program at the local middle school. And I also give private lessons.
**M1:** Well, how would you feel about a band leader position at the college? It would be with adults . . .
**F1:** Well, it's not exactly what I had in mind, but I would consider it. I think my skills are transferable from children to adults.
**M1:** That's great. People whose outlook is flexible usually do well in most jobs.

**Conversation 2 (M2 = Italian)**

**M1:** Good morning. Please come in.
**M2:** Thank you. I'm Carlo Angelini. I'm interested in working in an international company, but I'm not sure what jobs might be available.
**M1:** OK. What do you see as your personal strengths—your . . . soft skills as they call them today?
**M2:** Soft skills. . . . Well, I was going to say I'm logical, and I can figure things out. When other people don't understand things or don't know what to do, they usually come to me.
**M1:** Being able to solve problems is a really valuable skill in any job, and in all of life, too.

**Conversation 3 (M3 = Brazilian Portuguese)**

**M1:** Hello. Please come in and have a seat.
**M3:** Thanks. I'm Jose Alves.
**M1:** Which job are you interested in, Mr. Alves?
**M3:** Well, I'm not sure. My English is pretty good. And I'm free to travel. I've done a lot of volunteer work with both older and younger people.
**M1:** Well, your lack of experience might not be a problem. We have jobs for people at every level. What would you say your strengths are?
**M3:** Well, they say I work well with other people. Even when I don't agree with a policy, I do my best to work with my colleagues to support the goal. I figure we're all members of the same team.
**M1:** That's a great quality. I know of a nice position that might be just right for you.

**Conversation 4 (F2 = Korean)**

**M1:** Hello. Mia Kim?
**F2:** Yes, that's right.
**M1:** Please have a seat, Ms. Kim and tell me what you're doing now.
**F2:** I'm currently working as a receptionist in a hotel, but I've just finished a course as a legal secretary, and I'd like to apply for the opening in Paris. I don't mind if it's challenging. I'd like to grow and learn new skills.
**M1:** Do you speak French?
**F2:** Yes. My parents both worked in France for a Korean company, and I went to a French-speaking school.
**M1:** Well, I was going to suggest something here in the U.S., but as it happens, there's an opening for an English-speaking administrative assistant in a law firm in Paris. I know you'll learn a lot there.

**Conversation 5**

**M1:** Come in. You're Bonnie Kells, aren't you?

**F3:** Yes, that's right. . . . The list shows that there are jobs available for psychologists. I'm not a psychologist yet, but I'm studying psychology at night. I have training in human relations. . . . This would be my first job.

**M1:** First job. How exciting. We actually have quite a few entry-level jobs.

**F3:** That's good.

**M1:** Tell me, Ms. Kells. What do you see as your strengths?

**F3:** Well, I'm good at paying attention to what people say so I can understand their feelings.

**M1:** Well, being a good listener is an essential skill for a psychologist. Let's take a look at a few possibilities for you.

**Conversation 6**

**M1:** Good afternoon. You must be . . . Katherine Cummings?

**F4:** Yes. . . . I'm looking for a job.

**M1:** Certainly, Ms. Cummings. What kind of experience do you have?

**F4:** Well, I'm an artist. I did the murals at the new reception area of the new Central Bank Building.

**M1:** You did those beautiful murals? I've seen them. They're so unusual. Was the design your own idea or were you part of a team?

**F4:** It was my own idea, actually. There was a competition, and they chose my design.

**M1:** That's great! So what kind of job are you looking for? . . .

**Conversation 7 (M4 = U.S. Regional)**

**M1:** Please come in.

**M4:** Thank you. I'm Tom Mayor, and I'm a student. I'm looking for a summer job.

**M1:** OK. Tell me something about your skills and abilities.

**M4:** Well, I know I'm pretty young, but people have always said I have a good head on my shoulders.

**M1:** What do you think they mean by that?

**M4:** Well, I'm careful. I don't take silly risks the way some people do. I have a track record of making good decisions. My mom and dad say I was born with common sense.

**M1:** Excellent. I'm wondering if you might like to help in a children's athletics program on a cruise ship. They're looking for someone who's careful and responsible with kids.

**Conversation 8 (F5 = U.S. Regional)**

**F5:** Hi! I'm Marjorie Clark. I didn't have an appointment.

**M1:** That's OK. Walk-ins are welcome. Tell me something about yourself.

**F5:** So, I'd say I'm a people person.

**M1:** A people person. Could you please explain what you mean, Ms. Clark?

**F5:** I just love working with people. And, actually, people like working with me . . . and *for* me. They say I'm a good boss, a good leader.

**M1:** A good boss. . . . Have you had any experience in management?

**F5:** Yes, I have. My last two jobs have been in management.

**M1:** Have you had any training in management?

**F5:** To tell you the truth, no. I think I was just born a good manager. Maybe that's why people say they like working for me. I'd like to know if there's anything available abroad. I can speak Spanish.

M1: Let's have a look.

## UNIT 7

### Page 76, Lesson 1, Exercise B

**Holiday 1 (F1 = Brazilian Portuguese)**

**F1:** There are Carnival celebrations in many places in the world where Catholics live, but Carnaval, the most popular holiday in Brazil, is world-famous. Carnaval usually takes place in February or March each year. But the ways people celebrate vary from city to city and region to region. People wear amazing costumes and dance in huge parades to Brazil's wonderful samba music. In cities such as São Paulo or Rio de Janeiro, people come to watch the parades. In Belo Horizonte, people join the parade. In other places, there are street parties where people dance and sing all night long. It's so popular that more than half a million visitors come from around the world to enjoy Carnaval.

**Holiday 2**

**M:** The 4th of July—also known as Independence Day—is the day that the United States celebrates independence from England in 1776. It's an important national holiday during which offices, schools, and businesses are closed, and everyone enjoys a warm summer day off from work. Many businesses and homes put up decorations, and you can see the American flag everywhere. In many cities, people march in parades or watch them as they go by. Typically friends and family get together for picnics and grill meat outside. Then in the evening, as soon as it's dark, there are fantastic fireworks displays that everyone loves.

**Holiday 3 (F2 = Korean)**

**F2:** One of the most important holidays in Korea is Chuseok. It's a three-day holiday that takes place in September or October each year to celebrate the harvest—the time of year when vegetables and grains finish growing and are ready to be sold and eaten. Many Koreans travel to their hometowns to get together with their families for the holiday, so the traffic is impossible. It can take hours to get anywhere. And the airports and train stations are packed with people. Traditionally, Koreans visit the cemetery to remember family members who have died and to clean their graves, and they eat rice cakes called *songpyeon*. During Chuseok, some people like to wear a *hanbok*—a Korean garment worn on special occasions. And in the evening, they watch women who are dressed in hanboks perform a traditional dance.

## Page 76, Lesson 1, Exercise E

**M:** The dishes that are popular for Thanksgiving are made from seasonal vegetables.

**F:** The costumes that are worn for Carnaval can take thousands of hours to make.

**M:** France's Bastille Day's a great holiday for people who love fireworks.

France's Bastille Day's a great holiday for people that love fireworks.

**F:** The man who's wearing a funny hat in this photo is my brother.

The man that's wearing a funny hat in this photo is my brother.

## Pages 80–81, Lesson 3, Exercises C and D

**(M = Spanish, F2 = Chinese)**

**F1:** This is Gail Wenders. Welcome to my podcast. I'm speaking today with two guests: Gonzalo Escobar, a teacher from Oaxaca, Mexico, and Dai Hong, a writer from Kunming, China. Welcome to you both.

**M:** Thank you.

**F2:** Glad to be here.

**F1:** Gonzalo, let's start with you. You're from Mexico, and some of our listeners may not be familiar with the Day of the Dead, the seasonal and religious holiday that's celebrated there. Tell us a little about it.

**M:** So if you've ever seen the movie Coco, you know what the Day of the Dead, or *Día de los Muertos*, is.

**F1:** I loved that movie.

**M:** In Mexico, we celebrate the holiday in late October and early November. We remember our relatives who have died.

**F1:** But it's not a sad holiday, right?

**M:** That's right. Even though it's a time to remember the dead, it's actually a time of happiness and love . . . a celebration of life . . . even a time to tell funny stories about our loved ones.

**F1:** So what do people do?

**M:** Well, it's traditional for families to put up orange and purple decorations . . . for example, orange marigold flowers and orange and purple colored paper. We also put up phsotographs of our dead relatives. We create a kind of memorial for them—just for the holiday. For example, we put out skulls – not real skulls, but skulls that are made of sugar, called *calaveras*, and our relatives' favorite drinks and foods. Many families spend the night at the cemetery to be with their loved ones who have died.

**F1:** That actually sounds beautiful.

**M:** It is. People also come out into the street to celebrate. More recently, people have begun to paint their faces to look like the dead. And, in some of the places that observe the holiday, there are parades—and there's music and people dance.

**F1:** What are the religious ceremonies associated with the holiday?

**M:** Well, you could say there's a kind of ceremony for families at the cemetery. . . . They walk together to their family's graves and they pray for their loved ones. And then they sit at the grave and have a picnic so they can enjoy a meal together—the living and the dead.

**F1:** So interesting! Thanks, Gonzalo. So, Dai Hong, I understand there's a holiday Chinese people celebrate to remember the dead, too. Is that right?

**F2:** Yes, it's called Qingming. It's a seasonal holiday that usually takes place in April.

**F1:** So what's special about it?

**F2:** Well, on Qingming everyone goes to the cemetery where their dead relatives are buried, and they clean and sweep their graves.

**F1:** Gonzalo, cleaning graves is a tradition that's practiced on the Day of the Dead too, isn't it?

**M:** Yes, it is. We clean our relatives' graves at the cemetery, and we decorate them too, with photos and flowers. And we also leave traditional dishes there as well as the foods our loved ones used to like when they were living.

**F2:** For us, cleaning the graves of our loved ones is a way to commemorate their lives and show respect for them. It's also an opportunity to go outside and enjoy the warmer spring weather. Many people like to fly kites during Qingming—again, to celebrate the warmer weather of the season. In some places, they even organize sports events for the occasion.

**F1:** So it doesn't sound like a particularly sad holiday either, does it?

**F2:** Not really. Gonzalo was talking about how Mexican families bring food and drinks to the cemetery for their dead relatives. It's really interesting. . . . We do that, too.

**F1:** Are there any traditional dishes people make?

**F2:** Yes. There's something that we like to make for the holiday, and for our dead relatives to enjoy—green rice balls. And we eat eggs, too. Oh, and one other thing: We also like to leave colorful pieces of paper on our family's graves—it represents money. We want to be sure that our family members have enough of it, wherever they are.

**F1:** So do other countries in Asia celebrate this holiday or something similar?

**F2:** As a matter of fact, yes. There are similar holidays in Korea, Japan, Vietnam, Cambodia . . .

**M:** That's true for the Day of the Dead, too. You can find similar holiday traditions throughout Latin America, in Guatemala, Peru, Brazil . . .

**F1:** Really fascinating. Thank you both for telling us about these two holidays that have such similar traditions.

# UNIT 8

## Page 90, Lesson 2, Exercise B

**F:** If she'd seen the weather forecast, she wouldn't have gone to the beach.

**M:** If there hadn't been a late flight, he would have had to wait until the next day.

**F:** If they'd wanted a high-tech car, they could have bought the Z900.

**M:** If I hadn't decided to be a veterinarian, I might have chosen to be an inventor.

**F:** Could they have avoided catching the virus if they'd worn respirator masks?

**M:** What would you have done if you'd lost your wallet?

## Page 91, Unit 8, Lesson 2, Exercise F

1

**F:** Who'd you invite?

2

**M:** Where'd he buy that suit?

3

**F:** If it'd been cheaper, we'd 'uv gotten it.

4

**M:** If I'd known it'd rain, I wouldn't 'uv gone out.

5

**F:** Why'd you tell 'im?

## Page 94, Lesson 4, Exercises B, C, and D

**M:** I'm Glenn Anderson, welcoming you to *If You Had Lived Then*, the program that explores human life on earth in the near and the distant past. In each segment, we speak to an expert who helps us travel back in time to understand what life was like before modern times.

Today's guest is Dr. Mildred Postlewaite from the Human History Museum in Prague. Dr. Postlewaite studies the history of the human species and will tell us about one of humankind's most important innovations: controlling, making, and using fire. Welcome, Dr. Postlewaite.

**F:** Glad to be with you, Glenn. I always enjoy your program.

**M:** Thank you very much for that. So, to get started, I'm wondering if you can you tell us why, in this day and age—when we most often think of discoveries and inventions as the wonders of new technologies—you've elected to concentrate on something as basic as fire. I mean, what's so special about it?

**F:** *[slight chuckle]* Well, for me, it began with a thought experiment. Have you ever thought about what life on earth must have been like before humans used fire? How did they stay warm or prepare food, for example? How did they even survive?

**M:** Was there actually a time when humans didn't have fire?

**F:** Well, even the earliest humans must have observed fire—now we're talking about our distant ancestors who lived millions of years ago.

**M:** *Millions* of years ago?

**F:** Right. Long before any evidence of modern humans, or Homo Sapiens, appears in the fossil record.

**M:** When approximately, do Homo Sapiens appear in the fossil record?

**F:** At about 45,000 years ago. But even the earliest humans saw fires result from lightning during storms, forest fires that moved across the landscape, burning lava from erupting volcanoes; in other words, natural fires.

**M:** So, did those earliest humans use the fire, or did they only observe it?

**F:** The fossil record doesn't tell us exactly when humans discovered how to *control* fire.

**M:** What do you mean by "control fire"?

**F:** By control, I mean capture it from a natural fire, contain it, and supply it with fuel to keep it burning. Archaeologists who study stone tools of the Paleolithic age have found evidence that humans' ability to control fire probably began about 400,000 years ago, at about the time Neanderthals—an earlier human species—appear in Europe and Asia.

**M:** What kind of evidence have they found?

**F:** They've found tools people used and fossil ashes from fires, and there's a scientific way to determine the age of the fossils.

**M:** How could archaeologists know that the Neanderthals were actually able to, as you say, "control" that fire?

**F:** Good question. The remains archaeologists have found were located inside the stone caves where the Neanderthals lived. And as you know, fires don't occur naturally inside of a cave.

**M:** Of course. That's interesting. So Neanderthals knew how to make fire.

**F:** Actually, we don't know that. We can conclude that they could control fire, but there's tremendous disagreement among archaeologists about whether Neanderthals could actually make a fire. And research continues today. We may never know. Just to give you an idea of how much disagreement there is about when humans of any type learned to make fire, estimates range from 1.8 million years ago to 12,000 years ago.

**M:** That's amazing. What about Homo Sapiens, or modern humans?

**F:** Unfortunately, we simply don't know when humans learned how to actually start fires, but we do know that fire was a constant feature of Homo Sapiens' life.

**M:** Was fire the factor that enabled us to survive while Neanderthals became extinct?

**F:** No one knows for sure why Neanderthals became extinct, but it's unlikely that it had anything to do with fire because we know they had it. But the ability to actually start fires enabled modern humans to have a vastly different culture and life from Neanderthals.

**M:** What are some ways that fire altered the course of our development?

**F:** First, it permitted us to create light and heat. Before we had reliable fire, humans went to sleep when the sun went down. With fire, activities could extend into the night, making us more productive.

**M:** Of course. That makes sense.

**F:** Next, it enabled us to cook animals and plants, greatly increasing our nutrition. We could consume a more varied and caloric diet because the food was easier to digest.

**M:** I never thought of that.

**F:** And another important factor in nutrition is that the heat of a fire killed bacteria, making food safer to eat.

**M:** Very interesting.

**F:** And just a few other important things: Fire made it possible for us to bake ceramics out of clay from the

earth so we could store food and water. And it helped keep dangerous animals away from us. Finally, because people gathered together around fires, they helped create our social history as people interacted with each other for enjoyment long into the night. Oh—I don't want to forget another advantage of fire: The light of fires made it easy for group members who were away from camp to find their way back home.

**M:** Well, thank you so much, Dr. Postlewaite, for making us aware of the tremendous importance of fire in our development as a species. I have to admit I had never given this much thought to fire before your visit today. Thank you so much.

## UNIT 9

### Page 101, Lesson 1, Exercise E

**Conversation 1**

**M1:** Isn't it ridiculous that people can do military service at the age of eighteen, but they can't vote until they're twenty-one? It just doesn't make any sense!

**F1:** I couldn't agree more. If you're old enough to serve in the military at eighteen, you're certainly old enough to vote in an election.

**Conversation 2**

**F2:** I can't understand why anyone smokes in a restaurant. It's just disgusting, in my opinion. If you really have to smoke, you should go outside and not bother other people.

**M2:** I'm not sure I agree. I don't think it's a great idea to have the government telling people what they can and can't do. In my opinion, smoking should be allowed in certain parts of every restaurant.

**Conversation 3**

**M3:** Did you hear in the news about that teenager who had the accident near the Central Mall?

**F3:** No, I didn't. Was anyone hurt?

**M3:** No, thank goodness. But I say enough is enough. I'm in favor of raising the age for getting a driver's license to twenty-one. Teens are just not ready to drive.

**F3:** Then I guess we'll just have to agree to disagree. I don't think one accident is enough to change all the rules.

**Conversation 4 (F4 = Caribbean English, M4 = French Canadian)**

**F4:** I'm worried about the inappropriate stuff they're showing on TV these days. It seems like kids are seeing a lot more violence than they used to see in the past.

**M4:** Actually, that's exactly what I think. Someone needs to inform parents about what their kids will be seeing so they can decide whether or not they want them to watch that stuff.

**F4:** You're so right.

**Conversation 5**

**M5:** You know, I'm really against raising taxes right now. They're already way too high.

**F5:** Do you think so?

**M5:** Totally. I think it would be a great idea to convince everyone to just stop paying their taxes. Then the government would have to listen.

**F5:** Really? I think I have to disagree with you there. If no one paid their taxes, we'd lose a lot of important services.

### Page 102, Lesson 2, Exercise B

**Conversation 1**

**M1:** We need to do something about poverty in this country. There are just too many people who can't find jobs and too many who don't have enough to eat.

**F1:** But what are you suggesting we do about it?

**M1:** Well, I think some rich people just have too much money. It's time to take some of it and give it to the poor.

**F1:** Whoa! No offense, but I can't agree with that. You can't just take someone's money because you think he or she is too rich. There's got to be other ways to help end poverty.

**Conversation 2**

**M2:** Don't you think we need to do something about corruption in our government?

**F2:** I'm with you on that. But I think it's going to take time. We can't expect things to change right away.

**M2:** Really? I'm not sure I agree. I think we need to make big changes now.

**F2:** Like what?

**M2:** Well, for example, like putting the representatives from the Conservative party in prison. Everyone knows they're all corrupt.

**F2:** I agree that if someone takes money for favors, they should be punished, but there are corrupt politicians in every party. I think people from all points of view need to work together if we want things to change.

**Conversation 3**

**F3:** Some people have been urging a reduction in military spending. But I think it's important that the government continue to keep our military strong, as it always has.

**M3:** Well, we'll have to agree to disagree. There are other important things that could really use that money, such as education, medical research, arts and culture . . .

**F3:** Nothing is as important as a strong military. Anything that weakens it would be a disaster for our country.

**M3:** Well, I'm afraid I disagree. I think it's time for some changes.

**Conversation 4 (F4 = Senegalese)**

**F4:** I don't think we're doing enough to fight drug trafficking. In my opinion, we need to do more to punish people who use drugs. It's just getting out of control.

**M4:** I see your point, but I don't think punishing drug addicts is the way to go. In my opinion, it's a health issue. We have to help people with drug addiction and stop sending them to prison.

**F4:** Well, I'm afraid I don't agree. When people make bad choices, they need to be held responsible for those choices.

**M4:** Don't get me wrong. I'm not suggesting there be no punishment. I just think it's time to change how we've traditionally done things and consider other options.

**Conversation 5**

**F5:** Do you mind if I ask you a question about politics?

**M5:** Not at all.

**F5:** So who are you voting for in the elections?

**M5:** Me? I'm voting for the conservatives. How about you?

**F5:** Well, I'm not sure. On the one hand, I like the conservatives' ideas about education. But when it comes to the economy, I prefer the liberals' approach. So I'm probably going to vote for candidates on both sides.

**M5:** Not me. It's the conservatives all the way.

## Page 105, Lesson 3, Exercises D and E

**(F2 = Caribbean English)**

**F1:** Thank you for coming to tonight's debate. We welcome our audience and thank you for your interest. Our debate topic tonight is: Is a dictatorship sometimes necessary? Let's begin with Paula Green who will present the argument in favor.

**F2:** Good evening. Democracy may be the final goal, but sometimes a period of dictatorship is necessary in order to get there.

First of all, in a dictatorship, the government can make good decisions quickly. In a democracy, the government's leadership and legislature is often made up of representatives of different political parties and points of view, so making good decisions can be very difficult and take a long time. This is especially true when a country has experienced a war or a disaster or some other major problem. Because the government in a dictatorship has total power, it can take actions that end fighting and conflict. Or it can more easily resolve the problems caused by a disaster.

Furthermore, elections can cost a lot of money. There's the cost of advertisements. . . . In some cases, the economic costs of workers taking the day off to vote. . . . The cost of political parties meeting to choose their candidates for the elections. . . . In a developing country, where economic development is not so strong, a dictatorship offers a solution that would be easier on the country's economy.

Finally, in a democracy, there's a lot of social instability as governments change from one political view to another. In a democracy, citizens disagree and argue about issues that would be easily resolved in a dictatorship. In a dictatorship, the government can force its citizens to work together peacefully. And this results in more social stability because people understand that the government has the power to make all political decisions. In some cases, the leaders are independent and have no particular political point of view, so citizens trust their government to represent and serve the desires and needs of the majority of the country's citizens. Thank you.

**F1:** Now let's listen to Lance Bateman present the argument against.

**M:** Thank you, and good evening. I'm afraid I disagree with every point that has just been made.There's only one way to ensure that the needs and desires of the citizens of a country are fully represented—that is, a democracy. A government needs to allow its citizens—with all their various political points of view—to choose their representatives in that country's governing bodies.

It's silly to think that a dictator will act in the best interests of the country's citizens. In many cases, a dictatorship encourages government corruption. Its leaders make decisions that are in their own best interests, as well as the best interests of their friends and family—sometimes even in the best interests of the country's military leaders. This is also true in some monarchies. In some cases, a king or queen has complete power and no real opposition—such as citizens who are free to express a different political point of view. If no opposition is allowed, who will watch and comment on what the king or queen does?

The idea that democracies can't make good decisions but dictators can is ridiculous. The world is filled with democracies that have quickly made important—and good—decisions for their citizens as well as historic decisions that have helped other countries around the world. Having the right to choose your own representatives—representatives who will make decisions for *you*—is everyone's right. And it's a good thing for the country to spend money on the cost of elections to protect that right. Democracy works when people's political views are respected and when there is open discussion between citizens with different views. We learn from each other when we listen to each other and work together to find solutions in the best interests of all of us. It's good for the country and good for its citizens. Thank you.

**F1:** Thank you both for your arguments for and against. Now let's hear what our audience has to say.

# UNIT 10

## Page 112, Lesson 1, Exercise E

**F:** The capital, Shetland, is on the western coast of Freeport.

**M:** Newton is on Lake Freed.
Newton is on the northern shore of Lake Freed.

**F:** Kenna is located on the James River.

**M:** Dellwood is on the border of Freeport and Broadpass.

**M:** The city of Parker is in Broadpass.

**M:** Maxwell is located in the central part of Freeport.

**F:** Lake Freed is in the north.
Lake Freed is in the northern part.

**F:** Freeport is located south of Broadpass.
Freeport is located to the south of Broadpass.

**M:** Lake Freed is east of Shetland.

**F:** Baker Island is off the southwestern coast of Freeport.

**M:** Freeport is to the northeast of Baker Island.

## Page 114, Lesson 2, Exercise B

**F:** Kate had better take a raincoat if she's going to Crater Lake.

**M:** They'd better not go to Perkins Park in June.
**F:** Should we bring flashlights?
**M:** We'd better.
**F:** Should she pack a snack?
**M:** She'd better not.

## Page 115, Lesson 2, Exercise E

**Conversation 1**

**M1:** Maggie?
**F1:** Bill! Are you calling from Brazil?
**M1:** Yup. I'm on a boat on the Pará River—We were just visiting the lush Amazon forest across the river from Belém.
**F1:** Across from Belém? No way!
**M1:** It was spectacular. We just met a guy who lives there and he showed us his pet tarantula.
**F1:** A tarantula? The really big spider?
**M1:** Right. The spider's name was Silvio. Someone took a photo of it walking on my arm. It was scary, but they say tarantulas aren't dangerous.
**F1:** Really! I had no clue. Well, listen. You'd better watch out for snakes!
**M1:** Actually, I think the snakes are watching out for *us*.

**Conversation 2 (F2 = U.S. Regional)**

**F2:** Nicole! Hello from Lake George.
**F3:** Hi, Carla! Lake George is supposed to be really nice.
**F2:** It's amazing! A must-see.
**F3:** How far is that from New York City?
**F2:** Oh, a little over three hours north of the city.
**F3:** So are you having a good time?
**F2:** I was.
**F3:** Oh, no. What's wrong?
**F2:** We were taking a short hike and I was wearing shorts. I must have come in contact with some kind of itchy plant. I guess I'm allergic, because now have a terrible rash on my legs . . . and it itches like crazy.
**F3:** That's too bad. Can you get to a pharmacy?
**F2:** I'm sure there's one in town. I'm going there today to see if I can get some kind of ointment for this.
**F3:** You'd better do that right away.

**Conversation 3**

**M2:** Katie! How's Miami?
**F4:** Actually, I'm southwest of Miami, in the Everglades.
**M2:** Cool! I've always wanted to go there.
**F4:** You'd love it . . . even though it's pretty buggy this time of year.
**M2:** Ugh. I hate mosquitos.
**F4:** Me too. My hotel's right by the water, so we have a lot of them.
**M2:** Well, be careful. Alligators like water, too.
**F4:** Actually, you can see a lot of them here. It's pretty extraordinary.

**Conversation 4 (F5 = British English)**

**F5:** Hello, Jim! How's Australia?
**M3:** Hi, Becky! Fantastic. I'm in Perth this week, on the western coast.
**F5:** I hear the beaches are great there.
**M3:** They are. I'm going surfing tomorrow.
**F5:** Surfing? I'd think twice before surfing in those waters. There are supposed to be a lot of sharks there.
**M3:** Don't worry. They're more scared of us than we are of them.
**F5:** And what about jellyfish? I've heard they can be quite dangerous.
**M3:** Those are in Queensland, on the eastern coast. The ones here aren't dangerous at all.

**Conversation 5**

**M4:** Eileen? Nick.
**F6:** Hi, Nick! Are you calling from Bramson Park?
**M4:** That's right. I'm hiking back to my car from the waterfall right now. You were right. It really is a must-see.
**F6:** I know, right? But hey. Be sure to stay on the path. I made the mistake of walking off the path when I was there last year, and I ran into some very thorny plants. It was NOT much fun.
**M4:** Good advice. Thanks.

## Pages 116-117, Lesson 3, Exercises C and D

**The Grand Canyon**

**F1:** Looking for someplace extraordinary to visit? Located in the southwest of the United States, the Grand Canyon is bigger than you ever could have imagined. And it's one of the world's most breathtaking sights—different from anything you've ever seen. It's surrounded by desert—dry and arid. As you step close to the canyon's terrifyingly high edge, you get a spectacular view of the Grand Canyon's famous rocky cliffs—and they extend as far as the eye can see. As the sun moves across the sky during the day, the colors of the rocks change. It's so quiet, except for the sound of the wind. Even with other visitors all around you, it feels like it's just you and the canyon. For a special adventure, you can hike down into the canyon to explore the wonders below. The paths are steep, but there are waterfalls along the way. At the bottom is the Colorado River. If you have the time, you can take a boat down the river, passing through some exciting rough water.

**Angel Falls (M = Spanish)**

**M:** Here's an unforgettable adventure, if you don't mind taking a little time to get there. Located in the southeastern part of Venezuela in the jungles of Canaima National Park, Angel Falls is the tallest waterfall in the world. It's three times as tall as the Eiffel Tower in Paris, and sixteen times the height of Niagara Falls between the U.S. and Canada. The falls drop from a cliff into Devil's Canyon—a spectacular sight. When the weather's hot and dry, much of the water turns into a foggy mist. It's a bit difficult to get to the falls—there are no roads to take you there. And from the capital, Caracas, there are no direct flights to the falls. You have to make two stops before arriving in the city of Canaima. Then you take a wooden boat up the Churún

River, which takes over three hours. And then you take a one-hour hike on a rocky, and sometimes slippery, path to the bottom of the falls. Another option is to take a helicopter to see the falls from above. And if you're hot and exhausted after all that traveling, you can cool off and go swimming in the natural pool at the bottom of the falls.

**The Himalayan Mountain Range (F2 = Nepalese)**

**F2:** Photos of the Himalayan mountain range are beautiful, but there's nothing like seeing the world's highest mountains with your own eyes. October and November are the best months to go. The tiny country of Nepal, located between China in the north and India in the south, has fifty of the tallest mountains. Day hikers can explore the lush forests in the valleys between the mountains and enjoy the breathtaking landscapes. Many people, of course, want to climb Mount Everest, the tallest mountain of them all. But you'd better not even think of it if you aren't an experienced climber. It's a dangerous trip, and many hikers have died trying. However, even if you're not experienced, you can hike to Mount Everest's base camp where expert climbers begin their journey to the top. On the way to the base camp, you'll pass beautiful green valleys and rivers, and pretty soon you'll find yourself walking in a snowy white landscape. From there, you'll get amazing views of the world's tallest mountains and great stories to tell your friends back home.

# *Keep Talking* Video Script

### Unit 1, Page 5, Lesson 1, Exercise C

**A:** Doug, you may already know Tony, but in case you don't, I'd like you to meet Tony Page.
**B:** Hi, Tony. I'm Doug Burns.
**C:** Pleasure to meet you, Doug. Did you say, Burns?
**B:** Yes, that's right.
**C:** I can't believe it. You must be Olivia's brother. You look just like her.
**B:** As a matter of fact, we're twins. What a coincidence. How long have you known Olivia?
**C:** Not long. I met her at a friend's house just last weekend. Small world, right?
**B:** That's amazing. But, you know, you look familiar to me, too. Aren't you in my yoga class at the health club?
**C:** Actually, no. I don't take yoga.
**B:** Oops. My mistake.
**C:** No worries. You must be confusing me with someone else.

### Unit 1, Page 7, Lesson 2, Exercise C

**A:** Good evening. I'm Daisy Nash.
**B:** Nicole Bailey. Nice to meet you.
**A:** Nice to meet you, too.
**B:** The photos are great, aren't they?
**A:** They really are. . . . By the way, can I call you Nicole?
**B:** Absolutely. Please do.
**A:** And please call me Daisy. . . . So where are you from?
**B:** I'm from Toronto. And you?
**A:** I'm from right here in Boston.
**B:** Really? That's interesting. Do you live nearby?

### Unit 2, Page 17, Lesson 1, Exercise C

**A:** Hello? Roger Brooks.
**B:** Hi, Roger. Kay here. I'm sorry to bother you, Roger, but could you possibly do me a favor?
**A:** Certainly, Kay. How can I help?
**B:** Well, I'll be on a video conference this afternoon, and I won't finish in time to pick the kids up from school. Could you get Janie when you pick up your kids and drop her by here? I can call the school to give permission.
**A:** Gee, I'm sorry. I wish I could. I have a dentist appointment after work. My sister Ellen is picking the kids up today. Maybe she can help. I can ask her.
**B:** Could you? I'd really appreciate that.
**A:** My pleasure, Kay.
**B:** Thanks, Roger. You're a lifesaver! I owe you one.

### Unit 2, Page 19, Lesson 2, Exercise C

**A:** Hi. I'm wondering if it's too late to get this jacket dry-cleaned by tomorrow. I know it's really last minute.
**B:** Oh. That might be difficult. It's already 5:00 and we close at 5:30.
**A:** I know. Forgive me, but it's pretty urgent. My boss just asked me to make a presentation tomorrow afternoon, and I noticed the jacket is dirty.
**B:** Let me see what I can do. I'll call you first thing tomorrow. About 8:00?
**A:** That would be great. Then I could pick it up at lunchtime. My office is just down the street. . . . Oh, by the way, could you possibly shorten this skirt for my daughter? About two inches? It's not urgent. I could pick it up sometime next week.
**B:** Sure.
**A:** Great. Thanks. I owe you one!
**B:** You're welcome. I'll give you a call in the morning.

### Unit 3, Page 29, Lesson 1, Exercise D

**A:** I'm looking for a good read. Any suggestions?
**B:** Have you read anything by Daphne du Maurier? I'm totally hooked on her books.
**A:** Du Maurier . . . did she write *The Birds*?
**B:** Yes.
**A:** I haven't read any of her stuff, but I've heard good things.
**B:** You mean you've never read *Rebecca*? It's one of her best-sellers.
**A:** What's it about?
**B:** It's a mystery about a woman who marries a widowed man with a lot of secrets. It takes place in a house called Manderley.
**A:** I'm not usually big on mysteries, but that sounds good.
**B:** It's awesome. I couldn't put it down. Would you like to borrow my copy? I have it at home.
**A:** I'd love to. Thanks so much.

### Unit 3, Page 31, Lesson 2, Exercise D

**A:** Do you know where I can get a copy of the *Gazette*?
**B:** I actually don't know. Maybe at the gift shop?
**A:** I tried there, but they were sold out. There's an article in there about exercise and weight loss that I'm dying to read.
**B:** Oh, I think I read that one—the one about running to lose weight?
**A:** Right. My husband says there's no way to lose weight if you don't diet.
**B:** I used to think so, too, but the article disagrees. Very thought-provoking. If I still had it, I'd give it to you, but I threw it out yesterday. But, hey! Check the reception desk at work. There's always a copy of the *Gazette* there.
**A:** Duh! Why didn't I think of that?

### Unit 4, Page 41, Lesson 1, Exercise C

**A:** Hey, Wendy. You don't look so good. Are you leaving?
**B:** Actually, yes. I've come down with something.
**A:** What's wrong?

**B:** Well, I didn't sleep a wink last night, and then I got up with a headache and a sore throat. And now I think I'm running a fever.
**A:** Oh, no. Any other symptoms?
**B:** Not yet.
**A:** Well, you've probably picked up that virus that's going around. Do you need a ride home?
**B:** No, thanks. I've called a taxi.
*A:* Well, do you think you should call a doctor?
**B:** I'm not sure. I'll give it a couple of hours and see what happens. Right now, I'd just like to go home.
**A:** Can I pick up something at the pharmacy for you?
**B:** That's so nice of you, but I don't need anything.
**A:** Well, text me later if you do.
**B:** I will. Thanks, Drake.
**A:** I hope you're up and about fast.

## Unit 4, Page 43, Lesson 2, Exercise C

**A:** Nina, I'm so sorry. I could kick myself! I'm not going to make the parent-teacher conference at 10:30.
**B:** No?
**A:** Well, I just finished at the dentist's. My filling took over an hour. I wish I hadn't made the appointment for 9:00.
**B:** Well, these things happen. I'll just tell the teacher what happened.
**A:** I feel awful about this.
**B:** Len, don't be so hard on yourself. Hey, remember the time I forgot to pick up the cake on your birthday?
**A:** Yeah, I do. And there were 20 people at the house for my party.
**B:** See what I mean? These things happen. It's not the end of the world.

## Unit 5, Page 53, Lesson 1, Exercise C

**A:** Penny! You won't believe what's going on.
**B:** What?
**A:** A bridge collapse. The South Street Bridge. Jeff just called to tell me about it.
**B:** But, one second. . . . When did this happen?
**A:** Just a few minutes ago, I think. Oh, wow. Look at that.
**B:** What a catastrophe! There must be a lot of injuries.
**A:** I'm sure there are. I always wonder what causes these things to happen.
**B:** Me, too. There are always tons of trucks on that bridge. Maybe their weight caused the collapse.
**A:** I've heard that's possible. How awful.

## Unit 5, Page 55, Lesson 2, Exercise D

**A:** You know that hurricane in Texas a couple of weeks ago?
**B:** Yeah. That was terrible, wasn't it?
**A:** Totally, but would you believe they're already having another one?
**B:** You're kidding.
**A:** I wish I were. I just saw it online on *Weather Update*. They say this one's worse. It's going to continue for days.
**B:** Let me have a look.
**A:** Here you go.
**B:** And look at this! Another breaking news story. There was just an earthquake in California.
**A:** How awful! But, what a relief! It says there's been very little damage.
**B:** Well, thank goodness for that!

## Unit 6, Page 65, Lesson 1, Exercise C

**A:** So, have you made any resolutions for the new year?
**B:** Actually, I have. I was mulling it over, and I decided I really need to stop spending time on my devices before going to bed.
**A:** Why's that?
**B:** I haven't been sleeping well lately, and I'm pretty sure that's why.
**A:** You know, I've actually just read an article about that. They say that it's a common problem. I wish you luck.
**B:** Thanks. What worries me is that I made the same resolution last year, but it was too hard. I was so hooked on social media, I couldn't give it up.
**A:** Just because it's been difficult before doesn't mean you can't succeed this time. Reading a book always puts me to sleep. Why don't you try that?
**B:** Good idea. I think I will.

## Unit 6, Page 67, Lesson 2, Exercise D

**A:** I should have taken a longer vacation.
**B:** Why do you say that?
**A:** Well, I've been working really hard. I need more time to relax.
**B:** Why have you been so busy at work?
**A:** Several of my colleagues left to work at other companies, so I have a lot on my plate.
**B:** That's too bad. I'm sorry to hear that. How much vacation time do you still have?
**A:** Well, we get a total of three weeks, and I've only used two.
**B:** Then why don't you just take another short vacation next month?
**A:** That's probably a good idea. I'll give that some thought.
**B:** If you took another vacation, what would you do?
**A:** I'm not sure. But I'd definitely do something relaxing.
**B:** Good idea. You deserve it.

## Unit 7, Page 77, Lesson 1, Exercise C

**A:** Did you know that there's a holiday next Thursday?
**B:** I didn't. What holiday is that?
**A:** Thanksgiving. It's a family holiday that always takes place on the last Thursday in November.
**B:** I didn't know that. So, what do people usually do on Thanksgiving?
**A:** Well, people usually get together with their families and have a huge meal together.
**B:** Oh. What do you usually eat?
**A:** There are a lot of seasonal fruits and vegetables. And most families have turkey.

**B:** Is there anything else that people do then?
**A:** Well, it's also a tradition to watch a football game on TV.
**B:** Sounds nice. Well, have a wonderful Thanksgiving then!
**A:** Hey, I'm going to my parents' house on Thursday. Why don't you come join us? They'd love to have you!
**B:** Really? That's so nice. Thanks!

## Unit 7, Page 79, Lesson 2, Exercise D

**A:** I'm not familiar with the way people do things here. So, I wonder if I could ask you a question about table manners.
**B:** Of course. What would you like to know?
**A:** I've heard it's offensive to sneeze at the table during a meal. Is that true?
**B:** Actually, yes. It would be better to step outside.
**A:** Well, I am worried about something. I'm allergic to some cosmetics—they make me sneeze.
**B:** Then I suggest you tell your hosts. I'm sure they'll understand.
**A:** Good idea. Would it be OK if I just covered my mouth and nose with a tissue? That's what people do in my country.
**B:** If you have to, it's no big deal. Just say, "Excuse me." They know you're not from here.

## Unit 8, Page 89, Lesson 1, Exercise C

**A:** Now here's an interesting idea. Check this out . . . a burger that's made from plants but tastes like beef. That sounds healthy.
**B:** The Cow-No-No Burger. I've seen those in stores. But the ingredients sound like a science experiment to me . . . not real food. Would you actually eat one?
**A:** Well, now that I think about it, I guess not. It's kind of ridiculous. If I wanted to eat healthier food, I could just eat more veggies. Right?
**B:** Right. Hey, look at this Cloud Nutriscanner Food Scanner.
**A:** That seems pretty practical.
**B:** What I like about it is it's really small and portable.
**A:** That's true. So you could easily carry it with you.
**B:** That's for me.

## Unit 8, Page 91, Lesson 2, Exercise D

**A:** You're not going to believe what happened to Derek last night.
**B:** What?
**A:** Well, he had gone shopping for groceries at the supermarket, and he realized while he was driving home that he had left his phone on the checkout counter.
**B:** You're kidding. How did that happen?
**A:** Apparently, the store was packed with customers, and he was in a hurry.
**B:** That's terrible! So, what did he do?
**A:** It turned out that another customer had found it and given it to the clerk. So, no harm done.
**B:** Thank goodness that other customer was honest.
**A:** And you know Derek's wife has been in the hospital for over a week, so he's been pretty distracted. That's the kicker. If she hadn't been in the hospital, I don't think this would have happened.

## Unit 9, Page 101, Lesson 1, Exercise C

**A:** So, what do you think . . . are you for or against capital punishment?
**B:** Me? I'm totally against it. To be honest, I don't think it's ever right to take someone's life—no matter what.
**A:** Really? No exceptions?
**B:** Not really. For me, killing is just wrong.
**A:** Well, I think there's more to it than meets the eye. If we didn't have capital punishment, what would stop people from killing?
**B:** No offense, but I don't understand that argument. Research doesn't support it.
**A:** What about the family of the person who was killed? Aren't their feelings important? They want to see that there are consequences for people's actions.
**B:** Of course. But it doesn't have to be that way. I just think capital punishment is unacceptable.
**A:** Well, I believe if you kill someone, you deserve to be killed.
**B:** Then I guess we'll have to agree to disagree.

## Unit 9, Page 103, Lesson 2, Exercise C

**A:** Would you mind if I asked you a political question?
**B:** Not at all. What would you like to know?
**A:** Well, would you say you're a moderate?
**B:** That depends. On some issues, I'm conservative. But on others, I'm pretty liberal. So, I guess that makes me kind of a moderate. What about you?
**A:** I guess I'd call myself a liberal. I'm usually in favor of social and political changes. Would it be terrible if I asked you another question?
**B:** Absolutely not. Shoot.
**A:** Who are you going to vote for in the election?
**B:** Actually, as a general rule, I prefer not to discuss who I'm voting for.
**A:** Sorry. I hope my question wasn't too offensive.
**B:** Not at all. I just prefer not to answer.
**A:** I totally understand.
**B:** But I will say that I think the government has been doing a good job.
**A:** I agree.

## Unit 10, Page 113, Lesson 1, Exercise C

**A:** So, where did you say you were right now?
**B:** I'm climbing Mount Fillmore.
**A:** Mount Fillmore? That's supposed to be extraordinary. What's it like?
**B:** The climb is steep, but it's really breathtaking! It's a must-see.
**A:** Is Mount Fillmore south of the capital?
**B:** Actually, east. About a two-hour drive.
**A:** And how's the weather?
**B:** It was a little foggy and cool this morning. I'm just wearing a light jacket.
**A:** That sounds beautiful. I love foggy mornings. Can you send me some pictures?
**B:** Sure!

## Unit 10, Lesson 2, Page 115, Exercise C

**A:** Excuse me. Is this the way to the beach?

**B:** Yes. It's straight ahead . . . about a kilometer. Just follow the signs to the cliff. There are stairs down to the beach.

**A:** Thanks. Is it worth the long walk?

**B:** Definitely. I took some fantastic photos. The views are spectacular.

**A:** That sounds great. Are the stairs safe?

**B:** Definitely. But watch out for thorns on your way down. There are a lot of them.

**A:** Thanks for the warning.

**B:** By the way, you'd better not go swimming.

**A:** Why not?

**B:** For one thing the water's pretty rough. . . . And there are sharks.

**A:** Sharks? Are you serious?

**B:** Unfortunately, I am. Better safe than sorry.

**A:** Thanks for the heads-up!

# *Connect TV* Video Script

## UNIT 1

**ANDY:** Hi. Can I help you?

**DAVID:** Yes. I have a 1 o'clock appointment with Ms. Chakrabarti.

**ANDY:** She's at lunch right now. She must be running late.

**DAVID:** No problem. I'll just make a phone call outside.

(. . .)

**BRITT:** Andy!

**ANDY:** Britt? What are you doing down there?

**BRITT:** I don't want him to see me!

**ANDY:** Why?

**BRITT:** He's my ex-boyfriend. I haven't seen him in three years.

**ANDY:** What's he doing here?

**BRITT:** He might be here about that story on cultural literacy.

**ANDY:** Really?

**BRITT:** Yeah. He's an expert on etiquette. He corrected me all the time. Table manners, conversations, even grammar. EVERY. LITTLE. THING . . .

**ANDY:** That must have been annoying.

**BRITT:** And now he's here! I can't believe it. He must not know I work here. I might be able to sneak out. Here he comes. You distract him while I leave.

**ANDY:** What?!

**BRITT:** Just don't offend him!

**ANDY:** But—!

(. . .)

**DAVID:** Hello again.

**ANDY:** Oh, hi. I mean . . . hello. I mean, good afternoon to you, sir.

**DAVID:** I'm sorry I didn't introduce myself earlier. Very impolite of me. I am David Garcia.

**ANDY:** I'm Andy.

**DAVID:** So, beautiful day, isn't it?

**ANDY:** Oh, yes, it's gorgeous. . . . So, where are you from?

**DAVID:** I'm from Minneapolis originally.

**ANDY:** People from Minneapolis are really friendly, aren't they?

**DAVID:** They are.

**ANDY:** So, are you married?

**DAVID:** No. Why do you ask?

**ANDY:** Oh, I'm sorry was that rude?

**DAVID:** A little bit . . .

**PRISHA:** Hello. I'm so sorry I'm late. You must be Mr. Garcia.

**DAVID:** Ms. Chakrabarti. So nice to meet you in person.

**PRISHA:** Please. Call me Prisha.

**DAVID:** Britt?!

**BRITT:** Hi, David.

**PRISHA:** Do you two know each other?

**BRITT:** Yep.

**DAVID:** We used to . . . date, didn't we?

**BRITT:** We did.

**PRISHA:** Well, that's a coincidence, isn't it?

**DAVID:** I didn't know you worked here.

**PRISHA:** She's been here, what, three or four years now?

**BRITT:** Less than three, actually.

**DAVID:** I think you mean "fewer" than three. Actually. See, when you have non-count nouns . . .

**BRITT:** Oops. My mistake.

## UNIT 2

**MEGAN:** Thanks for agreeing to pick up my sister at the airport. But shouldn't you be leaving soon?

**DUSTY:** Don't worry. I have a plan.

**MEGAN:** I owe you one. It's too bad that Prisha scheduled an important meeting this morning.

**DUSTY:** Megan—I'll take care of it.

**MEGAN:** I'm sure you will. Do you think you could have the car washed and cleaned today, too? It's pretty dirty.

**DUSTY:** Absolutely.

**MEGAN:** Oh, and, I know you have a lot on your plate, but could you have my blue dress dry-cleaned on your way home from work? I have to stay late tonight.

**DUSTY:** No worries.

**MEGAN:** Thanks. You're a lifesaver. . . . Could you have my shoes repaired, too?

**DUSTY:** Easy.

**MEGAN:** And could you get a cake made for Britt's birthday this week?

**DUSTY:** A-OK.

**MEGAN:** By 3 P.M. today?

**DUSTY:** Yep.

**MEGAN:** Okay. What's going on?

**DUSTY:** What do you mean?

**MEGAN:** I just asked you for a bunch of favors and you agreed to do them all.

**DUSTY:** I'm just a super organized guy.

**MEGAN:** Yeah, right. Why do you keep talking into the phone?

**DUSTY:** Isn't that what phones are for?

**MEGAN:** Dusty!

**DUSTY:** Okay. It's my new app: TakeCareOfIt.

**MEGAN:** TakeCareOfIt?

**DUSTY:** You need 100 brochures for a meeting by tomorrow? Just tell the app, and they'll take care of it. They'll hire a printing service to do it. No time to do the laundry? They'll have someone pick up your clothes, clean them and return them.

**MEGAN:** They do everything?

**DUSTY:** Just about.

**MEGAN:** They're picking up my sister from the airport?

**DUSTY:** A friendly, reliable driver will meet her and drive her home.

**MEGAN:** What if they can't . . . get someone to feed your cat?
**DUSTY:** They send a message and turn down your request.
**MEGAN:** And all those things I just asked you—they didn't turn you down?
**DUSTY:** Nope. When they turn you down, you hear a little ding and they send you a message.
**MEGAN:** Even when your sound is off?
**DUSTY:** What? Oh. . . . There.
**MEGAN:** What's that?
**DUSTY:** They can't have a birthday cake made by 3 P.M. today.
**MEGAN:** That's okay. I was just testing you.
**DUSTY:** They can't repair your shoes today, either . . .
**MEGAN:** Are they having someone pick up my sister at the airport?
**DUSTY:** Uh, no. But that's okay. I can do that.
**MEGAN:** At 9:30?
**DUSTY:** Sure, it's only . . . 9 o'clock?!
**MEGAN:** Thank you, honey!
**MEGAN:** Send Dusty an order of his favorite chocolates.
***(APP:)*** *We'll take care of it!*
**MEGAN:** Yeah, right.

## UNIT 3

**ANDY:** Hey there! What are you doing?
**MEGAN:** Well, actually, I'm starting to write a novel.
**ANDY:** Really? That's so cool. Is it a science fiction story?
**MEGAN:** Uhh . . . no . . .
**ANDY:** I'm hooked on science fiction. How about this: It's 200 years in the future. Robots control the world, and humans think that this is the end. But one robot named . . .
**MEGAN:** Andy—
**ANDY:** I like that! One robot named Andy is a rebel. He actually has feelings and he believes he can save the humans.
**MEGAN:** Interesting.
**ANDY:** Wouldn't that be a page-turner?
**MEGAN:** I guess so. But—
**ANDY:** They say science fiction is the most important genre of our time.
**BRITT:** Hey guys. What's up?
**ANDY:** Megan's writing a novel!
**MEGAN:** I'm just starting, actually.
**BRITT:** Make it a thriller! About two sisters! One is good and one is really bad! But we don't know who the bad one is! And there's a third sister! An identical twin! And a brother! Who lives in the basement! And . . .
**MEGAN:** Britt, that's getting a little hard to follow.
**PRISHA:** Hey. What's going on?
**ANDY:** Megan's writing a novel. A science fiction story!
**BRITT:** Or a thriller!
**MEGAN:** I'm not sure what the story is yet.
**PRISHA:** What about a romance novel? I've heard that romance writers sell more books than any other genre.
**MEGAN:** Aren't all romance novels trash?
**PRISHA:** Not at all! Nothing beats a good love story.
**ANDY:** Tell us what the story should be about.
**PRISHA:** Well, maybe it's about a young woman who works for a digital newspaper.
**BRITT:** Like Connectivity!
**PRISHA:** And she meets a handsome young man.
**ANDY:** Named Andy!
**PRISHA:** Or Pierre.
**ANDY:** Yeah, that's good, too.
**PRISHA:** And she knows that he's the man she wants to marry but—
**ANDY:** He's very sick!
**PRISHA:** Too sad.
**BRITT:** He's married!
**PRISHA:** Too boring.
**ANDY:** He's leaving the country for ten years!
**PRISHA:** Yes! And she can't decide what to do—leave everything to go with him or lose the man she loves!
**ANDY:** Oh, that's good.
**PRISHA:** That would be a best-seller.
**MEGAN:** Thanks for the help but, if you don't mind, I'd rather come up with the story myself.
**PRISHA:** Oh! Of course.
**ANDY:** That makes sense.
**BRITT:** No problem! See you back at the office.
**DUSTY:** How's the novel?
**MEGAN:** I didn't get much done. And lunch time is almost over.
**DUSTY:** I have an idea.
**MEGAN:** Of course you do.
**DUSTY:** Crime fiction. They say everybody loves a good mystery.
**MEGAN:** Why didn't I think of that?

## UNIT 4

**ANDY:** So I'll just ask you a few questions about alternative medicine.
**DR. ROGERS:** That sounds fine.
**ANDY:** Hmm. Let me find a different microphone.
**DUSTY:** Hi. Are you Dr. Rogers?
**DR. ROGERS:** I am.
**DUSTY:** Can I ask you a medical question?
**DR. ROGERS:** Go right ahead.
**DUSTY:** I've had this pain in my knee—ouch—for a couple of days now. And I'd already had some lower back—oof!—back pain when the knee pain started.
**DR. ROGERS:** Sorry to hear that.
**DUSTY:** It's really awful—ay yi yee—last night I didn't sleep a wink. Do you think I should try acupuncture?
**DR. ROGERS:** Acupuncture could help. But are you taking any medications?
**DUSTY:** No.
**DR. ROGERS:** You could try an over-the-counter painkiller first for a couple of days. If that doesn't work, you should probably go see your doctor. You might need an X-ray.
**DUSTY:** I really wish I could get some sleep.

**ANDY:** Dusty, what are you doing?
**DUSTY:** I just had a question for the doctor.
**ANDY:** He's not here to give medical advice.
**DUSTY:** But—
**ANDY:** Not now! . . . Sorry about that.
**DR. ROGERS:** It's okay, really.
**ANDY:** Let me just get a light for you and we can start the interview.
**PRISHA:** Hi, Dr. Rogers? I'm sorry to bother you. I think I've come down with something. I have this stomachache . . .
**DR. ROGERS:** Are you running a fever?
**PRISHA:** No. I wouldn't come to work if I had a fever.
**DR. ROGERS:** Are you throwing up? Or do you feel nauseous at all?
**PRISHA:** I feel a little dizzy sometimes but no vomiting. I wish this would just go away.
**DR. ROGERS:** It's probably just something that's going around. If it lasts another day or two, you should probably go see your doctor.
**PRISHA:** I just saw my doctor on Tuesday, but when I was there, the stomachache hadn't started yet.
**ANDY:** Prisha, what are you doing?
**PRISHA:** I'm talking to the doctor about my stomachache.
**ANDY:** We are not Dr. Rogers' patients! . . . Sorry about that.
**DR. ROGERS:** It's fine, really.
**BRITT:** Hi, Dr. Rogers. I'm Britt.
**DR. ROGERS:** Hi.
**BRITT:** You know, I have this headache . . .
**ANDY:** Britt! This is not the doctor's office!
**BRITT:** Oh, sorry.
**ANDY:** Hey, everybody. Can you leave the doctor alone? Come on, be professional—we're at work. . . . Okay. Sorry about that.
**DR. ROGERS:** It's okay. It happens all the time, actually. And I don't mind. I'm always happy to talk to people about their health.
**ANDY:** Really? . . . I have this little rash on my shoulder. Is there an ointment or something that I can get to stop the itching? . . .
**PRISHA:** We're just here to watch the interview.
**BRITT:** We want to see how a professional works.

## UNIT 5

**BRITT:** Hey guys.
**MEGAN:** Hey Britt.
**PRISHA:** Did you bring that book, by any chance?
**BRITT:** I did! Just a second . . .
**PRISHA:** My sister said it's the best book she's read this year.
**ANDY:** What's this?
**BRITT:** My emergency kit.
**MEGAN:** You carry an emergency kit with you?
**BRITT:** Of course. Don't you?
**MEGAN:** No.
**ANDY:** Can I see what's in it?
**BRITT:** Sure. . . . It's just the stuff they say you should always have with you. Bandages, sterile gauze, scissors, antiseptic ointment, painkillers, surgical gloves . . .
**ANDY:** Surgical gloves?! Are you planning to perform surgery?
**BRITT:** Well, if we were in a train wreck and you got badly hurt and needed surgery, I'd have the tools to do it.
**ANDY:** That's just . . . weird!
**BRITT:** You have to be prepared. Tell me, what will you all do when the earthquake hits? On the news last night they said it could come any day.
**ANDY:** Or maybe not for 30 years!
**MEGAN:** We have some bottled water and cans of food at home.
**PRISHA:** I keep medical supplies and a blanket in my car.
**ANDY:** This is the only emergency kit I need.
**BRITT:** A credit card?
**ANDY:** They say you can get everything you need with a credit card.
**BRITT:** They also say electricity is the first thing to go in an earthquake, and you can't use a credit card without electricity.
**ANDY:** How am I going to charge my cell phone when there's no electricity?! . . .
**BRITT:** It's a hand-powered cell phone charger. You turn that thing and it charges your phone. It's also a radio and a flashlight. Three tools in one.
**PRISHA:** You carry this with you everywhere?
**BRITT:** Yeah.
**MEGAN:** Why?
**BRITT:** So that I'm ready for anything.
**ANDY:** Wow.
**BRITT:** You guys haven't thought about any of this? What are you going to do when you turn on the TV and they say "Breaking News! The volcano is erupting." You have to be ready to respond at a moment's notice.
**ANDY:** There's no volcano around here. . . . Is there?
**BRITT:** That's what you think.
**ANDY:** There's a volcano?!
**BRITT:** Or what would you do if they said there's a huge tsunami coming?
**MEGAN:** I'd stick with you.
**PRISHA:** Me too!
**BRITT:** Andy, how will you protect yourself from the next hurricane?
**ANDY:** Well, I have an umbrella . . .
**BRITT:** That's it?
**ANDY:** It opens automatically . . .
**BRITT:** You're a catastrophe.

## UNIT 6

**BRITT:** Thanks for dinner, Dusty. I think that might have been the best meal you've ever made.
**ANDY:** I wish I had learned to cook like that.
**MEGAN:** When I was 22, just after college, I resolved to learn how to be a great cook.
**BRITT:** What happened?

**MEGAN:** I met Dusty, and now he does all the cooking.

**ANDY:** That's why I hate making resolutions. They're so hard to keep.

**DUSTY:** I love making resolutions!

**MEGAN:** You just don't like to keep them.

**DUSTY:** What are you talking about? I always keep my resolutions.

**MEGAN:** What about the time you were going to learn how to speak French?

**DUSTY:** I discovered my mouth can't make those sounds.

**MEGAN:** You resolved last month you were going to eat a healthier diet, but tonight you made fried chicken for dinner. Not that I'm complaining.

**DUSTY:** Yeah. That's true. . . . I thought a healthy diet would be more fun, but it's not.

**BRITT:** That's okay Dusty, it's hard to keep resolutions. Well, this isn't exactly a resolution, but I thought I was going to be a movie director.

**DUSTY:** What happened?

**BRITT:** I got a job at Connectivity instead, and I really liked it, so I have no regrets.

**MEGAN:** When I was younger, I was sure I was going to be a rich and famous author. But then I realized how hard it is to make a living at it. Sometimes I wish I had tried harder, but now I just do it for a hobby.

**BRITT:** What about you Andy? Any resolutions or regrets?

**ANDY:** Not really. I love my job. I have great friends.

**DUSTY:** You're completely happy with your life?

**ANDY:** Well, I imagined I would have been married by now, but I'm still single.

**MEGAN:** Don't worry about that. You must not have met the right person yet.

**ANDY:** I feel like I've dated every woman I know, but nothing seems to work out.

**MEGAN:** Don't lose heart!

**BRITT:** You've never asked me out.

**ANDY:** What?

**BRITT:** It just dawned on me. You've never asked me on a date.

**ANDY:** Well, I, um, I would have, but we work together.

**DUSTY:** Lots of people meet at work.

**ANDY:** That's true. Actually, I was mulling it over for a while, but I didn't think you'd say yes.

**MEGAN:** Would you say yes?

**BRITT:** I don't know. I'd have to hear the question.

**ANDY:** Well, um, do you want to go to dinner with me on Saturday?

**BRITT:** Uh . . . no.

**MEGAN:** What?!

**ANDY:** See, I knew you wouldn't say yes.

**BRITT:** I'm kidding! I'd love to go to dinner with you on Saturday.

**ANDY:** Really?

**BRITT:** Of course. But only if my sister and her husband can come, too.

**ANDY:** What? Oh, sure, that's fine. I thought you meant—

**BRITT:** I'm kidding. How about a movie, too?

**ANDY:** Sure. That . . . that sounds great.

## UNIT 7

**PRISHA:** Okay, good meeting, everyone. Oh, one more thing—I'll be away from the office on Friday. I'm going to the wedding of a friend who lives out of town.

**MEGAN:** How fun!

**PRISHA:** I'm a little nervous about it, actually.

**BRITT:** Really? Why?

**PRISHA:** I've never been to a wedding in America before. The customs that are popular here seem a little weird to me.

**ANDY:** What customs are you talking about?

**PRISHA:** Well, first of all, I have to wear a costume.

**MEGAN:** You mean like a traditional, cultural costume?

**PRISHA:** No. We're all supposed to dress up like our favorite person from history.

**BRITT:** What!? That's hilarious.

**ANDY:** And definitely not customary.

**PRISHA:** Anybody know where I can find a costume of Cleopatra?

**DUSTY:** The Queen of Egypt!

**PRISHA:** And instead of bringing gifts that the couple could use, we're each supposed to sing a song.

**BRITT:** What are you singing?

**PRISHA:** "Always be there."

**MEGAN:** The pop song?! You can sing that?!

**DUSTY:** Everybody can sing that.

**DUSTY AND ANDY:** "Youuuuuuuu know I-eeeeeeeeeeee will al-ways be there for you—"

**MEGAN:** That's enough of that.

**BRITT:** This is amazing. Tell us more!

**PRISHA:** The wedding is in this small town that has a cute main street. After the ceremony, still in our costumes, we're supposed to march in a parade through town to a park where we'll have a picnic and watch fireworks.

**DUSTY:** That sounds like my kind of wedding!

**PRISHA:** Then we dance all night until sunrise.

**ANDY:** That is so cool!

**PRISHA:** And after we've been up all night, we fly kites as the couple leaves for their honeymoon.

**MEGAN:** Wow. That sounds so—

**DUSTY:** Creative! You'll have a ball. I love this wedding. You want to get married again?

**MEGAN:** No! I loved our wedding. We had a short ceremony with all the people who were most important to us. And we had dinner and dancing at a little Italian restaurant.

**PRISHA:** That sounds lovely.

**ANDY:** When I get married, it's going to be as simple as possible.

**BRITT:** Me too.

**ANDY:** No parades.

**BRITT:** No kites.
**ANDY:** Just a simple ceremony by the ocean.
**BRITT:** With a few family members and friends.
**ANDY:** I do love the historical costumes though. I could be Albert Einstein!
**BRITT:** I would never go to that wedding.
**ANDY:** Yeah. Bad idea.
**DUSTY:** But you'll have a blast, Prisha. Want to practice your song? "Youuuuuu know I-eeeeee will—" . . . Right. That's enough of that.

## UNIT 8

**MEGAN:** Ready to watch a movie?
**DUSTY:** I want to show you something first.
**MEGAN:** What is it?
**DUSTY:** My new invention.
**MEGAN:** Invention?
**DUSTY:** You know how I'm always forgetting my keys when I leave the apartment?
**MEGAN:** And your wallet . . .
**DUSTY:** And my wallet.
**MEGAN:** Your phone . . .
**DUSTY:** That too.
**MEGAN:** And your—
**DUSTY:** I forget things. That's just who I am. But . . . it doesn't have to be. Not with: Dusty's Shocking Reminder.
**MEGAN:** What is that?
**DUSTY:** This one goes on the door, and this goes on my keys. Now if I want to leave the apartment and I have my keys with me, I can open the door. No problem.
**MEGAN:** Okay.
**DUSTY:** But if I were to forget my keys, I would get . . . a shocking reminder. . . . Wha-hee-hee-ow!
**MEGAN:** Are you okay?!
**DUSTY:** No harm done! It gives you a little shock. See? . . . Wha-hee-hee-ow! Isn't it great?
MEGAN: It's certainly novel.
**DUSTY:** And here's the kicker. I made one with a timer that works on the refrigerator!
**MEGAN:** What?
**DUSTY:** You're always telling me I shouldn't snack between meals, right?
**MEGAN:** Or after dinner.
**DUSTY:** So, if I were to try to open the refrigerator after dinner. . . . Wha-hee-hee-ow!
**MEGAN:** You would get a shocking reminder. I get it.
**DUSTY:** . . . And if I did this for a week or so, I'd always remember my keys, and I'd never snack between meals. . . . Isn't this a cutting-edge invention?
**MEGAN:** No offense, but it's not exactly the wheel.
**DUSTY:** Come on! If we advertise the heck out of it, we could make a lot of money.
**MEGAN:** So, how am I supposed to use the refrigerator? Or the front door?
**DUSTY:** Huh. That is a problem, now that I think of it. . . . You could wear gloves.
**MEGAN:** In the house, all the time? No way.
**DUSTY:** I should have thought of that.
**MEGAN:** Don't be so hard on yourself. We might still find a way to use it. Ready to watch a movie?
**DUSTY:** Sure. How about an action movie? . . . Wha-hee-hee-ow!
**MEGAN:** Or we could watch my favorite historical drama.
**DUSTY:** Megan, that's brilliant! . . . "Take back control of your remote control with Dusty's Remote Control Controller . . . "
**MEGAN:** No.
**DUSTY:** Yeah, you're right.

## UNIT 9

**DUSTY:** Hi guys.
**BRITT:** Hi.
**ANDY:** Hello.
**MEGAN:** What's . . . going on?
**ANDY:** We're having a disagreement.
**MEGAN:** Do you mind if I ask what it's about?
**BRITT:** Not at all. Andy doesn't recycle! How could I have not known this?
**ANDY:** I recycle lots of stuff. Almost everything! This morning I threw away a plastic water bottle. There was no recycling bin nearby!
**BRITT:** You don't care about planet Earth!
**ANDY:** You're just wrong!
**BRITT:** Global warming is a huge problem!
**ANDY:** I couldn't agree more! But one water bottle isn't going to solve it. You always think that if I disagree with you just a little, I must be completely on the other side of an issue! . . . What are you two doing?
**DUSTY:** Oh, sorry, we're just commenting on the way you argue.
**MEGAN:** Would you allow us to offer a suggestion?
**BRITT:** Sure.
**MEGAN:** Well, in a relationship, it's really important to learn to disagree politely.
**DUSTY:** To debate different sides of an issue without hurting the other person's feelings.
**ANDY:** How do you do that?
**DUSTY:** It's good to speak softly. That helps keep everybody calm.
**MEGAN:** Experts urge you to avoid words like "always" and "never"—they just make things worse.
**DUSTY:** Listening is more important than talking.
**MEGAN:** And it's helpful to focus on one issue at a time instead of mixing them all up.
**BRITT:** Huh. That makes sense.
**ANDY:** Is that what makes your relationship so easy-going?
**DUSTY:** Yep. Plus, I just agree with everything that Megan says.
**MEGAN:** Dusty!
**DUSTY:** What? I do.

**MEGAN:** Seriously? Has it never occurred to you that you always seem to take the opposite side of any debate, just to make me mad?
**DUSTY:** It's not to make you mad. Discussing pros and cons makes the conversation interesting.
**MEGAN:** So, I was right. You don't agree with everything I say.
**DUSTY:** Why do you have to always be right no matter what?
**MEGAN:** I don't!
**DUSTY:** Okay.
**MEGAN:** But in this case, I am!
**ANDY:** Would you permit us to offer a little advice?
**MEGAN:** From two people who have only been dating a few months?
**BRITT:** I just want to encourage you to speak softly.
**ANDY:** That's exactly what I think. And avoid words like "always" and "never."
**BRITT:** I couldn't have said it better myself. And maybe stick to one issue at a time.
**ANDY:** I'm with you on that.
**DUSTY:** I see what you're doing.
**BRITT:** We're just learning to disagree politely.
**ANDY:** By watching you argue. You're very good teachers.

## UNIT 10

**PRISHA:** Dusty, that cake was delicious.
**BRITT:** So good.
**DUSTY:** Actually, Megan made dessert tonight.
**ANDY:** What?!
**MEGAN:** I know! Things are really changing around here.
**ANDY:** They are, aren't they?
**BRITT:** Hey you guys, I need some suggestions from you.
**ANDY:** About travel.
**DUSTY:** Shoot.
**BRITT:** You've all traveled much more than I have. Where's the most beautiful place you've ever been?
**ANDY:** Has anybody been to the Grand Canyon? It's supposed to be one of the world's must-see places.
**PRISHA:** It's one of the most spectacular sights I've ever seen.
**MEGAN:** The colors of the canyon are unforgettable, especially at sunrise.
**BRITT:** That sounds amazing.
**DUSTY:** Of course, it can be quite dangerous, too. There are lots of cliffs and the paths are often steep and rocky. And if you're hiking down by the river, you'd better watch out for the quicksand.
**ANDY:** That sounds . . . a little scary.
**BRITT:** Okay. Maybe not the Grand Canyon.
**MEGAN:** Are you planning a vacation?
**BRITT:** Yeah. I was thinking of . . . traveling somewhere.
**ANDY:** What about Key Largo?
**PRISHA:** Key Largo is extraordinary.
**MEGAN:** Beautiful beaches.
**PRISHA:** Warm water.
**MEGAN:** Palm trees.
**DUSTY:** But if you go swimming, you'd better keep an eye out for jellyfish. And crocodiles.
**ANDY:** You're kidding.
**DUSTY:** Not to mention snakes. And scorpions. And the sharks.
**BRITT:** Okay. Key Largo is out.
**ANDY:** I've heard the Swiss Alps are beautiful.
**MEGAN:** Unbelievably gorgeous.
**PRISHA:** They have the most breathtaking views of mountain ranges . . .
**DUSTY:** Of course, in the mountains it can get really foggy and the trails can get very slippery. And you'd better not be on the mountain after dark or—
**MEGAN:** Dusty! I don't think you're helping.
**PRISHA:** Are you going soon?
**BRITT:** I was thinking maybe this summer. Actually, we were hoping to find a good place for . . .
**ANDY:** You can tell them.
**BRITT:** A good place for a honeymoon.
**MEGAN:** What?!
**DUSTY:** Whose honeymoon?
**ANDY:** Um, ours. Britt and me.
**BRITT:** We got engaged this afternoon.
**PRISHA:** Is this for real?
**ANDY:** Yep.
**MEGAN:** You've only been dating for six months.
**BRITT:** Yeah, but we've known each other for three years.
**PRISHA:** This is fantastic.
**ANDY:** You're all invited to the wedding. It'll be small and simple . . .
**MEGAN:** Of course we'll be there.
**ANDY:** We still have to decide on the honeymoon.
**BRITT:** Maybe Hawaii?
**PRISHA:** That's perfect!
**DUSTY:** Perfect if you want to get caught in a volcano.
**MEGAN AND PRISHA:** Dusty!
**DUSTY:** I'm kidding! We're all going to Hawaii!
**ANDY:** Dusty! You're invited to the wedding, not the honeymoon.
**DUSTY:** Right. You're going to Hawaii! Come here, you two.

## ADDITIONAL ANSWERS

### Answers for Unit 2, Interactive Cool Down, *Twenty Questions,* page 24

1. *Q: Where do you get / have your car repaired?*
   *A: I get / have my car repaired . . .*
2. *Q: How often do you get / have your clothes dry-cleaned?*
   *A: I get / have my clothes dry-cleaned . . .*
3. *Q: Who do you get to pick up your mail when you go away?*
   *A: I get . . . to pick up my mail when I go away.*
   *Q: Who do you have pick up your mail when you go away?*
   *A: I have . . . pick up my mail when I go away.*
4. *Q: How often do you get / have packages delivered to your home?*
   *A: I get / have packages delivered to my home . . .*
5. *Q: Would you ever get / have your shoes repaired?*
   *A: Yes, I would get / have my shoes repaired . . . /*
   *A: No, I wouldn't ever get / have my shoes repaired.*
6. *Q: Would you like to get / have someone cook all your meals for you?*
   *A: Yes, I would / No, I wouldn't like to get / have someone cook all my meals for me.*
7. *Q: When might you get / have your passport renewed?*
   *A: I might get / have my passport renewed . . .*
8. *Q: Where do you get / have your hair cut? /*
   *A: I get / have my hair cut . . .*
9. *Q: Have you ever gotten / had someone take care of your pet?*
   *A: Yes, I have / No, I haven't gotten / had someone take care of my pet.*
10. *Q: Have you ever gotten / had someone help you study for a test?*
    *A: Yes, I have / No, I haven't gotten / had someone help me study for a test.*
11. *Q: When was the last time you got / had flowers delivered to a friend or relative?*
    *A: I got / had flowers delivered to a friend or relative . . .*
12. *Q: Where do you get / have your keys made?*
    *A: I get / have my keys made . . .*
13. *Q: Who can you get to open your door if you lose your key?*
    *A: I can get . . . to open my door if I lose my key.*
    *Q: Who can you have open your door if you lose your key?*
    *A: I can have . . . open my door if I lose my key.*
14. *Q: What have you gotten / had cleaned recently?*
    *A: I have gotten / had . . . cleaned recently.*
15. *Q: How often do you get / have your devices checked for viruses?*
    *A: I get / have my devices checked for viruses . . .*
16. *Q: Have you ever gotten / had a piece of clothing shortened or lengthened?*
    *A: Yes, I have / No I haven't gotten / had a piece of clothing shortened or lengthened.*
17. *Q: When's the last time you got / had a piece of furniture delivered to your home?*
    *A: The last time I got / had a piece of furniture delivered to my home was . . . / I've never gotten / had a piece of furniture delivered to my home.*
18. *Q: How often do you get / have your car washed?*
    *A: I get / have my car washed . . .*
19. *Q: When's the last time you got someone to repair your shoes?*
    *A: The last time I got someone to repair my shoes was . . . / I've never gotten someone to repair my shoes.*
    *Q: When's the last time you had someone repair your shoes?*
    *A: The last time I had someone repair my shoes was . . . / I've never had someone repair my shoes.*
20. *Q: Has anyone ever tried to get you to sing at a party?*
    *A: Yes, someone has tried / No, no one has ever tried to get me to sing at a party.*
    *Q: Has anyone ever tried to have you sing at a party?*
    *A: Yes, someone has tried / No, no one has ever tried to have me sing at a party.*

### Answers for Writing Handbook, Unit 4, Exercise B, page 148

1. *If you feel pain in your back, you can try taking a painkiller. **On the other hand,** if you have pain in your chest, you should see a doctor. medicine and acupuncture have been used for thousands of years, homeopathy was only introduced in the late eighteenth century.*
2. *Homeopathy is fairly common in Europe, **while** it is not as popular in the United States. / **While** homeopathy is fairly common in Europe, it is not as popular in the United States.*
3. *An integrative approach considers patients' social needs, **unlike** other types of treatments. / **Unlike** other types of treatments, an integrative approach considers patients' social needs.*
4. *Conventional medicine and acupuncture have been used for thousands of years, **whereas** homeopathy was only introduced in the late eighteenth century. / **Whereas** conventional medicine and acupuncture have been used for thousands of years, homeopathy was only introduced in the late eighteenth century.*
5. *Many people choose conventional medicine first when they need medical help. **However**, about 30% of U.S. adults choose to use alternative remedies for some conditions.*

### Answer for Writing Handbook, Unit 5, Exercise A, page 148

*Here are some things not to forget when preparing for an emergency. First and most importantly, be sure to follow all emergency instructions carefully: Your life and the life of your family could depend on it. Next, keep a supply of blankets and warm jackets in case of power outages or flooding. Following that, have a discussion with all family members about the importance of listening to emergency broadcasts. Finally, tell family members that if they have to leave home, they should call or text relatives in other places so they don't worry.*

# 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 (images on mobile top): Vichie81/Shutterstock, EpicStockMedia/Shutterstock, Eky Studio/Shutterstock, Jeremy Pawlowski/Shutterstock, Mel Thompson/Shutterstock, Nate Loper/Shutterstock, Ivonne Wierink/Shutterstock, J.Apisara/Shutterstock, Galyna Andrushko/Shutterstock, Martin M303/Shutterstock, Richie Ji/Shutterstock, Daniel Prudek/Shutterstock, R.M. Nunes/Shutterstock, SergiyN/Shutterstock, Emperorcosar/Shutterstock, Eo Tang/Shutterstock, Mentatdgt/Shutterstock, Iakov Filimonov/Shutterstock; ix (desktop bottom): Evgeny Karandaev/Shutterstock; xix: Mentatdgt/Shutterstock, Iakov Filimonov/Shutterstock.

**Unit 1**

Page 1 (man, TR): Asia Images Group/Shutterstock; 1 (woman and dog): Daniel Myjones/Shutterstock; 1 (woman eating): Cat Gwynn/Getty Image; 1 (men sitting): G-Arabul/Shutterstock; 1 (women makeup): Sean Justice/Getty Images; 1 (feet on seats): Gen Sadakane/EyeEm/Getty Images; 2 (at school): Stylephotographs/123RF; 2 (at work): Kzenon/Shutterstock; 2 (at social events): Wavebreakmedia/Shutterstock; 2 (travel): Stephen Dorey/Alamy Stock Photo; 3 (B)B: Michaeljung/Shutterstock; 4 (TR): Goodluz/123RF; 4 (B): Andre Gie/Shutterstock; 5: Jeanette Dietl/Shutterstock; 6: Mladen Mitrinovic/123RF; 7: Oneinchpunch/Shutterstock; 8 (L): Modina/Shutterstock; 8 (R): Irina Brester/123RF; 9: Olneystudio/Alamy Stock Photo; 10 (T): CLS Digital Arts/Shutterstock; 10 (B): Erickson Stock/Alamy Stock Photo; 11: Phase4Studios/Shutterstock.

**Unit 2**

Page 13 (T): Michaelpuche/Shutterstock; 13 (TL): Kurhan/Shutterstock; 13 (TR): Andrey_Popov/Shutterstock; 13 (BL): Andriy Popov/123RF; 13 (BL, inset): Westend61/Getty Images; 13 (BR): AdShooter/E+/Getty Images; 14 (1): Andrew Donehue/Shutterstock; 14 (2): Stiglincz Gabor/Shutterstock; 14 (3): Fizkes/Shutterstock; 14 (4): PhotoMediaGroup/Shutterstock; 14 (5): Africa Studio/Shutterstock; 15 (B): Fizkes/Shutterstock; 16 (T): Scott Griessel/123RF; 16 (B): Mimagephotography/Shutterstock; 17: Wavebreakmedia/Shutterstock; 18: Amorn Suriyan/Shutterstock; 19 (inset): Gareth Boden/Pearson Education Ltd; 19: Georgerudy/123RF; 20: Bojan Milinkov/Shutterstock; 21 (right): Blend Images/Shutterstock; 21 (left): Fizkes/Shutterstock; 23: Andres Rodriguez/123RF.

**Unit 3**

Page 25 (TR): El Nariz/Shutterstock; 25 (newspapers): Rawpixel.com/Shutterstock; 25 (books): Lightpoet/123RF; 25 (blogs): McLittle Stock/Shutterstock; 25 (social media): Rawpixel.com/Shutterstock; 25 (magazines): Vadim Guzhva/123RF; 26 (novel): Martin Valigursky/Shutterstock; 26 (mystery): Forewer/Shutterstock; 26 (thriller, sunset): C_Atta/Shutterstock; 26 (thriller, water): Dmitrii Erekhinskii/Shutterstyock; 26 (thriller, silhouette: OSTILL is Franck Camhi/Shutterstock; 26 (thriller, silhouette: Andrey Arkusha/Shutterstock; 26 (fantasy): Warm_Tail/Shutterstock; 26 (science fiction): Marc Ward/Shutterstock; 26 (biography, flag & Capitol): Andrea Izzotti/Shutterstock; 26 (biography): AJR_photo/Shutterstock; 26 (autobiography): AJR_photo/Shutterstock; 26 (travel): Tuangtong Soraprasert/Shutterstock; 26 (self-help): JohnnyGreig/E+/Getty Images; 26 (current events): Fourleaflover/Shutterstock; 27: Westend61 GmbH/Alamy Stock Photo; 28: Rostislavsedlacek/123RF; 29: Fizkes/Shutterstock; 30: WAYHOME studio/Shutterstock; 31: Pormezz/Shutterstock; 32 (TL): Alina Kruk/Shutterstock; 32 (TC): Andrey_Popov/Shutterstock; 32 (TR): Rawpixel/123RF; 32 (Edgar Wilson): Wavebreak Media Ltd/123RF; 32 (Coumba Diallo): Lucian Coman/Shutterstock; 32 (Seth Milgrom): PT Images/Shutterstock; 32 (Marcela Sebastian): Jozef Polc/123RF; 33: Takayuki/Shutterstock; 34 (T): Jacob Lund/Shutterstock; 34 (B): PR Image Factory/Shutterstock.

**Unit 4**

Page 37 (BR): Andrey Arkusha/Shutterstock; 37 (neck pain): Katarzyna Białasiewicz/123RF; 37 (shoulder pain): Antonio Guillem/123RF; 37 (knee pain): lzflzf/123RF; 37 (ankle pain): Pattkittima/123RF; 37 (lower back pain): Andriy Popov/123RF; 38 (medical): Andriy Popov/123RF; 38 (dental): Pressmaster/Shutterstock; 38 (eye test): Dmitry Kalinovsky/Shutterstock; 38 (X-ray): Itsmejust/Shutterstock; 38 (shot): Juriy Maslak/123RF; 38 (blood test): Wathanyu sowong/123RF; 38 (filling): Pop Paul-Catalin/Shutterstock; 38 (filling, inset): Szasz-Fabian/Jozsef/Shutterstock; 38 (surgery): Gorodenkoff/Shutterstock; 41 (sick man): Lenar Nigmatullin/Shutterstock; 41 (woman, inset): Mangostar/Shutterstock; 42: Nikodash/Shutterstock; 43: Shutterstock; 44 (antacid): Adam Gregor/Shutterstock; 44 (antacid, inset): Nataliazhd/Shutterstock; 44 (antibiotic): Paulista/Shutterstock; 44 (antibiotic, inset): Aleksandr Davydov/123RF; 44 (antihistamine): Budimir Jevtic/Shutterstock; 44 (antihistamine, inset): Fahroni/Shutterstock; 44 (cold tablet): Antonio Guillem/Shutterstock; 44 (cough medicine): Space Images/Shutterstock; 44 (cough medicine, inset): Stephen Mcsweeny/Shutterstock; 44 (ointment): Dmytro Zinkevych/Shutterstock; 44 (vitamin): Iurii Maksymiv/123RF; 44 (vitamin, inset): Blueringmedia/123RF; 44 (eye drops): Alexander Raths/Shutterstock; 44 (painkiller): Fizkes/Shutterstock; 44 (nasal spray): Image Point Fr/Shutterstock; 46 (meditation): Dolgachov/123RF; 46 (Tai Chi): Shutterstock; 46 (acupuncture): Serezniy/123RF.

**Unit 5**

Page 49 (TR): Olovedog/123RF; 49 (volcano): Deni_Sugandi/Shutterstock; 49 (famine): Hadynyah/E+/Getty Images; 49 (forest fire): Bruno Ismael Silva Alves/Shutterstock; 49 (shipwreck): Dvoevnore/Shutterstock; 50 (flashlight): Petr Malyshev/Shutterstock; 50 (candles): Goldfinch4ever/123RF; 50 (matches): Piyawat Nandeenopparit/123RF; 50 (can opener): Tsz-shan Kwok/Pearson Education Asia Ltd; 50 (bandages): Pong-photo9/Shutterstock; 50 (sterile gauzes): Areeya/123RF; 50 (scissors): Belka_35/Shutterstock; 50 (antiseptic solution): Chris Lenfert/Shutterstock; 50 (burn cream): Somchai Som/Shutterstock; 50 (blankets): Kira_Yan/Shutterstock; 50 (thermometer): Lipskiy/Shutterstock; 50 (surgical gloves): 168 STUDIO/Shutterstock; 50 (emergency mradio): Roger Brown Photography/Shutterstock; 51 (BL): Fizkes/Shutterstock; 51 (BR): Fizkes/Shutterstock; 52 (explosion): Andrew Burgess/Shutterstock; 52 (oil spill): Mrs_ya/Shutterstock; 52 (bridge collapse): iBird/Shutterstock; 52 (plane crash): Arsel Ozgurdal/Shutterstock; 52 (train wreck): Murengstockphoto/Shutterstock; 53: Rocketclips, Inc./Shutterstock; 55: Kinga/Shutterstock; 56: Science History Images/Alamy Stock Photo; 57 (rat and pests): INTERFOTO/Alamy Stock Photo; 57 (vaccination poster): Chronicle/Alamy Stock Photo; 58: Prentiss Findlay/Shutterstock; 59: Photka/Shutterstock.

**Unit 6**

Page 61 (TR): PhotoAlto/Alamy Stock Photo; 61 (boyfriend/girlfriend): Lassedesignen/123RF; 61 (sports team): Rawpixel.com/Shutterstock; 61 (wrong career): Dotshock/Shutterstock; 61 (social media, top): THE YOOTH/Shutterstock; 61 (social media, bottom): New Africa/Shutterstock; 62 (business): Freedomz/Shuttertsock; 62 (science): Budabar/123RF; 62 (social work): PaylessImages/123RF; 62 (arts & entertainment): GuruXOX/Shutterstock; 62 (craft): Mavo/Shutterstock; 63: StockLite/Shutterstock; 65 (prince & princess): Lena Evans/Shutterstock; 65 (man watching TV): Dave Clark Digital Photo/Shutterstock; 65 (auto race): Grindstone Media Group/Shutterstock; 65 (auto race crash): Grindstone Media Group/Shutterstock; 65 (doctor & baby): Creativa Images/Shutterstock; 65 (engineers): Paul Biryukov/Shutterstock; 65 (B): Fizkes/Shutterstock; 66: AXL/Shutterstock; 67: Olena Serzhanova/Shutterstock; 68 (1): Victor4/123RF; 68 (2): Cathy Yeulet/123RF; 68 (3): Maksym Gorpenyuk/Shutterstock; 68 (4): Dragon Images/Shutterstock; 68 (5): Cristovao/Shutterstock; 69: Robert Kneschke/Shutterstock; 70: Jrandco/Shutterstock; 71 (T): Iofoto/Shutterstock; 71 (B): Valua Vitaly/Shutterstock.

**Unit 7**

Page 73 (TR): Krakenimages.com/Shutterstock; 73 (background): Tomertu/Shutterstock; 73 (national holidays, fireworks): Pierre Jean Durieu/Shutterstock; 73 (national holidays): Marcos Castillo/Shutterstock; 73 (religious holidays, Muslim prayer): Sony Herdiana/Shutterstock; 73 (religious holidays, candle procession): Jacob Maentz/Alamy Stock Photo; 73 (seasonal holidays, cherry blossoms): Matteo Colombo/Getty Images; 73 (seasonal holidays, Christmas lights): Nikitsin.smugmug.com; 73 (family holidays, Christmas): Thinkstock Images/Getty Images; 73 (family holidays, Tet): Dragon Images/Shutterstock; 75: Michael Simons/123RF; 76 (parade): Mariusz S. Jurgielewicz/Shutterstock; 76 (decorations): Leungchopan/Shutterstock; 76 (remember the dead): Hemis /Alamy Stock Photo; 76 (fireworks): Sherri R. Camp/Shutterstock; 76 (costumes): Hijodeponggol/Shutterstock; 76 (picnic): Wavebreak Media Ltd/123RF; 76 (wish each other well): Rawpixel.com/Shutterstock; 76 (pray): Papavin Aroon/Shutterstock; 77: Syda Productions/

Shutterstock; 78 (T): Rob Marmion/Shutterstock; 78 (B): Serezniy/123RF; 79: Dean Drobot/Shutterstock; 80 (TC): Isvara Pranidhana; 80 (TL): A katz/Shutterstock; 80 (TR): Hkhtt hj/Shutterstock; 80 (green rice balls): Dashu83/123RF; 80 (kite): Paul Smith/123RF; 80 (women in costume): Maksim Kamyshanskii/123RF; 80 (Day of the Day offering): Hugo Alejandri/Shutterstock; 82 (Hindu wedding): Scotty Robson Photography/Getty Images; 82 (Polish wedding): Olga_Rusinova/Shutterstock; 82 (bride throwing bouquet): Henglein and Steets/Getty Images; 82 (couple cutting the cake): Chibas1011/Shutterstock.

**Unit 8**

Page 85 (printing press): Jan Schneckenhaus/Shutterstock; 85 (penicillin, inset): Burgstedt/123RF; 85 (penicillin): Popperfoto/Getty Images; 85 (wooden wheel): Dmitro/Shutterstock; 85 (digital computer): Everett Collection/Shutterstock; 85 (BR): Fizkes/Shutterstock; 86 (L): Geoff Smith/Alamy Stock Photo; 86 (CL): Benne Ochs/Getty Images; 86 (CR): Richard Drury/Getty Images; 86 (R): Roger Bamber/Alamy Stock Photo; 86 (B): Fizkes/Shutterstock; 87: Jason Stitt/Shutterstock; 88: Charles Knox/Shutterstock; 89 (two men): Dotshock/shutterstock; 89 (Snuggle Me): HappyTime19/Shutterstock; 89 (Quickhouse): Imaginechina Limited/Alamy Stock Photo; 89 (Kleen 'n Safe): Itman__47/Shutterstock; 89 (Cow-No-No Burger): Canadapanda/Shutterstock; 90: Sylv1rob1/Shutterstock; 91: Dragon Images/Shutterstock; 92 (TL): Georgii Dolgykh/123RF; 92 (Edwin Land): Marvin Koner/Corbis/Getty Images; 92 (R): 74325/Shutterstock; 93 (Mary Anderson and diagram): Agefotostock/Alamy Stock Photo; 93 (solar powered lamp): Rueters/Brian Snyder/Alamy Stock Photo; 93 (girl drinking from tap): Riccardo Lennart Niels Mayer/123RF; 93 (Momofuku Ando): FocusJapan/Alamy Stock Photo; 94 (TL): NERYXCOM/Shutterstock; 94 (TR): Nikolay Antonov/Shutterstock; 94 (BR): Aleksei Gorodenkov/Alamy Stock Photo; 95 (compass): Alex Staroseltsev/Shutterstock; 95 (map): ALPA PROD/Shutterstock; 95 (GPS): Rafal Olechowski/123RF; 95 (old Chinese paper money): FLHC 16/Alamy Stock Photo; 95 (new Chinese paper money): Auttapon Moonsawad/Shutterstock; 95 (Chinese coins); TonyV3112/Shutterstock; 95 (before anesthesia cartoon): incamerastock/Alamy Stock Photo; 95 (anesthesia cartoon): Album/Alamy Stock Photo; 95 (modern anesthesia): Herjua/Shutterstock; 95 (Louis Pasteur): WorldPhotos/Alamy Stock Photo; 95 (bacteria): Mediscan/Alamy Stock Photo.

**Unit 9**

Page 97 (TR): Fizkes/Shutterstock; 97 (war): Andrew Chittock/Stocktrek Images/Getty Images; 97 (drug trafficking): Macor/123RF; 97 (corruption): Mercigod/Shutterstock; 97 (terrorism): Tamara Beckwith/Shutterstock; 97 (climate change, melting earth): Rudall30/Shutterstock; 97 (climate change): Piyaset/Shutterstock; 97 (poverty): Andrea trevisani/Shutterstock; 100 (L): Dmitriy Shironosov/123RF; 100 (R): Daniel M Ernst/Shutterstock; 101: GaudiLab/Shutterstock; 103: Blaj Gabriel/Shutterstock; 104 (L): Jim West/Alamy Stock Photo; 104 (R): PA Images/Alamy Stock Photo; 105 (L): GoGo Images Corporation/Alamy Stock Photo; 105 (R): GoGo Images Corporation/Alamy Stock Photo; 106 (TL): Metamorworks/Shutterstock; 106 (TR): Kzenon/Shutterstock; 106 (BL): Track5/E+/Getty Images; 106 (BR): AnnaStills/Shutterstock.

**Unit 10**

Page 109 (TR): Cookie Studio/Shutterstock; 109 (mountainous): UBC Stock/Shutterstock; 109 (hilly): StevanZZ/Shutterstock; 109 (flat): ManoMC/Shutterstock; 109 (dry/arid): Maciej Bledowski/Shutterstock; 109 (lush/green): Arkanto/Shutterstock; 111: Fizkes/Shutterstock; 112 (compass): Solomin Andrey/Shutterstock; 113 (background): Shaiith/Shutterstock; 113 (inset): Fizkes/Shutterstock; 113: Dean Drobot/Shutterstock; 114: Cookie Studio/Shutterstock; 115: martin-dm/Getty Images; 115 (background): Simone Caltabiano/Shutterstock; 116 (mountains): Vichie81/Shutterstock; 116 (forest): EpicStockMedia/Shutterstock; 116 (jungle): Eky Studio/Shutterstock; 116 (desert): Jeremy Pawlowski/Shutterstock; 116 (valley): Mel Thompson/Shutterstock; 116 (canyon): Nate Loper/Shutterstock; 116 (glacier): Ivonne Wierink/Shutterstock; 116 (hot spring): J.Apisara/Shutterstock; 116 (marsh): Galyna Andrushko/Shutterstock; 117 (Grand Canyon): Martin M303/Shutterstock; 117 (Angel Falls): Richie Ji/Shutterstock; 117 (Himalayas): Daniel Prudek/Shutterstock; 117 (Iguazu Falls): R.M. Nunes/Shutterstock; 117 (Hawaii): SergiyN/Shutterstock; 117 (Swiss Alps): Emperorcosar/Shutterstock; 117 (Uluru): Eo Tang/Shutterstock; 118 (Mt. Ranier): Neelsky/Shutterstock; 118 (wildflowers): Mark Baldwin/Shutterstock; 118 (maple leaves): Africa Studio/Shutterstock; 118 (monstera leaves): Chansom Pantip/Shutterstock; 118 (fir tree branch): Oleg Vydyborets/123RF; 118 (cactus): Max Topchii/Shutterstock; 118 (coast): DrimaFilm/Shutterstock; 119: Jakobradlgruber/123RF.

## ILLUSTRATION CREDITS

290 Sean (in the style of 456 Mark) p. 23, 26; 418 Neal p. 87 (bottom); Paul Boston pp. 86, 98; Andrea Castro Naranjo pp. 48, 96; Camilla Galindo (in the style of Gustavo Mazali) pp. 18, 112; Brian Hughes p. 54; Tom Jellett pp. 40 (top), 110; Simona De Leo pp. 60, 79; Chris Madden pp. 12, 42, 43, 84, 114; Michael Mantel p. 22; Andrew Pagram (in the style of Martin Sanders) p. 120; Dusan Pavlic (in the style of Pablo Gallego) p. 72; Carl Pearce p. 32; Martin Sanders pp. 54, 120; Roger Stewart pp. 3, 15, 27, 39, 51, 52, 63, 75, 87 (top), 89, 99, 111; Szilvia Szakall p. 64; Lee Teng pp. 40 (bottom), 74, 108.

# NOTES

# NOTES

# NOTES